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ABSTRACT

This document consists of all 26 issues of Volume 9 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by the feature articles for each issue are: (1) ethnic studies, urban educational improvement, and administrator salaries; (2) Latino law school graduates; (3) celebrating Hispanic American culture; (4) trends in Hispanic college admission; (5) feminist analysis of social conditions; (6) colleges recommended for Hispanics student; (7) Hispanic collegiate athletes; (8) distance education and outstanding programs for Hispanic students; (9) corporations and foundations targeting Hispanic students; (10) financing a college education; (11) Hispanic students and student loans and the Graduate Management Admissions Test; (12) Latina women and higher education; (13) the National Research Council and fellowships for minorities; (14) community colleges; (15) educational governance; (16) the top 100 colleges for Hispanics; (17) graduate education; (18) the American Association of Higher Education Hispanic Caucus awards; (19) medical careers for Hispanics; (20) fine arts and performing arts; (21) Hispanics in the media; (22) educational leadership; (23) educational leadership and disadvantaged Hispanic students; (24) cultural diversity; (25) cultural diversity, language diversity, and controversy; and (26) the year in review. (SLD)

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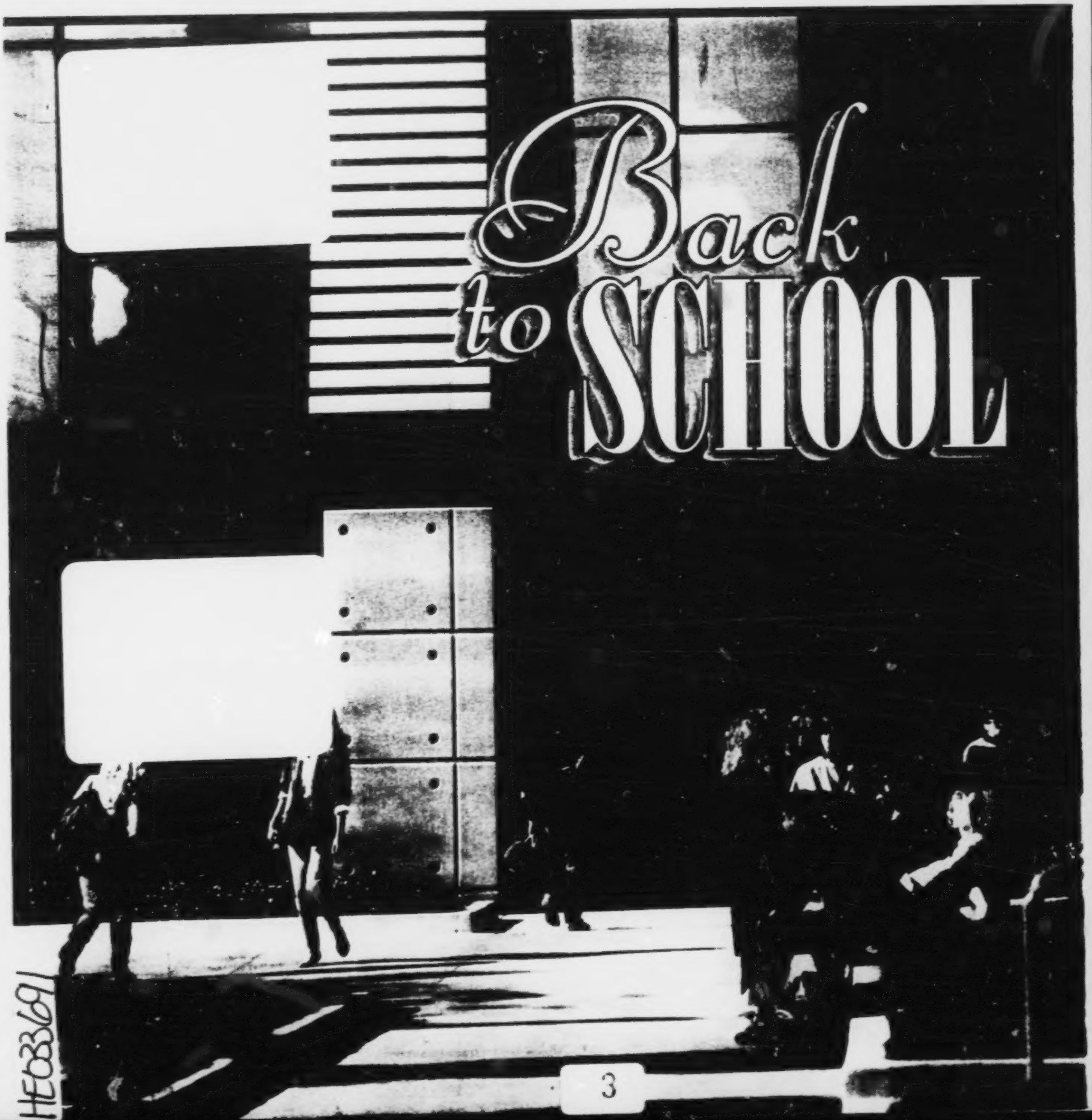
Waldemar Rojas **Carnegie Foundation** **State of Hispanic America–NCLR Report**

SEPTEMBER 11, 1998 • $3.75 http://www.HispanicOutlook.com VOLUME 9 • NUMBER 1

The Hispanic Outlook in Higher Education

CLASS IN SESSION



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Back to SCHOOL

Fall of '98

Dear Colleagues:

Earlier this year we wrote about Nicasio Lozano, a Peruvian who worked long, lonely years in the low-paying job of shepherd so that he might some day go to college in the U.S. He did enroll, but his grades were poor, 2.5, and he decided to drop out. A professor took him to dinner for a pep talk. The shepherd is now a Ph.D. and professor of engineering.

Whoever it was that characterized academia as "dry" never trod the turf. Even the phrase "back to school" has the power to induce most of the known emotions and more than a few sentiments.

The issues, the events, and the players on academic turf interact to generate not a trickle-down or ripple effect but a veritable tsunami *on the futures of underrepresented minorities, so many of whom do not inherit success but must with your help create their own.*

With this September 11 issue, Hispanic Outlook in Higher Education *launches its ninth year of reporting on academia from a unique perspective. The Hispanic Outlook Scholarship Fund enters its second year, winners to be announced in the "Publisher's Picks" issue.*

Our opening issue gives you reason to cheer, to frown, to reflect, and to act. We can start with standing ovations for: Waldemar Rojas, the San Francisco Superintendent presiding over much-improved student scores of Latinos and others in his prophetically diverse district; Silvio Torres-Saillant, who did more than "just say no" to a media profile of the Dominican immigrant as a drug-trafficker–he challenged the profile with scholarly research by three major universities; and Jane Delgado, Ph.D., and the National Hispanic Women's Health Initiative for their immensely readable, practical book on Latina health.

We salute, too, the award-winners, authors, and upwardly mobile achievers cited in all our issues. And thank your media people for generating the press releases, faxes, e-mails and phone calls that tell us of your accomplishments.

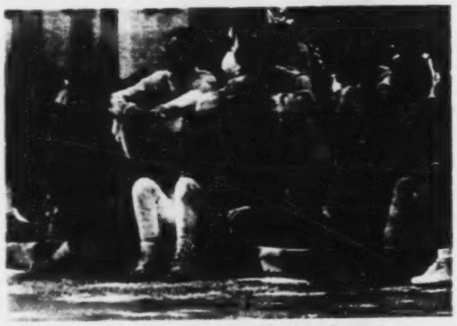
In the coming year, we plan to honor even more heroes, sung and unsung, who are gifted student enablers, and to spotlight those cutting-edge programs–domestic, transnational and international–that hold promise for Hispanics.

Join us in thanking our advertisers, who, in making known their own embrace of diversity, permit us to applaud you.

Sincerely,

Adalyn Hixson

Adalyn Hixson
Editor



Students at New Jersey City University

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C O N T E N T S

FEATURES

Changing the Trajectory of Life 5

Waldemar Rojas is raising test scores remarkably as school superintendent in San Francisco, and raising hopes, too, for its immigrant populations.

Carnegie Foundation for Excellence in Teaching 8

The 93-year-old think tank goes west to California, expanding its research teams and its agenda.

Administrator's Salaries in Academia 11

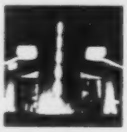
College and University Personnel Association (CUPA) releases 97-98 survey data.

Ethnic Studies: One Man's Retrospective 13

A veteran of the '70s' push for equality in academia recalls the spirit of the times and the frustrations of the equalizer.

HONOR ROLL

George Mason University 17



Our Constitution and Bill of Rights drew on the ones that George Mason wrote for colonial Virginia. GMU looks to stay in the vanguard with its emphasis on high technology, public policy, and the arts.

Salud! Mind, Body, Spirit 21

Clinical psychologist Jane Delgado, in cooperation with the National Hispanic Women's Health Initiative, offers a practical, user-friendly health primer for Latinas.

The Biased Depiction of Dominicans 23

An institute director takes on the New York Times *in the age-old fight against the misshaping of the immigrant profile.*

Improvement Inadequate But Outlook Promising 26

National Council of La Raza report finds inadequate improvement but promising outlook on Latino education.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

The Department of Education reports on class size reduction in the earliest grades.

People, Places, Publications, Conferences 29

Cover Photo: Santa Monica College

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A CAPITOL VIEW

Getting Children to Value Education

BY GUSTAVO A. MELLANDER

Parents are their children's first teachers. Many scholars also believe they are also the most important teachers children will ever have. Values, traditions, and customs learned from parents remain with children all the days of their lives.

Brain development

Recent child brain development research highlights the importance of intellectually stimulating a child's mind during the first three years of life. Reading, singing and talking to children helps the developing brain create connections. If not created during these early years, the connections between neurons, called synapses, will never develop. Repeat, never develop. Children will be dramatically and adversely affected for a lifetime if these connections are not established during those initial three years.

Mothers, fathers, and grandparents, among others, have instinctively for centuries coddled their infants, sung to them, and spoken to them. Most probably they did not realize what an important role they were playing in helping develop the child's brain. Yet science now confirms that those early interventions are important and indeed crucial. Parental influence does not end there. Parents also have a tremendous responsibility to create in their children a thirst for knowledge and a respect for schooling. Far too many children fear and dislike school. Might they have unconsciously learned these "lessons" from their parents? Do they make fun of college professors and the whole education establishment? If so, how can this be countered?

America Goes Back to School

In an attempt to emphasize the importance of education in the lives of individuals, Education Department Secretary Richard Riley has called on communities across the country to "celebrate schools."

"Children can be very observant," Riley said. "They notice what adults consider important and what they ignore. We must send a clear message that school is important, and we do that by investing our time and our attention."

To help resolve the problem, America Goes Back to School was established three years ago–an initiative of the Partnership for Family Involvement in Education, which is a coalition of more than 3,000 business, community, religious and education organizations. The initiative seeks to draw attention to the critical need for parents and communities to support their schools. "The most effective schools draw their strength from the parents and other adults that make up the neighborhoods where the children live. There is simply no substitute for the attention of adults when it comes to shaping the lives of children," Riley concluded.

Activities are sponsored in communities throughout the nation. The national co-chairs of America Goes Back to School are family and child advocate Tipper Gore, Drew University president and former N. J. governor Thomas H. Kean, actor Michael Keaton, and National PTA president Lois Jean White. The 55-member steering committee includes students, educators, mayors, and representatives of business, media, and community organizations.

Activities

Last year, America Goes Back to School events took place in every state.

In Macomb, Mich., a fifth grade teacher and principal organized a back-to-school barbecue the Saturday before school began to encourage parents and other adults to get involved in the new school year. This informal setting helped break the ice among teachers, parents, and other community members, and it was used to recruit needed reading tutors.

The Chicago Academy of Sciences created a "Chicago Goes Back to School" committee of diverse partners representing families, educators, employers, and other community groups. The committee organized family involvement activities around a different theme each month of the school year. The first worked to help parents see that the "dreaded" science fair experiment could be fun and educational for parent and child. This year, the committee's first event will be a parent fair with a focus on providing positive role models for students.

Other America Goes Back to School activities included the following:

- Oregon State University sponsored a statewide conference called "Bringing Oregon's Resources into the Classroom," highlighting reading, math, access to college, and family involvement, and established a resource network as an information clearinghouse for educators in Oregon and across the nation.
- CNN took its Emmy-nominated educational program, *CNN Newsroom*, "on the road" to five cities across the U.S. to give students a national voice on educational issues.
- The mayor of Birmingham, Alabama, sponsored a Back to School Rally at the Alabama Fair Grounds. Alabama honored more than 10,000 kids who had read over 82,000 books this summer in the READ*WRITE*NOW program, and plans to continue their commitment to reading in some 38 after-school programs and in many churches.

Colleges and Hispanic groups such as ASPIRA, the National Hispanic Medical Association, and the Hispanic Business Alliance have been invited to align themselves with this motivational movement.

For more information on the America Goes Back to School initiative, including a free activity kit that provides concrete ideas, resources, and examples of how parents, families, community groups, employers and educators are working to help children learn, call 1-800-USA-LEARN (1-800-872-5327). Or visit the U.S. Department of Education's Web page at http://www.ed.gov/Family/agbts.

Dr Mellander is a professor and dean emeritus at George Mason University.

HO

Changing the Trajectory of Life

Waldemar Rojas Is Raising Scores and Hopes

BY JEFF SIMMONS

> ***"And what we need to do is continue the successes that are occurring academically, but get them going at a much faster pace, a much greater pace, and be sure that you can sustain it across all of our urban centers."***
>
> WALDEMAR ROJAS

Waldemar "Bill" Rojas. Superintendent of Schools,
San Francisco Unified School District

ABOUT DR. ROJAS

Waldemar Rojas has worked within public education for more than 25 years. The diverse urban San Francisco Unified School District, of which he is superintendent, serves 64,000 students. Under his leadership, school reform efforts have brought measurable, increased student achievement, improved parental and community involvement, and the renovation of many buildings as well as the development of new, state-of-the-art schools K-12.

Rojas, who has worked as a teacher, assistant principal, and high school principal, was executive director of Special Education within the public school system of New York City before taking the West Coast post.

He holds an Ed.D. from Teachers College, Columbia University, and a master's degree in educational administration from New York University. He earned a B.A. in Education from Concordia College, as well as an honorary doctorate, and has received honors and awards for scholarship, citizenship, and athletics.

Given his new position, it would seem journalistically irresponsible not to ask Waldemar Rojas if he sees himself as a role model to Hispanic educators and students across the nation. But take that a step further, and it gives the San Francisco superintendent momentary pause.

"Who have been your role models?" *HO* asks him in a recent interview.

The colorful star of this rags-to-riches story takes a moment, and then reveals: "My mother was a role model."

"Why?"

"We had no money, but we didn't live in poverty," he begins, recounting his early years growing up on the rough and tumble streets of the South Bronx and East Harlem. "But she had us reading, she took us to museums, and she took us to church activities and constantly worked on our education."

Another pause, and then he adds, "Even though she had a minimal education herself, she understood the importance of that."

"How many people's mothers would drag around their kids and also work with the neighborhood kids, and she did that. I recall the first time I called her and said, 'Mom, the Board of Education of New York City just voted on my contract and made me superintendent,' and she said, 'We sent you to college so you could be superintendent?'"

He laughs, a hearty laugh. "She had a way of putting things."

Whether it was during his impressionable youth, or as he slowly climbed the academic ladder, Rojas did not miss the valuable lessons that his mother taught him, even if they weren't spoken: a hunger to succeed in life and a drive to strive to improve one's life or, as he puts it, "a kind of molding to build character."

If you haven't heard of Rojas, then you have missed quite a few headlines, and you can expect to see quite a few more. Of Puerto Rican descent, Rojas has now become the first-ever Hispanic chairman of the Council of Great City Schools, a national group that has evolved from its networking roots into a powerful urban education advocacy group during its near-half-century lifetime.

His has been a career focused on a sweeping determination to improve standards for all students and especially opportunities for minority ones.

"He is a no-nonsense educator who sets clear goals and objectives and goes about accomplishing those goals and objectives," says council chair-elect Luis Reyes, one of the New York City Board of Education's two Latino members until July, when his term expired. "He's not afraid to raise the bar in terms of the standards he's setting for himself and for the school system—or of meeting them."

Reyes nominated Rojas to the one-year term, which began in July of this year. But Rojas had already warmed to the post for several months, having filled out the remainder of the term when the previous tenant resigned to serve on the Toledo City Council. His elevation to the chairman position spoke volumes about how the face of urban schools has altered.

"It's symbolic of where we are moving to in urban school districts today," says Reyes, who in his role in New York City faced similar issues facing minority students. "School systems have drastically changed demographically over the last 10 years and will continue to change."

"Part of that change is [that] rather than being an organization of White and African American superintendents and board members, as many used to be years ago, it's becoming much more multiracial in its make-up in the leadership of our school system, and the make-up of the student body it does in some ways represent."

> ***"When he walks into a room, you know he's come in; he commands that kind of respect. He is very firm with adults, he listens, but you'd better have something to say because he does not suffer fools gladly."***
>
> FORMER NY CITY SCHOOLS CHANCELLOR
>
> FRANK MACCHIAROLA

Rojas sees that role as vividly as his mother saw the need to teach her children the ABCs. It's become part of his basic game-plan, which has often had him butting heads with ignorance and most recently the courts, but one that's been focused on an end goal: achievement.

"I see my role as a civil rights advocate for the economic equality for all people," Rojas says, sitting in his office on Van Ness Avenue in San Francisco. "And especially for those in urban schools who have been less educated than they should have been."

The council represents the nation's 49 largest big-city school systems, its members' superintendents, and school board members from each school district. As chairman, Rojas can guide an agenda that he views as crucial as the turn of the century approaches.

Former New York City Schools Chancellor Frank Macchiarola, who named Rojas as the city's first Latino assistant superintendent, calls the educator "refreshing and frank," adding, "He is a presence. When he walks into a room, you know he's come in; he commands that kind of respect. He is very firm with adults, he listens, but you better have something to say because he does not suffer fools gladly."

"On the other hand," Macchiarola says, "he is compassionate with kids. He is the most sensitive person around children. I used to say to him, 'Bill, why couldn't you treat adults the way you treat kids?' He would laugh."

Council Executive Director Michael Casserly says that Rojas—who also goes by the name Bill and worked his way up through the New York City school system before moving to the West Coast in 1992—will be leading a group that has set a new path for the future...based on a vision, mission, goals, and strategies to improve urban education in America.

Over the last few months, that path has been riddled with potential obstacles, but ones that Rojas has struck head-on instead of attempting to maneuver around.

In March, his district filed a 23-page complaint in U.S. District Court to seek relief from the federal court from the implementation of California's Standardized Testing and Reporting Program. The district wants the test amended to exempt students with limited English-speaking skills, although the legislative tide as of early June still appeared to be against it.

Rojas has maintained that the test discriminates against non-English-speaking students because it requires them to take an academic achievement test written in English. The district's actions prompted the state to threaten to withhold roughly $12 million in aid to the system.

At the same time, Rojas was busy staunchly opposing California Proposition 227, the "English for the Children" measure crafted by Silicon Valley entrepreneur Ron Unz on the premise that bilingual education has been a failure since its inception 25 years ago.

The measure–which passed on June 2–was designed to require that students be taught in English as soon as they start school, and that non-English-speaking students be segregated into a Shelter English Immersion class to learn English rapidly. It will eliminate many bilingual programs across the state, and critics charged its passage could be a precursor to similar actions across the nation.

There are an estimated 1.4 million limited-English-proficient students in California, a 12 percent increase since 1994 and a 300 percent increase since 1980. In San Francisco, Latino students represent about a fifth of the public school population, and about a third of the overall population is limited-English-speaking.

Rojas' council resoundingly defied the measure, charging in a March resolution that it would "outlaw existing educational programs that our districts have found effective" in boosting achievement and that it would "deprive [non-English-speaking students] of an equal opportunity to learn."

"We need to really deal with the items of educational reform in an effective way for youngsters in the urban school systems, which are predominantly kids of poverty and kids who don't speak English," he says in the *HO* interview.

"We have more poor kids than anyone else, and we have more kids who don't speak English than anyone else. We must try to keep reform around issues like bilingual education around the academic standards, and keep them rigorous, and we must improve our teaching capacities."

Rojas believes that what has worked in San Francisco can work elsewhere. During his tenure, the unified school district has seem a tremendous growth in student achievement: reading and math scores have jumped for five years in a row and are now above the national average, and the dropout rate has shrunk to 2.4 percent–so much that now nearly 90 percent of high school seniors graduate and greater numbers are taking advanced placement and Scholastic Achievement tests.

> ***"As superintendent in San Francisco, he's raised the reading scores and math scores across the board in all racial and ethnic groups, including language minority students, for five years in a row, and that means that the whole system is moving upward, not just one part of it."***
>
> LUIS REYES, NY CITY BOARD OF EDUCATION

Says Reyes, of the New York City Board of Education: "As superintendent in San Francisco, he's raised the reading scores and math scores across the board in all racial and ethnic groups, including language minority students, for five years in a row, and that means that the whole system is moving upward, not just one part of it."

Rojas attributes that improvement to "enhancing the teaching and learning environment" in classrooms, from reducing class sizes to expanding kindergarten to a full-day program, and stressing accountability measures.

Under his watch, the district spearheaded a million-dollar campaign to jump-start programs outside the classroom, such as recruiting teams of volunteers at community centers and churches.

"I don't just say my kids are going to read," the superintendent says. "I say my kids are going to be authors, they're going to be able to communicate their thoughts. They're not just going to be able to read words. They're going to be able to comprehend.

"If a Latino child in the first grade is not educated well now, they're going to constantly be in a subservient, undereducated position. We need to struggle to get our kids to be teachers, doctors, lawyers, engineers–to get them all kinds of knowledge, because the workforce of tomorrow starts today. It starts in 1998. The doctors of 2015 start in the first grade, so now that vision of tomorrow has to be seen today."

But often what Rojas sees today across the nation are age-old problems that are too often ignored, obstacles that blemish even the best of teaching practices: schools that are falling apart, buildings in which students are learning in hallways and stairwells. That, he says, must be addressed.

"I visited schools across the nation, dilapidated schools in places like Cleveland that had plywood over their windows," he says. When he arrived in San Francisco, he says, he watched as children struggled to learn in "bungalows that were from just after World War II."

Now, he adds, "There is one school left in a bungalow, and it has been absolutely ridiculous to get the funding to do away with it.

"What I hope to do while I serve in office is keep those issues not only hot-button but issues with solutions," he says.

In San Francisco, he has even won over some originally severe critics. He used to spar with Mayor Willie Brown.

But late last year, when Rojas watched as his board gave him a 31 percent pay increase, Brown reportedly commented that "You have a great superintendent–do what it takes to keep him." Brown hailed Rojas as a reformer who built new schools and built up test scores.

"This is the opportunity to change the trajectory of life," Rojas says of his educational philosophy. "The youngster who's well educated will be able to live the American dream.

"The youngster who is poorly educated will be unable to attend college and constantly is going to be up against the wall economically. And what we need to do is continue the successes that are occurring academically, but get them going at a much faster pace, a much greater pace, and be sure that you can sustain it across all of our urban centers."

He views his role as a model to others who want to make a difference. "People still remember that we have a tremendous opportunity, and we gave them chances–and that's what we do in this business," he says. "You don't get rich. You don't get famous. But you know that you have impacted people's lives."

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Carnegie Foundation Goes West

New President/New Location/New Agenda

BY ADALYN HIXSON

"Andrew Carnegie had an uncanny knack for finding the points of leverage that would produce action. He enticed communities into buying books by building libraries–but only on the condition that the townspeople agreed to stock and maintain them."

Carnegie created such a fund a year later, The Carnegie Foundation, with an endowment of $10 million, a nondiscrimination clause covering race, sex, creed, and color, and a requirement that participating institutions meet strict admissions and graduation standards.

Lee S. Shulman, president, Carnegie Foundation for the Advancement of Teaching

So states a publication of the Carnegie Foundation for Excellence in Teaching, an organization that grew out of Carnegie's dismay on discovering that a college professor's pay might be less than that of a steel mill clerk, and wholly without pension, causing teachers to remain at their posts nearly unto death.

Carnegie learned of this while a trustee of Cornell in the 1890s. In 1905, MIT's president proposed a possible solution–a free faculty pension fund. Carnegie created such a fund a year later. The Carnegie Foundation, with an endowment of $10 million, a nondiscrimination clause covering race, sex, creed, and color, and a requirement that participating institutions meet strict admissions and graduation standards.

Out of this emphasis on standards came The Carnegie Foundation for the Advancement of Teaching, an organization that launched hundreds of policy reports, research studies, and technical reports, as well as helping to create mechanisms for testing and accrediting people and institutions.

ETS, The Educational Testing Service, for example, arose through

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> ***Roach, who was born in Guatemala and grew up in a small village in northern New Mexico, works with Dr. Heath, a linguistic anthropologist who has for the past ten years conducted and collaborated on extensive research that asks: "What happens in learning environments outside of schools that attract young people to sustain participation, performance and productions of high quality?"***

a collaboration in the late '40s between The Carnegie Foundation, College Entrance Examination Board, and the American Council on Education.

In the mid '60s, with the federal government drawn increasingly into higher education, the Foundation and the Carnegie Corporation underwrote $12 million in policy studies and emerged with a reputation for "balanced new perspectives."

Equity and access were two Carnegie themes, and Pell Grants were just one result.

On a recent summer day, *HO* tried to reach the foundation offices in Princeton and in Washington, only to learn that it had moved up, up and away–all the way to Menlo Park, California, home of its new president, Lee S. Shulman, a noted professor of education and psychology at Stanford–now developing an ambitious Carnegie agenda that almost assuredly will impact the course of higher education.

Field scholar Adelma Roach told *HO* the foundation moved to California "just eleven months ago–we're a 93-year-old start-up foundation," adding that new research projects are in their initial stages of development.

The idea that a venerated nonagenarian institution could experience "initial stages" was intriguing, and the excitement increased with the enthusiastic Ms. Roach, a very new staff member, as tour guide.

She provided a "quick, very simplified" description of the setting and staff at the foundation, located now in a newly refurbished building on the SRI campus in Menlo Park that was originally built as a nurses barracks in the WWII era.

The foundation's senior scholars include Anne Colby, Thomas Hatch, Pat Hutchings, Thomas Ehrlich, Ann Lieberman, Mary Taylor Huber, and Shirley Brice Heath. Their credentials, viewed jointly, are staggeringly lofty–jewels in the crown of academic achievement–and their publication histories lengthy. Harvard. Brown. Radcliffe. Stanford. Columbia. University of Pennsylvania.If expertise alone makes for success, the agenda cannot fail.

Roach, who was born in Guatemala and grew up in a small village in northern New Mexico, works with Dr. Heath, a linguistic anthropologist who has for the past 10 years conducted and collaborated on extensive research that asks: "What happens in learning environments outside of schools that attract young people to sustain participation, performance and productions of high quality?" The research has generated 60 detailed case studies of these organizations, 300 broad-ranging case studies of individuals over a three-year period, and has involved about 30,000 young people linked to organizations located from Massachusetts to Hawaii, in both urban and rural sites.

More critically, the research generated findings that appear to have great utility for individuals and institutions hoping to work effectively with young people–perhaps with people of all ages.

"We have been looking at community-based organizations," says Roach, "part of a 10-year study, following young people who are now moving into colleges and technical schools. We shadow them to identify patterns in the ways in which they are entering higher education–and they aren't the assumed linear trajectories."

Roach holds a master's degree in education from Stanford and has worked as a teacher of Spanish. Prior to her studies in anthropology and before Stanford, she lived for a time in Argentina, during which she fine-tuned her language skills.

"The research that we are conducting looks at community learning centers–also at community colleges. At Santa Fe Community College, what has been most striking for us has been the way in which the college not only provides strong academic opportunities but also meets various community needs–serving as a real civic organization for that town–so that a lot of people, young and old, turn to the college when they need help or have an idea that extends beyond an academic niche.

"There's been a tremendous increase in non-English-speaking people in Santa Fe–people coming up from Mexico, and from as far away as Tibet." The community college functions as a social barometer, she says, "the place in town that responds to felt needs. It is also a flexible institution that recognizes the imperative to meet people's schedules and living patterns."

The college not only offers classes on its main campus, she says, but provides training, events, and services at sites throughout the town of Santa Fe, sites ranging from supermarkets and the capitol building to elementary schools, museums, and neighborhood parks.

"In the past, community colleges have to a large degree been thought of as transfer institutions and stepping stones, and that is one purpose, but when you look at all the other ways they are serving the community, it is one small portion of all that they do."

Roach gives an example of the broadened role that colleges play. She describes Cochiti Pueblo, a Native American community just south of Santa Fe where in the early 1990s people realized that the pueblo's youth were no longer learning the indigenous language and that in less than a quarter of a century, the use of their language had diminished so significantly that it soon would be lost completely.

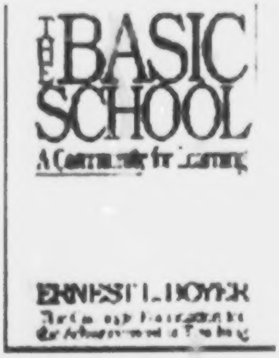
"Cochiti Pueblo teamed up with Santa Fe Community College's Institute for Intercultural Community Leadership," Roach explains, "to establish the Cochiti Language Revitalization Project. Since the project's inception, young people have been learning the language and have developed stronger interests in native traditions such as planting, astronomy, and medicinal healing.

"While prior to the Language Revitalization Project Cochiti Pueblo only had two elder medicine men, the pueblo now has about eight to ten medicine people, some of whom are quite young. Through Cochiti and the community college's efforts, young people are finding viable ways to remain in their community.

"That type of education is really important," says Roach, "and reminds us that learning is not always about a linear transmission model–from one person to another–but it is also about the ways we learn in groups from one another and with one another."

Roach describes the foundation itself as a wonderful place to learn, describes her on-the-job learning curve as a "straight up" trajectory, and feels that working with the foundation offers an opportunity for incredible growth–individual and organizational.

HO promises to revisit Carnegie, and soon, and offers a salute both to Andrew Carnegie and to those at the foundation who extend his extraordinary vision. HO



The Undergraduate Experience in America

THE CARNEGIE AGENDA

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Senior Scholar Patricia Hutchings

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Identifies faculty and administrators at research universities who recognize teaching as serious intellectual work and explores how they succeeded in gaining institutional recognition for this work.

Senior Scholar Mary Huber

TEACHING AND PROFESSIONAL DEVELOPMENT IN COMMUNITY COLLEGES

Examines working conditions and faculty priorities; documents exemplary models; conducts ethnographies to explore cultures of teaching; course-based investigations to facilitate reflection and analysis.

Senior Scholar Mary Huber

STUDY OF LEARNING PATHS WITHIN COMMUNITY, TECHNICAL, AND ARTS-BASED COLLEGES

Traces paths taken by non-college-bound youth in low-income communities, links between high school experiences and postsecondary learning, and relationships between these institutions and their communities.

Senior Scholar Shirley Brice Heath

Ongoing Activities

NATIONAL FACULTY SURVEY

Mailed to 10,000 faculty members at 306 institutions selected from each of the nine Carnegie Classification Groups, the survey asks about working conditions, professional activities, governance, goals of higher education, campus community, role of higher educaion in society, and its international dimensions. For some issues, offers comparisons spanning 30 years.

U.S. PROFESSORS-OF-THE-YEAR PROGRAM

Provides faculty awards in each of the four major types of higher educaion institution.

CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION

In Planning Stage:

The Future of the Ph.D.
Pedagogies of Professional Education
The Documentation of Teaching
Systematic Reform of Teaching and Learning in Primary and Secondary Schools
Teaching for Character, Social Responsibility, and Civic Engagement

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Administrator's Salaries in Academia:

cupa

CUPA '97-'98 Survey Data

BY

MARI CARMEN SARRACENT

In response to ongoing demand from higher education institutions for salary data, the College and University Personnel Association, based in Washington, D.C., recently published the *1997-98 Administrative Compensation Survey*. This marks the 30th year since data of this kind were reported by CUPA as a tool to assist colleges and universities nationwide with salary-related decision-making.

CUPA is a network of more than 6,400 human resource administrators at nearly 1,700 colleges and universities. This association promotes the effective management and development of human resources in higher education. According to the survey, with human resource costs ranging from 65 to 85 percent of operating expenditures in higher education institutions, the most effective management of these costs is essential in order to evaluate current pay levels and plan compensation budgets.

Survey questionnaires were distributed to 3,643 higher education institutions of which 1,515 (42 percent) responded. Survey respondents originated from the following categories: 13 percent from doctoral institutions; 25 percent, comprehensive; 23 percent, baccalaureate; 24 percent, two-year colleges; and 15 percent, other. Comprehensive institutions are defined as institutions that offer a full range of bachelor's degree programs and at least 20 master's a year, explains Audrey R. Rothstein, director of communications for CUPA. This year's report includes data on 170 administrative positions such as chief academic officer; deans of law, science and mathematics; chief research officer; and associate chief academic officer.

Rothstein, notes that while the survey does not break down data by ethnic group, it does offer comparison data between minorities and non-minorities in doctoral and comprehensive institutions as well as in general baccalaureate and two-year colleges.

Results

According to an analysis of salaries that were reported in 1996-97 and 1997-98 surveys, the median salary increase for all job types is 4.6 percent. This increase is greater than the previous year's reported increase of 3.7 percent.

Executive positions showed the largest median increase with a 5.9 percent gain, compared with 5.5 percent last year. Academic affairs positions revealed a 4.8 percent gain over last year's 3.2 percent. Administrative positions exhibited a median increase of 4.6, which was slightly higher than last year's 4.1 percent gain.

Comparisons between public and private institutions show median salary increases of 4.1 percent at private institutions and 3.8 percent at public institutions.

While minorities increasingly hold executive/academic and administrative positions in higher education institutions and, in some cases, their salaries might exceed non-minorities' in the same title, there still is a tremendous gap in the number of minorities in these positions.

For example, the survey reported that in doctoral institutions, there were 23 minority deans of education (earning a median salary of $121,024) compared to 107 non-minorities ($109,710). Similarly, in comprehensive institutions, there were 30 minority cases compared to 180 non-minorities in the dean of education position. In this case, minority median salaries was also higher–$86,600 compared to $80,000.

Areas where there is a paucity of minority inclusion in doctoral institutions are reflected in a variety of dean positions for mathematics, medicine, music, nursing, pharmacy, public health, sciences, social sciences, and library information services.

Academic positions for which minorities earned more than non-minorities in doctoral institutions include chief academic officer, chief research officer, dean of arts and sciences, dean of continuing

> ***According to an analysis of salaries that were reported in 1996-97 and 1997-98 surveys, the median salary increase for all job types is 4.6 percent. Academic affairs positions revealed a 4.8 percent gain over last year's 3.2 percent.***

education, dean of education, dean of graduate program, dean of home economics, dean of law, dean of social work, and dean of undergraduate programs.

In comprehensive institutions, median salaries for minorities exceed in the following positions: director of library services, chief public service library, reference librarian, director of learning resource center, director of academic computing, chief research officer, dean of education, dean of fine arts, dean of humanities, and dean of sciences.

In general baccalaureate institutions, the survey reported three cases or fewer of minorities in the following positions: deans of engineering, extension, fine arts, graduate program, health-related professions, home economics, instruction, law, library and information sciences, medicine, pharmacy, sciences, social sciences, social work, special programs, undergraduate programs, veterinary medicine, and honor program. Some of these positions also are affected in two-year institutions.

Minorities earned more in the following positions: chief academic officer, associate chief academic officer, reference librarian, catalog librarians, dean of arts and sciences, and dean of education. Two-year-institution positions that earned minorities a higher median salary included the following titles: chief academic officer, associate chief academic officer, reference librarian, director of learning resource center, dean of arts and sciences, dean of continuing education, dean of health-related professions, dean of humanities, dean of instruction, dean of nursing, and dean of occupational studies and vocational education.

A Brief History

When CUPA published its first administrative compensation survey in 1967-68, its goal was to be something more than a tabulation of salaries, as it would be competing against the National Center for Educational Statistics, which at the time also provided salary information. The outcome was a report that reflected compensation practices for 46 professional administrative positions at 500 higher education public and private institutions, including universities, senior colleges, and junior colleges. The second year, the number of participating schools more than doubled to 1,164.

The data, which compared compensation for positions within and across types of institutions, showed cash compensations in addition to social security payments, retirement contributions, insurance provisions, housing, tuition, automobile allowances, servants, and club dues.

In response to member requests, the *1975-76 Administrative Compensation Survey* introduced special studies, which summarized data from any group of participating institutions selected on the basis of demographic characteristics and by geographic region. At the same time, the questionnaire was further changed to also collect data on the participation of women and minorities in academic administration. According to CUPA, "the intent was to provide the membership with relevant data to affirmative action planning."

Gradually the survey expanded. In the 1980s, CUPA's survey reflected statistics on 89 positions, and it was also preparing additional tables to report data for private institutions, private religious institutions, theological seminaries, medical schools/centers, and historically Black institutions, among others. The association also expanded its special studies to enable colleges and universities to order low-cost data tailored to their specific needs. Since the establishment of its Department of Research and Analytical Services, CUPA has been well on its way to becoming a clearinghouse for all higher education human resources data.

Last year for the first time, CUPA also conducted a mid-level administrative/professional salary survey for 1997-98. According to CUPA's director of communications, the survey focuses on positions within nine areas–general administration, accounting and finance, information systems, physical plant/security, extracurricular, external affairs, student services, engineering/research, and medical. Eight hundred seventeen institutions responded to the survey–128 doctoral, 215 comprehensive, 180 baccalaureate, 186 two-year, and 108 specialized and system.

The positions covered in this survey include collections supervisor, local area network specialist, personal computer specialist, career counselor, and staff nurse. This survey supplements CUPA's annual Administrative Compensation survey.

In addition to its surveys, reports, and analyses, CUPA also provides a forum for the exchange of ideas and practices in this area. Upcoming is its annual national conference and exposition, entitled "Unleash Your Creativity: Imagine the Possibilities," which will take place in Indianapolis, Ind., October 4-7. According to Rothstein, "the conference will cover a broad sweep of topics including more than 70 sessions on creativity and innovation, HR management, public policy and legal issues, employment, employee relations, organizational development and leadership, compensation and benefits, information technology, and training and development."

For addtional information visit CUPA's Website at: http://www.cupa.org, or call 202-429-0311

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Ethnic Studies: One Man's Retrospective

BY

HORACIO D. LEWIS

The Center was developed in the early '70s, says Cano, as a result of activism by Mexican-American students, many of them members of MAYO, the Mexican American Youth Organization, who complained of a void in the university's intellectual knowledge base and in its intervention programs.

A careful researcher will determine that during the late '60s and early '70s, particularly after the death of Dr. Martin Luther King, Jr., several "ethnic studies" programs originated.

Fueled by a racially volatile society that refused to understand, recognize, and accept the diversity of its cultural and historical heritage, our higher education institutions, driven by student awareness, "concienciación," began to take a look at their curricula and the types of citizens they were perpetuating. Higher education institutions started to take some responsibility for contributing to racial and ethnic ignorance, racism, and diminished self-esteem.

Hence, as a potential deterrent to intolerance and to violent measures against those different from ourselves, there was a move to construct ancillary "Black Studies," "Native American Studies," and later "Women's Studies" as well as others.

Little did we know then that such programs would perish after the fad faded. What we failed to do then, for the most part, was to set up programs that were woven into the fabric of the university organization itself. Thus, when federal and other such "benign neglect" funding for such programs ran out or was diverted to other activities, these hastily appended "ethnic studies," many designed to quiet the student masses, became extinct.

Following such demise and with refurbished vigor to again attempt to correct societal stereotyping, higher education institutions developed programs that were more connected to the mainstream, programs of an interdisciplinary nature, designed to offer corrective information about our country's "oppressed" groups.

Because of their interconnectedness—to a math program, to an English program—these programs could not be dropped so nonchalantly.

One of the first such integrated programs in the United States was and is The University of Houston's twenty-six-year-old Center for Mexican American Studies. This well-established program offers an impressive menu, from a speakers bureau to showcase Latino talent, Latino scholars, and Latino issues, to a Ph.D. program with a concentration in Mexican American Studies, says the Center's Assistant Director Lorenzo Cana, who adds that a Master of Arts degree in Mexican American Studies is being planned now.

The center was developed, says Cano, as a result of activism by Mexican American students, many of them members of MAYO, the Mexican American Youth Organization, who complained of a void in the university's intellectual knowledge base and in its intervention programs.

Today, with the university's financial and moral support, and a staff of about a dozen, and utilizing an interdisciplinary approach to leverage "theory and practice from established disciplines," Mr. Cano believes that the center has both filled the curriculum gap and recruited hundreds of Latino students heretofore ignored.

Soon after the Houston Mexican American Center originated, 1973, I was hired by Indiana University, in Bloomington, as Assistant Dean and Director of Latino Affairs—one of the first such programs in the Midwest, perhaps in the country. Prior to this appointment, I had worked in Chicago as a community college and university instructor, a community activist, and a consultant, developing Ethnic and Latino Studies curricula for college credit, for a local ASPIRA program. Students and faculty from Indiana University had seen or heard of my work and decided to recruit me.

As is the case with many ethnic studies programs in academia, I had been recruited because students wanted the university to address the needs of a growing yet neglected Latino/Puerto Rican student population. My arrival was preceded by on-campus student demonstrations and other activist

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events to call attention to what they felt was the university's "discriminatory behavior" towards Latino students and their culture.

Though there had been a "Groups" program in place at the time that recruited Black students and an occasional Latino, there had been no infrastructural voice or support for Latino students in general on this campus of 125,000 students.

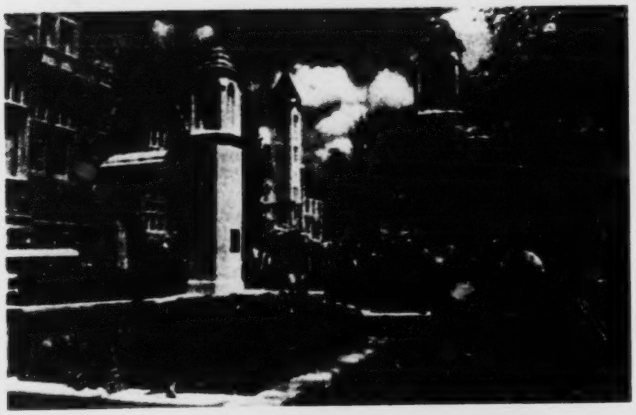
I felt that as a Latino myself, one who had worked with both black and brown communities in Chicago, I had some insight into the issues plaguing our disenfranchised populations and educational system. I was also armed with a graduate degree in Inner City Studies and was familiar with the conditions of the ghetto and barrio. I felt ready to take on the educational bureaucracy and make a difference on behalf of and for people of color.

But first I did my homework... What was the status of Latinos at the university? How many were recruited, by whom, and under what conditions? Were there scholarships available? What about retention modalities? Were Latinos being counseled/advised appropriately? By whom? Were there sufficient role models at the university? Did we need to recruit and retain more Latino faculty? Were there Latino-oriented courses? Was there a Center for Latino activities? Did we need to coordinate our efforts with other university academic departments and the President's/Chancellor's office?....

My preliminary research indicated a desperate need for immediate action. Action on recruitment, enrollment, retention, scholarships and grants. There had been no Latino Studies curriculum nor affirmative action activities embracing Latinos. The university, in my view, was engaged in denial and a gross neglect of Latino needs.

Since I was the first "Latino Dean," that in itself generated media interviews and media coverage, which I took advantage of to generate my message. I generated awareness and education, too, through meetings and discussions with faculty, students, and the administration, and through specific consultations with students. I spoke to many university classes, many university and community groups.

I had written a curriculum for Latino Studies that I entitled "Latinoestadounidenses" Studies. This, of course, caught the attention of many who wanted to know "What the hell does the word mean?" Their curiosity gave me a chance to further educate. The program outlined the beginnings of an interdisciplinary approach that I had worked out with several departments.


Indiana University-Bloomington campus

Later I taught the university's first Latino Studies course; worked on its first full-fledged Affirmative Action Plan to include Latino students; and founded the university's first Latino Center, "La Casa," and hired its first full-time director to coordinate counseling, tutoring, recruitment, and other academic as well as social activities for Latino students. With the help of La Casa's director, I was in a better position to extend my reach into the Latino communities of northern and eastern Indiana (i.e., East Chicago), talking with and recruiting more Latino students.

Since Indiana University had no clue as to what needed to be done, I virtually had a *tabula rasa* to work with–of course without a budget as well. I had to beg for money to develop programs. Though my position allowed a degree of creativity, it was a challenge and an uphill battle to get programs established.

I made so much noise at the university that everyone paid attention to what I said, but I never was able to get the type of funding needed for viable programs. The position did, however, create some hope among Latino students and provide a vehicle for awareness-development among university participants.

During my third year at the university, the administration offered me an associate deanship appointment. Of course, there was a catch.

To appease Black students and a handful of Black faculty and administrators, the university had agreed to establish a post of Vice Chancellor for Afro-American Affairs. The post offered me would be part of Afro-American Affairs.

Though flattered by what appeared to be a promotion from Assistant to Associate Dean, I refused, observing in print interviews that Latino circumstances were different, requiring an independent, autonomous "full-time director" to focus exclusively on Latino Affairs under its own umbrella. As a Black-Latino fully aware of issues of racism, primarily against those of us who are Black, it was difficult for me to take such a position. But I was conscious of how groups are marginalized and subsumed under umbrellas encompassing other groups that need their own independent and unique voices.

We could co-exist but not be subordinated to any other group, regardless of the arguments and politics. Both groups of color had specific issues best represented by those qualified to do so. In our growth development, we were not yet ready to speak as one. We were the new kids on the block trying to get established. We first had to establish our cause and needs before we consolidated our efforts. We had yet to fully establish our sense of self as a people.

It was also difficult to explain to Latino students what was important to us as a cultural community. I had seen the need for a curriculum and for recruitment/retention and other ancillary programs. They were my priorities and, I am sure, were important to Latino students as well. But while I was working diligently and vociferously on said activities, students kept asking for a Greek-type fraternity—a model I viewed as one with racist traditions. We had filled the social void, I had thought, with La Casa. The Latino students and I had a falling out on this issue.

After four years in the post, I left Indiana to join Delaware's Department of Education. The university's Latino population had doubled by then. Some preliminary retention programs were in place, too, as well as appropriate education and outreach activities.

There is a Latino Studies program in place now at the university, according to Dean Alberto Torchinski, Office of Latino Affairs, contact for the program, which has a full-time director and a secretary.

Latino courses are offered in other departments, and within the next two years, there will be a Latino Studies Department offering an undergraduate degree in Latino Studies. Indiana offers overseas programs in several Latin American countries, too—Costa Rica, Madrid and Salamanca, and Mexico City among them.

There are five tenured Latino professors at the university and an estimated ten non-tenured. Of the 32,000 or so students on the Bloomington Campus, about 700 are Latino.

The experience of developing ethnic studies programs should generate some lessons, including the need to clearly articulate the goals and mission of such programs. I, for one, have learned to ask the following long-term questions: Is it adequately funded? Is it an integral/interdisciplinary part of the university? Does it enjoy the support of faculty, students, and administration? Is it well staffed? Does it have an amount of autonomy required for creativity? Is it treated as well as other university programs? Is it led by committed individuals with proper credentials who are interested in fairness, equity, diversity, and excellence?

Only when these and other questions are completely answered will Latino students, the university, and our society at large benefit from ethnic studies constructs.

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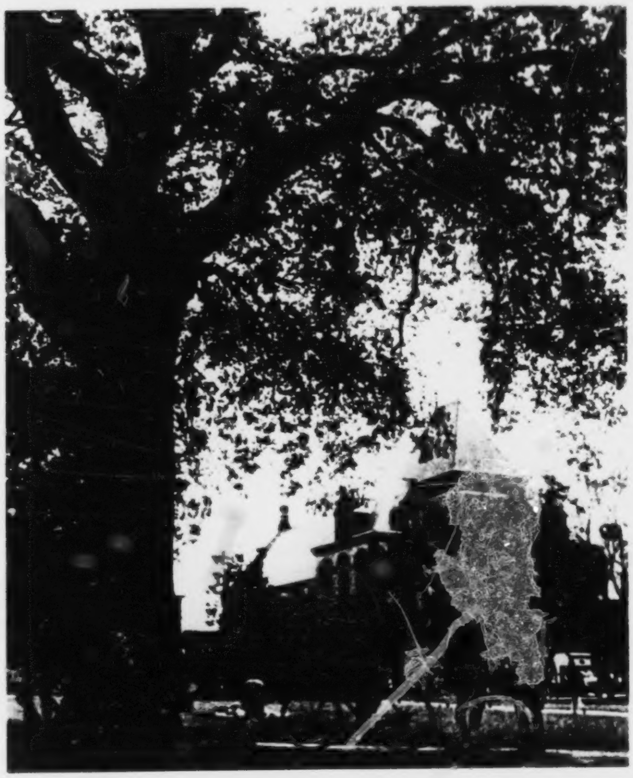


Brown University, Providence, RI

*LEWIS LOOKS AT THE IVY LEAGUE**

HARVARD UNIVERSITY

Massachusetts. Founded 1636, admitted women 1969. Total enrollment 18,310. Hispanics five percent (915). 19 percent Asian American. Ethnic studies programs include African American, American, Asian/Oriental, Middle Eastern, Russian and Slavic, Sanskrit and Indian, Women's.

"There is no Latino Studies Program at Harvard," said one respondent, which surprised me greatly since I am aware of a very successful African American program there headed by superb scholars Henry Louis Gates, Cornel West, and Julius Wilson. I am confident that, as is the case with the others in the Ivy League (originally "IV" League, for the four private schools on the East Coast, later joined by four more for purposes of intercollegiate athletics), there are isolated courses offered under the rubric of other departments, the most common being Latin American Studies (and there appeared to be a confusion among some higher education institutions on the difference between Latino Studies and Latin American Studies) and American Studies.

A properly established Latino program should have a central voice and a central location with, at a very minimum, a specific listing (e.g. Latino Studies Program) in a college telephone directory.

YALE UNIVERSITY

Connecticut. Founded 1701. Enrollment 10,986. Hispanics 496, Asian and Pacific islanders 1,293 (16 percent), American Indians 50. Under Ethnic/Cultural Studies, offers African American, American, East Asian, Near Asian, Latin American studies and more, and 86 bachelor's, 24 master's, 11 doctoral programs.

UNIVERSITY OF PENNSYLVANIA

Pennsylvania. Founded 1740. Enrollment 18,064. Undergraduates 66 percent White, 11 percent Hispanic, 22 percent Asian American. Offers American Studies, Women's Studies.

PRINCETON

New Jersey. Founded 1746. Enrollment 6,340. Hispanic 346. Offers East Asian and Near Eastern Studies.

Princeton has a Latin American Studies Program, directed by Dr. Ronald Surtz, a professor of Spanish. The program is interdepartmental. There is no Latino Studies Program, though there are courses offered on Latino issues in other departments, such as sociology and American Studies. Princeton's (undergraduate) student population numbers 4,600, 295 of whom are Latinos.

COLUMBIA UNIVERSITY

New York. Founded 1754. Enrollment 19,921. Hispanic nine percent. Columbia College 64 percent White, 22 percent Asian. Offers African American, Asian/Oriental, Hispanic American, Latin American, and Women's Studies. School of General Studies also offers Hispanic American and Women's Studies.

BROWN UNIVERSITY

Rhode Island. Founded 1764. Enrollment 7,626. 354 Hispanic. Programs include Afro-American, East Asian, Judaic, Latin American, and South Asian Studies. Maintains several campuses abroad, including Rio de Janeiro.

Dr. Stephanie Merrim, Director of Hispanic Studies, reports that there are four tenured professors in her department, three from Spain and one from Peru, and that the courses offered are on Latin America, Mexico, and Spain—not quite the focus I was looking for.

She indicated that Brown's American Studies Department offers some courses on Latino Studies. I have concluded that Brown's Latino Studies Program is more a Latin American Studies Program and that if there are Latino-oriented courses, they are available interdisciplinarily in other departments, making them harder to identify.

DARTMOUTH

New Hampshire. Founded 1769. 57 percent White. Offers African American, African, Asian/Oriental, Caribbean, Latin American, Native American, Women's Studies.

CORNELL

New York. Founded 1865. Enrollment 18,914. 67 percent White, 17 percent Asian American. Activities include Festival of Black Gospel and Third World Festival of Fine Arts.

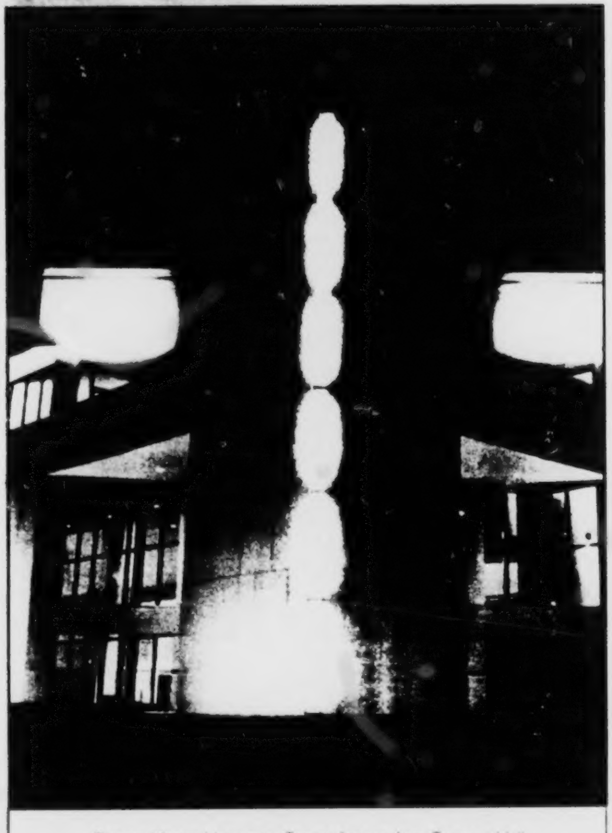
*Information in italics derived from *1998 Barron's Profiles of American Colleges* and from American Council on Education's *American Colleges.*

The Honor Roll

George Mason University

Where High Technology Meets Public Policy

BY ROGER DEITZ



George Mason University Center for the Arts Concert Hall

George Mason was a planter and patriot who lived in Fairfax County, Va., during the 18th century and dedicated his life to public service. He wrote Virginia's first constitution and declaration of rights in 1776, which became the models for the Declaration of Independence and the Bill of Rights. Mason believed that the government must always respect the rights of its citizens. He was skeptical of big government and had great faith in the people of his region and state of Virginia. Although a slave owner, his words were later used to demonstrate that slavery could not exist in a country that stressed a belief in human rights. Today, by emphasizing the special needs of its region, particularly in high technology, public policy, and the fine and performing arts, George Mason University has created a curriculum tailored to Northern Virginia's cosmopolitan constituency. The school's mission has also brought to life the loftiest of Mason's ideals, offering diverse learners the chance to experience a great higher education, opening up careers that match their aspirations and talents. This new school year, we proudly acknowledge George Mason University, a most worthy Honor Roll recipient.

George Mason University began as the Northern Virginia branch of the University of Virginia in 1957. At the time, the campus focused on engineering and the liberal arts. Called University College, its first classes were held for 17 students in a renovated elementary school. Realizing the fledgling institution's potential importance to the economy and people of the region, the Town of Fairfax (now the City of) purchased 150 acres in 1958 and donated the land to the University of Virginia for use as a permanent branch campus. The following year, the University of Virginia Board of Visitors bestowed the school with the name George Mason College. Construction of its first four buildings was completed in 1964, and the General Assembly authorized the expansion of the school into a four-year, degree-granting institution in 1966.

The first senior class received degrees in June 1968, and graduate pro-

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Dr Alan G Merten

grams were instituted two years later. With support from the region's citizens, additional land enlarged the Fairfax campus to more than 570 acres.

In 1972 the school became independent of its parent institution. The governor signed legislation to establish George Mason University as an independent member of the commonwealth's system of colleges and universities. Since then, the university's development has been marked by rapid growth and innovative planning. In this short period, the school has grown from 4,166 students to about 24,000. In 1979, GMU was given authority to grant doctoral degrees and that same year acquired what was to become the George Mason University School of Law, located at the Arlington Campus. GMU stands on a five-acre Arlington Campus and 124-acre Prince William Campus, in addition to the Fairfax Campus.

Although the university is building and growing on all campuses, Dr. Alan G. Merten, installed last year as university president, cautions that "Universities are not just places; universities are also ideas and communities. So, George Mason isn't just acreage in Fairfax, Prince William, and Arlington." He suggests that schools can no longer isolate themselves from the reality of the surrounding world, adding, "The modern university, the new university as symbolized by George Mason University, is going to be much more connected to the community. George Mason has deep relationships with an excellent set of companies and organizations. As important, we need to build relationships with many more institutions."

Honor Roll Facts in Brief

INSTITUTION:
George Mason University

LOCATION:
4400 University Drive
Fairfax, VA 22030-4444
(703) 993-1000

ESTABLISHED:
1957

ENROLLMENT:
23,826

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate
Professional (Law)

ANNUAL TUITION:
$4,296 (in-state, tuition and fees)

NUMBER OF FACULTY:
760 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Dance
Information Technology
International Transactions
Law
New Professional Studies
Telecommunications

INTERNET (Website) ADDRESS:
http://www.gmu.edu

President Merten has rededicated the school to what is known as the Mason Plan, developed in 1980, aimed at strengthening and promoting high technology, public policy, innovative undergraduate education, and the arts. Merten stresses, "I strongly support areas of emphasis that are identified in the plan. Each fits my view of the university of the 21st century, a university located in a technology-driven environment, 30 minutes from downtown Washington, D.C., the capital of the nation and, most would say, the capital of the world."

It is true that George Mason University has achieved national and

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international distinction. The innovative $30.4-million George W. Johnson Center, dedicated in 1996, is the first building of its kind. Part student union and part learning center, it combines student life resources with bountiful educational support facilities like an interactive library to create a comfortable campus workspace geared to the future. Named for the former president who led the institution for 18 years, retiring last year, the center fosters university-wide learning by integrating students' curricular and extracurricular activities and by strengthening relationships between the university's various communities. Educators from around the world have come to tour the center, where its eight acres of floor space and countless miles of wiring and computer hookups make for an astonishing futuristic model. The center houses a 25,000-volume book collection, media center, computer labs, bank, bookstore, convenience store, and food services.

New Century College (a new nontraditional college within the university) meets here, carrying out its aim of greater flexibility than traditional structure allows. Within New Century, learning isn't measured by credit hours but by how well one can perform in the midst of actual work. Most GMU students still opt for the traditional education.

Other facilities open to the public include the Center for the Arts, Patriot Center, and Recreational Sports Complex. The three campuses have 122 buildings, half for student housing. The rest are academic, administrative, and student unions, sports and recreational facilities. The school is planning to build a new academic building on the Prince William Campus at a cost of $14.3 million along with a Regional Recreation Center for an additional $13.4 million. A two-pool swimming facility is under construction at the Fairfax Campus at a cost of $10.6 million, and an $18-million two-level underground parking garage is being completed on the Arlington Campus.

Since 1984, Robinson Professorships have brought outstanding educators, committed to undergraduate teaching and interdisciplinary scholarship, to the faculty. This comes as the result of a generous bequest from Clarence J. Robinson.

George Mason's outstanding faculty includes James M. Buchanan, Nobel laureate in economics, as well as a long list of Pulitzer Prize winners, IEEE Centennial Medalists, and recipients of numerous Fulbright, Guggenheim, Mellon, National Science Foundation, and National Endowment of the Arts grants and awards. More than 760 full-time instructional faculty members, experts in a broad range of fields and published widely, contribute major research findings and consult with government and business.

Most of the university's 23,826 students come from Virginia, but the other 49 states and 108 foreign countries are well represented. Full-time undergraduates, 18 to 24 years in age, make up the largest student group, but part-time graduate and undergraduate students, 25 and up, are on the rise.

Minority students make up just over 25 percent of the total enrollment. Five percent of the student population is Hispanic, 12.1 percent Asian American, 7.8 percent African American, and 0.3 percent Native American. Students may select from 55 undergraduate and 54 graduate (43 master's and 11 doctoral) degree programs, or the professional (Law) program. Students receiving financial aid total 8,666 (36 percent) with an average aid package amounting to $6,861 and awards ranging from $100 to $36,509.

The university's strong suit as a leader is in connecting the classroom to the future as well as to Washington, D.C. In 1985, in partnership with area businesses, GMU developed an engineering program geared toward the emerging information technology field and started the School of Information Technology and Engineering (SITE). Through SITE, George Mason was the first school in the country to offer a doctoral degree in information technology.

The establishment in 1990 of the Institute of the Arts solidified the university's Mason Plan commitment to make the arts an integral aspect of students' lives. The university's revolutionary ideas are a fitting tribute to its Revolutionary War namesake.

HEALTI
GLADI

Hispanic students make up five percent of the total student population at George Mason University. Minority students represent over 25 percent of total enrollment.

Hispanic Heritage

October 9, 1998 issue

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SALUD! Body, Mind, Spirit

User-Friendly Health Book By and For Women

BY INÉS PINTO ALICEA

Latinas have higher rates of infertility, abortion, suicide, depression, cervical cancer, and diabetes and lower rates of breast cancer, hypertension, and blood cholesterol than other women have, according to the first comprehensive health guide specifically designed by Hispanic women for Hispanic women.

"The reasons for these differences are unclear because only now are health researchers beginning to explore who Latinas are and the reasons our health differs from that of other women," said Dr. Jane Delgado, a clinical psychologist who co-wrote *SALUD! A Latina's Guide to Total Health–Body, Mind and Spirit* with the National Hispanic Women's Health Initiative, a network of Hispanic community-based organizations. "This book celebrates who we are. It was fun to write. It has been a wonderful experience."

The book, published by HarperCollins in New York in both Spanish and English, explores health problems from the Latina's perspective, using true-life stories of women throughout the nation. Delgado builds on these often poignant stories to offer common sense approaches to total health that integrate the body, mind, and spirit as well as expert advice and the most recent medical findings.

Dr. Jane L. Delgado

Dolores Huerta, co-founder of the United Farm Workers, wrote that the book provided a "clear understanding that for Latinas, our health is more than just our bodies. Latina health means we have to also care for our mind, our spirit, our families and even our environment."

Latina Leaders Comment

Many Latino leaders have praised the book. Dolores Huerta, co-founder of the United Farm Workers, wrote that the book provided a "clear understanding that for Latinas, our health is more than just our bodies. Latina health means we have to also care for our mind, our spirit, our families, and even our environment."

"Known for placing family needs above their own all their lives, Hispanic women need to become more aware that caring for themselves is as important as caring for others," wrote Antonia Coello Novello, a visiting professor at Johns Hopkins University School of Hygiene and Public Health, and former Surgeon General of the United States, in the forward of the book. "Since it is well known that when the health of a woman collapses, the health of the family of which she is the center collapses as well. Hispanic women–through this book–should feel more inclined to care for themselves."

Other Latino leaders have said that the book doesn't go far enough.

Araceli Panameno, executive

director of the Washington-based National Latina Institute for Reproductive Health, said that while she felt the book "can only help as another resource," *SALUD!* did not go into the depth she had hoped on issues of reproduction, sexual orientation, contraception, and sexuality.

"It's very basic," Panameno said. "There's still a lot of room for more discussion. Some of us are beyond [the issues raised in the book] and would like our communities to discuss reproductive health more in depth. Nevertheless, I think it is a positive contribution."

Antonia Villaruel, an assistant professor at the University of Pennsylvania School of Nursing and president of the National Association of Hispanic Nurses, argued, however, that the book cannot be definitive "because women are always changing" and that *SALUD!* "is a good foundation on which to build."

"I'm sure as people read it, they will say, 'What about this and what about that?'" she said. "People just have to remember that it's a first time effort. I think it's a wonderful book. She does a good job of incorporating the women's perspective from a broad spectrum of Latinas of all ages."

Delgado, who since 1985 has been president of the Washington-based National Coalition of Hispanic Health and Human Services Organization (COSSMHO), a network of health, mental health, and human service providers, said that despite all of the praise for her book from leaders in the Latino community, one of the biggest challenges in writing and publishing it has been simply to get more Latinas to buy the book.

"One of the challenges is getting our community into bookstores to buy books in general, not just my book," said Delgado.

The idea for the book came from her work at COSSMHO and from her experience of working in 1983 for then-Secretary Margaret Heckler of the U.S. Department of Health and Human Services. Delgado was a key force in the development of the landmark *Report of the Secretary's Task Force on Black and Minority Health.*

Sins of Omission

Delgado said that the experience showed her the lack of information available on the health of Latinos in general. When the report was published in 1985, for example, the U.S. government still did not include in its vital statistics information on the number of Hispanics who died in a given year. The federal government began collecting this data in 1989.

"Since mortality data for Hispanics were not available, no one could say how many Hispanics died of heart disease, cancer, or any other disease," Delgado wrote in the book. "The assumption was that all minorities were the same, and what was true for the Black community would be true for Hispanics."

According to Delgado, current research reflects many differences between Latinas and other U.S. women. Recent studies, for example, have found that Latinas metabolize drugs differently than do other women and tend to live longer than do other women. The only way to find out more about how Latinas react to different pharmaceutical drugs is for them to participate in clinical trials, which Delgado argues the Latino community has historically not participated in either out of reluctance or simply not knowing that these trials exist.

"Studies have shown that Hispanics tend to need lower doses of anti-depressants and tend to experience more side effects from them," Delgado said.

But the issues of depression and suicide are striking in the Latino community, she said. The book notes that in 1995, 21 percent of Latina teenagers reported they had made at least one suicide attempt. [The source of this statistic is not cited, but each chapter includes a useful list of relevant resource organizations, hotlines, pamphlets, and other publications.] Delgado partially attributes the high rate of attempted suicide to the anti-immigrant mood plaguing this country.

Reproductive Health

Its important, Delgado said, for Latino couples to discuss their infertility openly with healthcare providers to determine the cause and that women should not feel inadequate if they have not been able to conceive because in about 40 percent of infertility cases, the male is the significant factor.

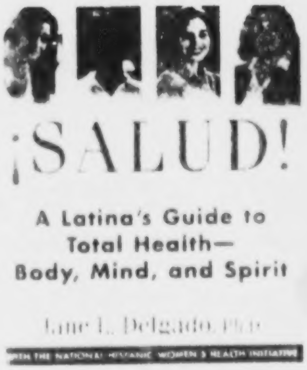
On abortion, Delgado said that most of the Latinas who have an abortion are married and have children and that abortion is a difficult topic for them.

"Most Latinas who have had an abortion still refer to their experience in terms of the baby they did not have," wrote Delgado in the book. "For Latinas, it seems that once they know they are pregnant, they do not use the words embryo or fetus–it is their baby."

Rx: Self-empowerment

"We live in a society that doesn't value us and ignores our presence," Delgado said. "This doesn't affect just the undocumented. It affects all Hispanics. How people see us contributes to our self-esteem."

A lack of self-esteem is very common among Latinas, and Delgado urges Latinas to learn to develop a better sense of self-esteem and to listen to their bodies. This means that along with regular check-ups with a doctor, Latinas need to focus on keeping their mind and spirit robust by learning to set limits with their family life and practicing whatever type of ritual–religious or otherwise–to keep feeling healthy. She stresses the importance of working with and learning from a health- care provider, and keeping that provider informed as to what ethnic remedies one is using, such as teas or herbs.



"How we Latinas care for ourselves begins with the mind-set of where we place our individual needs within the priorities created by our relationships with our families," said Delgado.

Her own research for the book found that Latinas need more information about health care, that Latinas must take more control over their health and their health care, and that healthcare providers need to be more culturally competent. Delgado argues that it is not enough to teach healthcare providers basic Spanish.

"Why teach people key phrases when they don't understand the responses," said Delgado, adding that COSSMHO has written a book on cultural competence and provides cultural competence courses to healthcare providers nationwide.

In 1975 Delgado received her master's degree in psychology from New York University. In 1981, she was awarded a Ph.D. in clinical psychology by SUNY-Stony Brook and a master's degree in urban and policy sciences by the W. Averell Harriman School of Urban and Policy Sciences. For more information about COSSMHO, Delgado, or the book, e-mail to <www.cossmho.org>.

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The Biased Depiction of Dominicans *Director Denounces Press*

BY
ADALYN HIXSON

A two-part series in the *New York Times* in May offered the case of 34-year old Rene Antonio Aquino, a "Dominican who is awaiting trial on drug charges in Hartford," as fitting "the profile of the typical Dominican immigrant to New York City."

Mr. Aquino, who "was one of the pioneers in expanding the territory of Dominican gangs," arrived in New York "as a teenager with his parents, learned English reasonably well and became an ardent Yankees fan. Although he never finished high school, he managed to buy a bodega named Diana's on Wilson Avenue in Bushwick, Brooklyn, and enjoyed a middle-class life, complete with sports cars and a couple of rental houses in Queens," wrote reporters Larry Rohter and Clifford Krauss.

Two of those who bristled at this Dominican "profile" were the Dominican Ambassador Bernardo Vega and Dr. Silvio Torres-Saillant, director of the CUNY Dominican Studies Institute at City College (New York City).

Ambassador Vega, in a letter to the* Times, *noted that "less than two percent of people of Dominican origin living in the United States have been involved in drug-related crimes."

Dr. Silvio Torres-Saillant, director, Dominican Studies Institute

Ambassador Vega, in a letter to the *Times*, noted that "less than two percent of people of Dominican origin living in the United States have been involved in drug-related crimes" and cited a U.S. Embassy survey estimating that less than one percent of the Dominican population in his country under age 12 use cocaine and marijuana, compared with a six percent equivalent figure for the U.S. He also mentioned the more than 1,400 drug-related arrests in his country last year as evidence of its close cooperation with the U.S. in its war against drugs.

Dr. Torres-Saillant denounced the articles and re-released findings from research projects conducted by sociologist Ramona Hernández, University of Massachusetts in Boston, economist Francisco Rivera-Bátiz, Columbia University, and demographer Roberto Agodini, doctoral candidate at Teachers College, under the auspices of the Dominican Institute, that showed the socioeconomic condition of a typical Dominican in New York to be far from that of a well-heeled middle-class property owner.

The second of those studies, ***Dominican New Yorkers: A Socioeconomic Profile*** (1997), received ample coverage in the *NY Times* last November and was referenced too in another article in December about Dominican poverty.

Torres-Saillant spoke about the negative articles at a CUNY conference attended by many anthropologists, sociologists, historians, literary scholars, curators, and artists working on Dominican topics in the United States today. He spoke "not as an advocate of the Dominican community but as a defender of academic truth and intellectual integrity." Portions of his speech are printed herein.

HO's computer search of the *NY Times* January-May coverage of Dominicans in the U.S. found that of 73 items, many were not about the drug trade but about athletes, artists, cigars, foods, religion, and travel. Most of them were short articles. A few were sympathetic human interest features.

But only one sentence within the extensive drug-related articles noted that Dominican drug-traders are the exception, not the rule: "Authorities from Maryland to Vermont find themselves struggling to locate their new adversaries in a sea of hard-working immigrants who have spread across the Northeast in search of a better future for their families."

Research by sociologist Ramona Hernández, University of Massachusetts in Boston, economist Francisco Rivera-Bátiz, Columbia University, and demographer Roberto Agodini, doctoral candidate at Teachers College, under the auspices of the Dominican Institute, showed the socioeconomic condition of a typical Dominican in NY to be far from that of a well-heeled middle-class property-owner.

TORRES-SAILLANT RESPONDS

"As a research program working within the constraints of a public university, we at the CUNY Dominican Studies Institute can do little to dissipate the contempt implicit in Rohter and Krauss's disparaging portrayal of the Dominican community as inherently criminal. But we have an academic obligation to challenge the statistical validity of that portrayal. Rohter and Krauss heedlessly ignore available data that would have dissuaded them from their outrageous claim. Our research shows that the typical Dominican immigrant does not enjoy the amenities of middle-class life but instead can barely make ends meet. This was further made evident by a recent New York University study that found Dominicans to have the lowest rate of home ownership among ethnic groups in the city and to be enduring a generally precarious housing situation. The *New York Times* itself covered the results of that study, which means that in the files of their own newspaper, Rohter and Krauss could have found enough data to discourage their sweeping generalization about the life of luxury of the typical Dominican.

"The two *New York Times* journalists failed to substantiate their assertion that the typical Dominican immigrant fits the profile of the drug lord that Mr. Aquino is reported to be. They draw lavishly on the opinions of named or unnamed interviewees to stress the emergence of Dominicans as the "biggest threat" faced by Drug Enforcement Administration agents, who view Dominicans as the dominant force in the wholesale cocaine and heroin trade on the East Coast. Rohter and Krauss quote informants who observe that "the Dominican drug problem is beginning to assume a national perspective" and who equate the growth of illegitimate financial dealings in the New York area with the continued arrival of Dominicans in the United States: "Money laundering is definitely going up as Dominican immigration goes up."

The insinuation that drug trafficking and money laundering will continue to grow in the extent to which Dominicans continue to come to the United States is not borne out by scientific data of any kind. As a scholar, I would think that it is ill-advised to draw too close a link between ethnicity and crime. This late in the game, one no longer gives credence to genetically based theories of social ills. That sort of thinking shows a disquieting kinship to ideologies that harmed many lives in the not too distant past, causing most people of good will to distance themselves from them. A recent book by Robert Jackall entitled ***Wild Cowboys: Urban Marauders the Forces of Order*** (Harvard University Press, 1997) offers a preferable treatment of crime in the Dominican community. While Jackall concentrates on narrating the perilous travail of law enforcement workers in drug-infested areas like Washington Heights, and he exhibits no particular predilection for Dominicans, he, unlike Rohter and Krauss, has the decency of avoiding criminalized renditions of the entire community. His focus on those Dominicans who make their living outside of the law does not blind him to the fact that "Most Dominican immigrants fit the classic profile of hardworking, upwardly striving newcomers to America" (p. 62).

"I have no intention of denying that a drug problem exists in the Dominican community, as it does in any disempowered ethnic group whose members have largely been locked out of productive job markets. The lure of easy wealth in light of the great demand for narcotics pervading our American society often proves too hard to resist by unemployed and ill-educated Dominican youngsters. But to construe the community as inherently criminal, as Rohter and Krauss do, is to [engage in] a superficial kind of social analysis that one would judge to be beneath the dignity of the *New York Times*. Demeaning an ethnic group can hardly be called serious journalism. Any observer of sound judgment would see that the members of the Dominican community do not fall into one single pattern of action and thought. Like all other members of the human family, they harbor sinners and saints in their midst. In their precipitous impulse to turn Dominicans into a criminalized "other," Rohter and Krauss fail to see the suffering that drugs bring to Dominicans themselves, many of whom are police officers. Dominicans in the United States are not a distant "other." They are intricately woven into this country's population, and one cannot monolithically disparage them without fueling inter-ethnic strife of the kind we have witnessed in the Howard Beach, Bensonshurst, and Crown Heights episodes.

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"I would not try to impute ulterior motives to Rohter and Krauss' vilification of the Dominican community. We might simply assume that this case of aggression against Dominicans corresponds to a pattern in the history of U.S. immigration. In their process of settling in this country, ethnic groups have normally had to reckon with inimical voices from the press who, encouraged by the certainty of impunity, take it upon themselves to revile minority groups. The Irish, Puerto Ricans, Italians, and African Americans have endured their share of ignominy. As the economic and political power of these communities has grown, the verbal abuse perpetrated against them has proportionately decreased. Dominicans can console themselves with the thought that other ethnic communities have had to endure infamy, and yet they have managed to survive.

"Perhaps the most suspicious aspect of Rohter and Krauss' onslaught is perceived in the first of their two articles, the May 10th one that focused on the drug problem in the Dominican Republic. There they wrote unabashedly in favor of the current Dominican government, which they regard as a trustworthy ally of the United States in the war on drugs. In so doing, they overindulged in venting their antipathy against the opposition, especially the Dominican Revolutionary Party (PRD), the ruling party's principal contender in the municipal and congressional elections that would be held in the country only a few days later. With an animosity that recalls the worst excesses of the jingoistic journalists who sought adamantly to provoke the wrath of Americans against Spain during the Cuban independence war of 1898, Rohter and Krauss implicitly classified Dominicans in their homeland into two moral kinds. One is the righteous minority in the government, whose gallant president, the "Kennedyesque" Fernández, is a blameless knight engaged in a crusade against drug traffic and corruption. The other is the rest of the population, the business sector included, which directly or indirectly colludes with drug traffickers and money launderers. Their first article actually reads as a publicity piece coming from the ruling party's campaign headquarters. Rohter and Krauss besmeared the character and the career of PRD's venerated candidate and leader José Francisco Peña Gómez, who dropped dead on the same day that the article appeared. Though Peña Gómez had been fighting a stomach cancer for several years, one observer has conjectured that it was the shock of the article that precipitated his death.

"The *New York Times* journalists' dehumanized depiction of Dominicans both in the Dominican Republic and in the United States severely mars their apparent intent to shed light on the drug problem either here or there. Defaming whole communities creates problems that we do not need in this city. Efforts to tackle the drug plague in Washington Heights and other parts of the city should seek to attract rather than alienate the Dominican community. Drugs are not an ethnic problem. They are a social problem. And we need all communities to help us solve it.

The CUNY Dominican Studies Institute has done its best to disseminate knowledge on diverse aspects of the Dominican community, which is the fastest growing national group in the city, in order to lessen the debilitating effects of prejudiced or biased interactions between Dominican New Yorkers and the rest of the city residents. It is through a genuine understanding of the essential humanity of all the ethnic components of the U.S. population that we can have hope of attaining President Clinton's racially harmonious vision of "One America."

Dr. Silvio Torres-Saillant is co-author with Dr. Ramona Hernández of The Dominican-Americans *(Greenwood Press 1998), a book that makes it explicit that Dominicans in the United States are not an outside "other" just passing through, but are a permanent portion of the U.S. population with roots in this country that go back more than 150 years. The Dominican Institute publishes a Dominican Research Monographs series and has issued Frank Moya Pons'* The Dominican Republic: A National History, *the first major history available in English in the United States since 1928, when American diplomat Sumner Welles published his* Naboth's Vineyard: The Dominican Republic, 1844-1924.

Torres-Saillant spoke "not as an advocate of the Dominican community but as a defender of academic truth and intellectual integrity."

Efforts to tackle the drug plague in Washington Heights and other parts of the city should seek to attract rather than alienate the Dominican community. Drugs are not an ethnic problem. They are a social problem. And we need all communities to help us solve it.

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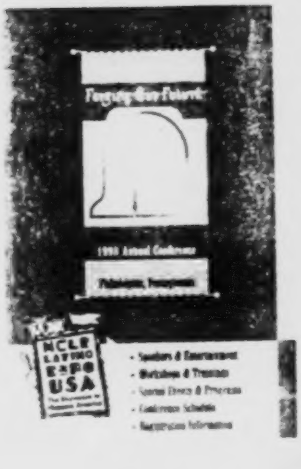

Improvement Inadequate But Outlook Promising

La Raza Reports on Latino Education

Only 4.7 percent of Latino students are enrolled in programs that are academically rigorous. While there are several negative trends, one bright spot in this area is that between 1987 and 1994, the percentage of Latino students who took upper-level science and mathematics courses, including chemistry and geometry, increased.

While Hispanic education levels remain insufficient to be competitive in the current economy, even moderate, achievable increases can translate into major gains for the nation, according to a report released today by the National Council of La Raza (NCLR), *State of Hispanic America, Latino Education: Status and Prospects*.

Latino Education offers an overview of Latino educational attainment and achievement, examines Hispanic participation rates in educational programs, assesses the proportion of Hispanic educators and administrators, highlights programs that are working for Latino children, examines obstacles to higher education, and outlines some policy implications.

Raul Yzaguirre, president of the National Council of La Raza

The statistical analysis, which examines the experience of Hispanic students from pre-primary through higher education, found that at all points along the educational pipeline, Latino student achievement has not kept pace with that of other students. On specific measures that are predictors of successful educational outcomes—including early childhood education; participation in gifted and talented, as well as in rigorous, academic programs; and enrollment in higher education—the educational system has failed Hispanic students.

"One of the most troubling findings of our research is that, from the very beginning, Hispanic children seem to start on an uneven playing field," noted Raul Yzaguirre, president of the National Council of La Raza. "At a time when the latest academic studies point to the critical early years, our children are not beginning their formative education at the same time as their peers. The proportion of Latino three- to four-year-olds enrolled in preschool actually declined between 1985 and 1993, from 20

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HIGHEST DEGREE HELD BY PUBLIC & PRIVATE SCHOOL TEACHER, 1993-94

	None	Associate's	Bachelor's	Master's Specialist	Education	Doctorate
Public School Teachers						
White	0.5	0.1	51.8	42.5	4.4	0.7
Black	0.5	0.2	48.4	44.6	5.4	0.9
Hispanic	0.9	0.5	62.8	29.8	4.6	1.4
Private School Teachers						
White	4.8	1.3	59.4	30.2	2.6	1.6
Black	8.3	3.7	55.8	26.4	4.8	1.0
Hispanic	11.1	4.9	57.4	19.9	4.4	2.3

Source: Digest of Education Statistics 1996 National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

percent to 16.6 percent. More than twice as many White as Latino children were participating in such programs in 1993."

Moreover, as the report documents, relative to their eligibility, Latino children are not likely to receive early childhood educational development through federal preschool programs aimed at low-income children—and the gap is not narrowing. Between 1993 and 1996, the proportion of children living at the poverty level who are Latino increased from 24.6 percent to 29 percent. During the same period, Latino participation in Head Start increased from 15 percent to only 17.8 percent (not including migrant Hispanic children or those living in Puerto Rico).

"As they move through the school system, a significant segment of Latino children are not challenged to meet their potential," stated Yzaguirre, pointing to data that show that Hispanic students are underrepresented in "gifted and talented programs." For example, only 4.7 percent of Latino students are enrolled in programs that are academically rigorous. While there are several negative trends, one bright spot in this area is that between 1987 and 1994, the percentage of Latino students who took upper-level science and mathematics courses, including chemistry and geometry, increased.

Positive trends like this can fuel much-needed decreases in the dropout rate, "an area that has been persistently stubborn and discouraging," noted Yzaguirre. According to a cumulative measure that counts all young adults who are not in school and have not graduated, known as the "status dropout rate," three in 10 Latino youth (30 percent), compared to one in 14 White youth (7.7 percent) and one in eight African American youth (12.6 percent), are not in school and do not have a diploma. "As a nation, we must understand that since one-third of all Hispanics are under 18, our future workers will be increasingly drawn from this pool of youth. We can compete in the world market and continue to keep our country strong only if all the members of our workforce are equipped with high-level skills."

Yzaguirre continued, "these data are more meaningful in the context of student [determination]. More than ever, the research shows that Latino students are ambitious, hopeful, and eager." Between 1982 and 1992, the proportion of Hispanic high school seniors planning to attend college increased by 30 points to 75.4 percent. "If three-quarters of Latino students have a desire to attend college, we should collectively ask ourselves what we are doing to either foster or deter those dreams," Yzaguirre challenged. He went on to point out that "the jobs in which Latinos are underrepresented—and which pay well and offer the most opportunities—are precisely those that require the most education and offer the best [opportunity] to push the U.S. economy forward. Because of the size of the Latino youth population, even modest improvements in Latino educational attainment mean a boon for the U.S. And the windfall is not only financial, but social and political—better neighborhoods, stronger communities, and a citizenry that will fully participate in building democratic values."

In addition to closing the gap between Latino and other students in high school graduation rates, the report notes that significant disparities also exist in postsecondary education. In 1988, 34.8 percent of White high school graduates aged 18-24 were enrolled in college, compared to 30.8 percent of Latinos; by 1995, the enrollment rate gap between Latinos and Whites was almost nine percentage points (43.7 percent of Whites compared to 34.9 percent of Latinos). "What we have found is that while a greater number of Latinos are attending college, given the growth of the Latino population, the proportion of Hispanics attending college is still not at the level it should be. Also, these students are more likely to attend two-year, rather than four-year, institutions. We can only hope to achieve the gains we seek if improving Hispanic educational outcomes—at all levels—becomes a national priority," Yzaguirre underscored.

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TOTAL FALL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION BY LEVEL OF STUDY, GENDER, AND RACE/ETHNICITY, 1980-1994

	1980	1988	1990	1992	1994
All Students					
Total Hispanic	4.0	5.4	5.8	6.8	7.6
Hispanic Men	2.0	2.4	2.6	3.0	3.4
Hispanic Women	2.0	2.9	3.2	3.8	4.2
Undergraduates					
Total Hispanic	4.2	5.7	6.2	7.2	8.1
Hispanic Men	2.1	2.6	2.8	3.2	3.6
Hispanic Women	2.2	3.1	3.4	4.0	4.5
Graduate					
Total Hispanic	2.6	3.0	3.3	3.7	4.1
Hispanic Men	1.3	1.3	1.5	1.6	1.8
Hispanic Women	1.3	1.7	1.9	2.1	2.4
First-Professional					
Total Hispanic	2.4	3.6	4.0	4.4	4.7
Hispanic Men	1.7	2.2	2.4	2.6	2.6
Hispanic Women	0.7	1.4	1.6	1.8	2.0

Source: Digest of Education Statistics 1996, National Center for Educational Statistics, U.S. Department of Education. Washington D.C. (1996)

In particular, Hispanic females made significant education gains since 1980 in both undergraduate and graduate enrollment rates. By 1997, the enrollment rate of Hispanic females had nearly doubled to 4.5 percent while that of Hispanic men was 3.6 percent.

The report points to the need for a strong federal role in providing opportunities for Latino students. According to Yzaguirre, "a good start would be passage of the President's Hispanic Education Initiative, which would provide $600 million to early childhood education, dropout prevention, college prep programs, and teacher training." But the report also notes that everyone, from states to public schools to businesses, must play a role in raising education levels.

Citing several examples of successful programs around the country, the report highlights the leadership that the Latino community has already demonstrated in the effort to narrow the educational divide between Hispanics and others. "Latino parents, educators, researchers, and advocates together have proven that all Latino children can excel. From New York to California, there is good news in public schools and alternative community-based programs that show that these downward trends can be turned around. It is not only shameful but unwise that these successes are not happening everywhere, for all children," Yzaguirre expressed.

Improving Latino educational opportunities and outcomes is of vital interest to all Americans. Although Latinos will constitute more than 40 percent of new labor force entrants over the next several decades, and will be increasingly responsible for maintaining the Social Security system, the nation's education system is not adequately preparing Latinos to meet this challenge. In fact, a recent Rand Corporation study showed that raising the educational level of Latinos to that of Whites would generate an estimated $10 billion in additional tax revenues each year.

"As a nation, we have a choice to make: whether to continue to fritter away the future of vulnerable yet significant student populations, or to invest in and develop an underutilized natural resource whose aspirations are boundless and whose potential is enormous," Yzaguirre concluded. "While increasing resources is essential, even more important is a genuine belief in the value of and a strong commitment to Latino children."

HISPANIC ENROLLMENT IN HIGHER EDUCATION IN STATES WITH LARGEST HISPANIC POPULATIONS (ESTIMATED AS OF 1994), 1980 - 1995

Hispanic % of State Population	(1994)	1980	1990	1993	1995
California	28.4	09.7	13.4	18.5	19.7
Texas	27.3	12.7	16.9	19.2	20.5
New York	13.7	05.5	07.9	08.9	09.6
Florida	13.4	08.1	11.5	12.8	13.5
Illinois	08.9	02.5	06.9	07.8	08.1
New Jersey	11.0	04.3	06.9	08.2	09.5
Arizona	20.1%	07.6	11.6	13.5	14.4
New Mexico	39.0	24.8	28.1	30.2	31.3
Colorado	13.5	05.7	07.7	08.8	09.2
Massachusetts	05.6	01.5	03.2	04.0	04.4

Source: State Comparisons of Education Statistics, 1969-70 to 1993-94 National Center of Education Statistics, U.S. Department of Education, Washington, D.C. (1994); State Population Data, Population Division, U.S. Bureau of the Census, Washington, D.C. (1994)

BEST COPY AVAILABLE

People-Places-Publications-Conferences

PEOPLE

Santiago Joins Commission Staff as Liaison

Dr. George Santiago, Jr., has been appointed Executive Associate Director of the Commission on Higher Education, Middle States Association of Colleges and Schools.

A liaison for the region, his special emphasis will be institutions in Puerto Rico. He also will participate in developing Commission policies, task forces, publications, and instructional activities.

Santiago was Assistant Dean of the College of Science and Mathematics at Montclair State University (N.J.); Acting Director/Associate Director of EOP at Rider University (N.J.); Executive Assistant to the President at Law School Admission Services, Inc.; and Assistant Dean of Students at Rutgers University (N.J.).

He received his bachelor's degree from Rutgers University and both his master's and doctorate from Pennsylvania State University.

Carlos Acevedo Editor of EWU *Easterner*

Carlos Acevedo has been named editor of the *Easterner*, Eastern Washington University's student newspaper. Originally from Puerto Rico, Acevedo is a junior journalism major at the university.

He was a staff writer and news and features editor for the *Easterner* and previously a reporter and editor of *The Fourth Estate*, the student newspaper at Walla Walla Community College. A 1997 graduate of the Department of Defense Military Journalism program, he is editor of the Air National Guard newsletter at Fairchild Air Force Base. Acevedo served in the U.S. Coast Guard 1990-1994 and is now in the National Guard.

This summer he was one of 16 college newspaper editors nationwide to attend the Pointer Institute in St. Petersburg, Fla., for an all-expenses-paid seminar in ethics and leadership in college journalism.

Yor Mary Vargas in London on Scholarship

Colombian native Ms. Yor Mary Vargas, a student of St. Augustine College (Ill.), studied in London, England, this summer through a Service Learning Scholarship from the Association of Episcopal Colleges, awarded in an international competition. Vargas attended the Roehamton Institute of Higher Education for academic instruction and practical work experiences designed to foster community service.

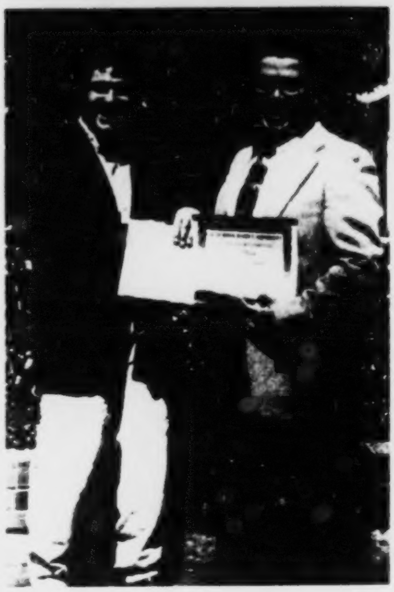
St. Augustine, the only bilingual college in the Midwest, recently implemented the first bilingual Bachelor of Social Work degree in the State of Illinois. A member of many organizations such as HACU and the Association of Episcopal Colleges, the college integrates cultural and spiritual values with its educational programs.

Rebollo Wins 1st Place at CSU

Luis Enrique Selva Rebollo of California State University-Los Angeles garnered first place at the 12th annual CSU Student Research Competition. Of the 22 California State Universities, 21 participated, and nearly 170 students entered.

Rebollo is a graduate student in the Department of Physics and Astronomy. His faculty mentor is physics professor William A. Taylor, CSU-Los Angeles. The title of his research presentation was "Ion Induced Electric Field Transient...The Single-Event Gate Rupture."

Rebollo's interesting and innovative paper included information in the field of physics never previously presented. He elicited thought-provoking questions from the judges, who were experts in the physical sciences and in mathematics.



Cal State LA 1st Place Winners: (l-r) Robert C. Jones, M.A., Philosophy and Luis E. Selva Rebollo, M.S., Physics and Astronomy

CSU-Los Angeles's Robert C. Jones, under the guidance of faculty mentor Jennifer Faust, professor of Philosophy, was also a first place winner.

Rebollo received his B.S. degree from the University of Southern California and is now pursuing a doctorate in physics.

TWU Student/Teacher Team on New CD

Leslie Enlow

Texas Woman's University (TWU) student Leslie Enlow, co-founder of the nonprofit International Manuel Ponce Society, has signed up with Audio Sound and Vision (ASV) Recordings, a major British record label, to release a CD featuring new recordings of the music of Ponce, a Mexican composer.

Musicians she recruited included TWU adjunct professor Carlo Pezzimenti, with whom she studies classical guitar; Cuban-born, Dallas-based pianist Marta Urrea; and

Trio Tulsa, an Oklahoma-based chamber music ensemble specializing in Mexican music and women's music that has toured extensively in Central and South America and Mexico.

Enlow said she is excited that the music of Ponce–legendary in Mexico but virtually unknown elsewhere–will gain international exposure through the release of the CD, slated for early 1999. Most of the pieces have not been recorded elsewhere; thus the CD will represent a world premiere.

Congressman Torres Congratulates RHC Grads

California Congressman Esteban E. Torres was a featured speaker at Rio Hondo College's (RHC) 1997-98 graduation.

Recipient of RHC's 1997-98 Distinguished Service Award, Torres has served California's 34th Congressional District with 16 years of hard work and consistent support of RHC and its community.

(l-r) Los Angeles County District Attorney Gil Garcetti, Rio Hondo College President Dr. Jess Carreon, and Congressman Esteban E. Torres

With a Hispanic student population of 69 percent, RHC is designated a Hispanic Serving Institution, eligible to receive federal funding to support that population. A member of the Congressional Hispanic Caucus, Torres was integral in gaining an increase of funding from $10 million to $12 million in FY'98.

RHC's Mexican-born valedictorian, Sergio Garza, who earned a a perfect 4.0 GPA, enters California State University-Los Angeles this semester to pursue a degree in clinical psychology.

CSUN Graduates Overcome Personal Obstacles

The tenacity and dedication of three CSU-Northridge (CSUN) students paid off in the form of diplomas.

Joseph Antuñez, an arts/theatre administration major, originally enrolled 10 years ago, but financial difficulties forced him to drop out. He re-enrolled in fall 1994, one semester after an earthquake ravaged the campus.

Returning wasn't easy. Sole support of his wife and two daughters, Antuñez, 40, worked 40 hours a week as an executive secretary at CSUN, 15 to 20 hours a week at the Learning Tree University, and somehow squeezed in a few classes each semester.

Gabriela Chavira, 25, who received a master's degree in general experimental psychology, interned as a psychology teacher while taking classes, reinforcing her desire to become a college professor. A fellowship will fund her four-year postgraduate education at the University of California-Santa Cruz, which starts this month.

Marvin Villanueva, 23, remembers being five years old and preparing to leave El Salvador with his mother after the murder of his stepfather in 1980. Now, after six years at CSUN, he has graduated from CSUN with a triple major–liberal studies, Chicano studies, and child development–and wants to become an elementary school teacher.

He spent his last semester carrying 24 units and volunteering as a tutor for elementary and high school students, and working with the organization Para Los Niños.

He will take pre-credential courses at CSUN and then apply to the UCLA for his master's degree and teaching credential.

SMU Anthropologist Studies Mexican Community

Ian Mast, graduate student in Southern Methodist University's (Texas) Department of Anthropology, is studying a 20-year-old village in Dallas that is an extension of a poor village in Mexico. Most of the men came from Mexico to live in a section of Dallas in a tightly bound extension of their traditional families that enables them to retain their heritage and culture. They work in blue-collar jobs and send their money home, returning occasionally to visit family and friends.

Among the issues that Mast explores are: How are lives configured in such circumstances, where people are chasing capital around the globe and leaving their families behind; how do families function; what roles do citizenship and nationality play; and what purpose does government serve in such situations?

Mast hopes his study will "bring a human face to the issues of immigration" and help immigration lawmakers understand how their proposals would affect people's lives and whether the laws would achieve their purposes.

Mast, a Fulbright scholar who speaks Spanish fluently, received a grant from the Social Science Research Council.

Rafael "Ray" Vega Earns Distinguished Nevadan Award

Every year since 1959, the Board of Regents of the University and Community College System of Nevada has conferred a prestigious award on a handful of select Nevadans. Known as the Distinguished Nevadan, it is bestowed for significant achievements in the cultural, scientific, or social advancement of Nevada and its residents.

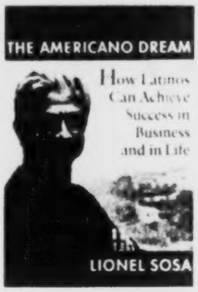
One honoree is successful and civic-minded businessman Rafael "Ray" Vega, who has served on the board of directors of: Latin Chamber of Commerce, Lake Mead Hospital and Medical Center, National Conference of Christians and Jews, and the Nevada Minority Purchasing Council. Vega has served too on the Sheriff's Hispanic Advisory Committee, Nevada Commission on Economic Development, Las Vegas Chamber of Commerce, Nevada Motion Picture Division, and Southern Nevada Women's Community Relations Board.

Cortéz to Study in Spain

Paula Cortéz, graduate student in Bicultural-Bilingual Studies at the UT-San Antonio, studied Spanish children's literature this summer in Spain through a scholarship.

An elementary school teacher, Cortéz was one of 34 Texas ESL educators chosen for the 11th Summer Institute on Children's Literature in Madrid. The Texas Education Agency, in collaboration with the Spanish Ministry of Education and Culture, sponsored the intensive three-week program on the use of Spanish literature in the bilingual/ESL classroom.

Advertising CEO Authors Latino Self-Help Book



Lionel Sosa, CEO of KJS Marketing Communications Solutions, an advertising agency in San Antonio, Texas, specializing in ethnic markets, recently finished a new book, *The Americano Dream: How Latinos Can Achieve Success in Business and in Life*, published by Dutton Signet (1998) and in Spanish by Plume (1998).

Sosa's current clients are: Anheuser-Busch; America's Health Network; Dr. Pepper; Hispanic Scholarship Fund; Seagram Crown Royal; Texaco Retail; and United States Cellular.

He is the founder of Sosa, Bromley, Aguilar, Noble & Associates, (now Bromley-Aguilar) the largest advertising Hispanic agency in the U.S. With billings of $150 million, their clients included Burger King; Coca-Cola USA; M&M/Mars; Phillips; Polaroid; Proctor & Gamble; Sprint; and Western Union.

A member of both the Reagan-Bush and the Bush-Quayle Presidential advertising teams, Sosa has received many awards and recognitions, including *Hispanic Business* magazine's 1996 Hall of Fame.

M-DCC's Gancedo Wins Lectureship

Dr. Alex Gancedo, Miami-Dade Community College (M-DCC) history/political science professor, has won a prestigious German Marshall Fund Visiting Scholar Lectureship, the first community college faculty member to be so honored.

Gancedo will present seminars and lectures at universities in Berlin, Bonn, and Munich, and will meet with the German Ambassador and the diplomatic corps.

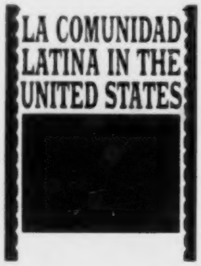
In Germany in April and May, he will lecture on the Helms-Burton Act, on the legal status of Santeria in the U.S., and on several aspects of Cuba's relationship with the U.S. and Europe.

At M-DCC for eight years, Gancedo teaches regular and honors courses in state and local government, American federal government, the social environment, and leadership. He is faculty advisor to the college's nationally acclaimed Model United Nations delegation.

He holds a bachelor's degree and a Juris Doctor from Florida State University, and a postgraduate certificate from England's Oxford University.

Abalos Book Teaches Transformation

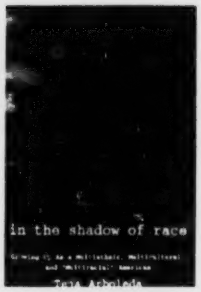
The Latino community, the fastest growing ethnic group in the United States, has long been told that assimilation is the only way to succeed in American society. A book by David T. Abalos, *La Comunidad Latina in the United States: Personal and Political Strategies for Transforming Culture*, challenges that view and concludes instead that transformation as a way of life is the only viable option, regardless of racial, class, regional, or religious differences.



The book, released by Praeger Publishers, highlights how in everyday life community members can recognize the patterns of relationships that cripple them, and learn to break with them to create fundamentally more loving and compassionate alternatives.

Abalos, a Professor of Religious Studies and Sociology at Seton Hall University (N.J.), has lectured and written extensively on multicultural and gender scholarship, and also on Latinas and Latinos in the U.S., from the perspective of the politics of transformation.

Teja Arboleda Autobiography Released



Teja Arboleda, entertainer, educator, lecturer, and Emmy Award-winning producer and author, recently published his autobiography, *In the Shadow of Race*, which recounts his life as a multiracial and multiethnic American. The book challenges institutionalized notions of ethnicity and class and illustrates the enigma of cultural and racial identity and the American identity crisis.

Arboleda has for over five years toured grade schools, college campuses, educational conventions, and corporations with "Ethnic Man," a live-performance, one-man show about coming to terms with personal, family, and social identity and its inherent implications for the socio-cultural identity of America.

A producer for the PBS documentary series *Frontline*, he has been featured in the *New York Times*, *Washington Post*, *Boston Globe*, *Boston Herald*, *Detroit Free Press*, *Dallas Morning News*, and on CNN, PBS and MTV.

His company, Entertaining Diversity, has published a series of educational videos, a teachers' guide to understanding diversity issues, and multicultural curriculum guides.

In the Shadow of Race (ISBN 08058-2575-4) is available in paperback from Lawrence Erlbaum Associates, Inc., for $24.50. To order, call: (800) 9-BOOKS-9/(800) 926-6579).

PLACES

Pre-College Camp at Saint Mary's

"El Campo de Cultura y Conocimiento" (The Camp of Knowledge and Culture), a pre-college camp that provides young Latina women the opportunity to explore the challenges and benefits of higher education, was held recently at Saint Mary's College, Notre Dame, Ind.

Fifty-six high school sophomores and juniors from Indiana, Texas, Illinois, New York, New Mexico, and Michigan participated this year. All students selected for El Campo received scholarships covering all but travel and incidental expenses.

El Campo de Cultura y Conocimiento students at Saint Mary's College collaborate on an outdoor animal sculpture as part of their art class.

During their stay, El Campo's participants attend classes on practical applications of chemistry, Latin American literature, fine arts and computers, and workshops in cultural identity, leadership, the college admissions process, financial aid, and the transition from high school to college.

Mexican View of Alamo Explored at Colorado State University

The 21st American West Program at Colorado State University has conducted an exploration of events surrounding the Alamo from the Mexican point of view.

Daniel Martínez, historian for the National Park Service, used diaries and reports of the Hispanic principal players to provide a different look at the battle of the Alamo. Supported by slides and contemporary observations and scholarship, Martínez presented a historic reappraisal and new perspectives.

He joined a series of speakers visiting Colorado State University's campus this summer to explore Western expansion under the program's theme, "Manifest Destiny and the West to 1850." Other highlights of the program included a discussion on the conquest of New Mexico, and a presentation on the relocation of Native American Indians.

Martínez won the National Park Service's Special Achievement Award in 1986, 1988, and 1995. He has taught history in high school and has worked as a park ranger.

Chapman Gets Grant to Study Diversity

The James Irvine Foundation (Calif.) has awarded Chapman University (Calif.) a grant of $490,000 to support two new initiatives that focus on diversity–one to increase student body diversity and one to broaden academic opportunities.

The first project, "Educating Students for Diversity in Science," funded at $265,000, seeks to attract more minority students to study the sciences at Chapman, beginning with an outreach effort to awaken local minority high school students to the excitement of the sciences and to show them how these fields can lead to career opportunities.

The second project, "Educating Global Citizens of the Twenty-first Century: Cities and Civilizations," is funded at $225,000 to support the creation of a new, multi-disciplinary course for Chapman's Cultural Heritage I general education requirement. Utilizing technology to further independent and interactive learning, this course will be linked to intensive foreign language study and to study abroad, providing an enriching preparation for global citizenship.

ASU, Inroads, and Internships

Thanks to Inroads, a non-profit career development organization, 54 Arizona State University (ASU) business and engineering students got their feet wet in a corporate pond this summer, learning how to be good business and industry employees.

Motorola, Del Webb Corp., Bank One Arizona, and IBM are a few of the giants who provided summer internships for talented minority students who might have had limited access to corporate careers.

The interns didn't make coffee–they learned marketing, accounting, and procurement, and worked with planning and development teams, and earned competitive salaries.

Roxanna Chávez, 20-year-old pre-business student, worked on a research project at IBM with ASU doctoral marketing students, tracking customer satisfaction.

Ivan Rascon (pictured), 18, entered the program right out of high school and now is in his second summer with Phelps Dodge Corp, working as a computer support technician and multimedia specialist. He is an ASU business major with an eye on an international career.

Eddie López stepped into an accountant position with Bank of America in May after finishing his degree. Now 22, he interned with the company for three years. "It was a dream internship," said Lopez. "I came into a really great job."

De la Peña McCook Helps USF Earn National Reputation

During Kathleen de la Peña McCook's five years as its director, the University of South Florida's (USF) School of Library and Information Sciences has achieved notable results in graduation rates, outreach programs, and grant support. Out of 57 library and information science schools in the U.S., Canada, and Puerto Rico, USF produces more graduates per faculty than any other.

Through McCook's initiative, the school currently ranks among the top ten in the U.S. and Canada in the number of minority graduates. In 1995, only 7.6 percent of librarians in the U.S. were Black, and only 1.3 percent were Hispanic. With librarians from diverse backgrounds being highly sought, USF is meeting the need with 15.9 percent of the school's graduates in 1995 coming from minority backgrounds. Outside of Puerto Rico, USF graduates more Hispanic librarians than any other school in the nation.

McCook recently received the $1,000 American Library Association's (ALA) 1998 Elizabeth Futas Catalyst for Change Award, which recognizes librarians who work for change, mentor young librarians, and inspire colleagues to excel.

Newsmakers at University of South Florida

USF Cuban film-maker Gloria Rolando, Judge EJ Salcines, and University of South Florida (USF) history Professor Kenya Dworkin y Mendez attended Tampeños y Tabacos, a community forum on Tampa's Cuban roots held in April. Rolando was to direct a related documentary film, *Hands Across the Water*.

In recognition of Women's Awareness Month, the USF-St. Petersburg campus held the annual Women's Symposium, sponsored by the St. Petersburg Area Chamber of Commerce. Among those attending were Luisa Perez-Harvey, president of the Hispanic Professional Women's Association; featured speaker Rosita Perez; and Bill Heller, dean of USF-St. Petersburg.

As part of a semester-long internship, speech pathology major Terrie Hernandez read to young children at the San José School in Dover, Fla. The internship program is sponsored by the Farm Labor Support Committee, a university-wide group addressing the needs of communities in USF-Tampa's vicinity.

Tara Welch, Michael Kirschner, Angela Walker, and Carlos Rodriguez were the first recipients of the newly created Passport Scholarships for study abroad in Latin America and the Caribbean.

USF Latino Scholarship Students

In May, Latino Scholarship students Alex Paloma and Brandon Rodríguez graduated magna cum laude from the University of South Florida. They are enrolling in medical schools this fall, at USF and Penn State, respectively. Graduates Stacy Ortíz and Justin Díaz are law school-bound while Cristina Naso, another honors graduate, and Joucy Alvarez are enrolling in graduate school at USF. Marketing major Lázaro Sosa is entering the Tampa, Fla., workforce. Theater major Iracel Rivero, an August graduate, is heading for the bright lights of Chicago, while Miguel Morales will have completed his first year of USF medical school by the time he receives his bachelor's degree with honors.

On August 18, 1998, the Latino Scholarship seventh annual awards cermony will take place, honoring 20 new scholarship recipients who are entering first-year students and community college transfers and 60 continuing students whose scholarships are being renewed.

M-DCC Foundation Announces New Board Members

Miami-Dade Community College Foundation, Inc. (Fla.) recently announced the appointment of ten new board members, representing some of the community's most influential business and civic leaders. The Foundation, created in 1965, manages more than $40 million in assets and provides over $1 million annually in student scholarships.

Carolina Calderin

The responsibilities of the newly appointed board members include securing financial resources and tangible assets for M-DCC, and working to heighten community-wide awareness of M-DCC's needs and educational opportunities.

New members include: Carolina Calderín, chief executive officer, Pan American Hospital; Eduardo Masferrer, chair and CEO, Hamilton Bank; Carlos Planas, president, Tamiami Automotive Group; and Julio González-Rebull, Jr., sr. vice president, Mastec, Inc.

Eduardo Masferrer

Victor M. Díaz, attorney, Podhurst Orseck Josefsberg Eaton Meadow Olin & Perwin, P.A., is among the new board members who will serve for three years.

Summer Study in Costa Rica

A Study Abroad Program in Costa Rica for the summer of 1999, is being offered by the College of DuPage (Ill.) Liberal Arts division. Students can acquire a firsthand knowledge of the people and culture of Costa Rica while immersing themselves in the Spanish language. Excursions include a banana plantation, a rain forest, a cloud forest, and the city of Cartago.

Participants will receive 10 quarter hours of credit, five in Spanish language and five in the culture and civilization of Costa Rica.

For more information, call the college's Liberal Arts division, (630) 942-2047.

Yale Expands Minority Librarian Program

A four-year grant of $220,000 from The Andrew W. Mellon Foundation will allow Yale University to expand its Librarian-in-Residence program, which brings talented minority librarians to New Haven, Conn., for a two-year term. Thanks to the new funding, Yale will add a second resident to the program, which started in 1995 with the aim of increasing diversity of experience among librarians at Yale and furthering the professional growth of individual minority librarians.

Yale president Richard C. Levin stated pride in being part of the diversity program "and thereby enabling an environment capable of sustaining intellectual discovery."

Citing Association of Research Libraries data indicating 11.28 percent minority representation in the professional ranks of its member libraries, university librarian Scott Bennett said that staff diversity is critical and must be pursued vigorously.

Cal State-L.A. Students Win Top Marketing Prizes

California State-Los Angeles students have won the Top Marketing [Project] Award and Top Region Award at the 1998 Pi Sigma Epsilon (PSE) National Competition in Virginia.

Margarita Pérez Sánchez, Teresa Cisneros, and Marie Esperanza were part of a group that defeated more than 60 PSE marketing teams from other universities around the country.

The winning project was developed through a General Motors Marketing

Pictured from left to right at the PSE National Competition were: Marie Garcia, Margarita Pérez Sanchez, Misty Iwatsu, Tony Au, Teresa Cisneros and Ronald Yee.

Internship project. Students partnered with the Bewley Allen Cadillac Dealership, executed the Cadillac Catera project in the spring quarter, 1997, and presented it before a panel of eight judges. The student team was questioned about the development, implementation, and assessment of the marketing plan, and was assessed on its ability to communicate and to present effectively.

PSI Epsilon is a national, professional, coeducational fraternity in marketing, sales management, and selling created to promote related careers, and is now identified as one of the strongest forces motivating college students to enter the fields.

Harbor Graduates Earn President's Award

Nine Los Angeles Harbor College (Calif.) graduates have received the President's Distinguished Honor Award from the college, and 12 others were candidates.

Among those receiving the award were Acela González and Norma Luz García. Other candidates included Gail Etta Amos and Blanca Iris Jiménez.

The award is presented to Harbor College students who have completed the requirements for a two-year associate degree and who have earned a grade-point average of 3.7 or better for all college work.

Colorado Mountain College Responds to Changing Population

Colorado Mountain College (CMC), located in Summit County, is working hard to serve a changing population.

With an unprecedented increase in foreign population, CMC's Summit Campus is adding several evening ESL classes, a citizenship class, and a class where Spanish and ESL students teach one another. Under development is a Family Literacy Class.

From 1993-1997, ESL enrollment at CMC has increased 362 percent. The citizenship class will prepare permanent residents for the naturalization process. The Family Literacy class will offer language development for the entire family with child care provided for the youngest members. The class, which mixes conversational Spanish students with ESL students, will enable both groups to help one another with language skills and development.

Leaping Language Fences at Our Lady of the Lake

Evangelina Vigil-Piñón

"Leaping Language Fences/Cruzando Idiomas" is the title of the Poets of the Lake 1998 Poetry Festival to be held November 5-9 at Our Lady of the Lake University (Texas).

This year's events will focus on "code-switching" in language as expressed in poetry, theatre, song, and other forms of creative expression. "Code-switching" can be defined as "the alternate use of two or more languages or varieties of language especially within the same discourse."

Headlining the festival are two of the most widely recognized English/Spanish code-switching poets, Carmen Tafolla and Gloria Anzaldua. Other nationally recognized poets reading are Angela de Hoyos, Evangelina Vigil-Piñón, and Naomi Shihab Nye. Local poets Kitty Williams, Olga Samples Davis, Alicia Galván, and Enedina Casarez Vázquez will perform, among others.

Theatrical productions include a performance of *Sequestered Soliloquy*, an original play written by Galván and performed by Galván and Vásquez. Dramatic readings include "Voces del Barrio" and "Listen Querido, They're Playing Our Song," featuring the works of Rosemary Catacalos.

Scholarly presentations round out the festival. Dr. José Limón, Professor of English and Anthropology at the University of Texas, will discuss the development of code-switching throughout South Texas. Dr. Steven Kellman, an Ashbel Smith Professor of Comparative Literature, will discuss "translingualism and the literary imagination." And Norma Cantú, Professor of English at Texas A&M International University in Laredo, will talk about "Girlhood in la frontera."

LCC Cadets Score High on State Exam

The May 1998 graduating class of the Laredo Community College (LCC) Regional Police Academy achieved a 90 percent passing rate on the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) exam.

HIGH STANDARDS: Cadets in the Laredo Community College Regional Police Academy undergo 16 weeks of intensive law enforcement training. The LCC Police Academy ranks in the top 10 percent of state academies which achieve high passing rates on the TCLEOSE exam.

Of the 31 "A-98" cadets to complete the training, 25 of 28 cadets achieved a passing score; the other three were already TCLEOSE-certified.

The cadets underwent 16 weeks of intensive training on topics ranging from the penal code to family abuse to traffic law. They also learned defensive tactics and mastered firearms shooting.

The "A-98" cadets are: Carlos Agredano, Balerio Andrade Jr., Mario Casarez Jr., Ernest Chávez, Rolando Elizalde Jr., Félix Esquivel, José L. Estrada, Roberto García, José Garza, Walter González, Narciso González, Charles Hill, José Hinojosa, Manuel Maciel, Pedro Malacara, Jesús Martínez, Samuel Reyes, Andy Rodríguez, R. James Salaz, Heriberto Sánchez, Roberto Santos, Marcos Serna, Francisco Solís, José Torres, Héctor Villarreal, Juan Villarreal, Gerardo Wachowiak, and Rubén Yánez.

The LCC Regional Police Academy ranks in the top 10 percent of academics statewide achieving high passing rates on the TCLEOSE exam.

PUBLICATIONS

Beyond Comfort Zones in Multiculturalism: Confronting the Politics of Privilege

Sandra Jackson and José Solís, eds.

A critique of multicultural education that confronts the comfort zone in most of us. The authors present a new vision of multicultural education that is transformative and revolutionary. This is a confrontational addition to the canon wars and will be useful supplementary reading for graduates and undergraduates enrolled in courses on multiculturalism.

1995

288 pgs.

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Gender and Sustainable Development

Ana Maria Brasileiro, ed.

GENDER AND
A NEW PARADIGM

Throughout Latin America and the Caribbean, women have organized to integrate the concept of gender-sensitive sustainable development into all development planning and projects. This book describes practical examples ranging from seed money to capacity-building, from single conferences to multi-project programs.

1997

79 pgs.

ISBN 0-912917-45-8

$7.95 Paper

Women, Ink.

(212) 687-8633

The Right to Live Without Violence: Women's Proposals and Actions

by Latin American and Caribbean Women's Health Network

The Right to Live Without Violence

Reports on the Tribunal on Violations of Women's Human Rights (El Salvador, 1993) and examines legal provisions and recourse in dealing with violence in the region. It includes conceptual essays and research findings on violence, especially domestic and sexual violence. Photographs; case studies; statistics.

1996

139 pgs.

periodical

$25.00 Paper

Women, Ink.

(212) 687-8633

Women Against Violence: Breaking the Silence

Ana Maria Brasileiro, ed.

WOMEN AGAINST
VIOLENCE
BREAKING THE SILENCE
Reflecting on Experience in Latin America and the Caribbean

The articles in this book, the fourth in the UNIFEM series "Reflecting on Experience in Latin America and the Caribbean," document the different types of violence experienced in various cultures and contexts. With intimate detail, they show how and why violence occurs–and the courageous steps women are taking to end it.

1997

116 pgs.

ISBN 0-912917-32-6

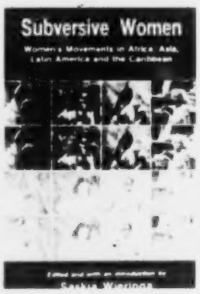
$9.95 Paper

Women, Ink.

(212) 687-8633

Subversive Women: Women's Movements in Africa, Asia, Latin America and the Caribbean

Saskia Wieringa, ed.


Subversive Women
Women's Movements in Africa, Asia, Latin America and the Caribbean
Edited and with an introduction by Saskia Wieringa

This lively anthology of feminist writings analyzes women's history of subversion and demonstrates the complexity and diversity of women's movements and organizations in the South. It shows how women empower themselves and confront existing power structures through rebellion, unions, popular theatre, and poetry.

1996

256 pgs.

ISBN 1-85649-318-0

$22.50

Women, Ink.

(212) 687-8633

Women's Leadership in a Changing World

Ana Maria Brasileiro, ed.

WOMEN'S
IN A CHANGING WORLD
Reflecting on Experience in Latin America and the Caribbean

In Latin America and the Caribbean, the recognition of the differential nature, power, and potential of women's leadership has emerged simultaneously with the increasing inability of governments to meet the basic needs of their citizens and the growing demands of women to participate in the public arena. This book, from the UNIFEM series "Reflecting on Experiences in Latin America and the Caribbean," offers practical examples of how women are organizing to meet this challenge.

1995

230 pgs.

ISBN 0-89789-411-1

$19.95 Paper

Women, Ink.

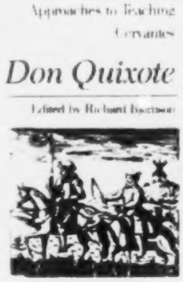
(212) 687-8633

The following two books are part of the Modern Language Association's Approaches to Teaching series, addressing a broad range of literary texts.

Each volume surveys teaching aids and critical material and brings together essays that apply a variety of perspectives to the teaching of the text. In these essays, experienced teachers discuss approaches and methods of presentation that they have found effective in keeping classroom discussions lively.

Approaches to Teaching Cervantes' Don Quixote

Richard Bjornson, ed.


Approaches to Teaching Cervantes'
Don Quixote
Edited by Richard Bjornson

1984

188 pgs.

ISBN 0-87352-480-2

$18.00 Paper

Modern Language Association

(212) 614-6382

Approaches to Teaching García Márquez's *One Hundred Years of Solitude*

Maria Elena de Valdés and Mario J. Valdés, eds.

1990
156 pgs.
ISBN 0-87352-536-1
$18.00 Paper
Modern Language
Association
(212) 614-6382

CONFERENCES

HACU 12th Annual Meeting

September 27-30

The Hispanic Association of Colleges and Universities will hold its 12th Annual Meeting at the Hyatt Regency on San Diego Bay, San Diego, California. HACU is the national association representing institutions of higher education that have at least a 25 percent Hispanic student enrollment, with a mission to champion Hispanic success in higher education. The meeting will feature workshops, panels, seminars, and nationally profiled speakers.

Contact: Gloria Cummins, (210) 692-3805, ext. 18.

Legal Issues in Higher Education

October 4-6

The University of Vermont's 9th annual conference, designed to address the most pressing legal challenges that higher education professionals are currently facing. Keynote speakers include Stephen Hirschfeld, counself to the University of California, the University of San Francisco, and Hastings College of Law; Judith Ramaley, president of The University of Vermont; and William Sloane Coffin, Jr., retired Yale University Chaplain; civil rights activist. At the Sheraton Hotel and Conference Center in Burlington, Vt.

Contact: Carol Fournier-Gunter or Vivianne Farmer, (802) 656- 2088.

The Minority Student Today: Recruitment, Retention, and Success

October 11-14

By promoting an understanding of the nature of fundamental reforms and institutional changes needed in American higher education to eliminate structural barriers, this event seeks to identify opportunities to achieve multicultural and balanced academic programs. Sponsored by the University of South Carolina Division of Regional Campuses & Continuing Education, in cooperation with the University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444; or <Confs@GWM.SC.EDU>. Conference Web site: <http://web.csd.sc.edu/conted/mst.htm>.

National Preservation Conference

October 20-25

National Trust for Historic Preservation's 52nd national conference, with the theme "The Art of Preservation," convening in Savannah, Georgia. Between 2,000 and 3,000 committed preservationists from around the country are expected to explore the interplay of historic preservation and the arts, and how they shape communities.

Community leaders and students from culturally diverse backgrounds might be eligible for scholarship assistance to help in covering costs of registration, travel, and accommodations. Contact: Cultural Diversity Scholarship Program, Southern Regional Office, National Trust for Historic Preservation, 456 King Street, Charleston, SC 29403. Deadline is June 15.

Contact: (803) 722-8552. Web site at <www.nthp.org>; e-mail to <soro@nthp.org>.

Study USA - Mexico '98: Forging the Vision

October 21-23

Three-day education fair designed to enable American educational institutions to establish reciprocity agreements with Mexican institutions–leading to the participation by students from Mexico and the U.S. in exchange programs and an enhanced diversity at the involved schools. Co-hosted by the U.S. Trade Center's Department of Commercial Service and Kivo Expositions. In Mexico City.

Contact: Charlotte Adams, (919) 881-7888, or <Kivaexpo@mindspring.com>.

1998 New Jersey Project Fall Conference

October 23

This conference will showcase the work of educators from a variety of disciplines who use literature–novels, short stories, poetry, and other forms–to integrate gender and multicultural content and perspectives into their courses. At The College of Saint Elizabeth, Morristown.

Contact: The NJ Project at (973) 720-2296, or <nj_project@wpc.wilpaterson.edu>. Information also available at the NJ Project Web site: <www.wilpaterson.edu\wpcpages\icip\njp\Index.htm.>.

Second Annual Hispanic Law Conference

November 7

Hosted by the American University Washington College of Law, co-sponsored with the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia, this 8:30 am to 4:30 pm conference features speakers, panels, and roundtables covering the presence and impact of Hispanics in the legal profession, including their roles in the judiciary, academia, politics, and business.

In Washington, D.C.

Contact: Aurora Carmichael, (203) 274-4004 or <deans-office@wcl.american.edu>.

Círculo de Cultura Panamericano

November 13-15

The annual convention. Special sessions on Federico García Lorca in the centenary of his birth; the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (N.J.). At the Holiday Inn in Totowa, N.J., and WPU.

Contact: Círculo de Cultura Panamericano, 16 Malvern Place, Verona, N.J. 07044-2554.

24th Annual TACHE State Conference

November 16-17

The 24th annual conference of the Texas Association of Chicanos in Higher Education. Leaders from higher education, business, and the community will discuss the implication of the Hopwood decision and join in exploring strategies for increasing the representation of Chicano students, faculty, and staff. Over 45 workshops/presentations. At the Wyndham Warwick Hotel, in Houston.

Contact: Ed C. Apodaca, (713) 743-9567.

Howard Hughes Medical Institute

Fellowships for Biological and Biomedical Sciences

The Howard Hughes Medical Institute announces the 1999 competitions for fellowship programs that support training in fundamental biological and biomedical research. Awards, based on international competitions, focus on research directed to understanding basic biological processes or disease mechanisms. Fellowships may be held at academic or nonprofit research institutions.

Predoctoral Fellowships in Biological Sciences

Up to five years of support for full-time graduate study toward a Ph.D. degree in cell or developmental biology, genetics or molecular biology, immunology or microbiology, mathematical biology or epidemiology, neuroscience or physiology, structural biology or biochemistry, or related fields. Applicants must not have completed the first year of postbaccalaureate graduate study in biology. *Application deadline: mid-November.*

Postdoctoral Research Fellowships for Physicians

Three years of support for training in fundamental research subsequent to at least two years of postgraduate clinical training and no more than two years of postdoctoral research training. *Application deadline: early December.*

Research Training Fellowships for Medical Students

An opportunity for medical students in the United States to explore a burgeoning interest in fundamental research. Support is awarded for one year of full-time fundamental research in a laboratory at the student's medical school or another institution (except NIH in Bethesda, Maryland). *Application deadline: early December.*

Research Scholars at the National Institutes of Health

Under this joint HHMI–NIH program, medical students in the United States spend an intensive year in research in the intramural program at NIH in Bethesda, Maryland. Residence is provided at the Cloister on the NIH campus. *Application deadline: early January.*

1999 Program Announcements and Applications

For Predoctoral Fellowships:
Hughes Fellowship Program
Fellowship Programs Unit
National Research Council
2101 Constitution Avenue
Washington, DC 20418
United States of America
Telephone (202) 334-2872
Fax (202) 334-3419
E-mail infofell@nas.edu
http://fellowships.nas.edu

For Other Programs:
Howard Hughes Medical Institute
Office of Grants and Special Programs
Department AK99
4000 Jones Bridge Road
Chevy Chase MD 20815-6789
United States of America
Telephone (301) 215-8889
Fax (301) 215-8888
E-mail fellows@hhmi.org
www.hhmi.org/fellowships

The Howard Hughes Medical Institute, an Equal Opportunity Employer, welcomes applications from all qualified candidates and encourages women and members of minority groups to apply.

ASSISTANT PROFESSOR

Applications are invited for a tenure-track faculty position, at the Assistant Professor level in the Department of Microbiology at the Ohio State University. We seek applicants with postdoctoral experience, documented evidence of high quality research, and a strong commitment to teaching and research at a major research university. The successful candidate will be expected to establish a productive, independent research program with extramural support, to teach at the undergraduate level, supervise Ph.D. students, and participate in graduate education. Preference will be given to applicants with research expertise and a planned research program that emphasizes molecular approaches to **microbial diversity, metabolic engineering, or environmental microbiology**.

A competitive salary, excellent research space, and substantial start-up resources are available. Applicants should send a curriculum vitae, summary of research plans, and the names of three references to:

Dr. Kathleen E. Kendrick
Chair Search Committee
Department of Microbiology
The Ohio State University
484 West 12th Avenue
Columbus, OH 43210

The Department guarantees full consideration for all applications received by November 1, 1998.

The Ohio State University is an Equal Opportunity/ Affirmative Action employer. Women, members of minority groups, Vietnam-era veterans, and individuals with disabilities are strongly encouraged to apply.

Our web site is http://www.biosci.ohio-State.edu/~microbio/

ASSISTANT PROFESSOR

The Department of Microbiology at The Ohio State University invites applications for a tenure-track faculty position at the Assistant Professor level. Innovative scientists are sought, with postdoctoral experience and documented evidence of productive high quality research, who apply modern molecular biology techniques to study **infectious disease or host-pathogen interactions**. Current Department strengths emphasize bacterial systems, but outstanding applicants studying viral, fungal or protozoal pathogenesis will be given serious consideration. Ideal applicants will have a research program and expertise that complement established faculty interests which include cell signaling, the immune response, in vivo gene expression, genome analysis and microbial physiology in host-pathogen interactions. Successful candidates will be expected to establish an extramurally-funded, productive research program and to participate in both undergraduate and graduate level teaching. This is an excellent opportunity to join an expanding research group within a very productive, interactive Department of Microbiology with a strong Ph.D. program.

A competitive salary, excellent research space and start-up resources are available. To ensure full consideration, applicants should submit a curriculum vitae, summary of future research plans, and the names of three referees by November 1, 1998 to:

Dr. Mark Coggeshall
Chair of Search Committee
Department of Microbiology
The Ohio State University
484 West 12th Avenue
Columbus, OH 43210

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, members of minority groups, Vietnam-era veterans and individuals with disabilities are strongly encouraged to apply.

Our web site is http://www.biosci.ohio-state.edu/~microbio/

ASSISTANT DEAN OF GRADUATE ACADEMIC AFFAIRS

The primary function of this position is to identify, recruit, retain and graduate students from the underrepresented groups, especially but not exclusively minority groups. Candidate will help formulate policy in these areas; be a liaison to grad student representative bodies, including the Grad and Professional Student Assembly and the various minority student groups; work with other university offices that handle grad student academic issues including the Learning Skills Center and its International Teaching Assistant Training Program; provide academic advising to grad students as needed; and to take on other duties as assigned by the Dean or Associate Dean. The qualified candidate should have a Master's degree. Doctorate is strongly preferred. Work experience in 1+ of the above areas is desirable. Strong interpersonal, organizational, and excellent oral and written communication skills are required. Position requires travel.

Send cover letter and resume with ***job# AD2501*** *to:*

Organizational Development and
Employment Services,
20 Thornwood Drive,
Ithaca, NY 14850.

CORNELL
UNIVERSITY

Affirmative Action/Equal Opportunity Employer

ASSISTANT PROFESSOR/INSTRUCTOR
Political Theory

The Department of Government invites applications for a full-time, tenure-track position in Political Theory at the rank of Assistant Professor or Instructor, beginning September 1999. Candidates should be capable of teaching courses in the following fields: Classical, Modern, Contemporary, and American Political Thought. The successful candidate will also be expected to teach a lower division course on critical issues in contemporary politics and to participate in Skidmore's Liberal Studies program. The normal teaching load is three courses per term, six per year. Completed Ph.D. or ABD status in Political Science is required.

Screening of applications will begin in January 1999 and continue until the position is filled. A letter of application, curriculum vitae, teaching evaluations (if available), and three letters of recommendation should be sent to: **Professor Aldo C. Vacs, Chair, Department of Government, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866-1632.**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

SKIDMORE

Visit our website at http://www.skidmore.edu

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STATE UNIVERSITY OF NEW YORK
AT BUFFALO

ASSISTANT DEAN FOR ADMISSIONS

Duties:
The Assistant Dean for Admissions, at the University at Buffalo Law School is primarily responsible for the admissions process, the recruitment program, and new student orientation. This responsibility includes supervision of others engaged in these activities, but more importantly implies active participation in the execution and continuous improvement of the Law School's efforts in all three areas. The responsibilities of the Assistant Dean for Admissions comprise: developing and executing a recruitment program that includes a wide range of activities designed to attract and enroll students; overseeing the admissions process for all applicants, including transfer and visiting students; counseling applicants about UB Law School, including matters of financial aid; preparing and overseeing an effective orientation program for incoming students; and participating in decision making about scholarship awards.

Minimum Qualifications:
Bachelors Degree is required. Masters or JD is preferred. Minimum four years of successful experience in positions requiring work in admissions recruiting, student guidance, and counseling or five to eight years of more general administrative experience in an educational setting.

To apply:
Send letter of application and resume to Prof. John Henry Schlegel, Professor Law, 620 O'Brian Hall, Buffalo, New York 14260. Materials must be received by September 25, 1998 to ensure full consideration. Salary $50-58K, commensurate with experience; generous benefit package.

The University at Buffalo is an Equal Opportunity/Affirmative Action Employer. The University is interested in identifying prospective minority and women candidates and professionals with disabilities. No person in whatever relationship with the State University of New York at Buffalo shall be subject to discrimination on the basis of age, creed, color, disability, national origin, race, religion, ethnicity, sex, sexual orientation, marital or veteran status.

Washtenaw Community College

COMMUNICATIONS INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking a individual for the position of Communications Instructor. This individual will teach first and second year college-level courses in Communications. The majority of the base load assignment will consist of first semester speech and interpersonal communications courses. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in communications, speech or related discipline and two years full time successful college teaching experience (equivalent of 900 student contact/clock hours).

Receipt of official WCC application form in the Office of Human Resource Management is 5:00 p.m. on December 18, 1998.

Anticipated date of appointment for this position is for the 1999 Fall semester. The initial annual base salary is $34,330-$45,980 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year. Numerous fringe benefits include health, dental, life insurance, and Michigan Public School Employees Retirement System.

Interested persons should send official completed WCC application form with credentials (transcripts) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr. PO Box D-1, Ann Arbor, MI 48106. (313) 973-3497. Job Hotline (313) 973-3510** For job postings see our web site at: **http://www.washtenaw.cc.mi.us/jobs/**

Note: Applicants must submit with the application documentation to establish minimum qualifications; specifically, all college transcripts (student copies acceptable), and candidates statement of the number of clock hours taught in front of students for current and/or past teaching appointments. Complete all parts of the official application; failure to do so may affect your consideration for this position. Resumes will not meet this requirement.

Washtenaw Community College, through its affirmative action goals, is seeking candidates who will augment the diversity of its faculty, staff and administration. Washtenaw Community College is an Affirmative Action/Equal Opportunity/ADA employer.

Senior Associate Director of Admission
Office of Admission

Wellesley College is seeking a **Senior Associate Director of Admission** in the Office of Admission. Responsibilities: Manage daily operations of office and recruitment process. Work in conjunction with Dean on marketing strategy and the budget. Supervision and training of staff. Represent Dean in her absence. Oversee the Publications/Communication function, including the annual revision of all major admission publications, the processing of applications and records, decision mailings and special mailing projects, technology, the internet and e-mail, search, campus visit program, daily mail, Board of Admission responsibilities, student help. Involvement in all components of the Admission program, including travel, interviewing and reading applications.

Requirements: Bachelor's Degree required; Master's preferred. Minimum 5 years of Admissions experience. Excellent interpersonal, verbal, written and public speaking skills necessary. Ability to work under pressure. Outstanding organizational and problem-solving skills. Proven ability to exercise initiative, set priorities, work independently and demonstrate confidentiality and discretion. Energetic, detail-oriented person. Candidates should possess a professional demeanor, strong public relations skills and sense of humor.

Admission Counselor/Assistant Director
Office of Admission

Wellesley College is seeking an **Admission Counselor / Assistant Director** in the Office of Admission. Responsibilities: Recruit prospective students through high school visits, parent/student gatherings, college fairs and presentation programs. Evaluate candidates for admission to the College. Coordinate teams for the Board of Admission. Answer all special inquiries regarding admission and the College. Assist with admission programming. Work with alumnae admission representatives to organize travel. Interview prospective students and read applications.

Requirements: Bachelor's degree; two years of admission or related experience; strong interpersonal skills; strong written and oral communication skills; education or admission related work preferred.

If interested, send cover letter indicating the specific position and a resume to: Patricia E. Basine, Associate Director of Employee Relations, HO8/26, Wellesley College, Wellesley MA 02481. Applications will be accepted until the position is filled.

Wellesley College especially welcomes applications from ethnic minorities.

Wellesley College

Eastern Michigan University

DEAN OF GRADUATE STUDIES AND RESEARCH

Eastern Michigan University invites applications and nominations for the position of Dean of Graduate Studies and Research. The Dean is responsible for the general operations of the Graduate School and the Office of Research Development in a comprehensive, multipurpose regional university that prides itself in the quality of its teaching faculty and its developing research focus. The Dean reports to the Provost/Vice President for Academic Affairs and is a member of the advisory council of academic deans.

Eastern Michigan University is located in a dynamic, culturally rich community west of the Detroit metropolitan area. Its five academic colleges are Arts and Sciences, Business, Education, Health and Human Services, and Technology. The university enrolls more than 23,000 students, including more than 5,200 in graduate programs. EMU offers graduate degrees in 37 academic departments representing nearly 70 master's, specialist, and doctoral programs. Additional doctoral programs are expected in the near future and the Dean will have significant involvement in the development and operation of these new programs. Sponsored project activity has grown more than 50% in the past four years and exceeded $13 million during FY98. The Dean provides executive leadership for the Office of Research Development by promoting faculty research and scholarly and creative activity; by fostering the integration of the research and service missions of the university with student learning; and by developing policies governing the conduct of research at the university.

The successful candidate must possess an earned doctorate, preferably in a field that is represented in EMU's graduate programming, and must hold credentials that are commensurate with those required for the rank of full professor. Higher education administrative experience is required, with preference given to candidates with experience in the administration and evaluation of graduate programs and in the development and management of sponsored projects. The successful candidate must also possess:

High standards of personal and professional integrity;

Ability to build support for a vision for the continuing development of graduate education and research in a comprehensive institutional setting;

A record of effective academic and administrative leadership fostering the scholarly and research activity of the faculty and the university;

Strong interpersonal, organizational, and communications skills necessary to advocate for graduate education and research to various internal and external constituencies.

Review of applications will begin on or about September 15, 1998 and will continue until finalists have been identified. Interviews could begin as early as October, with an anticipated starting date between January 1 and July 1, 1999, depending on candidate availability. For consideration, submit letter of interest, vita, brief statement outlining vision for graduate education and research, and list of at least four references, including telephone numbers, to:

Chair, Search Committee
Position APAA9812
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Applications from qualified women and members of minority groups are encouraged. EMU is an affirmative action, equal opportunity employer.

TUFTS UNIVERSITY

Faculty Positions for 1999-2000

Tufts University, located in the Boston area, is seeking candidates for the following positions to begin September 1999. Tufts is committed to excellence in teaching and scholarship, and to building a faculty that reflects the diversity of both its students and the world for which it is preparing them. Tufts is an Affirmative Action/Equal Opportunity Employer. Members of underrepresented groups are strongly encouraged to apply.

TENURE-TRACK POSITIONS

• Chemical Engineering	Bioengineering	Assistant Professor
• Chemistry	Inorganic Materials	Assistant Professor
• Drama/Dance	Asian Theater	Assistant/Associate Professor
• Economics	Health or Experimental	Assistant Professor
• Education	Urban Education	Assistant Professor
• Electrical Engineering/ Computer Science	Biomedical Engineering	Assistant Professor
• English	19th/20th Century British Literature	Assistant/Associate Professor
• German/Russian/Asian	Chinese Literature & Culture	Assistant Professor
• Mathematics	Applied Mathematics	Assistant Professor
• Mathematics	Group Theory	Assistant Professor
• Music	Musicology	Assistant Professor
• Philosophy	Open	Tenure-track
• Political Science	International Relations/ International Political Economy	Assistant Professor
• Romance Languages	Contemporary French Literature & Culture	Assistant/Associate Professor
• Urban & Environmental Policy	Community & Environmental Policy	Assistant Professor

NON-TENURE-TRACK POSITIONS

• Electrical Engineering/ Computer Science	Computer Science	Lecturer (NTT)
• German/Russian/Asian	Chinese Language	Lecturer (NTT)
• Mathematics	Probability or Number Theory	Assistant Professor (NTT)
• Music	Director of Choruses	Lecturer (NTT)
• Philosophy	Ethics or Social and Political Philosophy	Visiting Assistant Professor (NTT)
• Physics	Experimental High Energy Physics	Research Scientist (NTT)

Please contact the department directly for detailed information about position requirements and how to apply. The main telephone number at Tufts is (617) 628-5000.

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email nursinfo@parsons.umaryland.edu

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EXECUTIVE ASSISTANT, ACADEMIC VICE PRESIDENT

Pacific Oaks College
Pasadena, CA

Individual will report and work closely with the Academic Vice President/Dean of the College (AVP); have an active role as a member of the AVP team; be responsible for all aspects of academic planning and operations, including policy and implementation for both credit and non-credit aspects, the scholarly agenda of the institution, research on program quality, student learning outcomes, and special projects. Responsibilities also include budget management; institutional research; overseeing events; working with the Director of Human Resources on faculty personnel matters; administrative management; troubleshooting for faculty, staff and students; writing reports, speeches and the official minutes of all academic meetings.

Requires a Bachelor's degree with significant high-level management experience (5+ years); Master's degree strongly preferred. Must have superior communication, organizational, writing and editorial skills; expertise in research design, data analysis and financial management; demonstrated ability to manage, prioritize and accomplish multiple tasks; knowledge of higher education and academic governance; and a commitment to diversity and social justice.

To apply, send resume, letter indicating why you would like this position, three brief writing samples, and the names and addresses of three references to:

Deborah Owens
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

No Later Than Sept. 30, 1998

ASSISTANT PROFESSOR OF RELIGION

Philosophy and Religion

Skidmore College invites applications for a tenure-track appointment beginning September 1999. This will be the anchor position for a recently approved major in Religious Studies. Areas of special competence: Christian and/or Hebrew Scriptures; methodology in the study of religion. Area of general competence open, but the following preferred: Western Religions; Islam; African-American and/or Latina-Latino and/or Native American and/or Tribal religious experience; Gender studies. Candidates should have a broad preparation in religious studies appropriate for teaching in an undergraduate liberal arts curriculum. Teaching duties will include Theories and Methods, a course required for the major and taught every year. Ph.D. and teaching experience strongly preferred, although ABD near completion will be considered for appointment as Visiting Instructor. Salary and benefits competitive.

Review of applications will begin October 1,1998; interviews at the American Academy of Religion meetings in Orlando, November 211-24. Send complete dossier, including evidence of teaching experience, to: **Dr. Joel Smith, Department of Philosophy and Religion, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866-1632.**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

SKIDMORE

Visit our website at
http://www.skidmore.edu/departments/philosophy and religion

OSWEGO

SEARCH RE-OPENED

DEAN OF THE SCHOOL OF EDUCATION

The State University of New York at Oswego invites applications and nominations for the position of Dean of the School of Education. Oswego State is a comprehensive academic institution with a highly competitive student body of 6,800 undergraduate and 1,000 graduate students being served in the School of Education, the School of Business, and the College of Arts and Sciences. Originally founded in 1861 as the Oswego Normal School by Edward Austin Sheldon, the college became a charter member of the State University System in 1948. The campus is located on the shore of Lake Ontario, 40 miles north of Syracuse and 60 miles east of Rochester in Oswego, the port city of central New York with 20,000 residents.

The School of Education is comprised of six departments: Counseling and Psychological Services, Curriculum and Instruction, Educational Administration, Technology Education, Health and Physical Education, and Vocational-Technical Education. The Dean reports to the Vice President for Academic Affairs and is responsible for the supervision of these academic departments offering 36 undergraduate and 14 graduate degree programs serving 1,660 undergraduate and 550 graduate students with 130 faculty.

The Dean provides leadership in the areas of curriculum, strategic planning, faculty and staff development, budget and grant development. The Dean is also expected to foster collegial relationships with other units within the college and to develop partnerships with school districts and educational agencies. Oswego State is actively seeking NCATE accreditation. The Dean will have a key leadership role in the NCATE process.

The candidate should have:

- an earned doctorate in one of the areas within the School of Education
- demonstrated commitment to the recruitment and retention of students and faculty of color
- proven ability to work and communicate effectively within the college and with the educational community in general
- proven ability to foster innovations in response to current public education issues and trends
- demonstrated dedication to affirmative action and multicultural education
- demonstrated commitment to excellence in teaching
- a record of scholarly and /or creative activities
- experience with preparing and administering budgets
- interest in expanding programs in international and urban education
- experience in public schools and academic administration

Salary will be commensurate with qualifications and experience. Review of applications will begin December 1, 1998. Minorities, persons with disabilities, and women are encouraged to apply. Nominations or letter of application, curriculum vitae, and names, addresses, and telephone numbers of three references should be sent to:

Susan Ansara, Administrative Liaison
Dean of Education Search Committee
708 Culkin Hall
Oswego State University
Oswego, New York 13126

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1998 Law School Forums

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Only 1 in 25 is African American, Latino, Asian American, or Native American.

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Attend the 1998 Law School Forums. Meet with representatives from over 100 law schools nationwide. Attend the Minority Information Panel at 12:30 p.m. and 2:30 p.m. on Fridays, and at 10:30 a.m. on Saturdays. Additional panels on financial aid and the admission process are held during the day.

Admission is free.

No preregistration needed.

For more information contact:
Law Services
Box 40 • Newtown, PA 18940
215.968.1001
Internet: http://www.lsac.org

Atlanta, GA
Friday, October 2: 2 p.m.-8 p.m.
Saturday, October 3: 11 a.m.-5 p.m.
Omni Hotel at CNN Center
100 CNN Center

Boston, MA
Friday, October 30: 2 p.m.-8 p.m.
Saturday, October 31: 11 a.m.-5 p.m.
Marriott Copley Place
110 Huntington Avenue

Chicago, IL
Friday, November 13: 2 p.m.-8 p.m.
Saturday, November 14: 10 a.m.-4 p.m.
Chicago Hilton and Towers
720 South Michigan Avenue

Dallas, TX
Saturday, October 10: 10 a.m.-4 p.m.
Hotel Inter-Continental Dallas
15201 Dallas Parkway

Los Angeles, CA
Friday, November 6: 2 p.m.-8 p.m.
Saturday, November 7: 10 a.m.-4 p.m.
Los Angeles Airport Marriott
5855 West Century Boulevard

New York, NY
Friday, September 18: 2 p.m.-8 p.m.
Saturday, September 19: 10 a.m.-4 p.m.
New York Marriott World Trade Center
Three World Trade Center

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LAW Services

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*The 1998 Law School Forums, a program of the Law School Admission Council**

*A July Forum is held annually in Washington, DC

THE UNIVERSITY OF UTAH

Experimental Condensed Matter Physics

The Physics Department at the University of Utah is seeking highly qualified candidates for an assistant professor tenure track position in experimental condensed matter physics. Research specialties of particular interest include the physics of nanostructures, quantum electronics, optics and acoustics. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in Physics.

Candidates should submit their curriculum vitae, list of publications and three letters of recommendation by February 15, 1998 to:

Condensed Matter search Committee
Department of Physics
115 South 1400 East, room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

Washtenaw Community College

LIBRARIAN-ASSOCIATE

A comprehensive two-year college dedicated to student, community and staff success is presently seeking a individual for the position of Associate Librarian. Under the supervision of the Dean of Learning Resources, the Associate Librarian is responsible for development of media and electronic format collections and provides general reference and research education services to the Learning Resource Center (LRC). The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in Library Science or Information Studies from an American Library Association accredited program, minimum of two years of full time equivalent experience in a library.

Applications will be accepted until the position is filled.

The initial annual base salary is $33,330-$44,640 dependent upon education and work experience; 2080 hours on a twelve month base, with numerous fringe benefits.

Interested persons should send completed WCC application form and transcripts to the **Office of Human Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., Box D-1, Ann Arbor, MI 48106. (734) 973-3497 Job Hotline (734) 973-3510**. For job postings see our web site at: **http://www/washtenaw.cc.mi.us/jobs/.** Note: Transcript, student copy acceptable, must accompany Application form in order for candidacy to be considered further. Complete all parts of the official application; failure to do so may affected your consideration for the position. Resumes will not meet this requirement.

Washtenaw Community College, through its affirmative action goals, is seeking candidates who will augment the diversity of its faculty, staff and administration. Washtenaw Community College is an AA/EEO/ADA employer.

FACULTY POSITION

The Union Institute is one of the nation's leading regionally accredited, adult-learning Universities. We are searching for faculty to be based at our undergraduate center in Miami, Florida. Primary responsibilities include assisting learners in developing and implementing individualized degree programs, teaching, advising, recruitment and adjunct faculty training.

We are seeking an individual with expertise in the field of Management. Applicants must hold a Ph.D. In addition, applicants must possess an understanding and belief in learner-centered program delivery, a belief in the equity and value of all people, excellent interpersonal and organizational skills, and computer proficiency sufficient to support the instructional program of the College.

Interested applicants should submit a letter of application, vita, names and addresses of five professional references no later than September 25, 1998 to:

The Florida State Dean
The Union Institute
16853 NE Second Avenue
Venture Centre, Suite 102
North Miami Beach, FL 33162

The Union Institute is an Affirmative Action/Equal Opportunity Employer

THE UNION INSTITUTE

OSU PRESIDENT
OKLAHOMA STATE UNIVERSITY

Position Announcement

Dean of the College of Arts & Sciences

Oklahoma State University
Stillwater, Oklahoma

The Board of Regents for Oklahoma State University invites nominations and applications for the position of Dean, College of Arts & Sciences. The Dean reports to the Executive Vice President, Office of Academic Affairs.

The College of Arts & Sciences is a dynamic academic organization comprised of 357 tenured or tenure-track and 45 part-time, non-tenure track faculty. It provides an environment that encourages faculty personal and professional development, student attainment of academic and professional success, strong partnership with private- and public- sector organizations, and enhancement of its excellent reputation. The College is comprised of 21 academic departments and two schools in a variety of disciplines within the natural and social sciences, the fine arts, and the humanities. Through these units, the College offers undergraduate degrees with majors available in 46 fields of study, 23 master's, and 14 doctoral degrees. Current enrollment includes 4,300 undergraduate students, 550 master's students and 375 doctoral students. In 1995-96, the College granted 717 undergraduate and 203 graduate degrees.

QUALIFICATIONS: Candidates should possess proven administrative skills, preferably in higher education; a thorough knowledge of the philosophy and mission of a college of arts and sciences; a knowledge of the philosophy and mission of a land-grant university; a demonstrated capacity to work effectively with faculty, staff, students, and leaders in business, industry, and other educational agencies and institutions; and evidence of ability to attract external funding. Preferred minimum qualifications include an earned doctorate in one of the disciplines included in the College; at least three years of line administrative experience at a comprehensive research university, or the equivalent; scholarly achievement in teaching and research; and the ability to work and communicate effectively with all publics served by the College.

SALARY: Commensurate with qualifications.

BEGINNING DATE: As soon as possible following acceptance of position.

To ensure full consideration, a letter of application, curriculum vitae, and the names, addresses and telephone numbers of five references should be received no later than October 6, 1998, however, applications will continue to be accepted until a successful candidate is appointed. Applications and nominations should be submitted to:

Dr. Gary Trennepohl, Chair, Search and Screening Committee, c/o Office of the Executive Vice President, 101 Whitehurst Hall, Stillwater, OK 74078-1011, or by E-mail: dweaver@okway.okstate.edu

Oklahoma State University is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

INDIANA UNIVERSITY NORTHWEST

CHANCELLOR

At IUN

- The Chancellor serves as the chief executive officer of the campus, works with the chancellors of seven other IU campuses and reports to the President of Indiana University.
- The position requires achievement warranting the rank of full professor, and experience as a principal administrator. The Chancellor should bring an understanding of university traditions, and ideas and energy that will make the resources of the campus useful to all the citizens of northwest Indiana. IUN is a campus on the move, and an energetic, forward-thinking, and strategically minded colleague is sought who can work in partnership within a complex, academically oriented environment.

IUN

- Serves a large metropolitan area and surrounding rural counties. The region has a vibrant history of industrial, social, and economic change. Its diverse industries, businesses, and professions offer many opportunities for productive collaboration among faculty, staff, students and members of the community. IUN is ideally located 35 minutes from Chicago's Loop.
- The campus is the most ethnically, racially, and economically diverse of all IU campuses. IUN provides its students with a comprehensive grounding in arts, sciences, and humanities and strong professional and vocational programs leading to two-year, four-year, and graduate degrees.

At IUN

- There are 186 resident faculty assisted in their responsibilities by nearly 200 members of the staff and by associate faculty drawn from neighboring academic institutions and area businesses. The student body at IUN numbers approximately 5,500 persons working toward certificates and associate, bachelor's, and master's degrees. Of that number, over 600 are enrolled in graduate studies.
- The chancellor will be selected early in 1999. The search is currently underway and screening of materials has begun. For full consideration, material should be received by October 15, 1998. A Position Prospectus describing the opportunity in more detail is available to interested individuals. Nominations are welcomed, and applications should include a resume and cover letter addressed to:

Chair Kenneth L. Perrin
IUN Chancellor Search Committee
C/O Human Resources
Indiana University Northwest
3400 Broadway
Gary, IN 46408

IUN is being assisted in this search by Educational Management Network/Witt/Kieffer. Confidential inquiries and a copy of the Position Prospectus may be directed to Gary J. Posner or E. Kay Dawson, 615-665-3388, or via e-mail to IUN@emnemn.com.

Additional information about Indiana University and IUN is available on its website at http://www.indiana.edu. Indiana University is an equal opportunity, affirmative action employer.

ASSISTANT PROFESSOR/INSTRUCTOR

Comparative/International Politics/Russia and Eastern Europe

The Department of Government invites applications for a full-time, tenure-track position in Comparative Politics, with an emphasis on Russian and Eastern European politics and foreign policies, at the rank of Assistant Professor or Instructor, beginning in September 1999. Candidates should be capable of teaching courses on Russian and Eastern European political systems and international relations. Ability to teach a course on Chinese domestic and/or international politics is also desirable. The successful candidate will also be expected to teach a lower division course on critical issues in contemporary politics and to participate in Skidmore's Liberal Studies program. The normal teaching load is three courses per term, six per year. Completed Ph.D. or ABD status in Political Science is required.

Screening of applications will begin in January 1999 and continue until the position is filled. A letter of application, curriculum vitae, teaching evaluations (if available), and three letters of recommendation should be sent to: **Professor Aldo C. Vacs, Chair, Department of Government, Skidmore College, 815 N. Broadway, Saratoga Springs, NY 12866-1632.**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

SKIDMORE
COLLEGE

Visit our website at http://www.skidmore.edu

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science serving society

THEORETICAL DIVISION DIRECTOR

The Theoretical Division Director provides scientific leadership and manages an organization of 250 people engaged in basic and applied research in theoretical physics, chemistry, biology, and mathematics. The Division also carries out theoretical and computational research in support of Laboratory programs including nuclear and conventional defense, nonproliferation, energy and basic sciences, and industrial collaborations.

Candidates for the position must have demonstrated significant accomplishment in a theoretical scientific discipline and a record of scientific leadership. Experience in technical management in a research organization is also highly desirable. Candidates must have a Ph.D. in a scientific discipline or equivalent combination of education and experience.

Ability to obtain a DOE Q-clearance, which normally requires U.S. citizenship, is required.

For details on responsibilities and requirements for the position, consult http://www.hr.lanl.gov/Jobs/external/ for job ad #983834. Further information on Theoretical Division research activities may be found at http://www-tdo.lanl.gov/. For questions about this ad, please call Mark Trujillo at (505) 665-6592.

For consideration, please send your resume referencing **"HOHE983834"** to **jobs@lanl.gov (no attachments, please)**

or

Human Resources Division
Los Alamos National Laboratory
"HOHE983834"
Mail Stop P286
Los Alamos, NM 87545

www.lanl.gov EOE

Los Alamos
NATIONAL LABORATORY

Operated by the University of California for the Department of Energy

NATIONAL RESEARCH COUNCIL

Postdoctoral and Senior Research Awards

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Chemistry; Physical Sciences

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- Support for relocation and professional travel; health insurance program offered
- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:

MAIL: Associateship Programs (TJ 2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418
FAX: (202) 334-2759 **EMAIL:** rap@nas.edu
INTERNET: http://rap.nas.edu/

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin

ASSOCIATE DIRECTOR II

FOR OFFICE OF COOPERATIVE EDUCATION DEPARTMENT OF ACADEMIC CAREER PLANNING AND PLACEMENT

New Jersey City University invites applications for the position of Associate Director, Office of Cooperative Education, Department of Academic Career Planning and Placement. The University is a four year urban institution, located in the New York/New Jersey metropolitan area. The mission of the University is to provide strong academic programs in the liberal arts and professional studies supplemented by practical experience. The University enrolls over 8,000 students and has 248 full-time faculty.

Responsibilities: Under the direction of the Director, the Associate Director will assist in the daily administration and management of the Cooperative Education Program and in fulfilling the major responsibilities of the Department of Academic Career Planning and Placement. The Associate Director supervises a staff of eight, maintains effective communication between the employment community and the institution, solicits cooperative education jobs in business, industry and government, serving the needs and qualifications of a diverse urban student population; coordinates the placement of students into cooperative education positions; promotes cooperative education within the University and the community-at-large; prepares informative reports and studies with recommendations; conducts staff training; maintains accurate program records.

Qualifications: Master's degree in a related field required; Doctorate preferred in a related area of study. Experience in an urban college with a minimum of three years in higher education and cooperative education programs. Excellent organizational, communication and writing skills. Ability to use computers for data management, collection, and reports. Must be goal oriented, energetic, and entrepreneurial.

Salary: $45,752 - $68,637 ● **Cut-off date**: September 21, 1998

Applicants should forward a resume and three letters of recommendation to:

Dr. Jennifer Jones, Director of Academic Career Planning and Placement
New Jersey City University
2039 Kennedy Boulevard
Vodra Hall 1st fl., Jersey City, NJ 07305
Fax: 201-200-3229

Equal Opportunity Employer

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CITY
UNIVERSITY

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Central Michigan University
Mount Pleasant, Michigan 48859
888/292-5366
www.cmich.edu

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).

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Executive Director Search

Congressional Hispanic
Caucus Institute
Washington, DC

Founded in 1978, the Congressional Hispanic Caucus Institute (CHCI) is a non-profit and non-partisan educational organization dedicated to developing the Latino communities' next generation of leaders.

The CHCI seeks a dynamic Executive Director experienced in fundraising, strategic planning, and managing a non-profit organization. The successful candidate will have a BA degree, a minimum of 3 years successful management experience in a non-profit setting and exceptional leadership, interpersonal, and communication skills.

The Executive Director will serve as the chief spokesperson for CHCI and is responsible for the overall operation of the organization including managing a $1.3 million budget and a staff of eight.

Salary: Open and competitive.
Deadline: Applications will be reviewed as they are received.

Submit inquiries, nominations and resumes to CHCI's consultant:

Alberto M. Pimentel
Morgan Samuels Company
9171 Wilshire Blvd., Suite #428
Beverly Hills, CA 90210
(310) 278-9660 ext. 107
(310) 278-2878 fax

Research Analyst

Office of Institutional Research

Wellesley College, a premier liberal arts college for women located 12 miles from Boston, seeks applications for a Research Analyst in its Office of Institutional Research. The Research Analyst will work closely with other members of this team-oriented department to design and manage research projects that evaluate issues important to the College's decision-makers; conduct survey research; provide data analysis and executive reports on short- and long-term studies; and respond to internal and external requests for information. This appointment has high growth potential.

Requirements: Master's degree required (PhD preferred) in quantitative social science with experience in evaluation and research in a higher education setting. Ability to conduct all aspects of research projects. Excellent quantitative, writing, and oral presentation skills. Expertise with Windows 95, Word, Excel, SPSS, and Access. Ability to work well with people.

If interested, send letter of application and resume to: Patricia E. Basque, Associate Director of Human Resources, HO9/8, Wellesley College, Wellesley, MA 02481. Applications will be accepted until the position is filled.

Wellesley College especially welcomes applications from ethnic minorities

Wellesley College

Florida International University

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Florida International University seeks a Provost who, as Chief Academic Officer and second only to the university president, will provide critical leadership for a rapidly growing research university located in one of the most dynamic and diverse regions of the nation.

THE UNIVERSITY. FIU, located in Miami, is a research university and one of the fastest growing members of the State University System of Florida. Opened in 1972, FIU enrolls over 30,000 students on two major campuses. Through its 13 Colleges and Schools, FIU offers over 200 academic programs, including 25 doctoral programs in the liberal arts, sciences, and the professions. FIU has an established and rapidly growing reputation for excellence in research, and a strong history of diversity and minority representation among its students, faculty, staff, and administrators. For further information about the University see our page on the World Wide Web at URL http://www.fiu.edu and specific information relating to this position at http://www.fiu.edu/~provsrch

RESPONSIBILITIES. The Provost serves as a member of the President's Executive Council and presides in his absence. As chief academic officer, the Provost is responsible for the strategic planning and fiscal affairs of all academic programs. The Provost provides academic leadership to the deans and faculty and represents the university on all academic matters. He/she serves as liaison to the Board of Regents and local, state, and national communities on such matters. The Provost works through the deans to oversee administration of academic programs on two major campuses, including curriculum development and evaluation, academic policy, academic personnel policy and procedures and academic space management. The Provost provides leadership and oversight for 36 research centers and institutes and oversees administration of all academic support services.

QUALIFICATIONS. We seek candidates with a distinguished record in research and teaching, significant administrative experience in a complex, multi-cultural university, and demonstrated skills as a leader, innovator, consensus builder, and supervisor. Salary is competitive and commensurate with experience.

The Community. Miami combines an exceptionally rich environment of cultural, educational, and health care institutions with a diverse community and a marvelous subtropical climate. In its 100 year history, Miami has evolved from a frontier town to a sophisticated multicultural and international center.

APPLICATION PROCEDURE. Nominations and applications must be postmarked by October 8, 1998. Send letter of application, resume, and list of at least three references to the chair of the Search Committee: Dr. Arthur Herriott, Dean, College of Arts and Sciences, Florida International University, University Park Campus, Miami, FL 33199. The search and selection process will be conducted in accordance with the "Government in Sunshine" laws of Florida. Florida International University is an Equal Opportunity, Affirmative Action, Equal Access Employer.

Walden University

155 Fifth Avenue South
Minneapolis, Minnesota 55401

celebrates its student diversity

Walden University is proud to rank among the nation's leaders in graduate degrees awarded to minority students. In a competitive ranking that included top U.S. research universities, Walden came out a winner. Our students represent one of the country's most culturally diverse learning communities.

In a national comparison for awarding doctoral degrees, Walden ranked:

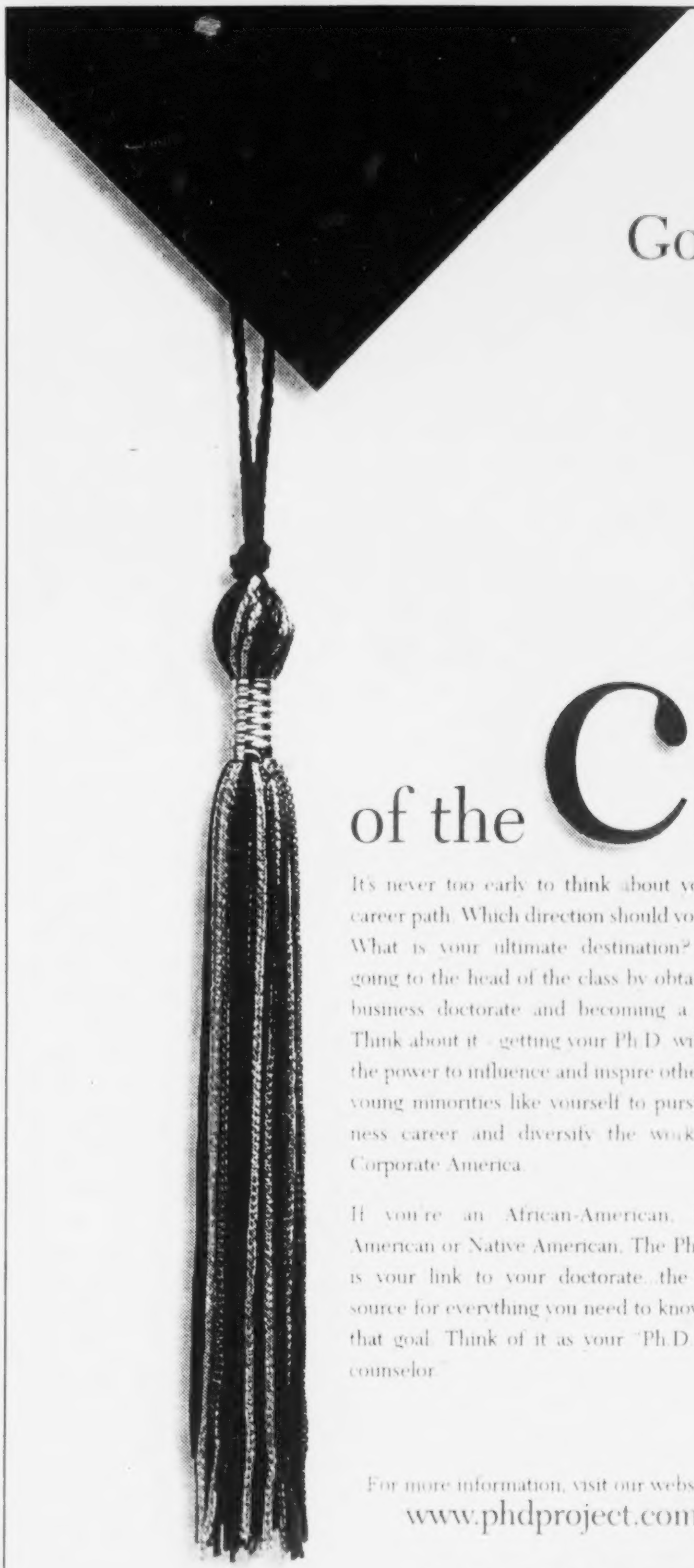
- 6th for Native Americans
- 16th for Hispanic Americans
- 21st for African Americans
- 37th in Total Minority Degrees

We count our diversity among the university's many assets – along with our commitment to making quality higher education accessible to working adults. And we make it a goal to foster the personal and professional development of minority students.

Walden University offers distance-delivered doctoral degrees in Management, Education, Psychology, Health Services and Human Services. On-line master's degrees are offered in Education and Psychology. Through innovative learning models and advanced technology, we make it possible for busy professionals to earn graduate degrees without interrupting career and family commitments.

For details:
Visit **www.waldenu.edu**
E-mail **request@walden.edu**
Call **1.800.444.6795**

Walden University is accredited by the North Central Association of Colleges & Schools
30 North LaSalle, Suite 2400
Chicago, Illinois 60602-2504
312.263.0456



Go to the head of the class.

It's never too early to think about your future career path. Which direction should you head in? What is your ultimate destination? Consider going to the head of the class by obtaining your business doctorate and becoming a professor. Think about it - getting your Ph.D. will give you the power to influence and inspire other talented young minorities like yourself to pursue a business career and diversify the work force of Corporate America.

If you're an African-American, Hispanic-American or Native American, The PhD Project is your link to your doctorate...the definitive source for everything you need to know to reach that goal. Think of it as your "Ph.D. guidance counselor."

Then think about this - obtaining your doctorate and becoming a business school professor will not only encourage greater minority participation in business careers, it will also better prepare all students to work in a diverse environment. And as for you? It is your opportunity to realize a dream, to make a difference, to mentor a generation and, ultimately, to diversify America's business leadership.

If you are interested in pursuing your Ph.D. upon graduation, The PhD Project can help you. And, if you think you might consider pursuing a Ph.D. at some time in your future, The PhD Project will be there for you. Call 1-888-2GET-A-PHD for more information or visit us at www.phdproject.com for complete details.

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UNIVERSITY OF CONNECTICUT SCHOOL OF SOCIAL WORK

Invites Applications for Two Tenure Track Faculty Positions in

CASEWORK

The University of Connecticut School of Social Work, a leader in MSW graduate education in Connecticut and throughout the New England region, is an integral part of the State's flagship, land and sea grant Research University. It shares with the other units of the University the pursuit of excellence in teaching, research and scholarship, and a commitment to public service that brings the knowledge of the University to the people of the State and the world. The curriculum of the School of Social Work is a two year, 60 credit master's program that focuses on methods as its primary approach to advanced concentrations. These methods are Administration, Casework, Community Organization, Group Work and Policy and Planning. **Applications for two tenure track faculty positions in Casework are being sought.** Faculty duties will include teaching in this method concentration as well as in the foundation and elective curriculum, student advising and field consultation, research and scholarship, and service to the School, University and the community. The expected date of the appointment is September 1999.

Assistant/Associate Professor *(depending on qualifications)*

Requirements:

- MSW and five years casework practice with racially diverse/ethnic communities
- Doctorate in social work or related field; candidates with ABD with completion in near proximity will be considered
- Previous experience in teaching and student supervision is required
- Expertise in substance abuse, health, families or mental health is preferred
- An established record of scholarship is also preferred

(Search # 99A35)

Associate/Full Professor *(depending on qualifications)*

Requirements:

In addition to the qualifications specified in the above Assistant/Associate Professor position announcement, the Associate/Full Professor should also hold the following:

- An established record of scholarship and publications particularly related to Casework Practice
- Significant previous teaching experience on the Master's and Doctoral levels
- Recognition as an educational leader on the national level related to Casework Practice

(Search # 99A36)

Applications will be accepted until the positions are filled. Screening will begin immediately. Please send curriculum vitae including the names, addresses and phone numbers of three references to: **Associate Dean Catherine Havens, University of Connecticut School of Social Work, 1798 Asylum Avenue, West Hartford, CT 06117-2698.** *We encourage applications from under-represented groups including women, minorities and people with disabilities.*

UNIVERSITY OF
CONNECTICUT

The San Jose/Evergreen Community College District invites applications for the following **Academic Management** Positions:

DEAN OF COUNSELING GUIDANCE & MATRICULATION

Position #509. The primary responsibility of the Dean is to coordinate Counseling, Disabled Students Services & other selected student services on a comprehensive community college campus. Review date 9/30/98.

DEAN OF APPLIED SCIENCE

Position #526. The primary responsibility of the Dean is to provide for the educational welfare of students & the professional needs of the staff in the division. The disciplines within this division include: Electronics, Laser/Vacuum, Construction Technology, Air Cond., & Machine Technology. Review Date 10/8/98.

For further information visit our website:
www.sjeccd.cc.ca.us

San Jose/Evergreen
Community College District
Human Resources
4750 San Felipe Road
San Jose, CA 95135-1599
(408) 270-6406
email: sjeccdhr@sjeccd.cc.ca.us
Job Line 408-223-6707 EOE

Five College Fellowship Program for Minority Scholars

Located in western Massachusetts, Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts Amherst are members of the Five College consortium.

The Fellowship provides a year in residence at one of the five colleges for minority graduate students who have completed all requirements for the Ph.D. except the dissertation. (At Smith, recipients hold a Mendenhall Fellowship.)

The Fellowship includes a stipend of $25,000, office space, housing assistance, and library privileges at the five colleges. Emphasis is on completion of the dissertation. Most Fellows are asked to do a limited amount of teaching, but no more than a single one-semester course at the hosting institution.

Date of Fellowship:
Sept. 1, 1999 to May 31, 2000 *non-renewable*

Stipend: $25,000
Review of applications begins: Jan. 15, 1999
Awards announced by May 3, 1999

For further information and application materials contact:
Carol Angus, Five College Fellowship Program Committee
Five Colleges Incorporated
97 Spring Street, Amherst, MA 01002-2324
413/256-8316

UNIVERSITY
OF MINNESOTA
UMD
DULUTH

Dean of the College of Education and Human Service Professions

The University of Minnesota Duluth invites application for a full-time 12-month position as Dean of the College of Education and Human Service Professions (CEHSP) beginning July 1, 1999.

The Dean is responsible for academic leadership of the College, administration of ongoing programs and resources, program development, development and maintenance of effective linkages with the community including fund-raising strategies, and maintenance of productive administrative relationships at UMD and with other units of the University of Minnesota system. The Dean also provides leadership required to continue national accreditation of the College's programs.

Applicants must have a doctoral degree in a field offered in CEHSP; a record of teaching, research, and service that is acceptable for tenure in a CEHSP academic department; and three years of administrative experience at or above the department head level. They must also have a record of administrative leadership and managerial experience and of encouraging, promoting, and increasing cultural and human diversity. Further, they must have excellent communication skills and the ability to develop and foster external relations with public and private sectors.

Applications must include 1) a letter describing experience and strengths as they relate to the position; 2) a current resume; 3) a separate personal statement identifying the applicant's philosophy of and commitment to promoting cultural and human diversity and record of affirmative action accomplishments; and 4) the names, addresses, and phone numbers of three references who may be contacted.

Formal review of applications will begin December 1, 1998, and continue until the position is filled. Additional information may be obtained from and completed applications mailed to:

Chair, CEHSP Dean Search Committee
125 Bohannon Hall
University of Minnesota Duluth
10 University Drive
Duluth, MN 55812-2496

The University of Minnesota is an Equal Opportunity Educator and Employer

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AMHERST COLLEGE
FACULTY POSITIONS

AMHERST COLLEGE announces six tenure-track openings at the Assistant Professor level and one position with rank open beginning in the 1999-2000 academic year.

AMHERST COLLEGE is an undergraduate liberal arts college for men and women, with 1650 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium. For all faculty positions, completion of the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context, and a well-articulated plan for sustained research.

BLACK STUDIES. Twentieth-Century African-American culture and society. Assistant Professor. Appointment may be joint with American Studies or another appropriate department. Candidates should have training and interests in an interdisciplinary approach to the study of race and the black experience, and may be expected to offer courses in other disciplines such as literature, history, or the social sciences. The successful candidate will be expected to participate in the Black Studies Department's team-taught introductory course, which is multidisciplinary and treats Africa, the Caribbean, and African America. The Black Studies Department at Amherst consists of faculty with joint appointments in traditional departments, and considers questions of race and the black experience in richly interdisciplinary and international contexts. Send letter of application, CV, and three letters of recommendation by December 1, 1998 to: **Search Committee, Black Studies Department, Box 2251, Williston Hall, Amherst College, Amherst, MA 01002-5000.**

CHEMISTRY. Inorganic Chemistry. Assistant Professor. The successful candidate will be expected to teach introductory chemistry as well as inorganic chemistry at the advanced undergraduate level, and will have the opportunity to participate in interdisciplinary teaching. She or he will also be expected to establish a vigorous research program in experimental inorganic chemistry in which undergraduates can substantively participate. Applicants should submit a detailed CV and a description of their teaching and research plans, and should arrange for the forwarding of three letters of reference, all to: **Dr. J.N. Kushick, Inorganic Search Chair, Department of Chemistry, Box 2243, Amherst College, Amherst, MA 01002-5000 by October 30, 1998.**

COMPUTER SCIENCE. Computer Systems. Assistant Professor. The candidate's research can be in any area of computer systems, broadly construed, including operating systems, programming languages, compilers, architecture and networks. Departmental responsibilities include teaching a wide range of undergraduate courses and supervising undergraduate honors theses. Submit letter of application, CV, graduate transcripts, descriptions of research and teaching interests, and three letters of recommendation to: **Chair, Computer Science Search Committee, Department of Mathematics and Computer Science, Box 2239, Amherst College, Amherst, MA 01002-5000.** Applications received by January 15, 1999 will be assured of full consideration. E-mail inquiries to csjob@cs.amherst.edu

ECONOMICS. Macroeconomics. Assistant Professor. The Department's priorities include: strong training in macroeconomic theory and related empirical techniques, competence and willingness to teach the department's intermediate macroeconomics theory course, macroeconomic electives, and our introductory course. Amherst College offers a two-course per semester teaching load (usually involving three preparations annually), excellent research support, and competitive compensation. Candidates' qualifications should include an outstanding record, Ph.D. (completed or expected by August 1999) and the promise of high quality performance in both research and teaching. Please submit CV, copy of graduate transcript, and arrange for three letters of reference. Deadline for completed applications is November 20, 1998. The Department will schedule interviews at the AEA meetings in New York City. Contact: **Professor Frank Westhoff, Chair, Department of Economics, Box 2201, Amherst College, Amherst, MA 01002-5000.**

FINE ARTS. Sculptor. Rank Open. Tenure track. MFA and teaching experience required. Strong exhibition record expected. Teach all levels of sculpture and drawing. Candidate must have experience overseeing a full sculpture studio, its equipment and supplies. Strong commitment to undergraduate and interdisciplinary teaching essential. Submit personal statement, CV, name of three references, 20 slides (at least 5 slides of drawings), self-addressed, stamped envelope for return of slides to: **Samuel C. Morse, Chair, Department of Fine Arts, Box 2249, Amherst College, Amherst, MA 01002-5000 by January 5, 1999.** We will interview at College Art Association meeting by prior appointment only.

HISTORY. Latin American History. Assistant Professor. The appointee will be expected to teach two courses per semester. Courses will include both general and specialized courses in Latin American history as well as departmental courses for majors. Strong commitment to undergraduate and interdisciplinary teaching expected. Completion of requirements for the Ph.D. by August 1999 is required. Send application (with CV) to: **Departmental Search Committee, c/o Ms. Rhea Cabin, Department of History, Box 2254, Amherst College, Amherst, MA 01002-5000** by December 1, 1998.

PHYSICS. Experimental Physicist. Assistant Professor. The College seeks an experimental physicist with broad intellectual interests and a strong commitment to undergraduate teaching and to research involving undergraduates. Preference will be given to candidates with postdoctoral research and teaching experience as well as to candidates whose research plans provide opportunities for on-site undergraduate participation. Start-up funds are available. Applicants should submit a current CV, a list of publications, and a letter describing plans for teaching and research. In addition, they should arrange to have three letters of recommendation sent to: **Arthur Zajonc, Chair, Department of Physics, Box 2244, Amherst College, Amherst, MA 01002-5000.** To receive full consideration, these materials should arrive before December 1, 1998. Early applications are encouraged.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply. The administration, faculty, and student body are committed to attracting qualified candidates from groups presently under-represented on our campus.

UNIVERSITY OF
WISCONSIN
MADISON

Position Vacancy

Policy and Planning ANALYST

The College of Letters & Science Student Academic Affairs (SAA) invites applications and nominations for the full-time position of Policy and Planning Analyst. The initial appointment period is for one year and will be renewed in subsequent years contingent on satisfactory performance. This position is generally responsible for information and policy analysis regarding a wide variety of issues affecting Student Academic Affairs units and students. A substantial portion of this work is related to the units of Multicultural Academic Programs and Services (MAPS).

Responsibilities:

- Designs and develops analytical methods, procedures, and strategies appropriate for evaluation and analysis of issues affecting SAA units and students
- Establishes guidelines and procedures to ensure adequacy, quality, and reliability of information
- Reviews, monitors, and evaluates programs and services as an aid to management decision-making
- Summarizes findings, prepares reports, presents policy recommendations for units, program, college, and/or campus
- Serves on campus committees

Educational Qualifications: Terminal degree required but will consider MA/MS with equivalent experience in a field involving analytical and quantitative skills.

Position Availability, Salary, and Application Procedure: The position is full-time and will be available January 1, 1999. Salary level is dependent upon qualifications with a minimum salary of $45,000. The deadline for applications and nominations is October 1, 1998. Applications and nominations should be submitted to:

Search and Screen Committee
Attn: Kim Edwardson
Office of Student Academic Affairs
College of Letters & Science
104 South Hall, 1055 Bascom Mall
University of Wisconsin-Madison
Madison, WI 53706

Applications should include a resume, a statement of interest in the position, three letters of reference, and a writing sample. Questions may be directed to Kim Edwardson at the above address, telephone 608/265-5461, fax 608/263-7126.

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

UNIVERSITY OF
NEBRASKA
LINCOLN

Vice Chancellor for Research

Applications and nominations are invited for the position of Vice Chancellor for Research. The Vice Chancellor is the chief research officer for the campus, responsible for encouraging, organizing, advocating for, and leading the University's research activities. The Vice Chancellor for Research reports through the Senior Vice Chancellor for Academic Affairs to the Chancellor. Other responsibilities include oversight for the University of Nebraska State Museum, the University of Nebraska Press, and technology transfer.

It is expected that the successful candidate will hold an earned doctorate and have a substantial record of scholarly research and extramural funding, qualifications meriting appointment as a tenured full professor, proven administrative experience, and the potential for providing dynamic and successful research leadership.

The University of Nebraska-Lincoln is an AAU, Research I, land-grant institution with a distinguished tradition of research in all the major disciplines. It is designated as the principal research and graduate institution in the state.

Applications and nominations will be accepted until the position is filled. Candidates are encouraged to complete applications (including letter of interest, vita, and list of references) by October 1, 1998, when the Search Committee will begin reviewing applications. Women and minority-group members are especially encouraged to apply. A full position description and instructions for the option of submitting applications on-line are available at:

www.unl.edu/svcaa/Activities/vcr.html or may be requested in hardcopy from the address below. Applications and nominations should be sent to:

Professor David Sellmyer, Chair
Vice Chancellor
Research Search Committee
208 Canfield Administration Building
University of Nebraska
Lincoln, Nebraska 68588-0420
(402) 472-7886
e-mail: jgude1@unl.edu

The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. If you require an accommodation please contact Evelyn Jacobson at (402) 472-3751.

UIC

ASSOCIATE DEAN FOR STUDENT AFFAIRS

University of Illinois at Chicago College of Medicine

The University of Illinois College of Medicine at Chicago invites applications for the position of Associate Dean for Student Affairs. The University of Illinois at Chicago College of Medicine is the largest college of medicine in the United States with some 14,000 graduates engaged in teaching, research and patient care. An internationally renowned faculty of 4,000 at four locations across the state, Chicago, Peoria, Rockford and Urbana-Champaign, dedicate themselves to educating more than 1,300 medical students each year. The UIC College of Medicine is committed to the education of physicians who are motivated toward, and capable of providing, a high standard of professional service. The College emphasizes the importance of a diverse student body with graduates who will address state and societal health care issues.

The Associate Dean reports to the Senior Associate Dean for Educational Affairs and is primarily responsible for the organization, implementation, and oversight of a comprehensive student affairs program for students at the University of Illinois College of Medicine at the Chicago campus. The incumbent is expected to serve as a student advocate in responding directly to student needs and in providing resources to assist students during the course of their education. This person also relates to Student Affairs counterparts at the regional sites of the College and coordinates selected college-wide activities.

Applicants must possess a terminal degree or 15 years experience in a healthcare related field and have demonstrated proficiency in teaching, eligible or holding a faculty appointment in the College of Medicine or Public Health or other Health Profession.

Interested candidates should send a letter of interest, a curriculum vitae, and three letters of reference with telephone numbers and addresses by October 3, 1998 to:

Mr. Curtis Wingert, Deputy Director
Office of Human Resources
The University of Illinois College of Medicine at Chicago
1853 W. Polk Street
Room 131 CMW, M/C 784
Chicago, Illinois 60612

The University of Illinois at Chicago is an Equal Opportunity

THE
UNIVERSITY
OF UTAH

Experimental Medical Physics/Biophysics

The Physics Department of the University of Utah is seeking highly qualified candidates for a tenure track faculty position at the assistant, associate, or full professor levels in experimental medical physics or biophysics. Research specialties of interest include but are not limited to magnetic resonance imaging (MRI), functional imaging, diagnostic angiography, microcapillary perfusion imaging, NMR microscopy, optical imaging, membranes, neurobiophysics, cell biophysics, motor molecules, protein structure/function. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in physics as well as medical physics or biophysics, depending on the candidate's specialty.

Candidates should submit their curriculum vitae, list of publications, and at least three letters of recommendation by February 15, 1999 to:

Medical Physics/Biophysics Search Committee
Department of Physics
115 South 1400 East, Room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

ASSISTANT DEAN FOR DISTANCE AND CONTINUED LEARNING

UNIVERSITY OF MARYLAND, COLLEGE PARK
COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

RESPONSIBILITIES: The Assistant Dean for Distance and Continued Learning will develop strategies for expanding the use of distance education and continued learning and develop faculty interest and participation in distance and continued learning. He or she will facilitate sound development of educational modules and educational programs including faculty training and develop new and entrepreneurial educational programs in cooperation with the College constituents.

QUALIFICATIONS: The position requires an earned doctorate in an area of study relevant to the position such as agriculture, education or technology development. Knowledge of Land-Grant universities and Colleges of Agriculture including the Cooperative Extension Service and the Agricultural Experiment Station is preferred. The successful individual will also have knowledge of information and communications systems technology including analogue and digital satellite, video conferencing, multimedia, World Wide Web and Intranet resources. Experiences with grant writing and fair use and copyright issues is desirable. A minimum of five years experience in above areas preferably in a Land-Grant University setting is desired.

SALARY: Salary is commensurate with experience.

CLOSING DATE: September 30, 1998, or until position is filled.

TO APPLY: Send a letter of application, curriculum vita or resume, written philosophy concerning distance and continued learning with at least one example of a recently completed project, and names and addresses (including e-mail) of five potential references to: **Dr. James C. Wade, Associate Dean, College of Agricultural and Natural Resources, University of Maryland, College Park, MD 20742.**

Equal Opportunity Employer.

PRESIDENT

Grand Rapids
Community
College

The Board of Trustees of Grand Rapids Community College invites applications and nominations for the position of President of the College. Richard W. Calkins, who has led the College with distinction for 23 years, will retire from his position in the fall of 1998.

The President is the Chief Executive Officer and reports to an active, involved, and elected, seven-member Board of Trustees. The Board is seeking an individual to lead this outstanding educational institution including a $10 million Foundation into the 21th century. The president will possess a dedication to lifelong learning, an exemplary leadership style, a passion for excellence and achievement, a commitment to employing continuous improvement methods and experience in strategic planning.

Application Process: The Presidential Search Profile brochure should be requested by contacting: **Chair, Presidential Search Advisory Committee, c/o Mr. Edward Wagner, Search Liaison, Grand Rapids Community College, P.O. Box 230375, Grand Rapids, Michigan 49523-0375 Tel: 616-234-3903 and Fax: 616-234-3907.**

For additional information, contact **Elizabeth Rocklin, Association of Community College Trustees (ACCT) 1740 "N" Street, NW, Washington, DC 20036. Tel: 202/775-4667; Fax: 202/223-1297; e-mail: erocklin@acct.org**

Visit our website at http://www.grcc.cc.mi.us/

-An ACCT Search-

Administration

VICE PRESIDENT OF STUDENT SERVICES
SANTIAGO CANYON COLLEGE

The Rancho Santiago Community College District is seeking qualified candidates for the position of Vice President of Student Services, Santiago Canyon College, Orange, California. The successful candidate must possess a Master's degree and one year of formal training, internship or leadership experience reasonably related to this administrative assignment; possess the minimum qualifications to serve as a faculty member in the California Community College system. Responsible to the President for the overall planning, coordination, and evaluation of all student services and programs at the college. This position is an academic administrative position responsible for the areas of Counseling, Enrollment, Extended Opportunity Program and Services, Financial Aid, Health and Wellness, High School and Community Outreach, Student Activities, Student Development and Student Programs. The salary range is $7,728-$8,693/mo. In a letter of application, candidates will state how they would address the requirements of the position; candidates must submit a completed District Application form and a current resume to include names, business and telephone numbers of references. Closing date for accepting application is **September 28, 1998**. Contact Human Resources at **714-564-6499** for applications and job announcements.

RSCCD
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Texas A&M University's Department of Journalism Division of Student Publications invites applications for the position of Lecturer/News Adviser. This is a new position and will be a 12-month joint appointment split between the units.

The Lecturer/Adviser will: (1) Provide advising support for the Student Publications program and the Department of Journalism to the editor and editorial staff of the Battalion, a five-day-a-week newspaper (four-days during summer sessions), including radio and online editions, and (2) Teach two courses per semester.

Qualifications: A bachelor's degree in journalism or related field required, master's degree preferred; five or more years experience in print journalism and/or mass communication required, and willingness and ability to work irregular hours. Starting salary range for this position is $30,000-$36,000.

Applicants should send cover letter, resume, and list of three professional references to: **Robert Wegener, General Manager, Student Publications, Texas A&M University, College Station, TX 77843. For more information, please call (409) 862-7658 or e-mail r-wegener@tamu.edu.** *Texas A&M is an equal opportunity/affirmative action employer.*

The Department of Sociology, **University of Illinois at Urbana-Champaign (UIUC)** seeks a full-time Assistant Professor with research interests in Russia and Eastern Europe. Preference will be given to an individual whose work can augment programmatic strengths in inequality and transnational studies. A Ph.D. in Sociology is required. The appointment will begin August 21, 1999. A successful candidate will be affiliated with the Russian and East European Center. Salary will be dependent upon credentials. Please send a cover letter, CV, copies of major publications, and three letters of reference to: **John Lie, Head, Department of Sociology, University of Illinois at Urbana-Champaign, 702 S. Wright St., Urbana, IL 61801. (Telephone 217-333-1950; FAX 217-333-5225).** For full consideration, applications must be received by October 6, 1998. The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

UNIVERSITY of DENVER

Department of Psychology

Anticipates a tenure-track position in Child Clinical Psychology to begin Fall 1999. The primary requirement for this position is excellence in research and teaching. We especially encourage applications from members of minority groups and individuals with interests in multicultural research. Send a letter of interest, vita, at least three letters of recommendation, and reprints/preprints to **Child Clinical Search Committee, Department of Psychology, University of Denver, Denver, CO 80208.** We will give priority to applications received by November 1, 1998 but will consider applications until the position is filled. ***The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.***

Elementary Education

The Albright College Department of Education invites applications for a full-time tenure track position in Elementary Education. The college seeks an experienced person to teach required courses in Pennsylvania State approved elementary (K-6) teacher certification programs at a strong liberal arts college. Responsibilities include teaching, advising, and supervision of student teachers. Ph.D. or Ed.D. required. College teaching experience, elementary teacher certification, minimum of three years elementary classroom teaching experience required. Evidence of excellence in teaching and publication is also very desirable. Rank and salary commensurate with qualifications and experience. Send letter of interest and curriculum vitae to:

Office of Executive Vice President
for Academic Dean
Attn. Dr. Sarel Fuchs
Search Committee Chair
Albright College
P.O. Box 15234
Reading, PA 19612-5234

Further information concerning the college can be found on the college's web site:
http://www.albright.edu.

Albright College is an AA/EEO/ADA employer and is actively committed to diversity within its community.

ALBRIGHT COLLEGE

UNIVERSITY OF RHODE ISLAND

ASSISTANT PROFESSOR

Twentieth Century American Political History

Ph.D. required in American History with primary emphasis on twentieth-century political history. Ph.D. candidates must provide evidence that they will complete all degree requirements by 6/1/99. Applicants must provide evidence of effective college-level teaching experience and of scholarly promise. This is a tenure-track position beginning fall of 1999. Teaching responsibilities will include a large introductory course on American History since 1877 and upper-level courses in field of specialty. The deadline for applications is 12/1/98. **Please submit a letter of application, curriculum vitae, three letters of recommendation, and a sample of recent writing to: Michael Honhart, Search Committee Chair, (Log # 021338), University of Rhode Island, P.O. Box G, Kingston, RI 02881.** The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

COLLEGE OF MANAGEMENT

Department of Management and Marketing

- Junior, tenure track position available September, 1999. Graduate and undergraduate teaching: Business and its environment; Ethics; Entrepreneurship/Regional Economic Development; and/or Strategy/International Business. Ph.D./DBA in Management or closely related discipline; ABD applicants also may be considered. Application review will begin immediately and continue until the position is filled. Position contingent on final budgetary approval.

Located on Dorchester Bay and accessible by mass transit, the University of Massachusetts Boston is an urban commuter Campus known for its diverse and largely self-supporting student body. MBA courses are offered in the evenings; undergraduate courses are offered days and evenings. Please send your cover letter, curriculum vitae, and three references to: **Office of Human Resources, Search 150-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer.

U Mass Boston

The ACE Fellows Program 1999–2000

Leadership for the Future of Higher Education

Since 1965, ACE has provided comprehensive leadership development for senior faculty and administrators through the ACE Fellows Program.

Application deadline: Nov. 2, 1998

For information and application materials contact:
ACE Fellows Program
American Council on Education
One Dupont Circle, Washington, DC 20036
Tel: 202-939-9412 • Fax: 202-785-8056
E-mail: fellows@ace.nche.edu

Education

INFORMATION SPECIALIST

William Rainey Harper College, serving Chicago's northwest suburbs, seeks an **Information Specialist** to assist the Director of Multicultural Affairs. This position is responsible for identifying, promoting and coordinating programs of the Minority Student Transfer Center. Will be responsible for minority student outreach, tracking procedures, and data/information gathering for evaluation. Candidate must possess a Bachelor's degree in psychology, education, communications or related field with database, spreadsheet and word processing efficiency essential. One year working experience in a community college environment with student contact preferred.

For consideration send or e-mail a resume and cover letter to:

Harper College
Attn: Employment Specialist-mca
1200 W. Algonquin Rd.
Palatine, IL 60067

http://www.harper.cc.il.us
e-mail: jobs@harper.cc.il.us

Equal Opportunity Employer

CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects.

Abstracts *must* be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

Research Network Leader

Educational Testing Service (ETS) is launching a new initiative called " Research Partnerships on Diversity." In structuring these partnerships, ETS is creating two networks of researchers-one that focuses on African-American issues, and one that focuses on Latino issues. These networks will link ETS and university-based researchers in addressing the learning and access needs of students in those communities with particular attention to the role of assessment in facilitating access and monitoring educational progress. They will also pursue a research agenda targeted on improving the opportunities and achievement of the nation's minority students.

To meet these needs, ETS is seeking two Senior Research Scientists-one in each of these partnership networks-to lead, coordinate, and facilitate the work. The networks will consist of ETS researchers and up to ten university-based ETS Research Partners in the fields of education and social sciences.

Nominations and applications FOR THESE TWO POSITIONS are sought. The successful candidate will be one who will find it rewarding to work with researchers around the nation and with the large staff of sociologists, economists, psychometricians, and educational experts within ETS. Candidates must have a Ph.D. in Sociology, Economics, Demography, Psychology, Education, or a related field.

ETS offers an ideal environment for professional growth, outstanding benefits, and a salary range commensurate with experience. For confidential consideration, please send a letter of interest, resume with salary history/requirements, and two writing samples to **June Elmore, Educational Testing Service, 1800 K Street, NW, Suite 900, Washington, DC 20006.**

ETS Educational Testing Service

ETS is dedicated to Equal Opportunity/Affirmative Action in the workplace. We regret that we are unable to respond to each resume. Only those selected for an interview will be contacted.

University of South Florida

USF

DIRECTOR

Applied Metrology Center
College of Engineering at the
University of South Florida

The University of South Florida seeks an individual to direct the activities of the new Applied Metrology Center within the College of Engineering at the University of South Florida in Tampa, Florida. Candidate must have: strong background in metrology as it relates to semiconductor processing in IC manufacturing, developed non-contact metrology methods, demonstrated knowledge of chemical aspects of IC technology, ability to initiate and manage large grants, familiarity with Florida's high tech industry, ability to work effectively within academic environment.

The successful candidate must be qualified for tenure upon appointment in an academic unit in the College at the rank of Associate Professor or Professor. Duties will include teaching, research, service and the direction of masters and doctoral students. Also, the Director will develop programs in controlled environment engineering, bio-medical metrology, and the metrology of non-semiconductor materials, establish program goals and ensure facilities development, instrumentation installation, as well as foster partnerships with industrial users or manufactures of metrology equipment and techniques and be responsible for the development and production of direct and interactive or on-line educational resource materials relating to metrology issues in manufacturing environments.

Qualified candidates must possess a Ph.D. in Electrical or Chemical Engineering or in Materials Science. Send resume to **Dr. Robert Carnahan, Assoc. Dean, College of Engineering, University of South Florida, 4202 E. Fowler Ave., Tampa, FL 33620.** Must be postmarked by 9-30-98.

The University of South Florida is an Equal Opportunity Employer.

ADMISSIONS OFFICER

Primary responsibilities include recruitment and travel within an assigned geographic region (6-7 weeks of travel in the fall, 2-4 weeks in the spring with the possibility of some international travel) that may consist of high school visits, attending college fairs and conducting evening programs; evaluating freshman and transfer applications; working with the Coordinator of Multicultural Recruitment, current students, faculty and staff to further develop the University's recruitment and enrollment of Latino students; conducting on-campus information sessions to both large and small groups; and assisting with on-campus recruitment and yield activities. Additional responsibilities include training alumni volunteers, interviewing prospective students, and working with educational organizations and community-based agencies in identifying prospective students, as well as other duties and projects assigned by the Director of Admissions.

Qualifications: Candidates must have a bachelor's degree. Experience in college admissions, financial aid, high school college counseling, or other educational field is a plus. The individual should possess the ability to work well independently and as a member of a team. Excellent organizational, writing and public speaking skills are required. Preference will be given to individuals with a demonstrated commitment to recruiting a diverse student body and bilingual proficiency in English/Spanish. A valid (U.S.) driver's license is required.

Preferred starting date is November 1, 1998. Interested candidates should submit resume with cover letter and names of three references to: **Mr. Louis Hirsh, Senior Associate Director of Admissions, Office of Undergraduate Admissions, University of Delaware, 116 Hullihen Hall Newark, DE 19716 by October 1, 1998.**

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer which encourages applications from Minority Group Members and Women.

UNIVERSITY OF DELAWARE

DIRECTOR

CENTER FOR AFRICAN AMERICAN STUDIES

UCLA

The University of California at Los Angeles is seeking a new Director for its Center for African American Studies. Qualified applicants should possess: **(1)** a strong scholarly research and publication record, with an emphasis in African American Studies, **(2)** experience in the development of interdisciplinary research and teaching, **(3)** the ability to administer budgetary, personnel, and related processes, and **(4)** demonstrated ability to obtain and manage extramural funding in the form of research grants and development activity for the Center. Above all, we are looking for a dynamic individual to provide intellectual and programmatic leadership for the Center. The new Director would also hold a tenured appointment in the appropriate department or school. The anticipated starting date is July 1, 1999.

Established in 1969 as an Organized Research Unit, the Center for African American Studies is committed to the development of strong academic and research programs in the field. The Center also publishes books and monographs, provides administrative support to the interdepartmental B.A. and M.A. programs in African American Studies, maintains a library, and sponsors special lectures, conferences and symposia.

To be assured full consideration, nominations and applications should be sent by **November 1, 1998:**

CAAS Director Search Committee
c/o Ms. Rene Dennis, Coordinator
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

UCLA is an Equal Opportunity Employer

FACULTY POSITIONS
IN EXPERIMENTAL CONDENSED MATTER PHYSICS
DEPARTMENT OF PHYSICS
UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

The Department of Physics is seeking candidates to fill two positions in Experimental Condensed Matter Physics for fall 1999, one at the senior level, and the other at the tenure-track, Assistant Professor level. Successful candidates will complement and extend the ongoing research efforts in the Department and in the Center for Advanced Photonic and Electronic Materials (CAPEM). Research specialties of particular interest are correlated electron systems, mesoscopic transport phenomena, and the electronic properties of nanostructures. Substantial setup funds and highly competitive salaries will be available. Relevant areas of research in the department are optical and electronic properties of semiconductors and semiconductor nanostructures, quantum fluids (finite systems and phase transitions) and liquid crystals (new phases and two dimensional behavior). Collaborative research with other departments can be pursued through CAPEM, which encompasses 27 faculty from 6 departments in Natural Sciences and Engineering and manages a wide range of state-of-the-art analytic and characterization facilities. The successful candidate will be expected to establish/maintain a high-profile, funded research program and to teach at the undergraduate and graduate levels. Further details about the Department can be found at **http://www.physics.buffalo.edu.** Applications, including curriculum vitae and the names of at least three references who may be solicited for letters of recommendation, should be sent to **Dr. Bruce D. McCombe, Chair, Search Committee, Department of Physics, University at Buffalo, SUNY, Buffalo, NY 14260.** Tel. (716) 645-2389; FAX (716) 645-5994; **e-mail: mccombe@acsu.buffalo.edu.** Applications will be considered on an on-going basis until the positions are filled.

Women and members of other under-represented groups are particularly encouraged to apply. The University of Buffalo is an Equal Opportunity/Affirmative Action employer.

THE UNIVERSITY OF

VERMONT

VICE PROVOST FOR UNDERGRADUATE EDUCATION

Nominations and applications are invited for the position of Vice Provost for Undergraduate Education at the University of Vermont. The University is seeking an individual with exceptional academic leadership skills and professional accomplishment.

The Vice Provost will work with academic leadership to facilitate discussion, coordination and implementation of curricular change at the University level:

- Leading University-level curricular enhancement activities.
- Developing and implementing assessment and accountability measures for undergraduate education.
- Developing and implementing additional first-year experience programs.
- Enhancing existing honors programs.
- Supporting and enhancing academic advising at the University level.

In addition, the Vice Provost will administer faculty incentive programs and awards and deployment of funds for curricular innovation; administer academic honesty policies; coordinate enrollment management activities with Student Affairs; coordinate with the Vice Provost for Research and support areas; and coordinate faculty development with the Chief Learning and Information Officer.

The University enrolls approximately 7,500 students in eight undergraduate colleges and schools, in addition to 1,100 graduate and 380 medical students. The one thousand outstanding members of the faculty are the foundation of a strong national reputation for excellence in teaching, research, and service. Located in Burlington, Vermont's largest city with 40,000 residents, UVM enjoys views of the Green Mountains to the east and Lake Champlain and the Adirondacks to the west. Burlington has been cited by national publications as one of the most desirable places to live.

Candidates for the position should have a demonstrated history of achievement in curriculum innovation, honors programs, first-year experience programs, exemplary academic programs, and academic advising programs. Experience in a leadership role at the university level is critical. It is expected that the individual will hold a tenured faculty appointment in the appropriate academic department.

Interested candidates should submit a statement of interest in the position and a complete curriculum vitae, including the names, addresses and telephone numbers of five references to: **Vice Provost Search Committee, The University of Vermont, 210 Kalkin Hall, Burlington, VT 05405.** Formal review of applications will begin on Oct. 5, 1998. Applications will be accepted until the position is filled.

The University of Vermont is an equal opportunity/affirmative action employer with a strong commitment to racial, cultural, and ethnic diversity. Nominations of and applications from women and individuals from a broad spectrum of backgrounds are encouraged.

OAKLAND UNIVERSITY

Vice President for Academic Affairs and Provost

POSITION AND DUTIES

Oakland University invites applications and nominations for the position of Vice President for Academic Affairs and Provost. As chief academic officer of the university, the Vice President for Academic Affairs and Provost reports directly to the President, provides leadership to the deans and faculty for the quality and vitality of instruction, research, creative activities, and service in all undergraduate and graduate programs and support areas.

THE UNIVERSITY AND LOCATION

Founded in 1957, Oakland University is a vital, growing doctoral institution. With an enrollment of approximately 14,500 students, Oakland University offers 70 undergraduate and 30 graduate programs at the master's and doctoral levels. The university has six academic units — College of Arts and Sciences, School of Business Administration, School of Engineering and Computer Science, School of Education and Human Services, School of Health Sciences, and School of Nursing. The university is home to a professional theatre, maintains an art gallery, and runs a conference center in a historical mansion.

Oakland University has a strong commitment to its four-part mission: teaching, research, service and student development. Located in Oakland County, one of the most vibrant suburban areas in the country, on 1,500 park-like acres, the university is adjacent to the Oakland Technology Park and the Chrysler Corporation World Headquarters and Technology Center. Oakland County is one of the wealthiest and rapidly growing counties in the country, is well known for its diversity of culture and quality of life and is home to over 500 multi-national corporations.

The economic growth of the region and the development of a high tech park adjacent to the university campus provides the university a unique opportunity for expansion. The position of Vice President for Academic Affairs and Provost offers an exciting opportunity for a person to work with the faculty and staff to capitalize on this development by providing leadership to build vital collaborations.

QUALIFICATIONS

Candidates should have a doctoral degree, a record of teaching, research, and service that will qualify them for a tenured appointment at the rank of professor in an academic unit of the university, a successful record of administration at the senior level, experience in enriching the learning environment with technology, a commitment to student success, experience in fundraising, expertise in managing significant financial resources and an ability to foster an atmosphere where teaching, research, creative endeavors and service may flourish. Candidates must also have a demonstrated commitment to promoting excellence, achieving diversity, collegial decision-making and to shared governance. Successful candidates will provide innovative and energetic leadership to the academic development of the university.

APPLICATION

Applications should include a resume, the names, addresses, and telephone numbers of three persons who may be asked to provide a letter of reference, and a letter of interest which includes a statement highlighting the abilities and experiences candidates believe they bring to the position. Nominations must provide a current mailing address and telephone number for the nominee. Applications and nominations should be sent to:

Dr. Kevin Murphy, Chair
Vice President for Academic Affairs
and Provost Search Committee
Office of the President
Oakland University
204 Wilson Hall
Rochester, MI 48309-4400

Oakland
UNIVERSITY

Application review will begin October 1 and will continue until a successful candidate is identified.

Oakland University is an affirmative action, equal opportunity employer. Women, people of color, individuals with disabilities and members of other underrepresented groups are encouraged to apply. Personnel searches are conducted in accordance with the Michigan Open Meetings Act and Freedom of Information Act.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DEAN OF THE DIVISION OF THE SCHOOLS OF THE HEALTH PROFESSIONS

The Hunter College Division of the Schools of the Health Professions, the largest such unit of The City University of New York, seeks a dynamic and creative Dean to lead it into the 21st century. The mission of the recently reorganized Division is to educate health professionals who can serve urban, diverse populations. Hunter's students and faculty reflect the diversity of New York City.

Comprised of the School of Health Sciences and the Hunter-Bellevue School of Nursing, the Division includes 52 full-time faculty, 877 undergraduate and 600 graduate students. The School of Nursing offers undergraduate and graduate degrees in clinical specialties and primary care nurse practitioner programs. The School of Health Sciences offers Bachelors and/or Masters degrees in community health education, nutrition, physical therapy, medical laboratory sciences, public health, environmental and occupational health, and communication sciences. Three research and training centers: the Center on AIDS, Drugs, and Community Health, the Center for Occupational and Environment Health, and the Brookdale Center on Aging also work closely with the Division to train health professionals, and to conduct demonstration projects and community-based research.

The Dean manages the budget, is responsible for strategic planning, faculty recruitment, development and evaluation, student and alumni relations and works with faculty on curriculum. The Dean manages the two Schools and works closely with each School Director. In addition, the Dean provides leadership for interdisciplinary collaboration, and works with the Office of Institutional Advancement on fund-raising.

The Dean, who reports to the Provost, works with other Deans and college administrators and serves as a member of the President's Cabinet. The Division of the Schools of the Health Professions is located at the Brookdale Health Science Center at 425 East 25th Street.

QUALIFICATIONS: Candidates must have an earned doctorate and a record of scholarly research, publication, and professional or other accomplishments; and administrative experience in academic and/or health settings. The candidate should merit appointment at the rank of Professor in one of the disciplines offered in the Division of the Schools of the Health Professions. Interdisciplinary health experience is highly desirable.

SALARY: $89,762-$103,000, Commensurate with qualifications.

START DATE: July 1, 1999.

SEND RESUME TO: Charles E. Hayes, Director of Human Resources, E1502, Hunter College, 695 Park Avenue, New York, NY 10021.

HUNTER COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. PROTECTED GROUP MEMBERS, WOMEN, DISABLED PERSONS AND VIETNAM ERA VETERANS ARE ESPECIALLY ENCOURAGED TO APPLY FOR THIS AND OTHER POSITIONS AVAILABLE AT THE COLLEGE.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

(Located on the San Francisco Bay Peninsula)

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English Instructor	Oct 26
English Instructor	Oct 29
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Computer Information Systems Instructor	Open Until Filled

NON-ACADEMIC OPENINGS:

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Call us for copies of individual job announcements and required application materials at (650) 574-6555. Or, E-mail at: green@smcccd.cc.ca.us.
Our District is an EEO/ADA employer, and we welcome you!

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Vice President for Business and Finance

A dynamic individual interested in providing vigorous leadership at a comprehensive university is being sought for the position of Vice President for Business and Finance at California State University, Stanislaus. The position is available January 1, 1999.

California State University, Stanislaus is one of 23 universities comprising the California State University system. The University enrolls approximately 6,250 students in its baccalaureate and master's degree programs in the Liberal Arts and Sciences, Education, and Business Administration. Located in Turlock, California, a pleasant residential community (50,900 population) in the Central Valley, the University is close to the Modesto County Seat (182,700 population) and is within easy driving distance of San Francisco, Sacramento, Fresno, Yosemite National Park, the Sierra mountains, and Monterey Bay.

RESPONSIBILITIES: Reporting directly to the President, the Vice President is the chief financial and senior management officer and advisor to the President on the administrative support operations of the University. Overall responsibilities include institutional planning in support of the University's strategic plan, fiscal policy development; resource allocation analysis; budget planning, management, and reporting; financial accounting and business affairs; payroll; campus facilities planning and plant operations; auxiliary enterprises; safety and security; purchasing; and other university-wide leadership responsibilities as assigned by the President. The position also oversees the University Auxiliary Business Services at the primary campus site in Turlock and the newly acquired off-campus site in Stockton.

QUALIFICATIONS: Extensive senior level experience in a broad variety of management areas, preferably in an institution of higher education, and a proven record of success in planning and problem solving and in managing a highly skilled professional organization with a diverse fiscal structure are required. The ability to communicate effectively with all university and community constituencies, to achieve solid interpersonal working relationships, and a commitment to diversity are essential. An understanding of and commitment to the goals and values of the academic community, as evidenced by appropriate academic degrees and related experience are important. A combination of education and experience will be considered.

APPLICATION PROCEDURES: Review of applications will start September 30, 1998, and continue until the position is filled. The compensation package is highly attractive. Nominations and applications, along with a resume, three letters of recommendation, and the names of two additional references should be sent to:

Vice Presidential Search-Office of the President
California State University, Stanislaus
801 W. Monte Vista Avenue, L165
Turlock, CA 95382
Phone: (209) 667-3201; Fax (209) 667-3206

CSU, Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/Section 503/504 employer. Qualified women, minorities, and persons with disabilities are encouraged to apply.

AMHERST COLLEGE

ASSISTANT DEAN OF FINANCIAL AID

Amherst College invites applications and nominations for an Assistant Dean of Financial Aid.

The Assistant Dean will participate in the review of applications for financial aid and in determining of awards for new and returning students, and will assist in the general operation of the Office of Financial Aid, including performing federal Verification procedures and processing Federal Pell Grants. A special emphasis of the position is on the identification and recruitment of financial aid applicants through information sessions conducted for prospective students and their families in the Office of Admission, as well as interviews, correspondence, and other individual contracts.

Applicants should have two or more years experience in financial aid work or a related area of higher education administration. A Bachelor's Degree is required; a Master's Degree is preferred. Applicants should be especially aware of and sensitive to the needs of students from economically disadvantaged and minority backgrounds.

Amherst College is an independent liberal arts college with approximately 1,650 students. Located in Western Massachusetts, the College participates in Five Colleges consortium with nearby Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts.

Letters of nomination and application with a current resume and the names of three references should be sent to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000.** Letters received by Friday, October 15, 1998 will be assured of consideration.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities, and disabled persons to apply.

ASSISTANT PROFESSOR

Cognitive Neuroscience

- The University of Massachusetts Boston is seeking to fill the position of Assistant Professor of Psychology. This is a tenure-track position in experimental cognitive neuroscience, to begin Fall of 1999 semester. Doctorate in Psychology is required. Postdoctoral experience with a research background in imaging techniques strongly preferred. Responsibilities include an active research program and teaching at both the graduate and undergraduate level. We are a dynamic department, with an APA accredited doctoral program in clinical psychology, excellent laboratory facilities and associations with other local research and medical institutions. A candidate's application should include a description of research and teaching experience, curriculum vitae, pre-reprints, and three letters of recommendation. The search committee will begin reviewing applications in mid October, 1998 with the intention of bringing finalists for interviews in November and December. Please send materials to: **Dr. Helen Tager-Flusberg, Chair, Faculty Search Committee, Psychology Department, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** You can also FAX your materials to **617-287-6336.** An Affirmative Acton, Equal Opportunity, Title IX employer.

U Mass oston

California State University, Long Beach

Director

Administrative Computing Services

Salary Commensurate with Experience and Qualifications

QUALIFICATIONS: Bachelors degree in business/education administration or related field required. Ten years of progressive responsible experience; demonstrated potential to independently direct all areas of Administrative Computing Services; strong communication and writing skills; ability to interact with all levels of the organization; and ability to work effectively with an ethnically and culturally diverse campus community. Review of applicants begins October 1, 1998, and will continue until the position is filled. Candidates must submit a letter of interest addressing the qualifications, a resume, and names, addresses and telephone numbers of three professional references.

Please refer to job number 092 when applying.

California State University, Long Beach
Staff Personnel Services, Room SSA-335
1250 Bellflower Boulevard
Long Beach, CA 90840-0121
For more info: http://www.csulb.edu

AA/EOE

LITERATURE

TENURE-TRACK ASSOCIATE OR ASSISTANT PROFESSOR

We are looking for an Associate or Assistant Professor to teach introductory, upper level, honors and graduate courses. We are seeking an Americanist to teach U.S. multicultural literature with a specialty in any of the following: African-American, Asian-American, Latino or ethnic literature. Ph.D., teaching experience and publications related to teaching area required.

Applications must be received by December 1, 1998. Send letter of application, vitae, and letters of reference to: **Professor John Skoyles, Writing, Literature and Publishing Department, Emerson College, 100 Beacon Street, Boston, MA 02116.** Emerson College is an Equal Opportunity/Affirmative Action employer, focused on workforce diversity.

EMERSON COLLEGE

VICE-PRESIDENT STUDENT LIFE

Pacific Lutheran University is seeking a Vice President for Student Life. ***Qualifications*** include: Ph.D. or equivalent degree; leadership in similar areas at college and/or related setting; strength in areas of student development; experience with student services; and a collegial leadership style. Screening begins October 16. PLU website: **http://www.plu.edu**

VP Student Life Search Committee
President's Office
Pacific Lutheran University
Tacoma, WA 98447-0003

UNIVERSITY OF FLORIDA

Institute of Food and Agricultural Sciences

DEAN, COLLEGE OF AGRICULTURE/DEAN FOR ACADEMIC PROGRAMS

The University of Florida is a Land-Grant University and member of the Association of American Universities. Of the 42,000 students enrolled at UF, 3,869 are enrolled in the College of Agriculture.

RESPONSIBILITIES: Under the administrative direction of the Vice President for Agriculture and Natural Resources, the Dean of the College of Agriculture administers and provides leadership for all phases of the graduate and undergraduate academic programs of the Institute of Food and Agricultural Sciences (IFAS). Programs originate from 20 departments, 13 Research and Education Centers, and the School of Forest Resources and Conservation.

QUALIFICATIONS: The successful candidate will:

- Present an earned doctorate in a field relevant to the position and be qualified for an appointment at the rank of full professor in one of the IFAS departments.
- Demonstrate a dedication to excellence in teaching.
- Possess experience in budget and personnel management, program development, strategic planning, and faculty/student recruitment is highly desirable. Superb interpersonal skills and the ability to work with academic colleagues, and with public, private and governmental groups is expected.
- Experience at a Land-Grant University is desired.

APPLICATIONS: Applications, nominations and three letters of reference should be submitted to:

Dr. Larry R. Arrington
U.F., P.O. Box 110180
Gainesville, FL 32611-0180
PH.: (352) 392-1971, FAX: (352) 392-6932
EMAIL: lra@gnv.ifas.ufl.edu

Application deadline is October 5, 1998. Those wishing to nominate candidates should do so by September 14, 1998. Women and minorities are encouraged to apply. UF is an AA/EA/EEO employer. The University of Florida is an equal opportunity, equal access, affirmative action employer. The "government in the sunshine" laws of Florida require that all documents relating to the search process, including letters of application/nomination and reference, be available for public

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DAVIDSON COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS & DEAN OF THE FACULTY

Davidson College, located near Charlotte, North Carolina, invites nominations and applications for the position of Vice President for Academic Affairs (VPAA) and Dean of the Faculty.

Founded by Presbyterians in 1837, Davidson College is a highly selective, private, liberal arts college with 1,625 undergraduate students and 140 full-time faculty. As the College's chief academic officer, the VPAA and Dean of the Faculty reports directly to the President and is charged with bringing vision, coherence, and leadership to its entire academic enterprise.

The VPAA and Dean of the Faculty oversees planning, development, and evaluation relating to all academic departments and programs of the College, including the Library, the Dean Rusk Program in International Studies, and the Center for Interdisciplinary Studies. The VPAA and Dean of the Faculty also represents the interests of the Faculty to the Trustees and to all other college constituencies. For more information about the College, please refer to its web site at www.davidson.edu.

Candidates should have a distinguished record of achievement in teaching, scholarship and educational policy-making that will qualify them to lead a faculty strongly committed to excellence in liberal arts education.

The anticipated appointment date is July 1, 1999.

The Search Committee will begin its screening procedures in late September and continue until the position is filled. Please address nominations, inquiries and applications to the chair of the search committee. All inquiries will be maintained confidentially.

Professor David Martin,
Chair, VPAA Search Committee
Davidson College
P.O. Box 1719
Davidson, NC 28036
Email: DaMartin@davidson.edu

Davidson College is an Equal Opportunity Employer.
The search committee encourages women, minorities, and individuals with disabilities to apply.

Montgomery College

Germantown Campus

DEAN OF STUDENT DEVELOPMENT

Montgomery College, a multi-campus community college committed to excellence in teaching and to student success, **is seeking** applications and nominations for the position of Dean of Student Development for the Germantown **Campus**. Located in the most populous, racially diverse, and fastest growing county in the state of Maryland, the **College is challenged** to provide instructional programs to meet the diverse and changing educational, social, **economic, and cultural** needs of its community. The Germantown Campus is located in an area of Montgomery **County that is known as** the "High Tech Corridor" and the campus draws students from both the local high schools as **well as local businesses**. The campus has a student enrollment of approximately 4,000 students of varied ethnic **backgrounds and many different** language groups.

The Student Development Dean reports to the Campus Provost and provides leadership for the faculty and staff in the **areas of Counseling, Services to students** with Disabilities, Student Activities, Athletics, Academic Advising, as well **as the Career and Transfer Center and the** Assessment Center. The qualities and abilities we are seeking include:

- **strong leadership and human** relations skills
- **sensitivity to the needs of a** culturally diverse community
- **demonstrated skills in** collaboration, consensus building and communication
- **understanding of and** commitment to a Student Success Philosophy
- **background in** Student/Adult Development theories and practices
- **strong managerial**, supervisory and administrative skills
- **budgeting** experience
- demonstrated ability to plan and implement a comprehensive student development program

Candidates must have a Master's Degree in Counseling, Student Personnel or a related field. A Doctorate is preferred. **In addition**, progressively responsible experience in teaching, counseling and management in community college Student Development operations is preferred.

The salary range is $62,670-$97,365 per year, with a starting salary falling within the first half of the range. The College offers excellent fringe benefits. **Applications for vacancy #1025 can be obtained by calling our 24-hour job line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.** The application deadline is September 25, 1998.

Montgomery College is an EO/AA/Title IX employer

DEAN OF STUDIES AND STUDENT LIFE

Sarah Lawrence College seeks a new Dean of Studies and Student Life. Reporting to the President, the Dean is responsible for administering academic policy and for overseeing the residential life of approximately one thousand undergraduates. The College places special emphasis on individualized study. The Dean of Studies is assisted by two Associate Deans who focus on academic affairs, supplementing the role of faculty dons who teach and advise students. Offices reporting to the Dean of Studies and Student Life include Student Affairs, Multicultural Affairs, Career Counseling, Community Service, and the Writing Coordinator. The Dean of Studies also works with the heads of graduate programs and continuing education.

The Dean of Studies and Student Life works closely with the Dean of College and with faculty and students on all aspects of college life, ranging from policy implementation to individual counseling. Academic excellence, effective interpersonal skills and commitment to diversity are essential. Teaching and administrative experience are required with Ph.D. preferred.

Sarah Lawrence College continues its mission as a progressive liberal arts college with a strong tradition in the creative arts. Please send *curriculum vitae* by **October 15, 1998** to: **Search Committee for Dean of Studies and Student Life, c/o Ms. Sheryl Leone.**

Sarah Lawrence College
One Meadway
Bronxville, New York 10708

Sarah Lawrence College is an equal opportunity employer.
Women and minorities are encouraged to apply.

Student Services Positions Available Immediately

Director of Student Development

Responsible for leadership, development, coordination and administration of programs and services in Counseling, Specialized Services and Student Life. Position reports to the Vice President of Student Services.

Required Qualifications
Masters' degree in Counseling, Psychology, Student Personnel Services, Higher Education, or Behavioral Sciences. Minimum 5 years in college administration and/or student development programs. Demonstrated ability in working with non-traditional and special student populations and working effectively with faculty and staff, preferably in a comprehensive community college setting.

Assistant Director of Student Life

Responsible for management and supervision of the Student Life Program and the Student Center. Position reports to the Director of Student Development.

Required Qualifications
Masters degree in Student Personnel Services, Higher Education, or related field, minimum 5 years experience in a college setting in student center management and/or student activities, including at least three years of increasing administrative responsibility. Excellent human relations skills. Knowledge of Student Development theory and practice as it relates to traditional and non-traditional college student populations. Ability to work evenings and weekends as needed.

Salary commensurate with credentials and experience. Please submit resume and names of three references. Search Committee will begin applicant review on 9/10/98.

Department of Human Resources

Bergen
COMMUNITY COLLEGE

400 Paramus Road
Paramus, NJ 07652 AA/EOE

California State University, Dominguez Hills
Division of Student Affairs
Associate Vice President for Student Life
and Director of the Loker Student Union
Application Deadline: October 9, 1998
Starting Date: Spring 1999

For a copy of the position announcement and application details, call (310) 243-3784

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BRYN MAWR COLLEGE

EXECUTIVE DIRECTOR ALUMNAE ASSOCIATION

The Alumnae Association of Bryn Mawr College is seeking an Executive Director. Bryn Mawr is a selective and diverse liberal arts college for women with 1,200 students in the Undergraduate College and 500 students in coeducational graduate programs in Arts and Sciences and Social Work and Social Research. Bryn Mawr has approximately 15,000 undergraduate alumnae and 6,000 graduate alumni.

As the day-to-day leader of the independently incorporated Alumnae Association, the Executive Director develops, implements and facilitates creative programs for alumnae/i to help them maintain their ties to the College and to each other. The Executive Director works closely with the Board of the Alumnae Association and with other alumnae/i volunteers. The Executive Director supervises a staff of nine and serves as a senior administrator of the College.

Principal qualifications include the ability to provide strategic direction; analytic and organizational skills, an ability to communicate effectively and relate well to alumnae/i with diverse perspectives, and the ability to manage both people and administrative operations and to work collaboratively in a team environment. The Executive Director must have a bachelor's degree or higher, and be willing to travel and to work on some evenings and weekends.

A review of applications will begin September 25 and continue until the position is filled. The College offers a comprehensive benefits program and a competitive starting salary. A resume, cover letter and contact information for no less than three professional references should be sent to **Chair, Executive Director Search Committee, Bryn Mawr College, Pagoda, 101 North Merion Avenue, Bryn Mawr, PA 19010.**

Bryn Mawr College is an Affirmative Action, Equal Opportunity Employer

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1998-99 History Search Announcement

Field and rank open. Three (3) to five (5) full-time (9-month) positions; tenured or tenure-track; begin September 1999. Salaries competitive; rank is based on qualifications/experience, and is consistent with collegiate and university policy. Special interest in junior scholars with demonstrated excellence in research and teaching and in mid-career colleagues with established reputations as innovative and exciting scholars and teachers who will complement the Department's existing strengths or help to build new ones. Candidates should be grounded in a specific field and be inclined toward comparative, thematic, and methodological dialogue. A Ph.D. in history must be in hand before start of appointment. Responsibilities include actively pursuing a research agenda, graduate and undergraduate teaching, and service. Send letter of application, curriculum vitae, and list of at least 3 references to: Professor Kinley Brauer, Chair, Department of History, 614 Social Sciences Building, University of Minnesota, Minneapolis, MN 55455. After initial screening, which begins October 9, 1998, additional materials will be requested. Search is open until filled.

The University of Minnesota is an equal opportunity educator and employer.

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Dean, Division of Humanities, Arts, and Cultural Studies

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Dean of the Division of Humanities, Arts, and Cultural Studies. The Division is one of three within the College of Letters and Science and has 150 full time faculty, 1,700 undergraduate students in 28 majors, and a graduate student enrollment of approximately 230. The Division is composed of 24 departments and programs as follows: English, fine arts (Art Studio, Art History, Theatre and Dance, Music), ethnic and cultural studies (Native American Studies, African American and African Studies, Chicana/Chicano Studies, East Asian Languages and Cultures, American Studies, Women's Studies), languages and literatures (German and Russian, Spanish and Classics, East Asian Studies, French and Italian, Comparative Literature), and programs in Humanities, Critical Theory, Religious Studies, Medieval Studies, Nature and Culture. The Division also houses the Humanities Institute.

The Dean is the chief academic and administrative officer of the Division, with responsibility for the academic leadership of the Division and the management of its resources including faculty and staff, physical facilities, and budget. The Dean participates in campus-wide policy development through membership on the Council of Deans and Vice Chancellors. Together with the Deans of the two other divisions within the College of Letters and Science-the Division of Mathematical and Physical Sciences and the Division of Social Sciences-the Dean shares responsibility for the development activities of the College as well as student advising and operation of the College's central administrative functions.

We seek candidates with a deep commitment to academic excellence who can lead the Division and the College in its continuing development. Qualifications include a distinguished record of teaching, research, and service appropriate for appointment as Professor in the Division; demonstrated ability for creative leadership and management; and the energy and vigor to translate ideas into action. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be July 1, 1999, or as negotiated.

Review of candidates will begin November 9, 1998. The position will remain open until filled. Nominations and applications should be addressed to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8558

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- ▲ Marketing

Education

- ▲ Educ. Psych., Admin., & Counseling: • Counseling; • Library Media & Instr. Technology; • Special Education; • Technology-based Learning
- ▲ Teacher Education: • Chair; • Asian/Pacific Bilingual Educ.; • Early Childhood Educ./ Language Arts; • Educ. Language Dev. (joint with Linguistics); • Reading Methods/ Alternative Certification Program

Health & Human Services

- ▲ Communicative Disorders: • Chair/Speech Pathology
- ▲ Criminal Justice: • Criminology, Criminal Justice, or related field
- ▲ Family & Consumer Sciences: • Apparel Design & Merchandising
- ▲ Health Science: • Health Education, Health Promotion, or Community Health
- ▲ Kinesiology & Physical Education: • Fitness
- ▲ Nursing: • Adult/Geriatric
- ▲ Physical Therapy: • Musculoskeletal/Orthopedic
- ▲ Public Policy & Admin.: • General Public Admin. (Financial Mgmt.)
- ▲ Recreation & Leisure Studies: • Therapeutic Recreation
- ▲ Social Work: • General Social Work

Liberal Arts

- ▲ Asian & Asian-American Studies
- ▲ Communic. Studies: • Interpersonal Communication & Conflict Mediation & Negotiation
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- ▲ Geography: • GIS/Climatology
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- ▲ Human Develop.: • Sociocultural Development
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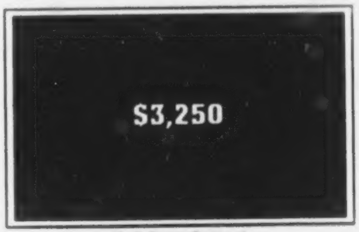

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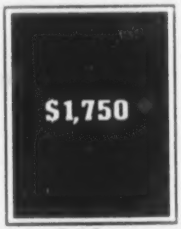

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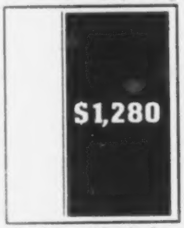

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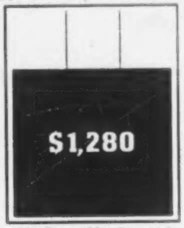

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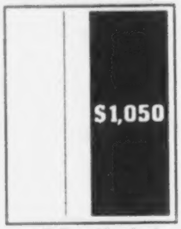

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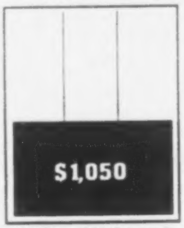

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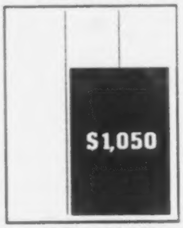

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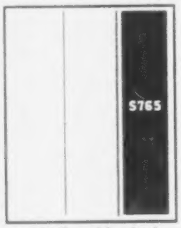

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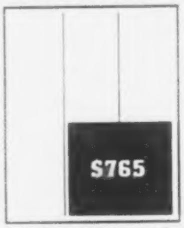

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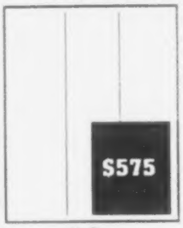

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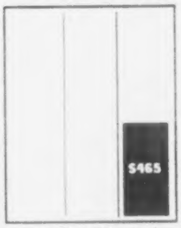

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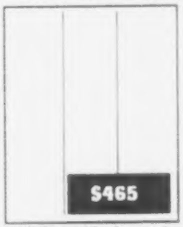

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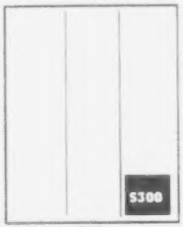

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October 23	Oct. 6	**The College Board**
November 6	Oct. 20	
November 20	Nov. 3	**Publisher's Picks on Best Colleges for Hispanics**
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Assoc of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Graduate School Issue**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
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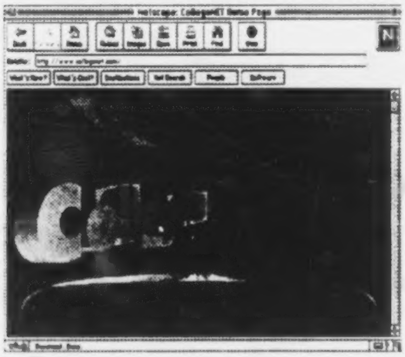

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ADVERTISING INDEX

POSITIONS

Amherst College	MA	49, 56
Albright College	PA	52
Bergen Community College	NJ	58
Bryn Mawr College	PA	59
California State University, Dominguez Hills	CA	58
California State University, Long Beach	CA	57, 61
California State University, Stanislaus	CA	56
Congressional Hispanic Caucus Institute	DC	46
Cornell University	NY	38
Davidson College	NC	57
Eastern Michigan University	MI	40
Educational Testing Service	DC	53
Emerson College	MA	57
Florida International University	FL	46
Grand Rapids Community College	MI	51
Grossmont-Cuyamaca Community College District	CA	64
Harper College	IL	52
Hunter College/CUNY	NY	55
Indiana University Northwest	IN	44
Lansing Community College	MI	64
Los Alamos National Laboratory	NM	44
Montgomery College	MD	58
New Jersey City University	NJ	45
Oakland University	MI	55
Oklahoma State University	OK	43
Pacific Lutheran University	WA	57
Pacific Oaks College	CA	41
Rancho Santiago Community College District	CA	51
Rochester institute of Technology	NY	64
San Jose/Evergreen Community College District	CA	48
San Mateo Community College District	CA	55
Sarah Lawrence College	NY	58
Skidmore College	NY	38, 41, 44
SUNY at Buffalo	NY	39, 54
SUNY at Oswego	NY	41
Texas A & M University	TX	52
The Ohio State University	OH	38
The Union Institute	FL	43
The University of Utah	UT	43, 51
The University of Vermont	VT	54
Tufts University	MA	40
University of California, Davis	CA	60
University of California, Los Angeles	CA	54
University of Connecticut	CT	48
University of Delaware	DE	53
University of Denver	CO	52
University of Florida	FL	57
University of Illinois at Chicago	IL	50
University of Illinois at Urbana-Champaign	IL	52
University of Maryland, College Park	MD	51
University of Massachusetts Boston	MA	52, 56
University of Minnesota	MN	39
University of Minnesota Duluth	MN	39
University of Nebraska-Lincoln	NE	50
University of South Florida	FL	53
University of Rhode Island	RI	52
University of Wisconsin-Madison	WI	50
Washtenaw Community College	MI	39, 43
Wellesley College	MA	39, 46

RECRUITMENT

Central Michigan University	MI	45
Center For International Studies	NJ	61
The PhD Project		47
University of Maryland, Baltimore	MD	40
Walden University	MN	46

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

ACE Fellows Program	DC	52
Five Colleges Fellowship Program For Minorities	MA	48
Howard Hughes Medical Center	DC	37
National Research Council	DC	45
University of Pittsburgh	PA	64

CONFERENCES

AAHE	60
HACU	63
Law School Forums	42
National Association of Hispanic and Latino Studies	53

OTHER SERVICES

CollegeNet	63
Ethnic NewsWatch	60

G C

GROSSMONT-CUYAMACA

COMMUNITY COLLEGE DISTRICT

GCCCD, located in the city of El Cajon, and the county of San Diego, is accepting applications for:

GROSSMONT COLLEGE PRESIDENT

The Grossmont College President, under the direction of the Chancellor, leads, directs and supervises the College, and administers programs and operations in compliance with various rules, regulations, policies and legal requirements. Grossmont College is seeking a visionary educational leader who has been successful in: a leadership position in an institution of higher education (community college experience preferred); dealing with fiscal responsibilities; planning and research activities; a shared governance setting; working with student groups; promoting diversity; working with the community and community groups.

The Search Committee will review application materials beginning November 8, 1998. For more information and/or a brochure describing the College, the position requirements, and the application process, please contact:

Dr. John D. Randall
Grossmont College President (Interim)
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7100 or fax (619) 644-7960
e-mail: jack_randall@gcccd.cc.ca.us
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POSTDOCTORAL FELLOWSHIPS IN THE RADIATION SCIENCES

Department of Environmental and Occupational Health, Graduate School of Public Health, University of Pittsburgh

The University of Pittsburgh has been designated as a unique academic "Center of Excellence" to provide Postdoctoral Fellowships for research and study in the Radiation Sciences. The goal of this training Program, supported by the U.S. Department of Energy, is to replenish the national pool of doctoral-level, multidisciplinary radiation scientists in governmental, academic and industrial research positions focused on the health effects from ionizing radiation exposure.

The Program offers a two year sequence including course work, laboratory rotations, colloquia and seminars, a radiation epidemiology workshop and one year of field experience at domestic or foreign sites of interest to the Department of Energy. Areas of concentration include: radiation epidemiology and biostatistics, health physics and radiobiology, biological dosimetry, biomarker development and application, and occupational medicine.

Applicants should have a recent doctoral degree (Ph.D., M.D., D.Sc., Dr.P.H.) in the natural or health-related sciences. M.D.s may integrate Program training with a departmental Occupational Medicine Residency. A University-supported third year may be arranged if necessary. A stipend of $33,500 for the first year, $36,000 for the second year, research expenses, health insurance and annual travel allowances to and from the research sites are provided. Fellows must be U.S. citizens or permanent residents.

For additional information or application materials, contact: **Niel Wald, M.D., Program Director, A744 Crabtree Hall, Graduate School of Public Health, 130 Desoto Street, Pittsburgh, PA 15261; or telephone (412) 624-3155, fax (412) 624-3040. Or e-mail wald@vms.cis.pitt.edu.**

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LIBRARY SOFTWARE SPECIALIST

Manage library vendor-supplied software systems (Innovative, OCLC Passport, RLG Ariel, and others); explore emerging library and Internet technologies; offer technology training campus-wide; staffs Reference Desk 2 hrs/wk. Requires master's degree in information technology, library science, or equivalent; database experience; experience with vendor-supplied multi-function software systems and liaison with vendors; in-depth Internet knowledge; UNIX familiarity; MS Windows/NT experience desirable. Excellent benefits. RIT is an EOE/AA Employer. Send resume with 3 references to ***Sue Gioia, Wallace Library, Rochester Institute of Technology, 90 Lomb Memorial Dr., Rochester, NY 14623-5604.*** Preference given to applications received by 9/21/98. For more info see:

http://wally2.rit.edu/depts/ref/research/libsoft.html

FACULTY MEMBER-THEATER ARTS (#485)

Lansing Community College has a Spring, 1999 opening for a Faculty Member in Theater Arts. Master's degree in Theater or Theater Arts required. MFA preferred. One or more of the following skill areas helpful: improvisation, creating theater, voice, movement, or myth and performance. Background in collaborating with Theater, Dance, and Music faculty in performances. Theater teaching and directing experience preferred. Must demonstrate a commitment to community college philosophy and diversity, including learning centered concepts, innovative approaches to educational delivery, and student success orientation. A willingness to teach a diverse student population and demonstrated experience using lectures and laboratories. Must demonstrate ability to work cooperatively in a team environment. To ensure full consideration, forward material by October 1st. To apply, send letter of application, resume and completed application form **(call 517/483-9753 to obtain form)** to: **8260-Human Resources Department, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.** ***EEO/Affirmative Action Employer.***

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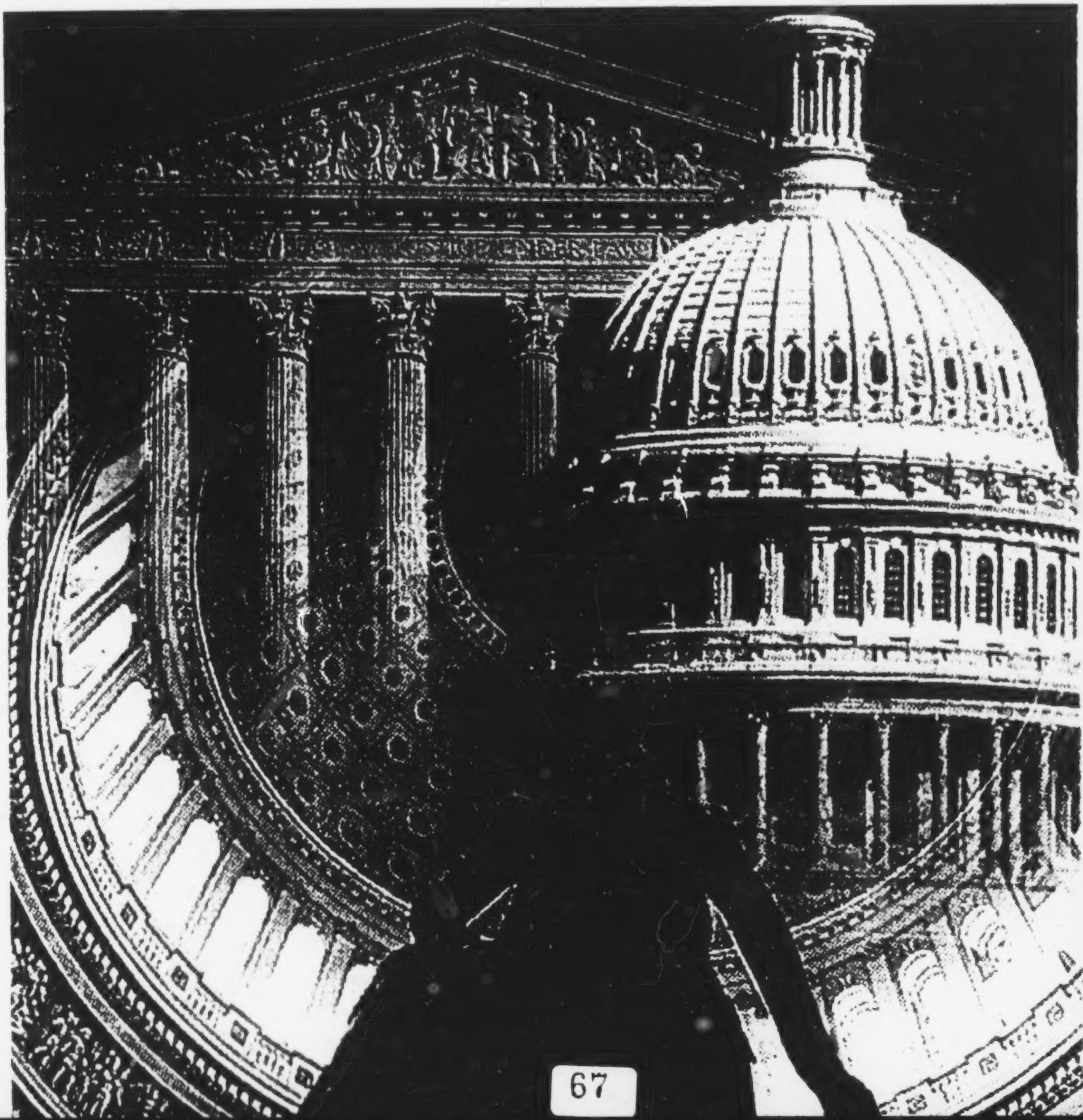
LATINO DOCTORS OF LAW



University of the Pacific

Dean of Enrollment Services

The University of the Pacific, the first chartered institution of higher education in California (1851), invites applications and nominations for a dynamic and innovative leader to assume the position of Dean of Enrollment Services, heading undergraduate Admissions, Financial Aid, and Registrar/Records. The Dean of Enrollment Services reports directly to the Provost and is a member of the Council of Deans. Pacific is a growing independent, comprehensive university of 5,800 students in 11 schools and colleges. The main campus is in Stockton, the University of the Pacific School of Dentistry is located in San Francisco, and the McGeorge School of Law is in Sacramento. ***For further information please visit our web site at www.uop.edu***.

The Office of Enrollment Services was established in 1997 to bring together the key units at the Stockton campus that affect new student enrollment and retention. The Enrollment Services model under implementation combines the key services of admissions and financial aid in to a new innovative structure designed to provide single point of contact services. This model will provide quality services in a student-centered environment and bring a bold, innovative approach to recruitment and retention.

RESPONSIBILITIES

The Dean of Enrollment Services must provide strong leadership to a wide variety of constituents on campus that will interface to provide outstanding services to students. This individual is responsible for the management, operation, marketing, and budget of the Office of Enrollment Services. She/he will coordinate the services and delivery of these and will work closely with the academic deans, faculty, division heads, as well as staff of enrollment services.

- Develop and implement a comprehensive recruitment plan; coordinate a retention plan and supportive programs with the Office of Retention Services and the division of Student Life
- Provide vision, leadership, and optimal use of information technology for Enrollment Services
- Team with the Director of Marketing and University Relations to lead in marketing research and planning
- Lead and supervise a team of admissions, financial aid, and registrar personnel, coordinated with student accounts and other student services
- Develop and recommend policies impacting recruitment, admission, matriculation and retention of students
- Participate in university-wide marketing, strategic and long term planning

QUALIFICATIONS

- Creative, strategic thinker
- Proven Leadership Skills
- Strategic understanding of admissions, financial aid, pricing and leveraging, and registrar practices and policies
- Demonstrated experience in bringing together admission, financial aid, registrar, and student services to improve new student enrollment and retention
- Demonstrated experience in marketing
- Demonstrated experience and commitment too working with diverse populations
- Minimum of ten years of progressive responsibility in admissions or enrollment services division including personnel and fiscal management
- Understanding of and commitment to the use of technology
- Master's degree required

ENVIRONMENT

University of the Pacific is a dynamic, independent, comprehensive university under new leadership offering degrees at the undergraduate, first professional, and graduate levels. The University's main campus is located in Stockton, a culturally and ethnically diverse city of more than 250,000 people, part of the beautiful central valley of California bordered by a thousand miles of waterways. McGeorge School of Law is located in the state capital, Sacramento, and the School of Dentistry is in San Francisco. It is within a two-to-three hour drive from the Napa Valley, the Lake Tahoe-Sierra region and Yosemite National Park. The main campus is within an hour and a half of the San Francisco Bay Area.

APPOINTMENT DATE/SALARY

The University seeks to fill this position as soon as the best qualified candidate is identified. Salary is commensurate with qualifications and experience.

APPLICATION

Send letter of application, current curriculum vitae, and names and addresses of three references to: **Dean of Enrollment Services Search Committee, Provost Philip Gilbertson, Office of the Provost, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211-0197.** Review of applications will begin immediately and the position will begin in early Spring 1999.

Affirmative Action/Equal Opportunity Employer

CSU Cleveland State University

DEAN

JAMES J. NANCE COLLEGE OF BUSINESS ADMINISTRATION

Cleveland State University announces a national search for Dean of the James J. Nance College of Business Administration and invites applications and nominations of individuals who have the interest, ability and qualifications to lead the College into the 21st Century. Candidates must possess vision, a record of direct linkage to the business world, and determination to provide academic and administrative leadership of the College that will enhance its ongoing programs and resources, new program initiatives, and relationships with the community, industry and other units of the University. The Dean reports to the Provost and Senior Vice President for Academic and Student Affairs.

The successful candidate will have an advanced degree, a proven record of accomplishment relative to the business world and academia, and will qualify for the rank of professor in one of the College's academic departments. He or she must also possess demonstrable administrative and entrepreneurial skills in a variety of settings, including: ● leadership in multi-cultural academic institutions with an appreciation of the mission of public urban universities; ● experience in fund-raising and development; ● knowledge relating to obtaining and/or maintaining AACSB accreditation; ● achievements in internationalizing business programs and positioning graduates to be competitive in the global economy; ● ability to team build and expand relationships with alumni, corporations and government.

Cleveland State University is the preeminent public urban University serving Cleveland and the Northeast Ohio region, with an enrollment of approximately 16,500 students in six academic colleges and a Graduate College. The College of Business Administration is fully accredited by AACSB and positioned to become a nationally recognized business school presently offering doctoral, master's and bachelor's degrees in business disciplines. The College has approximately 90 faculty members and 3,500 students. The new state-of-the-art business school building was dedicated in spring 1998.

The Cleveland metropolitan area approximates two million people and is one of the top business centers in the United States. It includes 21 Fortune 500 corporations, a growing "high tech" manufacturing sector, large regional banks, accounting and law firms, and nationally recognized health care organizations. The Greater Cleveland area has been enjoying the early stages of a renaissance and offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

Applicants who see themselves on the forefront of educating future business leaders in preparation for the next decade should send a letter of application, resume, and a list of five references by October 15, 1998 to:

Business Dean Search Advisory Committee
Office of the Provost and Senior Vice President
Cleveland State University
Cleveland, OH 44115

The committee will review nominations and applications as they arrive. The position will remain open until filled. The salary and starting date for this position are negotiable, with January 2, 1999 as the preferred date. ***Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.***

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CONTENTS

FEATURES

LSAC Study Confirms Success of Hispanic Law Graduates 5

A landmark study lays waste to many myths regarding minorities and special admission to law school.

A Law School Admission Primer 8

The ABCs of selecting and being selected by a U.S. law school, for students and those who counsel them, compliments of Case Western.

Seeking a Supreme Court Seat 12

The Hispanic National Bar Association leads the campaign to change the face of the U.S. Supreme Court, and proposes six candidates.

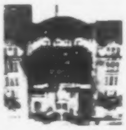
Making a Profound Contribution 15

HO interviews Claudio Grossman, Dean of American University's Washington College and international human rights activist.

A Guide to Hispanic Outlook, Volume VIII 25

An indexed listing of articles that appeared in HO, Volume VIII, from September 5, 1997 to August 25, 1998.

HONOR ROLL
CUNY's John Jay College of Criminal Justice 18



This unique institution works at graduating professionals who are professionally and technically competent, morally committed, and ethically attuned.

HNBA Conference/Job Fair for Law Students 30

The Hispanic National Bar Associations 23rd Annual Conference offers education seminars and social functions that attract thousands.

Spirit of Excellence Award 34

Adelfa B. Callejo, a partner in the Dallas law firm of Callejo and Callejo, is one of this year's award recipients.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Schools in Colorado, New York, and Texas are singled out, and all programs are narrowing the minority performance gap.

SUCCESS STORIES 21

Two Hispanic students at Thomas Jefferson School of Law are achieving regional and national prominence.

People, Places, Publications, Conferences 35

A CAPITOL VIEW

Washington Honors Teacher Development Programs

BY GUSTAVO A. MELLANDER

A number of schools with a high percentage of Hispanic students have been honored for establishing outstanding teacher development programs in consort with neighboring higher education institutions.

Parameters

The National Awards Program for Model Professional Development, now in its second year, invites schools to demonstrate that its professional development programs result in improved teacher effectiveness and student learning. They also have to be consistent with a set of principles for professional development that are based on the best available research and exemplary practice.

Secretary of Education Richard W. Riley in prepared remarks noted, "Unless we invest in teachers and their learning, and ensure that teachers are equipped to teach to higher standards and to meet the challenges of today's classrooms, we will never reach our education goals.

"Honoring these schools fits with this Administration's continuing effort to ensure a talented, dedicated and well-prepared teacher in every classroom. We must make sure that teachers have the training and support to teach to high standards. That is what these exemplary programs are doing with great success."

High quality programs include rigorous subject matter content, effective teaching strategies, and school/college-based support that ensure the career-long development of teachers.

The academic review process included a first round of evaluation by a non-federal panel of experts, comprehensive site visits to the most promising applicants, and final study by a seven-member blue ribbon panel. Their recommendations were presented to Riley, who selected the final honorees.

Each of the recognized programs received a privately funded monetary award to support professional development activities and to help share strategies and lessons learned with others.

The William R. Kenan Fund, United Parcel Service Foundation, the William T. Grant Foundation, Toyota USA., Inc., and Glaxo Wellcome, Inc. funded the monetary awards.

Four exemplary projects that serve Hispanics:

1. Montview Elementary School, Aurora, Colorado

Montview's professional development efforts serve the learning needs of a diverse and highly transient student population that includes a great many low-income Hispanic families.

Between 1995 and 1997, student scores increased in reading, language, and math. The Riverside Integrated Language Arts Performance Assessment also showed increases for all students and a virtual elimination of performance gaps between Caucasian students and both Hispanic and African American students.

Montview engages in site-based decision-making whereby teachers are integral to all planning and decisions. Teachers participate in summer learning institutes and four school-based in-service days each year. They also have regular opportunities for observation, coaching, reflection, and dialogue.

Teachers report growth in their abilities to assess student progress in reading and writing, to diagnose, to plan, and to support students' learning needs more effectively.

2. Lewisville Independent School District, Lewisville, Texas

Lewisville designed and implemented a professional development program that is based on student needs, grounded in research, and focused on success for all students. Its investment in staff development has resulted in positive results.

Between 1995 and 1997, scores on the reading, mathematics, and writing tests improved at all grade levels, and the achievement gaps between Hispanic, African American, and Caucasian students narrowed.

Its schools develop goals through a comprehensive planning process. A team structure allows teachers to help set goals, and professional development focuses on reaching those goals. Leadership capacity among its teachers is developed by encouraging teacher leaders to assume leadership roles with their peers instead of bringing in outside experts.

3. International High School at LaGuardia Community College, Long Island City, New York

International High School (IHS) at LaGuardia Community College has a high concentration of students from low-income families as well as recent immigrants who speak 37 different languages. The school has succeeded in narrowing the achievement gap between students with limited-English proficiency and those who are native-born.

The faculty and student body are organized into six interdisciplinary instructional teams. Each team's schedule includes three hours of weekly meeting time, and teachers on the same team observe and coach each other; share best practices; develop, evaluate, and revise curricula; and jointly devise interventions for students who need extra support.

The school's professional development efforts have succeeded. Student achievement far exceeds that of other limited-English-proficient students in New York City and compares favorably with more advantaged public schools in the city.

Graduation and attendance rates have increased, and the college acceptance rate exceeds 90 percent each year. In addition, IHS students learn to master English more quickly than do similar students in the city.

4. H.D. Hilley Elementary School, El Paso, Texas

H.D. Hilley has a population in which 96 percent of the students qualify for free or reduced-price lunch and many students are limited-English-proficient. Yet recent scores on the Texas Assessment of Academic Skills have increased substantially. Between 1995 and 1997, the proportion of third graders mastering all objectives on the test increased from 30 to 48 percent.

These improvements have been achieved in large part because of its school improvement team–comprised of teachers, parents, community members, and administrators. It is empowered to determine school improvement goals and how to target its professional development resources.

Multi-grade-level teams involving all the teachers in the school develop strategies to support the goals, and all professional development efforts are linked to these goals.

Collaboration with the El Paso Collaborative for Academic Excellence, the College of Education at the University of Texas at El Paso, and the National Science Foundation-funded Urban Systemic Initiative supports the school's professional development activities and commitment to academic excellence.

Dr. Mellander is a professor and emeritus dean at George Mason University.

LSAC Study Confirms Success of Minority Law Graduates

Landmark Research Refutes Myths

ARTICLE COURTESY OF THE LAW SCHOOL ADMISSIONS COUNCIL

Within nine months of completing law school, an overwhelming majority of minority law graduates—81 percent—successfully passed the bar exam, enabling them to practice law.

The landmark study, sponsored by the Law School Admission Council, the association that administers LSAT, the Law School Admission Test, tracked more than 27,000 students entering American law schools in 1991, making this study the most comprehensive and in-depth research ever conducted of bar exam passage rates in the United States.

Philip D Shelton, president and executive director of LSAC

"This study strongly refutes the myth that affirmative action policies tend to set students up for failure on the bar exam," said Ramsey.

The study was designed in part to answer questions about minority access to the practice of law. The high level of minority student success revealed in this study lends credence to policies aimed at opening doors to minority students.

"Seven years ago, when we started this study, some people were questioning whether minorities who were encouraged to enter law school were being sent on a fool's errand," said Henry Ramsey, Jr., a retired California state judge and member of the LSAC committee that provided oversight for the study.

"There were all kinds of assertions, incidental anecdotes, and wild guesses about the percentage of minority students who ultimately passed the bar—some as low as 20 or 25 percent. This is the first and only national bar passage study.

"This study strongly refutes the myth that affirmative action policies tend to set students up for failure on the bar exam," said Ramsey. "Today we have the most credible evidence yet available, and in fact it shows the reverse, that the great majority of these students succeed."

Ramsey, former dean of the Howard law school, wrote the Historical Introduction to the published study. "I was the only Black person in a class of almost 300 stu-

Number and percentage of study participants by ethnic group
and eventual bar examination outcome

Eventual Bar Examination Outcome

	Pass	Fail	Total
American Indian			
Number	88	19	107
Percent*	82.24	17.76	0.46
Asian American			
Number	883	78	961
Percent	91.88	8.12	4.16
Black			
Number	1062	306	1388
Percent	77.63	22.37	5.93
Mexican American			
Number	352	46	398
Percent	88.44	11.56	1.72
Puerto Rican			
Number	102	26	128
Percent	79.69	20.31	0.55
Hispanic			
Number	463	57	520
Percent	89.04	10.96	2.25
White			
Number	18,644	641	19,285
Percent	96.68	3.32	83.54
Other			
Number	292	27	319
Percent	91.54	8.46	1.38
Total			
Number	21,886	1,200	23,086
Percent	94.8	5.2	100

*Percent shows the percentage between each ethnic group who passed and failed.

dents when I entered the University of California's Boalt Hall in 1960," said Ramsey. "Indeed, only four Black students were in the entire student body. The situation at Boalt was much the same for Asians and Hispanics."

"In 1969," he continued, "lawyers of color probably made up less than one percent of the profession, and most of those lawyers were graduates of the historically Black law schools—Howard, North Carolina Central, Southern, and Texas Southern.

"Most, if not all, of these special admission programs were established in the two or three academic years immediately after Dr. Martin Luther King Jr.'s assassination on April 4, 1968." The research findings underscore the success of those affirmative action programs.

More than 160 law schools and 36 bar exam jurisdictions from across the country participated in the LSAC Bar Passage study, during which researchers collected and analyzed vast amounts of longitudinal data, including socioeconomic factors, test scores, and other background information on the careers of students entering law school in 1991.

The research was conducted by LSAC; the principal investigator was Linda F. Wightman, professor of educational research methodology at the University of North Carolina at Greensboro, who is the former LSAC Vice President for Testing, Operations, and Research.

"A primary reason for conducting the research was the desire to replace anecdotal or unsupported claims about minority performance," said Leo Romero, chair of the LSAC Board of Trustees. "Another reason was to point out areas that need a closer look. For instance, the bar passage rate of non-Whites, while high, remains lower than that for Whites. Also, the link between socioeconomic status and bar passage rates is not as clear as many might assume it would be. These are intriguing areas that are cause for more research and analysis."

The study also found that many African Americans who took the bar exam once and didn't pass never returned to take a second exam. Evidence suggests that passage rates jump significantly among second-time test-takers in all ethnic groups.

"If these African American graduates had been as persistent as other test-takers, their overall bar passage rate should have increased dramatically," noted David Hill, a University of Colorado law professor who chairs the LSAC study committee. "Why some students don't come back to take the test again, while others do, is an area for future inquiry."

The eventual passage rates for all ethnic groups were: Hispanic 89

February Is Minority Law Recruitment Month

Contact LSAC for information on its grants program designed to increase the recruitment of minority law students, now in its second year. Ninety-six U.S. and Canadian law schools received grants of $1,000 to hold one or more events last February that targeted potential minority law students.

LSAC reports that according to the U.S. Census bureau, only seven percent of the lawyers in the U.S. are from minority groups, two percent Latino, three percent African American, and less than one percent are Asian American or Native American.

percent (463 of 520), Mexican American 88.4 percent (352 of 398), Puerto Rican 79.7 percent (102 of 128), African American 77.6 percent (1,062 of 1368), Asian American 91.9 percent (883 of 961), American Indian 82.2 percent (88 of 107), White 96.7 percent (18,664 of 19,285), and other 91.5 percent (292 of 319).

Romero expressed hope that the LSAC study would prove beneficial for more than just the legal community. "Our country is engaged in a vital debate over fundamental issues of opportunity, fairness, and social justice in offering access to education and the professions. Hopefully, we contribute more light and less heat by providing hard scientific data such as this."

A summary of the findings can be viewed at <http://www.lsac.org/barpassage.html>. For the full published report, released in late June, contact the Law School Admission Council at P.O. Box 40, Newton, PA 18940.

Number and percentage of study participants who attended selected pre-enrollment academic participation programs, by bar examination outcome and ethnic group

OUTCOME BY PREPARATION PROGRAM

Pre-Enrollment Program	Ethnic Group	First-time Pass	Eventual Pass	Never Passed	Total
CLEO					
	Asian American				
	Number	6	1	0	7
	Percent*	0.77	0.93	0	0.73
	Black				
	Number	25	6	15	46
	Percent	2.98	2.7	4.9	3.36
	Hispanic				
	Number	7	2	2	11
	Percent	1.8	2.7	3.51	2.12
	White				
	Number	7	4	0	11
	Percent	0.04	0.44	0	0.06
Program Offered by their law school	**Asian American**				
	Number	38	7	7	52
	Percent	4.9	6.54	8.97	5.41
	Black				
	Number	136	37	69	242
	Percent	16.19	16.67	22.55	17.69
	Hispanic				
	Number	27	11	8	46
	Percent	6.94	14.86	14.04	8.85
	White				
	Number	249	25	18	292
	Percent	1.4	2.73	2.81	1.51
Program offered by another law school	**Asian American**				
	Number	6	1	1	8
	Percent	0.77	0.93	1.38	0.83
	Black				
	Number	6	6	9	21
	Percent	0.71	2.7	2.94	1.54
	Hispanic				
	Number	3	1	0	4
	Percent	0.77	1.35	0	0.77
	White				
	Number	80	11	8	99
	Percent	0.45	1.2	1.25	0.51

*Percent shows percentage of total number of participants within each bar passage status category, separately for each ethnic group, who attended selected academic preparation programs.

Diversity—The Legally Defensible Argument

Following are excerpts from a perspective by Leo M. Romero, LSAC Chair, Law Services Report, January/February 1998.

•This year marks 20 years since the United States Supreme Court decided the *Bakke* case, the seminal decision addressing race-based affirmative action programs, in higher education. This case set forth the legal parameters of affirmative action in legal education: (1) the use of race as a criterion for offering admission or awarding financial aid must serve a compelling institutional interest, and (2) an affirmative action program must be narrowly tailored to further that compelling interest.

•The only rationales for affirmative action that have been accepted by the courts as "compelling interests" have been those that attempted to remedy the present effects of past discrimination and those that addressed achieving the educational benefits that flow from a diverse student body. Because it is difficult for most law schools to satisfy the remedial justification, the diversity justification is the foundation on which most race-based affirmative action programs rest.

•The 1996 LSAC publication, ***Preserving Affirmative Action Programs in the Late '90s***, quoted language from Justice Powell's opinion in *Bakke* about the value of diversity in an institution of higher education and referred to Harvard President Neil Rudenstine's statement about how student diversity enhances the learning process by exposing students to the experience of having their own views and perceptions challenged and reshaped by people from differing backgrounds.

•The presence of women in law schools since the early 1970s, for example, has changed the dynamics of discussions about rape, family law, and equal protection. Whether the examples of diversity include minorities, women, older students, parents, former athletes, or musicians, the more diverse the class, the richer the discussions and the better the educational experience.

•In thinking about the value of diversity in your law school, consider that the variety and richness of the intellectual discourse gives diversity its real power, and that our schools would be the poorer without the insights and perspectives that come from students from different races, cultures, and backgrounds.

•[D]iversity so conceptualized will be far more defensible if your affirmative action admission policy is challenged.

A Law School Admission Primer

CASE WESTERN RESERVE UNIVERSITY

For Students and Faculty

BY BARBARA F. ANDELMAN

Law school can be a tremendous experience and an outstanding investment in your future. The process of evaluating law schools and going through the admission process does not need to be overwhelming. Here are a few tips.

ADMISSION PROCESS BASICS

1. The Requirements

There are two requirements for applying to law school: a.) a four-year bachelor's degree from an accredited college or university and b.) an LSAT score. Of course, the standards for admission vary among the nation's 195 ABA-accredited law schools. To get an idea of how competitive one is as a candidate, it is a good idea to find out about the median undergraduate GPA and LSAT scores at a particular school; this will give the applicant information about the profile of the most recent entering class.

Victor Perez, president Case Western Reserve University School of Law Student Bar Association

2. Preparing for the LSAT

Studies have shown that those who prepare for the Law School Admission Test are likelier to outperform those who do not. But there is no definitive answer about which test prep method is the most valuable. A 1998 study by the Law School Admission Council found that, among those responding to its survey, users of the materials available from the council, commercial schools, and non-council books tended to have higher scores than did non-users of these methods, than did users of undergraduate institution courses or other methods of preparation, and than did those who did not prepare at all.

Be aware that most law schools average multiple LSAT scores, so do not plan on taking the test "cold" just to see what it is like. For just $8.00, you can purchase an actual test that was previously administered. Pay a friend to time you, and you can recreate testing conditions!

3. Timing Is Everything!

Most law schools have "rolling admissions," which means that they continuously make admission decisions over the course of several months. Early applicants often have

Most law schools have "rolling admissions," which means that they continuously make admission decisions over the course of several months. Early applicants often have a greater chance of admission or a scholarship.

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a greater chance of admission or a scholarship. Deadlines for applications vary, but students should aim to take the LSAT no later than the September in the year prior to their intended entrance into school. Some schools will accept the December and possibly the February tests, but the scores for these tests will not be available to law schools until four weeks after the test administration, at best. Even if a student submits an application long before the deadline, then takes the LSAT later, the application is not complete until that LSAT score is available to law schools.

4. The LSDAS

Instead of accepting transcripts and letters of recommendation from students directly, most law schools require that applicants subscribe to the Law School Data Assembly Service (LSDAS). LSDAS gathers the student's transcripts, analyses them, then issues an LSDAS report to the law schools to which the test-taker has applied.

WHAT IS THE COMMITTEE LOOKING FOR?

The bottom line is this: Law schools are looking for the candidates who have the intellectual abilities to succeed in their program. Every school has many more applicants than spots in an entering class and must select from a highly credentialed group those who show the greatest promise of success. This does not mean that the selection process is a "numbers" game; to the contrary, the committee looks to many factors in its effort to evaluate applicants.

Barbara Angelman, assistant dean for admissions and financial aid, and Victor Pérez

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Personal Statements

A very important part of the application is the "personal statement," as it serves two functions: it offers the applicant the opportunity to bring to the committee's attention information that he or she feels is important to the admissions decision, and it provides the committee the opportunity to assess the applicant's writing ability. Applicants should take care in the preparation of their personal statement; a sloppy personal statement reflects poorly on an applicant who seeks to join a profession in which attention to detail is so necessary for success.

Professor Robert N. Strassfeld, a member of the faculty at the Case Western Reserve University School of Law and frequent member of our admission committee, offered the following insights: "In writing your application, you should ask yourself: 'How can I use my personal statement effectively as an advocate for myself?' Your personal statement gives you an opportunity to distinguish yourself from other applicants with similar academic records. You should seize that opportunity. The personal statement enables you to tell a law school admissions committee about your special talents and unique experiences and perspectives. Tell us about your three years spent as a volunteer at a New Mexico rural legal services office, or your background in canon law, or 15th-century Icelandic sagas, or whatever. Let us know if you are a scuba diver who is particularly interested in admiralty and the salvage of Spanish wrecks off the Florida coast. Give us a reason to think that we would enjoy teaching you rather than the scores of other applicants with comparable grades and LSATs, or to think that we could expect to be prouder to claim you as our graduate. Make the effort to write coherent grammatical prose. Take the time to proofread. And avoid displays of bad judgment. Do not describe yourself in the third person or as a member of the plant or animal kingdom in your statement. While we might appreciate clever essays, you assume considerable risk if you write such a statement.

It is surprising how many recommenders (including university faculty!) exercise poor judgment when writing recommendations. Letters that contain poor grammar or spelling, for example, by someone who has taught the applicant English, put the quality of the program in doubt.

Academic Performance

There is no doubt about it: law schools seek students who have developed strong study habits and have a record of strong academic performance. They will be evaluating the rigor of your undergraduate coursework as well as grade trends—trends upward being more favorably looked upon than those heading south! Graduate work is certainly an asset, but is more difficult to evaluate. The reality is that everyone gets As and Bs in graduate school; those evaluating graduate school transcripts are going to place emphasis on the quality and competitiveness of the graduate program.

Letters of Recommendation

Most schools either require or recommend that applicants submit letters of recommendation. Chances are good that applicants are going to ask only those people whom they believe have something positive to say about them to write a recommendation, so merely having a positive recommendation is not going to give an applicant the extra edge. I urge applicants to get recommendations from a faculty member or employer (if allowed by the law school) who knows the candidate well and can speak to his or her intellectual abilities and academic achievements. Do not bother getting recommendations from someone famous who has not even met you, or from every elected official in the tri-state area. Letters from people who say that the person comes from a nice family or was an excellent caddie or always showed up on time for work are just not helpful. Ditto for recommendations from high school teachers or counselors, unless they illuminate some important aspect of the applicant's background.

Perspective always helps: insights as to the applicant's abilities relative to others whom the recommender has taught, employed, etc., or features of the student's record (i.e., honors college, selective major), are valuable.

It is surprising how many recommenders (including university faculty!) exercise poor judgment when writing recommendations. Letters that contain poor grammar or spelling, for example, by someone who has taught the applicant English, put the quality of the program in doubt. Eyebrows will rise also when the recommender does not get the name of the applicant right; it gives the impression that he/she is unfamiliar with the applicant. Finally, why do some faculty write about the "neat appearance" or other physical attributes of their (usually female) students? Not too relevant in the evaluation of a candidate's intellectual achievements.

Finally, letters of recommendation on behalf of candidates who have waived their right of access to the letters tend to be viewed as more candid and therefore of greater value to the committee.

Skeletons in the Closet: prior misconduct

All applicants must disclose a criminal conviction or disciplinary action; be honest and straightforward in responding. Similar information must be disclosed in the application for admission to each state's bar, so it is critical that applicants be forthcoming right from the start. Those who are not risk being taken before the Law School Admission Council's Misconduct and Irregularities in the Admission Process Subcommittee and/or being barred from admission to a state bar.

Do not be hesitant to provide a brief explanation of any mitigating circumstances that you believe will provide a context to information in your file. For example, if you were very ill one semester, or had a death in the family, or found yourself a fish out of water as a premed student, tell us about this. You cannot explain away four years of poor academic performance, but the admission committee might be willing to overlook a short blip in an otherwise strong history.

Insights as to the applicant's abilities relative to others whom the recommender has taught, employed, etc., or features of the student's record (i.e., honors college, selective major), are valuable.

WHAT SHOULD A PROSPECTIVE LAW STUDENT BE LOOKING FOR IN A LAW SCHOOL?

The Law School Experience: Atmosphere, Faculty Accessibility, the Facility, Special Programs, and Finances.

Atmosphere rates big in the minds of fearful law school aspirants. Thoughts of "Paper Chase" loom large! The reality is that although Kingsfield is a dying breed, law schools do differ. A visit to the schools that are being seriously considered would be a good idea so that you can get a feel for whether you could call a particular school "home" for three years. Find out how current students really feel about the school: Are staff helpful? Are students friendly? Do they seem happy? Are colleagues willing to share notes? Do students have an active extracurricular life? Do they make lasting friendships with other law students? Are the lounges a place where students like to "hang out," or does everyone hit the road as soon as class lets out?

Learning is not confined to the classroom: extracurricular activities provide an opportunity for students to attain leadership skills and pursue common interests with other law students. The president of our Student Bar Association, Victor Pérez, is a prime example of this. A native of Rio Piedras, Puerto Rico, and a graduate of the University of Dayton, Victor got involved in the life of our law school community through participation in student government and work in our Law Clinic. Perez was president of the Hispanic Law Students Association. He is a leader of our student body and a member of the Ohio Hispanic Bar Association.

What should students look for in their faculty? The quality of the faculty is most often evaluated in terms of their accomplishments: whether they graduated from outstanding law schools, were in practice or a judicial clerkship, and have been published in major legal periodicals. These factors are critically important in establishing the reputation of a law school. However, there can be more. Some students might want to look for a school where faculty are accessible to the students. Every law school's bulletin says that this is the case; current students can provide the most accurate testimonial. Faculty can be a source of guidance and support, as well as of career-planning tips and assistance in understanding how to write a better exam. Some law schools have more of a tradition of faculty accessibility than others; as you know, it takes a fine balancing act for faculty to be available to students while fulfilling their scholarship responsibilities. Students are often wowed by schools that promote the really "big name" legal scholars; if these faculty are not accessible to students, however, their enhancement of a law student's personal academic experience can be minimal (although clearly valuable to the school's reputation).

Students might not appreciate how important a law school facility is to the quality of life while in law school, as well as to the quality of the education. At the most basic level, the facility creates a mood and atmosphere, whether austere or comfortable. The building can affect whether students feel free to "lounge around" and get to know each other, to share ideas, whether about legal issues or the world series. The building can affect whether faculty feel comfortable and remain, in the short run, in the building long enough to be available to students or, in the long run, to become tenured faculty. More substantively, does this facility have the basics? Students with disabilities will want to look at accessibility of all of the facilities. The moot court room should boast state-of-the-art equipment to allow student presentations to be videotaped and reviewed. Student organizations should have room to "do their

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thing." There is a lot more to a law library these days than counting the number of hard volumes. Adequate computer facilities, with access to training, printers, and state-of-the-art software and databases are a must. Are there professional staff on duty during all hours of operation, or do students staff the desk? Is there always a reference librarian on duty? Is the library keeping up with computer technology in the field of legal research and student services? Comfortable study areas are a must.

There are many dual-degree programs out there to satisfy even the most esoteric of interests. A joint-degree program offers students the opportunity to pursue two graduate degrees simultaneously (one being the J.D.) so that less time is needed than if they were pursued successively. What a student needs to ask is: how long will it take, and is summer coursework required? Is there one application for the program, or do I need to apply separately to each school? How is tuition determined? Is there a required sequence of coursework?

Some law schools offer merit-based scholarships, some offer need-based grants, and others provide a mix of b[illegible]. All law students are considered independent for purposes of eligibility for government loans.

Research & Writing Programs

When that first legal research assignment hits a summer associate or new lawyer, you will have a new appreciation for the quality of the legal research, analysis, and writing program at your law school. This is the class in which students learn the fundamentals of lawyering: how to do legal research, analyze the findings, and prepare legal documents. And it is the one that can help your advisee distinguish you in that legal job. There are different approaches to teaching legal research and writing. I believe that the optimal set-up is to have full-time faculty, each a lawyer with significant practice experience, teaching in small groups.

Legal Clinics

Participation in a legal clinic can be the highlight of a student's law school education. In evaluating clinical offerings, a student should look for a program a.) that is overseen by a faculty member whose primary responsibility is the legal clinic; b.) that offers only real client experience, not simulated cases; and c.) in which each participant handles a number and variety of cases, from the initial client intake throughout resolution of the cases.

Career Planning & Placement

There are many factors to consider in evaluating a law school's career services office (CSO). A top-notch career services office should be providing students with the tools that they need to conduct a job search—not only the first job after law school but throughout their career. This includes resume-writing clinics, interview skills workshops, an alumni mentor program, participation in off-site recruitment programs, and sessions that focus on different areas of legal practice. The CSO will assist students in finding summer legal jobs, part-time jobs during the school year, and post-graduation positions.

What Do the Alumni Think?

The mark of a good law school program is an active alumni group. Alumni who feel that their education has served them well and who enjoyed their law school years will contribute to the law school. This includes endowment support, of course, but can also include offering time and assistance with admissions by speaking with prospective students, serving as mentors to current students, and helping with career planning and being available to counsel graduating students.

GATHERING INFORMATION ABOUT LAW SCHOOLS: RESOURCES

The Official Guide to U.S. Law Schools 1999, Law School Admission Council, Broadway Books, NY.

For a link to all law school Web sites and information about registering for the LSAT and LSDAS:

Law School Admission Council
(215) 968-1001
http://www.lsac.org

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"The law school at Case Western Reserve University, located in Cleveland's beautiful University Circle, offers a nationally recognized legal education at a major comprehensive university in a city that is one of the nation's leading law centers. For over 100 years, the school has prepared its students for leadership in the practice of law, public service, and commerce. Today its alumni are serving in prominent positions throughout the nation and the world. And their continuing interest in the school is embodied in generous scholarship and employment opportunities that benefit current students.

"Our faculty take their responsibility of educating tomorrow's leaders very seriously. Graduates often cite our faculty's commitment to excellent teaching and accessibility to our students as one of the most enriching and valuable aspects of their legal education.

"The curriculum is both challenging and extensive—offering a powerful combination of theory and practice that provides students with a solid foundation for their careers. The law school's strong tracks in business law, litigation, and health law, are excellent examples of the special way in which the curriculum molds graduates who make a difference from their first days as lawyers.

"The school benefits enormously by being located in Cleveland, Ohio, a city that ranks among that nation's premier legal, corporate, and health care centers."

For additional information about the Case Western Reserve University School of Law, contact the Admissions Office at: (800) 756-0036 or via e-mail at <lawadmissions@po.cwru.edu>.

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Seeking a Supreme Court Seat

H.N.B.A. noticias

HNBA Leads Drive for Representation

BY
JEFF SIMMONS

Only 3.3 percent of the nation's federal magistrates are Latino. The number of Latino attorneys in the nation is similarly disheartening: only 2.8 percent of the 880,000 lawyers. These are rates that have remained generally stagnant or inched upward at a snail's pace, a growth significantly outpaced by the Hispanic population explosion in America.

On the anniversary of the historic equal opportunity ruling of *Brown vs. Board of Education*, a group gathered on the steps of the United States Supreme Court. Roughly a dozen leaders from across the nation assembled, the court's massive columns towering above them.

But these were not leaders in the African American community. They were congressional representatives, civil rights advocates, and prominent attorneys, and all men and women of Latino heritage. Portraying a united front on this important anniversary, the group championed another landmark change: a change in the face of the Supreme Court.

"It was 220 years ago that our nation was founded on the principle that all men were created equal, and while this concept was true, opportunities for Hispanic Americans have not been equal," José Gaitan, then-president of the National Hispanic Bar Association, said on that day in May 1996.

Carlos Ortiz

"It is because of this that we find ourselves today, despite the fact that we've had 220 years of history in this country, we find ourselves without a Hispanic American on the United States Supreme Court."

That half-hour on the courthouse steps was a remarkable moment for those who gathered, not only because it provided a forum to voice their concerns but because it dispelled any perceptions that the Hispanic community was not unified and could not rally behind any potential candidates to sit on the governing body.

"I don't think it was a perception. I think it was a manufactured excuse," says Carlos Ortiz, general counsel for Goya Foods in New Jersey and HNBA's liaison to the White House.

"We have been as united as anyone in this country. No group, not the African American community, not the Jewish community, not the Jewish and Catholic communities, has ever been more united than we are in expressing the urgent need for more diversity on that court.

"And yet, for some reason, because one or two individuals had expressed some minor reservations, that was used as an excuse, and many believed it was used as a divisive tactic—to divide the com-

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Overall, Clinton is responsible for 12 Latino appointments, comprised of nine to the federal courts and three to the Circuit Courts of Appeal. That outpaces President George Bush, who appointed eight. But President Ronald Reagan had appointed 15, and President Jimmy Carter, 16.

munity," says Ortiz.

Nevertheless, despite that impressive and unified front—congressional representatives from Illinois, California, and New Jersey, and leaders of groups such as La Raza and the Puerto Rican Legal Defense and Education Fund—the face of the nine-member court remains the same. Another justice has yet to publicly announce an intention to retire, though last spring rumors about the next vacancy were still alive.

The campaign to appoint a Latino to the court is largely being driven by the HNBA, in collaboration with groups and leaders across the nation. It is part of the organizations efforts to expand the number of minorities in the judicial system, from clerks to magistrates.

The HNBA reports, for instance, that only four of the 970 law clerks who have served the current justices have been Latino. An analysis of Hispanic American federal court appointees by administration also shows little progress during President Clinton's tenure.

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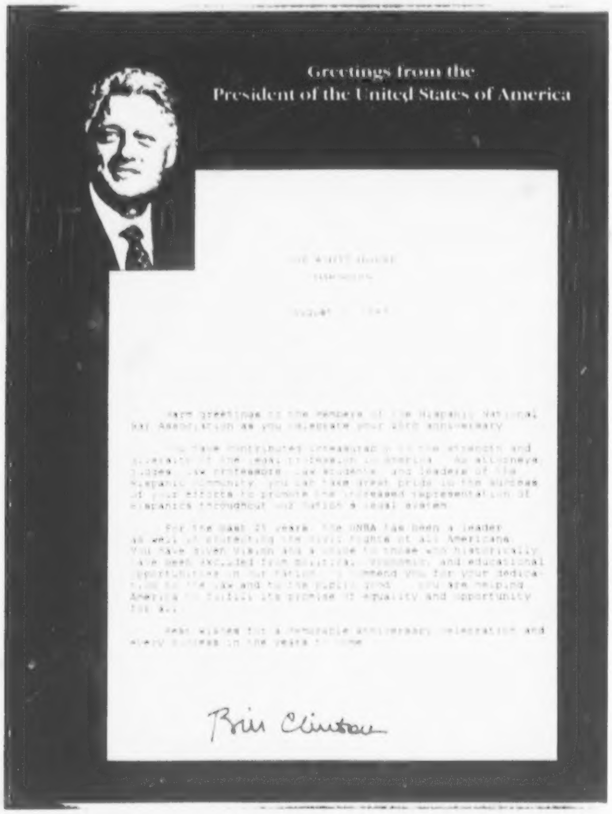
Only 3.3 percent of the nation's federal magistrates are Latino. The number of Latino attorneys in the nation is similarly disheartening: only 2.8 percent of the 880,000 lawyers. These are rates that have remained generally stagnant or inched upward at a snail's pace, a growth significantly outpaced by the Hispanic population explosion in America.

"As we approach the millennium, the Hispanic community in this country has grown. It's 27 million and growing," notes Martin Castro, a commercial litigator with the Chicago firm of Baker & Mackenzie who chairs the HNBA's United States Supreme Court Committee. "You cannot have the highest tribunal in our nation not reflect that portion of our diverse nation."



Greetings from the President of the United States of America

Bill Clinton

The court's history has seen the demographics, race, and religion play a role, with historic actions guiding the first African American–the late Thurgood Marshall–and the first woman–Sandra Day O'Connor–onto the bench, ground tread upon once again with the confirmations of Clarence Thomas and Ruth Bader Ginsburg.

It was during the 1992 presidential campaign that the HNBA intensified its efforts to encourage Latino representation on the court. Then-Governor Clinton, the HNBA reports, had promised that the judiciary would "look like America."

The HNBA even compiled—after extensive background research and interviews—a list dubbed the Magnificent Seven: well-regarded potential nominees to the court. The group presented those names to President Clinton upon the retirement of Justice Byron White, but Clinton subsequently nominated Ginsburg (whom the HNBA voted unanimously to endorse).

One year later, Justice Harry Blackmun announced his retirement, and again the HNBA stepped up its lobbying efforts. But President Clinton nominated Judge Stephen Breyer (and despite any dismay, the HNBA endorsed Breyer as well).

It was during this time that the perception of a "lack of unity" in the Latino community surfaced. But two years later, there appeared to be progress.

Ortiz, in a recent article titled "Hispanic American Representation in the Federal Judiciary: Better Than Before—But Still Not Good Enough," cited a private meeting with Clinton's closest advisors, in which they assured the HNBA that the "unity in the Hispanic community was no longer an issue."

The Magnificent Seven has since been amended; it now contains six names, potential candidates that the group is poised to pitch at a moment's notice.

"We have always been of the opinion that it's necessary for us to be prepared in the event that there's a vacancy," said Castro. "This is not a cyclical issue for us; this is something that is on the front burner for the Hispanic community."

The most recent list is comprised of:

- **Joseph F. Baca**, a justice on the New Mexico Supreme Court. Baca was elected to the court in January 1989. He was previously an assistant district attorney in Santa Fe and a district court judge in Albuquerque. In 1994, President Clinton appointed Baca as director of the State Justice Institute, a private nonprofit corporation estab-

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Hispanic National Bar Association Convention in Miami, Fla.

lished by Congress to provide grants to assist State court systems.

- **Fortunato "Pete" Benavides**, a judge with the United States Court of Appeals for the Fifth Circuit in Austin, Texas. Benavides was appointed by Clinton to the court in 1994, and he previously served as a trial and appellate court judge for 15 years.

- **José Cabranes**, a judge with the United States Court of Appeals for the Second Circuit in New Haven, Connecticut. President Jimmy Carter appointed Cabranes to the federal bench in 1979, distinguishing him as the first Puerto Rican appointed to the bench in the continental United States. He previously had served as general counsel of Yale University, and was chief judge of the U.S. District Court in Connecticut when President Clinton appointed him to the second circuit bench in 1994.

- **Gilbert Casellas**, chairman of the United States Equal Employment Opportunity Commission in Washington, D.C. Clinton named Casellas–who was then confirmed by the U.S. Senate–as chairman in 1994. Previously, Casellas practiced law since 1980 with the Philadelphia firm of Montomery, McCracken, Walker & Rhoads.

- **Vilma S. Martinez**, a litigation partner with Munger, Tolles & Olson in Los Angeles, California. Martinez previously had been a staff attorney with the NAACP, Legal Defense and Educational Fund, and served as the Equal Employment Opportunity counsel with the New York State Division of Human Rights. She also served on President Clinton's Advisory Committee on Trade Policy and Negotiations from 1994 to 1996.

- **Cruz Reynoso**, a law professor with the University of California in Los Angeles. Reynoso previously was in private practice for a decade in El Centro, California, and since 1993, served as vice chairman of the U.S. Commission on Civil Rights. He also had been appointed by President Jimmy Carter as the United States delegate to the United Nations Commission on Human Rights and was a member of the Select Commission on Immigration and Refugee Policy.

Martin Castro

Castro, the Chicago attorney, said that it is important to remain vigilant in the campaign, and to remind the nation's leaders that "this historic lack of representation must be remedied."

The reasons go beyond just statistics, pointing also to diversity and respect. Castro said that the appointment of a Latino justice would acknowledge that "finally, we as Latinos have made it to the table."

"It would also send a strong message to Americans across the country that Americans of Hispanic descent are one and the same, that we have contributed greatly to the building of this nation and we continue to contribute greatly."

If a retirement does occur in the coming months, Castro said, "it would be a great legacy for the Clinton administration to finally open the doors of the Supreme Court, which have been closed for so long to Latinos."

But if the current judicial make-up appears to stretch into the next presidential term, expect the issue of minority representation to be propelled to the fore by HNBA and other organizations.

"I hope we have an appointment before the next presidential election," Castro said. "I don't see it as being anything but a positive issue regardless of the political campaign. We have been lucky to have bipartisan support on this issue. This is not a Democratic-Republican issue. This is an American issue."

But Ortiz said that political considerations most likely will be taken into account when making the appointment.

"Whichever political party is the first one to appoint the first Hispanic American, that's going to give them an extra feather in their cap, extra points, extra credit. It would behoove each party," Ortiz said. "The Hispanic American vote cannot be taken for granted anymore."

These were words often repeated on that May day on the courthouse steps two years ago. Speaker after speaker weighed in on the Supreme Court's vital role in history, and on the future of the country.

Congressman Robert Menéndez (D-New Jersey), the fifth to address reporters, eloquently stated: "As a nation, we have worked best when we've worked together. We've drawn strength and wisdom from our diversity, and the slowly unfolding history of tolerance and diversity can be charted by appointments to the Supreme Court.

"The Supreme Court in many ways is a treasury of our society, and appointments to the court have a tradition of reflecting tolerance in our society." HO

Making a Profound Contribution

AMERICAN UNIVERSITY

"Más importante es el camino que la posada" Don Quixote

BY
ADALYN HIXSON

> ***"Every issue has a legal component, and lawyers have a role to play in values that have a legitimacy in the society. And pushing for an important agenda for human beings. Sometimes lawyers are not perceiving that profound ethical component and contribution that the profession can make."***
> CLAUDIO GROSSMAN, DEAN, WASHINGTON COLLEGE OF LAW

Claudio Grossman is Dean of American University's Washington College of Law, Co-Director, with Robert Goldman, of its Center of Human Rights and Humanitarian Law, and Special Rapporteur on Guatemala, Paraguay, the Dominican Republic, and Womens Rights for the OAS Inter-American Commission on Human Rights.

HO interviewed Dean Grossman, who was born in Chile and earned degrees both there and in Holland, as he was about to travel to Guatemala on a commission visit. Highlights of that interview follow.

Claudio Grossman

HO: Did you select human rights or did it select you?

GROSSMAN: Both. Human rights is an area that has been an interest of mine for a long time.

HO: Was there a specific event that spurred your interest?

GROSSMAN: Well—my rejection of the idea that the ends justify the means. My belief that there is an inherent value in every human life. And events that took place in Latin America in the '70s. All these circumstances.

HO: If I look at a map of Central and South America, are there any countries therein that are NOT members of the OAS?

GROSSMAN: Well, first of all, the OAS is not only for Central and South America. It is Inter-American, and includes Canada, the United States, the Caribbean. There are 35 countries. One country–Cuba–is excluded. Of the 35 countries, 34 are members.

HO: Is membership in the OAS tantamount to acceptance of the jurisdiction of the Inter-American Human Rights system?

GROSSMAN: When you are a member of the OAS, a member

WASHINGTON COLLEGE OF LAW

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state, you are under the jurisdiction of the Commission because that supervises either compliance with tthe American Convention of Human Rights or the American Declaration. This last instrument is used by the USA, Canada, and those Caribbean countries that have not ratified the Convention.

HO: Is the United States going to ratify the Convention?

GROSSMAN: I think that at a certain point it will be ratified.

HO: Does the U.S. bow to any other international law body?

GROSSMAN: The United States is a member of the OAS. The United States and its agencies ratified the International Convenant on civil and political rights, and is subject to a committee that supervises complaints about human rights.

HO: Last fall your law school held a conference on applying international law in domestic courts. Could you give me an example of a situation in which a judge might do so?

GROSSMAN: One example is when an individual starts a tort action because of a crime against international law. If someone recognized a torturer–someone who tortured you or a member of your family–that person could start a case asking for damages. There is the Alien Tort Statute that says an alien can sue an alien under the Law of Nations, when you have a Law of Nations definition–torture, genocide.

A second example–treaties. Treaties are the law of the land. If the U.S. has ratified a treaty, a judge could apply the treaty in domestic cases, if the treaty is self-executing.

HO: I noticed that Supreme Court Justice Stephen Breyer presided over a panel last spring at your moot court competition. Who's going to be our first Hispanic Supreme Court nominee?

GROSSMAN: I don't know. I would hate to give a name, but I think it will be very important to have one.

HO: How long before we have a Latina Supreme Court Justice?

GROSSMAN: It is sooner rather than later.

HO: After they get out of medical school, physicians can be board-certified in a variety of specialties. Is there anything like board certification for lawyers? How do they develop a specialty?

GROSSMAN: In the legal profession, once you pass the bar [exam], you can go in any direction you want. However, people will take a look at your practice and your style. You have some flexibility during the three years of study. If you study human rights and gender issues, probably the market will not push you in the direction of tax law. On top of the J.D. program, you can study in a master's program, in order to specialize.

In international law, we have different areas of expertise, such as international business, international organization, international environmental law, and gender law. Then we also have a program in law and government, a master's program, drawing on resources of the nation's capital–regulation policy, immigration policy. We have also law and government–administrative law. These are our two master's programs.

Within the three years of the normal course of study to become a lawyer, you can choose programs in business, in environmental law.

HO: What is the makeup of the student body at Washington College of Law vis-a-vis Hispanics? Latinas?

GROSSMAN: We have around 1,300 students, 200 in master's programs. Gender composition is about 59 percent women.

In terms of the ethnicity, we have an entering class of over 25 percent minorities. I have pushed, of course, for a very diverse student body.

HO: Your conference on international women's rights attracted my attention. I worked in the field for years, and want to thank you for enlarging the examination of women's issues.

GROSSMAN: In this hemisphere, one out of every four women is the object of domestic violence. In some countries women are not equal–there is legislation that limits the rights of women–women are not entitled to work without authorization by the husband. *De juris*, we are talking *de juris*. And the salaries paid to women–at the highest echelons of the judiciary–the highest are paid to men. Why, why, why? This is something which we are working on, and we issue a report on women's rights in the hemisphere.

HO: If you were the omnipotent head of all legal matters in the United States, what changes would come to mind first?

CANADA
OCEAN

Country	(Number of Teams)
Argentina	(4)
Brazil	(1)
Canada	(2)
Colombia	(5)
Costa Rica	(1)
Chile	(1)
Dominican Republic	(1)
Guatemala	(1)
Ecuador	(1)
Honduras	(1)
Mexico	(6)
Puerto Rico	(1)
Peru	(1)
Panama	(1)
United States	(1)
Venezuela	(1)

Contact AU's WCL Center for Human Rights and Humanitarian Law at (202) 274-418[illegible]

GROSSMAN: Well, the first thing that I would like to say is that I wouldn't be omnipotent–I don't believe in the omnipotent person. One of the key values of the legal system is the division of power and the existence of checks and balances. Participation is very important. The way in which you arrive at a decision is sometimes more important than the decision itself. So if I would be omnipotent, we would get rid of it. And involve everything in totality–employers, employees, and all different groups, and sometimes the decision takes longer. In fact, Don Quixote used to say, "Más importante es el camino que la posada."

The first thing, then, is making it participatory–with different centers of power. In that participatory system, it is very important to understand the purposes of the power. That there are the poor and the weak and the elderly in society and that there is a role for the organized society in providing opportunity for the poor, the weak, and the elderly–so that they can develop

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themselves to the maximum of their potential. That would be something I would hope to bring.

HO: What is the typical career track for a law school dean?

GROSSMAN: I don't know that there is a typical career track, but there are different models. One is someone who sees a contribution in administration as a life endeavor. Another is to see that as one moment where you contribute and then you move to something else. I see myself developing and promoting new programs, and after a while I'll go back to scholarship and service.

HO: You're holding a Hispanic law conference in November. Who is welcome? Who would benefit?

GROSSMAN: The Hispanic community in general, the legal Hispanic community, and the country at large. We have kept the fees very low to encourage broad attendance. [*HO* learns the registration fee is–$20, $5 for students.]

I think that the legal profession is a very exciting profession and that lawyers have a role to play in the promotion of human dignity. Those are some of the things we are going to explore in the conference. In this case, specifically what lawyers can do in issues that concern the Hispanic community and the community at large. There is hardly an issue facing our society that does not have a legal issue. If you think in terms of crime or gender, every issue has a legal component, and then lawyers have a role to play in values that have a legitimacy in the society. And pushing for an important agenda for human beings.

Sometimes lawyers are not perceiving that profound ethical component and contribution that the profession can make.

"And the salaries paid to women—at the highest echelons of the judiciary—the highest are paid to men. Why, why, why? This is something that we are working on, and we issue a report on women's rights in the hemisphere."

DEAN GROSSMAN

HUMAN RIGHTS
Center for Human Rights and Humanitarian Law
BRIEF

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AT THE CENTER

The Washington College of Law, with the support of its faculty and diverse study body, established the Center for Human Rights and Humanitarian Law, which creates opportunities through advanced legal training and research projects, conference and seminar sponsorship, and its publications.

The International War Crimes Project

Conducts substantive legal research on questions of international humanitarian law and comparative criminal law, has already provided technical assistance regarding the former Yugoslavia and Rwanda, and is now analyzing other areas of conflict.

The Human Rights Brief

Reports on decisions of International War Crimes Tribunals, Inter-American Commission on Human Rights, Inter-American Court on Human Rights. Typically three editors are receiving Dean's Fellowships for their efforts. More than 20 students work on the publication, together with faculty and staff.

The Moot Court Competition

Academic and legal training program for young lawyers concerned about human rights in the Americas. Unique bilingual competition teaches students substantive and procedures issues, identifies key actors, involves the Internet, illustrates the importance of comparative law training in human rights protection. Last May's competition drew teams from the U.S., Canada, Ecuador, Peru, Mexico, Costa Rica, Panama, Paraguay, Honduras, Puerto Rico, Chile, Colombia, Guatemala, Argentina, and the Dominican Republic.

The Digest Project

With financial support of the Dutch Government, it is developing a jurisprudential repertoire of the protection system. Developed with input of an International Advisory Board, the Digest includes excerpts from relevant decisions, reports, and resolutions. Through the Digest Project, the Center has a new Web site database containing Commission decisions.

And More

The International Human Rights Clinic, the Women and International Law project, LL.M. specializations in Human Rights and in Gender and the Law through the WCL International Legal Studies Program.

Contact Robert Guitteau at (202)274-4180 or visit <http://www.wcl.american.edu/pub/humright/home.htm>.

OTHER WCL STUDIES

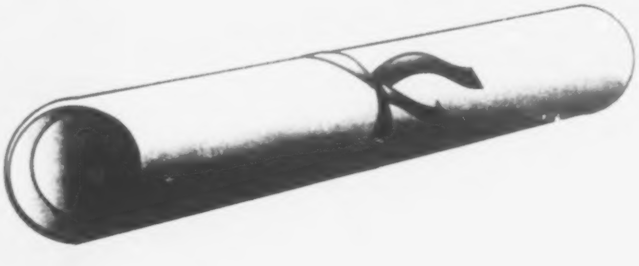
International law courses range from International Organizations and Multinational Institutions to International Wildlife Law and Policy, from Asylum and Refugee Law to International Business Taxation, and the topics increase through seminars on topics as diverse as the laws of sea and space, of ethnic identity and national state tension, of international banking, of the rights of indigenous peoples.

Contact: <http://www.wcl.american.edu>.

UPCOMING CONFERENCE

2nd Annual Hispanic Law Conference and Career Fair, hosted at American University, Washington College of Law, and co-sponsored by the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia. Intended to provide a forum for Hispanic and non-Hispanic attorneys and students to engage in thoughtful dialogue on issues of import to the Hispanic community and the Hispanic legal profession in the Washington Metropolitan area. One panel will focus on recent changes in the U.S. immigration laws and their relation to other areas of law, including criminal and family law. The second panel will cover the presence and impact of Hispanics in the legal profession. Next is the Diversity Award Luncheon, followed by a career fair.

The Honor Roll



CUNY's John Jay College of Criminal Justice

Freeing the Mind and Arming the Spirit

BY ROGER DEITZ

To some, the term "law and order" evokes the image of a popular television drama series. To others, the term is a politician's catchphrase guaranteed to earner votes. But to law enforcement professionals who maintain real law and order in society, effective enforcement requires more than play-acting and lip service. A successful career in criminal justice and related public service fields begins with a specialized education. Recently in "America's Best Graduate Schools," *U.S. News & World Report* ranked John Jay College of the City University of New York first in the country in the category of public affairs specialties with a focus on criminal justice policy. That puts John Jay ahead of Harvard, SUNY-Albany, Princeton, and a host of other fine institutions offering programs in the field.

John Jay College of Criminal Justice

Criminal justice professionals are not surprised at John Jay's top ranking. While there are 3,500 criminal justice programs in the country, only John Jay College has a mission that devotes the institution to this field of study. It also has a long-established record of leadership and distinguished service in criminal justice education, research, and training. John Jay has the largest Ph.D program in criminal justice among the 25 offered in the country, the only master's programs in forensic psychology and protection management, and the school is a major center for the study of forensic science. Withholding kudos for John Jay's leadership would be–well–criminal! It is thus a great and legitimate pleasure to announce that John Jay College of Criminal Justice becomes the first institution of its kind to join the *Hispanic Outlook* Honor Roll.

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Dr Gerald W Lynch president of John Jay College

Honor Roll Facts in Brief

INSTITUTION:
John Jay College of Criminal Justice
The City University of New York

LOCATION:
Office of Admissions
Room 4205 North Hall
445 West 59th Street
New York, NY 10019
(212) 237-8865

ESTABLISHED:
1964

ENROLLMENT:
11,200

DEGREE OFFERINGS:
Associate's
Bachelor's
Master's
Doctorate
Certificate

ANNUAL TUITION:
$3,200 (in-district, tuition and fees)

NUMBER OF FACULTY:
250 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Forensic Science
Forensic Psychology
Protection Management
Criminal Justice Administration and Planning
Judicial Studies
Police Science

INTERNET (Website) ADDRESS:
http://www.jjay.cuny.edu

Dr. Gerald W. Lynch, president of John Jay College since 1976, is an internationally known expert on police professionalism and training who holds a doctorate in Clinical Psychology from New York University. Dr. Lynch points out that with the school graduating its largest class ever this past June, "Interest in the field of criminal justice and John Jay is at an all-time high." Alumni surveys report that 94 percent of graduates feel there is a positive relationship between their degree major at John Jay and their current employment.

Lynch observes that the trend of growing enrollment at John Jay is no aberration. "With sophistication and technology increasing in terms of how society deals with crime, and the strength of the job market in criminal justice," he says, "students and law enforcement practitioners are seeking out the College's offerings for the skills and expertise they need to keep up with current trends and advance their careers."

John Jay College of Criminal Justice of The City University of New York is a unique institution–a liberal arts college dedicated to education, research, and service in criminal justice and fire science, and in related areas of public safety and public service. According to John Jay's literature, its educators aim to develop graduates with the "intellectual acuity, moral commitment, and professional competence to confront the challenges of crime, justice, and public safety in a free society."

The College offers an undergraduate and graduate curriculum that balances the arts, sciences, and humanities with professional studies, encouraging them to develop "a continuing relationship with learning and service, and an awareness of the diverse cultural, historical, and political forces that shape society."

From the beginning, John Jay embodied a new concept in higher education. As the second half of the 20th century began to unfold, civic leaders and the New York City Police Department became increasingly aware of the growing complexity of police work in such areas as internal administration, operations, and ongoing relations between the police and the community. The response to their concerns was the establishment in 1954 of a Police Science Program at what was then the Baruch School of Business and Public Administration of City College. The pioneering Police Science Program emphasized the liberal arts as the basis of sound police education, and over the next few years, the program attracted a growing number of students.

In 1964, a special committee convened by the Board of Higher Education noted that "the education of the law enforcement officer, like the education of a teacher, must provide that freeing of the mind which is the essence of a liberal arts education." The committee recommended the establishment of an independent degree-granting school of police science. As a result, The College of Police Science of The City University of New York came into being, admitting its first students in September of 1965.

Within a year the college was renamed as it was felt the current name did not adequately reflect its character. In recognition of the objectives of a broad education for law enforcement officers, professional training for those engaged in the process of criminal justice, development of leadership, and emphasis on professional achievements in public service, the college was renamed John Jay College of Criminal Justice, in honor of the first Chief Justice of the United States Supreme Court.

Originally housed at the New York City Police Academy, the college moved to a building on Park Avenue in 1967 and then to a site near Lincoln Center in 1970. This permanent home on West 59th street, North Hall, was augmented with space on West 56th street, South Hall, in 1973.

The college acquired more space in 1985, three years later opening its site on 10th Avenue, between 58th and 59th streets, a building with a library, performing arts theater, new lecture halls and classrooms. It also houses an NCAA regulation swimming pool, a sophisticated cardiovascular center, two full-sized gymnasiums, racketball courts, and a running track.

The John Jay Theater helps the college bring quality cultural events to its students and the community–concerts featuring renowned performers, exhibitions of paintings, drawings, sculpture, and photography. The Lloyd George Sealy Library holdings of more than 275,000 books and periodicals reflect a continuing program of support for the curricular and educational aims of the college.

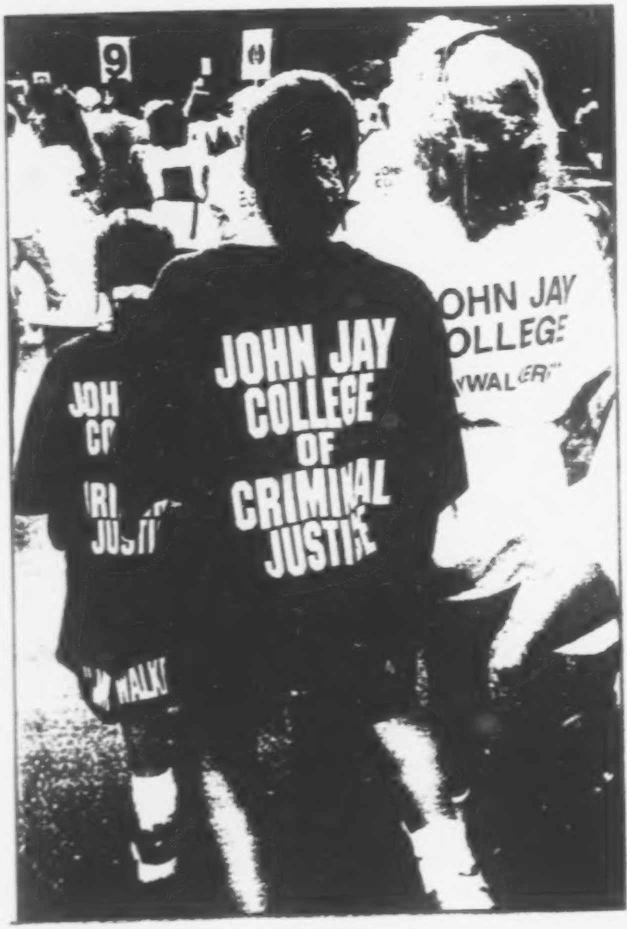
President Lynch reports with great pleasure that the Governor's Office recently earmarked $8 million in additional funding allocated in the state's Capital Budget for a Phase II Building plan, to augment $10 million already on hand. These funds will be used to buy property near the site to accommodate growth.

John Jay College has an annual enrollment of about 10,000 students, including about 800 studying for a master's and close to 100 for a doctorate. The most popular major among undergraduates is Criminal Justice, and among graduate students Forensic Psychology. Hispanics make up 34 percent of the undergraduate class, African Americans 39 percent, Caucasians 20 percent, and Asians 5 percent. Most students come from New York City, 54 percent are female, 70 percent are full-time, and 66 percent less than 24 years old.

John Jay alumni include top administrators in law enforcement agencies, police chiefs, correction and court administrators, judges, sheriffs, private security personnel, and other public service officials. Nearly one-third of the precinct commanders with the New York City Police Department are John Jay graduates, as are numerous other high-ranking officials.

On television, New York State Criminal Court officer Josephine Ann Longobardi, who received her B.A. from John Jay College in 1987, serves as Court Officer to former New York City Mayor Ed Koch, the presiding judge for the present version of *The People's Court*, one of the longest running and most successful syndicated series ever.

Another personal success story concerns two graduates of the class of 1997. Raul Azurdia wanted to become an attorney in his native Guatemala. But after taking some courses, he abandoned his studies and headed for the United States with a dream. For four years he worked numerous odd jobs until he was financially able to bring his wife and three children to this country. In 1994, at the age of 50, he joined his daughter Gilda as a student at John Jay College. While working full time, he completed his degree with a 3.3 GPA and graduated–along with his daughter.


9
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
OHN JAY OLLEGE
WALKER
WALK

Top Team: Castillo and Moreno

Thomas Jefferson School of Law students achieve distinction nationwide

By Adalyn Hixson

"When I was in the 9th grade, I told them, I want Honors English, Honors Math. My counselor specifically asked me, 'Don't you want to be in the woodshop class? In the general math class?' I asked him why would I want to do that? He said, 'Well, those other classes are hard.' And he was Hispanic!"

Michele Castillo

Two Hispanic students from Thomas Jefferson School of Law in San Diego, Michele Castillo and Daniel Moreno, are bringing distinction to themselves and to the school.

This year, Castillo, the Student Bar Association president, is active in La Raza, and is lieutenant governor of the Women in Law section for the Ninth Circuit of the American Bar Association's Law School Division. "I just attended the ABA conference in Toronto," said Castillo, "and found out I am the only person in the country with that title! I think I'm being used as a test case."

And a clearly enthusiastic test case.

Michele Castillo, Student Bar Association president at Thomas Jefferson School of Law

Moreno, a second-year law student, has been elected the 1998-99 Region V President of the Hispanic National Bar Association's Law Student Division. This marks the first time a student from the school has been selected for such a prominent position within the HNBA. Region V includes all 18 ABA approved law schools in California, the most in any state, and one in Hawaii.

As Region V President, Moreno will serve as liaison officer between the HNBA Law Student Division National Board and the Hispanic student organizations at the region's law schools, disseminating information, organizing regional conferences, and promoting a positive image of Hispanics in the legal profession. Moreno says he plans to work closely with the Mexican American Bar Association.

At Thomas Jefferson School of Law, he is currently vice president of the Student Bar Association, and Academic Chair, in which post he will work on preparation of student ExamPacks for core classes and work with the administration to decrease attrition.

Castillo and Moreno co-chaired the school's La Raza Students' Association, and worked very hard to achieve recognition for the group and to promote its goals, according to school spokesperson Lori Wulfemeyer, who describes the two as "very motivated as well as very socially and politically astute."

HO talked with Castillo and Moreno about their backgrounds, their paths to law school, their heroes, and their aspirations.

Castillo Chooses Law

Michele Castillo said she was the first in her family in perhaps 30 years to enter a four year university. Her experiences at UCLA directed her toward the field of law. "I was on the Chancellor's Advisory Committee on Student Conduct one undergraduate, one faculty member, one staff member, and one graduate student. The Committee takes up any issues that may arise–code or conduct issues, infractions ranging from plagiarism to cheating to rape cases and assault cases. We acted as judges. Sometimes people accused did have attorneys, but it was not an extremely formal proceeding. The four of us listened to both sides and asked questions freely of accusers as well as the people accused.

"Generally what we did at a minimum was make a person retake a class," said Castillo, adding that punishments ranged up to expulsion from school. *HO* asked her about charges that schools sometimes cover up rape cases to protect their images.

"I think it should all be disclosed. I don't have a problem taking a stand on that. Not only at UCLA, rape is really a big, big problem.

"My undergraduate thesis was on violence against women. As it is, it is hard enough for a person who has been victimized to come forward. UCLA has a really good system in place. They are very fortunate in that they do have their own police station. But a lot of universities are not very fortunate in that they don't have the resources."

"I became very aware of the problems women face because of the injustices in our society, ranging from a very early age how we are socialized and how we are underdeveloped as individuals, " said Castillo. "All you have to do is look at the problem with domestic violence and then rape. I started by taking a women's course, an introductory course that all my friends were taking." Castillo had thought, "Oh I'm not into that."

"You have the stereotypes but I took this class and learned much about our society and about the international [situation] as well.

"I consider myself very liberal, very idealistic," said Castillo. "I really think that I can help to institute change. But the criminal justice system makes it so hard. I'm not saying this is true all over the country, but people are revictimized through the system."

Daniel Moreno, Region V president of the Hispanic Bar Association's Law Student Division

Michele Castillo earned a B. A. in both women's studies and in history on graduating from UCLA in 1994.

Moreno's Approach

Daniel Moreno approached the study of law from a different perspective that of the impoverished medical student who had entered the "sixth most expensive medical school in the country," and sunk deep into tuition-driven debt.

"I took a leave of absence. My plans were always to go back to save enough money to go back." He had dreamed of medical school a long time, and had worked hard to get into a science high school to make it possible. But he found himself in court over the debt. He and his wife, Maria, also a medical student, were "typing briefs and arguments that, although good, were not in the right format."

"That was the beginning of my experience with courts when I tried to defend myself and couldn't afford an attorney. The tuition debt haunted him even as he applied for work as a teacher. The L.A. Unified School District required submission of all transcripts and UCLA was withholding his because he owed the school money.

Moreno went to see law professor Cruz Reynoso, [one of HNBA's proposed candidates for the U.S. Supreme Court], who was "very accessible, very open, and had lots of suggestions," said Moreno. "Even though he was a faculty member at UCLA, he encouraged us to fight for what we believe is right."

"I had to go to court again, L.A. Superior Court. And I got a sensitive judge who asked UCLA, "What is it that you want out of him? If he can't work, he can't pay you," and forced UCLA to release the tran-

> ***"From childhood," said Moreno, "my heroes would be sports celebrities and record breakers. That has changed now. Now I look at people who want to make a change...and are willing to risk something."***

scripts.

The District hired Moreno as a bilingual fifth grade teacher at the State Street Elementary School in Southgate, with "lots of students who came in from other countries."

"I grew very fond of my classes. Some of the students were very difficult. And some of the teachers didn't necessarily believe in bilingual education, so I had to fight to get more books in Spanish so the kids could understand. It was just a never-ending battle."

Something else concerned Moreno. "I had fifth graders already dressing in gang attire, already being disobedient and disrespectful." But there were also those "who wanted to learn. I could see it in their eyes, and they made it worthwhile."

Moreno and his wife opted to home school their daughter, five year old Dominique, to raise her as a bilingual child, and to protect her from the violence, not where they live now, in West Virginia, but in other areas.

Moreno spoke with *HO* on the eve of his trip home to Bluefield, W. Va., a temporary home that comes with being married to an emergency room physician assigned to low income areas.

"The job has allowed us to travel to many parts of West Virginia, Kentucky, some parts of Indiana and Virginia. There's still a lot of discrimination out there, not necessarily aimed at Hispanics or Mexican Americans, just people that are different. I think people in those areas are just afraid of change, of people who look different. Kind of wary of them.

"A lot of people didn't know what to make of me. They thought I was Iranian, Italian, a Hindu, Pakistani, and I would tell them I am Mexican American. A lot of the doctors who practice in those areas are foreign trained."

The assignment in West Virginia drew Moreno away from his job in Los Angeles and into yet another encounter with litigation helping his wife retrieve money she earned through a physician recruiter. "There are physician recruiters that have good reputations and a lot that are popping up out of nowhere, just starting up. Some are in a crunch for money. A lot of these agencies are based in Georgia." Georgia protects these businesses and it is very difficult to get at them, he told *HO*.

"Danny is great. Just like a big brother, and I think together we get a lot done. Our motto from the beginning was 'Making a Difference.'"

MICHELE CASTILLO

"A lot of things came together that made me decide to go to law school. Lawyers have a lot of power because they are able to interpret the law and even make law that might be the answer. That was in the back of my head all these years. In 1996, I finally decided to study for the LSAT."

He entered Thomas Jefferson School of Law, in San Diego, a town that is home to a La Raza lawyers association described by Michele Castillo as very helpful.

Special Influences

"That would be my mother," says Castillo. "Mother had me when she was 16. She had three kids by the time she was 18. When I was in second grade, my mother went to college–it was a junior college. I saw her going to school; she showed us that education is the way to achieve something. She said, 'your key to success is right there.'"

She mentions too, Diane Dowler, her teacher in a high school advanced placement history class. "She really pushed it. Ran that class like a college course and told us all, 'You guys really commit yourselves to education.' It was an upper middle class white school and oftentimes I was the only minority in honors class. I literally had to make him put me in the classes I wanted."

Moreno says, "I guess everybody I've come across" has been a special influence. "My wife, my parents, my fellow law students, especially Michele. I'm a mellow kind of a guy, shy, not the first to comment in the class room. People like my wife and Michele have kind of made it okay for me to be God at times encouraged me.

He mentions too his fifth grade math teacher. "This was during the late '60s, early '70s, I guess. She had that hippyish look. She was just so easygoing, so unlike any of the other teachers. I think she trusted the students to do whatever she wanted them to do without being on top of them. Everybody liked her so much and respected her.

"I think there are different ways of doing things," he said, "and people should be more open, more willing to accept, and not be so eager to put people down or to criticize."

And Moreno had at least one more influence. A musical influence. "In music, I liked everything, but the one musician I liked best was Herb Alpert." Moreno played trumpet in the junior high school band "and I was part of the Los Angeles All-City Band that marches in the Rose Parade." He played, too, in the UCLA marching band.

Heroes

"From childhood," said Moreno, "my heroes would be sports celebrities and record breakers. That has changed now. Now I look at people who want to make a change...and are willing to risk something.

"I like Hillary Clinton. I think she should have been president. She had a good idea with health reform but for some reason other people just were sabotaging all her efforts and misleading the public. It would have been a good thing for the United States, and I think of her as a hero. She put her reputation on the line and they just attacked her from all sides.

"Another one is Henry Cisneros. He was able to come up from the ranks, one of the few Hispanics to achieve such a high level in government. He is a very good speaker, very dynamic.

"Another one is Justice Cruz Reynoso–a very decent, very caring human being. We need more people like that."

Castillo too names Hillary Clinton. "A really bright attorney. Very strong." And John F. Kennedy. And Gloria Allred, for breakthroughs in women's rights law in terms of discrimination. And Radhika Coomaraswamy, whom she met last summer at Oxford University.

"I took two classes –international human rights law and the international rights of women. She was a professor of both."

Coomaraswamy, whom Castillo

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describes as amazing, is United Nations Special Rapporteur on violence against women. "Her job is to fly around the world collecting data on violence against women," says Castillo. "She gets faxes in her office regarding women in the Middle East about to get stoned to death asking, 'Can you please help us out?'"

Aspirations

"I want to go into women's rights law, an emerging field that includes employment discrimination, gender discrimination, sexual harassment, violence against women, battered women's defense," said Castillo. "Because my field is emerging, I think I would have to go with a public interest agency, ideally in Washington, D.C., something similar to the NOW organization. I'm going to apply for a postgraduate fellowship.

"My dream is to have a violence against women foundation, a comprehensive treatment center with doctors, counselors, psychologists, and the like, as well as attorneys representing both the victims of violence and criminal and civil court.

Thomas Jefferson School of Law Castillo-Moreno student team

Danny Moreno hopes to go into a branch of international law, "maybe with the pharmaceutical companies that deal with the international market. Since I know so much about the field of medicine, I might specialize in doctors who need representation before boards. Some licensing boards are very narrow. I think we need to change that if we are going to change medicine in the U.S.

About One Another

Castillo says of Moreno, "Danny is great.. Just like a big brother, and I think together we get a lot done. Our motto from the beginning was 'Making a Difference.'"

And he says of her, "Some people are very difficult to work with. Maybe they want all of the power and all of the credit. She is just the opposite. Willing to share all the credit with whoever gets involved, very easygoing, and people are not intimidated.

"We were the president and co-presidents of the law students association. Hispanics in particular are kind of leery of joining a group that might alienate other students by making protests, and the way to earn respect from law students is to work with them and not to alienate them. Michele has always worked well with the black student association and all the others, especially with the faculty.

"If it weren't for her, I probably wouldn't have run for academic chair of the SDA."

College Bound Advice

Castillo says, "Do your research. Definitely talk to people about the school and the problems you're going to find in the area. And job market availability."

Moreno says, "Pick a college not for the name but for what it has to offer, even if it is a small unknown school. I went to UCLA and I am glad. I did have a good education there. A very challenging, good experience, but at the same time, a very intimidating environment not necessarily conducive to learning. If I had it to do over, I might go to a smaller school.

"I was involved in the UCLA band and also in the Chicanos for Community Medicine. Basically what our group did was have speakers, physicians from local clinics, come over to tell us about getting into medical school, and we could volunteer our time at some of those clinics.

"It was a very small group, very limited in what we could do, but we had fun and it was mostly like a support group because premed at UCLA can tear you apart. Go to a college that has something meaningful to offer."

While Daniel Moreno, Jr. traveled with his wife and daughter this summer, Michele Castillo worked on her SDA activities and her new ABA post and attended conferences, "trying to get a head start on those extracurricular as well as researching firms and government agencies."

Asked if she had anything else she'd like to say to *HO*'s readers, she promptly spoke up: "I need a job. I am willing to work anywhere in the country."

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A Guide to *Hispanic Outlook*, Volume VIII

COMPILED BY
AMELIA DUGGAN

Following is an index of articles that appeared in the* Hispanic Outlook *from Aug.1997 through Aug.1998. For easy reference, articles are listed by subject matter and the chronological order in which they appeared.

ACADEMIC FREEDOM

The ACLU has taken on the case of the Cordova sisters, who drew on Chicano history in teaching high school students in New Mexico.
6/5/98, p. 8

ADMISSIONS

HO examines trends and reactions across the country to the post-*Hopwood* era.
9/5/97, p. 6

AFFIRMATIVE ACTION

Students and administrators reflect on the recent controversy over a professor's remarks that polarized the UTA campus and re-ignited the debate over affirmative action.
12/26/98, p. 5

ARTS

Photojournalist Agustin Casasola captured images of the famous, the infamous, and the ordinary people caught up in the Mexican revolution. 100 of his works are on display in Greeley and Denver this fall.
10/3/97, p. 14

This gem of a museum, the Hispanic Society of America, holds Goyas, El Grecos, Sorollas, and thousands of objets d'art reflecting the cultural heritage of Spain and its colonies.
10/3/97, p. 17

Simultaneous marathon readings of Latino poetry and prose in San Francisco and Mexico City delight and transform.
4/24/98, p. 33

Harvard Medical School professor Rafael Campo wins awards for his poetry.
5/8/98, p. 8

Literary association Círculo de Cultura Panamericano works hard to create mutual respect and to promote Spanish American culture in the United States.
7/3/98, p. 5

UCLA's Chicano Studies Research Center joins its Fowler Museum in celebrating 200-year-old Mexican musical tradition.
7/31/98, p. 12

Self-exiled in Paris, Zoe Valdes, author of *Yocandra in the Land of Nada*, talks with *HO* about life under Castro.
8/28/98, p.9

BILINGUALISM

Harvard Medical School improves its bilingual training by linking language use to community service, with lifesaving results.
5/22/98, p. 5

CAMPUS ISSUES-CUNY

Trustees, led by Herman Badillo, are taking aim at grade inflation, slow graduation rates, poor English writing skills, and more within the system that educated some of New York's best and brightest.
1/9/98, p. 5

CONFERENCES AND CONVENTIONS

The fifth annual Women of Color Conference at the University of Colorado in Colorado Springs welcomes one and all to what many describe as an inspirational, soul-warming event.
2/27/98, p. 20

High School first-year students gather at Austin College to participate in National Hispanic Institute's Great Debate.
6/5/98, p. 15

Thatcher, Gorbachev, and Forbes join scores of executives for an annual high technology conference at George Mason University.
6/19/98, p. 5

Chicano psychologists are energized at their conference at Michigan State University's Julian Samora Research Institute, their first in 16 years.
7/17/98, p. 18

Garden City Community College and the University of Kansas prepare conference attendees for the coming diversity.
7/31/98, p. 17

Sparked by last year's Cultural Locations Conferences, the

University of San Francisco has a new center, CELASA, to foster scholarly work by and about Latinos.
8/14/98, p. 7

CONTROVERSY

Journalists, authors, and professores present their views on Spanglish–*caliente, frío*, but rarely in between.
10/31/97, p. 11

University of Houston president takes issue with the Texas A&M/South Texas College of Law affiliation with the Mexican American Bar Association of Houston and the League of United Latin American Citizens.
7/3/98, p. 17

CORPORATE AMERICA

Inroads, a corporate internship program for college students, has helped more than 6,500 minority students find "room at the top" in corporate America.
3/27/98, p. 19

CURRICULUM

The University of Texas at Austin has high hopes for its new Latino Media Studies.
11/14/97, p. 8

DISTANCE LEARNING

A clinical nurse specialist in Appalachia and an academician in Texas are earning Ph.D.s in health services at Walden University.
5/22/98, p. 8

The unique Thomas Edison State College has for years offered more ways to earn a degree than any other institution of higher education.
7/17/98, p. 8

ETHNIC STUDIES

New York University's new King Carlos I of Spain Center has lofty ambitions and history on its side.
10/31/97, p. 6

FACULTY DIVERSITY

A young professor, Eduardo Duarte, shares his experiences at a conference conducted by leaders of the cause for educational equity–ACE, OMHE, AACU, and the Ford Foundation.
12/26/97, p. 11

FELLOWSHIPS AND GRANTS

Grants are available for Hispanics who want to become teachers–in a program at the University of North Colorado that also draws on Hispanic alumni as mentors.
3/13/98, p. 22

National Physical Science Consortium offers graduate fellowships for minorities and women.
5/8/98, p. 13

FINANCIAL AID

Hispanic college students might find new sources for grants and scholarships via the Internet and college financial aid consortiums.
3/13/98, p. 5

Sara Martinez-Tucker, former executive at AT&T, is named president and CEO of the National Hispanic Scholarship Fund, which awards about three million dollars a year in scholarships.
3/13/98, p. 8

Students serious about science and health can launch their careers through a National Institutes of Health scholarship program that offers up to $20,000 a year for four years of study.
3/13/98, p. 18

GOVERNANCE POLICIES

The appointment of Sarita Brown as new executive director of the White House Initiative on Excellence in Education brings renewed hope.
1/30/98, p. 18

GRADUATE EDUCATION

Talented minorities from corporations are encouraged to undertake subsidized doctorates and become professors to help diversify the nation's business schools.
3/27/98, p. 5

Consortium for Graduate Study in Management, comprised of 11 leading schools of business and 150 corporate sponsors, adds up to opportunity for American minorities.
5/8/98, p. 18

The Manhattan, NY-based New School for Social Research launches an interdisciplinary doctorate in urban studies in Fall 1998 at its Milano Graduate School.
5/8/98, p. 21

Students from CUNY's 10 campuses get down-to-earth advice and sky-high inspiration in PIPELINE, a foundation-funded program that works to deliver more diverse faculty.
8/28/98, p. 14

HEALTH

National Hispanic Medical Association discusses nurturing and increasing presence of Hispanics in medicine at its second annual conference in Washington, D.C.
5/22/98, p. 18

Students at SUNY's Health Science Center in Syracuse, N.Y., assigned to a residency by a nationwide computer program, gathered to hear the news.
5/22/98, p. 10

HISTORY

With more than two million holdings dating from the 15th century to the present day, the Hispanic Division of the Library of Congress in a goldmine of information that enlightens scholars and tourists from around the globe.
10/3/97, p. 6

Historian Armando Alonzo travels to the once-thriving Nuevo Santander, a New Spain established in 1747 along the Rio Grande.
11/14/97, p. 17

Jorge Valdés at Loyola University in Chicago is working to share rare manuscripts and artifacts from Spain through digital cameras and the Internet in the Jiménez Project.
7/31/98, p. 5

Community college VIPs Bill Vega, Roy Flores, and Lou Murillo talk about old times at Indiana's East Chicago H.S. and their paths to the present.
8/28/98, p 5

HONOR ROLL

Situated in a city *Money Magazine* called "The Most Livable Place in America," the University of Florida, the ninth largest university in the country, serves 40,000 students with distinction.
9/5/97, p. 9

Closures of the GM plants in and around Flint, Michigan, devastated the local economy, but Mott Community College has contributed greatly to the area's comeback.
9/19/97, p. 8

Cal State Poly-Pomona goes all out to provide minority scholars with the opportunities and support that build success.
10/3/97, p. 8

With 30 years in the post, Kurt Schmeller is the longest-tenured col-

lege president in all New York, and the second-longest in the country—but Queensborough Community College programs are right up to the minute.
10/17/97, p. 10

Arizona State University can boast justifiably about connections with Mars and, here on Earth, escalating math scores and a hefty increase in admissions.
10/31/97, p. 8

One out of every 73 area adults is a graduate of the University of Illinois at Chicago. The city's population is well over two million.
11/14/97, p. 11

The venerable and urban Temple University aims for a small-school feel through its Learning Communities. Improved retention is just one of the benefits.
11/28/97, p. 18

The 125-year-old University of Toledo boasts an impressive share of merit scholars, minority students, and research projects, plus a recreation center to keep the body as fit as the brain.
12/12/97, p. 14

An oasis of international culture, Broward Community College in south Florida is honored for providing the promise of a better life to the many immigrants who pass through its doors.
12/26/97, p. 14

Named by *Money Magazine* as one of the 10 best buys among north-eastern universities, Plattsburgh State University offers mountains and lakes–and it's just south of the Canadian border.
1/9/98, p. 15

Throughout its history, Amherst College has prized both intellect and the democratic ideals.
1/30/98, p. 15

Situated in a county that is small in size but big in population–24 million–the award-winning California State University-Fullerton is thriving on its diversity.
2/13/98, p. 15

Though first in Texas and first in the nation with many of its academic offerings, Texas Women's University always remains true to its primary mission: to provide women–all women–with the opportunity, the support, and the skills to succeed.
2/27/98, p. 17

With 24 of its 97 majors ranked among the top in the country and with *Money Magazine* citing it among the 100 best buys, the University of Maryland-College Park is attracting top scholars and researchers.
3/13/98, p. 15

A research facility, a "Best Values" choice, and home to an outstanding university press, University of Nebraska-Lincoln is taking on another venture–a Pepsi alliance that will generate major dollars.
3/27/98, p. 16

An honors program at Rockland Community College in New York attracted a highly competitive FIPSE grant to foster its replication at other community colleges.
4/10/98, p. 17

Diversity is second nature to Jersey City State College, born into an urban melting pot of long standing.
4/24/98, p. 30

The city's earliest institution of higher education, The University of San Francisco, combines Jesuit tradition with latter-day innovation to stay ahead.
5/8/98, p. 15

Serving the densely and diversely populated state of New Jersey, the University of Medicine and Dentistry of New Jersey includes the only Hispanic Center of Excellence on the East Coast.
5/22/98, p. 15

Called "grand by any measure," Cleveland State University-Marshall College of Law's last year marked its centennial.
6/5/98, p. 17

San Jose State University forms alliance with National Hispanic University to increase Hispanic Graduation Rates.
6/19/98, p. 14

The multi-sited Palm Beach Community College has come a long, long way since its beginnings at a local high school.
7/3/98, p. 14

The largest of SUNY's four-year colleges, Buffalo State boosts student performance through award-winning support services.
7/17/98, p. 12

The College of DuPage is one institution whose reach never exceeds its capacity to grow; and its growth record is phenomenal.
7/31/98, p. 14

Colorado State University, a Carnegie Class I Research Institution, is taking on all hues and views at its Center for Applied Studies in American Ethnicity.
8/14/98, p. 13

Behold a progressive urban institution by the sea, by the sea, by the beautiful sea. University of Massachusetts–Boston.
8/28/98, p. 11

HO PERSPECTIVES

A seasoned college professor and education administrator returns to high school as a teacher and recommends the experience be mandatory for all policymakers.
9/5/97, p. 15

F. Javier Cevallos, an ACE Fellow, reflects on the benefits of the fellowship granted him by the American Council on Education.
10/3/97, p. 20

Gloria Tristani, first woman elected to New Mexico's State Corporation Commission, makes the case for affirmative action at a conference of college trustees and presidents.
10/17/97, p. 17

UHD President Máximo Castillo calls the University of Houston-Downtown "the campus of the future."
3/13/98, p. 24

María Mercedes-Olivieri, National Hispanic Program Manager for the EPA's Civil Rights Department, teaches that Hispanic and workplace cultures, which are sometimes at odds, must be understood and respected.
3/27/98, p. 22

Professor Olga Moya, South Texas College of Law, speaks to *HO* about her childhood, her career, her values.
6/5/98, p. 22

Schooled at Boise State, Alaska, and Mississippi Universities, a former shepherd from Peru is now a professor at New Mexico State.
6/19/98, p. 21

Borough of Manhattan Community College President Antonio Perez writes about an in-the-works 400-seat virtual library that will offer students unparalleled data access.
4/10/98, p. 23

INNOVATIONS

An 11-year-old, student-run nonprofit at Vanderbilt University matches student volunteers across the U.S. with community-based organizations in need of help.
11/14/97, p. 14

Aspiring Hispanic professionals are realizing their doctoral dreams through Walden University's distance degree program.
11/28/97, p. 14

Fourteen Banamex employees are learning while earning through National University's distance Global MBA program.
1/9/98, p. 12

With an estimated 10 percent of the postsecondary school population deemed disabled, some schools are providing support systems and hardware that smooth the path to academic success.
2/13/98, p. 18

Simulated patient, STAN the science man, offers students at Daytona Beach Community College's medical training program a perfect patient.
5/22/98, p. 24

Southwestern University School of Law reaches out to the have-nots, and pioneers new routes to a law degree.
6/5/98, p. 11

University of New Mexico takes on a new challenge: providing distance library services to college students from 15 states.
6/19/98, p. 10

Computer training software en Español is stirring community interest. One place giving it a try is The City College's Center in Phoenix.
6/19/98, p. 17

INTERNATIONAL STUDY

HO talks with five universities, UNM, NYU, UTEP, UCSB, and UIC, and Washington College, about Hispanics studying abroad.
7/31/98, p. 8

INTERNSHIPS

The Minority Leadership Fellows Program helps would-be movers and shakers navigate the paths of policy and power through internships in the nation's capital.
3/13/98, p. 11

LANGUAGE

Their parents and grandparents were fined or punished for speaking Spanish. Students learn it now to reclaim their heritage.
10/3/97, p. 11

Computer-assisted studies at Rhode Island College make "even tired" students want to learn English.
8/14/98, p. 19

LEADERSHIP

The Hispanic Border Institute welcomes its first nine Kellogg Fellows this fall and is recruiting 11 more for 1998.
10/31/97, p. 14

Dr. Alexander González, CEO of California State University-San Marcos, offers no regrets about his decision to become an interim college president.
11/28/97, p. 21

Nobel Prize winner Adolfo Pérez Esquivel devoted 20 years to the fight for human rights and now returns to painting and sculpture to reach out for human rights.
1/9/98, p. 9

HO interviews David Warren, president of the National Association of Independent Colleges and Universities.
1/30/98, p. 9

An Antioch graduate, Jose Masso takes on teaching, radio, TV, politics, and now sports, and always with motivational intent.
4/24/98, p. 23

The world-renowned Smithsonian Institution has appointed Refugio I. Rochin as director of its new Center for Latino Initiatives.
7/17/98, p. 5

LEGISLATION

The Title III controversy: alliances between African Americans and Hispanics are threatened.
4/10/98, p. 20

MEDIA

Five living journalists and one who was assassinated in March are awarded international journalism's oldest honor–the Cabot Prize.
12/26/97, p. 8

The doors of mainstream and specialized ad agencies are open as never before to Hispanic college graduates, thanks to the high growth in the Hispanic market.
3/27/98, p. 8

Hispanic Interest Web sites: Latino Beat, Latino Link.
6/19/98, p. 12

Journalists and media hosts from Latin America visit the University of Miami through a three-year CBS Foundation grant.
7/17/98, p. 15

ORGANIZATIONS

Community college trustees inspire, support, and learn from one another through their national organization, ACCT.
10/17/97, p. 6

ASPIRA, fertile training ground for many of the most successful Hispanics in the country, sees entrepreneurship as the salvation of impoverished communities and the institutions that serve them.
11/14/97, p. 5

The 900-member National Association of Independent Colleges and Universities leads and collaborates in its fight against erosion of access in higher education.
1/30/98, p. 5

Rosters of highly accomplished and successful women include a great many graduates of all-women's institutions. The Women's College Coalition is making sure the word gets around.
2/27/98, p. 13

The National Hispanic Corporate Council, a nonprofit network of Fortune 1000 companies, is an advocate for increased business opportunities for Hispanics in corporate America.
3/27/98, p. 12

American Association of Community Colleges Convention includes a briefing by the President's Advisory Commission on Educational Excellence for Hispanic Americans.
4/24/98, p. 21

The bar is within reach, if not the professional seats, says the Hispanic National Bar Association.
6/5/98, p. 5

HACU Director Antonio Flores describes major threats to equal access and the strategic planning endorsed by the association's members.
6/5/98, p. 25

Experts meet to discuss "Unleashing the Creative Potential" of technology and to address attendant diversity issues at a conference sponsored by the Maricopa Community College District.
6/19/98, p. 7

OUTLOOK ON WASHINGTON

HO's columnist Dr. Gustavo Mellander discerns a sea of change in the way that public universities have begun to admit, or not admit, students.
9/5/97, p. 4

With an enlightened search in place, going to graduate school can become an affordable dream.
9/19/97, p. 4

HO looks at facts and divergent attitudes about immigration in this nation of immigrants.
10/03/97, p. 4

Dr. Mellander quotes Lincoln in presenting the federal budget pros and cons: "No matter how narrow a board might be, it still has two sides."
10/17/97, p. 4

35,000 well-prepared new teachers for high-poverty schools in the next five years? A promising move for Hispanic youths, if this Clinton initiative is funded.
10/31/97, p. 4

Dr. Mellander advises that college education is imperative, not an option, for Hispanic youth.
11/14/97, p. 4

Will low skills equal low pay? Dr. Mellander thinks so, and offers a primer of technology essentials for teachers and students.
11/28/97, p. 4

Dr. Mellander suggests a career in the Foreign Service.
12/12/97, p. 4

Legislators are proposing bills to tackle the nation's severe high school dropout problems, starting with the middle school years.
12/26/97, p. 4

Dr. Mellander makes the case for early access to algebra, citing findings of a recent study conducted for NACME.
1/9/98, p. 4

New funds for safe and smart after-school programs.
1/30/98, p. 4

There is much room for improvement in the ways that Hispanic children are prepared for and motivated to attend college. Attitudes of parents and counselors are critical to the solutions.
2/13/98, p. 4

Yes, indeed, says a new report by the Center for Education Statistics, citing higher grades, better behavior, and a brighter future among the benefits of Dad's K-12 interaction.
2/27/98, p. 4

A report on President Clinton's educational initiatives, including federal tax credits, class size reductions, and grants to urban schools–which could help Hispanics.
3/13/98, p. 4

Vice President Al Gore recently unveiled the Clinton administration's Hispanic Education Action Plan, which includes $600 million in programs for disadvantaged students.
3/27/98, p. 4

William Vega, Coast Community College Chancellor and College Board Trustee, talks to *HO* about a new emphasis on community colleges.
4/10/98, p. 4

The *Washington Post*'s Web site serves as a vital research tool for a wide range of topics, particularly education issues of national significance.
4/24/98, p. 4

The latest international ranking of U.S. 12th graders in math and science is a grim reality check.
5/8/98, p. 4

An expert sums up Hispanic healthcare realities in six words: poor access, poor service, poor information.
5/22/98, p. 4

Successful programs aimed at achieving Hispanic retention.
6/5/98, p. 4

Bringing the benefits of the telecommunications revolution to all Americans.
6/19/98, p. 4

Distance education gathering steam.
7/3/98, p. 4

A Clinton initiative aims to create in all children the desire and the means to succeed in college.
7/17/98, p. 4

Dr. Mellander provides the tools to help to keep up with the Congressional and Executive Branch issues and actions related to higher education.
7/31/98, p. 4

Proposed aid targeting education needs of Hispanics just might represent a turning point in the dropout dilemma.
8/14/98, p. 4

The Department of Education reports on class size reduction in the earliest grades.
8/28/98, p. 4

PROGRAMS

A survey of Even Start parents and children in 10 Texas towns shows results that would hearten any educator.
9/5/97, p. 12

Maricopa College, a multicampus community college system, has a center in downtown Phoenix that shares space with community organizations, and tailors classes to specific needs of local populations, more than half of whom are Hispanic.
10/17/97, p. 13

Washington's Wenatchee Valley College is drawing Hispanic high school students into higher education with a rigorous summer prep institute.
12/12/97, p. 17

Durham's sizable Hispanic population will get help from a new program at the University of North Carolina at Chapel Hill.
7/17/98, p. 11

A migrant son is a model student in Eastern Washington University's Chicano/Latino Education program, the only one in the state.
8/28/98, p. 21

PUBLISHER'S PICKS

Outlook Publisher José López-Isa presents his Hot List of recommended colleges and universities for Hispanics. Included is an interview with the publisher, who is a lifelong educator.
11/28/97, p. 5

RANKINGS

Miami-Dade Community College is the clear leader of the pack as *HO* lists the 150 two-year colleges and training centers awarding the most associate degrees to Hispanic students.
4/10/98, p. 14

HO lists the top U.S. colleges and universities by the number of Hispanics awarded bachelor's, master's, and doctoral degrees, overall and by field.
4/24/98, p. 6

RECRUITMENT

Students at St. Mary's University

volunteer in two programs intended to inspire and enable area children to complete high school and go on to college.
1/30/98, p. 12

Four women administrators talk with HO about steps that must be taken to recruit, motivate, and educate today's students.
2/27/98, p. 9

REPORTS

Seven scholars appointed to the Hispanic Dropout Project release their recommendations and summon education's stakeholders to action.
9/19/97, p. 6

Computer-related technology, electronics, and nursing are "hot occupations" to train for, says a 1997 American Association of Community Colleges survey.
6/19/98, p. 20

RESEARCH GRANTS

A ground-breaking National Science Foundation research grant to a community college is a first-rate catalyst for student zeal.
4/10/98, p. 7

RETENTION

Arizona State University President Lattie Coors made retention a top priority in 1993. Four years later, special efforts are paying off, especially for minorities.
2/13/98, p. 5

Now in its second year, AHORA offers rapid progress for working adults who demonstrate full-speed-ahead motivation for a college degree.
2/13/98, p. 9

A veteran educator, Angela McGlynn, reviews causes for the underrepresentation of Hispanic women in college and offers strategies for encouraging and retaining them.
2/13/98, p. 12

SCHOLARSHIP PROGRAMS

Results at Community College of Denver are heartening for all who hope to change the achievement profile of less advantaged minorities.
4/10/98, p. 10

SCIENCE

A small team of New Mexico State University scientists summered in Juarez to test a brick-making method that might significantly reduce related air pollution.
9/19/97, p. 11

The Society of Hispanic Professional Engineers promotes advanced degrees for its members and also encourages the K-12 set.
5/8/98, p. 5

Luz Calle recruits her students at Randolph-Macon Women's College to help analyze data from her NASA research.
8/14/98, p. 5

SPORTS

Northeastern's Center for the Study of Sport in Society looks at Latinos in the melting pot of major league baseball.
12/12/97, p. 6

Both Shakey Rodriguez and Cindy Russo, coaches of the men's and women's basketball teams at Florida International University, have impressive winning percentages and an eye on the NCAA tournament.
12/12/97, p. 11

STRATEGIES

Arizona State University-Tempe Intergroup Relations Center scores success with three-pronged program to battle racism.
7/3/98, p. 9

STUDIES

University of Michigan study by Dr. Eduardo Bonilla-Silva uncovers white students' anti-affirmative action attitudes in three states.
7/3/98, p. 12

SUCCESS STORIES

Carlos Razo, at age 23, lobbies, mediates, and promotes empowerment and unity as president of a California student association.
9/5/97, p. 18

"Equal protection under the law" requires interpreters fluent in both the language of litigants and the language of the courts. Now there's a university program to make it happen.
9/17/97, p. 19

At Garden City Community College, a Mexican immigrant scored among the top 74 of the more than 800000 taking the GED nationwide.
10/17/97, p. 15

Silvia Lizama entered the field of photography while an undergraduate at Barry University. Exhibited at the Smithsonian Institution this summer, her work now tours the country.
10/31/9, p. 16

Minority students from across the country travel to Michigan to take part in a summer bridge program at Calvin College, which recently named a new associate director for multicultural admissions.
11/14/97, p. 19

As Florida International University celebrates its silver anniversary, its Cuban-born president reviews its past and charts its future.
11/8/97, p. 24

Dr. Luis Leal receives the National Humanities Medal for a lifetime of distinguished scholarship devoted largely to Chicano and Latino studies.
12/12/97, p. 19

The work accomplished during John Pacheco's last two years at NMHU speaks volumes about his worth and abilities.
12/26/98, p. 17

Guillermo Altuzar worked as a farmhand in Pennsylvania and Montana with little hope he might someday go to college. Now he's a degreed mechanical engineer via CAMP, Penn State's College Assistance Migrant Program.
1/9/98, p. 18

Diverse pre-med students at Cornell, trained volunteers in a migrant health program, trade translation duties for invaluable experience in care-giving and field research.
1/30/98, p. 21

Diva Suzanna Guzman and choreographer Gema Sandoval return to their alma mater as stars as Cal State-L.A. celebrates its 50th anniversary.
2/13/98, p. 21

Despite cutbacks, Lucia Haro of California Lutheran University finds ways to generate local and regional diversity programs.
2/27/98, p. 22

Short-term training for minority businessowners, conducted at La Guardia Community College, has already led to about $30 million in contracts for participants.
3/27/98, p. 24

Playwright Octavio Solis, Trinity '80 and '83, finds the immigration experience a powerful draw for audiences of all ethnicities.
4/24/98, p. 39

Raised poor and Spanish-speaking in Corpus Christi, Dr. Irma Woods, a professor, "goes home" to conduct research for her Ph.D.
5/8/98, p. 24

The Caridad Health Clinic for Migrant Farmworkers is an inspiration to many of its neighbors, including students from Florida Atlantic University.
5/22/98, p. 21

Dropout Antonio Ramon returns to Northern Illinois University with renewed purpose and wins Illinois' Lincoln Laureate Award.
7/3/98, p. 19

Two nontraditional students describe invaluable aid received through Las Hermanas at the University of Southern Colorado.
7/17/98, p. 20

Jaime Jarrin, a beloved Latino sportscaster, reaches the pinnacle of his craft.
7/31/98, p. 21

University of Dallas '97 graduate Sue Gonzalez, who started college in N.J. in 1972, plans now to go for a master's and a doctorate.
8/28/98, p. 18

Minority students at the University of New Mexico say they are inspired and enabled by their research director, Dr. A. Sharif Heger.
8/28/98, p. 19

TECHNOLOGY

A high-technology center at University of Texas El Paso, funded through a lawsuit, is creating cyber-savvy students and faculty in Texas and throughout the world.
4/24/98, p. 36

TRENDS

Four-year schools are becoming more aggressive in their recruiting of community college students, a favorite starting place for Hispanic students.
4/10/98, p. 5

Predictions call for many new teachers and new schools to serve the growing population of students nationwide over the next 10 years.
4/24/98, p. 27

A recent report identifies trends in employment, higher education, and lifestyle among recent college graduates.
5/8/98, p. 10

The American Nurses Association supports "cultural competence" as an important factor in quality health care.
5/22/98, p. 12

Amid the mutual rejoicing over their new affiliation agreement, South Texas College of Law and Texas A&M file a joint lawsuit.
6/5/98, p. 20

A report from Florida looks at how minorities are faring at community colleges.
8/14/98, p. 16

VISITING CAMPUS

A bilingual environment makes the University of Puerto Rico, a science-oriented institution, worth watching by statesiders preparing for more diverse populations.
8/14/98, p. 10

WOMEN IN HIGHER EDUCATION

Six Latina academicians describe a feminism that builds on past strengths and broadens the embrace of empowerment.
2/27/98, p. 5

WOMEN IN SPORTS

The "A" grade is earned by only a few colleges and universities as the Women's Sports Foundation applies a gender-equity template to collegiate sports.
12/12/97, p. 9

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Hispanic National Bar Association Hosts Annual Conference and Job Fair

BY

MARI CARMEN SARRACENT

"Over the years, HNBA has awarded over $100,000 in scholarships. And our job fair has attracted employers from all over the country to interview students."

LILLIAN G. APODACA

HNBA'S PRESIDENT-ELECT

This year marks the Hispanic National Bar Association's 23rd Annual Conference, which will take place in Albuquerque, New Mexico, from October 1-4. Since 1975, its national convention has offered education seminars and social functions that have attracted thousands of members, including prominent speakers and guests from political, social, and economic leadership. Scholarship distribution and a job fair are also a part of this annual event, which this year is entitled "Through the Doors of Opportunity - Together."

Lillian G. Apodaca, HNBA's president-elect, notes, "Over the years, HNBA has awarded over $100,000 in scholarships. And our job fair has attracted employers from all over the country to interview students. Private law firms, some governmental agencies including the Federal Justice Department, and state district attorney's offices partake in the job fair.

"It's been quite successful. On average, 200 students from around the country sign up, and we have placed on average about 40, which is a lot."

As most of the students interested in the job fair are third-year students, Apodaca explains that "most of the placements are for permanent jobs and not just for law clerk positions. Recruitment of students takes place in the third year of law school around October, usually for placement in May after graduation."

As an extension of the job fair's recruitment objective, HNBA will also schedule a seminar aimed at high school students. Says Apodaca, "We'll have a workshop for 100 high school students to tell them how to become a lawyer."

Other workshops targeting future entrants to the law profession include sessions on how to become a judicial clerk or a law professor, and how to run for political office.

At this year's convention, HNBA will also kick off its Young Lawyer's Division, which would promote HNBA membership, leadership, and networking opportunities, in addition to supporting the professional

Maria Echaveste, White House deputy chief of staff, was the keynote speaker at the Latina Lawyers Dinner, HNBA '97 convention in Seattle.

Law Students Division Board of Directors at the HNBA '97 Convention in Seattle

development of HNBA's young attorneys.

Some of the issues that will be discussed include: the internet and the law, climbing the corporate ladder, protecting civil rights, and international issues such as cross-border commercial transactions, developments in Mexican law/dual citizenship, worker abuse and exploitation, health care fraud, and ethics.

Madeline Albright secretary of state, with Al Pérez, HNBA '96 convention chairman in Miami

Due to the recent drop in law student enrollment in Texas and California because of affirmative action lawsuits, Apodaca says, "HNBA's efforts are going to be doubled." HNBA's resolution on diversity and affirmative action within corporate, professional, and political communities, states that it "recognizes that many corporate, professional, and political sectors have developed programs that promote diversity; however, we encourage these sectors to re-evaluate their relationships with institutions that may not affirmatively promote diversity....Higher learning institutions must respond to the needs of the communities they serve and must realize that diversity is both a community and business reality. Every national organization and every national corporation must not only recognize this message, but must embrace it and promote it in order to survive in this ever-changing global economy."

Other issues before the HNBA are farmworkers' rights, and Proposition 227, which would outlaw instructional programs for limited-English-proficient students in California.

HNBA is an incorporated, nonprofit, national association representing the interests of over 20,000 Hispanic American attorneys, judges, law professors, and law students in the U.S. It was founded in California in 1972 as La Raza National Lawyers Association. The association's objectives are to increase professional opportunities for Hispanics in the legal profession and to address issues of concern to the national Hispanic community. Legal education and civil rights as well as judicial appointments and political representation are priorities of the HNBA. HO

HNBA's Mission

To serve as the national voice for the concerns and opinions of Hispanics in the community generally, and in the legal profession in particular.

To promote the recruitment and retention of Hispanics in law schools and provide them with financial assistance.

To develop mechanisms to facilitate the exchange of information among Hispanics involved in all segments of the legal profession.

To conduct conventions and seminars in order to provide continuing legal education for attorneys and foster the exchange of ideas and information among its members.

To provide testimony before Congress, state legislatures, and executive agencies on issues of concern to Hispanics.

To work with other bar associations, governmental agencies, and community groups to achieve greater involvement in and understanding of the American legal system by the national Hispanic community.

For more information on HNBA visit its Web page at <www.incacorp.com/hnba>.

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Adelfa Callejo: The Spirit of Excellence

Texas Lawyer Earns ABA Award

BY MARI CARMEN SARRACENT

Adelfa B. Callejo, a partner in the Dallas law firm of Callejo and Callejo, was selected to receive the 1998 Spirit of Excellence Award from the American Bar Association Commission on Opportunities for Minorities in the Profession at the ABA's Midyear Meeting in Chicago. The commission's goals are to assist minorities in their legal education and admission to the bar; develop career and employment opportunities for minorities; promote the appointment of minorities to the judiciary and to judicial clerkships; and increase minority involvement in bar associations at the national, state, and local levels and with minority specialty bars.

Callejo, the daughter of migrant farm laborers, yearned to practice law at a young age. In an ABA press release, she stated, "One of my uncles was deported, and he didn't have a hearing. I learned about government, and I learned about civics, and that's when I decided I wanted to be a lawyer. I felt that to be able to go into court and defend people's rights had to be a very satisfying role."

Callejo attended night school at Southern Methodist University for 10 years and graduated with a Juris Doctor in 1961. Following her marriage in 1946, Callejo and her husband launched an import/export business and began to invest in real estate, and in 1966, they created their law partnership, Callejo and Callejo.

According to Callejo, her mission has been to help assure that Hispanics receive equal opportunity in education, jobs, contracts, and justice, especially in the courts. Callejo is a member of the Texas State Bar and is admitted to practice before the Supreme Court of Texas, the U.S. District Courts for the Northern and the Western Districts of Texas, and the Supreme Court of the United States.

A former regional president of the Hispanic National Bar Association of Texas, Callejo is minority director of the State Bar of Texas and a member of the Dallas Bar Association.

Currently on the Board of the Dallas/Fort Worth International Airport, she was instrumental in awarding 72 percent of $75 million for concessions at the airport to women- and minority-owned businesses. She is a trustee of the Tomás Rivera Policy Institute, whose mission is to develop and implement policies and programs to improve the status of the Mexican-origin and Latino populations.

In addition to this award, Callejo is the recipient of the prestigious Justinian Award from the Dallas Lawyers Auxiliary; the Most Distinguished Alumni Award from her alma mater, Southern Methodist University Law School; and Lifetime Achievement Awards from the Hispanic Houston Bar Association, the Mexican American Bar Association of Texas, and the Latina Business & Professional Women of Dallas. According to the ABA, Callejo is the only Hispanic who has received the Dr. Martin Luther King Jr. Justice Award.

Active in local and national politics, Callejo is on the Democratic National Committee, the Executive Committee of the Texas Democratic Party, and a founder and Co-Vice Chair of the Tejano Democrats.

ABA Commission on Opportunities for Minorities in the Legal Profession Reports on Minority Progress in the Legal Profession

According to a recent report published by the ABA Commission on Opportunities for Minorities in the Legal Profession, ***Miles to Go: Progress of Minorities in the Legal Profession***, gains by minority law students and entry-level minority lawyers in reaching upper professional levels have been minuscule. The report identifies obstacles to achieving ABA Goal IX, which is "to promote full and equal participation in the legal profession by minorities and women," and particularly cites attacks on affirmative action as "threatening to stifle minority advancement for years to come."

Key findings include:

- Minority representation in the profession increased from about five percent in 1980 to about 7.45 percent in 1990, the latest year for which reliable figures are available.
- Hispanic lawyers represented 2.49 percent of the profession and 33 percent of all minority lawyers.
- In 1997, only 2.97 percent of law firm partners were minority.
- Only three percent of all partners in the 250 largest minority law firms in the country were minorities in 1996, showing an increase of less than 2 percent since 1986 and only 0.6 percent since 1991.
- Progress for minority women has been even slower.
- Minority men outnumber minority women in most upper-level jobs.
- Minority women show a higher law firm attrition rate than does any other group of lawyers.
- Minority women suffer a "pervasive disadvantage" in the law faculty market.
- Minority women in all sectors of the profession report that they are "ghettoized" in certain types of practice and routinely assumed to be incompetent.

Professor Elizabeth Chambliss of the University of Texas School of Law, the report's author, recommends improved data collection and circulation and increased collaboration among researchers at national and local levels.

Copies of the report can be obtained from the commission's Web site: <www.abanet.org/minorities/10year.html>.

People-Places-Publications-Conferences

PEOPLE

UTEP Professor Named Statistics Fellow

University of Texas at El Paso (UTEP) professor of mathematical sciences Javier Rojo has been named a fellow of the American Statistical Association, the nation's second oldest professional society, a scientific and educational organization serving more than 18,000 members in academia, government, industry, and the public sector.

Rojo was recognized last month for his contributions to statistical theory, for developing and leading UTEP's Biostatistical Laboratory (now the Statistical Consulting Laboratory), and for service to the profession during the association's Joint Statistical Meetings.

On the UTEP faculty since 1984, Rojo received a bachelor's degree and a master's from UTEP, a master's from Stanford, and a doctorate from the University of California at Berkeley. He is an elected fellow of the Royal Statistics Society and the statistics and probability program director for the National Science Foundation.

Mt. SAC Alumna Follows Her Dream

Six years ago, María Hernández Canett was a single parent on welfare with four children to raise. She didn't know what she would do with her life or how she would provide for her children.

Today she is living her dream. She has a well-paying job as a lead electronics technician with Hewlett Packard, she can meet her children's expenses, and she is doing the type of work she enjoys. "I attribute where I am right now to college," says Hernández Canett.

In late 1992, she enrolled in Mt. San Antonio College's (Calif.) HAGASE program, an introductory college program for Spanish-speaking single parents, that helped her map out education and career goals.

In addition, she took advantage of the Greater Avenues to Independence program and Links, a program that encourages women in the technological fields.

She took general electives and parenting classes, along with electronics courses.

Thanks to hard work and clear focus, she finished with her degree in Electronics Technology in December 1995, landed a job as an electronics salesperson, moved on to become a quality assurance/test technician, and then was offered a position at Hewlett Packard as a troubleshooting electronics technician.

Within a year, she was promoted to lead technician.

Roland Armando Alum Welcomed at PCCC

At Passaic County Community College (PCCC) in New Jersey, a seasoned educator with wide community service, Roland Armando Alum, has been appointed Executive Assistant to the President—a position created to help meet the college's ambitious goals.

Alum has taught at colleges and universities in Puerto Rico and the continental U.S., as well as overseas. In 1992, he held the Distinguished Visiting Professorship at William Paterson University (N.J.).

An anthropologist by training, he has authored more than 100 writings on diverse subject matters, published in various languages in books and international encyclopedias as well as in U.S., Latin American, and European journals.

He was the first Hispanic to become the Secretary of Education's Representative in Region II, overseeing billions of federal funds for New Jersey, New York, Puerto Rico, and the Virgin Islands. Currently Vice Chair of the States Advisory Committee to the U.S. Civil Rights Commission, he has been Deputy Chief for Research & Planning in the Department of Justice, and National Chairman of the Advisory Panel to the Census.

Within the community, he has been a trustee at Palisades Hospital, and has worked with immigrants, with disadvantaged youth, and with ethnic minority and women small business entrepreneurs.

A Fulbright Scholar in the Dominican Republic, Alum graduated as a magna cum laude/Class Salutatorian from Bloomfield College, in N.J., and earned his master's degree at the University of Pittsburgh.

Hewlett-Packard Supports El Paso Students

Future engineers from El Paso, Texas, are benefiting from an initiative designed to encourage women and minorities to enter technical fields and improve math and science education—from kindergarten through college.

Hewlett-Packard Company last year launched its Diversity in Education Initiative with a $4-million grant to establish partner-

El Paso area high school students involved in Hewlett-Packard initiative ships between universities and K-12 districts, and selected four universities–UTEP at El Paso, Northeastern in Boston, San Jose State, and UCLA–to spearhead reform addressing causes of underrepresentation.

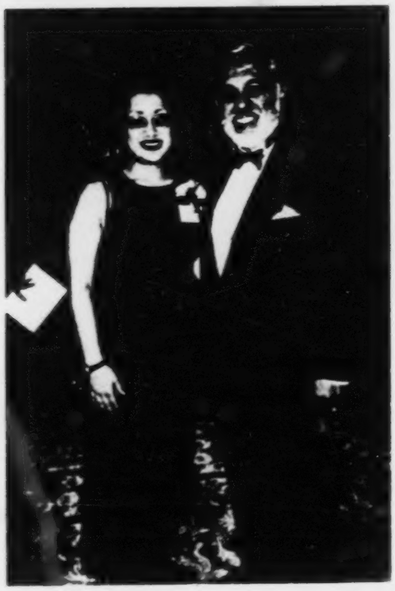
El Paso area high school graduates receiving scholarships and internships as part of the grant include: Michelle Arriaga, Hernan Hernández, Adriana Márquez, Elvira Méndez, Melissa Nieto, Juan Ramírez, Zoe Rueda, Enrique Contreras, and Ismael Mendoza.

TELACU Scholarship for Cal State-L. A. Student

Patricia Yaneth Ordonez, Cal State-L.A. biology major on the National Dean's list four years, has been awarded a TELACU (The East Los Angeles Community Union) Education Foundation Scholarship for her outstanding academic achievements.

Ordonez, a runner-up for the Outstanding Freshman Award of the Phi Kappa Phi chapter, was one of the few selected for its Howard Hughes Medical Institute-Biomedical Professional Development Program, co-coordinated by Cal State-L.A. professor Raymond Garcia.

TELACU Education Foundation (and David Lizagarra, President of TELACU) offers scholarships to Latino high school and college students to help them achieve academic professional success. Scholarships awarded range from $500 to $1,500 per year.



Patricia Yaneth Ordonez and David Lizagarra

Sandrea Gonzáles in Spotlight at UNM

The University of New Mexico (UNM) *Campus News* recently honored Sandrea "Sandi" Gonzáles for her work as assistant director and counselor in its UNM Women's Resource Center.

Women in crisis–victims of violence, those facing an unexpected pregnancy, and some simply overwhelmed–can find it difficult to reach out for guidance. Some lucky enough to come upon Gonzáles have said her warm-hearted words of advice not only educate but also help to heal the soul.

Given the prestigious 1998 Governor's Award for Outstanding New Mexico Women, Gonzáles was cited for her 20 years of community service and anti-racism efforts by the Dr. Martin Luther King committee with a "Keep the Dream Alive Award," and earned recognition from *U.S. News and World Report* for her work as a volunteer juvenile probation officer.

She is on the boards of the Young Women's Mentoring Project and New Mexico Women's Health Initiative, and others, and says she feels a personal responsibility to raise youth awareness about societal issues such as date rape, sexual harassment, and the importance of body image and self-esteem.

Paula A. Cordeiro New USD Education Dean

Paula A. Cordeiro joined the University of San Diego (USD) as Dean of the School of Education on July 1, 1998.

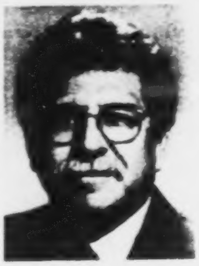
Cordeiro comes to USD from the University of Connecticut, where she was Associate Professor and coordinator of the Educational Administration Program. She served too as facilitator of the Danforth/Connecticut Administrator Preparation Program and as coordinator for the Manchester Public Schools at the University of Connecticut Professional Development Center.

Before joining the UC in 1990, Cordeiro was an adjunct professor at the University of Houston's College of Education, where she was director of the Office of International Education. She also was director of the American School of Las Palmas, Spain, and ESL coordinator of Escuela Bella Vista Maracaibo, Venezuela.

Cordeiro holds an Ed.D. degree in Administration and Supervision from the University of Houston. Her third book, *Introduction to Educational Administration: A Problem-Based Approach*, was recently published. She is president of the University Council for Educational Administration. In May, she will be presented with a Fellowship Award from the Commonwealth Conference of Educational Administration and Management.

Alex González President at CSU San Marcos

The California State University (CSU) Board of Trustees has appointed Alexander González as president of CSU-San Marcos, where he had served as acting president.



González developed an understanding of the campus by serving on its accreditation team in 1993. Prior to his San Marcos appointment, he was provost and vice president for academic affairs at CSU-Fresno since 1991.

He has served on several key CSU system commissions and task forces, including those on Extended University, Financial Aid, Educational Equity, Institute for Teaching and Learning, and the Task Force on Accountability for the Cornerstones Initiative.

He is a member of the public policy committees of the San Diego Economic Development Corporation and the Greater San Diego Chamber of Commerce and has been on the advisory board of the National Hispanic Scholarship Fund.

A graduate of Pomona College, González attended Harvard Law School and earned a

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doctorate from the University of California-Santa Cruz. He was a Ford Foundation/National Research Council postdoctoral fellow at Stanford University.

Emilio Vega Publishes "Virtual" Book

Author Emilio Vega, currently of California, recently published his book *Cuando Era Mexicano* as a "virtual" book. The book is available worldwide over the Internet.

CUANDO
ERA
MEXICANO

Virtual books are not physical objects but books that can be downloaded from the Web as data files, accessible to anyone with an Internet connection.

Cuando Era Mexicano focuses on "Chicanos," Americans of Mexican decent. The positive and negative differences, caused by a mix of American and Mexican cultures, inspired Vega to write his book. His characters undergo series of realistic, common, soulful events paralleling the racial issues. The text is in Spanish.

Vega, a native Mexican who earned his business degree at the University of Guadalajara, traveled to California to earn degrees in Science Communications at Pasadena City College, and in Broadcast Communications at the American Communication Institute in Hollywood.

Cuando Era Mexicano is available from 1stBooks, the international online library at <http://www.1stbooks.com>.

Daniel B. Rodríguez USD School of Law Dean-Elect

Daniel B. Rodríguez has been chosen Dean of the University of San Diego School of Law.

Rodriguez, 35, is a professor of law at Boalt Hall School of Law, University of California-Berkeley. He served as acting professor of law at Boalt from 1988 until 1994, when he was promoted to full professor with tenure. He has taught Administrative Law, State and Local Government Law, Constitutional Law, and Legislation.

He earned his J.D. degree cum laude in 1987 at Harvard Law School, where he was Supreme Court Editor of the *Harvard Law Review*. He is an alumnus of California State University-Long Beach, where he earned the highest honors as outstanding graduate in the School of Social and Behavioral Sciences in 1984.

A member of the American Law Institute, Rodriguez was honored by the Western Political Science Association in 1990 with its Pi Sigma Alpha Award. He has made important contributions in the field of public choice theory and the positive political analysis of legal institutions. His research has been presented to top U.S. law schools and universities, including Harvard, Yale, Stanford, and Georgetown, and abroad at universities in Japan, the Netherlands, Germany, and Australia.

Bibliography on Peru's Shining Path Guerrillas Earns UMass Librarian National Award

University of Massachusetts librarian Peter A. Stern has received the 1998 Jose Torbio Medina Award for his 1995 bibliography on Peru's Maoist Shining Path guerrilla movement and its bloody decade-and-a-half terror campaign that left more than 27,000 people dead.

Stern's work, *Sendero Luminoso: An Annotated Bibliography of the Shining Path Guerilla Movement, 1983-1990*, contains citations from 1,185 books and periodicals in both Spanish and English about the Maoist movement and its charismatic leader Abimael Guzman. The entries, presented chronologically, outline how Guzman patiently organized Sendero Luminoso into a credible, completely indigenous fighting force, one that posed a serious threat to Peru's government and ruling elite.

The Medina Award is given each year by the Seminar on the Acquisition of Latin American Library Materials for outstanding contributions to Latin American Studies in the areas of bibliography and reference. Stern is the University's librarian for Spanish, Portuguese, and Latin American Studies.

New Post for Dr. Vera Martínez at North Orange County CCD

Dr. Vera Martinez, president of Fullerton College (Calif.), has been appointed Vice Chancellor of Instruction for the North Orange County Community College District.

Martinez will oversee coordination and implementation of the District's master plan and will also be involved with the Governor's proposed Partnership for Excellence program.

President of Fullerton College since December, 1994, Martinez held four administrative posts at Santa Monica Community College over a 10-year period, and worked for five years at UCLA. Her career includes teaching and active participation in many academic activities and community organizations.

Cabrera Exhibit at Texas A&M-Kingsville

An exhibition of original paintings and prints by Rosario Cabrera, the first female Mexican painter of importance of the century, is being presented at Texas A&M University-Kingsville through Oct. 2.

The opening reception featured Blanca Garduño, director of the Museo Casa Estudio Diego Rivera y Frida Kahlo (Diego Rivera and Frida Kahlo Studio Museum) in Mexico City, and Dr. José Casillas-Cabrera, son of the artist.

Born in 1901, Cabrera was a contemporary of Frida Kahlo. She stopped painting in 1928. Santa Barraza, chair of the Texas A&M-Kingsville art department, said Cabrera's work, produced only between 1919 and 1928, is of sufficient value for her to occupy an important place in the history of modern art in Mexico.

According to Barraza, Cabrera demonstrated a sensitivity and creative capacity in her work that was strongly composed in terms of color and drawing. The ability to manage line with creativity, modeling it with suggestive light-dark values, was expressed by Cabrera in many mediums, including pencil, ink, watercolors, oils, charcoal, and wood cuts.

Barraza said that Cabrera was the only female Mexican painter who directed two Open Air Painting Schools, where she achieved outstanding work.

Miguel González on Opposition Government in Nuevo Leon

Miguel González, history professor at the Autonomous University of Nuevo Leon in Monterrey, recently lectured on "Opposition Government in Nuevo Leon" at Texas A&M University-Kingsville, part of Kingsville political science department's International Affairs Group lecture series and funded by the Coastal Bend Community Foundation.

González is a Partido Accion National (National Action Party) delegate to the congress of the Mexican state of Nuevo Leon.

PLACES

UNM Showcases Spain's Influence on Latin American Film

Spanish influences in the Americas were explored during "Arts of the Americas '98." In its eighth year, the summer festival is presented by the UNM's College of Fine Arts and offers classes, exhibitions, films, art, flamenco dance, and history.

A special highlight this year was a film festival and class titled "Spain and the Americas—Mutual Cinematic Perceptions."

Offered by the Media Arts Program, the festival screened films from Hollywood, Cuba, Mexico, and Spain to illustrate Spain's influence on Latin American film.

Films screened included: *Blood and Sand* (U.S. 1941); *Captain from Castille* (U.S. 1941); *Cabeza de Vaca* (Mexico, 1991); *For Whom the Bell Tolls* (U.S. 1943); *The Pride and the Passion* (U.S. 1957); *El Cid* (U.S. 1961); *Behold a Pale Horse* (U.S. 1964); *The Last Summer* (Cuba, 1976); *La barraca* (Mexico, 1944); *En el balcón vacío* (Mexico, 1961); *Bienvenido Mr. Marshall* (Spain, 1952); *Barroco* (Mexico, Cuba, Spain, 1990); *Los últimos de Filipinas* (Spain, 1945); *Humberto Solas from Cuba* (Cuba, 1969); and *La linea del cielo* (Spain, 1983).

Post-screening discussions were led by Carl Mora, author of *Mexican Film and Society* (University of California Press).

TC3 Graduates Global Connections Program Students

Tompkins Cortland Community College (TC3) in New York hosted a ceremony for approximately 50 students graduating from its Global Connections Program in July.

The students—from World University, Spain, and the Pontifica Universidad Católica Madre y Maestra, Dominican Republic—completed requirements for a TC3 associate degree in business administration. The commencement address to this fifth graduating class was given by Radamés Mejía, executive director of Pontifica Universidad.

Radamés Mejía

Transcultural Nursing at University of Northern Colorado

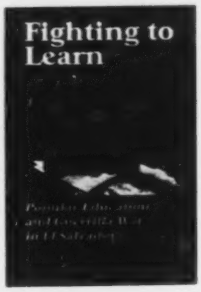
UNC recently became the first institution in the State of Colorado to offer a Certificate in Transcultural Nursing, says Sandy Baird, director of UNC's School of Nursing.

The certificate is directed to UNC nursing seniors or nurses in the field who already hold their B.S. degrees.

Over the years, UNC has worked to increase the number of minority undergraduate nursing majors from a low of about 3 percent in 1992 to a current level of about 13 percent, says Baird, noting that the national average is about 10 percent.

The goal is to increase nurses' awareness of cultural factors that might influence behavior of patients and their families.

Rutgers Publishes Book on War and Education in El Salvador



Popular education played a vital role in the 12-year guerilla war against the Salvadoran government. *Fighting to Learn: Popular Education and Guerrilla War in El Salvador* (July 1998, 224 pgs., ISBN 0-8135-2526-8, $20.00, Paper, 1-800-446-9323), by John L. Hammond, is a study of its pedagogy and politics.

Inspired by Paulo Freire's literacy work in Brazil in the 1950s, popular education brought literacy to poor rural communities abandoned by the official education system and to peasant combatants in the guerilla army. Those with little education taught those who had none. By cultivating skills and raising morale, popular education contributed tangibly to political and military gains in the war.

Hammond interviewed more than 100 Salvadoran students and teachers and recounts their experiences in their own words, vividly conveying how they coped with the hardships of war and organized civilian communities politically to support a guerilla insurgency. The book tells how poorly educated peasants overcame their sense of inferiority to discover that they could teach each other and work together in a common struggle.

RIC Supporting Diversity in Classroom & Workplace

Rhode Island College's (RIC) Dialogue on Diversity Committee is planning "Promising Practices," a day-long program of workshops to help educators incorporate values that support diversity in the classroom and the workplace. Also featured is a multicultural media fair featuring resources such as books, computer software, and videos.

The program is free and open to the public. Organizers expect CEU approval from the Rhode Island Department of Education. For more information, call Elizabeth Henshaw, assistant professor of elementary education, at (401) 456-8567 or Richard Lobban, professor of anthropology, at (401) 456-8784.

SAC's Graduation Plus Project Has Impact

In Texas, forty-one of the approximately 900 San Antonio College (SAC) students who graduated last May would not have crossed the stage at that time were it not for a relatively new SAC program called Graduation Plus.

Rosa María González

Launched a little over a year ago, Graduation Plus is designed to identify and encourage SAC students who might be close to earning a degree without realizing it. More than 700 SAC students have been contacted since the program began, and since May 1997, almost 100 have graduated as a result of the program. Graduation Plus counselors look for students within striking distance of their goal, with 45 or more college credit hours and a minimum 2.0 Grade Point Average.

SAC counselor and Title III program developer Rosa María González says that many times, liberal arts students with undeclared majors who plan to transfer to a four-year institution don't realize how close they are to earning an associate's degree.

Graduation Plus counselors identify students who fit this profile, then provide crucial counseling (including a "degree audit") that can make the difference in earning degrees.

One example is Leticia Salinas, age 35, who enrolled at SAC years ago, then attended the University of Texas-San Antonio and Our Lady of the Lake, accumulating 131 college credit hours in the process. When Salinas enrolled again at SAC last spring, a Graduation Plus counselor helped her define a clear path toward her associate's, which she is completing this summer. Her plan is to transfer to the University of Texas Health Science Center to study nursing.

Pathways Via DeWitt Wallace-Reader's Digest Fund

Over the past 10 years, the DeWitt Wallace-Reader's Digest (DWRD) Fund has invested nearly $47 million in Pathways to Teaching Careers. The program, which operates at 41 colleges and universities nationwide, recruits and prepares nontraditional candidates for positions in hard-to-staff low-income rural and urban schools. Most of the Fund's investment has been used to underwrite scholarships and other support services that have made it possible for nearly 2,500 prospective teachers to return to college and obtain their degrees and fulfill requirements that lead to full certification and full-time teaching jobs.

The DWRD Fund bestowed more than $299,000 in leadership grants to both Harris-Stowe State College (Mo.) and Kean University (N.J.), which will enable them to sustain their work, assist other sites, and share their experiences with newly affiliated Pathways sites.

Continuation grants to current Pathways programs went to Alverno College (Wis.), $199,923; Drexel University (Pa.), $199,888; Wayne State University (Mich.), $199,974; Indiana University of Pennsylvania; University of Illinois at Chicago; University of Louisville (Ky.); and University of Wisconsin-Milwaukee, Cleveland State University (Ohio), $200,000 each.

Minority Research Assistants Program at UNC-CH

In 1995, fewer than one in 100 humanities doctoral candidates at U.S. universities was a Native American, Puerto Rican, or Mexican American.

To improve representation, the University of North Carolina at Chapel Hill (UNC-CH) initiated its Minority Undergraduate Research Assistants Program (MURAP), centered in its department of economics. The program encourages talented minority students to consider university teaching careers by providing a stipend and a research opportunity.

Since 1989, more than 150 minority students in humanities, social sciences, and fine arts, about 18 each year from schools nationwide, have entered MURAP for 10 weeks of research and writing.

These apprentice researchers work closely with a faculty fellow from the College of Arts and Sciences at UNC-CH. Faculty Fellows, who also devote their summers to a research project, serve as MURAP mentors, guiding them in research that culminates in a lengthy paper and an oral presentation.

The projects span the fields of anthropology, philosophy, history, communications, English and Latin American literature, African American studies, economics, psychology, education, sociology, and Spanish. This year's topics ranged from a philosophy project defining racism as a moral problem to a sociology study on obstacles to higher education for Latinos.

ServiceMaster and HACU Partner to Advance College Student

ServiceMaster joined the HACU'S National Internship Program, soon in its seventh year, by adding a college student intern to its ranks this summer.

Dr. Bill Doonan, Director of the program for HACU, said that ServiceMaster is their first corporate partner to host an intern.

Thanks to HACU, more than 1,200 students have undertaken intern assignments directly relevant to their career goals.

HACU is a national association of higher education representing Hispanic-Serving Institutions, specifically nonprofit, accredited colleges and universities where Hispanics constitute a minimum of 25 percent of the total enrollment at either the graduate or undergraduate level. One of its goals is meeting the needs of business, industry, and government through the development and sharing of resource, information, and expertise.

ServiceMaster Management Services, division of The ServiceMaster Company, Downers Grove, Ill., provides innovative support solutions for cleaning, clinical equipment management, energy management, physical plant maintenance, food service, grounds, and home health care to over 2,000 automotive, aviation, education, health care, and industrial/commercial customers.

Hispanic Heritage Month in Washington, D.C.

In recognition of Hispanic Heritage Month, Washington, D.C., is holding a bevy of events this month.

•On Capitol Hill: the National Association of Hispanic Publications staged a two-day issues conference, "Decision '98, A Hispanic Perspective;" the Congressional Hispanic Caucus Institute (CHCI) held an issues conference featuring debates and panel discussions; and Hispanas Organized for Political Equality hosted a California delegation of 75 Latina Leaders.

•The Mexican Embassy hosted a 188th anniversary festival commemorating Mexico's independence with "el grito" at the U.S. Department of Interior.

•At the National Press Club, The Hispanic Link Journalism Foundation held its fourth annual Communicator of the Year award reception, and the League of United Latin American Citizens, in conjunction with the CHCI, held a forum for media executives.

•The 12th annual Hispanic Heritage Awards was staged at the Kennedy Center.

•The CHCI held its 21st annual gala.

•MANA, a national Latina organization, hosted its annual Las Primeras awards luncheonette, honoring Latina "firsts" in their fields.

•The National Puerto Rican Coalition hosted its annual conference, followed by a lifetime achievements awards ceremony at the Organization of American States.

•The National Federation of Hispanic-Owned Newspapers hosted its sixth international media conference.

Ricardo Salinas Memorial Scholarship at UTSA

The University of Texas at San Antonio (UTSA) held a reception announcing the creation of the Ricardo Salinas Memorial Scholarship.

Arturo and Elisa H. Salinas and daughter, Elisa G. Salinas, a psychology major at UTSA, presented a check for $10,000 to the school's president, Samuel A. Kirkpatrick, to launch a scholarship honoring his son, slain U.S. Border Patrol Agent Ricardo Guillermo Salinas Jr.

Salinas, who earned a degree in criminal justice from UTSA in 1996, was just 24 when he and a fellow agent were killed July 7 in an ambush near San Benito, Texas.

LMU Film Graduate Earns Fulbright Award

Nicolas Santana, Jr., a Loyola Marymount University (Calif.) graduate, is receiving a Fulbright award to study Spanish cinema at the University of Barcelona in Spain this fall.

Santana, 23, attended Los Angeles City College for two years and then transferred to Loyola, where he earned a bachelor's degree in film production in May 1998. At Loyola, he drew on inner-city life and his Mexican roots for his film projects. In *9535 Deeble Street*, he chronicled his experiences living in a crowded apartment building. *Cristero* told the story of his great-uncle, who fought for religious freedom in Mexico in the 1920s.

As a Fulbright scholar, Santana plans to study the development and influence of Spanish film in the Franco and post-Franco eras. He eventually hopes to write, direct and produce his own films, "to bring something new and refreshing to American cinema."

Nicolas Santana, Jr.

Head Start Parents "Graduate" at SMC

A group of about 60 parents of Los Angeles County (Calif.) Head Start pre-schoolers "graduated" from a unique Santa Monica College (SMC) program that trained them in leadership, management, child development, and other skills.

Since January 1997, the program has trained parents to run the largest Head Start program in the nation through business, human development, and child development courses, as well as through internships. It is believed the program–operated under a contract with the Los Angeles County Office of Education–could serve as a model for welfare reform education projects.

The parents, most of them Latina, acquired skills that help them set policies for a $120 million-a-year federally funded program and enhance their employability, said the SMC contract education coordinator.

Head Start is a federally funded preschool program for youngsters from low-income families. The parents serve on the countywide Head Start Policy Council and local agencies and are an integral part of the decision-making process for the Los Angeles County Head Start Program.

UTSA Program Honored by National Latino Institute

The Prefreshman Engineering Program (PREP) at the University of Texas at San Antonio (UTSA) has received national recognition for its efforts in developing the academic and career potential of Latino children.

The National Latino Children's Institute, a resource network and advocacy group, selected PREP as a 1998 La Promesa Program for PREP's contributions to the education of Latino children.

Programs from 14 states, Puerto Rico, and the District of Columbia reflecting many health, educational, cultural, and leadership development activities currently are profiled. About half of those nominated are selected.

UTSA Mathematics Professor Manuel P. Berriozábal created PREP in 1979 to expose

San Antonio's secondary school students interested in mathematics and engineering to a college environment.

PREP has been replicated as TexPREP in 13 Texas cities, and a $1 million NASA grant to HACU is supporting PREP's replication as Proyecto Access in seven other states.

Nearly 15,000 students nationwide have participated thus far. In Texas alone, surveys show that 999 percent of participants complete high school, with more than 85 percent going on to earn college degrees. About three-fourths are minorities.

Del Mar Helps Hispanics Access Computers and Internet

This fall, Del Mar College is adding 104 computer stations to the 58 already situated throughout its two campus libraries.

And it will begin providing laptops that can be checked out by students using the libraries.

A recent Texas state poll shows that only 30 percent of Hispanics own home computers. More than half of Del Mar College's students—who number more than 10,000 each semester—are Hispanic.

Fall Events at California Lutheran University

On Sept. 28, the CLU Multicultural Programs and Student Activities will sponsor, as part of the University Speakers Series, "Diversi'Ties: Character and Diversity," an exploration of the way cultures differ, why they differ, and why people should celebrate those differences. There also will be a discussion of how individuals can transcend cultural differences to deepen their understanding of the world, enrich their interpersonal relationships, and gain insight into their own character.

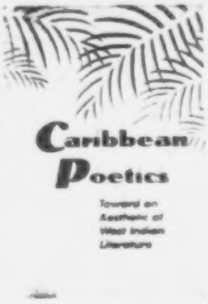
On Oct. 29, CLU will celebrate Día De Los Muertos, the Latin celebration held to remember the passing of loved ones. A live theatrical performance depicting the meaning of Dia De Los Muertos will be presented by the Teatro Inlakech theatre troupe and the Folklorico Dancers. Attendees are encouraged to dress in the tradition of portraying the symbol of death, and a cash prize will be awarded to the best dressed "muerto" person.

On Dec. 6, CLU reenacts Las Posadas, Mary and Joseph's search for shelter and a place for the birth of the baby Jesus. This event dates back to 16th century Mexico and is now a tradition in many parts of the southwest.

PUBLICATIONS

Caribbean Poetics: Toward an Aesthetic of West Indian Literature

by Sílvio Torres-Saillant



Caribbean Poetics studies the literatures written in European languages in the West Indies as a regionally unified corpus with its own identity. Torres-Saillant examines recurring motifs and formal devices that Caribbean literary artists have drawn on for six decades. The book places Caribbean literature in the larger context of comparative poetics by discussing the historical, political, and cultural forces that mediate its interaction with other literary systems.

1997
368 pgs.
ISBN 0-521-55125-0
$64.95 Cloth
Cambridge University Press
1-800-872-7423

The following books are available from:
AMERICAN COUNCIL ON EDUCATION
through Oryx Press (800) 279-6799

Fact Book on Higher Education: 1997 Edition

by Charles J. Andersen

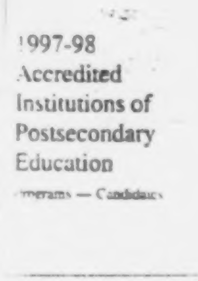
FACT BOOK ON
HIGHER
EDUCATION
1997 Edition
Charles J. Andersen

This book offers fast, easy access to a broad range of information in higher education and highlights trends in the field over the past 20 years. Containing more than 180 charts, graphs, and tables, it offers the most current data available on: demographic and economic trends; enrollment; financial information; faculty and staff; student bodies; and earned degrees.

1998
254 pgs.
ISBN 0-89774-820-4
$49.95 Case

1997-98 Accredited Institutions of Postsecondary Education: Programs Candidates

Alison Anaya, ed.

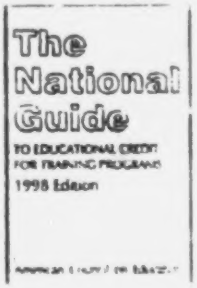


A guide to institutions of higher learning that are accredited by national and regional agencies recognized by the Council for Higher Education Accreditation (CHEA). This updated edition includes more than 5,000 public, private, two-year, four-year, and vocational institutions of higher education throughout the U.S., as well as U.S.-chartered schools in 14 countries abroad. Each entry provides the institution's name and address, includes a brief description, and denotes any membership in a public education system.

May 1998
736 pgs.
ISBN 1-57356-085-5
$54.95 Paper

The National Guide to Educational Credit for Training Programs: 1998 Edition

by the American Council on Education

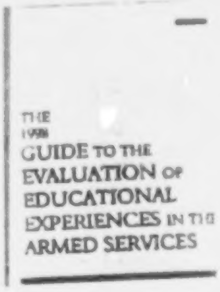


More than 5,000 high-quality educational programs conducted by businesses, labor unions, professional and voluntary associations, and government agencies are described in this updated edition. Each entry provides: Course title; Location; Length; Dates; Objective; Learning outcomes; Instruction; and College credit recommendations.

May 1998
1,200 pgs.
ISBN 1-57356-105-3
$85.00 Paper

The 1998 Guide to the Evaluation of Educational Experiences in the Armed Services

by the American Council on Education



Long considered to be the standard reference work for recognizing learning acquired in military life, this three-volume set lists and describes more than 8,000 courses offered by the services branches and Department of Defense between January 1990 and the present. Also included are step-by-step instructions for locating and using the course entries, and a special questions-and-answers section that addresses specific procedures for awarding credit.

3 volume set
September 1998
ISBN 1-57356-101-0
$85.00

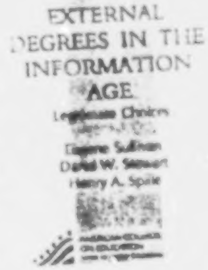
Volume 1: Army
September 1998
808 pgs.
ISBN 1-57356-102-9
$35.00 Paper

Volume 2: Navy
September 1998
624 pgs.
ISBN 1-57356-103-7
$35.00 Paper

Volume 3: Air Force, Coast Guard, Department of Defense, and Marine Corps
September 1998
456 pgs.
ISBN 1-57356-104-5
$35.00 Paper

External Degrees in the Information Age: Legitimate Choices

by Eugene Sullivan, David W. Stewart, and Henry A. Spille

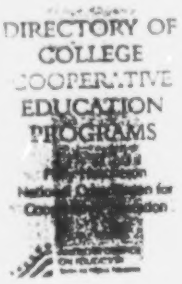


This guide is designed to help adults make informed decisions about pursuing a postsecondary degree. The revolution in adult higher education—earning degrees without leaving home or work, or spending very minimal time on campus—has led to a proliferation of "diploma mills," degree-granting institutions that lack recognized accreditation. This book describes 140 legitimately accredited external degree programs now in operation.

1997
248 pgs.
ISBN 0-89774-997-9
$34.95 Paper

Directory of College Cooperative Education Programs

Polly Hutcheson, National Commission for Cooperative Education, ed.

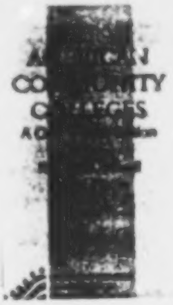


Cooperative education programs provide students with an excellent opportunity to gain actual professional experience while pursuing their degrees. This directory offers information on nearly 500 cooperative education programs offered at U.S. colleges and universities. Each entry includes: type of school and degrees awarded; key contacts; academic divisions with co-op programs; how programs are administered; typical length of work periods; and number of active employers and representative examples.

1996
232 pgs.
ISBN 0-89774-998-7
$49.95 Paper

American Community Colleges: A Guide, 10th Edition

by Robert H. Atwell and David Pierce



A directory of the fastest-growing segment of higher education, this guide supplies information on 1,181 accredited schools offering associate degree programs. Each entry includes contact information, a general description, names of administrators, and the school's accreditation. The next section of the entry provides academic information, including: academic year; contacts for student inquiries; areas of study; degree requirements; admission requirements; teaching staff; program awards; and recent enrollment figures.

1995
920 pgs.
ISBN 0-89774-874-3
$135.00 Case

VIDEO RECORDINGS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
1-800-257-5126 or (609) 275-1400

The House of Bernarda Alba

by Federico García Lorca

The House of Bernarda Alba

Centered on the power struggle among the women of a noble Spanish family as they mourn the death of the paterfamilias, Lorca's great play chronicles the passions unleashed among women trapped within a family web as it moves inexorably toward the grand tragic finale. This riveting production casts Glenda Jackson as the widow Bernarda, who rules the family with pitiless rectitude, Joan Plowright as the housekeeper, and Patricia Hayes as the mother suffering from senile dementia. (1 hr. 40 min., color)

Item # FFH 5394

Benito Pérez Galdós: La fontana de oro

Benito Pérez Galdós
LA FONTANA DE ORO

With a narration by Alonso Vicente Zamora explaining the historical and political background and introducing the characters, the program opens in the café from which Pérez Galdós' book takes its title. Shots are heard and the café quickly empties; only Coletilla remains. As he is about to leave, a group of liberals arrives and begins to rough him up; he is rescued by Bozmediano, who takes him home. Here Clara and Bozmediano meet.... At the last, the story of intrigue in love and politics comes to a happy and quiet ending. (Spanish, 60 min., color)

Item # FFH 167

Crimes Against Humanity: The Search for Justice

A three-program series including:

Justice Pursued

justice pursued

Rwanda, Argentina, East Germany, and Bosnia have been the locus for the most heinous acts of the last 20 years. In this program, Rwandans accused of perpetrating hideous atrocities against their neighbors are tracked down; an emotional meeting with a former Nazi-hunter takes place; the torture and murder of thousands of young Argentines by the Pinochet regime are detailed by a survivor; in East Germany, newly discovered Stasi training tapes paint a brutal portrait of political repression behind the Berlin Wall; and in Bosnia, efforts to track down the perpetrators of ethnic cleansing are ongoing. (50 min., color)

Item # FFH 7629

The Quest for Truth

the quest for truth

In this program, victims of terror either seek justice, or just acknowledge the ugly truth. The program traces the quest for truth in Guatemala, and finds it can be a dangerous business in a country where terror continues to reign. In Argentina, a mother's twenty-year search for her daughter is over, and she is about to meet a man who may reveal the truth about her daughter's disappearance. And in South Africa, a father fears a government amnesty program may set his son's killers free. (50 min., color)

Item # FFH 7630

The Long Road to Reconciliation

the long road to reconciliation

Under new government amnesty policies designed to unite South Africa, a white policeman previously jailed for life on eleven counts of murder has been freed, enabling him to return to the scene of his crimes. Using Bosnia, Chile, Mozambique, and South Africa as examples, this program probes whether national reconciliation can be purchased at the price of justice for victims of political terror. It asks whether national unification is even possible if victims perceive themselves as forgotten. (50 min., color)

Item # FFH 7631

Women of Latin America

A 13-program series including:

Women of Latin America

Bolivia: Coca, Food of the Poor

Item # FFH 7018

Brazil: Priests, Samba Dancers, and Mulattos

Item # FFH 7019

Chile: The Drama of Hope

Item # FFH 7020

Cuba: The Children of Fidel

Item # FFH 7021

Dominicans

Item # FFH 7022

Guatemala Silenced

Item # FFH 7023

Mexico: Rebellion of the Llorona

Item # FFH 7024

Ecuador: The Indian Women

Item # FFH 7025

Nicaragua: Red to Violet

Item # FFH 7026

Peru: Rage of Hunger

Item # FFH 7027

Puerto Rico: Paradise Invaded

Item # FFH 7028

To Be a Mother in Latin America

Item # FFH 7029

Venezuela: The 21st Century to Prehistory

Item # FFH 7030

This series examines life in 13 Latin American nations through the eyes of its women. Some of the women transport drugs across borders, fight in rebel armies, bear children in poverty, search for sons and daughters who have vanished during political pogroms, and generally bear the burden of living a harsh, third-world existence. Other women–teachers, engineers, and politicians–also contribute their stories. Combined, the women–different as the countries of Latin America are different–paint a disturbing portrait of people struggling against all odds to survive racial and class discrimination, revolution, political injustice, and chronic economic instability. (60 min. each, color)

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SPECIAL EVENT

The Merrow Report Focuses on Burgeoning Crisis in Latino Education

October 2

The Merrow Report, PBS's award-winning documentary series, will be exploring Latino education in their upcoming documentary special, "Lost in Translation: Latinos, Schools, and Society." The program airs October 2, 1998, (10 p.m. EST) on PBS--check local listings for channel and broadcast times.

CONFERENCES

Enhancing Black & Other Minortiy Student Presence & Success in the Community College

October 8-10

Hosted by Valencia Community College. At the Omni Rosen Hotel in Orlando, Fla.

Contact: Laura Krot, (407) 299-5000 ext. 3205; <lkrot@valencia.cc.fl.us>.Venezuela:

Legal Issues in Higher Education

October 4-6

The University of Vermont's 9th annual conference, designed to address the most pressing legal challenges that higher education professionals are currently facing. Keynote speakers include Stephen Hirschfeld, counsel to the University of California, the University of San Francisco, and Hastings College of Law; Judith Ramaley, president of The University of Vermont; and William Sloane Coffin, Jr., retired Yale University Chaplain; civil rights activist. At the Sheraton Hotel and Conference Center in Burlington, Vt.

Contact: Carol Fournier-Gunter or Vivianne Farmer, (802) 656-2088.

1998 SACNAS National Conference

October 8-11

Society for Advancement of Chicanos and Native Americans in Science, whose mission is to assist Chican/Latino and Native American students in pursuing the advanced degrees necessary for research careers and science teaching professions at all levels.

At the Hyatt Regency Hotel-Capitol Hill, Washington, D.C.

Contact: (408) 459-4272; e-mail, <sacnas@cats.ucsc.edu>; Web site, <http://www.sacnas.org>.

The Minority Student Today: Recruitment, Retention, and Success

October 11-14

By promoting an understanding of the nature of fundamental reforms and institutional changes needed in American higher education to eliminate structural barriers, this event seeks to identify opportunities to achieve multicultural and balanced academic programs. Sponsored by the University of South Carolina Division of Regional Campuses & Continuing Education, in cooperation with the University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444; or <Confs@GWM.SC.EDU>. Conference Web site: <http://web.csd.sc.edu/conted/mst.htm>.

100 Years of Transformation: The Caribbean and the United States Since 1898

October 13-15

Conference convened by and to be held at (Department of Latin American and Puerto Rican Studies) Lehman College of City University of New York, in New York City.

Contact: Laird W. Bergad, (718) 960-8280; e-mail, <lwbergad@worldnet.att.net>.

Madness, Illness, and Bodies: The Hispanic Woman Writer and Her Fragmented World

October 15-17

Conference convened by Fundacion Cultural Iberoamerican, in Washington, D.C.

Contact: Gladys Ilarregui, (703) 922-4459; e-mail, <gladys@iberoamerican.org>.

Keeping Our Faculties: Addressing the Receruitment and Retention of Faculty of Color in Higher Education

October 18-20

Symposium convened by University of Minnesota. Radisson Hotel-Metrodome, in Minneapolis.

Contact: (612) 626-7550; e-mail, <fdp@tc.umn.edu>; Web site, <http://www.aamd.umn.edu/symposium/sympos.htm>.

National Preservation Conference

October 20-25

National Trust for Historic Preservation's 52nd national conference, with the theme "The Art of Preservation," convening in Savannah, Georgia. Between 2,000 and 3,000 committed preservationists from around the country are expected to explore the interplay of historic preservation and the arts, and how they shape communities.

Contact: (803) 722-8552. Web site at <www.nthp.org>; e-mail to <soro@nthp.org>.

Study USA - Mexico '98: Forging the Vision

October 21-23

Three-day education fair designed to enable American educational institutions to establish reciprocity agreements with Mexican institutions—leading to the participation by students from Mexico and the U.S. in exchange programs and an enhanced diversity at the involved schools. Co-hosted by the U.S. Trade Center's Department of Commercial Service and Kivo Expositions. In Mexico City.

Contact: Charlotte Adams, (919) 881-7888, or <Kivaexpo@mindspring.com>.

1998 New Jersey Project Fall Conference

October 23

This conference will showcase the work of educators from a variety of disciplines who use literature—novels, short stories, poetry, and other forms—to integrate gender and multicultural content and perspectives into their courses. At The College of Saint Elizabeth, Morristown.

Contact: The NJ Project at (973) 720-2296, or <nj_project@wpc.wilpaterson.edu>. Information also available at the NJ Project Web site: <www.wilpaterson.edu\wpcpages\icip\njp\Index.htm.>.

Second Annual Hispanic Law Conference

November 7

Hosted by the American University's Washington College of Law, co-sponsoring with the D.C., Maryland, and Virginia Hispanic Bar Associations and Hispanic Law Students

Association. 8:30 a.m. to 4:30 p.m. Speakers, panels, and roundtables on Hispanics in the legal profession, including the judiciary, academia, politics, and business. In Washington, D.C.

Contact: Aurora Carmichael (202) 274-4004 or <grants-programs@wcl.american.edu>.

Círculo de Cultura Panamericano

November 13-15

The annual convention. Special sessions on Federico García Lorca in the centenary of his birth; the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (N.J.). At the Holiday Inn in Totowa, N.J., and WPU.

Contact: Círculo de Cultura Panamericano, 16 Malvern Place, Verona, N.J. 07044-2554.

24th Annual TACHE State Conference

November 16-17

The 24th annual conference of the Texas Association of Chicanos in Higher Education. Leaders from higher education, business, and the community will discuss the implication of the *Hopwood* decision and join in exploring strategies for increasing the representation of Chicano students, faculty, and staff. Over 45 workshops/presentations. At the Wyndham Warwick Hotel, in Houston.

Contact: Ed C. Apodaca, (713) 743-9567.

PRESIDENT

After 19 years of distinguished leadership, Peter Spina will retire as President of Monroe Community College in August 1999. The Board of Trustees invites applications and nominations for the Presidency. Located in Rochester, New York, MCC serves a metropolitan area of over one million people and is the home of several Fortune 500 companies. Monroe Community College is a unit of the State University of New York and a member of the League for Innovation in the Community College. The college has a multi-campus enrollment of 14,000 full- and part-time credit students offering 70 degree and certificate programs.

APPLICATION PROCESS: Applications will be accepted until position is filled. For full consideration, applications should be postmarked by November 23, 1998. The Presidential Search application packet can be requested by contacting: **Human Resources Office, c/o Dr. Sherry Ralston, Monroe Community College, 1000 E. Henrietta Road, Rochester, New York 14623. Phone: (716) 292-2111 or e-mail: cbarcomb@monroecc.edu.**

For additional information, contact Richard Degus, Search Liaison, at the college. Phone: (716) 292-3021 or e-mail: ddegus@monroecc.edu.

Search Consultant: Bob Barringer, Gold Hill Associates

Monroe
Community
College

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THE HISPANIC OUTLOOK ...

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JOURNALISM

Colorado State University seeks two tenure-track assistant professors. Ph.D. preferred (master's required) in journalism/mass communication. The news-editorial journalism position requires several years of daily newspaper reporting experience. Previous college teaching desirable. The telecommunication/new communication technologies position requires recent broadcast television news and/or multimedia production experience. Previous college teaching preferred. Apply for each position by October 15, 1998 to: **Chair, Search Committee, Department of Journalism and Technical Communication, Clark C225, Colorado State University, Ft. Collins, CO 80523. (970) 491-6310.**

Colorado State is an EEO/AA employer. E.O. Office: 101

PRE-DOCTORAL MINORITY FELLOW

LAWRENCE UNIVERSITY invites applications for two pre-doctoral fellowships for minority scholars for the 1999-2000 academic year. A fellow will offer one course in each of two terms and be in residence for all three terms of the academic year. Stipend is $27,500 plus $1,500 for research and travel. Applicants in any fields suitable for a liberal arts undergraduate college must have completed all Ph.D. requirements except dissertation. Preference will be given to minority candidates with U.S. citizenship (African-, Asian-, Hispanic-, or Native-American). Send C.V., a cover letter of introduction, three letters of recommendation (one of which must be from the dissertation adviser), official graduate school transcript, and outline of the dissertation by December 4 to:

Dean of the Faculty, Lawrence University, Appleton, Wisconsin 54912-0599.

A Commitment to Diversity

California Western School of Law
is committed to increasing
diversity within our student
population and the legal
profession. Our mission is to
train ethical, competent and
compassionate lawyers,
representative of our diverse
society, who can use the law
effectively and creatively. Over
30 percent of our students
reflect various ethnic
backgrounds. For more
information contact the
Office of Diversity Services at
(619) 525-7641 or
(800) 255-4252 ext. 7641
or visit our website at
www.cwsl.edu.
California Western School of Law
225 Cedar Street, San Diego,
California 92101-3090

American Bar Association 1962
Association of American Law Schools 1967

University at Buffalo
State University of New York

Associate Dean of Students

Duties: The Associate Dean of Studies at the State University of New York at Buffalo School of Law is primarily responsible for advising and counseling students and for implementing the academic assistance program These responsibilities include: **a)** counseling students experiencing academic difficulties or personal problems that impact on their academic achievement; advising students with special needs on available support services; **b)** acting on individual student petitions for a waiver of Law School rules, such as petitions seeking authorization to register for a course overload; **c)** assisting faculty members to identify and obtain appropriate intervention for students with academic or personal problems; **d)** providing advise and support for student organizations including assistance with program and finances; assisting students in forming and sustaining new student activities; **e)** developing and implementing a program of academic assistance for students admitted through the Legal Methods Program, as well as for students who may be identified as needing additional academic services;**f)** coordinating the delivery of necessary assistance for students with special needs, including appropriate examination schedules as determined by the Committee on Students with Special Needs;
g) organizing and overseeing the commencement and orientation programs for regular, transfer, and Legal Methods students; **h)** developing and maintaining university and community resources that are designed to serve student needs.

Minimum Qualifications: Bachelors Degree is required. Masters or JD is preferred. Minimum four years of successful experience in positions requiring work in student advising and counseling or five to eight years of more general administrative experience in an educational setting.

To apply: Send letter of application and resume to Prof. Dianne Avery, Professor of Law, UB School of Law, 421 O'Brian Hall, Buffalo, New York 14260. Materials must be received by October 21, 1998 to ensure full consideration. Salary $50-58K commensurate with experience; generous benefit package.

The University at Buffalo is an Equal Opportunity/Affirmative Action Employer.
The University is interested in identifying prospective minority and women candidates and professionals with disabilities. No person in whatever relationship with the State University of New York at Buffalo shall be subject to discrimination on the basis of age, creed, color, disability, national origin, race, religion, ethnicity, sex, sexual orientation, marital or veteran status.

DEAN OF PROFESSIONAL STUDIES

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns.

Position: The Dean of Professional Studies is the chief administrator for the approximately 70 faculty in professional studies. The departments represented in this unit include: Child Family Services; Communication Disorders and Sciences; Counselor Education; Educational Studies and Services; Nursing, Food and Nutrition; Social Work; and Sport and Wellness. These programs enroll over 2,000 students at the undergraduate and graduate level, with the largest proportion of students at the undergraduate level. The Dean also chairs the College's Graduate Studies Council. The Dean reports to the Provost and has significant campus and community responsibilities beyond academic areas.

Responsibilities include: Providing effective leadership and oversight for all academic programs; providing leadership for achieving and sustaining diversity in all aspects of University life, particularly in developing a diverse student body, faculty and staff; working closely with other academic and administrative areas; sustaining the University's commitment to excellence and innovation in teaching and learning, including active development of applications of new technologies; assisting in implementing and updating the University's Strategic Plan; assuming significant responsibility for working with appropriate community and regional organizations; leading the faculty in increasing external funding for research and service; and in participating in formulating and implementing college-wide policies.

Qualifications include: An earned doctorate is required and a record of teaching and scholarship that would justify appointment as a tenured professor. A record of achievement in academic administration; a demonstrated record of effective communication and cooperation with faculty, staff, students and collective bargaining units; experience in curriculum and program design and implementation; a demonstrated commitment to increasing the diversity of faculty, staff and students; and a record of successful administrative leadership including strategic planning, enrollment management concerns, fiscal management, accreditation and assessment.

Females and racial minorities encouraged to apply.

Nominations and applications should be addressed to: **Chair, Search Committee (PJ# 2213-808), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax 518-564-4600**

Nominated individuals will be invited to apply. Applications consist of a letter addressing the qualifications noted, a current resume or curriculum vitae, and three letters of reference. Review of applications begins on October 15, 1998 and continues until appointment is made. Starting date is negotiable, position is available as soon as search is completed.

EEO/AA

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Visit our website, http://www.plattsburgh.edu/personnel

UNIVERSITY of SAN FRANCISCO

Irvine Minority Scholar

1999-2000 Dissertation Year Fellowship Program

The College of Arts and Sciences at the University of San Francisco invites applications for two participants in the Irvine Minority Scholar Dissertation Year Fellowship Program for the academic year 1999-2000. Appointments will be in one of the following College programs: History, Politics, Systematic Theology, Sociology, Communication, and Psychology.

PROGRAM: USF Senior Faculty serve as mentors and consultants while the Scholar completes the dissertation and initiates an ongoing program of scholarly or creative work, develops a repertoire of potential course offerings, and familiarizes him- or herself with the usual service responsibilities of a university faculty member.

Scholars teach one undergraduate course in the discipline each semester, serve as resources to students and faculty, and contribute to USF's multicultural living/learning environment through activities that celebrate ethnic diversity and cultural pluralism.

COMPENSATION: Sponsored by the James Irvine Foundation, the Program provides a stipend of $24,500 and limited support for relocation and housing costs, and research-related expenses.

QUALIFICATIONS: Irvine Minority Scholars are members of one of the following ethnic/racial groups: African Americans, Asian Americans, Hispanics/Latinos, or American Indians, and are U.S. citizens or Permanent Residents. Candidates must have completed all course work leading to the Ph.D. by Summer 1999, and must be considering a career in college teaching. University teaching experience, evidence of scholarly promise, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, transcripts, dissertation prospectus or proposal and timeline, brief description of research plans, evidence of teaching ability (including student evaluations), and three letters of recommendation to:

Irvine Minority Scholar Search
c/o Gerardo Marin, Ph.D., Associate Dean
Coordinator, Irvine Minority Scholar Program
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Complete applications must be received by December 1, 1998, to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

COMPUTER

PROJECT MANAGER

Data Integration Services

Princeton University, located 45 miles from **New** York and Philadelphia, is the perfect **place** to build an exciting career. The **University** is small enough to provide a stimulating work environment, yet large enough to provide opportunities for promotion and personal growth. We are accepting applications for a Project Manager to oversee the University's Data Integration strategies. Working with the Associate Director of the overall administrative systems initiative, the Project Manager will facilitate the planning, methodology and implementation of a new integrated data model to promote standardization and reuse in support of the new Oracle relational database environment, new administrative systems and new data warehousing opportunities. This is a term appointment of 3-4 years.

Candidates should have a demonstrated ability to coordinate business units, Data Administration and Application Support to ensure effective data integration across all administrative systems. A bachelor's degree and proven project management experience directing a cross-functional team in large database implementation are required. Experience in higher education a plus. Candidate should have experience with the following:

- **Systems Planning, Analysis and Design**
- **Data Analysis, Modeling and Normalization Techniques**
- **Deployment of Data Standards and Procedures**
- **Oracle Relational Database System**
- **Data Warehousing**
- **Web Technology**
- **PeopleSoft Application (a plus)**

Princeton provides an exceptional work environment and an excellent benefits package that includes health care plans, an excellent retirement plan, tuition reimbursement, a generous vacation schedule, use of various University facilities and more. Interested candidates should submit two copies of resume to: **Human Resources, Clio Hall-4887-HO-PP, Princeton University, Princeton, NJ 08544-5264**. Review of resumes will begin immediately. For full consideration, please respond by October 2. We welcome you to visit our Web site at **http://webware.princeton.edu/hr/posting.htm** or call our **Employment Opportunities Hotline at (609) 258-6130**. EEO/AA.

Princeton University
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Fundraising Grant Writer

Bloomfield College, a 130 year old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multiracial, multicultural society.

We seek a highly motivated individual to assist the Office of College Relations in expanding its fundraising initiatives. The Grant Writer will develop proposals and other written materials to help meet a variety of fundraising goals, including ongoing, capital, and special project needs.

Requirements include Bachelor's degree, 3 years of related experience, preferably in a higher education setting, strong writing skills, the ability to establish rapport with members of the College community, the ability to perform multiple tasks under deadline pressure, computer fluency and knowledge of and a commitment to an institution serving a diverse population.

Salary is competitive and commensurate with experience; excellent benefits package. Qualified candidates should send cover letter summarizing interest in the position, resume, three writing samples and three references to:

Michele Hickey, Executive Director of
DevelopmentBloomfield College
229 Liberty Street,
Bloomfield, NJ 07003
www.bloomfield.edu

Review of applications will begin immediately and will continue until an appointment is made.

NO CALLS PLEASE.

Bloomfield College

Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

COMPARATIVE POLITICS

The Department of Political Science at the Graduate Faculty of Political and Social Science, a division of New School for Social Research, seeks to fill two positions in comparative politics. One position will be at the junior level, the other is open as to rank. We are interested in applications from senior candidates with distinguished records. Qualifications for both positions include a capacity to engage broad theoretical issues beyond the candidate's areas of special expertise, and serious interest in interdisciplinary modes of inquiry. We welcome whose work encompasses international political economy of international relations. Both positions are open as to area of specialization, but we hope that one of them will include Latin America. Both positions will be at the Graduate Faculty, with major responsibility for supervising work at the M.A. and Ph.D. levels. The appointments will also be at Eugene Lang College, and will include undergraduate teaching and advising. Send CV, writing sample, and (for junior applicants) three letters of recommendation to: Comparative Politics Search Committee, Department of Political Science, **GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE**, 65 Fifth Avenue, New York, NY 10003. Junior applications are due by **November 10th**, senior applications by **November 20th**. The Graduate Faculty encourages applications from individuals who belong to groups historically under-represented in the academy. Affirmative action/equal opportunity employer.

New School for Social Research

BSC

Buffalo State College

State University of New York

DIRECTOR OF ADMISSIONS

Buffalo State College invites applications for the position of Director of Admissions. Under the supervision of the Associate Vice President for Enrollment Management, the Director of Admissions is responsible for providing leadership, strategic planning, and coordination of a multifaceted recruitment program. Specific responsibilities include administration of an established admissions program, recommending change to improve current practices including development of innovative recruitment strategies, staff and volunteer training, oversight of prospecting, admissions counseling, and credentials evaluation.

Qualifications include: a master's degree, with a minimum five (5) years experience that demonstrates increased responsibilities in admissions. The successful candidate will have experience with computerized admissions information systems, excellent written and oral communication skills, ability to collaborate effectively with faculty, staff, alumni, and other college constituencies, work within budget constraints, demonstrated ability to forecast trends and evaluate effectiveness of recruitment activities, development of recruitment publications, knowledge of effective marketing strategies and communications programs, and outreach to prospective students in under-represented groups. Salary is commensurate with qualifications and experience.

The screening of applicants will begin October 7, 1998, and continue until the position is filled. The position is available November 1, 1998. Applications should include a cover letter addressing qualifications, a résumé, and the names and addresses of three to five references.

Send applications to:

Admissions Director Search Committee
Academic Affairs, Grover Cleveland 519
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222-1095

Women and minorities are strongly encouraged to apply.

AA/EOE

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Development

DEVELOPMENT OFFICER/MEMBERSHIP MARKETING MANAGER

The American Council on Education has an opening for an indv. who will research and evaluate external funding sources and assist program offices in the selection of potential funding agencies. Will develop short-and long term strategies for corporate and foundation support. Will assist departments with grant writing and editing process and in the preparation and administration of grant requests. Indv. will serve as direct contact for present and potential funding sources in coordination with the program offices. Will oversee marketing efforts for membership recruitment and retention. Will work with division staff in developing marketing strategies and funding sources. Experience in corporate or business setting preferred. Individual should have extensive grant writing and marketing experience. Strong oral and written communication skills required. Must demonstrate ability to manage multiple priorities, handle a heavy workload, and work well under pressure. Nominations and expressions of interest should be sent to:

Development Officer Search
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036
EOE/AA/H/V

AMERICAN COUNCIL ON EDUCATION

Administration

PRESIDENT

SANTA ANA COLLEGE

The Rancho Santiago Community College District in California is seeking qualified candidates to be the next President of Santa Ana College. This position serves as the chief executive officer of the college with overall responsibility to the Chancellor for all aspects of program delivery in the Santa Ana service area.

Founded in 1915, Santa Ana College is the fourth oldest community college in California. In Fall 1997, more than 24,000 students enrolled in credit classes, reflecting a racial/ethnic mix of 37% Hispanic, 32% White, 21% Asian, and 3% African American. For 1995-96, Santa Ana College ranked first in Southern California and second in the state in associate degrees conferred.

The successful candidate must possess a minimum of an earned Master's degree, substantial and current administrative experience in higher education. The annual salary is $108,862.00 plus mileage allowance and excellent fringe benefit package. Applications and nominations are solicited, nominations should include the full name and address of the proposed candidate and other pertinent information that may be known by the nominator. Candidates should submit a letter of interest stating how they would address the requirements of the position, a current resume and the names, business and home telephone numbers of eight references (two supervisors, two subordinates, including one support staff member, two faculty and two community members) to: Dr. Al Fernandez, Search Consultant, Rancho Santiago Community College District, P.O. Box 6038, Santa Ana, California, 92706. Applications will be accepted until the position is filled. It is anticipated that the screening committee will begin reviewing applications in December. For confidential telephone inquiries about the position Dr. Fernandez may be reached at **(805) 650-2546** and to obtain job announcement brochure, please call Elouise Marasigan @ **(714) 480-7574**.

RSCCD

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

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1719 NORTH BROAD STREET • PHILADELPHIA, PA 19122 • (800)560-1428
E-MAIL: law@astro.ocis.temple.edu WEB://www.temple.edu/lawschool

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CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25minutes/45 minutes).

Abstracts *must* be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

Galveston College

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Please submit application (please print application at www.gc.edu) Resume and copies of your transcripts to:

Galveston College
Personnel Office
4015 Ave. Q
Galveston, TX 77550
Phone: (409) 763-6551 ext. 280
E-Mail address: prmail@gc.edu

Galveston College is an Equal Opportunity/Affirmative Action College in Education and Employment. It is the policy of Galveston College to provide equal opportunities without regard to age, race, color, religion, national origin sex, disability or veteran status.

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CENTENNIAL
1899-1999

Come and Visit

NYU	9-17
Univ. of Houston	10-18
Univ. of Texas-Austin	10-20
Texas A&M	10-21
Univ. of Miami	10-27
Florida Atlantic	10-28
Florida International	10-29
Univ. of Washington	11-2
UC-Davis	11-3
UC-Berkeley	11-4
UC-Los Angeles	11-5
UC-San Diego	11-5
Univ. of Colorado	11-9
Univ. of Arizona	11-12
Univ. of Illinois	11-12
Arizona State	11-13
Univ. of Michigan	11-16

100 YEARS BEHIND US

BRIGHT FUTURES AHEAD

Located in the heart of Chicago's Loop, The John Marshall Law School has upheld a tradition of opportunity and diversity since 1899.

Today, that tradition continues in a student body of 52% women and 21% minorities (Fall 1998 entering class). It also continues through such student organizations as the Asian Law Students Association, the Black Law Students Association, the Women's Law Caucus and the **Hispanic Law Students Association,** which earned the Student Organization Merit Award for 1997-98.

BRIGHT FUTURES BEGIN AT JOHN MARSHALL

We encourage you to learn more about The John Marshall Law School and to introduce your students to our diverse programs. Campus visits (see left) are scheduled; further information is also available at 800.537.4280.

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Ohio Northern University College of Law

Ada, Ohio

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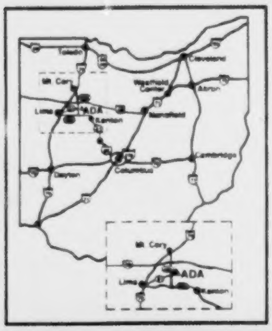
"As a native of San Antonio and a graduate of the University of Texas at Austin, making the decision to leave familiar settings was not easy. However, the friendliness of the faculty and the camaraderie of the students made the transition a pleasant one. For example, playing a game of tennis with a professor while discussing a point of law is one of the advantages found at ONU."

-Arturo Errisuriz, L-3, University of Texas-Austin

The Ohio Northern University College of Law has been providing its students a first-class legal education, utilizing a friendly, student-centered approach, for over 113 years. Fully accredited by the American Bar Association, and a member of the Association of American Law Schools, the College prepares its diverse student body for careers in every segment of the legal profession.

Ohio Northern is located in Ada, a picturesque college town of 5000, situated in Northwest Ohio. Ohio Northern's law students enjoy a quiet, safe, and inexpensive place to study and live. However, they are just a short drive from the cultural and entertainment centers of Columbus, Cleveland, Cincinnati and Toledo.



Some of the benefits of an Ohio Northern legal education include:

- Small classes with a low Student/Faculty ratio.
- World class faculty, committed to teaching and personalized attention.
- Generous Scholarship Assistance-particularly for students who will enhance the diversity of the legal profession.
- Newly remodeled and expanded facilities, including an expanded building, state-of-the-art computer and research facilities, and two beautifully appointed Moot Court rooms.
- Nationally recognized Law Reviews and championship Moot Court teams.
- Large and well maintained campus.
- Exceptional Career Services office dedicated to helping students locate employment.
- Numerous Clinical Opportunities-Ohio Northern offers seven different legal clinics, enabling our students to gain practical experience with real clients.

We invite you to visit Ohio Northern University to see for yourself what makes it such a special place to live and study law. The Admissions Office stands ready to assist you in any way we can. Please call, write or E-mail us with any questions you may have or to request an Application packet.

For more information: *Ohio Northern University, Claude W. Pettit College of Law, Office of Law Admissions, Ada, Ohio 45810.*
(419) 772-2211 E-mail: n-wright@onu.edu Visit our Web Site at www.law.onu.edu

BEST COPY AVAILABLE

MIT

MEDIA STUDIES

Rank: Tenured Associate Professor or Professor. It is expected that the individual selected will be a scholar and educator of distinction, a significant contributor to MIT's new Master's degree program in Comparative Media Studies, and hold a regular faculty appointment in one or more of the MIT departments in the Humanities, and preferably in Foreign Languages and Literatures; Literature; and Program in Writing and Humanistic Studies. Candidates should demonstrate expertise and leadership in the history, theory and criticism of at least two of the following areas: oral storytelling; print media; photography; radio and recorded sound; cinema; theatre; graphic arts; television and video; digital media. Humanities computing and digital production experience highly desirable.

Applications due November 20, 1998. To apply, send letter of application, complete curriculum vitae, the names and complete addresses of three references, and a writing sample to: **Professor Henry Jenkins, Chair, Comparative Media Studies Program, 14N-437, 77 Massachusetts Ave., Cambridge, MA 02139.** MIT is an affirmative action/equal opportunity employer.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

THE NEW SCHOOL ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

The New School, the founding division of New School University, enrolls [illegible] adults each semester in Baccalaureate, Master's, and Adult Education programs. We seek an experienced academic leader who will bring a dynamic and creative approach to a broad set of responsibilities. The Associate Dean for Academic Affairs has overall responsibility for the curriculum and faculty of The New School. The Associate Dean chairs the Academic Affairs Committee, advises the Dean on academic policies and key appointments and provides leadership for new programs. Applicants should be experienced academic administrators with knowledge of faculty development, an ability to work with the chairs and directors of over 20 diverse educational programs, and an understanding of adult students. Excellent written and verbal communication and strong interpersonal skills are a must. Candidates should have an earned doctorate, demonstrated scholarship, teaching experience, an eclectic set of intellectual interests, and an ability to simultaneously balance academic and managerial priorities of degree granting and adult education programs. A minimum of 5 years experience at a senior level is required. The New School is strongly committed to an educational environment in which curriculum and every other aspect of university life reflects the multicultural city and the international world in which we live. Please send letter of application, vitae, and names of 3 to 5 references to: Elissa Tenny, Acting Dean, **THE NEW SCHOOL**, 66 West 12th Street, Room [illegible], New York, NY [illegible]. Review of applications will begin **October 16, 1998** and continue until an appointment is made. Affirmative action equal opportunity employer.

The New School

WAYNE STATE COLLEGE

PRESIDENT

The Board of Trustees of the Nebraska State College System invites nominations and applications for the position of President of Wayne State College, one of three colleges governed by the Board.

Founded in 1910 to serve northeastern Nebraska, Wayne State College is located within easy driving distance of Omaha, Lincoln and Sioux City.

Wayne State College is a Master's Comprehensive I state college offering baccalaureate degrees in a variety of disciplines as well as the Master of Science in Education, the Master of Business Administration, and the Specialist in Education degrees. The thirty-two undergraduate majors are grouped into eight Divisions: Applied Sciences, Business, Education, Fine Arts, Human Performance-Leisure Studies, Humanities, Math and Science, and Social Sciences. In recent years enrollment at the College has grown significantly and the College offers outreach programs through an extensive interactive distance learning network. Enrollment for 1997-98 included approximately 3,100 undergraduate and 700 graduate students. This enrollment represents a 31% increase over the last decade. The College recently received a ten-year renewal of its accreditation from the Commission on Institutions of Higher Education of the North Central Association and is accredited by the National Council for the Accreditation of Teacher Education and the Nebraska Council on Teacher Education.

The Search Committee seeks individuals with the following qualities:

- earned doctorate from an accredited college or university preferred;
- teaching experience at a baccalaureate level institution desirable;
- track record of collaboration with regional and two-year colleges and state four-year universities in development of shared programming;
- proven ability to provide leadership with external constituencies and a commitment to community and regional development;
- Proven ability to work in collaboration with faculty and other internal constituencies within a shared governance context;
- a strong commitment to instructional excellence and a student-centered learning environment;
- a demonstrated record of organizational leadership, and sound management of fiscal, facility and human resources in higher education;
- a proven record of commitment to diversity;
- experience in fundraising from private sources and in working with legislative and executive branches of state government; and
- a leader with integrity and character.

Starting date will be July 1, 1999. The review of applications will begin October 15, 1998, and will continue until the position is filled. Candidates should provide a letter expressing interest in the position, a resume, and the names, addresses and telephone numbers of five references. Interested individuals are encouraged to visit the College web page at www.wsc.edu.

Send nominations or applications to:

Mr. Dwayne Johnson
Secretary, Presidential Search Committee
Wayne State College
1111 North Main Street
Wayne, NE 68787

The Nebraska State College System is committed to equal opportunity and affirmative action.

Department of Molecular Biology

Faculty Position

A tenure track or tenured position is available at the Associate Professor or Full Professor level in the Department of Molecular Biology, University of Medicine and Dentistry of New Jersey-School of Osteopathic Medicine. Applications are invited from individuals with research interests in the general areas of molecular oncology or developmental biology. Experience with transgenic technologies and gene-targeting are highly desirable.

The successful candidate will have an independent, extramurally funded research program and will also be expected to participate in the teaching of Osteopathic Medical students and Graduate students. Exceptional salary, start-up and support packages are available to the successful candidate.

Interested individuals should send their curriculum vitae, a statement of research interests, and the names of three individuals willing to write a letter of reference, to: **Sal J. Caradonna, Ph.D., Chair, Department of Molecular Biology, UMDNJ-School of Osteopathic Medicine, Two Medical Center Drive, Stratford, New Jersey 08084. Website: www3.umdnj.edu/mobioweb/molebio.html.** UMDNJ, NJ's University of the Health Sciences, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey.

UMD NEW JERSEY

CORNELL UNIVERSITY

Position Opening

ACCOUNTING

Assistant, Associate or Full Professor of Accounting

Responsible for teaching basic and advanced courses in accounting at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquires to: **Professor Charles M.C. Lee, S.C. Johnson Graduate School of Management, 319 Sage Hall, Cornell University, Ithaca, NY 14853-6201.** Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, and copies of research papers. *AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.*

George Mason University

BIOLOGICAL SCIENCES GOVERNMENT DOCUMENTS LIBRARIANS

George Mason University is the fastest growing university in the Commonwealth of Virginia. A public doctoral institution of more that 24,000 students, its academic units include the College of Arts and Sciences, the College of Nursing and Health Sciences, the School of Law, the School of Information Technology and Engineering, the School of Management, the Graduate School of Education, New Century College, and a number of acclaimed research institutes. George Mason has campuses in the counties of Fairfax, Arlington, and Prince William, Virginia.

BIOLOGICAL SCIENCES LIBRARIAN

Duties encompasses reference, instruction, collection development, and liaison services in the fields of biological science, biotechnology, bio-informatics, computational science and informatics, and the American Type Culture Collection (a major GMU corporate partner). Position is based at the Prince William Campus Library, participates in evening and weekend reference rotation, manages the Academic Bldg. II Library Annex, and assumes oversight role for the PWCL in the absence of the Head Librarian.

QUALIFICATIONS: ALA-accredited MLS degree, academic library professional experience working with biological or related disciplines, and excellent communication and interpersonal skills required. Preference will be given to candidates with demonstrated experience in provision of reference service, collection development and management of print/electronic resources, library instruction, design and development of instructional resources/Web pages, working in a "partnership" environment, and a Master's degree and/or demonstrated knowledge in one of the stated subject areas within scope of assignment. Ability to meet requirements for retention and promotion essential.

GOVERNMENT DOCUMENTS LIBRARIAN

Provides government document services, including reference, collection development and management of print and electronic resources, library instruction, liaison services, and staff training and supervision. Serve as designated liaison to the Geography and Earth Systems Sciences department, and other academic units requiring Government Documents library services. Duties included provision of general reference, including evening and weekend reference desk rotation.

QUALIFICATIONS: ALA-accredited MLS degree, demonstrated knowledge of government document print and electronic resources, academic background in relevant field(s), and excellent communication and interpersonal skills required. Preference will be given to candidates with professional experience in government documents, provision of reference service, collection development and management of print/electronic resources, library instruction, technical processing, design and development of instructional resources/Web pages, and a Master's degree and/or demonstrated knowledge in one of the stated subject areas within scope of assignment. Ability to meet requirement for retention and promotion essential.

INFORMATION: 12-month appointment, excellent benefits, salary $34,000+ depending on qualifications. To learn more about George Mason University visit http://www.gmu.edu

APPLICATION: Send letter of application, resume, and names, addresses, and phone numbers of three current references to:

Biological Sciences Librarian or
Government Documents Librarian
Library Administration, MSN 2 FL
George Mason University
Fairfax, VA 22030-4444

DEADLINE FOR APPLICATIONS: NOVEMBER 15, 1998
AA/EEO EMPLOYER; MINORITIES ENCOURAGED TO APPLY

Faculty Positions

THE UNION INSTITUTE

The Union Institute is one of the nation's leading regionally accredited, adult-learning Universities. We are searching for faculty to be based at our undergraduate center in Miami, Florida. Primary responsibilities include assisting learners in developing and implementing individualized degree programs, teaching, advising, recruitment and adjunct faculty training.

Two positions are currently available for individuals with expertise in one of the Humanities. Applicants must hold a Ph.D. In addition, applicants must possess an understanding and belief in learner-centered program delivery, a belief in the equity and value of all people, excellent interpersonal and organizational skills, and computer proficiency sufficient to support the instructional program of the College.

Interested applicants should submit a letter of application, vita, names and addresses of five professional references no later than October 9, 1998 to:

The Florida State Dean
The Union Institute
16853 NE Second Avenue
Venture Centre, Suite 102
North Miami Beach, FL 33162

The Union Institute is an Affirmative Action/ Equal Opportunity Employer

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Administrator Interdisciplinary Training Institute

A joint effort with NJ Area Health Education Centers and UMDNJ has created an exciting opportunity for an experienced, self-starter Administrator to establish an innovative healthcare training institute in Stratford, NJ at the UMDNJ campus.

Your responsibility will be to teach health professions students and practitioners to work collaboratively in teams to provide optimal care and to direct the administrative operations of the training institute. The successful candidate will be an enthusiastic administrator with excellent communication and organizational skills.

The ideal background for this position requires a graduate degree in healthcare administration or education. Experience should include a minimum of 5 years health professions education with work in interdisciplinary healthcare teams.

Please send resume to:

Beth Lorentz
Dept Code: UMDNJ
South Jersey Hospital
1200 N. High St
Millville, NJ 08332
fax: 609-825-7732
EOE

CORNELL UNIVERSITY

Position Opening

MARKETING

Assistant, Associate or Full Professor of Marketing

Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/ quantitative area(s) of expertise and interests; supervision of doctoral students. Minimum qualification is a doctoral degree at or near completion in marketing or related field. Send applications with a curriculum vita, a dissertation proposal or abstract (if thesis stage), copies of research papers, and available evidence of teaching quality to:

Professor Vithala R. Rao
S.C. Johnson Graduate
School of Management
351 Sage Hall
Cornell University
Ithaca, NY 14853-6201

CORNELL IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Washington

WASHINGTON UNIVERSITY IN ST. LOUIS

Washington University Creates New Scholarship for Hispanic Students

Cultivating the diversity of the University, this new program will provide a full-tuition scholarship for four years of undergraduate study, provided the student maintains a satisfactory academic record. This scholarship is in addition to the $32 million in scholarships awarded annually to Washington University Undergraduate Students.

For Information and Application Contact:

Peter R. Guzmán
Coordinator of Hispanic Recruitment
Washington University
Campus Box 1089
One Brookings Drive
St. Louis, MO 63130-4899

(314) 935-7483 or (800) 638-0700
Peter_Guzman@aismail.wustl.edu
http://www.wustl.edu/

UNIVERSITY OF FLORIDA

Marine Malacologist /Curator

The Florida Museum of Natural History, at the University of Florida, invites applications for a tenure-track position as Assistant Curator in marine malacology. The successful candidate is expected to develop an active collections-based research program using current systematic tools, and to assist in curating and further developing the museum's malacology collection. The candidate must have a strong commitment to university education and is expected to interact in allied academic departments and public programs. Minimum qualifications: Ph.D. and a strong research and collections interests in systematic malacology. Starting date: 11 August, 1999. Salary competitive and commensurate with experience. Send a letter of application, a curriculum vitae, a statement of research, collections and teaching experience, the names and addresses of three references, and reprints of three selected publications, by November 15, 1998, to:

Dr. Steven R. Manchester
Florida Museum of Natural History
University of Florida, P.O. Box 117800,
Gainesville, FL 32611-7800.

The University of Florida is an Equal Opportunity/Affirmative Action Employer. The selection process will be conducted under the provisions of Florida's "Government in the Sunshine" and Public Records laws.

CORNELL
UNIVERSITY

Position Opening

FINANCE

Assistant, Associate or Full Professor of Finance

The Johnson School is looking for qualified individuals for positions in our Finance Group. While applications from all areas of finance are encouraged, we are particularly interested in hiring in the area of corporate finance. Responsibilities of the position include teaching basic and advanced courses in finance at the Master's and Doctoral level, research in area(s) of expertise and interest; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Applicants must have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, copies of research papers, and any other supporting material. *CORNELL UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.*

Direct inquires to:

Associate Dean John A. Elliott
S.C. Johnson Graduate School of Management
346 Sage Hall
Cornell University
Ithaca, NY 14853-6201

HARVARD UNIVERSITY

Graduate School of Business Administration

Harvard University Graduate School of Business Administration announces faculty positions beginning July 1, 1999, for assistant professorships (possibly also at the associate professor level) in the following areas:

Accounting and Control: financial accounting and analysis, management accounting, and management control. Closing date, December 30, 1998.

Business, Government & the International Economy: comparative politics, international political economy, business-government relations, applied macroeconomics, and business history. Closing date, November 5, 1998.

Competition and Strategy: business unit and corporate strategy, global strategy, competitive dynamics, boundaries and organization of the firm, technology and strategy, and economics reasoning. Closing date, December 14, 1998.

Entrepreneurial Management: creativity and organization, entrepreneurial management, entrepreneurial finance. In addition to academic qualifications, demonstrated involvement and understanding of business practice is required. Closing date, December 1, 1998.

Finance: Corporate finance, capital markets, investments, and financial institutions. Closing date, December 15, 1998.

General Management: international management, organizations and markets, strategic management. Closing date, December 1, 1998.

Marketing: international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. Closing date, September 30, 1998.

Negotiations & Decision Making: prescriptive approaches to negotiation and conflict resolution, specially from strategic and psychological viewpoints. Possible positions also at the senior level. Closing date, December 30, 1998.

Organizational Behavior: organizational behavior and organization theory. Possible positions also at the Associate level. Closing date, December 1, 1998.

Organizations & Markets: empirical and theoretical exploration of economic, psychological, and sociological aspects of the management of organizations. Closing date, December 1, 1998.

Technology and Operations Management: management of processes for producing goods and services, management of technology, operations strategy, transportation and logistics, productivity, and quality. Closing date, December 15, 1998.

Positions entail case method teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DBA programs and strong potential and interest to do research and to develop teaching materials at the forefront of their fields. Salaries and fringe benefits are fully competitive. Salary for entry-level assistant professors last year was $90,000. Candidates should submit current CV; full transcripts of undergraduate and graduate work; a list of awards and honors received; copies of publications and current working papers; description of courses taught; and three letters of recommendation. Send full package of requested materials to: **Tara M. O'Shea, Secretary of the Faculty, Harvard Business School, Soldiers Field, Boston, MA 02163.** See area specific closing dates above.

Harvard University is an affirmative action, equal opportunity employer.
Minorities and women are encouraged to apply.

NORTH SHORE COMMUNITY COLLEGE

DIRECTOR

Student Support Services

The Director will take responsibility for the management of the Student Support Services Program. Provide educational support for under-prepared, disadvantaged college students. Direct the identification and selection of eligible, enrolled students and implement a comprehensive program of academic and developmental support services for these participants. Consult with faculty, staff and community agencies regarding resources for program participants. Master's degree required preferably in an area related to the provision of academic and student support services within the community college environment. Demonstrated experience in administration and management especially in development programs for under-prepared or disadvantaged students. Knowledge and experience with data collection, analysis and management. Experience in proposal writing and designing support services programs for disadvantaged students. Experience in TRIO/SSS proposal design/writing team. Excellent interpersonal skills and experience in staff training and development required. $47,279 per year with fringe benefits. Grant funded. Starting 11/1/98.

North Shore Community College, established in 1965, is located approximately 25 miles north of Boston, MA with campuses located close to the picturesque seacoast of both Beverly and Lynn and our new campus in Danvers. The College offers a wide variety of programs to approximately 10,000 full and part-time, credit and non-credit students enrolled days, evenings, and weekends.

Applicants should forward a cover letter and resume by **10/15/98** to **Jane Coviello, Director of Human Resources, North Shore Community College, P.O. Box 3340, 1 Ferncroft Road, Danvers, MA 01923.** EOE/AA

Academic Services Specialist

THE UNION INSTITUTE

The Union Institute, a national university dedicated principally to baccalaureate and doctoral degree programs for adults, has reopened the search for an Academic Services Specialist to serve its applied research unit, the Office of Social Responsibility (OSR), Washington, DC. The Specialist, working in collaboration with the university's national faculty, student body and with OSR staff, will help conceive, design, and develop initiatives that connect degree programs to projects in the Office of Social Responsibility, including its Center for Women and Center for Public Policy. Qualifications include a Ph.D. in a relevant discipline, strong organizational and project development skills, along with publication experience and excellent verbal, written and interpersonal skills. A history of involvement in social change work is preferred. Candidates should send letter of interest, resume and salary history and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary no later than October 23, 1998 to:

Academic Services Specialist Search
The Union Institute
1710 Rhode Island Ave. NW, #1100
Washington, DC 20036

NATIONAL UNIVERSITY

National University is a WASC-accredited, private, nonprofit institution providing higher education to adult learners using a unique, one-course-a-month format. The main campus is in San Diego, with centers in Sacramento, Los Angeles, Costa Mesa, San Jose, Fresno, Riverside, and throughout San Diego County. The University offers baccalaureate and master's degrees as well as teaching credentials to approximately 11,500 students.

The School of Education and Human Services–San Diego is seeking qualified applicants for the following positions:

Full-Professor in the areas of Education with specialization in Technology, Administration, Organizational Leadership.

Part-Time Associate Professor in the areas of Educational Technology and Curriculum & Instruction.

Candidates must have an earned doctoral degree in a relevant specialty (will consider candidates currently enrolled in a doctorate program). Responsibilities include: instruction, student advising, scholarship, and program promotion.

Please submit a letter of application, resume/vitae, a sampling of relevant scholarly writing and the names, addresses and telephone numbers of three references to:

Dr. Sidney Blake, Chair
Department of Advanced Studies
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
(619) 642-8362 Phone
(619) 642-8724 Fax

National University is an Equal Opportunity Employer, women and minorities encouraged to apply.

LEADERSHIP 21st CENTURY
MARICOPA COMMUNITY COLLEGES

CHANCELLOR

- An exceptional opportunity for leadership at one of the nation's foremost community college districts -

The Governing Board of The Maricopa Community Colleges is accepting applications for the position of Chancellor. The successful candidate will become the chief executive officer of this ten-college District with an average year-round student enrollment of close to 200,000. The position offers an exciting opportunity for leadership of one of the nation's foremost educational institutions, in one of the Southwest's most desirable and fastest-growing urban centers - Metropolitan Phoenix.

Retiring Chancellor Paul Elsner has led the Maricopa district with remarkable energy, intelligence and vision for almost 22 years. His retirement in June 1999 opens the door for new leadership in the 21st century - a time filled with many new challenges in the field of higher education.

The Chancellor-Search Team will begin reviewing applications mid-September, 1998. The five-member Governing Board will make the final selection by mid-spring, 1999. The new chancellor should be ready to start July 1, 1999.

As to qualifications and preferred characteristics of the new chancellor, please phone William Waechter, 602/731-8103 for details. (E-mail waechter@dist.maricopa.edu). All inquiries, applications and nominations for this position will be held in strictest confidence.

Applications should be sent to **Dr. William F. Waechter, Vice Chancellor, Quality and Employee Development, The Maricopa Community Colleges, 2411 West 14th Street, Tempe, AZ 85281-6942. Fax 602/ 731-8120.**

For additional information contact **Elizabeth Rocklin, Association of Community College Trustees (ACCT); 1740 "N" Street N.W., Washington, DC 20036; TEL 202/775-4667; FAX 202/223-1297; e-mail: erocklin@acct.org.**

An ACCT Search

Long Beach City College, Long Beach, California has the following full-time openings

JOB HOTLINE: (562) 938-4050
TDD: (310) 202-3696
WEB: HTTP://WWW.LBCC.CC.CA.US
EMAIL: JOBS@LBCC.CC.CA.US

ACADEMIC POSITION	*CLOSING DATE*
Counselor	*October 2, 1998*

Long Beach City College

Long Beach City College
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for position announcement and application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach City College is an EEO/AA Employer.

Faculty Positions

ENTRY LEVEL OR EXPERIENCED TEACHER POSITIONS

William Mitchell College of Law invites applications for two tenure track positions in its J.D. program, to begin the 1999-2000 academic year. Candidates with any special experience or expertise will be considered. Expertise in Criminal Law, Trusts and Estates, Property, Lawyering Skills, Civil Procedure, Administrative Law, and Health Law are of special interest. Candidates should have excellent academic credentials and significant professional experience. We are looking for persons who demonstrate scholarly interest, teaching aptitude, and the ability to represent the J.D. Program to the practicing bar. A J.D. or an equivalent degree is required.

The College is an equal opportunity employer. We urge applications from members of groups historically under-represented in the legal profession and those individuals who will increase our faculty diversity.

Applicants should send a cover letter, resume, list of references, and additional material that may be influential in the recruiting process to:

Professor Matthew P. Downs
Chair, Faculty Appointments Committee
Attention: Human Resources
Room 123-13
William Mitchell College of Law
875 Summit Avenue
St. Paul, MN 55105

AA/EOE

WILLIAM MITCHELL COLLEGE OF LAW

University at Buffalo
State University of New York

Director of Multicultural Affairs

The University at Buffalo, the State University of New York's sole comprehensive research intensive university and primary center for professional education and training, invites applications and nominations for the position of Director of Multicultural Affairs.

The university is the largest unit in the 61-campus State University system and its only member of the Association of American Universities.

The Director of Multicultural Affairs provides leadership in development of philosophy and goals to enhance & improve quality of multicultural student life of the campus. Support and facilitate appreciation of diversity among campus constituents and assist in developing a campus climate tolerant of difference. Provide leadership and advocacy for minority and disadvantaged students as well as the general student body. Serve as a liaison to related student organizations. Collaborate with Dean of Students and other units on activities campus wide. Develop retention strategies for students of color through interaction & relationships with faculty, staff, & students on matters pertaining to multicultural affairs. Manage grant funded student service programs. Develop network to include UB unit Directors that impact campus student multiculturalism.

Required Qualifications: Master's degree required. A concentration in student personnel, higher education, counseling or related field which contributes to an understanding of minority and disadvantaged students, as well as multicultural affairs is desirable. Minimum of 3 years of experience working directly with minority and disadvantaged students, along with activities and services related to multicultural affairs is required. Significant portion of this experience must have been at a college or university setting, including counseling and administration. Grant proposal writing skills are also required.

The greater Buffalo metropolitan area is a dynamic community with a population of slightly more than one million. It has excellent schools, a rich cultural life that encompasses both the arts and professional sports, excellent recreational opportunities ranging for skiing to sailing, and very affordable housing.

Please direct inquiries, nominations, and applications by October 14, 1998 to:

Barbara Ricotta, Dean of Students
542 Capen Hall
University at Buffalo
Buffalo, NY 14260

The University at Buffalo is an affirmative action/equal opportunity employer and recruiter. We particularly welcome applications from minority and women candidates for this position.

Governors State University

ANNOUNCES SEARCH FOR

DIRECTOR OF THE UNIVERSITY LIBRARY

Governors State University seeks an innovative, flexible, creative individual to serve as Director of the University Library. Reporting to the Provost/Vice President of Academic Affairs, the successful candidate will manage a staff of over 30 and will be responsible for planning, coordinating and administering all library programs, operations, services, and budget. The ideal candidate will posses the following characteristics: strong commitment to service and the mission of a university library; superior communication and interpersonal skills; the ability to develop productive and cooperative working relationships across the university and with external partners; current knowledge of developments and trends in library automation.

Governors State University is one of the fastest growing public universities in Illinois, serving approximately 9,000 students annually, and is a leader in serving non-traditional students, in developing distance learning capabilities, and in tailoring curricula and instructional methods to meet the educational needs of a changing world of life-long learners.

Qualifications

- A Doctorate in Library Science or a related field is preferred. MLS from an ALA-accredited institution, plus an additional master's degree or sixth-year certificate, or an earned doctorate is required.
- Significant management/administrative experience.
- Evidence of a management style which fosters good communication and motivates faculty and staff participation in planning and decision-making.
- Demonstrated knowledge of systems, trends, and practices in information technologies.
- Demonstrated ability to conceive, plan, coordinate, and implement innovative library operations and services.
- Ability to work collaboratively and effectively in a multicultural campus and community setting.
- Superior written and oral communication skills.

Application and Nomination Procedure

This position is available January 1, 1999 and open until filled. Review of applications will begin October 15, 1998. Salary is competitive. Applicants should send a letter of interest addressing qualifications, a current vita, and the names, addresses and telephone numbers of three references. Application and nominations should be forwarded to:

Chairperson
Search and Screening Committee for Director
University Library
President's Office
Governors State University
University Park, IL 60466
http://www.govst.edu/library/

Governors State University, an affirmative action/equal opportunity employer, is committed to achieving excellence through diversity. The University encourages applicants from women, persons with disabilities, and ethnic/racial minorities.

CORNELL UNIVERSITY

Position Opening

ORGANIZATIONAL STUDIES

Assistant, Associate or Full Professor of Organizational Studies

Responsible for teaching basic and advanced courses in management and organizational behavior at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquiries to:

Professor L. Joseph Thomas
S.C. Johnson Graduate
School of Management
348 Sage Hall
Cornell University
Ithaca, NY 14853-6201

Applications should include a vita, together with copies of research papers, course syllabi, and teaching evaluations.

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

SOCIAL/CULTURAL ANTHROPOLOGIST

The department of Anthropology at the Graduate Faculty of Political and Social Science, a division of New School for Social Research, seeks to fill one or more positions in the following theoretical areas: (1) culture, spatiality and urban processes, (2) political and multiple modernities, (3) language and social theory. Ethnographic is open. One position will be at the junior level, the other is open as to rank. We are interested in applications from senior candidates with distinguished records. Qualifications for both positions include a capacity to engage broad theoretical issues beyond the candidate's areas of special expertise, and serious interest in interdisciplinary modes of inquiry. The appointments will be at the Graduate Faculty, where responsibilities include teaching and advising M.A. and Ph.D. students at Eugene Lang College where responsibilities include teaching and advising undergraduates. Send CV, writing sample, and names of three references by **November 30th** to: Anthropology Search Committee, Department of Anthropology, **GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE**, 65 Fifth Avenue, New York, NY 10003. The Graduate Faculty encourages applications from individuals who belong to groups historically under-represented in the academy. Affirmative action equal opportunity employer.

New School for Social Research

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UIC

DEPARTMENT HEAD
DEPARTMENT OF SPANISH, FRENCH, ITALIAN, and PORTUGUESE
UNIVERSITY OF ILLINOIS AT CHICAGO

The Department of Spanish, French, Italian, and Portuguese at the University of Illinois at Chicago invites applications for the position of Head.

Located in the heart of Chicago, UIC is a Research I university serving one of the nation's most diverse student populations with a total size of approximately 24,000. The Department has a full-time faculty of 25. It oversees the teaching of introductory and advanced language and literature courses. It offers the BA degree in Spanish, MA and PhD degrees in Hispanic Studies (with literature and linguistics tracks), BA and MA degrees in French, and the BA degree in Italian. The Spanish and French sections include a graduate student population of approximately 50 students.

The Department Head is the chief administrative officer with responsibilities for the instructional programs of the Department, administrative, budgetary, and promotion decisions, and leadership in research, teaching, and public service. Candidates should present a strong research record, and evidence of successful administrative experience as well as the ability to operate effectively in a collegial environment. The successful candidate will have an earned doctorate and be eligible for appointment at the rank of full professor. The field of research and teaching specialization is open. The position is available as of August 21, 1999.

For fullest consideration, applications should be received by November 16, 1998. The search, however, will continue until the position is filled. Letters of application should include a full curriculum vitae and the names, addresses, and telephone numbers of five academic references. Applications and nominations should be addressed to:

Dr. Anne J. Cruz
Co-Chair, Search Committee for the Head
of Spanish, French, Italian, and Portuguese
University of Illinois at Chicago
College of Liberal Arts and Sciences (m/c 228)
601 South Morgan Street
Chicago, Illinois 60607-7104

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Temple University

Associate Vice President for Distance and Continuing Education

Temple University has an exciting opportunity for a creative and experienced academic leader to move the University to the next level in distance and continuing education. Temple has an enviable record of developing and offering distance and continuing programs from five campuses and dozens of remote sites. An extensive array of distance education courses is rapidly being expanded into complete degrees, at both the undergraduate and graduate levels. Student support systems are being developed to support all of these initiatives. Temple plans to invest considerable resources in an overarching system of distance and continuing education initiatives, moving the University to the forefront of synchronous, asynchronous, credit and non-credit education nationally, and internationally. The successful applicant will assume responsibility for the leadership, management, development and expansion of all continuing and distance education at the University, with the exception of the Schools of Law, Dentistry, and Medicine.

The ideal candidate will demonstrate a proven record of innovative planning and delivery of distance and continuing programs in a sophisticated multi-campus setting. Excellent planning, writing, presentation, and financial management skills are essential as well as an advanced degree and at least ten years of executive level academic experience.

Applications will be accepted until the position is filled. Applicants should send/fax/e-mail your resume with salary requirements to: **Harry A. Young, TEMPLE UNIVERSITY, 203 USB, 1601 N. Broad St., Phila., PA 19122. FAX: (215) 204-5921; e-mail: jobs@vm.temple.edu.** An equal opportunity/affirmative action employer, M/F/D/V.

PRESIDENT

Applications and nominations are invited for the presidency of Northwest Technical College in northwestern Minnesota. The college has campuses in Bemidji, Detroit Lakes, East Grand Forks, Moorehead and Wadena, and is the largest technical college in Minnesota. Northwest Technical College's commitment to technology is reflected most vividly in its recent designation as ThinkPad Tech by IBM, which is the first such honor given to a technical college in the United States. The college is the largest user of IBM laptops in the country. Northwest Technical College enrolls nearly 6,500 students, employs approximately 450 faculty and staff, and has an annual operating budget of $26.0 million.

Northwest Technical College is part of the Minnesota State Colleges and Universities (MnSCU) system, which is the largest provider of higher education in the state of Minnesota. The system includes state universities, community colleges, technical colleges and comprehensive community and technical colleges in 46 communities around Minnesota. The system enrolls more than 145,000 students with approximately 17,000 employees and an annual budget of nearly $1 billion. Further information about MnSCU and Northwest Technical College can be obtained at the MnSCU website **http://www.mnscu.edu** (Northwest Technical College also has its own website **http://www.ntc-online.com**

RESPONSIBILITIES: The successful candidate will serve as chief executive officer for Northwest Technical College and will be responsible for leading the institution's faculty, staff and students in accomplishing the institutional mission. The president will be responsible for directing all activities and functions of the college in conformity with board policies and federal and state regulations, and for maintaining productive relationships with all segments of education, business and industry, our communities, legislators, and other state agencies.

QUALIFICATIONS:

- An earned doctorate or other appropriate preparation
- A demonstrated commitment to the mission of technical college education
- Demonstrated skills in fiscal planning, management, and organizational change
- Commitment to the development and enhancement of a technology-driven, learning centered, and performance-based working and learning environment
- Experience in employee contract administration
- Demonstrated commitment to student learning and student development
- Sensitivity to multi-cultural issues and demonstrated evidence of support for affirmative action/equal opportunity programs
- Commitment to building partnerships

Nominations and applications should be received as soon as possible. Review of candidate materials will begin in mid-October 1998, with an anticipated appointment date of December 1, 1998. Application materials should include a letter of application, resume, and the names, addresses, and telephone numbers of at least five references which include faculty, student leadership, and community leaders. Applications, nominations, and requests for information should be specific to the MnSCU institution for which you are applying. All application materials should be directed to:

Dr. Susan W. Crawford
Minnesota State Colleges and Universities
500 World Trade Center, 30 East Seventh Street
St. Paul, MN 55101
Telephone: (651) 296-2337 Fax: (651) 297-3145

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FRANKLIN & MARSHALL

LANCASTER, PA 17604

Franklin & Marshal invites applications for the following Fall 1999 tenure track positions. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For a position description, please contact the department chair. Review of completed applications begins on the date in parentheses.

American Studies: experience of women in American culture, Dr. David Schuyler, (11/1/98)

Biology: community ecologist, Dr. Kirk Miller, (10/15/98)

Classics: Greek language/literature, Dr. Robert Barnett, (11/10/98)

History: East Asian history, Dr. John Andrew, (11/10/98)

Philosophy: 19th and 20th century continental philosophy, Dr. Glenn Ross, (11/30/98)

Philosophy: moral philosophy, Dr. Glenn Ross, (11/30/98)

Religious Studies: historian of (South or East Asian religion), Dr. Joel Martin, (10/15/98)

Theatre, Dance and Film: theatre generalist, Dr. Lynn Brooks, (11/1/98)

Franklin and Marshal College is an equal opportunity, affirmative action employer.

ASSOCIATE DIRECTOR FOR PLANNED GIVING

Full-time position available responsible for increasing philanthropic support for the College through planned/deferred giving and leadership-level gifts. Principle responsibilities include developing and implementing programs designed to identify prospective planned gift prospects; marketing the planned gift program to the College constituency and soliciting planned gifts; cultivating and soliciting leadership-level gifts in specific regions; and cultivating and soliciting annual gifts and support for special purposes such as scholarship and special endowed funds.

This position offers the opportunity to join a highly motivated development team and a challenging opportunity to work with all College constituencies. Extensive travel will be necessary. Required qualifications: Bachelor's degree with 3 years' planned giving or related/fundraising experience; excellent communication and interpersonal skills; the ability to work as a team player within a 40 person office of development and alumni relations. Legal background is desirable. Skidmore offers a competitive salary augmented by an excellent benefits package. Review of credentials begins immediately and ends October 30, 1998.

Submit resume with cover letter to: **Human Resources-C82PG, File #52, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866.**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

SKIDMORE

Visit our website at http://www.skidmore.edu

DEAN

COLLEGE OF EDUCATION
THE UNIVERSITY OF IOWA

The University of Iowa invites applications and nominations for the position of Dean of the College of Education. With over one hundred faculty members and over thirty professional staff, the College enrolls approximately 1000 undergraduate and 1000 graduate students, most of whom are full-time residents. The academic offerings include Ph.D. programs in educational administration and higher education, counseling psychology and counselor education, educational measurement and statistics, educational psychology, instructional design and technology, school psychology, social foundations of education, elementary education, special education, and a number of subject areas in secondary education.

The College of Education also houses such widely recognized programs as the Iowa Testing Programs, the Science Education Center, and the Belin-Blank International Center for Gifted Education and Talent Development. With a long history of leadership and innovation in education, the College serves as a national center for education, research, and teacher preparation with a strong and still growing commitment to educational technology, interdisciplinary scholarship, and international perspectives.

The College seeks candidates with distinguished academic records. The successful candidate will bring an unswerving commitment to the recruitment of outstanding faculty, to the development of strong relationships within the University and the state, to the enhancement of teaching at both the undergraduate and graduate levels, and to the support of externally funded research. The College has consistently enjoyed a strong fiscal position for the development of its programs, and our dean will assume a leadership role in attracting new resources. We are especially interested in minority and women candidates. Our new dean will bring an unshakable commitment to cultural, racial, and gender diversity.

The University of Iowa is a major research institution with international recognition and many programs rated among the best in their field. The annual programs in the visual and performing arts attract visitors from throughout the region, and the Iowa Writer's Workshop continually brings widely acclaimed authors to campus for lectures and readings. The University has developed innovative programs in spousal and partner hiring. Both The University of Iowa and Iowa City itself have long-standing commitments to the rights of minorities and women and together provide a safe, clean, and enjoyable environment. Schools in the Iowa City area are among the best in the nation, and relationships between the schools and the College of Education are both healthy and long-standing.

Candidates for the position of dean must have an earned doctorate and a record of teaching and scholarship that will warrant appointment as a full professor.

Please send nominations or application materials (curriculum vitae, and the names of three references) to:

Professor James Marshall, Chair
College of Education Search Committee
Office of the Provost
111 Jessup Hall
The University of Iowa
Iowa City, IA 52242

We invite interested candidates to visit the University of Iowa's web site at **www.uiowa.edu** or to e-mail the search committee chair at **james-marshall@uiowa.edu.**

Review of candidates will begin immediately.

The University of Iowa is an Affirmative Action/Equal Opportunity Employer. Woman and minorities are encouraged to apply.

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we are the world at your doorstep.

Georgia Perimeter College (formerly DeKalb College) is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area. The college invites applications and nominations for the following positions.

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS 99-71

We are seeking an academic leader and manager who is excited by the challenge of helping realize the potential of a growing dynamic two-year institution. The Assistant VP provides administrative support for the Vice President in the overall operation of the Office of Academic Affairs. Must be effective in promoting internal collaboration, cohesiveness and community building and possess strong interpersonal, written and oral communication skills. The ability to solve problems, demonstrated use of information and instructional technology and knowledge of planning and budget development are also required.

Ph.D. or an Ed.D. Degree from an accredited regional institution required and a minimum of 5 years as a dean, associate dean or department chair required. Experience with international programs and/or students, post-secondary teaching experience and knowledge of contemporary issues and trends in Higher Education desired.

Salary: $66,000+/yr. (commensurate with education and experience) with excellent benefits.

DIRECTOR FOR TEACHING AND LEARNING 99-72

Responsible for activities that enhance the learning process and assist in the development of faculty. Will consult with individual faculty members (both continuing and new) to determine instructional and faculty needs. This is a 12-month faculty position with rank.

Master's Degree from an accredited institution required. Ph.D. preferred. Must possess a minimum of 7 years teaching experience at the college level, previous administrative/faculty development experience, as well as the ability to coordinate faculty grants and awards programs, faculty exchanges, retreats and workshops. Must be an effective communicator, both oral and written and be able to plan, organize and work on multiple projects simultaneously; knowledge of instructional methods, knowledge of Univ. System of GA policies/procedures desired. This position will teach the equivalent of one course per year, preferably in a team-teaching arrangement.

Salary: $43,000+/yr. (commensurate with education and experience) with excellent benefits.

Application Deadline: 10/23/98

Applicants should reference appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, email addresses, telephone numbers) to:

Judy Chastonay, Human Resources, Georgia Perimeter College, 3251 Panthersville Rd., Decatur, GA 30034 or Fax (404) 244-5774

AA/EOE/ADA

Georgia Perimeter College

An Associate Degree Granting College of the University System of Georgia

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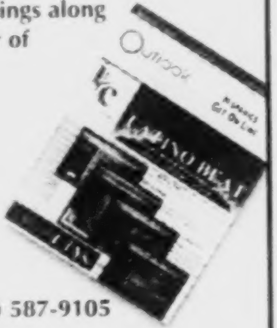

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NELLIE MAE
FOUNDATION

PRESIDENT AND CHIEF OPERATING OFFICER

The Board of Directors and its designated Personnel Search Committee have commenced the search for the President and Chief Operating Officer of the Nellie Mae Foundation.

The Nellie Mae Foundation is newly created as a result of the transition of Nellie Mae's well established student loan programs and services to the Nellie Mae Corporation, a wholly owned for-profit subsidiary of the Foundation. Upon the recapitalization of Nellie Mae Corporation, the Foundation will realize liquid assets of approximately $250 million, making it one of the largest independent foundations in the region. The Foundation expects to be fully operational in early 1999.

The Foundation's Board of Directors has adopted the following mission statement:

The Foundation's mission is to promote the accessibility, quality, and effectiveness of education from pre-school through post-secondary levels, for all ages and especially for underserved populations. The Foundation will work with educational institutions and associations, cultural and community organizations, foundations, government, and others to encourage, establish, and maintain programs and services that promote education.

This leader is charged with the responsibility of building and leading an organization that is in a unique position to impact the quality, accessibility, and breadth of educational opportunity in New England.

The successful candidate will demonstrate leadership experience, the ability to communicate and to work well with a Board, as well as with diverse external constituencies, and significant experience and success in managing a complex organization, and s/he will share the vision of the Foundation's potential role in advancing education in the region.

The Search Committee invites nominations and expressions of interest for the position of President and Chief Operating Officer. Candidates should present qualifications and experience in a senior leadership position in an educational or philanthropic setting or in a position of comparable authority, responsibility, and stature. Correspondence should be directed, in confidence, to the consultants supporting this search.

Nellie Mae Foundation
c/o EDUCATIONAL MANAGEMENT
NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

For additional information, please contact Nancy A. Martin or Nancy C. Whitcomb of Educational Management Network/Witt/Kieffer at 508-228-6700 or via e-mail at nelliemae@emnemn.com. Nellie Mae has an Internet Web site at http://www.nelliemae.com.

Nellie Mae is committed to diversity and encourages applications from qualified women and minorities.

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HOUSTON COMMUNITY COLLEGE SYSTEM

DIRECTOR

TECHNICAL SUPPORT SERVICES

Houston Community College System is seeking applications for the Director, Technical Support Services. The Director will continuously facilitate the acquisition, creation, enhancement, and delivery of quality products which support the Administrative Services information technology needs and provide leadership in the daily operations of the Technical Support Department for the Administrative Services Division.

REQUIREMENTS: Bachelor's degree in Information Technology, Information Services, Business, Accounting, or related area. (Extensive and progressive experience in computer, business, and administrative technology may be substituted for degree requirement.)

Seven (7) continuos years of recent experience in computer, business and administrative technology, with five (5) years of management and/or supervisory experience.

Experience developing, planning and implementing technical support strategies that produce operational efficiencies and effectiveness. HR/Payroll, Purchasing, or Finance implementation with Peoplesoft Software package application preferred.

HCCCs offers an excellent compensation and benefits package.

Please refer to **Job Vacancy Notice #3908** when making an inquiry or applying for this position. A complete HCCS employment application packet is required for consideration. To request an application, **call (713) 718-8566, or fax request to (713) 718-8599,** or visit the **HCCS web site at (www.hccs.cc.tx.us)**. All completed application materials must be in the Human Resources Office by October 14, 1998.

Houston Community College System
320 Jackson Hill, H.R. Dept, Suite 220
Houston, TX 77007

HCCS is an Equal Opportunity Employer

Vice Chair, Center for Latin American Studies
University of California Berkeley
(Academic Coordinator II or III)

Duties and Responsibilities: In collaboration with Center Chair and Faculty, develop academic programs; initiate, write, and supervise grant proposals for extramural funding; engage in strategic planning and fundraising activities on behalf of Center; design and implement research conferences and workshops; organize and write public information and outreach materials.

Required Qualifications: Ph.D. or equivalent in a Latin American field. At least one of the major languages of the region. Evidence of success in fundraising, effective writing, and administrative practice. University teaching helpful.

Salary Range: $33,204-$56,328/year, depending on qualifications.
Approximate Starting Date: January 4, 1999.
Initial appointment for twelve months, or through January 4, 2000.
Application Deadline: October 30, 1998 or 30 days from publication date, whichever is later.

Send curriculum vitae and name/address of three references to:

Professor Harley Shaiken, Chair
Center for Latin American Studies
University of California, Berkeley
2334 Bowditch Avenue, #2312
Berkeley, CA 94720-2312
Telephone: (510) 642-2088

THE UNIVERSITY OF CALIFORNIA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instituted Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments, and budgetary planning and oversight.

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and conclude when the successful candidate is identified. Please direct all applications and nominations, including a complete dossier and names of referees to:

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

Position Announcement

University of Virginia

POSITION: **ASSISTANT DEAN OF STUDENTS**

(working primarily with Hispanic/Latino students)

RESPONSIBILITIES: The Assistant Dean of Students position reports to the Dean of Students, with regular access to and support from the Vice President for Student Affairs as needed. This position will have responsibilities for articulating the needs of Hispanic/Latino students to offices and service providers across Grounds working directly with students to determine their needs, advocacy; collecting and analyzing relevant data, developing and implementing action plans and programs; supporting cultural student programs/efforts, and facilitating interaction among Hispanic/Latino students and faculty, mentors, advisors and other community constituencies. The Assistant Dean will also have generalist responsibilities in the Office of the Dean of Students and other items as assigned by the Dean.

SKILLS AND QUALIFICATIONS/MINIMUM REQUIREMENTS: The University seeks individuals who have a strong commitment to student development, excellent organizational, supervisory, and interpersonal skills, and a demonstrated ability to work and communicate effectively with a wide range of constituents, including Hispanic/Latino and other University students, parents, faculty, administrative staff and the surrounding community. The successful candidate will have experience and knowledge of student development and a demonstrated understanding of the unique needs and special service demands of the Hispanic/Latino student population, as well the role of diversity in higher education. A Master's Degree is required. It is anticipated that the successful candidate will have two years of full-time professional experience, some in minority affairs-related work. Salary is commensurate with education and experience.

UNIVERSITY OF VIRGINIA: For more information on the University of Virginia and the Office of the Dean of Students, see **http://www.virginia.edu/**

APPLICATION DEADLINE: Applications should include a letter of interest and current resume. Applicants also should request three professional references to send letters on their behalf. Application materials should be submitted by September 30, 1998. Screening will begin October 2, 1998 and will continue until the position is filled. Appointment will begin January 1, 1999 or as soon thereafter as possible.

Nominations and applications material should be sent to:

V. Shamim Sisson, Search Committee Chair and Associate Dean of Students
Box 708, Newcomb Hall, University of Virginia
Charlottesville, VA 22904

The University of Virginia is an equal opportunity/affirmative action employer.

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www.wcsu.edu

DEAN

ANCELL SCHOOL OF BUSINESS

Western Connecticut State University invites applications and nominations for the position of Dean of the Ancell School of Business. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. The school is located on WCSU's modern 313 acre Westside campus.

The Ancell School, primarily a teaching institution, is pursuing AACSB candidacy and accreditation and serves 1200 undergraduate and graduate students. The Ancell School offers the BBA degree with majors in accounting, finance, management, MIS, and marketing and a BS degree with tracks in public law, corrections, probation, parole and offender rehabilitation, legal studies, paralegal preparation sequence and law enforcement from the Division of Justice and Law Administration. Three graduate degrees, MBA, MHA, and MSJA are offered.

RESPONSIBILITIES: The Faculty of the Ancell School of Business is seeking a Dean capable of promoting, developing, and sustaining the school's educational, scholarly, and public service programs. The Dean provides collegial leadership and consensus building for faculty organized into five departments (Accounting, Finance, Management, Management Information Systems, and Marketing) and the Division of Justice and Law Administration. The Dean of the Ancell School reports to the Academic Vice President.

QUALIFICATIONS:

- A record of teaching and scholarship, including an earned doctorate in a field appropriate to the School's curricula.
- Academic administrative experience, preferably beyond the level of chairperson, and demonstrated team-building experiences.
- An appreciation for scholarship and research in an academic setting.
- Instructional experience with technology.
- Willingness and ability to expand the financial resources for the school.
- Demonstrated ability to communicate effectively and to maintain good working relationships with all internal and external constituencies of the University.
- Demonstrated ability to represent and promote the Ancell School of Business to external constituencies.
- Experience with current AACSB processes, accreditation standards, and experience with strategic planning and budgeting.
- Experience with campus governance and collective bargaining agreements and sensitivity to faculty selection and evaluation.
- An understanding of the needs of our diverse student body.
- Willingness to support and implement Ancell School of Business initiatives.

APPLICATION PROCESS: Send letter of application that includes an estimation of what he/she brings to the position and how his/her experience corresponds with the requested qualifications, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: Charles P. Spiridon, Dean of Human Resources Management, WCSU, 181 White St., Danbury, CT 06810. Salary: Negotiable, excellent benefit package.

DEADLINE: Applications must be received by October 20, 1998. Anticipated starting date: Beginning of Fall 1999 Semester.

Western is an Affirmative Action/Equal Opportunity Educator/Employer.

WESTERN
CONNECTICUT
STATE UNIVERSITY

UNLV
UNIVERSITY OF NEVADA LAS VEGAS

WILLIAM S. BOYD SCHOOL OF LAW

On August 17, 1998, the William S. Boyd School of Law at the University of Nevada, Las Vegas opened its doors to a charter class of 142 students. For more information on the country's newest state-sponsored law school, please call (702) 895-3671. Better yet, please visit our website at

www.nscee.edu/unlv/Law_School/

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University of California, San Diego

The University of California, San Diego, one of nine campuses in the University of California system, is one of the major research universities in the country, widely recognized both for the eminence of its faculty and for the quality of its graduate and undergraduate students. It consistently ranks in the top five in the nation and first in the UC system in total federal research funding. However, despite strong government funding, private support is increasingly important to enhance excellence and to meet these needs, UCSD's dynamic development office is expanding. Among the positions currently open:

Director of Development, Corporate Relations

Under the direction of the Assistant Vice Chancellor, Development, the Director has primary responsibility for cultivating and soliciting corporate support for UCSD and will design and implement a comprehensive corporate fund-raising program for the campus. Requirements include: Proven experience in the development of major gifts from corporations gift policies, stewardship, donor recognition, and administration. Record of writing proposals to corporations for a significant project/gift ($100,000+). Proven success as a direct line fund raiser in a highly sophisticated donor-centered fund raising environment. Knowledge of public relations practices to provide direction to special programs for outreach to prospective and existing donors. Demonstrated strong managerial, supervisory, leadership, and organizational skills. Excellent oral, written, and interpersonal skills, and a demonstrated understanding of the philosophy of quality service and group process. Bachelor's degree in a related field or equivalent combination of education and experience in an academic environment is preferred. Job #115586-X.

Director of Development, Shiley Eye Center

Under the direction of the Executive Director of Health Science Development, the Director has primary responsibility for comprehensive fund raising programs, including developing, planning and implementing a capital campaign for the Shiley Eye Center. Requirements include: Proven experience in the full spectrum of development for a academic medical institution including capital campaigns, gift solicitations, stewardship, donor recognition, high level boards, support groups and administration and closure of major gifts ($100,000+) with progressive responsibilities as a major gifts officer. Proven success in initiating, planning and strategically implementing large fund raising projects. Demonstrated strong managerial, supervisory, leadership, and organizational skills. Excellent oral, written, and interpersonal skills, and a demonstrated understanding of the philosophy of quality service and group process. Bachelor's degree in a related field or equivalent combination of education and experience in an academic environment is preferred. Job #115551-X.

These are renewable contract positions with full benefits. Salary commensurate with qualifications and experience. Review of applications will begin on 10/9/98 and continue until the positions are filled. Submit letter and resume with references, referencing the appropriate job number to: UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92097-0967 or E-mail to: resume@human-resources.ucsd.edu For information about UCSD, visit our Website at http://Infopath.ucsd.edu UCSD is an Equal Opportunity Employer and welcomes interest from qualified women and minorities.

University of California
San Diego

SOCIAL PSYCHOLOGIST

The Department of Psychology at the Graduate Faculty of Political and Social Science, a division of New School for Social Research, seeks to fill a position in the area of social psychology. Both rank and specialization are open. Candidates should be prepared to teach both undergraduate and graduate students and have an active research program. The appointment will be at the Graduate Faculty, where responsibilities include teaching and advising M.A. and Ph.D. students, at Eugene Lang College where responsibilities include teaching and advising undergraduates. Send cover letter, CV, copies of selected publications and three references by **December 1st** to: Psychology Search Committee, Department of Psychology, **GRADUATE FACULTY**, 65 Fifth Avenue, New York, NY 10003. The Graduate Faculty encourages applications from individuals who belong to groups historically under-represented in the academy. Affirmative action/equal opportunity employer.

New School for Social Research

AFRICAN DIASPORA

The history department of ***Hamilton College*** invites applications for a position, rank open, in the history of the African Diaspora. Candidates must be able to teach introductory courses in African-American history. Secondary fields open. Generous support for travel and research. Position to begin late August 1999. Please send c.v., letter of application, official transcript, and references by December 4 to:

Robert L. Paquette, Chairman, Dept. of History,
Hamilton College, Clinton, NY 13323

Women and minorities encouraged to apply.
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SUMMER 1999

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HISPANIC OUTLOOK 1998-1999 RATE CARD

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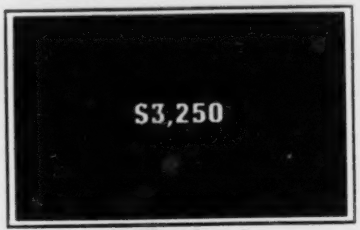

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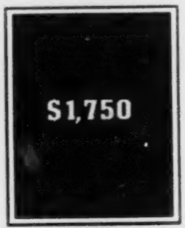

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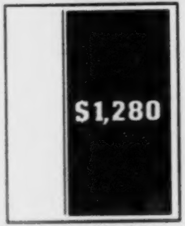

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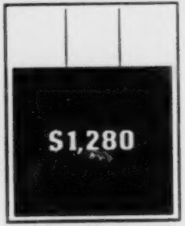

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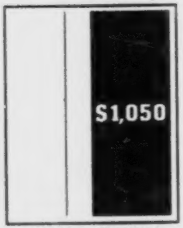

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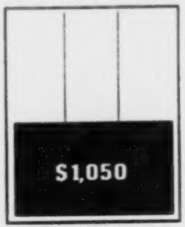

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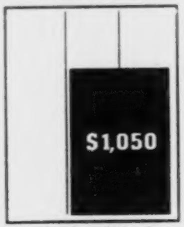

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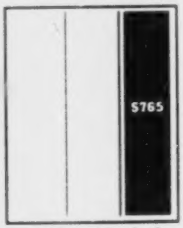

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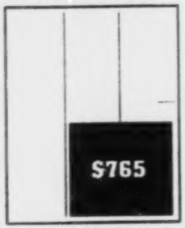

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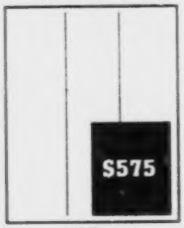

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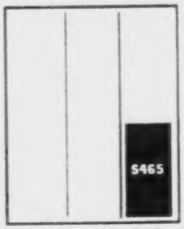

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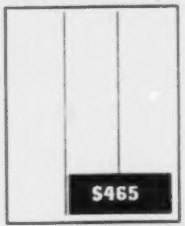

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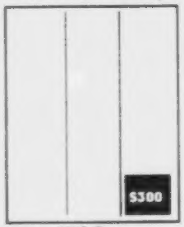

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September 25	Sept. 8	**Law School Issue**
October 9	Sept. 22	**Hispanic Heritage Month**
October 23	Oct. 6	**The College Board**
November 6	Oct. 20	
November 20	Nov. 3	**Publisher's Picks on Best Colleges for Hispanics**
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Assoc of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Graduate School Issue**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
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ASSISTANT PROFESSOR IN MEDIA DESIGN AND PRODUCTION
POSITION No. 52554

The person filling this position will have his/her primary responsibilities in CASDL and must be eligible for a tenure-earning appointment in the Department of Communication. General responsibilities will be to assist faculty and departments in the selection, design, and use of multi-media and other valid instructional programs and technologies in their on-campus or distance learning teaching. This is a 9-month position; twenty-five percent of the assignment will be for instruction to be coordinated by the Department of Communication.

A Ph.D. in Instructional Systems, Communication, or other relevant discipline is required. Training, experience, and a record of successful developmental research in instructional design, computer applications to instruction, including interactive media, and CD ROM development, is essential, as is competence in the development and implementation of internet, web-supported, and objectives-based instruction. The position also requires proficiency in the evaluation of instructional processes and products.

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Fanchon Funk, Ed.D.
Chair, Search Committee for Assistant Professor of Media Design and Production
Center for Academic Support and Distance Learning
Florida State University
Tallahassee, FL 32306-2560
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Fax: 850/644-4952
Email: ffunk@lsi.fsu.edu

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ADVERTISING INDEX

POSITIONS

American Council on Education	DC	48
Area Health Education Centers/UMD of New Jersey	NJ	52
Bloomfield College	NJ	47
Cleveland State University	OH	2
Colorado State University	CO	46
Cornell University	NY	51, 52, 53, 55
Florida State University	FL	63
Franklin and Marshall College	PA	57
Galveston College	TX	49
George Mason University	VA	52
Georgia Perimeter College	GA	58
Governors State University	IL	55
Hamilton College	NY	61
Harvard University	MA	53
Houston Community College System	TX	59
Long Beach City College	CA	54
Massachussets Institute of Technology	MA	51
Monroe Community College	NY	45
National University	CA	54
Nellie Mae Foundation	MA	58
New School for Social Research	NY	47, 51, 55, 61
North Shore Community College	MA	53
Northwest Technical College	MN	56
Princeton University	NJ	47
Rancho Santiago Community College System	CA	49
Skidmore College	NY	57
SUNY/Buffalo State College	NY	48
SUNY/University at Buffalo	NY	46, 55
SUNY at Plattsburgh	NY	46
Temple University	PA	56
The Maricopa Community Colleges	AZ	54
The University of Iowa	IA	57
The Union Institute	DC	53
The Union Institute	FL	52
UMD of New Jersey	NJ	51
University of California, Berkeley	CA	59
University of California, San Diego	CA	61
University of Florida	FL	53
University of Illinois at Chicago	IL	56
University of Nevada, Las Vegas	NV	60
University of Notre Dame	IN	59
University of the Pacific	CA	2
University of Virginia	VA	59
Vermont Law School	VT	64
Wayne State College	NE	51
Western Carolina University	NC	64
Western Connecticut State University	CT	60
William Mitchell College of Law	MN	54

RECRUITMENT

California Western School of Law	CA	46
Center For International Studies	NJ	61
Golden Gate University School of Law	CA	48
Northeastern University School of Law	MA	63
Ohio Northern University College of Law	OH	50
Seton Hall University School of Law	NJ	64
Southwestern University School of Law	CA	60
Temple University School of Law	PA	49
The John Marshall Law School	IL	50

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

Lawrence University	WI	46
University of San Francisco	CA	47
Washington University	MO	52

CONFERENCES

National Association of Hispanic and Latino Studies		49
National Association of Hispanic Federal Executives		60

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Vermont Law School invites applications and nominations for the position of Director of its Environmental Law Center. The Director provides vision and leadership with respect to environmental law, policy, and education within the institution and the community. The Director supervises the Masters of Studies in Environmental Law degree the joint J.D./Masters degree, an extensive environmental law summer school, the Washington DC environmental semester in practice, and the First Nations Environmental Law program. Further information is available on Vermont Law School' s website at: **https//www.vermontlaw.edu**

Qualifications include a law degree, environmental law experience, environmental law teaching and scholarship, management and fund raising experience. Applications and nominations should be submitted to **Professor Richard O. Brooks, Vermont Law School, Environmental Law Center, South Royalton, VT 05068.**

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Position Available Immediately. Open until filled. Applicants should submit a letter of interest, resume, and names and addresses of three references to:

Dr. Robert Caruso, Vice Chancellor for Student Affairs, 460 HFR Administration Building, WCU, Cullowhee, NC 28723.

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HISTORY

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SCHOOL OF LAW

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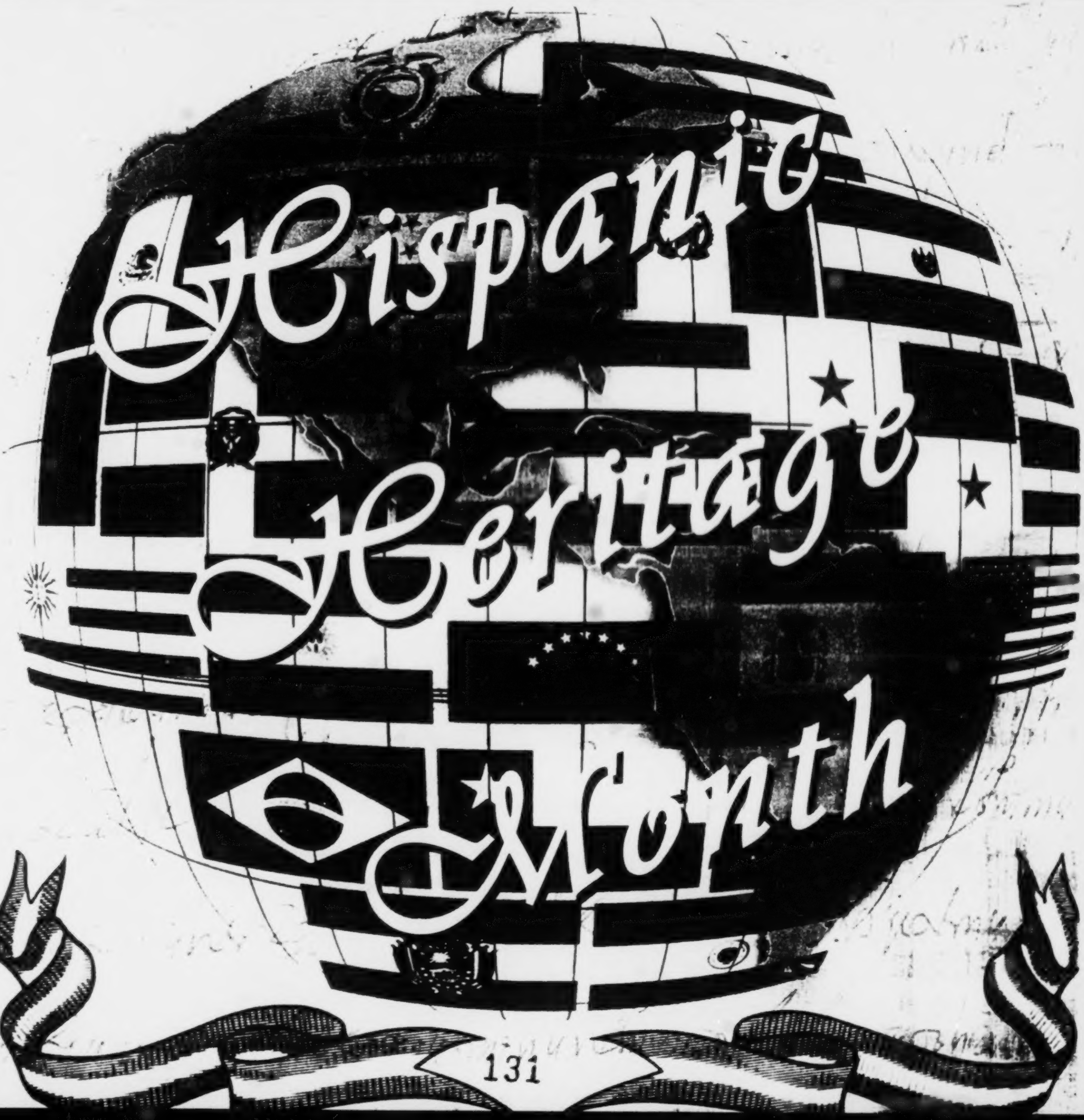
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beginning in the 1999-2000 Academic Year

EDUCATIONAL ADMINISTRATION
Search Committee Chair: Dr. Roger DeMont
(Assistant/Associate Professor)

Qualifications: An earned doctorate in Educational Administration, a strong record of scholarship (publications, research, and possibly outside funding), experience advising graduate students (master's, specialists, doctoral), experience in directing doctoral dissertation research; preference will be given to candidates with public school (or related) administrative experience; experience in teaching graduate level students, preferably with problem based approaches.

Responsibilities: Continue a strong research agenda in Educational Administration, procure grants; teach graduate-level courses; advise graduate students (master's, specialist, doctoral); chair doctoral committees and direct doctoral dissertation research; curriculum development in the Educational Administration unit is also expected; participate in program area/division/college and university academic and collaborative activities.

EDUCATIONAL FOUNDATIONS
Search Committee Chair: Dr. JoAnne Holbert
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in Educational History and Philosophy, Educational Sociology or Educational Foundations; successful college/university teaching experience; an ongoing research agenda.

Responsibilities: Teach undergraduate through doctoral level courses; establish or maintain a research agenda and a publication record; serve as advisor to master's level and doctoral level students; participate in program develop; seek external funding for research and development; participate in program area/division/college and university academic and collaborative activities.

EDUCATIONAL PSYCHOLOGY
Search Committee Chair: Dr. Stephen Hillman
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in Educational Psychology, a developing/continuing research agenda; experience in urban settings preferred; successful college/university teaching experience.

Responsibilities: Teach and advise in Educational Psychology area at the undergraduate and graduate levels; develop and maintain a program of research in the area; conduct ongoing line of research with national conference presentations, publications in refereed journals; seek outside funding, participate in program area/division/college and university academic and collaborative activities.

ENGLISH EDUCATION (TEACHER EDUCATION)
Search Committee Co-Chairs:
Dr. Sharon Elliott and Dr. Craig Roney
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in English Education or related field, experience in urban settings; teaching experience in English Education at the K-12 level; university teaching experience.

Responsibilities: Pursue an active research agenda in English Education (EED); teach undergraduate and graduate courses and advise graduate students in EED; supervise and direct graduate essays, projects, theses and dissertations; procure grants; participate in program area/division/college and university academic and collaborative activities.

Submit applications and nominations to Search Committee Chairs c/o:

Office of the Dean
441 Educational Bldg.
College of Education
Wayne State University
Detroit, MI 48202-3489
Phone: (313) 577-8283/577-8287
Fax: (313) 577-3606

INSTRUCTIONAL TECHNOLOGY
Search Committee Chair: Dr. Rita Richey
(Assistant/Associate/Full Professor)

(Coordinate Position with the College of Urban, Labor and Metropolitan Affairs)

Qualifications: An earned doctorate in Instructional Technology or related field; primary expertise in instructional design and applications in training and performance improvement applications; demonstrated success in university-level teaching and research.

Responsibilities: Teach graduate level-courses in Instructional Technology; advise graduate students and serve on doctoral committees; research and scholarly activities are expected; teach one course (or its equivalent), participate in program area/division/college and university academic and collaborative activities; perform appropriate service and/or conduct scholarly work in conjunction with the College of Urban, Labor and Metropolitan Affairs.

PHYSICAL EDUCATION: MOTOR CONTROL AND MOTOR DEVELOPMENT
Search Committee Chair: Dr. Sarah Erbaugh
(Assistant/Associate Professor)

Qualifications: An earned doctorate required; previous university teaching experience required; strong computer/technical skills to support teaching and research required; previous grant writing experience preferred.

Responsibilities: Teach undergraduate and graduate courses in Motor Behavior—Motor Learning, Motor Control and Motor Development; advise graduate students; conduct research in specialty area; participate in program area/division/college and university academic and collaborative activities.

PHYSICAL EDUCATION: SPORTS ADMINISTRATION
Search Committee Chair: Mr. Roy Allen
(Assistant/Associate Professor)

Qualifications: An earned doctorate in Sports Administration or closely related field required; previous experience in several of the following: athletic administration, facility design and event management, sports marketing, development and fund raising, or legal issues; previous university teaching experience and/or professional administrative experience.

Responsibilities: Pursue an active research agenda in Sports Administration, procure grants, teach graduate courses in Sports Administration, advise graduate students, supervise internships with appropriate schools, sports-related businesses and governing organizations; participate in program area/division/college and university academic and collaborative activities.

Salary and Rank for above: Commensurate with qualifications and experience.

Application Procedures: Applicants are asked to send a letter of application, a current vita, and a one or two-page summary of their research agenda; make arrangements for three original recent letters or recommendation and official transcripts to be sent, and provide a list of additional references including addresses and phone numbers.

Application Deadline: Review of applications **will begin immediately** and continue until the position is filled. **Starting date:** August, 1999.

Institutional Background: Wayne State University is the major urban university in Michigan and is located in the heart of Detroit's cultural and medical centers, which enable it to utilize the city's vast social, cultural, educational, corporate and scientific resources to enrich the educational and instructional programs and to stimulate research. The university holds the prestigious rank of Carnegies Research University I, one of only 59 public universities to achieve this status. Wayne State University is a leader in the region and the nation, and is committed to research, teaching and service to urban issues. The college theme is *The Urban Educator as a Reflective, Innovative Professional*, which guides and develops its programs. The college is characterized by its diversity and commitment to an urban mission and reflects the dynamic characteristics of urban life. One of 14 schools and colleges at Wayne state, the College of Education currently enrolls about 1,000 undergraduate and more than 2,500 graduate (master's/education specialist/doctoral) students in approximately 34 different programs.

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CONTENTS

FEATURES

The Heavy Hats of Ninfa Segarra 5

Activist Ninfa Segarra spent her youth critizing government. Now she's Deputy Mayor of NYC City and on its central Board of Ed.

Latino Students More Liberal Than Most 9

The 32nd Annual UCLA study surveys attitudes of a quarter million first-year college students.

Commemorating Hispanics Nationwide 12

From September 15 to October 15 the country will be celebrating Hispanic culture, traditions, education and more.

The Cuban Stories of Luis Martínez-Fernández 14

Historian Fernández traces his own roots as he researches a pivotal period of Cuba's past.

Klor de Alva Changing the Rules 16

The brilliant Berkeley anthropologist turns futurist as president of the amazing adults-only, for-profit University of Phoenix.

Bilingual Education 27

Dr. Richard Cornejo, professor of Foundations of Bilingual Education, Language and Reading, and Educational Research at San Diego State University, shares some reflections on Proposition 227.

HONOR ROLL

University of Texas at San Antonio 21

Combining rigor and vision, UTSA has graduated more Hispanic biology majors than has any other institution.

Righteous Anger and Spanish Harlem 33

Works of Puerto Rican graphic artists and an emerging Mexican expatriate were showcased in an exhibit at Rutgers this summer.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

The National Library on Education lists current research on recruitment and retention of the underrepresented.

SUCCESS STORIES 24

Adolfo Gamez: Lion and Lamb

HO *interviews an award-winning, around-the-clock activist from Estrella Mountain Community College.*

People, Places, Publications, Conferences 34

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A CAPITOL VIEW

How to Achieve Diversity on Our Campuses

BY GUSTAVO A. MELLANDER

In spite of recent attacks, many of them successful, on affirmative action, most colleges and universities are still eager to create successful multicultural environments.

The National Library of Education in Washington, D.C., conducts research on many higher education issues, including those specifically focused on Hispanics. It recently compiled a list of current research dealing with retention and recruitment of underrepresented faculty and students.

Some observers think of this issue purely in terms of numbers of targeted students or faculty who are attracted to a campus. To them, the issue is merely recruitment. Others think that by concentrating on the curriculum and infusing a wider representation of perspectives, they can create a successful multicultural environment.

Most practitioners, however, know, many from painful experience, that those are but a few of the steps that must be addressed. Getting Hispanics on the faculty or in the student body is only a small part of a successful program. Failing to address other issues leads to a "revolving door" for both students and faculty. Although administrators were not specifically identified in this compilation, the same reality holds.

Creating a multicultural environment, as the National Library has stated, "is a combination of recruitment, retention, climate issues, pedagogy and the curriculum, organizational values, culture, and structure, faculty, and staff development."

The following references identify successful programs that highlight these important components. They present "hands-on" examples of what works and what doesn't. I have selected and commented on those examples that included Hispanics. The reports are divided into faculty and student cohorts.

FACULTY

Nelsen, Anne Kusener, and others (1994, July). "Crucial practices for diversity: A project report." Alliance for Undergraduate Education. University Park, Pa.

In an effort to improve the university's recruitment and retention of undergraduate students, a select group conducted exhaustive research. They used a self-assessment guide, which could be profitable at other universities.

Hallock, Pamela. (1994, Fall). "Promoting diversity on campus: Thought to action." *Thought & Action*, 10, 65-78.

The author collected and analyzed common pitfalls colleges and universities encounter in hiring faculty and in their career development. Successful efforts are listed, and recommendations are made for both faculty and administrators to begin to halt the attrition of minority and female faculty members.

Schmitz, Betty, and Others. (1992, Spring). "Creating multicultural classrooms: An experience-derived faculty development program." *New Directions for Teaching and Learning*, (Teaching for Diversity), 49, 75-87.

Chronicles experiences with the evolution of a University of Maryland-College Park faculty development program and points out how diversity and classroom climate can create the right environment to achieve student diversity. To succeed, attention must be given to program rationale, theoretical framework, program content, pedagogical approach, format, scheduling, and evaluation.

STUDENTS

Obiakor, Festus E., & Pauline Harris-Obiakor. (1997, April 16). "Retention models for minority college students." Paper presented at the Research and Creativity Forum, Emporia State University, Emporia, Kan.

This paper discusses retention techniques that can be implemented with minority students at predominantly White colleges. Four phases that they suggest are critical to the retention and academic achievement of minority students are acceptance, acclimatization, responsibility, and productivity.

Hurtado, Sylvia, and others. (1997, February). "Differences in college access and choice among racial/ethnic groups: Identifying continuing barriers." *Research in Higher Education*, 38, 43-75.

This is a look at two longitudinal studies that focused on the college application behaviors of different racial ethnic groups. It studies the application patterns, number of schools applied to, and the statistics for attendance at the applicants' first-choice school.

Elders, Mary T., & Gary R. Pike. (1997, February). "Minority and nonminority adjustment to college: Differences or similarities?" *Research in Higher Education*, 38, 77-97.

This report shares the results of a survey given to first-year students at one university to see how minority and nonminority students differed in the way they perceived the university and how that changed their feelings toward continuing.

Johnson, Margaret M., & David Molnar. (1996). "Comparing retention factors for Anglo, Black, and Hispanic students." Paper presented at the Annual Meeting of the Association for Institutional Research.

This study looked at data gathered on nearly 3,000 new undergraduate students at Barry University and examined the differences in retention rates among Anglo, Black, and Hispanic students.

Tatum, Travis, & Joan Rasool. (1992, Winter). "Reassessing retention courses: The need to empower students." *Equity and Excellence*, 25, 16-21.

Argues that the remedial reading and study skills approach to retention courses for minority students is seriously flawed and often consists of no more than offering good advice. They argue instead for the need to empower students. Further, they posit that to accurately assess student work in an atmosphere that validates cultural pluralism will best support student efforts and affirm their worth.

Sawchuk, Mariette T. (1991). "Access and persistence: An educational program model." *Celebrating Cultural Diversity in Higher Education*. Los Angeles, Calif.: Prism Publishing of Mount St. Mary's College.

This report describes the key elements of an alternative access program at Mount St. Mary's College (Calif.). It outlines services rendered from the recruitment and orientation of culturally diverse students to those ongoing academic and support services necessary to student persistence to graduation.

Nettles, Michael T. (1990). "Black, Hispanic, and White doctoral students: Before, during, and after enrolling in graduate school." Princeton, NJ: Educational Testing Service, Graduate Record Examination Board Program.

This study examined differences in educational experiences and performance of White, Black, and Hispanic graduate students. While the study found some similarities among the students surveyed, racial group differences were more significant.

Redmond, Sonjia Parker. (1990, November/December). "Mentoring and cultural diversity in academic settings." *American Behavioral Scientist*, 34, 188-200.

Studies causes of minority students' attrition and delayed graduation. Examines the role of planned mentoring and affirms that it can increase retention and graduation rates of culturally diverse students. The study argues that greater student/faculty contact can solve both academic and nonacademic problems. Finally, it discusses the steps necessary to develop and administer successful mentoring programs.

Terrell, Melvin C., & Doris J. Wright, eds. (1988, December). "From survival to success: promoting minority student retention." Washington, D.C.: National Association of Student Personnel Administrators, Inc.

This monograph details issues regarding minority student retention in higher education and stresses the commitment of successful programs to campus-wide cultural diversity as well as the importance of helping these students compete and succeed in the high-tech world of the 21st century.

Dr. Mellander is a professor and dean emeritus at George Mason University.

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The Heavy Hats of Ninfa Segarra

NYC Deputy Mayor Serves Too on Board of Ed

BY JEFF SIMMONS

> ***"The problems I have with bilingual education are with some of the models we have in New York and in other parts of the country where it is in transition and, more importantly, where English becomes the afterthought and not the primary motivator...."***
>
> NINFA SEGARRA, NYC DEPUTY MAYOR

There are a few things that the typical New Yorker might not know about Deputy Mayor Ninfa Segarra. In the often shark-infested political waters swirling around City Hall, Segarra has outlasted all of Mayor Rudolph Giuliani's deputy mayors during his two terms.

The 48-year-old grew up in lower Manhattan, a stone's throw from where she now helps run the city.

And in her second-floor office in the historic Tweed Hall–just north of City Hall–she has taped to a back door a poster of the "South Park" clan, the off-color cartoon characters decried as symbolic of the deterioration of good taste in America.

"My children turned me on to them," Segarra concedes. "I LOVE them."

This is the private Segarra, a public figure, but the least public of all the deputy mayors, and a fixture in city politics more inclined to work behind the scenes to accomplish her goals. She is also the only deputy to don twin caps each day: besides her work at City Hall as the mayor's only Latina deputy, she also is the only Latina appointed to New York City's central Board of Education.

Darting back and forth between both roles each day, the Democrat has stoically weathered repeated attacks from critics. They charge she's merely the recipient of a political gift–the deputy mayor's job–because of her support for the Republican mayor during his campaigns.

But her supporters counter that she's widely misunderstood, and that her silence speaks more of her demeanor and resilience, not of any hidden agenda.

"She is very easy to get along with," says Herman Badillo, one of Mayor Giuliani's closest advisors actively involved in improving education in the city. "She doesn't raise too many controversial issues, which is one of the reasons why she gets along with Rudy."

Board of Education President William C. Thompson, Jr., who has hashed out many a policy with Segarra and their five colleagues over the last few years, cites both her resolve and her sense of humor as qualities that have led Segarra to persevere.

"Until I got to know her, I probably misunderstood her a little also," Thompson says. "But after meeting after meeting after meeting, you start to see things people in public don't see, and that Ninfa really makes a valuable contribution to the educational system. I've come to definitely appreciate her opinion and her advice."

Her role–as a parent, a deputy mayor, and a board member–has privately been instrumental in the often tense talks to pilot a contro-

versial system of granting New York City's police department more say in security operations at city schools. Segarra also has been vocal in her support for reforming bilingual and special education programs, and in improving public housing and homeless services in the city.

In a rare interview, Segarra recently sat down with *HO* to discuss her life in New York City and her career.

HO: ***How do you respond to the way you've been characterized in the press? Are you misunderstood?***

Segarra: There is a misperception, and part of it has to do, unfortunately, with issues of ethnicity and sex. I think, because I have a quiet way–[and because] they expect...a public aggressive posture–they've interpreted me as being ineffective. I have no particular need to feel that publicly these things are acknowledged, although we all want what we do to be recognized as effective and [to be thought of] as a "player"–as someone who can turn the mayor around. Well, the mayor doesn't get turned around on a decision. You can advise him, consult with him, but in the end, he makes a decision.

I know quite clearly who I work for, but I also know that if he didn't have respect for me and he didn't think I was someone who could contribute, I wouldn't still be here. He's shown me the confidence to let me stay here.

HO: ***Which is easier for you, your role as a board member or as a deputy mayor?***

Segarra: The board is an easy role because as a parent I'm really affecting the education of my two children. It's a role I've played from the heart, and fine-tuned for four years prior to being deputy mayor. I had the sense of what it was to be on a city stage where you can impact so many people's lives, and to understand what you can do as one person.

Once I became a deputy mayor, I could build consensus around an issue and then get people to change how they do things. I worked on the Master Plan for the city, and education was a critical piece.

The two positions are very similar because as a native New Yorker and as a Latina, I get to affect major policy decisions. Where they are different–at the board you are a master planner, someone who really defers to a CEO who runs the place, but as a deputy mayor, it's much more of a hands-on experience.

> ***"I am an Affirmative Action baby. I took advantage of a benefit of certain things that happened in the '60s and '70s, and that provided me with opportunities, but it didn't graduate me. I entered law school on an Affirmative Action effort, but I didn't graduate on Affirmative Action, and I didn't pass the bar on Affirmative Action."***
>
> NINFA SEGARRA

The Board of Education is an extraordinary institution. You don't recognize it until you are there, how it affects the entire city. We recognize the effect the police department has, the health care industry has, but we don't often understand that there's one institution in the city that really can affect the future of the city all by itself, and it also becomes the barometer and the leader of education for all of the other educational institutions in the city. It really leads us or can bring us back, so it really is a critical player in the city.

I've enjoyed both, and I love both, and I am fascinated by both, and I still am in absolute awe that I am here after all of this time.

HO: ***Why are you in awe?***

Segarra: Because I know that I have this particular position where in the city of New York I am a deputy mayor and that my roots started in the city with humble beginnings with my parents coming here from Puerto Rico, and that I've gotten here on merit, grit, and stamina. I am able to have a position that very few people will ever have.

My father was a Checker cab driver for 25 years, and my mother worked as a seamstress not far from here, on lower Broadway, and they had a third grade education from Puerto Rico.

They understood without having to be taught that education was the lifeline. It was what would make the difference. They didn't really have confidence in the public school system and put us through Catholic school, my sister and me. They understood that the education we got had to be the kind of education that was the highest quality they could provide.

They literally pulled me out of public school when I was in second grade and sought out a Catholic school. At the time, Catholic schools were overcrowded, and we had to fight to get me a seat, and they actually went out and searched for a seat. They insisted we both go through high school in Catholic school, and we did. I had no idea how they did it financially. I am in awe of their management of their finances because they paid for it through high school. I was not on a scholarship, and they paid the tuition, no discounts, but they did it.

They understood clearly that this was the way to do it, and they had no hesitation with it. They insisted on it. As a matter of fact, I don't know how to cook because of my mother. She insisted that we did nothing but our schoolwork. My mother understood that our job was doing schoolwork, and she made every effort to make sure we attended to it, and there was never any question about it.

HO: ***You visit many schools and meet with students. What messages that you learned while growing up do you pass on to them?***

Segarra: I tell them about who I am, because that's important. They need to understand that I lived 10, 15 blocks away from City Hall and never dreamed of coming inside other than when I demonstrated outside the building, that my parents still live where we grew up, which is in public housing, and I got here because I worked hard. But I also got here because some people cared.

And they can, too, because we care. But it takes a drive that they have to have and they can make it.

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I'm not that unique. They really have all of the ingredients I had. And I try to make sure they understand it wasn't something special that happened with me. I was able to pull together some pieces, and some people were able to work with me to make sure that I took it, that when an opportunity presented itself I was ready.

What I talk to them about is that there are opportunities always there. The question is whether or not you are ready for the opportunity, and that you never know when it's going to happen. Fifty percent of life sometimes becomes an accident of time and place, and the trick is being ready to take advantage of that accident, that moment you meet someone or someone meets you and being ready for it. They have to always be ready for it, and if they work hard at it, they'll be able to take advantage of opportunities and make it, too.

HO: ***You mention that you demonstrated in front of City Hall....***

Segarra: It was a life I am very proud of, but a very different relationship to government. I spent a good part of my young adult life really telling government that it wasn't working, and I had major complaints about it, about what it wasn't doing and why.

That history is still with me, so I understand what's wrong with government having experienced it from some of its most negative aspects, whether it was racial or sexual discrimination, a lack of services, being fearful for your life because you feel unsafe because of crime, drugs in my family, members of my family being incarcerated because of unsavory events.

The difference now is being responsible for changing it. During the '60s and '70s, many of us were simply letting the world know that there were all of these troubles, but we were not very good at finding solutions to it. Now, as baby boomers, we have a responsibility to find solutions, and luckily I've been given the opportunity and the wherewithal to work on the solutions to all of those things I complain about.

HO: ***You've now got two roles in which you can work on the solutions. What are some of them?***

Segarra: At the board, it's just changing the environment there where we now have a can-do attitude–that we have not given up on the system. As a parent, I really feel the confidence in the kinds of changes that are occurring, that we have institutionalized changes, and that it's not just something that [Schools Chancellor] Rudy Crew is changing. It's something the system is changing, putting in place.

We are building accountability into the system and changing the attitudes of people. It's not that money solves everything; it's that you really have the solutions and you use the money for those solutions. It's changing the attitude of a million parents associated with those kids. We know the system has been in trouble and it's had its problems, but we can change it....It can happen.

> ***"I spent a good part of my young adult life really telling government that it wasn't working, and I had major complaints about it... The difference now is being responsible for changing it."***
>
> **NINFA SEGARRA**

In my deputy mayor hat, one of the proudest relationships I have is with the public housing system in New York City. It's where I grew up. Having my parents in the same apartment they moved into in 1955, I saw what happened to public housing in this city.

We actually have one of the best systems in the country, but it became a violent environment. It was oversaturated in many developments with individuals who were not ready to live independently in public housing because we dumped homeless people into public housing to the detriment of those [other] individuals; they weren't ready.

We've been working on safety in public housing, on changing the economic mix, on rewarding working families. I also oversee the shelter system, and we're preparing people as they move into housing to be independent and self-sufficient, so they come in as stable individuals.

HO: ***Do you see a disparity in the education of White and minority students in New York City?***

Segarra: Latino youngsters in this city are probably in the most negative situation. If you look at any list of our underachieving schools, if you look at schools that have had the most violence, and at districts with the most critical problems, when you look at all those negatives and when you see where Latinos are in the most numbers, it corresponds. So Latino children in the educational system in our city are at the greatest risk.

I tend to be one who looks for solutions that are going be long-term and have an effect that brings up the system as a whole. When New York City's economy is weak, the ones that hurt the most are Latinos, and when the economy is strong, Latinos are rewarded the most because it means we are able to access jobs. It's the same thing with education. When you improve how the Board of Education works, the ones who will benefit the most are the ones most in need.

As we strengthen our teacher and supervisor workforce and make our schools safer, we end up helping out Latino children. They ...need an extra effort because they are the most in need.

HO: ***What about bilingual education?***

Segarra: Bilingual education plays a role and provides a transition for young people, in particular for young people who come to the United States at later ages, and helps them transition in our educational system to acquire English and be able to maintain their prior education and help them prepare to integrate into the system.

The problems I have with bilingual education are with some of the models we have in New York and in other parts of the country where it is in transition and, more importantly, where English becomes the afterthought and not the primary motivator, and it becomes like in special education–a secondary system that because we are all afraid

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to deal with the radical issues in it, we just let it simmer there and not require [much] of it. Because we're afraid that if we require high standards of it, we're going to have either political controversy or not know what to do.

We know there is a need for it, in particular to get youngsters in middle and high school, but we want to make sure it is transitional and that it has high standards.

For Latinos, this sometimes becomes a very delicate question because it gets sort of boxed in or added to a list of concerns that they have about who we are in this country and that we are in some way retreating on the issues of Affirmative Action. We are not backing away; we are looking at it differently.

I am an Affirmative Action baby. I took advantage of a benefit of certain things that happened in the '60s and '70s, and that provided me with opportunities, but it didn't graduate me. I entered law school on an Affirmative Action effort, but I didn't graduate on Affirmative Action, and I didn't pass the bar on Affirmative Action.

I want to make sure the opportunities are still there for young people, but now they might be shaped differently. It doesn't have to be with quotas and numbers. I think we have to address all of this and start to face it because as Latinos, we have a responsibility to make sure the solutions we find are current, are effective, and not bandaids.

HO: ***Who are your role models?***

Segarra: My mom and my dad, for what they were able to achieve. I hope I am as effective a role model for my own children as they were for me. Then there are people who have been helpful to me and encouraged me in the worst times.

Alice Cardona, one of the creators of ASPIRA, who is someone at my most difficult times would call me or send me a note saying 'Don't worry about it. Just keep at it.' And we've disagreed publicly on 100 things in the last six to eight years, but she's someone who has been extraordinarily supportive.

HO: ***Do you see yourself as a role model?***

Segarra: Absolutely. When you don't understand it, what ends up happening is you don't end up giving to the next generation the benefits of your experience. It is important to let people know that there are role models they can look towards. It doesn't necessarily have to be me, but they should look for someone who has succeeded, and there are people out there.

The reason I became an attorney was [that] in high school and college, I kept meeting a man, [now-former New York State Appellate Court] Judge John Carro, who kept showing up at all these events we had. We really didn't know why he kept showing up, but he kept doing it. Some of us were not sure what a judge did, and the last thing many of us imagined was that we would become attorneys. He kept talking to us about becoming lawyers and going to law school, and kept saying to look what he did, and against all odds, we could do it. He knew that what you needed to do was keep repeating the message. It's something the mayor has taught me all these years. If you've got the right message, it eventually will sink in. Well, it sunk in. I entered New York University undergrad to become a social worker and ended up not knowing what do and then decided to become an attorney.

Eight years later, after I passed the bar exam, I went to the swearing-in ceremony, and I look up and the person who is going to be swearing me in is Judge Carro. I sat there and said, 'Ya know, God, you sure are crazy.' I went up to see him afterwards and told him. I said, 'You have no idea, but you are the one who convinced me I could do it.' It was like this weird signal from God–that he [Carro] told me I could do it, and he should know I did it because he was the guiding force behind it.

He understood what it was to be a role model. He took on the responsibility of being one, and I am just one of thousands of people who he's affected by simply being himself.

HO: ***You supervised relief efforts after Hurricane Pauline struck Mexico and after Hurricane Hortense ravaged Puerto Rico. Tell me about your involvement.***

Segarra: Those were personal things you get to do and feel so great about a job that gives you the opportunity to do them. Relief efforts are so well known in our community whenever there's been an issue in Puerto Rico. What was wonderful was having the opportunity to spearhead and be able to pull resources together for Puerto Ricans. The things we learned were translatable, what we could then do for other islands. It was personally gratifying to be able to do it for my own family, and that's essentially what the island is, my family.

HO: ***You also suffer from asthma and have been a driving force behind the city's war on asthma.***

Segarra: Whenever you have a personal consideration and when you are a policy-maker, it is value-added to that situation because it means you can bring a personal perspective to the table. I think that in our administration, the different and varied experiences that people have ended up creating a situation where you can really understand an issue.

Because I am an asthmatic, it helped some people understand, and it galvanized others and reinforced that while it can be life-threatening, it can be managed. Certainly, if I can have this position and not be at risk having such a stressful position, it's a role model of someone that can do it. I've been able to raise concerns to the mayor and respond in a positive way.

As a deputy mayor and a board member, it has meant that I can work with the Department of Health and the Board to network them and highlight the issues. I've seen a tremendous amount of solid attention paid to it, particularly in the last two years. This is a critical piece for Latinos because this is one of those situations where we have such high numbers that we need to make sure it is attended to.

This is the model I use: deal with an issue that is global, and find a solution to it because many of those issues have an effect on the Latino community. I like to deal with issues that are close to the heart, issues of what happens in my home community. I am proud to be Latina. I have tremendous concerns about our future, but I also know the things we are doing in this administration that will have tremendous rewards and benefits in our community.

HO: ***What do you want your lasting impression to be on city government and the school system?***

Segarra: What I hope people will remember–particularly because of my history with controversy that occurred during my tenure at the Board and my arrival here–is that, one, my appointments have been on merit and that there are extraordinary Latinas in this city who can do and will do extraordinary things–and that's important to me because I have a young daughter. And, two, that politics is important to me. It is in my blood and I love it, but the decisions I have made during the course of my professional life were not political decisions.

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Latino Attitudes More Liberal Than Most

UCLA's 32nd Annual Poll Surveys a Quarter Million First-year College Students

BY INÉS PINTO ALICEA

Latino first-year college students gave a higher priority to influencing the political structure and keeping up with political affairs than did other first-year students, according to the *American Freshman Survey*, conducted annually for the past 32 years.

Linda J. Sax, visiting assistant professor, director cooperative institutional research, UCLA Higher Education Research Institute

Latino responses are all the more astounding in that others as a group demonstrated the lowest levels of political interest in the history of the survey.

The percentage of Latino students who desire to "influence the political structure" surpassed the survey's historic high of 20.6 percent. More than 22 percent of Latino first-year students felt that this goal was "very important or essential," compared to 16.7 percent of other college students.

Roger Campos, vice president for government relations at HACU, the Hispanic Association of Colleges and Universities, in Washington, said he felt Latino students were increasingly politically aware because of the growing debate nationally over issues that impact the Latino community, such as bilingual education and affirmative action.

"People realize that to enact those provisions, you need legislative consensus and that to impact policy, you need to get to the policy-makers," Campos said.

Some 250,000 first-year college students, nearly all of whom graduated from high school last year, took part in the survey last fall.

More than 22 percent of Latino first-year students felt it "very important or essential" to "influence the political structure," compared to 16.7 percent of other college students.

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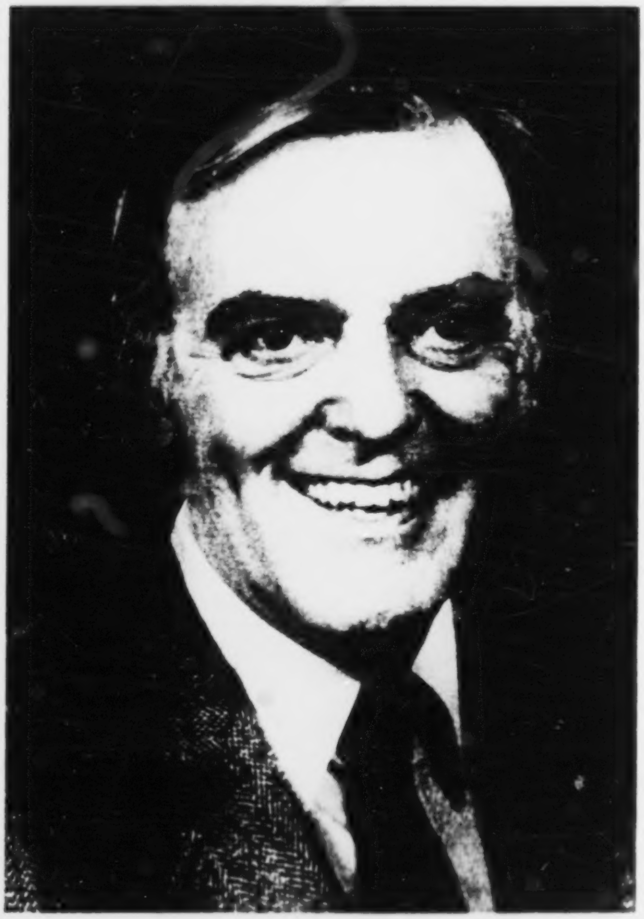
Nearly 500 two-year colleges, four-year colleges, and universities participated in the survey, which was conducted by researchers with the Higher Education Research Institute at the University of California at Los Angeles. Latino students comprised 4.7 percent or nearly 12,000 of the respondents.

"The survey is conducted to track trends and provide information on the types of students who go to college," said Linda Sax, a UCLA education professor who directed the survey.

The survey has gauged the attitudes and aspirations of first-year college students nationwide since the 1960s. The results are based on responses that these students gave to hundreds of questions on their interests, issues in American society, and their plans for the future. Because of the size, scope, and consistency of the survey, its results are used widely in the education community to gauge how new college students view their lives and their futures. The results are statistically adjusted to represent the nation's total population of nearly 1.61 million first-time college students.

Latino students' interest in politics was documented in other questions. More than 31 percent of Latino first-year students said that they believe that "keeping up to date with political affairs" is a "very important or essential" life goal compared to a record low 26.7 percent of today's first-year students.

> ***"We need to find ways to re-engage students."***
>
> **LINDA SAX, UCLA PROFESSOR AND DIRECTOR OF THIS YEAR'S STUDY**



Alexander W. Astin, UCLA Higher Education Research Institute

Researchers said that students overall seem to be less engaged in the political process. In 1966, nearly 58 percent of students surveyed had reported that it was important to keep abreast of political issues. Latino students, like other college first-year students, reported in low numbers that they participated in student elections. The percentage of all college first-year students who frequently vote in student elections declined dramatically from nearly 77 percent in 1968 to 21.3 percent in 1997.

"These trends are part of a larger pattern of disengagement of the American people from political and civic life in general," said UCLA education professor Alexander W. Astin, founding director of the survey.

Sax added that the responses to the political questions indicate that students' "image of politics is more defined by politicians than issues."

"When we began the survey in the 1960s, students were interested in the Vietnam War and the Civil Rights Movement," said Sax. "Issues seem more distant to the students of today. There is a feeling of apathy, that they can't change anything."

Disengagement from the political process might also be due to increased stress and responsibilities among college first-year students. An increasing number, especially among Latinos, reported that they came from single-parent households, which Sax said tends to put more pressure on students to pay for their own education through work and to help around the house with the care of siblings and with chores.

"There is a lot of multi-tasking, and they are only 17," said Sax. "There is increased stress over finances and increased stress overall. Students are concerned about paying for college. Money is an increasingly important issue for all students but even more so for Latinos."

The questions on politics were not the only ones over which Latino students diverged from the rest of the first-year student population.

Nearly 48 percent of Latino students reported that they felt strongly about their commitment to "help promote racial understanding" compared to 31 percent of other first-year students. Researchers said that the commitment by other college first-year students on this issue fell to its lowest point in a decade.

Campos said he felt Latino students were identifying more with their cultural background because of the growth in the Latino population and because of all of the debates arising that affect Latinos.

"People are becoming more Hispanic and trying to understand their culture and how it impacts society," Campos said. "They are also trying to understand the racial makeups in society."

Latino first-year college stu-

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dents also felt more strongly than other college first-year students that the federal government should do more to control handguns, that homosexual relations should not be prohibited, and that "same sex couples should have the right to legal marital status." Sax said that other college students had taken a more conservative stand and that an increasing number felt homosexual relationships should be prohibited.

"It seems that many of them are interpreting homosexual relationships in terms of the issue of marriage," Sax said.

In another sex-related question, Latinos' opinions converged with those of other college students. Both camps reported that a majority did not feel that "sex was okay if people liked each other."

Latino first-year students were very similar to other college first-year students in other areas. College first-year students overall indicated a growing indifference to their studies. Nearly a third of Latino students, a record number, responded that they occasionally or frequently missed a class or appointment because they overslept, a finding consistent with that of other first-year students. The time that all first-year students said they spend on homework is declining, with Latino students reporting spending more hours on homework than did other college first-year students. The average response was 3.8 hours per week studying compared to 4.9 hours when this question was first asked in 1987.

"We need to find ways to re-engage students," said Sax.

While the first-year college students reported that they were disinterested in school, they also responded in record numbers that they had high academic aspirations. Nearly 40 percent said that they planned to pursue a master's degree, and 15 percent said they wanted a doctorate. More than 20 percent of Latino students planned to pursue a doctorate and 40 percent a master's.

"These results seem to indicate that the disengagement is temporary and that students are more aware that they need a higher degree to get an edge in the marketplace," said Laura Wilcox, director of public affairs for the Washington, D.C.-based American Council on Education, which helped finance the project. "The results also indicate that they are more concerned with academic credentials and the money they are going to get. School is seen as a means to an end and not something to do to be a well-rounded person."

Nearly 48 percent of Latino students reported they felt strongly about their commitment to "help promote racial understanding" compared to 31 percent of other first-year students. Researchers said that the commitment by other college first-year students on this issue fell to its lowest point in a decade.

Latino students, like other college first-year students, indicated that they were doing more volunteer work than ever. Nearly 75 percent of the Latino respondents said they performed volunteer work "occasionally or frequently." Latino respondents, however, seemed to spend more time at volunteer efforts than did other college first-year students.

"Given the students' disengagement from politics and activism, these trends might simply reflect the fact that more high schools are promoting student volunteerism or even requiring it as a condition for graduation," said Astin. "Such a conclusion is consistent with the finding that only 19 percent of freshmen respondents say there is a 'very good chance' they'll perform volunteer work or community service during college."

Responses from Latino students also corresponded with responses from other college first-year students on questions about the legalization of abortion and marijuana. More first-year students overall supported legalizing marijuana; about 35 percent wanted to legalize marijuana compared to nearly 17 percent in 1989. First-year students also offered the lowest level of support for legal abortion since 1979 with 53 percent of respondents saying "abortion should be legal," down from a high of 65 percent in 1990, the survey said.

Like other college first-year students, Latino respondents said that they were drinking less wine, beer, and liquor. Fifty-three percent drank beer "occasionally or frequently" compared to a record high of 75.2 percent in 1981. Forty-four percent of Latino respondents reported they "occasionally or frequently" drank beer.

The survey showed that students were smoking at the highest level in 30 years, a disturbing finding. More than 16 percent of college first-year students reported that they smoked frequently compared to 11 percent of Latino first-year students. The survey also showed that more women smoked than men.

"Apparently, recent tobacco industry concessions and admissions of smoking-related health risk have had no immediate effect on deterring students from smoking cigarettes," said Sax, adding that the increase could be a reflection of the increased stress in students' lives.

Commemorating Hispanics Nationwide

Hispanic Heritage Month

BY MARI CARMEN SARRACENT

> ***"As the youngest and fastest-growing segment of our population, Hispanic Americans are an increasingly vital part of our economy. In the first three years of our Administration, more than 220,000 Hispanic-American-owned businesses were created, and in recent years, the number of companies owned by Hispanic women, in particular, has grown at three times the overall rate of business growth."***
>
> PRESIDENT CLINTON

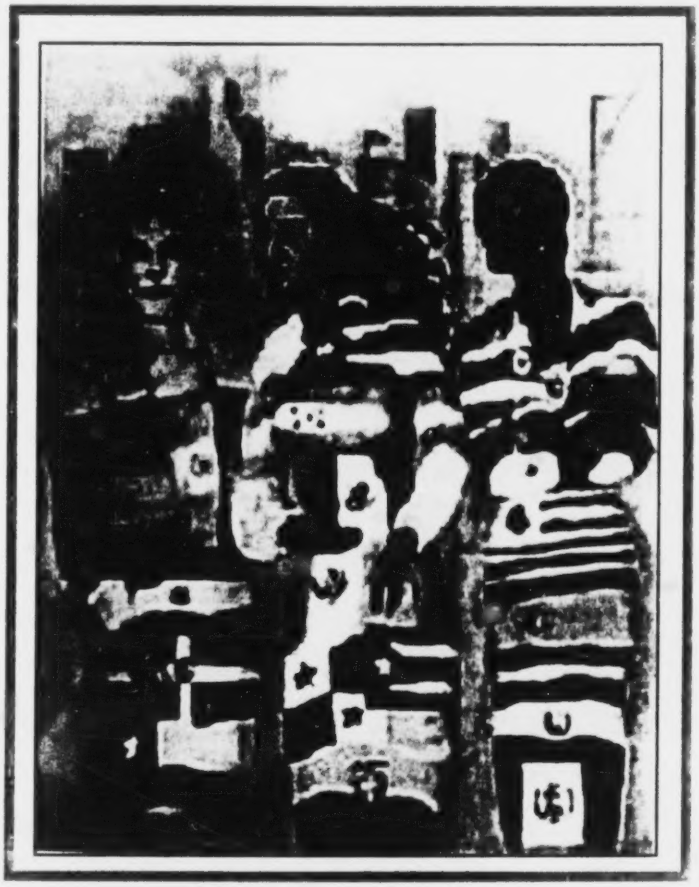
One month out of the year is reserved to venerate and promote Hispanic culture–history, literature, the arts, education, pioneers and role models. What began as National Hispanic Heritage Week back in 1968, over the years developed into what is nationally recognized and celebrated as Hispanic Heritage Month. Business, organizations, government, colleges and universities around the country plan activities throughout the month including artistic events, art exhibits, films, and discussions.

Public Law 90-498 approved on September 17, 1968 by the 90th Congress resolved that the President "is hereby authorized and requested to issue annually a proclamation designating the week including September 15 and 16 as National Hispanic Heritage Week, and calling upon the people of the United States, especially the educational community, to observe such week with appropriate ceremonies and activities."

On August 17, 1988, the 100th Congress approved Public Law 100-402 authorizing the designation of the National Hispanic Heritage Month.

Since then, every year, the President of the United States issues a proclamation from the White House that kicks off Hispanic Heritage Month. An excerpt from President William J. Clinton's statement last year noted:

"As the youngest and fastest-growing segment of our population, Hispanic Americans are an increasingly vital part of our economy. In the first three years of our Administration, more than 220,000 Hispanic-American-owned businesses were created, and in recent years, the number of companies owned by Hispanic women, in particular, has grown at three times the overall rate of business growth....The contributions of Hispanic Americans to the life of our Nation are much more than economic. Their strong commitment to family, community, and country sets a shining example for all our people...To meet the challenges of the 21st century, we must



Poster for 1998 Hispanic Heritage Month.
Esperanza Gama, artist. Artwork owned by HMS Co.

create a society that offers opportunity to all Americans ...To honor them for their dedication to this endeavor and for their many contributions to our Nation and our culture, the congress, by Public Law 100-402, has authorized and requested the President to issue annually a proclamation designating September 15 through October 15 as National Hispanic Heritage Month....I call upon all government officials, educators and the people of the United States to honor this observance with appropriate programs, ceremonies, and activities, and I encourage all Americans to rededicate themselves to the pursuit of equality."

In Honor Of...

This year, for example, the National Council of Hispanic Employment Program Managers Council and the HEPM Foundation selected Esperanza Gama to design the 1998 Hispanic Heritage Month Poster, which has been distributed to organizations nationwide, in Europe and in Asia to commemorate Hispanic Heritage Month. This year's poster, entitled "Women in Leadership," describes the diversity of the Hispanic community and the commitment of Hispanic women to lead its community to a better political and socioeconomic future. The artist, Esperanza Gama, was born in Guadalajara, Mexico. This poster is the fifth in the Hispanic American Artist Collection series. For more information: call 202-882-8934 or visit the website at <www.hepm.org>.

HEP was established to focus specific attention on the needs of Hispanic Americans in all areas of federal employment. Its objectives include: to eliminate discrimination practices and disparate treatment in the workplace; to ensure Hispanic Americans are represented throughout the workforce at all grade levels and occupations; and to provide information on employment, training, and educational opportunities to all individuals seeking such opportunities.

MANA, a pan-Latina grassroots membership organization based in Washington, D.C., hosts its Annual *Las Primeras* Awards Luncheon during Hispanic Heritage Month that celebrates Latinas who are considered "firsts" in their respective fields. Last year's honorees were women in education–Aida Barrera of Austin, Texas; Norma Cantu of San Antonio, Texas; Elizabeth Martinez of Santa Fe, New Mexico; and Laura Angelica Simon from Los Angeles, Calif. (At press time, information regarding this year's honorees was not yet available.)

The National Council of Hispanic Employment Program Managers Council and the HEPM Foundation selected Esperanza Gama to design the 1998 Hispanic Heritage Month Poster, "Women in Leadership," which has been distributed to organizations nationwide, in Europe and in Asia to commemorate Hispanic Heritage Month.

During this year's Hispanic Heritage Month, Evangeline Sandoval Trujillo, president of MANA de Albuquerque, was invited to participate as a featured speaker before the United States Army First Armored Division in Central Germany and Task Force Eagle in Bosnia Herzogovina. In line with the federal government's Hispanic Heritage theme for 1998, "Women in Leadership Roles," Trujillo responded to a call for Hispanic women to speak in Germany and Bosnia.

Trujillo is executive director of New Mexico MESA, Inc., a pre-college program that provides academic support to underrepresented groups in mathematics, engineering and science. Her presentation before the troops will include a talk about the work and achievements of young New Mexicans and the challenges faced by women in leadership roles.

Trujillo is one of more than a dozen MANA Chapter presidents around the country. MANA has representatives in Missouri, Colorado, Washington, D.C., California, Arizona, Oregon, Michigan, and New Mexico.

MANA, which began as the Mexican American Women's National Association, has developed into a volunteering organization representing more than 4,000 women nationwide. MANA has four programs: Hermanitas, a mentoring project focused on middle school girls and her parents; *Las Primeras*, a national level public recognition event that features Latinas considered first in their field; and Brindis, local public recognition events that highlight Latina role models and recognize the achievements of Latinas.

Scholarships are awarded on a national and local level to Latinas in college who demonstrate academic achievement, community service and leadership.

The organization also is involved in advocacy and civil rights policy research. Some of the topics covered are Hispanics and Education, employment, pay equity, health, and politics. MANA's Advocacy and Civil Rights Program works with various coalition partners including the Hispanic and Corporate Responsibility (HACR), National Committee of Pay Equity (NCPE), National Committee on Responsive Philanthropy (NCRP), National Hispanic Leadership Agenda (NHLA), and the American Association of University Women (AAUW).

In line with Hispanic Heritage Month activities is the President's Initiative on Race, which encompasses the President Clinton's vision of "One America in the 21st Century." The initiative has been a year-long effort that combines indepth study, dialogue, and action to address the continuing challenges of how to live and work more productively as "One America." On October 15th and 16th in Washington, D.C., the National Research Council Conference on Racial Trends will take place as part of this effort. Leading scholars and researchers–from Harvard University, Baruch College, Boston College, John Hopkins, Berkeley, Columbia, Princeton, Carnegie-Mellon, and others–will convene to examine past and current trends for Blacks, Hispanics, Asians and American Indians in several key areas, including educational advancement, job opportunities, health access and status, and political participation. Some of the papers presented will discuss "Racial Dynamics in Higher Education," "Education Assessment and Learning," and "Overview of Education Equity."

This information will serve as a research base for the President's Initiative on Race and will contribute to the President's Report to the American people, due in late 1998. For more information about the conference fax Margo Cullen at 202-334-3829

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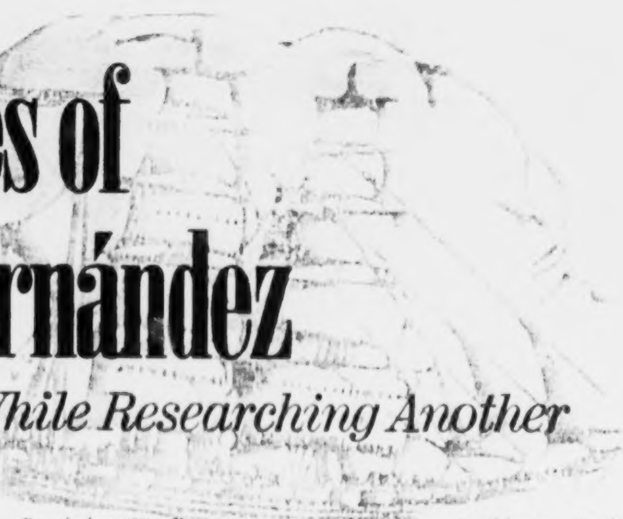


The Cuban Stories of Luis Martínez-Fernández

Rediscovers Own History While Researching Another

BY
MICHELLE ADAM

Luis Martínez-Fernández was conducting research at Duke University, looking for material on his birth-home of Cuba. It was then, eleven years ago, that Fernández came across the compelling diaries of George and Grace Backhouse, a British family living in Cuba in the mid-19th century.

"I began to read their diaries, and I fell in love with this family. They had children like me. They faced a lot of the same issues," said Fernández. "His diary came to an end, and I opened an envelope. There were newspaper notices of his death. He had been killed in Cuba. From that day on, I knew I had to tell that story."

The recently published *Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth-Century Havana*, is that story finally told. Although Fernández, now historian and chair of Rutger's Puerto Rican and Hispanic Caribbean Studies Department, prides himself on historical accuracy, he also hopes his book will read with the rapture and personal touch of a novel.

"I have a strong image of a collapse of democracy," he said. "By age ten, I had lived through revolution, exile, military coup, and emigration."

LUIS MARTÍNEZ-FERNÁNDEZ, HISTORIAN AND CHAIR OF RUTGERS' PUERTO RICAN AND HISPANIC CARIBBEAN STUDIES DEPARTMENT

THE KENNEDY TAPES

Author of Fighting Slavery in the Caribbean The Life and Times of a British Family in 19th century Havana

The story begins in England, as George Backhouse and his wife, Grace, prepare to move to Cuba in the mid-19th century to serve on the Anglo-Spanish Havana Mixed Commission for the Suppression of the Slave Trade. Arriving on the island with good intentions, the couple face pro-slavery pressures from all sides, as well as yellow fever and the challenge of surviving an unfamiliar culture. Their struggle is uphill, especially since Cuba relies heavily on the slave trade for exporting sugar, and many of Cuba's religious laws and social mores are in conflict with their own. Grace Backhouse specifically struggles as a woman on an island that commonly doesn't include women, and both she and her husband are subject to religious intolerance and homesickness.

Grace returns to England with the children after a miscarriage, only to discover three to four months later that her husband has been murdered by two men who broke into their house. Although suspicions have it that these men were linked to the slave trade, we are left without proof.

It seems peculiar that a man like Fernández, born in Cuba and raised in Peru and Puerto Rico, would become fascinated by this story of a British couple. But according to Fernández, their story is central to the telling of 19th-century Cuba, a time that is pivotal in shaping the Cuban people of today.

"I am convinced," he said, "that in order to understand the current political situation of Cuba, you need to understand the 19th century, when the political climate crystallized."

The militarism became a trait of Cuban culture. Between 1840 and 1880, there was great instability in Cuba, he explained. Cuba wanted to separate from Spain, but its independence relied on slavery. And during the wars of independence from 1868 to 1898, a third of Cuba's population died, and one-tenth went into exile. "The dislocation and impoverishment of Cuba really left an imprint," said Fernández. "Because of their struggles," he said, "there is a spirit of combativeness in Cuba today that you just don't find in many places." Writing about the lives of the Backhouses, from archives, secondary literature, and travelers' accounts, Fernández gained insight into the strong effects of slavery on Cuban society.

"I learned that slavery had an impact on every aspect of society," he said. "It had a corrupting effect. It had an impact on gender relations." Fernández described how White women were protected from even setting foot on the streets, due to fear of Black men. "Race is a very important key to understanding Cuba in the 19th century," he said.

Fernández believes he knew at age ten he would one day become an historian, but it seems only recently, at age 38, after eleven years of researching and writing this book, that he has begun to understand his own personal history more completely.

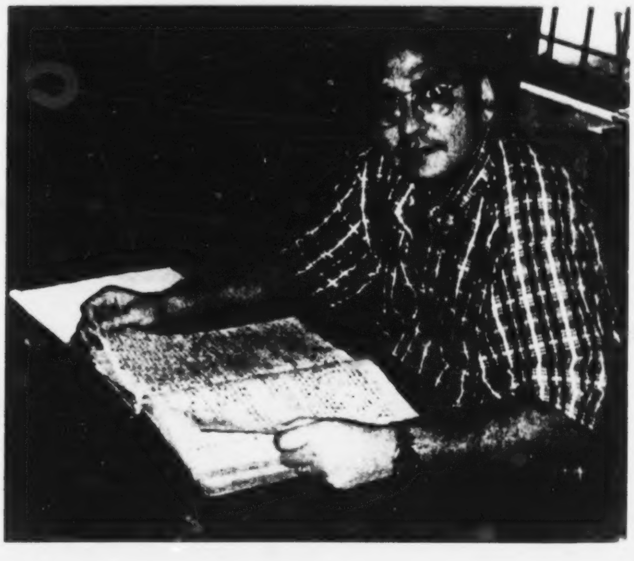
"It was a very special book for me. It's really a book that is profoundly autobiographical for me," said Fernández. "It allowed me to visit my ancestral homes."

Fernández's Cuban family left the island when he was two years old. They settled in Lima, Peru, only to relocate to Puerto Rico due to Peru's military coup in 1968.

"I remember being a small child and seeing footage on TV of the soldiers going to the political palace.

"I have a strong image of a collapse of democracy," he said. "By age ten, I had lived through revolution, exile, military coup, and emigration."

Fernández earned bachelor's and master's degrees in history in Puerto Rico and then continued with postdoctoral studies at Duke University. It was there he began his research on the Backhouse family. Initially, his work focused on the Hispanic Caribbean. Only later did he begin to target Cuba more specifically.



Becoming an historian was not a choice, said Fernández.

"It is what I had to do to understand the historical processes that have affected me." Like many Cubans, he too knew what it was to live the life of an emigrant. His family had moved from Spain to Cuba and then throughout Latin America in search of a home. Exile and emigration had passed through generations.

"The experience of emigration becomes internalized within families," said Fernández. "It becomes a family pattern, which is painful in many ways."

At age 34, Fernández returned to Cuba for the first time, to research the actual places in his book. He also returned to reacquaint himself with a Cuba he had barely gotten to know, other than through the culture of his parents.

"When I arrived at age 34, I felt uncannily at home. The smells, people's accents, the skies, the architecture. It was almost as if I had never left," he said. Fernández was familiar, too, with a Cuban dark sense of humor referred to as *El Chopeo*, and with the meals that centered so much on rice, black beans, and *croquettas*.

After his initial visit, Fernández returned to the island twice again to visit the Backhouse family site, remaining for three weeks at a time. He also had an opportunity to see family, and the house in which he was born. "It was an incredible journey of self-discovery," he said.

Through his grandfather, Fernández received stories of his family history, priceless gifts.

"He began to speak and tell me the entire family history. He went on and on. And I realized how lucky I was. He was giving me the keys to the family archives," said Fernández.

Returning to Cuba and writing the book also gave Fernández the chance to finally call himself a Cuban.

"It wasn't until I went to Cuba that I was able to realize–that is what I am," he said. "There were certain traits of Cuban society I recognized as my own, and then I developed a strong love for that country."

"While some people view history as dry and textbook-like," Fernández sees it as an opportunity to be creative.

"Reality is sometimes very dramatic and poetic," he said. As an emigrant forced to retrace his Caribbean roots, Fernández recognizes the importance of including people's personal stories in the telling of history.

"History has become very grotesque, very removed from storytelling and humanity," he said. "I wrote it [*Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth-Century Havana*] for people who like not just history, but stories."

Alas, Fernández' family in Cuba will be unable to read his book–at least not easily–though his grandfather read his last book, *Torn between Empires: Economy, Society, and Patterns of Political Thought in the Hispanic Caribbean, 1840-1878*, from cover to cover, with the aid of a Spanish-English dictionary.

Fernández expects that the same will happen with his recent book, published only in English. He considers himself blessed to finally receive tenure at Rutgers, a symbolic act of anchoring his ship for a while. As an historian of Latin America and the Caribbean, however, he will never have to leave behind his multiple roots.

"I feel an enormous privilege to be an historian and embark on these dual journeys of self-discovery and historical research," said Fernández. "I went to Havana to finish two stories–one of them is mine, one I will pass on to my children."

Klor de Alva: Changing the Rules

Anthropologist Turns Futurist at University of Phoenix

BY
ADALYN HIXSON

Jorge Klor de Alva is instantly endearing. He opens his *HO* interview with: "By the way, I like that magazine very much. For me it's a good way to keep up with a good number of friends and colleagues that I lose track of."

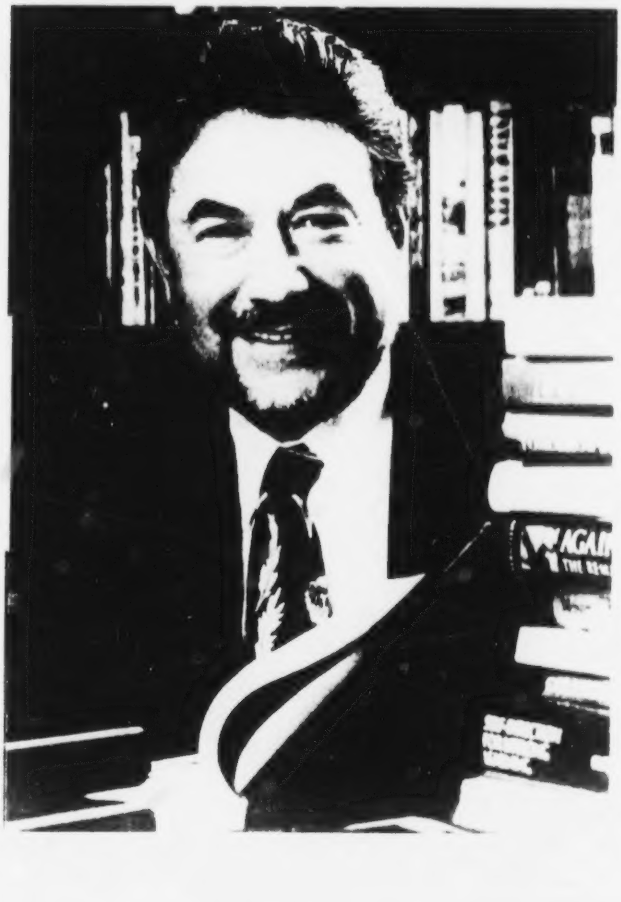
Having read that he is smooth as a glass of fine wine, *HO* asks if the University of Phoenix, the high-growth, adults-only, for-profit institution of which he is the new president, will be moving into France. "Well, not necessarily France," he says. "We are certainly thinking about opening up in the Netherlands and in Germany. Down the road we would like to open up elsewhere in Europe and Asia."

The university is already situated on six campuses in Arizona, nearly two dozen in California, four in Colorado, two in Nevada, four in New Mexico, three in Utah and Florida, and at least one each in Hawaii, Louisiana, Michigan, and Puerto Rico.

Born in Mexico, from which he moved at age 10 to California, Klor de Alva earned a bachelor's degree in philosophy and a law degree at UC-Berkeley, which decades later granted him the endowed chair that he vacated to take on the post at the University of Phoenix. He had earlier left a tenured post at Princeton to join Berkeley.

HO asks why he didn't pursue law after getting a degree in it. "I guess more than anything else," said Klor de Alva, "I found it a bit too boring in comparison to the academy." Academia, he said, was much more exciting than the field of law. "I had hoped it would be more interesting as a practice, but my soul was more committed to the academic side."

It is that very commitment that is being challenged in some quarters, according to an interesting story about him this past summer in the *Chronicle of Higher*



"It is rigorous. Very straightforward. Almost zero tolerance for absences. Zero tolerance for lack of participation. You MUST participate. The thing about business education well taught online is, it forces everyone to be on the first row."

JORGE KLOR DE ALVA

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Education. Certain traditionalists, it seems, are clutching their pearls or dropping their monocles over what they see as Klor de Alva's abandonment of the ivied ivory tower for the corporate board room and the implicit worship of the bottom line.

The University of Phoenix is, after all, part of a corporate entity, the Apollo Group, Inc., that is traded on the market, as APOL on NASDAQ.

Wondering what changes are encountered in a shift from elite professor to university president, *HO* asks Klor de Alva about his new post and his current perspectives on academic traditions, alternatives, and administration.

A Day in the Life

"My day is very busy," he says, "because it covers everything from lecturing–I lecture quite widely–to organizing new programs to, obviously, keeping an eye on the operations and business side of it, to reorganizing all of the academic side of the university.

"We are reorganizing into schools with deans. It's a wonderful group of people. A wonderful opportunity.

"One of the main reasons I left the traditional academy was to take an opportunity to–in a really meaningful way–transform the lives of a lot of people."

HO asks why so many colleges and universities seem slow to recognize the potential of the adult market, especially given that adult students might be more motivated and thus more inclined to succeed–easier pickings, as it were, and certainly in need, given the downsizing and decline of manufacturing in recent decades.

"To summarize the problem," says Klor de Alva, "I think that administrators in most of these schools really appreciate the dramatically changing nature of the student body and the transforming needs of the student body and generally the economic and social needs of the society. However, although they are willing to move forward in ways that would create appropriate responses, it is extremely difficult," he says, "to get the support of their tenured faculty members, all of whom essentially see themselves as self-employed people whose focus is their particular research and particular teaching rather than the broader agenda."

"It is very difficult" he says, "for administrators to act on the knowledge they actually have," and gives an example. "When I was teaching in a traditional institution–I am speaking about San Jose State University and Princeton–faculty were not very interested in teaching on weekends or evenings."

> ***"I love the academy and I love education and I have enjoyed my life immensely teaching students, and many, many, many, at Princeton and Berkeley, have been minority students, and I absolutely love being able, in particular, to teach them."***
>
> JORGE KLOR DE ALVA

HO asks about the intra- and interdepartmental struggles that are far from uncommon in academe. "Unfortunately, the stakes are small," he says, "and the smaller the stakes are, the more grappling for power."

College Founder John Sperling

"All of my adult life–certainly all of my career–I spent with Mr. Sperling, if not immediately together, then advising back and forth and consulting back and forth and enjoying each other's friendship–for 27 years or so. It started at San Jose State University. He was teaching there when we met, and essentially he had just begun to investigate the process of adult learning. And he was extremely interested–always very socially conscious–in making education very accessible to a larger body of people. And I worked with him on the Right to Read Program to bring Latinos onto the campus. And then he began to teach humanities programs to police officers and firefighters and teachers. And he also worked with a colleague in the development of economic textbooks for high school students. In the course of that, he became very, very knowledgeable about adult education, the hard experimental research. And coming to grips with the theoretical foundations of how you teach adults led to the development of the teaching/learning model that is at the heart of the university."

University Origins

"When it got started, the focus was on business and on education–business MBA programs and education, preparing teachers through education administration. They weren't accredited. They weren't an independent unit, but contracted with accredited institutions–essentially an outsourcing on the part of the accredited.

"And they continue to do so. Our Institute for Professional Development organizes education for adults in business and other sectors for about 20 some colleges and universities."

Market Myths

"Let me begin by pointing out something that is very important. The idea that we are competitors is a myth grown primarily out of ignorance about the demography of both the traditional institutions and of the University of Phoenix. If you look at graphs of the student body we serve and the study body served by public and private institutions, it is clear that our students are generally students who would have never gone to school except for us, or who are now going to schools–traditional schools–as a consequence of us. We have opened up the idea for a lot of people that they can go back to school–that it is possible.

"After our success, practically every institution is trying to imitate what we do in order to access that adult education market.

"The point I was making was that many of the adult students now in traditional schools who are there in areas where we operate, are there as a consequence of our own existence. If anything, we either increase the number of students in traditional institutions, or we access a totally different student body. Our interest is in making education accessible. We want to figure out the way to make quality education accessible to the widest number of people, directly opposite of elitist and exclusive institutions that are figuring out the way to keep people out.

"The point I want to underline, once again, is that we really don't compete with these other institutions; we are creating a whole new

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market. To put it in more precise form, the traditional institutions are taking market share from us, not vice versa, because we have been the ones creating that new market."

The ABC and XYZ of It

"This university was founded primarily by people who were involved in the humanities. John Sperling was a professor of humanities–both of us with a liberal arts education–I studied Latin and law, history and theology. You couldn't get a more liberal arts education than that. But we are completely committed to the idea that you can expand or nourish a mind in critical thinking skills and other kinds of skills while focusing on a content that an adult student needs and is looking for and wants in order to advance in life.

"And now that we have developed a school of general studies, we are in fact teaching many courses in the liberal arts that are focused on the adult learner. And we are in fact beginning to think very seriously of putting a whole B.A. program together in general studies. Right now we have it as a broader breadth requirement, before beginning to major in business or whatever that might be.

"We also have the largest degree-granting program on-line in the United States. Almost 5,000 students and growing at about a 65 percent rate, with a course completion rate of 93 percent. And a graduation rate of 65 percent. That is overwhelming.

"The way we do it is that we have spent a lot of time and money figuring out how to do it. We have come to the conclusion that the way it works is a cross between how the Jesuits and the Marines train. Highly disciplined and aimed at success.

"It is rigorous. Very straightforward. Almost zero tolerance for absences. Zero tolerance for lack of participation. You MUST participate. The thing about business education well taught online is, it forces everyone to be on the first row. That is a phenomenal thing.

"Not surprisingly, in the exams that we give to both our online and our classroom students, our online students score significantly higher in all areas, even though our on-the-ground students–classroom students–are all in seminars.

The intensity of online business education well done, as we have done it, is just phenomenal. These folks are interacting on a daily basis with both faculty and with fellow students. They are working not only as a class together, but they are also working in small study groups, three students, and the classes are nine students to a faculty member. Online classes are asynchronous–not in real time–meaning they can access each other 24 hours a day seven days a week.

"Students can do their work at anytime. In the middle of the night–whenever they can eke out the time. At a hotel. Almost all of our students online are in the middle to upper-management level.

"No small part of what we do is survey the employers of our students continually, and our faculty is a practitioner faculty, 4,600 practitioner faculty members, which means that they must be employed in the field in which they teach. We are able to capture people who are most up to date, and put them through pretty rigorous training, unlike the traditional university that does not hire people on the basis of their capacity to teach nor on the fact that they are trained to do so."

Remedial Education

"Remedial education is something I discuss extensively and that we obviously think a lot about here. I believe quite frankly that remedial education is a field unto itself. And that a lot of money and a lot of very important research has gone into developing very good ways to approach it, and a lot of it has been done on the for-profit sector side. And I believe that we may easily discover–and I think that this is the case–that the private sector can provide a lot of the remedial education more efficiently and more economically than can the public institutions, and that the public institutions should really be focusing on what they do best, which is all of

> ***"But we are completely committed to the idea that you can expand or nourish a mind in critical thinking skills and other kinds of skills while focusing on a content that an adult student needs and is looking for and wants in order to advance in life."***
>
> JORGE KLOR DE ALVA

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the various academic fields for those 18- to 20-some-year-old students.

"But I do think at the remedial level, from what I am seeing from some of the private companies, what they are managing to do is just phenomenal."

Students Changing

"I taught from '71 to '96, and in that time, I saw such a sea change–actually a number of sea changes–in how students think. In the '70s and into the '80s, you spent a lot of time teaching them how to see through things. Nowadays a lot of students have no difficulty with that. They have difficult seeing the thing rather that through it."

Faculty Role in Moral Leadership

"Moral leadership? What a fabulous question. I don't have the time to answer this one. But for the most part, in the liberal arts there has been a kind of loss of the belief on the part of many faculty members that they have moral responsibilities with regard to the education of their students. I really do believe that. I have seen it over and over again, in colleagues and acquaintances across the academy.

"I think that an erroneous idea exists on the part of many faculty members that they don't have a responsibility for helping to shape the moral core of the students that come before them. And I think that is incorrect. I think that is a very fundamental part of education.

"I'm going to give you an example. It is very difficult today to find faculty members who are willing to criticize in a profound sense the positions that students take and thereby to kind of give guidance or to open up the possibility of seeing things from many, many perspectives. There is a tendency to see things from a much more narrow perspective, whether on the right or on the left, and much less the idea of the academy as a place where you debate these issues and try to assist students in figuring out what positions are best with regard to the things they must take a position on. A kind of cynicism arises. This fosters narrow thinking rather than formulatiang critiques and analyzing things. The academy has taken teenage cynicism and transformed it into the way things are rather than as a point in one's life–to be considered and criticized."

What Can Academia Learn from Business?

"In terms of practices, there are a million of them, the most important of which is that universities generally do not put much emphasis on customer service. Faculty essentially assume, once again, that they work for themselves or the university rather than working for the taxpayer; therefore they don't ordinarily focus on the taxpayer.

"At the University of Phoenix, we consider ourselves to be student-centered. Almost all issues begin with students. Consider the faculty-centered university. What do faculty want? What do faculty need? How will faculty respond?"

Thoughts on Tenure

"Tenure is an excellent thing in some universities and in some fields that really require the maximum protection of the individual in order for that individual to perform research and teaching in the best way possible, and in order for us to advance as a civilization, in research in human social behavior–for example, homosexuality within the church–that requires freedom and that requires protection. But the overwhelming number of faculty in the U.S. don't do research, and because of that, because they are primarily focused on teaching others and not on research, they are not the ones who need that kind of protection.

"In the meantime, that is not to say they don't need important contractual protection. I do believe they need contractual protection, and they need to be treated with all of the rights and privileges and responsibilities that come with the serious contractual relationship that you would have whether working with IBM or the University of Akron. But it doesn't necessarily mean that just because one happens to be a teacher, one needs the kind of tenure that forces one to be uninnovative as opposed to the kind of tenure that would make one innovative. At its heart, tenure exists because you want a professor to be innovative–to be challenging–but what tenure has done for the most part is make faculty very conservative. Toeing the line. You begin to focus on the protection of tenure rather than the protection of what it is that tenure is supposed to be protecting–freedom in your inquiry.

"At most research institutions, where you have the majority of the intellectual production taking place, tenure is just not a very big issue, because people who are there assume that they wouldn't be fired anyway, that they are productive people that nobody in any business would want to fire.

"Preoccupation with tenure comes as you move down the ranks and people feel that they would be at a greater risk of being fired. At that point, a meaningful contract

In Brief: Jorge Klor de Alva

Born in Mexico, came to U.S. at age 10.

1971	**B.A. Philosophy, UC-Berkeley**
1971-82	**Chairman, Department of Mexican American Graduate Studies, Asst. and Assoc. Professor of Philosophy/Humanities, San Jose State**
1974	**J.D. UC-Berkeley**
1982-89	**Associate Professor of Anthropology and Latin American Studies, SUNY-Albany and Director of the Institute for Mesoamerican Studies.**
1980	**Ph.D. Anthropology/History, UC-Santa Cruz**
1989-94	**Professor of Anthropology, Princeton University**
1991 to present	**Board member, University of Phoenix and Apollo Group, Inc.**
1994	**The Class of 1940 Professor of Comparative Ethnic Studies and Anthropology UC-Berkeley**
1996	**VP of Business Development, Apollo Group, Inc.**
1998	**President, University of Phoenix, Senior VP, Apollo Group, Inc.**

University of Phoenix

Founded 1976 by John Sperling
50,000 students currently (largest private university in the U.S.)
65 campuses and learning centers
13 states, Puerto Rico, and British Columbia
Accredited by the North Central Association of Colleges and Schools

would be all that would be necessary, without leaving administrators with the burden of being unable to address student needs rather than faculty needs–to move resources around.

"Right now, what happens when students decide en masse that they are going to be economists? What are you going to do when you don't have the money to bring in more professors, and the ones you do have are all in fields that students are not much interested in anymore? In that sense, tenure makes the faculty members quite conservative."

The K-12 Pipeline

"I co-chaired with Nathan Glazer the commission responsible for redoing the social studies curriculum of the State of New York. I published textbooks from kindergarten to 12th grade, including two history textbooks that now are becoming dominant. I have actually spent a lot of time in the K-12 area, both as a textbook writer and heading up the commission to modernize education.

"I wrestled with K-12 issues quite extensively. For instance, the school-to-work transition and what alternatives should be made available to students who are disenchanted as opposed to dropping out. It is a complicated one. I am a very firm believer that schools should be community-centered–hat schools should be able to address, as is happening now in some charter schools, particularly charter schools where the private sector is assisting the school to transform itself into a full-service institution, everything from education to welfare, to medical needs, through employment training needs, so that education is really taking into consideration the whole family.

"What I'm saying might be totally irrelevant in another sector, but not in some urban schools and semi-urban schools. I have done a lot of consulting on gang activity in the past. It's part of what has driven my idea in linking up welfare systems and medical systems and employment systems within a community matrix that includes the school, so you are using the facility 24 hours a day, making the facility available when people can actually get there rather than have them miss work, lose salary–usually hourly wages, and where you can have counselors who are addressing the whole family situation rather than just the fact that the kid is being truant or what have you, which is obviously symptomatic of much more."

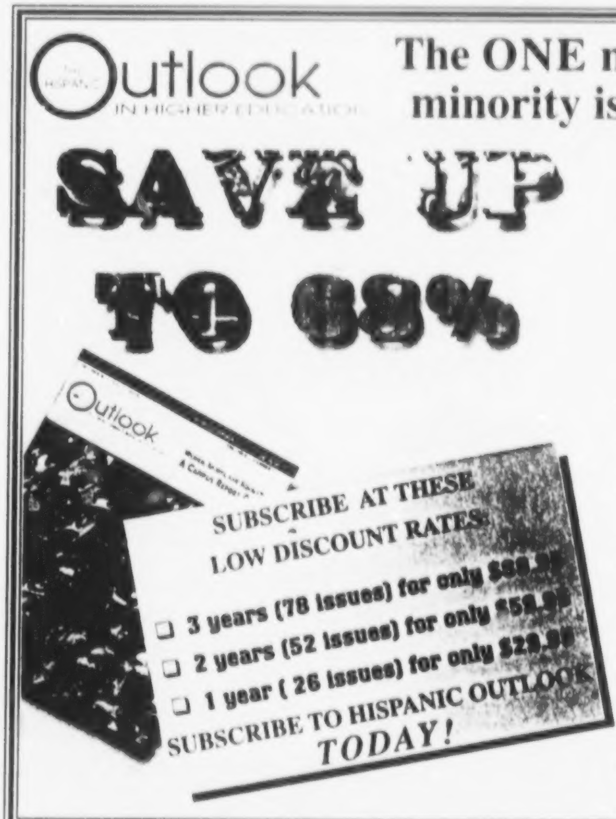
On Mentors

"The long and the short of it is that I have been very fortunate in my life to have wonderful mentors who really took me under their wing–beginning with a mentor from Stanford who was a mathematics professor at my high school. I went to a special math program... I worked with him 5 or 6 years. Following that, I had a wonderful mentor in the School of Law, and ultimately in my graduate work."

POST SCRIPT

"I love the academy and I love education and I have enjoyed my life immensely teaching students, and many, many, many, at Princeton and Berkeley, have been minority students, and I absolutely love being able, in particular, to teach them.

HO



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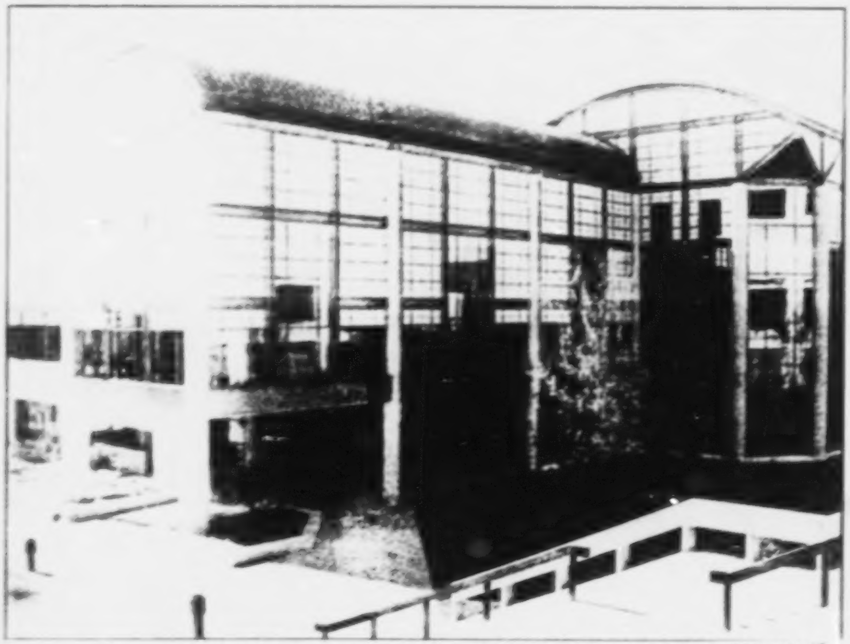
The Honor Roll

University of Texas at San Antonio

Youthful Vigor and Noble Vision

BY ROGER DEITZ

In the heart of Texas, there is a youthful university with Texas-sized plans for serving its urban constituency. Established in 1969 as the city of San Antonio's comprehensive four-year public university, the University of Texas at San Antonio(UTSA), a component of the University of Texas System, has adapted quickly to become one of the nation's most innovative metropolitan universities. In terms of Hispanic enrollment, UTSA is among the nation's top five universities. Hispanic students account for more than 40 percent of the total enrollment, and better than half of UTSA students come from underrepresented groups. But it wasn't enough to merely welcome underrepresented students to come to the university. Its administrators brought higher education closer and closer. The university made a commitment to a higher-profile presence in the downtown area where many of the targeted students and their families reside.



The University Center Expansion is a stunning new facility in which students enjoy and experience University life. Its dramatically arched and soaring entryway, its blue grid, and its series of breezeways and bridges have changed the flow of how students, staff and faculty move around campus.

Since 1994, UTSA has constructed four major buildings, including the first phase of a new Downtown Campus. The second phase of construction should be completed this fall. And a health, wellness, and recreation center will be built by the year 2000. These aggressive initiatives bring the American dream to the doorstep of each and every potential learner on its turf, for which we award the University of Texas at San Antonio a spot on the *Hispanic Outlook* Honor Roll.

President Samuel A. Kirkpatrick says that comprehensive metropolitan universities like the University of Texas at San Antonio need to work hard to meet a new set of public needs and expectations. Kirkpatrick reports, "Many students are the first in their families to seek

UTSA President Samuel A. Kirkpatrick

higher education, and many are economically disadvantaged."

"They do not lack ability," he stresses; "they lack experience and advantage." The UTSA president says, "To help ensure that these students are given every opportunity to succeed, we are implementing initiatives to improve retention and move students through their academic programs in a more timely manner. The school is also working with donors to provide scholarships to increase access and ease employment demands, enabling students to focus on their studies."

The president observes that the effort to build the Downtown Campus on eleven acres at West Durango Boulevard and South Frio Street is of "particular importance" and that the Downtown Initiative is part of UTSA's historic sharing of common goals with civic leaders, private and public sectors, and educational institutions at all levels.

The University of Texas at San Antonio celebrated its 25th anniversary in 1994. The institution was created by a mandate from the 61st Texas Legislature in June 1969 to be a "university of the first class, offering bachelor's, master's, and doctoral degrees as are customarily offered at leading American universities." When UTSA was established, San Antonio was the only major city in the region not served by a public university. The first class of 671 graduate students was admitted in June 1973; upper-division undergraduates were admitted in September 1975; and lower-division undergraduates were admitted in June 1976.

The first commencement ceremony was in August 1974. UTSA now offers 50 undergraduate degree programs, 51 master's degree programs, and two doctoral degree programs. There are 387 tenured and tenure-track faculty and a total full-time and part-time staff of 2,721. Nearly two-thirds of the new faculty hired in the last four years have been women and minorities. Ninety-nine percent of tenured and tenure-track faculty hold a doctorate or terminal degree in their

Honor Roll Facts in Brief

INSTITUTION:
The University of Texas at San Antonio

LOCATION:
Office of Admissions and Registrar
6900 North Loop 1604 West
San Antonio, TX 78249-0619
(210) 458-4530; (800) 669-0919

UTSA

ESTABLISHED:
1969

ENROLLMENT:
17,494

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate
Certificate

ANNUAL TUITION:
$2,336 (in-state, tuition and fees)

NUMBER OF FACULTY:
387 (tenured and tenure-track)

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Biology
Criminal Justice
Engineering
Mexican American Studies
Management Science
Political Science

INTERNET (Website) ADDRESS:
http://www.utsa.edu

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fields. Forty-one UTSA faculty have won Fulbright Fellowships to teach and conduct research in foreign countries, and UTSA is in the top 30 percent of public universities in the state in research expenditures.

UTSA is one of the fastest-growing universities in the state. Last fall, enrollment was 17,494, and it is projected to reach over 20,000 by the year 2000. The university's growth in Hispanic students places it in the top nine of all Hispanic-serving public universities in the continental United States. Space on both campuses now totals more than 1.8 million square feet. Several new facilities, including a second building at the UTSA Downtown Campus, are being constructed.

Students from South Texas and the Rio Grande Valley have come to UTSA in increasing numbers in recent years. More than 30 percent of UTSA's students come from outside Bexar County. The University of Texas at San Antonio has more minority students majoring in the sciences than does any other institution in the UT system. By 2010, it is estimated that 33 percent of all UTSA students from underrepresented groups will be enrolled in the critical fields of science, engineering, business, and teacher education. Overall, UT-San Antonio ranks seventh nationally in the number of bachelor's degrees granted to Hispanic students and 22nd in the number of master's degrees. UTSA was ranked fifth of 35 senior Texas public universities in African American enrollment gains and first statewide in the number of Hispanics enrolled for 1989-1994. Minorities studying at the institution are likely to be the first in their families to pursue a college degree.

Hispanic Outlook's own survey data show that for the second consecutive year, the University of Texas at San Antonio leads the nation in the number of undergraduate degrees in the biological sciences awarded to Hispanics. The new $18 million biosciences building should serve these learners well. With its colorful combination of ancient Mexican folk symbols set against the more precise images of science, the art and architecture of the Biosciences Building are as unique as the learning and research that will take place within its walls.

The Biosciences Building was designed by the San Antonio firm of Kell Muñoz Wigodsky to express the concept of mestizo regionalism, defined as a mix of culture and architecture found in the U.S.-Mexican borderlands. John Kell and Henry Muñoz chose the votive candle as their primary icon for the project. The votive, evoked in the tower of creamy Texas limestone, faces south and serves as the public entrance to the building. Muñoz explains, "The votive candle is a symbol of hope, and we hope that students from South Texas, especially minority students, will see that there is hope for them–a place for them–in the sciences." Approximately 1,900 students pursue life science degrees at UTSA. Rey Elizondo, dean of the College of Life Sciences and Engineering, predicts that number should soon grow to 2,500.

Part of UTSA's success in enrolling students in the sciences is due to the university's involvement in numerous community outreach programs aimed at the population of San Antonio and South Texas. The UTSA Alliance for Education, for example, provides leadership in education reform of the public schools in San Antonio and supports university faculty involvement in public education. The Pre-freshman Engineering program identifies high-achieving middle and high school students with the potential for and interest in becoming engineers and scientists and reenforces their pursuit in these fields.

The UTSA Downtown Campus has been in operation since January 1994 at its temporary Cypress Tower location and since 1997 at its permanent site on Durango Boulevard. Its mission is to offer bachelor's and master's degree programs in historically underserved areas; provide professional development and career advancement for adult learners; identify solutions for rapidly changing public sector needs; provide management and technical assistance for business entrepreneurs; foster expansion of the region's economic infrastructure; support technological and international growth; provide research and service to support teachers and transform schools; conduct public policy research; foster urban creativity; and enhance cultural enrichment opportunities. The Downtown Campus offers the Core Curriculum and programs or components of programs leading to bachelor's and master's degrees in a variety of fields. A broad range of undergraduate and graduate courses are provided in the humanities, social and behavioral sciences, education, and business.

President Kirkpatrick observes, "Helping students find ways to learn in an age when information is vital and vast will be a noble calling. The exclusionary, gatekeeping university is one of the past."

Adolfo Gamez: Lion and Lamb

ESTRELLA MOUNTAIN
COMMUNITY COLLEGE

"Your Success is Our Success"

Untiring Activist on All Fronts

BY ADALYN HIXSON

> *"Homero López and Reyes Medrano and Ricardo Provenzio–they taught me directly and indirectly the importance of learning the political system, the education system, and how a person could do a lot of good once that person was within those systems–never forgetting that there are people who need help in terms of opening those doors of opportunity, whether education opportunity or work opportunity."*
>
> ADOLFO GAMEZ,
> SPECIAL EDUCATION SERVICES COORDINATOR,
> ESTRELLA MOUNTAIN
> COMMUNITY COLLEGE

"I think he is the most honorable and unselfish person that I know, and I consider him a perfect husband." That's what Tina Gamez tells *HO* about her husband, Adolfo, special education services coordinator for Estrella Mountain Community College. And the mayor of Tolleson, Ariz. Mrs. Gamez also enumerates dozens of committees, organizations, and task forces he has served on or led, and awards that include Citizen of the Year, Volunteer of the Year, Educator of the Year, and Lion of the Year. The one he is most proud of, she says, is a tribute from students in the M.E.Ch.A. Club that concludes with: "We hold you very dear in our hearts for allowing us to grow...."

Last spring, Gamez was named an Outstanding Employee by the Maricopa Community Colleges Foundation, an honor that carries with it the right to name and set criteria for a $1,000 scholarship. Gamez named it for his late father, Guillermo F. Gamez.

"My father only went to the third grade," says Gamez, "but he always knew that education was the key to success–always emphasized that in our family.

"The scholarship is open to M.E.Ch.A. students. M.E.Ch.A. is a student movement of the Southwest, dealing with social education, education, and economic issues, and these students learn the political system, the education system, how to get involved, how to give back to the community. It helped me a lot when I was in college."

Gamez attended Glendale Community College and names three people on the Glendale staff as having had a profound effect on his life.

"Homero López, president of the college [Estrella Mountain] was dean of admissions at Glendale Community College. He and Reyes Medrano and Ricardo Provenzio–they taught me directly and indirectly the importance of learning the political system, the education system, and how a person could do a lot of good once that person was

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Adolfo Gamez, Stan Grossman, Mary Rose Wilson at college grounds-breaking event.

within those systems–never forgetting that there are people who need help in terms of opening those doors of opportunity, whether education opportunity or work opportunity.

"Knowing these systems makes it easier to get people in. With hard work, sacrifice, dedication–once they enter those doors....But they have to live to those standards. Otherwise, it's not going to happen.

"Reyes at the time was financial aid director and Ricardo was a counselor. They took me under their wing, and I was their gofer. They'd be talking politics and strategies–what would we get? What classes do we need? I never forgot."

After earning an A.A. at Glendale, Gamez attended Northern Arizona University and received a bachelor of science in history, with a dual minor in psychology and sociology.

"I took the history of the Southwest. Actually some Chicano history. I used to go to that class and come out very angry. I would come out angry because of what they **didn't** teach us in high school. It was always one-sided. You learned the other side.

"History is history. Study it all, in its entirety, not just what you want us to learn and forget about what happened. Let us form our own opinion. College gives us that opportunity to open up our mind and learn facts and have a dialogue with people and get to understand that there is a lot more to life than the one thing that you were taught. A lot of that should have happened in high school." He mentions high school counselors who steer students into vocational tracks.

Adolfo Gamez has been with Estrella Mountain Community College for seven years. Homero López, president, calls him "a community catalyst" who "contributes to the Maricopa Community College District mission on a daily basis by 'living' the mission in all of his professional relationships." Earlier Gamez was a social worker for the Tolleson Elementary School, working, his wife said, with a good number of migrant families. His commitment to the helping professions, both within his career and on his private time, has been lifelong. Asked at what point in life he said to himself, "This is what I want," he answers *HO* in an instant.

"When I was 16 years old, I knew that I'd come back and get involved in local politics. A lot of things weren't happening in our community. For a young person in Tolleson, there was nothing to do. There was no place to go. No YMCA, no Boys and Girls Club. We didn't have any type of extracurricular activity other than baseball in the summer. We just hung out in front of Pete's Fish and Chips, a local restaurant, or in front of Dave's Liquor Store.

"We needed things to happen. We needed things to change."

Gamez and his friend James Cardona made an agreement that they would some day work toward that change. Cardona has since moved from Tolleson, but he did serve on its council.

Tolleson is about eight miles from downtown Phoenix. Its population is 60 percent Hispanic. Gamez, a member of the city council for 17 years, was elected mayor three years ago. That turf includes working on homelessness, anti-drug campaigns, pensions for firefighters and police officers; attracting business; supporting the arts; and championing education–always education.

HO asks Gamez for his thoughts on college recruitment. "Recruitment is ongoing. I think that by where I live and how I live and again how I treat people, how I relate with people–all that is recruitment–role modeling. I live that recruitment. It is a way of life.

"My recruitment motto is: If I can make it, anybody can make it.

"A lot of these kids need somebody to look up to, a guide, and I think I serve that purpose.

> ***"I took the history of the Southwest. Actually some Chicano history. I used to go to that class and come out very angry. I would come out angry because of what they*** **didn't** ***teach us in high school. It was always one-sided. You learned the other side."***
>
> **ADOLFO GAMEZ**

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Homero López, president, calls him "a community catalyst" who "contributes to the Maricopa Community College District mission on a daily basis by 'living' the mission in all of his professional relationships."

"There are a lot of success stories I can tell you about kids in Tolleson who didn't think they had the tools to become a success. We spoke with them on a one-to-one basis. 'You might not have the skills right now. Maybe Spanish is your first language, and that gets in the way. Maybe your study habits are not what they should be. You have no place to study. Ten kids. I went through that. I used to hand in my homework with chorizo stains on it.

"Come to Estrella. It doesn't matter that you might be 200th in the class of 200. We are going to help you get those skills. We are going to help you get that confidence. And once you have these, you will be able to compete at any university.'"

HO asks him what he thinks of the reported attacks on remedial education within New York City's colleges.

"I can't speak for New York, but if I were to go back and look at some of these leaders of today in Arizona, very prominent political leaders, I can bet you money that they started in those types of classes, and for a political system to say, we don't need this, that's not where it's at!" Gamez says they should instead be asking, "Where are we failing? Why isn't this elementary school, this high school, producing the caliber of student that we want?

"If we get them and they are not ready, are we supposed to close the doors on them? We need to make it part of recruitment–it doesn't matter if your skills are down here. We can help you."

Gamez tells *HO* that students from eight or nine feeder schools are tested in the spring, and "sad to say, 50 to 60 percent of them are in remedial classes. And we deal with this.

"Not only are we producing students not ready for college. When they graduate from high school, they are not ready for the job market. They cannot fill out an application. They cannot communicate. How can they compete?

"For the jobs we have locally, it is a serious problem. If it is happening in New York, it is a national crisis. And we are trying to address it."

Gamez was a key member of the Public/Private Partnership, which supported the siting of the SouthWest Skill Center on the EMCC campus, and identified $661,000 in support of the effort.

Asked to describe the center, he says it will be a nontraditional college where a student can get a GED and get training in office equipment to become a secretary, or an LPN, or a meatcutter, a welder, an auto body repairperson. Each of the trades areas has a set number of clock hours to be earned in order to become certified.

Estrella Mountain Community College Estrella Hall

"So we will have two institutions–the skill center and the college itself. It was community mandated" and is intended to serve, he says, people from "age 16 to 103."

"People that industries are downsizing–those people have to get re-trained." And about 50 percent of students who go to a skills center, he says, will cross over and go to college.

Asked about the upside and downside of being a mayor, Gamez says the upside is that "one person can make a difference in the life of a family or a community, and I think I have had something to do with our community being a better place," which was his goal at age 16.

"The downside is that your private life is interfered with. If you have even a little bit of love for people, especially people that you know have had a hard time and have been treated unjustly, it is hard to turn away and not help them. I have lived here all my life. I know them. I know they aren't lying to me when they say they need help.

"I remember needing help. I remember when my father was an irrigator–when we had weeks of rain, we had social agencies visiting–people giving us food. And I remember my first bike. I got it through the Community Action Program."

Because Adolfo Gamez, both at the college and in his work in voluntary capacities, must conduct a lot of his work in groups, *HO* asks him for his thoughts on committees.

"I say, if we are going to have a committee, we are going to do something, so roll up your sleeves.

"Wasting time? I say, I like you guys, but I don't like you that much. Get your act together or I'm not coming."

Gamez, who co-chaired last year's United Way Campaign, netting more than $17,000 in contributions from EMCC faculty, staff, and students–the highest in the Maricopa District, does not seem to tire of good works.

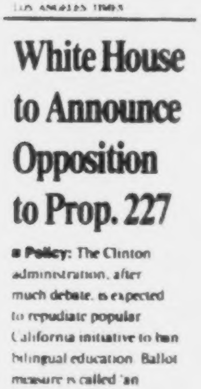
He speaks with enthusiasm about Vision 2025, a committee of 80 highly diverse members asked to imagine how Maricopa County is going to look in 2025 and to project the issues that will arise around transportation, air quality, water quality, recreation, housing, and more. He finds it more interesting than daunting that the diverse members have diverse ideas, too, about everything related to the project, including how to run the meetings.

HO asks Tina Gamez, a compositor for Sun City's *Daily News*, and described by her husband as very understanding and his best friend, if she ever joins him in his work. The answer is yes, once a year. They both work on Tolleson's Thanksgiving Day dinner, held for more than 20 years, open to all, and lately serving about 1,500 people.

It wouldn't be surprising if one of the things they give thanks for is Adolfo Gamez.

Bilingual Education

Some Reflections on Proposition 227



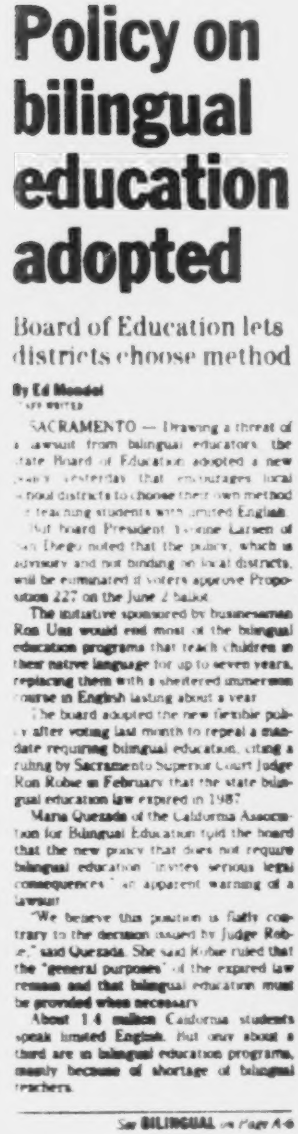
LOS ANGELES TIMES

White House to Announce Opposition to Prop. 227

■ **Policy:** The Clinton administration, after much debate, is expected to repudiate popular California initiative to ban bilingual education. Ballot measure is called 'an

BY

RICARDO J. CORNEJO



Policy on bilingual education adopted

Board of Education lets districts choose method

By Ed Mendel
Staff Writer

SACRAMENTO — Drawing a threat of a lawsuit from bilingual educators, the state Board of Education adopted a new policy yesterday that encourages local school districts to choose their own method of teaching students with limited English.

But board President Yvonne Larsen of San Diego noted that the policy, which is advisory and not binding on local districts, will be eliminated if voters approve Proposition 227 on the June 2 ballot.

The initiative sponsored by businessman Ron Unz would end most of the bilingual education programs that teach children in their native language for up to seven years, replacing them with a sheltered immersion course in English lasting about a year.

The board adopted the new flexible policy after voting last month to repeal a mandate requiring bilingual education, citing a ruling by Sacramento Superior Court Judge Ron Robie in February that the state bilingual education law expired in 1987.

Maria Quezada of the California Association for Bilingual Education told the board that the new policy that does not require bilingual education "invites serious legal consequences," an apparent warning of a lawsuit.

"We believe this position is flatly contrary to the decision issued by Judge Robie," said Quezada. She said Robie ruled that the "general purposes" of the expired law remain and that bilingual education must be provided when necessary.

About 1.4 million California students speak limited English. But only about a third are in bilingual education programs, mainly because of shortage of bilingual teachers.

See **BILINGUAL** on *Page A-6*

> It *is axiomatic that the best medium for teaching a child is his [sic] mother tongue. Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium. (UNESCO.* The Use of Vernacular Languages in Education. *Paris: UNESCO, 1953.*

BACKGROUND: THE GOLDEN AGE OF BILINGUAL EDUCATION

The Bilingual American Education Act.

It was such a marvelous idea! The Bilingual American Education Act. Not just an act, but an American bilingual act. I remember having attended a hearing in Texas, while a Ph.D. candidate at the University of Texas in Austin, sometime in the fall of 1968. There was a feeling of euphoria all over the place: the Civil Rights Movement had been mostly a Black/White issue, so when Congress passed the Bilingual Act in January 1967, it was considered a major milestone in the fight for equal education for Hispanic children in America.

The passage of the Act was a major milestone in America's journey toward equity and equality in educational opportunity for all children.

The Act stated: In recognition of the special educational needs of the large numbers of students in the United States whose mother tongue is Spanish and to whom English is a foreign language, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs."

Very strong words, considering the usually circumspect and guarded tone of legislative documents: Spanish-speaking children to whom English was "a foreign language." I think that this phrase personifies the whole bilingual education movement: Spanish-speaking children in America were being taught in a foreign tongue.

Also, contrary to repeated statements, the Act provided for programs in both elementary and secondary schools.

A bold idea for the time!

Eventually, several states, such as Massachusetts, Illinois, New York, Texas, and California, among others, passed their own bilingual education acts.

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Author and wife Maryam

The Lau versus Nichols *Supreme Court Decision*

In 1974, the San Francisco Unified School District was sued by the families of Chinese-speaking children because they were not being provided bilingual instruction. The Supreme Court of the United States reviewed the case and decided that San Francisco was in non-compliance of the bilingual education mandate. The case, known as ***Lau versus Nichols***, became the enforceable mandate for the whole nation.

The Supreme Court reviewed the case and stated:

The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program and thus violates #601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare...."

The Supreme Court discussed the various details of the case and finally revised the decision of the Court of Appeals, which had rejected the request of the Chinese parents:

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination.

"We accordingly reverse the judgment of the Court of Appeals and remand the case for the fashioning of appropriate relief." (Supreme Court of the United States. ***Lau et al. v. Nichols et al.*** Argued December 10, 1973 - Decided January 21, 1974.)

Also in 1974, the U. S. Office for Civil Rights developed guidelines known as the Lau Remedies. They provided specific recommendations for the implementation of the bilingual education mandate.

At that time I had come to do research on bilingual education at the Center for the Study of Evaluation at UCLA, and participated in this massive training of teachers to prepare them for teaching bilingually.

In the late 1970s, I participated in the drafting of the Research Agenda for Bilingual Education, which led to the creation of research, assessment and development centers, university Ph.D. programs in Bilingual Education, and systematic development of bilingual curricula.

The time from 1967 to 1980 I consider to be the Golden Age of Bilingual Education.

The Dark Ages Emerge

But Bilingual Education had very strong detractors. There has always been a significant number of "patriotic Americans" who feel that all children should be taught in English only. It is also very well known that, particularly in California, there has been a pervasive anti-immigrant feeling, which was exacerbated in the early 1990s by an economic crisis. Immigrants, not just illegal immigrants, were blamed by politicians ranging from the governor to obscure "wannabes" for all kinds of ills that were undermining the California economy.

Thus, the land was fertile for the appearance of demagogues posturing and campaigning toward the elimination of Bilingual Education.

And herrrrrrrrre is Ronny!

Mr. Unz, A Good Disciple

As is now public knowledge, the initiative was bankrolled by Ron Unz, a businessman from Silicon Valley. In 1994 Mr. Unz challenged Pete Wilson for the gubernatorial nomination. Obviously, he lost, in spite of the millions he spent. But Unz learned the lesson.

Wilson exploited the anti-immigration feelings that are so prevalent within a segment of the California citizenry; he spent millions of dollars portraying immigrants as a danger to the defenseless American citizens.

His TV ads showed hordes of "illegal aliens" dashing through the border and spreading throughout the American landscape.

Governor Wilson, who for many years had an undocumented housekeeper for whom he did not pay Social Security, turned around and alerted Americans to the danger posited by these foreigners robbing Americans of their jobs.

Thus, Mr. Unz simply "replicated" Mr. Wilson's model:

a)promise tax cuts

b)promise improved services

c)but, above all, stir people's anti-immigrant feelings, and you will win!!!

So, Mr. Unz consulted his Silicon Valley gurus and, after a number of options, Bilingual Education became the sacrificial lamb for his political ambitions.

A perfect choice:

a)Bilingual education has never been very popular with many Americans.

b)The people being hurt by its demise are children, who don't vote, and many of their parents, who, being undocumented immigrants, don't vote either.

c)The paranoia about English-only instruction.

Were Mr. Unz a man consistent with his principles, he would ostracize himself from the political arena of California. I will explain: he feels that Bilingual Education should be eliminated because it has been a failure.

He has been a complete failure in his obsessed desire to be governor of California. Since he has failed, in spite of spending millions of dollars, he should be banned from running for political office again.

Logical conclusion, don't you think?

BRIEF ANALYSIS OF THE PROPOSITION

Listed below are some of the most damaging articles of the Proposition, with some comments.

Instruction in English

"Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English." (Article 2 -305)

Perfect! Back to the 1960s, when non-English-speaking children were dropping out by the thousands because they were being taught in a language they didn't speak!

One year, or else!

"Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year." (Article 2 -305)

Just one year! Regardless of age, family income, home language,

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level of literacy, and all the other factors that foster and/or hinder language learning.

Different ages in the same classroom

"Local schools shall be permitted to place in the same classroom English learners of different ages but whose degree of English proficiency is similar." (Article 2 - 305)

Those of us who have been involved in education for many years know that grade retention, in educational systems all over the world, is one of the main factors for students to drop out of school. My own interviews of dropout youngsters have shown that they feel embarrassed to be placed in classrooms where all of the other children are younger. Expect, then, quite a few immigrant children dropping out because of classroom placement. I can imagine a teenager from Somalia placed in a classroom composed mostly of primary graders from Ethiopia or Eritrea.

English language classroom

"'English language classroom' means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language." (Article 2 - 305)

There is absolutely no reference to knowledge and skills for language and reading classroom methods for ESL students.

Parental Exceptions

"The requirements of Section 305 may be waived with the prior written informed consent, to be provided annually, of the child's parents or legal guardian under the circumstances specified below and in Section 311." (Article 4 - 315)

This means that thousands of parents all over the state would have to be informed and come to schools to sign waivers, every year!

A LOOK AHEAD • Amid debate over bilingual education comes supportive research from L.A. Unified and Tomas Rivera Policy Institute. But with critics calling research seriously flawed . . .

Opinions Vary on Studies That Back Bilingual Classes

By AMY PYLE
TIMES EDUCATION WRITER

As the debate over bilingual education bounds toward a spring ballot initiative, two studies scheduled to be released today land on the side of teaching children in their native language first, then gradually switching to English.

However, critics of bilingual education and even some supporters raised questions about the studies.

One, by the Los Angeles Unified School District, focuses on students who remained at the same elementary school from first through fifth grade—a stability that is unusual in the state's largest school system. When the 4,200 students were given standardized English tests in fifth grade, those who had come through the native language bilingual program fared better than those who had been enrolled only in tailored English classes known as English Language Development.

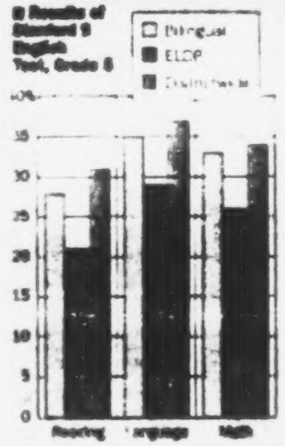
The other study, by the Claremont Colleges-based Tomas Rivera Policy Institute, registered a similar gap based on a survey of 11 previous studies of bilingual programs across the country.

Political scientist Harry Pachon, the institute's director, said the findings shift the onus of proof to supporters of June's anti-bilingual initiative, English for the Children, which would replace bilingual education with just one year of English immersion.

Performance Comparison

The Los Angeles Unified School District compared test scores of students who had remained at the same elementary school for at least five years. The study found that Spanish-speaking students enrolled in bilingual programs outdid those who had taken the more English-intensive English Language Development Program. But both groups fell below the district's median percentile.

■ Results of Stanford 9 English Test, Grade 5



Los Angeles Times

But where are the choices?

"Such informed consent shall require that said parents or legal guardians personally visit the school to apply for the waiver and that they be provided there with a full description of the educational materials to be used in the different educational program choices...." (Article 4 - 315)

I wish this were that simple! First of all, most immigrant/refugee parents are not fluent in English. Second, "informed consent" both in educational research and in medical treatment of mental patients, has been found to be abused by the institutions using them. Thirdly, there are no "educational materials" in "different educational program choices." This is simply false advertising.

Adults Teaching Children

"...the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community." (Article 4 - 315)

Everybody who has been, or encountered, immigrant/refugee families knows that it is the children who first pick up the new language. Also, some adults never learn the new language. Thus, to expect adult immigrants to tutor their children in the new language is a little bit unrealistic, to say the least.

THE LONG ROAD TO JUNE 2ND

In October 1997, the California Teachers Association announced its opposition to the initiative. Its president, Lois Tinson, was quoted by the media as saying, "Students do not come in 'one size fits all containers.' They are individuals and they need instruction built around their individuality."

The media release also stated that the union could make a major impact because it could "call on 270,000 members to help raise money and volunteer for campaigns."

In 1997, there were about 1.4 million limited-English speakers in California's public school. Of these, approximately 70 percent were taught mostly in English. The other 30 percent were receiving bilingual instruction.

A simple way to determine the impact of Bilingual Education

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would have been to randomly select a group of students who received bilingual instruction for a pre-determined number of years, let's say three years, from 1993 to 1996, and compare them to a comparison group from classes being taught in English only. The two groups could have been compared for graduation rates, GPA, in math and reading, absenteeism, and citizenship. This type of research would have provided baseline data for further refining of the assessment process.

Political Maneuvering

In April, 1998, the California Assembly approved a bill, sponsored by Senator Dede Alpert, to revise Bilingual Education instruction in the State. The main emphasis of the bill was to give local school districts greater flexibility in implementing their bilingual programs.

In 1997 the bill had passed the California Assembly, but it had been derailed by the Latino caucus. Now, with the sinister shadow of Proposition 227 looming over everybody's head, the Alpert bill looked quite appealing!

The President and the Proposition

On Monday, April 27, 1998, the White House and the U.S. Department of Education informed the nation that President Clinton would make a statement, through Education Secretary Richard W. Riley, opposing the Proposition.

All breeds of political opportunists started to hitch their wagons to the bilingual train, to push it harder into the abyss: House Majority Whip Tom DeLay (R-Texas), stated that he would introduce a bill to eliminate the Education Department's Office of Bilingual Education, and distribute its entire $200 million budget to other more worthwhile programs in the department.

Great! Since we are in the mood to eliminate everything that we feel is not doing its job, let's eliminate Congress, since quite a few of its members have been involved in corruption!

The SAT Achievement Test!

Last year Governor Pete Wilson mandated that all students in California be tested in math and reading. The testing would be done only in English.

Many people in California have considered this mandate as another example of the drive against immigrant children: by testing them only in English, the Governor made sure that they would score very low. Schools with high numbers of non-English speakers would be exposed publicly. Americans whose children attend those schools would turn against those children who make the schools look bad in the eyes of public opinion.

President Clinton in California

On Friday, May 1, 1998, President Clinton spoke publicly against the Proposition at a fund-raising event in Palo Alto:

"What we are going to try to do at the national level is to develop a program with a presumption that no one should be in these programs for more than three years–but that we have to do more to make them mean something."

Governor Wilson and the Proposition

On May 4, 1998, California legislators sent Senator Alpert's Bill to Governor Wilson. The California Senate had just given its second and final approval to the bill, by a vote of 21 to 13.

As said earlier, this bill would have given school districts the option of designing their own instructional programs: they could have chosen the immersion approach, they could have stayed with the traditional transitional approach, or they could have tried other innovative programs.... But it was not meant to be!

Viva Immersion!

On May 6, 1998, the California media reported on efforts by the Citizens for an Educated America to show that immersion bilingual education, as proposed by Proposition 227, was not the answer. The attack concentrated on Orange County first grade teacher Gloria Matta Tuchman.

Matta Tuchman had signed as co-sponsor of the Proposition. She had been touting her success in using immersion techniques with her students in the Santa Ana Unified School District.

Data gathered by the California State Department of Education had shown that "none of Matta Tuchman's students had become sufficiently proficient in English during the past academic year [96-97] to enable them to be moved into regular classes."

So much for immersion education!

The TV Blitzkrieg

The first anti-Proposition 227 ad was broadcast on May 8, 1998, on the Spanish-language television network Univision. The ad said, in Spanish, that the initiative "imposes a government mandate on every school district in the State. . .We have to defeat Proposition 227 and let parents and teachers decide what is best for us." It is my humble opinion that that ad was intellectually lame: many Californians feel that Bilingual Education is a "government mandate." Thus, that expression was a poor choice of words to address a mostly antagonistic voting audience.

Another T.V. ad showed a little girl saying that the initiative advocated taking millions of dollars from children and giving them to adults. Another disingenuous effort: starting with Proposition 13 in the late seventies, the California citizenry have been reluctant to pay increased taxes to build schools and improve education in the state. Thus, a whining child was definitely the wrong message.

Ron Unz informed people that he had already spent more than $600,000 of his own money on the campaign, and that he had received contributions from other people, including a businessman from Florida.

Why a businessman from Florida? Nobody seems to know.

Unidos Venceremos?

The morning of Saturday, May 9, 1998, my grant sponsored a "Public Forum on Proposition 227: The Unz Initiative and Its Impact on Immigrant and Refugee Children." I sent out 341 letters to bilingual teachers, bilingual resource teachers, professors, and students who are getting a bilingual credential at SDSU.

The keynote speakers at the forum were Dr. Jill Mora, Mr. Gus Chávez, and myself. Dr. Mora, a professor at SDSU, had been most active speaking at public forums all over the state, writing articles for the media, and sending e-mails informing people about new developments in the fight against the proposition. Mr. Chávez, Director of the Educational Opportunity Program at SDSU, is a well-known advocate and supporter of bilingual education.

I expected a full house. Well, 27 people showed up. Not one of them associated with bilingual education activities. The 27 attendees were there because they were attending a conference that this forum was part of.

On May 27, 1998, the Associated Students at the University of California-San Diego (ASUCSD) organized a public forum which was widely announced by the local media. The keynote speaker was Ms. Rosalía Salinas, a well-known bilingual education administrator and a strong champion of the cam-

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paign against 227. The only people in the audience were the student members of the Association, my wife, myself, and a lady who attended the forum out of curiosity. Not one professor, not one bilingual teacher, not one member of the San Diego Community.

You cannot win a war if you don't show up to fight at the key battles!

Sometime in January 1998, I submitted my membership to one of the groups against 227. I also sent an extra donation of $50.00. The checks never cleared the bank. I never received a mailing or announcement, or petition for donations. Considering that I am a fairly well-known advocate of bilingual education, well.... and what happened to my checks? Quién sabe?

The Day of Reckoning

Proposition 227 was approved by California voters on June 2, 1998. It got 61 percent of the vote.

The state media emphasized the fact that a large segment of the Hispanic citizens had voted for it.

AFTERSHOCKS

Federal Judge's Decision

On July 15, 1998, a federal judge turned down a petition by some civil rights groups that had sued to block the initiative through a court order. The plaintiffs did not give up and appealed to a federal appeals court.

Bilingual Waivers

On July 17, 1998, the Mexican American Legal Defense and Educational Fund informed the public that the organization would start a massive campaign urging parents of school-age children to seek waivers in order to force schools to provide bilingual instruction.

Theresa Bustillos, MALDEF Vice President, was quoted as saying at a news conference, "I hope to see waiver mania in California. You can bring Proposition 227 to a standstill if enough parents apply for waivers and districts grant them."

The Equal Opportunity Issue

In July, 1998, Civil Rights attorneys filed a Temporary Injunction to block the Implementation of the Proposition. The suit was filed in behalf of parents and civil rights organizations:

They are basing arguments upon the Equal Opportunity Act of 1974, the Equal Protection Clause of the 14th Amendment to the Constitution, and Title VI of the Civil Rights Act of 1964. They argue that Proposition 227 denies educational access to national origin/language minority students, and fails to provide educational opportunity to the approximately 1.4 million limited-English-proficient (LEP) students in the State.

The application for Temporary Injunction presented the following arguments:

The program does not seek to provide any more than a "good working knowledge of English," denying LEP students access to the curriculum offered to native English speakers.

Students finishing their one year of "sheltered English immersion" will be placed in mainstream English-only classes even if they do not yet speak enough academic English to be able to participate equally with their English-fluent speakers, and at the same time will have missed a year of the core-curriculum (such as math, history, and science).

Because it is an initiative-statute, educational practices implemented by Proposition 227 will be almost impossible to change even if they prove ineffective educational practices are developed.

On the Razor's Edge

On July 21, 1998, the California media informed the state communities about plans by four of the largest school districts in the State, Los Angeles, San Francisco, Oakland, and Fresno, to develop implementation guidelines.

"From pledges of open defiance to scattered examples of quiet enthusiasm."

The Los Angeles Unified School District announced a plan whereby ESL students would be placed in "English intensive" classrooms but the teachers would be allowed to provide help in the children's native language. The district also stated that during the 1998-99 academic year it would spend about $1 million, mostly for retraining teachers in English-immersion methodology. Eventually, in August 1998, Los Angeles designed an elaborate plan for implementation.

Bill Rojas, San Francisco's Superintendent, was quoted as saying that his schools "remain bound by a federal consent decree to offer bilingual education." This consent decree was the result of the *Lau versus Nichols* [Federal] Supreme Court Decision of 1974, that mandated the implementation of bilingual instruction for Chinese-speaking children attending schools in San Francisco. That mandate was eventually implemented all over the country.

Oakland Unified School District stated that an agreement between the district and the U. S. Department of Education's Office for Civil Rights mandates that the district offer bilingual instruction.

Sue Piper, spokeswoman for Oakland Unified also stated that the district was trying to get the State Board of Education to consider giving [the districts] "a blanket waiver from Proposition 227's provisions." She went ahead to say that, should everything fail, the district would work with parents to help them to obtain exemptions from the English-immersion mandate. She was quoted as saying, "Philosophically, we do not believe the approach mandated is the best program."

Carlos García, Superintendent of Fresno Unified School District, and a strong opponent of the initiative, reported that he had designed an education plan by which ESL students would be taught in their mother tongue "for up to one-third of the typical school day."

Federal Appeals Court Enters Battle

On Thursday, July 23rd, 1998, several organizations representing bilingual students and their parents filed an appeal with the 9th U. S. Circuit Court of Appeals. The purpose of the appeal was to challenge the federal judge's decision the week before, which would allow the mandate of Proposition 227 to take effect the first week of August, 1998.

Los Angeles Unified School District also reported that the implementation of the new plan "will cost approximately $40 million over the next four years."

Did I hear that correctly? How much does the district spend annually on its bilingual program? Do you remember something called "cost effectiveness" in the seventies?....And there is no assurance whatsoever that this immersion stuff will work.

Charter Schools Exempted

On Monday, July 27th, 1998, the California State Department of Education stated that charter schools are not subject to Proposition 227.

This is a most significant development, since the charter school movement in California is growing by leaps and bounds. Charter schools are autonomous institutions that can choose their own curriculum and select their own educational plans.

In 1998 there are 154 experimental charter schools in California.

"California charter schools are exempt from virtually all state education codes as part of a legislative effort to foster innovation."

Allen Keown, Deputy General Counsel for the State Department of

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Education, stated, "A charter school needs only to comply with all the provisions set forth in its charter petition, but is otherwise exempt from the laws governing school districts."

Let's make all public schools in California charter schools!

MALDEF and ACLU al Ataque!

On Thursday July 30, 1998, the American Civil Liberties Union and the Mexican American Legal Defense and Educational Fund sued the Los Angeles Unified School District, seeking a temporary restraining order to bar the district from implementing the new mandate.

The suit was filed in U. S. District Court; it contends that the LAUSD is not prepared to meet the needs of the 312,000 ESL students in the district.

It also ascertained that the plan being developed by the district violated the Federal Equal Opportunities Act of 1974.

ACLU attorney Rocío Córdoba stated, "We're just very concerned about ensuring that immigrant children are not subjected to educational harm with any program that is not adequately developed."

The school district immediately filed court documents opposing the restraining order.

U. S. District Judge Lourdes Gillespie Baird scheduled a hearing for Friday July 31, 1998.

End of an Era?

On Friday, July 31st, 1998, a federal appeals court refused to put the initiative on hold statewide. The U. S. 9th Circuit Court of Appeals rejected the request to block the initiative. "The two-judge appellate panel declined to issue an emergency restraining order after two federal judges had ruled that the will of the voters should take precedence over the claims of potential harm to minority students."

Also on Friday July 31st, U. S. District Judge Lourdes Gillespie Baird found that the Los Angeles school district's plan to implement the initiative was based on well-established teaching methods. It was not "a dramatic, wholesale change" as alleged by the MALDEF/ACLU lawsuit.

Enters Machiavelli!

Officially, Proposition 227 was to take effect on Sunday August 2, 1998. Consequently, year-round schools starting the school year on Monday, August 3, were mandated to start implementation of the initiative that same day.

But, as we all know, laws, by definition, have been created to be broken, right?

The Santa Ana and Anaheim school districts in Orange County, California, found a Machiavelian solution to postpone implementation: To officially start the "school year" on Friday July 31st, 1998. That way, the first term of the academic year would start two days before the legal mandate. The school districts then would have several more weeks to get ready.

Clever, no?

A Promising Little Light at the End of the Tunnel

On Thursday, August 28, 1998, Alameda County Superior Court Judge Henry Needham ruled that the California State Board of Education should consider school districts' requests to waive enforcement of Proposition 227. This is the first major victory for opponents of the Proposition. It will affect more than 38 school districts in the State, and will have a major impact in the way teachers will develop and implement classroom methodologies for English language learners.

The Big Question

What kind of a system do we have where a wealthy businessman, using more than half a million dollars of his own money, can successfully write a proposition that will hurt so many thousands of low-income children?

How many wealthy individuals, with political obsessions, are now hunting for programs to destroy, in order to advance their political agendas?

A Final Thought

In 1978, Proposition 13 destroyed the quality of public education in California. It eventually spread across the land like the plague of the Middle Ages, critically injuring the foundations of American public education.

Proposition 227 might also be the harbinger of a long winter for Bilingual Education all over the country.

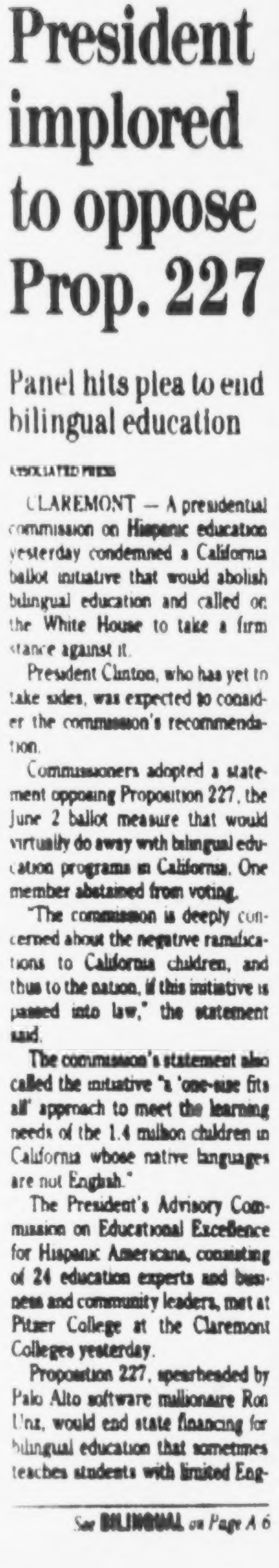
So, if you are a professor of Bilingual Education, a student in bilingual credential programs, or a bilingual teacher in the public schools, start preparing for a long siege! The next proposition might be advocated by the unscrupulous politician in your state who will use anything and anybody to become governor!

About the Author:

Dr. Ricardo Cornejo is professor of Foundations of Bilingual Education, Language and Reading, and Educational Research at San Diego State University. He has been deeply involved in the bilingual education movement since the mid-1960s. Several of his writing are available in the ERIC System.

At present he is working on two books: *The Common Heritage of English and Spanish*, and *The Bilingual Education Socio-Political Movement*. He will be happy to hear from you.

The Editors of Hispanic Outlook *also welcome your comments on Dr. Cornejo's perspective.*



President implored to oppose Prop. 227

Panel hits plea to end bilingual education

ASSOCIATED PRESS

CLAREMONT — A presidential commission on Hispanic education yesterday condemned a California ballot initiative that would abolish bilingual education and called on the White House to take a firm stance against it.

President Clinton, who has yet to take sides, was expected to consider the commission's recommendation.

Commissioners adopted a statement opposing Proposition 227, the June 2 ballot measure that would virtually do away with bilingual education programs in California. One member abstained from voting.

"The commission is deeply concerned about the negative ramifications to California children, and thus to the nation, if this initiative is passed into law," the statement said.

The commission's statement also called the initiative "a 'one-size fits all' approach to meet the learning needs of the 1.4 million children in California whose native languages are not English."

The President's Advisory Commission on Educational Excellence for Hispanic Americans, consisting of 24 education experts and business and community leaders, met at Pitzer College at the Claremont Colleges yesterday.

Proposition 227, spearheaded by Palo Alto software millionaire Ron Unz, would end state financing for bilingual education that sometimes teaches students with limited Eng-

See **BILINGUAL** *on Page A 6*

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Righteous Anger and Spanish Harlem

Two Latino Art Exhibitions at Rutgers

Noe Hernandez

The politically inspired work of Mexican painter Noé Hernández and the creative graphics of Puerto Rican printmakers and poster artists were exhibited at Rutgers University's Mason Gross School of the Arts Gallery, New Brunswick, N.J., throughout the summer, co-sponsored by Rutgers Center for Latino Arts and Culture, The Newark Public Library, and Rutgers Center for Innovative Print and Paper. "Mexico Exporta/Mexico Exports" featured large figurative paintings that articulate Hernández' concerns about Mexican immigration. Through their juxtaposition of Mexican religious and ancient cultural images with American commercial advertisements, Hernández questions U.S. immigration policies and looks critically at Mexico's role in pushing out its population.

"One of Mexico's primary exports is the export of human beings," says the artist, who is self-taught. "We see ourselves forced to leave our country in search of solutions to our economic problems."

According to a story titled "Righteous Anger" in N.J.'s *Home News Tribune*, which describes his work as "passionate, angry and often wryly ironic," Hernández is estranged from his family in Mexico. When he worked in construction in Beverly Hills, he was able to send money home–$500 a week. Later, working three low-level jobs, it was $700 a week. Now that he is an artist, he cannot send any money at all, and is thus an enigma to his family and to the Mexicans he knows in New Brunswick. His wife, he says, supports him "a lot."

Isabel Nazario, director of the Center for Latino Arts and Culture, saw works that Hernández had painted onto the walls of his apartment and was quite impressed. She was able to hire him as artist-in-residence of the Center for Latino Arts and Culture through a one-year grant from the Geraldine R. Dodge Foundation, a leading supporter of the arts in the area.

"Puerto Rican Graphic Arts From the Island to El Barrio/Spanish Harlem: 1950-1985," an exhibition in memory of Jack Delano and Jorge Soto, featured 65 prints and posters by artists who played a significant role in the development of printmaking and the plastic arts in Puerto Rico and in New York City.

Included from Puerto Rico were Lorenzo Homar, Rafael Tufiño, Antonio Martorell, and Carlos Raquel Rivera. From the studio Taller Boricua in New York City were artists Jorge Soto, Marcos Dimas, Gilbert Hernández, and others.

Also featured were black-and-white photographs by Hiram Maristany, who documented the artists working in El Barrio.

Most of the prints were from the permanent collection in the Newark Public Library and from the Museo del Barrio in New York City.

Funding of these exhibits came from the N.J. State Council on the Arts, the Governor's Annual Tennis Tournament Fund, the Office of the VP for Undergraduate Education, and Johnson & Johnson, which is headquartered in N.J. The related education programs were funded by the Geraldine R. Dodge Foundation.

Both exhibitions were curated by Isabel Nazario and Arlene Alvarez.

People-Places-Publications-Conferences

PEOPLE

Notre Dame Honors Juliet García

Dr. Juliet V. García, President of the University of Texas at Brownsville and Southmost College, received an honorary degree in May from the University of Notre Dame, conferred on her by its president, Rev. Edward A. Malloy, C.S.C., for being "the first Mexican American woman to head a U.S. college or university," for overseeing "an historic reconfiguration and merger of a community college and a state university campus," and for continuing "to give substance to her belief that commitment to the community is the cornerstone of a successful educational system."

García said that it was one of her greatest academic honors and a compliment to her community.

Currently, García is a member of the Carnegie Foundation for the Advancement of Teaching, Public Welfare Foundation, San Antonio Branch of the Federal Reserve Board, President's White House Advisory Commission on Excellence for Hispanic Education, Advisory Committee on Financial Aid to the U.S. Congress, and the Board of Directors of Chase Texas.

She won the VIDA award for education in recognition of outstanding individual achievement in the Hispanic Community, and was recognized twice by *Hispanic Business* magazine as one of the 100 most influential Hispanics in the nation.

She has two degrees from The University of Houston and a doctorate from the UT-Austin.

Fouster Director of Special Gifts at CSU-Hayward

Ricardo Fouster has been named director of special gifts for the office of University Advancement at California State University-Hayward, responsible for developing and implementing fund-raising strategies and working with major gift prospects. He will work with university employees, students, and alumni.

Previously a senior development officer at San Francisco State University for the College of Science and Engineering, from 1987 to 1995 he was program development officer and director of public relations for the National Hispanic Scholarship Fund in Novato. He earned his bachelor's degree from the College of Natural Resources at the UC-Berkeley, and is working on a master's degree in international business from CSU-Hayward.

Daniel Ortiz Director of Godine Library

The Massachusetts College of Art has named Daniel Ortiz Director of the Morton R. Godine Library.

He comes to the college from The University of Massachusetts at Boston, where he was associate director of libraries, and prior to that, science librarian. From 1984 to 1991, Ortiz worked as assistant head of the science library and as collection development officer at the Rio Piedras Campus of the University of Puerto Rico Library System.

Ortiz has authored and co-authored numerous papers on information technology and library management and lectures on these topics abroad and in his homeland.

His professional memberships include the American Library Association, Sociedad de Bibliotecarios de Puerto Rico, and Asociation de Egresados de la Escuela Graduada de Bibliotecologia. He was a founder of the Reforma chapter of Puerto Rico, an ALA affiliate, and was also vice president of the Asociacion de Egresados de la Escuela de Bibliotecologia.

Ortiz is treasurer of the board of directors of the Oficina Hispana, a community-based job training agency in Boston, and has also served as board secretary.

He has a bachelor's degree and master's from the University of Puerto Rico and a doctorate from Simmons College in Boston.

Robert DeVillar Chairs UTEP Teacher Education

Robert DeVillar has been named the new chair of the University of Texas at El Paso's (UTEP's) Department of Teacher Education, which instructs about 1,500 teachers and future teachers.

He comes to UTEP from UC-Davis, where he was associate dean of the College of Letters and Science. He held prior positions in the Fulbright Scholars Program in Colima, Mexico, and as coordinator of graduate bilingual programs at CSU-Bakersfield.

Jorge Descamps, assistant chair of teacher education and chair of the search committee, said that having spent a tremendous amount of time in Mexico, studying the educational system there, DeVillar collaborates with Mexican instructors on information exchanges in order to solve educational problems that are of mutual concern at both the university and public school level.

He has a bachelor's degree from the Universidad de las Americas in Mexico City, a master's from San Jose State University, and a master's and doctorate from Stanford University.

Flores Lectures at International Symposium

Benjamin Flores, associate professor of electrical and computer engineering at the University of Texas at El Paso (UTEP), participated in the 1998 SPIE (The International Society for Optical Engineering) International Symposium on Optical Science, Engineering and Instrumentation this past July. He discussed two advanced topics on modern radar signal processing.

SPIE is a nonprofit professional society dedicated to advancing research, engineering and applications in optics, photonics, imaging, and electronics.

BEST COPY AVAILABLE

Flores holds a bachelor's degree and master's from UTEP and a doctorate from Arizona State University.

Jesús Prado New Student Trustee at Mt. SAC

Jesús Prado, a 33-year-old psychology major at Mt. San Antonio College (Mt. SAC) in California, has been sworn in as the new student trustee for the 1998-99 academic year.

This trustee has an advisory vote that indicates the student position but does not count toward the passage or failure of a motion. The advisory vote helps the board know how the student trustee stands on issues and strengthens the student role in the college's shared governance process.

Prado carries a 3.38 grade point average and has been active in many organizations on and off campus. He is a vice president of the Phi Theta Kappa honor society and a bookstore senator for Associated Students. He has been named to the Mt. SAC Dean's List, the President's List, and the National Deans List. Off campus, he has volunteered with the Orange County Probation Department and the County USC Medical Center, and is currently serving an internship with County USC Medical Center.

F. Chris García Picked as UNM Interim Provost

University of New Mexico (UNM) interim President William C. Gordon announced during the summer that UNM Political Science Professor F. Chris García will be interim provost/vice president for academic affairs, a position formerly held by Gordon, through Aug. 15, 1999.

A native of New Mexico, García said that UNM has been a major part of his life for 35 years–as a student, faculty member, and administrator. He says he knows how important the relationship is between the local community and the university and will work to continue and strengthen the connection.

A professor of political science at UNM since 1978, he is a specialist in political behavior, American government, and education, and author or co-author or editor of 10 books. His most recent books include *Pursuing Power: Latinos and the Political System* (1997, University of Notre Dame Press) and *New Mexico Government* (1994, UNM Press).

He earned his undergraduate and master's degrees from UNM and a doctorate from the UC-Davis.

Dr. José A. Vicente on AACC Commission

The American Association of Community Colleges (AACC) has appointed Dr. José A. Vicente, Miami-Dade (Fla.) Community College InterAmerican Campus president, to the Commission on Minority Resources, which works with and advises AACC on public policy issues, professional development, and program initiatives, and provides direction on important community college issues and priorities.

Vicente is president of InterAmerican Campus, Miami-Dade's newest campus, enrolling more than 6,000 students a year.

He is on the board of the National Community College Hispanic Council, advising AACC in the development of services, curriculum, and programs to assist Hispanic students. Vicente is also a member of the American Council on Education's Commission on Leadership and Institutional Effectiveness, and the board of the STARS/HOPE Project, the Hispanic Business Group Committee of the Greater Miami Chamber of Commerce, and the Miami Film Society.

UNM's Martínez-Lucero a Model to Students

According to the University of New Mexico (UNM) *Campus News*, Leonor Martínez-Lucero, senior advisor in the UNM College of Arts, has been the ideal person to offer guidance to students who might be at a difficult juncture in their college careers.

No stranger to adversity, Martínez-Lucero survived an economically challenging childhood and overcame polio as a two-year-old as her parents moved their seven children from Mexico to New Mexico looking for a better opportunity.

Recognizing the importance of education–a value she credits her father with instilling in her, Martínez-Lucero graduated with a bachelor's degree in psychology from UNM, served as a program specialist with the Health Careers Opportunity program, and then moved on to the College of Arts and Sciences.

Today, on the job as an advisor, she stresses to students that they can obtain any degree they want, encouraging them to exhibit confidence in themselves and to have relentless determination to achieve those goals. She plans to pursue a master's in public administration.

María Martin Wins Top Journalism Honors

María Martin, executive producer of the weekly radio show *Latino USA*, has won five national honors for achievement in journalism. *Latino USA* is a production partnership of KUT-FM and the Center for Mexican American Studies at The University of Texas at Austin.

Latino USA is a weekly English-language program produced from a Latino perspective covering a variety of issues affecting Latino communities in the U.S. It is distributed by National Public Radio (NPR) and broadcast

on 175 stations nationwide.

Martin won two top awards from the National Association of Hispanic Journalists in Miami for a series of reports on the Guatemalan peace process. The association has awarded top honors to the UT-based radio show three times in the last four years. Martin, a former editor at NPR, has been the show's executive producer for the past five years.

Born in Mexico City, she has won the Ruben Salazar Communications Award from the National Council of La Raza, and was one of eight journalists nationwide to be awarded the Kiplinger Fellowship in Public Affairs at Ohio State University. She was field producer with a team of journalists winning the 1998 Gabriel Award for the radio short feature *Make it Better, Grandmother*.

Peter M. Rosa Appointed VP at CCSU

Dr. Peter M. Rosa, who received the Outstanding Educator Award from the Connecticut Hispanic Association of State Employees, has been appointed vice president for student affairs at Central Connecticut State University (CCSU). Previously an executive officer of the Connecticut State University (CSU) System, Rosa is active in national, state, and local education activities.

Rosa is CCSU's senior officer responsible for student development and services functions, including: residence life, counseling and prevention, educational support services, advising, health services, recreation, and athletics. Most recently, he was executive officer for academic affairs and research at the CSU System.

He earned his bachelor's and master's degrees at CCSU and a doctorate from the University of Connecticut.

NECC Trustees Promote Santiago

Dr. Jorge Santiago has been promoted from director of urban program development at Northern Essex Community College (Mass.) to assistant dean for pre-college programs.

The promotion was announced by President David Hartleb, who said that Santiago will continue his important work to develop training and educational programs for students who aren't ready for college-level work, particularly those for whom English is not their first language. Hartleb cited the tremendous gap between the skills of groups who are unemployed and looking for work and the needs of business and industry, and stated that Santiago's mission is to bridge that gap.

Since joining the college staff in January, Santiago has worked most closely with New Beginnings, a program designed to train Spanish-speaking welfare recipients who will lose their benefits as part of welfare reform for entry-level jobs in health care and human service.

Michelle Rodríguez Gets Rutgers-Camden Scholarship

Michelle Rodriguez, second-year student in the graduate physical therapy program at Rutgers University's Camden (N.J.) campus, received a Roy and Roxie Campanella Physical Therapy Professional Education Scholarship.

Sponsored by the California Physical Therapy Fund, the $2,000 award honors the accomplishments of former Brooklyn (now Los Angeles) Dodgers catcher Roy Campanella, who became a quadriplegic after an automobile accident, and his wife, Roxie.

The national scholarship is presented to physical therapy students who display scholarly excellence and sensitivity to cultural differences in health care delivery. The students also must attend a program accredited by the Commission on Accreditation of Physical Therapy Education.

Rodriguez, 22, received her bachelor's degree from Amherst College in 1997.

Tito Puente in Concert at St. Francis College

Fleet Bank and St. Francis College (N.Y.) are sponsoring a month-long series of Hispanic events that will start with a live concert by Tito Puente on October 15th.

Puente is by far the most cherished American celebrity of Latin American descent alive today. In his fifty-year reign over Latin music has been decorated with four Grammys, honorary doctorates, featured roles in television and major pictures, countless worldwide appearances, performances, and an abundance of accolades and honors bestowed on him by his peers and admirers.

Tickets, priced at $40, will be sold before the performance, and funds raised from this event will benefit the St. Francis College Scholarship Fund.

Other events taking place throughout the month include lectures, a high school writing contest for Hispanic students, an Hispanic food festival, business seminars, and a photographic exhibit.

PLACES

"Spanish for Health Care Providers" at Purdue-Calumet

A new course designed to help medical professionals communicate with Spanish-speaking patients is offered this fall semester at Purdue University-Calumet (Ind.).

"Spanish for Health Care Providers" is intended for nurses, medical workers, mental health professionals, family therapists, dental professionals, dieticians, and emergency medical technicians, as well as insurance professionals. It covers basic terminology and focuses on practice in Spanish communication in assessment and intervention settings with patients and their families. General medical history, symptoms, and special individual topics are covered.

Purdue-Calumet Professor of Spanish

Geoffrey Barrow [pictured] says that the school's department of foreign languages and literatures has developed this course to better serve the community, which includes approximately 50,000 Hispanics in the immediate area.

Barrow teaches the course with Kathy Porras, an RN and Purdue-Calumet graduate student.

For course information, contact the Department of Foreign Languages and Literatures at (219) 989-2632.

Nine Try Research Careers at UMass Summer Program

Nine undergraduates at the University of Massachusetts were learning to become researchers during 10-week summer internships sponsored by the Minority Engineering Program and the Women in Engineering Program, both in the University's College of Engineering.

Each student was teamed with a graduate student and a faculty member in his/her discipline. Students were paid for their work, which was guided and overseen by faculty mentors. Students were working on topics ranging from how well people drive, as tested in the campus's driving simulator, to determining impact damage on specific kinds of glass.

Vanessa M. Rivera, [pictured] director of the Minority Engineering Program, said the short-term goal for the program was to provide undergraduate women and minority students with an opportunity to work on a research project with a faculty member, and the longer-term goal was to have some influence in guiding those students toward graduate school and possible careers in college teaching and research.

Another important aspect of the program was teaching students to present their ideas clearly and comfortably, Rivera said.

UTEP's Proposed History Ph.D. Clears 1st Reading

In July, the Texas Higher Education Coordinating Board gave initial approval to the UTEP's proposed doctoral degree in history.

Upon its final approval, which is expected to be granted at the board's October meeting, UTEP will begin recruiting students to enter the program for the Fall 1999 semester. It will be the university's eighth doctoral degree program–seventh to be implemented since 1990.

The proposed Ph.D. program focuses on the history and culture of the U.S.-Mexico border area and requires students to master a language appropriate to their research. While there are many doctoral programs in history that offer specializations in U.S. history or Latin American history, UTEP's program would be the first to specifically address the unique issues related to the varied cultures of the U.S.-Mexico border region.

This addition also would help raise the number of Hispanic Ph.D.s nationwide. Between 1946 and 1990, only 351–1.5 percent–of the 22,700 history Ph.D.s awarded in the United States went to Hispanics. UTEP's student population is 66 percent Hispanic.

SU Helps Kids Navigate the Globe

Whether it was making grass skirts to learn about Hawaii, or learning the Japanese art of origami, a number of Selinsgrove, Pa.- area children experienced the uniqueness of 11 countries in "12 Days Around the World" this past summer.

The elementary and middle school students, residents of Pine Meadows, a low-income housing development in Selinsgrove, learned about the cultures of Hawaii, Pennsylvania, Native America, Great Britain, Spain, Mexico, Germany, China, Japan, South Africa, and Martinique.

The program allowed participants to explore countries and cultures through hands-on learning experiences and interactions with community members of universal backgrounds, according to organizer Angela Kirnon [pictured], a rising sophomore at Susquehanna University and the University's Spanish Service Scholar. Service Scholars work in local community partnerships to address unmet needs.

The program was sponsored by Susquehanna University's Center for Service Learning.

UNM Hosts Traditional Medicine Conference

The "XII International Congress of Traditional & Indigenous Medicine" was held recently on the main campus of the University of New Mexico. The annual conference brings modern healthcare physicians together with practitioners and researchers of indigenous traditional medicines to collaborate, report on the latest research, and examine what works, where, and why.

Special guests of the conference were New Mexican curanderos and Native medicine people including Chenchito, an 80-plus Mexican curandero whose mother was a student of Nino Fidencio, one of Mexico's most famous healers. Abuela, a famous Mexican healer who uses sacred plants in her healings, and four Mayan spiritual healers also attended.

Eliseo Torres, UNM vice president of student affairs, is an expert in curanderismo or folk healing.

According to the World Health Organization, 80 percent of the world's population use indigenous traditional remedies and alternative cures as their primary form of health care due to economic necessity or cultural customs.

Among those who received the Martin de la Cruz Award, given to individuals worldwide who have made significant contributions to the study of natural and indigenous medicine, were Dr. Pedro Angelo Herrera, a Peruvian pharmacologist who studies medicinal properties of Peruvian native plants; Dr. Demetrio Sodi Pallares, one of Mexico's most famous cardiologists, who has developed a therapeutic magnetic treatment to balance the immune system; and Dr. Abel Cruz, a Mexican physician who integrates natural and modern medicines.

NationsBank Creates Scholarship with Grant

NationsBank is reaching out to Hispanic students at the University of Dallas with a five-year, $50,000 grant that will help at least two students continue their education at the university.

Rowland K. Robinson, executive VP for NationsBank, presented Msgr. Milam J. Joseph, university president, with a check for

At right, Rowland K. Robinson, executive vice president of NationsBank, presents University of Dallas President Monsignor Milam J. Joseph with a check for $10,000. The $10,000 will be used to establish a scholarship. The banking giant has pledged a grant totaling $50,000 over the next five years. Pictured with Robinson and Joseph is university sophomore Melanie Saldivar.

$10,000 to be to establish the NationsBank scholarship, which will be presented to two students in the 1999-2000 school year. Students will be chosen according to both academic and need-based criteria. First preference will go to Hispanic students.

Master's in Education Emphasizing ESL at Penn State

The Penn State Lehigh Valley campus is the site of a University of Turabo (Puerto Rico) master's degree program in education that emphasizes ESL.

Offered this fall through a partnership with the University of Turabo, it is the first master's degree in the Lehigh Valley specializing in ESL. Created to support educators' efforts in meeting the needs of students whose first language is not English, it focuses on second-language acquisition, methods of teaching, communication skills, and reading processes.

The degree program targets teachers certified in elementary or secondary education and who have teaching experience.

The first two courses in the degree program are Intercultural Community-Building for Classroom Teachers and Socio-Cultural Aspects of Bilingual Education.

Latino Art at Colby College Museum

An exhibition on the impact of graphic arts on the Latino community has been on display at the Colby College (Maine) Museum of Art.

"A Walk Through the Paper Forest: The Latino Prints and Drawings from El Museo del Barrio" features works on paper from art workshops in Mexico, Puerto Rico, and New York City and explores the body of Latino art. Artists represented include natives of eight Central and South American countries and of the U.S. Among them are Alfredo Zalce and Leopoldo Mendez, whose painting is entitled "Mexico en la Guerra".

The works, mainly prints and posters, often were posted in neighborhoods and were more commonly visible, accessible, and affordable than other traditional forms of fine art. "In many respects," says the show's literature, "the exhibit explores the phenomena of identity, social conscience, and Latino artistic traditions that enrich the cultural life of this country."

The exhibition ends October 16.

FIU Among Best Values in Higher Ed

Florida International University (FIU) is among the top 20 "Best Values" in U.S. higher education, according to a survey in the September issue of *Kiplinger's Personal Finance Magazine*.

Kiplinger's ranked 100 public universities–out of a total 1,813 institutions around the country–using quality and financial criteria such as selectivity, graduation rates, class size, computer and library resources, cost of tuition, and average amount a student must borrow to graduate.

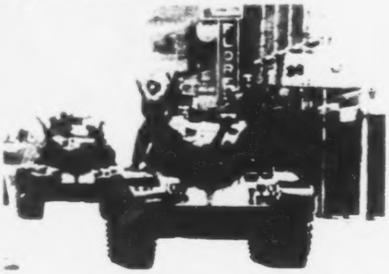
FIU came in at number 18 overall and, in addition, was named one of the "Best Values for Out-of-state Students."

FIU President Modesto A. Maidique cited FIU's high quality and affordability and said that the value of an FIU education to their students' future career successes is no secret to anyone who is familiar with the kind of teaching and the breadth of research being conducted there.

According to the Kiplinger's 1997-98 data, FIU's total in-state costs, including room and board, are $6,924, and $13,578 for out-of-state.

The Battle of Chile Shown at NYU

Chilean filmmaker Patricio Guzman made an appearance recently at the King Juan Carlos I of Spain Center at New York University to introduce a screening of the prize-winning documentary, *The Battle of Chile, Part I*. Afterwards, the filmmaker responded to audience questions.



It was the first U.S. screening of the fully restored video version of the film, distributed by First Run/Icarus Films with new commentary and English-language narration and subtitles.

Winner of the Grand Prize at the 1975 Grenoble and Benalmadena Film Festivals, the film documents in day-to-day detail the slow and seemingly inexorable escalation of right-wing opposition to the democratically elected government of Salvador Allende in 1973. Filmed under the direction of Guzman and four associates, it has been described as an "accusatory elegy," by Pauline Kael in the *New Yorker* and "the major political film of our times" in the *Village Voice*.

The screening was a lead-in to a premier showing of Guzman's new film, *Chile, Obstinate Memory*. *The Battle of Chile, Part II* was also shown.

CSU Offers Diversity M.A.

Cleveland State University, in partnership with The Diversity Institute of Greater Cleveland, is offering a unique program that just began its second year: a Diversity Professional Specialization M.A. degree. The only program of its type in the nation, it is available through the College of Arts and Sciences.

The offering is an intensive, graduate-level program that provides education and training in diversity theory, research, and practice that is rooted in the science of psychology.

Geared to human resource professionals, consultants and trainers, organization change agents, school administrators, community leaders, and law enforcement officials, the program offers adult learners the training needed to manage culturally diverse populations in organizations, schools, and community agencies. Through the program, students will become skilled in assessment and diagnosis of diversity issues, development of interventions, facilitation of diverse work teams, and management of diversity change efforts.

Visiting Artists at Art Institute of Chicago

For the second year, the Visiting Artists Program is continuing, this month, at the School of the Art Institute of Chicago, a series on art and activism with six contemporary artists who discuss the cultural, social, and political reverberations of 19th-century European imperialistic policies on world expansion.

Enrique Chagoya

Scheduled speakers included Ernesto Pujol, an installation artist whose work draws on psychoanalytic and feminist theories as they relate to memory, gender, and colonialism. His work is charged with his personal history of exile and displacement from both his Cuban heritage and sexual identity.

Also on hand was Maria Magdalena Campos-Pons, a multimedia artist from Cuba who currently lives in Boston. Her work revolves around her personal history as an Afro-Cuban woman and employs symbolism taken from Afro-Cuban culture, syncretic religious practices, and Black history.

On October 14, the guest speaker will be Enrique Chagoya, a painter whose work explores the colonization and erasure of indigenous people in Latin America. His work is humorous as well as socially conscious.

Other scheduled speakers are Arjun Appadurai, Skunder Boghossian, and Yinka Shonibare.

Maria Magdalena Campos-Pons

PUBLICATIONS

Salsa: A Taste of Hispanic Culture

by Rafael Falcón

The daily routines, habits, beliefs, and values of the Hispanic culture that create unique human interactions in this society are revealed in this book. Reflected is the reality that the Hispanic world covers a vast geographical area and, as such, is a mosaic of ethnic, religious, and historical backgrounds.

June 1998
192 pgs.
ISBN 0-275-96121-4
$55.00 Cloth
Praeger Publishers
(800) 225-5800

Retratos y Acuarelas (Figuras del Siglo XX) (Ensayos)

by Carlos A. Johnson

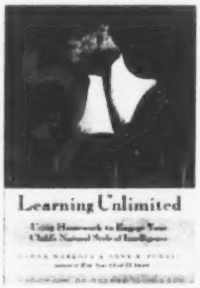
Retratos y Acuarelas
(Figuras del Siglo XX)

Portraits and Watercolors, a book of essays in Spanish about twentieth-century personalities, includes essays on: Martin Luther King, Laurence Olivier, Plácido Domingo, Raúl Wallenberg, José Ortega y Gasset, Paul Robeson, Pelé, Juan Pablo II, Robert Oppenheimer, William Stephenson, Orlirio Fuentes, Bill Clinton, Alberto Fujimori, Martín Adán, and others.

July 1998
96 pgs.
$12.00 Paper
Spanish, Right Away!
(718) 956-3240

Learning Unlimited: Using Homework to Engage Your Child's Natural Style of Intelligence

by Dawna Markova and Anne R. Powell

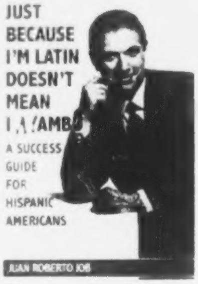

Learning Unlimited
Using Homework to Engage Your Child's Natural Style of Intelligence

This book describes ways to become your childrens' "learning partner" and to help them get organized and manage their time and energy for optimum homework results. It also discusses techniques for understanding and coping with distraction, and for creating the best "study space" in which to foster concentration and expand a young scholar's mental resources.

August 1998
176 pgs.
ISBN 1-57324-116-4
$13.95 Paper
Conari Press
(800) 685-9595

Just Because I'm Latin Doesn't Mean I Mambo: A Success Guide for Hispanic Americans

by Juan Roberto Job

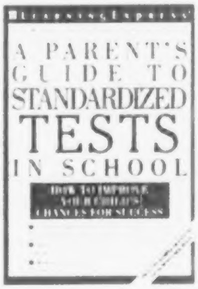

JUST BECAUSE I'M LATIN DOESN'T MEAN I MAMBO
A SUCCESS GUIDE FOR HISPANIC AMERICANS
JUAN ROBERTO JOB

Do you know the real secrets of success? A nationally acclaimed expert on cultural diversity in the workplace, Juan Roberto Job, the son of Mexican immigrants, has spent years working with employees and managers alike. Here he shares inside information that is not taught in business school or found in current business literature. He weaves practical, inspiring advice and proven strategies with a wealth of personal success stories.

March 1998
241 pgs.
ISBN 0-345-41673-2
$22.95 Cloth
One World/Ballantine
(303) 369-5820

A Parent's Guide to Standardized Tests in School

by Peter Cookson, Ph.D., and Joshua Halberstam, Ph.D.


LearningExpress
A PARENT'S GUIDE TO STANDARDIZED TESTS IN SCHOOL
HOW TO IMPROVE YOUR CHILD'S CHANCES FOR SUCCESS

This is the first resource to fully answer the questions that surround standardized testing. It prepares and brings parents closer to the classroom by involving them in the learning process. While it addresses the controversies and issues, the focus is on preparing for the tests and interpreting the scores.

September 1998
214 pgs.
ISBN 1-57685-137-0
$14.95 Paper
Learning Express
(212) 995-2566

Little Red Riding Hood in the Red Light District (Caperucita en la zona roja)

by Manlio Argueta

Manlio Argueta
Little
riding hood
in the light district

This is Argueta's most popular novel in Salvador. The story revolves around the relationship between two young lovers, Alfonso and Hormiga, in a time of political upheaval, evoking characters and themes from the classic fairy tale within the wartime environment of El Salvador and its capital, San Salvador.

October 1998
232 pgs.
ISBN 1-880684-32-2
$19.95 Cloth
Curbstone Press
(860) 423-5110

Wild Animals on the Moon

by Naomi Ayala

ON THE MOON
POEMS BY NAOMI AYALA

In lyrical, original language expressing anger, hope, optimism, and a fierce independence, Naomi Ayala explores being Puerto Rican on the mainland–displaying pride in her culture coupled with the pain of exclusion, vividly describing her encounters with racism and poverty, and the power of love in these difficult circumstances.

Spring 1998
70 pgs.
ISBN 1-880684-44-6
$10.95 Paper
Curbstone Press
(860) 423-5110

VIDEOS

The following video recordings are available from:
FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126 or (609) 275-1400

Spain in the New World

A six-program series including:

The Discovery of America

Based on the journals of Columbus, this program describes in the great explorer's own words the magnificent landscape, the mild climate, the simple and carefree life of the inhabitants, and the role of women in their society. (13 min., color)

Item # FFH 947

The Civilizations of Mexico

Mayas, Toltecs, Zapotecs, Aztecs–the archaeological sites at Monte Albán, Palenque, Uxmal, and Chichen Itza speak of the great civilizations before the Spanish "discovery." (13 min., color)

Item # FFH 948

The Incas

This program describes daily life in the realm of the Incas. It shows the monthly labors and seasonal changes, and recalls the legend of how the Inca Empire was born to explain the landscape, the customs and the sun worship of the civilization centered around Cuzco. (13 min., color)

Item # FFH 949

Conquest of Mexico and Peru

Year One of the Reed–by the Western calendar, 1519–was marked by evil omens in Mexico: a comet seen in broad daylight and the sighting of mountains floating on the Eastern Ocean, and the arrival of men with weapons that burst like thunder and spit out fire. Although they vastly outnumbered the Spaniards, the Indians were no match for the invaders. (13 min., color)

Item # FFH 950

End of a Culture

The search for gold and silver brought European adventurers, explorers, and missionaries to Mexico. European diseases to which the native population had no resistance, and forced labor in the mines, decimated the Indian populations; the treasure houses were looted and their contents–art, history, and religion–melted down for bullion. The pre-Colombian Indian cultures came to an end. (13 min., color)

Item # FFH 951

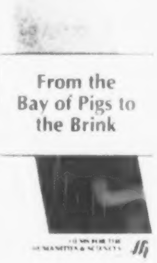
A New World Is Born

Out of the clash between the Old and New Worlds, the universe of the Christian European and the pagan Indian, came a new civilization. The architecture and the organization of life around the central plaza are Spanish; so is the hierarchical social order, which descends according to skin color. At the bottom are the Indians, still unassimilated after 450 years, most still speaking Indian languages, still impoverished. (13 min., color)

Item # FFH 952

Also from FILMS FOR THE HUMANITIES:

From the Bay of Pigs to the Brink



This program covers the events that began with the Bay of Pigs invasion and ended with a blinking contest between John Kennedy and Nikita Khrushchev, the Soviets agreeing to remove their missiles and the U.S. to lift its blockade. (27 min., color)

Item # FFH 2608

Cuba: The Broken Image

CUBA: THE BROKEN IMAGE

This program gathers together the most representative of exiled Cuban filmmakers, who recount their personal experiences of having to abandon their work and start a new life away from their country, culture, and natural environment. (46 min., color)

Item # FFH 5866

Improper Conduct: Castro's Cuba

Written and directed by Academy Award-winning cinematographer Nestor Almendros, this program tells the stories of 28 Cuban exiles, from all walks of life–writers, dancers, painters, doctors, laborers, and students–all victims of their homeland's oppression. Its powerful stories provide a rare personal glimpse into life in Castro's Cuba and the effects of Castro's policies on the Cuban people. (112 min., color)

Item # FFH 6290

Mobilizing the Latino Community: Ernesto J. Cortes, Jr.

In this program with Bill Moyers, Cortes, who has been called "the most effective Latino grassroots organizer in the country today," discusses individual participation in American politics and highlights the importance of agitation, confrontation, and compromise in the discourse of democracy. (60 min., color)

Item # FFH 4984

CONFERENCES

The Minority Student Today: Recruitment, Retention, and Success

October 11-14

By promoting an understanding of fundamental reforms and institutional changes needed in American higher education to eliminate structural barriers, this event seeks to identify opportunities to achieve multicultural and balanced academic programs. Sponsored by the University of South Carolina Division of Regional Campuses & Continuing Education, in cooperation with the University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444; or <Confs@GWM.SC.EDU>. Conference Web site: <http://web.csd.sc.edu/conted/mst.htm>.

100 Years of Transformation: The Caribbean and the United States Since 1898

October 13-15

Conference convened by and to be held at (Department of Latin American and Puerto Rican Studies) Lehman College of City University of New York, in New York City.

Contact: Laird W. Bergad, (718) 960-8280; e-mail, <lwbergad@worldnet.att.net>.

Madness, Illness, and Bodies: The Hispanic Woman Writer and Her Fragmented World

October 15-17

Conference convened by Fundacion Cultural Iberoamerican, in Washington, D.C.

Contact: Gladys Ilarregui, (703) 922-4459; e-mail, <gladys@iberoamerican.org>.

Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color in Higher Education

October 18-20

Symposium convened by University of Minnesota, Radisson Hotel-Metrodome, in Minneapolis.

Contact: (612) 626-7550; e-mail, <fdp@tc.umn.edu>; Web site, <http://www.aamd.umn.edu/symposium/sympos.htm>.

National Preservation Conference

October 20-25

National Trust for Historic Preservation's 52nd national conference, with the theme "The Art of Preservation," convening in Savannah, Georgia. Between 2,000 and 3,000 committed preservationists from around the country are expected to explore the interplay of historic preservation and the arts, and how they shape communities.

Contact: (803) 722-8552. Web site at <www.nthp.org>; e-mail to <soro@nthp.org>.

Study USA - Mexico '98: Forging the Vision

October 21-23

Three-day education fair designed to enable American educational institutions to establish reciprocity agreements with Mexican institutions–leading to the participation by students from Mexico and the U.S. in exchange programs and an enhanced diversity at the involved schools. Co-hosted by the U.S. Trade Center's Department of Commercial Service and Kivo Expositions. In Mexico City.

Contact: Charlotte Adams, (919) 881-7888, or <Kivaexpo@mindspring.com>.

1998 New Jersey Project Fall Conference

October 23

This conference will showcase the work of educators from a variety of disciplines who use literature–novels, short stories, poetry, and other forms–to integrate gender and multicultural content and perspectives into their courses. At The College of Saint Elizabeth, Morristown.

Contact: The NJ Project at (973) 720-2296, or <nj_project@wpc.wilpaterson.edu>. Information also available at the NJ Project Web site: <www.wilpaterson.edu\wpcpages\icip\njp\Index.htm.>.

Second Annual Hispanic Law Conference

November 7

Hosted by the American University Washington College of Law, co-sponsoring with the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia, this 8:30 a.m. to 4:30 p.m. conference features speakers, panels, and roundtables covering the presence and impact of Hispanics in the legal profession, including their roles in the judiciary, academia, politics, and business.

In Washington, D.C.

Contact: Aurora Carmichael, (203) 274-4004 or <deans-office@wcl.american.edu>

Círculo de Cultura Panamericano

November 13-15

The annual convention. Special sessions on Federico García Lorca in the centenary of his birth, the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (N.J.). At the Holiday Inn in Totowa, N.J., and WPU.

Contact: Circulo de Cultura Panamericano, 16 Malvern Place, Verona, NJ 07044-2554.

Outlook Mailbox

LETTER FROM THE EDITORS

The Hispanic Outlook in Higher Education has as its mission engaging in issues that affect all Hispanics in the higher education sector in the United States. We cover news relating to–to mention just a few–affirmative action, bilingual education, technology (e.g., the internet and long-distance education), issues in the various disciplines, success stories and appointments/promotions, government actions, and programs and organizations.

To help us make **your issues** *our issues, we would like to hear from you. If you are a Hispanic faculty member, administrator, trustee, or staff, please let us know what the issues are that are of interest and/or concern to you. If you have a story idea to propose, we want to know about it.*

Mail us your input:
ISSUES Editors
The Hispanic Outlook in Higher Education
210 Route 4 East, Suite 310
Paramus, NJ 07652

Take a few moments, perhaps, to discuss this invitation with your colleagues, your students, your classmates, the members of your board, your fellow staff. Then send us your thoughts. Together, we can give the Hispanic outlook on matters pertaining to higher education an even more inclusive, more exciting voice for all of society to hear.

NATIONAL RESEARCH COUNCIL

Postdoctoral and Senior Research Awards

Opportunities for research in:
Life and Medical Sciences
Space and Planetary Sciences
Earth and Atmospheric Sciences
Engineering, Mathematics & Applied Sciences
Chemistry; Physical Sciences
Also teaching/ research opportunities at the US Military Academy in **Mathematics, Physics & Mechanical Engineering**

- 350 awards for independent research at over 120 laboratories representing nearly all US Government agencies with research facilities
- 12-month awards renewable for up to 3 years maximum
- Annual stipend for recent PhD or MD graduates $30,000 to $50,000 depending upon sponsoring laboratory; stipend appropriately higher for senior researchers
- Support for relocation and professional travel; health insurance program offered
- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:
MAIL: Associateship Programs (TJ 2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418
FAX: (202) 334-2759 **EMAIL:** rap@nas.edu
INTERNET: http://rap.nas.edu/

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin

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ROCKHURST

Kansas City's Jesuit College

Rockhurst College Celebrates Hispanic Heritage Month.

We are committed to fostering a diverse community and to promoting a greater awareness and sensitivity to issues of diversity.

The Hispanic Outlook in Higher Education ranks NJIT 9th in the nation for the number of bachelor's degrees conferred on Hispanics in engineering and engineering technologies.

Congratulations to NJIT's four-student Academic Olympiad team: Rene Yandun, Priya Singh, Omar Rodriguez and Edward Komenda on placing second in the National Science Olympiad conducted during the Hispanic Organization of Students in Technology and the Society of Hispanic Professional Engineers (HOST/SHPE) National Technical and Career Conference in Orlando, Fla.

NJIT
New Jersey Institute of Technology

A Public Research University
323 Dr. Martin Luther King, Jr. Blvd.
University Heights
Newark, NJ 07102-1982
www.njit.edu

NJIT does not discriminate on the basis of sex, sexual orientation, race, handicap, veteran's status, national or ethnic origin or age in the administration of student programs. Campus facilities are accessible to the disabled.

CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25minutes/45 minutes).

Abstracts *must* be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

NOVA SOUTHEASTERN UNIVERSITY

Fischler Graduate School of Education and Human Services

Programs for Higher Education announces

Graduate Administrative Fellowships

The Programs for Higher Education (PHE) at Nova Southeastern University announces two graduate administrative fellowships for the 1999-2000 academic year. PHE offers a field-based EdD degree with specializations in adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education. To be eligible, applicants must hold a master's degree from an accredited institution and enroll, or be enrolled, in one of the five specializations.

RECIPIENTS WILL RECEIVE THE FOLLOWING:

- annual stipend of $20,000 (and appropriate employee benefits)
- tuition waiver
- textbooks and computer support
- all expenses paid for the 1999 Summer Institute
- office space, for the academic year, in the Fischler Graduate School of Education and Human Services building, Nova Southeastern University, North Miami Beach, Florida

THE FELLOWSHIPS HAVE THE FOLLOWING PURPOSES:

- to provide the recipients the opportunity for full-time doctoral study in education in Nova SoutheasternUniversity's innovative field-based program;
- to provide the PHE office with staff and research support through studies and projects of benefit to the program, and to earn academic credit through graduate education.

Applicants for the 1999-2000 positions should send a letter of intent and a resume no later than November 30, 1998. Send materials to:

Dr. Delores M. Smiley
Associate Dean for Cluster Development and Marketing
Fischler Graduate School of Education and Human Services
Programs for Higher Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Visit our Web Site: **www.fcae.nova.edu/phe**

Nova Southeastern University admits students of any race, color, and national or ethnic origin.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097. Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.

GRADUATE
EDUCATION AT
YOUR FINGERTIPS

Walden University offers graduate programs that enable busy adults to pursue an advanced degree without interrupting career and family. Unlike traditional campus-based programs, your classroom is as close as your computer. Through distance delivery, Walden students set their own schedules and work from their own location when it's convenient to them.

Walden University gives working professionals the chance to earn a Ph.D. in Management.
Within the Management Division, specialized study is available in:
- Leadership and Organizational Change • Finance • Operations Research

Graduate programs are also offered in: Education(M.S./Ph.D.); Psychology (M.S./Ph.D.); Health Services (M.S./Ph.D.); and Human Services (M.S./Ph.D.). Some master's programs can be completed entirely online in as little as 18 months. Innovative Ph.D. programs combine technology, faculty mentors and flexible residencies.

Global in reach...Personal in approach...Our student-centered programs have been serving distance learners for 28 years.

E-mail Walden University's Office of Recruitment at **request@waldenu.edu**, visit our Web site at **www.waldenu.edu** or call **1-800-444-6795, ext. 500** for more information.

Walden University

155 Fifth Avenue South
Minneapolis, MN 55401

Walden University is accredited by the North Central Association of Colleges & Schools
30 North LaSalle, Suite 2400 • Chicago, Illinois 60602-2504 • 312/263-0456

TRINITY COLLEGE
Hartford, CT

THE ANN PLATO FELLOWSHIP

The Ann Plato Fellowship, named for a 19th-century African-American poet, essayist, and teacher, supports a minority doctoral student engaged in writing his or her dissertation. The Fellow enjoys faculty status, delivers a formal, public lecture in the fall semester, teaches one course in the spring semester and is expected to become engaged in the Trinity College community. The Fellowship provides a $25,000 stipend, a campus apartment, an office, a computer, and library privileges at consortial colleges and at Hartford-area archives, including the Connecticut Historical Society, the Wadsworth Atheneum, the Mark Twain House, and the Harriet Beecher Stowe House. Appointment is for one academic year with the possibility of renewal to a second academic year.

Applicants should send a letter of interest, curriculum vitae, 10-20 page writing sample, and three letters of recommendation to the **Ann Plato Search Committee, c/o Janet Marotto, Williams 232, Trinity College, Hartford, CT 06106** by December 15,1998. The search committee will appoint the new Fellow by March 15, 1999.

Trinity College is an Equal Opportunity/
Affirmative Action Employer

PRE-DOCTORAL MINORITY FELLOW

LAWRENCE UNIVERSITY invites applications for two pre-doctoral fellowships for minority scholars for the 1999-2000 academic year. A fellow will offer one course in each of two terms and be in residence for all three terms of the academic year. Stipend is $27,500 plus $1,500 for research and travel. Applicants in any fields suitable for a liberal arts undergraduate college must have completed all Ph.D. requirements except dissertation. Preference will be given to minority candidates with U.S. citizenship (African-, Asian-, Hispanic-, or Native-American). Send C.V., a cover letter of introduction, three letters of recommendation (one of which must be from the dissertation adviser), official graduate school transcripts and outline of the dissertation by December 4 to:

Dean of the Faculty, Lawrence University, Appleton, Wisconsin 54912-0599.

MANKATO STATE UNIVERSITY

FOOD AND NUTRITION/DIETETICS FACULTY POSITION

Full-time, tenure track faculty position in Foods & Nutrition/Dietetics beginning August, 1999. Earned doctorate, work experience in foods & nutrition, especially food science and community nutrition, and one degree in food science, food & nutrition, dietetics, public health nutrition, and/or food service management required & RD preferred. Review beginning November 2, 1998 and continuing until position is filled. Send letter of application, vitae, transcripts, names and professional title, addresses, and phone numbers of 3 references to: **Dr. Grace Keir, Chair, Family Consumer Science Department, Mankato State University #44, P.O. 8400, Mankato, MN 56002-8400.** Phone (507) 389-2421, FAX (507) 389-2411, Email: grace.keir@mankato.msus.edu

Mankato State University is an Affirmative Action/
Equal Opportunity University

BEST COPY AVAILABLE

VICE PRESIDENT FOR FACILITIES

Princeton University, known for its architectural history and scenic beauty, seeks a **Vice President** for Facilities to oversee all **aspects** of the University's physical plant, **comprising** 400 maintained acres and **8 million** square feet of building space. **Individual** will direct planning, design, construction, maintenance and local real estate efforts, as well as housing, dining services, building services and conference/visitor support. Candidate will interact with municipal and state boards and regulatory agencies and oversee expenditures of approximately $100 million per annum in operating and capital funds.

Successful candidate will have:

- **Leadership skills and the ability to help create a vision and motivate others to work together to achieve that vision**
- **Management skills and demonstrated experience optimizing the use of diverse human, financial, physical and technological resources of a large organization**
- **Strong communication skills and the ability to create a cohesive senior management team**
- **The ability to work collaboratively with other VPs and Deans**
- **Technical knowledge and skills to manage a program of expansion and renovation**
- **Experience in the management of change and continuous improvement**

The ability to lead and effectively manage a dynamic and challenging organization is absolutely essential. Building on our existing strengths, individual must also respond to a changing external environment and a demanding internal community.

Position requires an undergraduate degree and a minimum of ten years management experience in a complex organization. Additional degrees in engineering or management or professional registration are preferred. Experience in a higher education institution and a management background with both union and non-union employees are desirable.

Salary is commensurate with qualifications and experience. To ensure full consideration, please submit resume by 10/14/98. Interested candidates should forward two copies of a letter of interest and resume to: **Princeton University, Human Resources, Clio Hall-4857-HHE, Princeton University, Princeton, NJ 08544-5264**. We welcome you to visit our Web site at: www.princeton.edu. EEO/AA.

Princeton University

An Equal Opportunity Affirmative Action Employer

The mission of Borough of Manhattan Community College is to prepare students of diverse background for professional careers and to provide the foundation of a liberal education, enabling transfer to senior college. Applications from candidates whose professional experiences further this mission are encouraged to apply.

Full–Time Faculty Position: Spring 1999
Associate Professor, Assistant Professor or Instructor

DIRECTOR/ETHNIC STUDIES The position combines teaching and administrative responsibilities. Reporting to the Vice President of Academic Affairs, the Director coordinates curriculum development and program planning and evaluation in African, African-American, Puerto Rican, Caribbean and Asian Studies and runs Study Abroad Programs. Ph.D. in one of the Social Science disciplines appropriate to the field of Ethnic Studies, teaching exp, and excellent verbal and written communication skills req'd. Research and/or publications, exp in an urban, multi-cultural college environment, facility in relating to the communities served by the college, and administrative exp overseeing areas such as study abroad programs preferred. Knowledge of a second language such as Spanish, French or Chinese helpful. Knowledge of current instructional technologies also an asset. **Vac.# 693**

MATHEMATICS Teach Mathematics courses from developmental math through differential equations. Demonstrated interest in productive scholarship, grantsmanship, service to College and Dept. College-level teaching exp req'd. Exp in one or more of the following desirable: graphing calculators, function plotters or computer algebra systems, computer-based learning, software development, grant proposal writing, curriculum development and/or innovative pedagogy. Doctorate in Mathematics or Mathematics Education req'd for Asst Professor. Master's degree req'd for Instructor. **Vac.# 752**

PSYCHOLOGY Teach a range of courses in Psychology including: Introduction, Social, Developmental, Personality, Child, Abnormal and Psychology of Women. Three (3) yrs college teaching exp req'd. Ph.D. req'd for Asst Professor. MA for Instructor. Ph.D or ABD preferred. **Vac.# 751**

Unless otherwise specified, Doctorate req'd for Asst Professor; Master's degree req'd for Instructor. Evening/Saturday teaching may be req'd. Knowledge of databases and/or instructional technologies an asset.

Salary ranges:	**Associate Professor:**	**$39,003/A - $62,394/A**
	Assistant Professor:	**$29,931/A - $52,213/A**
	Instructor:	**$27,454/A - $44,190/A**

BMCC

Refer to a specific BMCC Vacancy # above & send resume with cover letter **by 10/21/98** to:
Mr. G. Scott Anderson, Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

ALBRIGHT COLLEGE · VERITAS ET JVSTITIA · INSTIT AN MDCCCLVI

ALBRIGHT COLLEGE PRESIDENT

The Board of Trustees, Albright College, invites applicants for the office of President. Founded in 1856, Albright College provides an excellent liberal arts education to over 1,100 students. With a full-time dedicated faculty of 77, the college approaches the new millenium and its own sesquicentennial celebration with a renewed sense of commitment to innovative and distinctive liberal arts education. Building upon its 19th century roots as a church related college, Albright has recently gone through a strategic planning process that has well positioned it for the future. Our new President will be committed to sustaining Albright College's mission and will bring to the position a record of significant accomplishments and demonstrated leadership. The President is expected to have:

- **Ability to lead the entire college within a collegial structure in concert with faculty, administration and students**
- **Ability to communicate persuasively the college's distinctions and mission to diverse groups including prospective students, parents, alumni, volunteers, donors, opinion leaders and the media**
- **Ability to recruit, retain and motivate exceptional administators and faculty**
- **Record of successful senior-level administrative achievement with evidence of experience in planning, fiscal management, recruitment and fundraising**
- **Ability to 'ead administrators and faculty in developing and implementing a first class academic mission that enthusiastically encompasses a wide range of challenges for the future**

The Presidential Search Committee will begin reviewing nominations immediately. Nominations and applications will be accepted until a suitable candidate is obtained.

Inquiries, nominations and applications will be treated confidentially and may be addressed to:
Ronald J. Zera
Senior Director
Spencer Stuart
1717 Main Street, Suite 5600
Dallas, TX 75201
Fax: 214/672-5299
E-mail: rzera@spencerstuart.com
Equal Opportunity/Affirmative Action Employer

ALBRIGHT COLLEGE

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AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

HUMANITIES FACULTY POSITIONS

Agnes Scott College is an independent, liberal arts college for women located in metropolitan Atlanta. With a current enrollment of 800 students from 38 states and 14 foreign countries and a student-teacher ratio of 9:1, Agnes Scott is in the enviable position of expanding its faculty and facilities to meet an expected student enrollment of 1,000 early in the 21st century. Faculty salaries at all levels are in the top quintile of AAUP rankings for baccalaureate institutions. Support for faculty development is generous and includes a one-semester pre-tenure research leave at full pay.

RELIGIOUS STUDIES

The Department of Religious Studies seeks to make a senior appointment to the Wallace M. Alston Chair of Bible and Religion. The successful candidate will have a Ph.D. in the history and thought of Christianity, with strong scholarly credentials in one of its major areas, and will have demonstrated excellence in teaching. Desirable areas include some of the following: contemporary religious thought, religious ethics, sociology of religion, and Biblical studies. The appointment is tenure track and will be made at the level of full professor. We will interview semi-finalists at the AAR/SBL meeting in November. Application deadline: November 2, 1998. Search chair: Dr. Richard D. Parry, Chair, Search Committee for the Wallace M. Alston Professorship.

WOMEN'S STUDIES

The Women's Studies Department invites applications for a tenure-track position in women's studies. Candidates will be able to teach the introductory course in women's studies, a course in feminist theory, and other women's studies courses in the candidate's area of expertise, in addition to being prepared to direct the Program in Women's Studies. The successful candidate will also teach in one of the other liberal arts disciplines taught at the College. Possible disciplines for this affiliation include, but are not limited to, English, anthropology, history, and art history. The appointment will be at the rank of assistant or associate professor. Candidates should have teaching and research experience in women's studies. Application deadline: December 1, 1998. A dossier or three letters of reference should accompany application materials. Search chair: Dr. Katharine Kennedy, Director, Program in Women's Studies, Campus Box 732.

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- All positions begin August 1999.
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 1999.
- To ensure full consideration, applications should be received by the stated deadline.
- Send letter of application, *curriculum vitae*, and names, addresses and telephone numbers of three professional references to search chair listed.

Agnes Scott College
141 East College Avenue
Atlanta/Decatur, GA 30030-3797

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

WWW.AGNESSCOTT.EDU

Associate Professor or Professor & Chief of Dermatology

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School is seeking an Associate Professor or Professor and Chief of Dermatology with Board Certification and academic experience in teaching, administration, patient care and research.

Send c.v. to: **Alice Gottlieb, M.D., Ph.D., UMDNJ-Robert Wood Johnson Medical School, Clinical Research Center, One Robert Wood Johnson Place, P.O. Box 19, New Brunswick, NJ 08903-0019.**

UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey.

UMD
NEW JERSEY

PLATTSBURGH
State University of New York

Plattsburgh State Celebrates Hispanic Heritage Month

For more information contact:
Admissions
Plattsburgh State University
101 Broad Street
Plattsburgh, NY 12901-2681
800-388-6473 • 518-564-2040
Internet: www.plattsburgh.edu
Email: admissions@plattsburgh.edu

THE UNIVERSITY OF UTAH

Experimental Medical Physics/Biophysics

The Physics Department of the University of Utah is seeking highly qualified candidates for a tenure track faculty position at the assistant, associate, or full professor levels in experimental medical physics or biophysics. Research specialties of interest include but are not limited to magnetic resonance imaging (MRI), functional imaging, diagnostic angiography, microcapillary perfusion imaging, NMR microscopy, optical imaging, membranes, neurobiophysics, cell biophysics, motor molecules, protein structure/function. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in physics as well as medical physics or biophysics, depending on the candidate's specialty.

Candidates should submit their curriculum vitae, list of publications, and at least three letters of recommendation by February 15, 1999 to

Medical Physics/Biophysics Search Committee
Department of Physics
115 South 1400 East, Room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

CITIZENS' SCHOLARSHIP FOUNDATION OF AMERICA

Dollars for Scholars® -- Scholarship Management Services™ -- ScholarShop®

Vice President of Development

Citizens' Scholarship Foundation of America (CSFA), America's largest private sector scholarship and educational support organization, announces the search for a qualified candidate to provide leadership in the development efforts of the organization.

CSFA's mission is to expand educational opportunities by involving and assisting the private sector in support of students and in the encouragement of educational opportunities. This mission is carried out through three major programs: Dollars for Scholars®, Scholarship Management Services and ScholarShop.

The successful candidate for the Vice President position will become a member of the Executive Management Team of CSFA and provide strategic and operational leadership to this critically important department. Prior experience in managing strategic fund-raising programs including annual and planned giving, major gifts, grant development, cause related marketing and fund-raising for programmatic support will be critical to the selection of the successful candidate. Attributes of the candidates CSFA seeks are:

- Seven to ten years successful experience in fund-raising, including supervisory roles
- Strong interpersonal skills and ability to work effectively with wide range of constituencies in a diverse community
- Fund-raising experience in the education field
- Ability to travel nationally

Competitive salary and fringe benefit package will be available to the successful candidate. Preferred start date is January 1, 1999. Final application date is October 31, 1998.

All letters of introduction and candidate resumes should be addressed to:

William C. Nelsen, President
Citizens' Scholarship Foundation of America
P.O. Box 297, St. Peter, MN 56082

Affirmative Action/Equal Opportunity Employer

Associate Director for Administration and Finance

Center for the Study of Sports in Society

Under the direction of the Senior Associate Director, oversee and manage the operational and restricted budgets for the Center; plan, measure and evaluate fund disbursements; monitor reporting compliance with regulatory agencies; review and evaluate sub-contractors financial performance reports; direct preparation of financial status reports; provide guidance and development for all Center grant applications. Oversee all aspects of office operations and human resources. Master's degree in business with minimum of 5 years of fiscal management to include accounting, fund accounting, University grant, state, federal reporting (general ledger, payroll, accounts payable, financial statements). Demonstrated ability to manage and supervise employees.

Please send or fax resume to: Jose Masso, 161 Columbus Place, 360 Huntington Avenue, Boston, MA 02115. Fax: (617) 373-4566. Women and Minorities Encouraged to Apply. Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer.

Northeastern University

Peralta Community College District

Dean of Instruction

Merritt College

Reports to the President. Responsible for leadership, direction, general supervision & evaluation of total instructional program. Review of applications begin 11/5/98

Director of International Education Development

District Office

Reports to Vice Chancellor- Educational Services. Provides leadership for District's International Education Program/services & liaison for international students, foreign schools/universities, foreign embassies and exchange. Review of applications begin 11/5/98

Director of Workforce & Economic Development

District Office

Reports to the Vice Chancellor-Educational Services. Provides leadership for District Vocational Education Programs, develops initiatives & partnerships with business, supervises Contract Education Program. Review of applications begin 11/5/98

For information, contact
Peralta Community College District Personnel in Oakland, CA
(510) 466-7297 • www.peralta.cc.ca.us
AA/EOE

DIRECTOR OF AFFIRMATIVE ACTION & COMPLIANCE
(Higher Education Officer)

The director is the college's affirmative action & equal opportunity compliance officer, reporting to the president of Borough of Manhattan Community College/CUNY. The director will implement the City University of New York's affirmative action & equal opportunity policies at BMCC/CUNY & will work with appropriate campus offices to ensure compliance with the relevant city, state & federal statues, including Executive Order 11246, Title VII, Title IX, Section 504 & the Americans With Disability Act. The director will work with senior management in developing & implementing the EEO/AA program including monitoring policies, practices & procedures, developing effective search strategies, networks & recruitment sources & providing the strength & leadership necessary to develop a campus environment that reflects BMCC's commitment to multi-cultural diversity. The director will be responsible for responding to & conducting investigations of complaints of non-compliance, including harassment claims; will also serve as the college's 504/ADA & Title IX coordinator; will manage the appropriate database necessary for report generation & revise the college's Affirmative Action Handbook. The director will act as the educational resource support to the entire college community on matters relating to University, federal, state & city policies & legislation affecting affirmative action & compliance. The director will also serve as the principal campus contact with compliance agencies & the University with respect the these areas. The candidate must have a Baccalaureate degree (Master's preferred) & a minimum of eight (8) yrs of progressively responsible exp in a position of leadership in higher education administration or other relevant areas. A record of success in the EEO/diversity arena, including facilitating the resolution of complaints; demonstrable familiarity with regulatory requirements, laws & guidelines, including OFCCP reviews. PC computer literacy with various desktop applications, excellent oral & written communication skills essential. **Salary $48,414/A - $74,980/A**

Refer to BMCC Vacancy #741 & send resume with cover letter by 10/2/98 to:

BMCC

Mr. G. Scott Anderson, Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

The Media Arts Department of New Jersey City University is conducting a search for a full-time

Professional Service Specialist IV

Position requirements:

Supervisor must have familiarity with both silent and sound 16mm film cameras, NAGRA recorders, lighting hardware. Responsibilities include general maintenance and basic mechanical repair of equipment. Technician's skills at the component level of electronic troubleshooting desirable. Successful candidate will be responsible for the distribution and maintenance of media equipment, as well as coordinating and training student assistants in various audio/video equipment. BA in media production or equivalent is required.

Cut-off date: November 3, 1998

NEW JERSEY CITY UNIVERSITY

Forward resumes to:

James Wallace
203 West Side Ave.
Jersey City, NJ 07305

Equal Opportunity Employer

Western Connecticut State University
www.wcsu.edu

Executive Officer For Information Technology

Responsible for developing and implementing a University-wide information technology strategy based on the academic and administrative needs of Western Connecticut State University. This position is the principal officer for all aspects of information technology including information services, network services, instructional services, computer operators, user support, training services, and telecommunications. This position directs a University staff of 13 or more professional support positions.

Qualifications: Advanced Degree (Ph.D. or Master's) in Computer Science or Information Systems with at least 5 years' experience in Information Technology or Bachelor's degree with 10 years' experience in Information Technology. Considerable knowledge of information systems methods, techniques and equipment; knowledge of the needs of academic and administrative computing; considerable ability in business planning, management reporting, integrating systems and adapting existing and emerging technologies to fulfill academic and administrative needs; ability in providing customer-driven services; ability to use contemporary project planning, project management and project monitoring disciplines, considerable ability in the application of management principles and techniques; ability to lead and motivate; skill in the areas of conflict resolution and consensus building, and vendor management.

Send letter of application, resume, copy of transcript(s), names, addresses and telephone numbers of three work references to: E.O.I.C. Search Committee, Human Resources Department, Western Connecticut State University, 181 White Street, Danbury, CT 06810.

Closing date for applications: October 23, 1998. Anticipated starting date July 1, 1999. Minim[illegible] salary: $81,400 to $95,700, negotiable. Benefit package includes health and dental insurance, choice of defined contribution or defined benefit plan, tuition waiver for employees and dependents, 22 vacation days, 3 personal days, and 12 holidays.

Western is an Affirmative Action/Equal Opportunity Educator/Employer.

WESTERN
CONNECTICUT
STATE UNIVERSITY

ASSOCIATE DIRECTOR OF GRADUATE ADMISSION

Emerson College offers twelve Master's degree programs in the communication arts and sciences. The Associate Director assists in the planning and implementation of marketing strategies to promote the graduate programs, manages the merit aid budget and award process, plans recruiting events, and advises international students on visa issues. Some travel is required. Bachelor's degree required. Master's degree preferred. Previous admissions or marketing experience required, as well as experience with financial management and budgets. Excellent communication and interpersonal skills, combined with the ability to exercise initiative, set priorities, and work independently and collaboratively.

Send cover letter, resume, and names of 3 references to: **Office of Human Resources and Affirmative Action, Emerson College, 100 Beacon Street, Boston, MA 02116.** Emerson College is an Equal Opportunity/Affirmative Action Employer focused on workforce diversity. Visit our web-site: **www.emerson.edu**

EMERSON COLLEGE

GRAND VALLEY STATE UNIVERSITY

ASSISTANT DIRECTOR OF ADMISSIONS - INTERNATIONAL RECRUITMENT
ASSISTANT DIRECTOR OF ADMISSIONS
ADMISSIONS COUNSELOR (2)

Grand Valley State University invites nominations and applications for the following positions. Successful candidates will possess exceptional verbal and written communication skills, strong interpersonal and organizational skills, a commitment to teamwork, and a willingness to work long hours and contribute to the total recruitment effort. Evening and weekend work will be required.

ASSISTANT DIRECTOR OF ADMISSIONS - INTERNATIONAL RECRUITMENT: Bachelor's degree required, master's preferred and at least two years experience in the recruitment of international students. Applicants must have a thorough knowledge of international education systems, evaluation of transcripts from overseas schools, immigration and visa requirements and tests of English language skills. **Responsibilities include,** but are not limited to recommending and implementing a strategic plan to attract international students, originating and maintaining contact with prospective students, travel outside of the United States, reviewing applications, chairing the International Admissions Committee, as well as activities for the recruitment of domestic students. Salary range: $29,000-$36,000.

ASSISTANT DIRECTOR OF ADMISSIONS: Bachelor's degree required, master's preferred, and at least three years of admissions experience. Applicants must have a thorough understanding of demographic, social and economic factors that influence student recruitment and retention. **Major responsibilities include,** but are not limited to the implementation of recruitment strategies to attract highly qualified students, assisting the telecounseling program, liaison with academic departments, analysis of demographic data, application review, interviewing and corresponding with prospective students, travel throughout the Midwest to attend recruitment events and visit high schools and community colleges and other duties as assigned. Salary range: $29,000-$36,000.

ADMISSIONS COUNSELOR (2): Bachelor's degree required and at least one year of general administrative work experience. Admissions experience preferred. **Responsibilities include,** but are not limited to application review, consulting with prospective students, parents and secondary school officials, liaison with academic departments, event coordination, travel throughout the region to attend recruitment events and visit high schools and community colleges, corresponding with prospective students and managing electronic mail. Salary range: $25,000-$29,500.

Grand Valley State University is a comprehensive state supported institution located eight miles west of Grand Rapids, and twelve miles east of Lake Michigan. With a current enrollment of over 16,000 students, the university is positioned both academically and geographically to experience continued enrollment growth.

To apply for any of these positions, please send a letter of application that specifically addresses how skills, education, and experience relate to the position description. Include a resume and a list of three references. Please clearly indicate which position you are applying for. The review process begins immediately and the search will remain open until positions are filled. Send to:

Andrea Marks
Grand Valley State University - Admissions
300 Student Services Building
Allendale, MI 49401

AA/ADA/EOE

CARLETON COLLEGE
NORTHFIELD, MN

Two Positions Available

DIRECTOR OF CAMPUS ACTIVITIES

Carleton College seeks an experienced student life professional to lead and manage an active campus activities program. Major responsibilities include serve as director of a multi-use campus center, implement leadership programs and activities for the campus, advise student organizations, coordinate scheduling and events calendars, and design and implement new student orientation. The position supervises an Associate Director and the coordinator of volunteer programs. Candidates must possess considerable experience and expertise with staff supervision, budget management, program development, and student advising.

Qualifications: a master's degree preferred, at least 3 to 5 years experience in student services, a keen interest in students and an understanding of the residential liberal arts experience. Exceptional organizational skills, a sense of humor and tolerance for ambiguity are desirable.

To apply please send a letter of application, resume, and three letters of recommendation to: Bruce Colwell, Associate Dean of Students, Carleton College, One North College Street, Northfield, MN 55057. **Review of resumes will begin October 15, 1998 and continue until the appointment is made.**

ASSOCIATE DIRECTOR OF RESIDENTIAL LIFE

The Office of Residential Life seeks an energetic residential life professional to fulfill the responsibilities of Associate Director. The responsibilities of the position include: supervision of two area coordinators, seven hall directors and paraprofessional staff; coordination of staff development and training programs, and leadership of the College's special interest house program. In addition, the Associate Director will assist the Director in the overall operation of a residential life program in which 1560 students live in 36 residence halls and small houses.

Qualifications: a master's degree required in appropriate field and four to six year's experience in residential life. This is a twelve-month position with an excellent benefits package. The compensation for this position includes a $30,000 salary, housing provided off campus and seven meals per week in the dining halls when open. Position starting date is January 1999.

To apply please send a letter of application, resume and contact information for three references to Martin Redman, Associate Dean of Students and Director of Residential Life, Carleton College, One North College Street, Northfield, MN 55057. **Applications will be accepted through October 15, 1998.**

Carleton College is a highly selective, coeducational, residential, nonsectarian, liberal arts college with 1,850 students and approximately 200 faculty located 45 miles south of the twin cities of Minneapolis and St. Paul. Students come from all over the continental United States as well as several foreign countries.

We encourage women and minority candidates to apply. Carleton College is an Affirmative Action/Equal Opportunity Employer.

BENTLEY:
THE BUSINESS SCHOOL FOR THE INFORMATION AGE.

At BENTLEY COLLEGE, the focus is on business, people and technology. Nearly 4,000 undergraduate, 1,800 graduate and 3,300 continuing education students learn in an environment that integrates information technology with a broad business and liberal arts curriculum, gaining knowledge, skills and experience for careers in a global economy. Bentley is located in Waltham, Massachusetts, 10 miles west of Boston.

TWO TENURE TRACK POSITIONS BEGINNING FALL 1999

ASSISTANT PROFESSOR OF MANAGEMENT

We currently have 2 tenure track positions available in our Management Department. One is for teaching and scholarship in the area of Strategic Management with a special focus on Information Technology, while the second position is for teaching and scholarship in the general area of Strategic Management.

Candidates for both positions should have completed, or be near completion of, a Doctorate degree and demonstrate a strong commitment to teaching, scholarship, and citizenship in a learning community. Candidates must have an interest and facility in using technology to teach undergraduate and graduate students to conduct scholarly research.

Interested applicants should forward a letter of intention and current resume to: **Dr. Aaron Nurick, Chair of the Management Department, AGC Room 308, Bentley College, 175 Forest Street, Waltham, MA 02452-4705.**

Bentley College is an equal opportunity employer building strength through diversity.

BENTLEY

THE UNIVERSITY OF UTAH

Experimental Condensed Matter Physics

The Physics Department at the University of Utah is seeking highly qualified candidates for an assistant professor tenure track position in experimental condensed matter physics. Research specialties of particular interest include the physics of nanostructures, quantum electronics, optics and acoustics. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to teach undergraduate and graduate courses in Physics.

Candidates should submit their curriculum vitae, list of publications and three letters of recommendation by February 15, 1998 to:

Condensed Matter search Committee
Department of Physics
115 South 1400 East, room 201
University of Utah
Salt Lake City, UT 84112-0830

The University of Utah is an Affirmative Action/Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Tenure-Track Positions

ORGANIC CHEMISTRY

CLASSICAL STUDIES

ECONOMICS

PHYSICS

POLITICAL SCIENCE

SOCIOLOGY/ANTHROPOLOGY

These positions are being listed jointly with the Five Colleges of Ohio. For complete job description, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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RAMAPO COLLEGE OF NEW JERSEY

Ramapo College, a public, barrier-free institution offering Baccalaureate and selected Master's degrees approximately 25 miles from New York City, is committed to global education. On-site child care is available.

THE ANGELICA AND RUSS BERRIE CENTER FOR PERFORMING AND VISUAL ARTS

DIRECTOR

Organize, plan, and direct the overall operation and programming of the newly constructed Berrie Center; supervise Program Assistant and Berrie Center Gallery Director; coordinate and oversee production of performances and exhibitions that reflect the mission of the College and the highest level of artistic excellence; be responsible for relations with outside organizations and cultural centers; develop marketing plan and do successful fundraising and grant writing; teach one course per year in Arts Administration or relevant discipline. Enhance the Berrie Center's identity and reputation through ongoing scholarship or creative activities and development of a strong Internet presence. Required: Master's in Arts Administration or M.F.A., with a minimum of four years experience in arts administration or equivalent. Start: 12/1/98.
Contact: Professor David Freund, School of Contemporary Arts.

GALLERY DIRECTOR

Curate, install and advertise the exhibitions at Ramapo's art galleries in the newly constructed Berrie Center; maintain College's collection; institute and maintain outreach programs; raise funds to enhance gallery's programs; create an environment for art on campus; make appropriate acquisitions for the collection; teach one course per year in relevant discipline. Required: terminal degree in Curatorial Studies, Art History, or equivalent, knowledge of contemporary art and art history, and a minimum of three years experience as Gallery Director or equivalent with curatorial responsibilities. Start: 12/1/98.
Contact: Professor Jay Wholley, School of Contemporary Arts.

THEATER TECHNICAL DIRECTOR

Serve as the primary technician for programming and productions in all performance spaces in the newly constructed Berrie Center; supervise scenery construction and load-in and serve as Master Electrician for the Theater Program and for all Center presentations; maintain facilities and equipment in the performance and support shop spaces; teach two courses per year in technical theater. Required: M.F.A. in Technical Theater or equivalent, and 2 years of professional experience, with skills in electrics, rigging and welding. Start: 12/1/98.
Contact: Professor Rachel Budin, School of Contemporary Arts.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. To request accommodations, call (201) 684-7365. Send application letter, current resume, and the names of three references to designated contact person.

RAMAPO COLLEGE OF NEW JERSEY

RAMAPO COLLEGE OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION

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TEXAS A&M UNIVERSITY KINGSVILLE

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PERFORMING ARTS LIBRARIAN

The Libraries of The Claremont Colleges seek an enthusiastic and energetic Performing Arts Librarian for a full-time, twelve-month appointment, available immediately.

RESPONSIBILITIES: Develops the collections in music (supported by endowment income of over $30,000 per year) with responsibility for dance and theatre as well, in traditional and electronic formats, working closely with faculty. Incumbent manages budgets in assigned areas of expertise; provides reference services at a general reference desk and in Special Collections; participates in library instruction program, including development of research materials and providing classroom instruction. Produces the annual Seymour Concert. Works in a team-oriented library organization by participating in planning, decision making and communication crossing functional lines in an increasingly electronic environment.

QUALIFICATIONS: MLS from ALA-accredited program, academic background in the performing arts with an appropriate advanced degree in music preferred; public service experience; experience in selection of materials and managing a budget preferred; knowledge of reference sources, both print and electronic; familiarity with Special Collections practices desirable; knowledge of html and web design; excellent oral and written communication skills; ability to work independently as well as closely with others; ability to work with a variety of people with varying levels of expertise, including undergraduate and graduate students; a commitment to the performing arts and a lively interest in the arts; ability to work effectively as a team member in a dynamic, rapidly changing environment.

SALARY: $2,649.67 per month for appointment as Assistant Librarian. Salary for appointment at the Associate Librarian or Librarian level dependent on experience and qualifications.

APPLICATION DEADLINE: Applications received by November 15, 1998 will be given first consideration. Applications will be accepted in electronic format.

The Claremont Colleges are located at the foot of the San Gabriel Mountains in the city of Claremont, California (population 36,500), 35 miles east of Los Angeles. This consortium of seven colleges comprises a diverse academic community dedicated to fostering achievement, leadership, and life-long critical thinking. The Libraries participate in the learning and teaching ventures of the Colleges by building collections, establishing links to a global body of knowledge, and providing guidance to a wide range of resources. For additional information about the Libraries of The Claremont Colleges, visit our website: **http://voxlibris.claremont.edu**

Claremont University Center is an equal opportunity employer, committed to providing career opportunities to all people, without regard to race, color, religion, sex, age, national origin or disability.

Send letter of application, full resume, and the names, addresses, telephone numbers and e-mail addresses of at least three references who are knowledgeable about your qualifications to:

Alberta Walker
Associate Director
The Libraries of The Claremont Colleges
Honnold/Mudd Library
800 Dartmouth Avenue
Claremont, CA 91711-3991
Email: **awalker@rocky.claremont.edu**

The Center for HIV/AIDS Educational Studies and Training (CHEST) at New Jersey City University announces openings for the following positions:

Project Director (1, possibly 2 positions available)

The Project Director will be responsible for government funded research studies of HIV seropositive (HIV+) persons. Specific duties will include: a)overseeing community-based recruitment and data collection; b)training and supervision of staff; c)data analysis and intervention evaluation; and d)participating in writing scientific articles and reports related to CHEST projects. Opportunities exist for the Project Director to develop individual projects and s/he will be expected to assist in writing grant proposals to continue funding HIV prevention activities.

Applicants must possess an MA or PhD. in psychology, social sciences, or public health, as well as excellent written and verbal communication skills. Previous qualitative and quantitative research experience, and understanding of statistical software packages (SPSS, SAS) is essential. Applicants must have a high degree of familiarity with and insight into issues involving persons with HIV/AIDS, gay/bisexual men, injecting drug users, HIV prevention activities, and ethical issues related to the protection of human subjects. Previous undergraduate teaching, program development, and community-based training experience is desirable. This position is full-time and will begin as soon as an appropriate candidate is identified. This position is an excellent opportunity for a Post-Doctoral research experience.

Recruitment Coordinator (1, possibly 2 positions available)

The Recruitment Coordinator will be responsible for CHEST recruitment and outreach activities. Community-based recruitment of HIV+MSM will take place at mainstream gay venues, public sex environments, AIDS service organizations, and alcohol treatment facilities. Applicants should be comfortable with these environments. Specific duties will include: a)obtaining access to recruitment locations and maintaining communication with owners/managers; b)training and supervision of recruitment staff; c)monitoring recruitment success through on-site observation, data collection, and analysis; d)participation in writing scientific articles and reports related to CHEST projects; and e)providing assistance to other CHEST research staff. Opportunities exist for the Recruitment Coordinator to develop individual projects and s/he will be expected to assist in writing grant proposals to continue funding HIV prevention activities.

Applicants should possess a BA or MA in one of the social or behavioral sciences or in a relevant public health field. Previous experience can compensate for less education. Applicants should be highly organized and capable of self-management. Previous experience with the New York City gay/lesbian/bisexual community is essential, and previous outreach work with the community is desirable. Applicants must have a high degree of familiarity with and insight into issues involving persons with HIV/AIDS. The position requires flexible scheduling, as the Recruitment Coordinator will spend a considerable amount of time in the field. This position is full-time and will begin as soon as an appropriate candidate is identified.

Administrative Assistant (1, possibly 2 positions available)

The Administrative Assistant will coordinate CHEST administrative and clerical activities, including the financial management of budgets for individual projects. Specific duties include: a)preparing grant budgets and monitoring expenditures; b)working closely with Financial, Purchasing, Human Resources, Payroll, and Facilities departments at New Jersey City University; c)supervising work study students; d)preparing reports and manuscripts for CHEST staff and grant Project Officers; and e)general office management.

Applicants must possess a BA, preferably in one of the social or behavioral sciences. We are seeking a detail-oriented person with excellent organizational, communication, and computer skills. Working knowledge of MSWindows, MSOffice applications, WordPerfect, and spreadsheet programs is essential. A degree of familiarity with and insight into issues involving persons with HIV/AIDS is desirable. This position is full-time and will begin as soon as an appropriate candidate is identified.

Research Associates (several full-time and part-time positions available)

The Research Associates will assist CHEST staff on a variety of research projects. Specific duties include a)field recruitment of potential research participants in gay/lesbian/bisexual community environments; b)conducting interviews with research participants; c)assisting with the implementation of behavioral interventions; d)data entry, management, and analysis; and e)assisting in the preparation of scientific articles and reports related to CHEST projects.

Applicants must possess a BA in one of the social or behavioral sciences or in a relevant public health field. Applicants for the part-time positions should currently be enrolled in a doctoral program. Previous research or outreach experience with the New York City gay/lesbian/bisexual community is desirable. Applicants must have a high degree of familiarity with and insight into issues involving persons with HIV/AIDS. Previous qualitative and quantitative research experience, and understanding of statistical software packages (SPSS, SAS) is essential. The half-time positions and full-time positions can accommodate flexible scheduling, as the Research Assistants will spend a considerable amount of time in the field. It is expected that some of these positions will require Spanish fluency.

Cut-off date: November 3, 1998

For all positions, submit a letter of application (clearly stating which position you are applying for), curriculum vitae or resume, salary requirements, and the names of three references to:

Dr. Jeffrey T. Parsons
CHEST
New Jersey City University
2039 Kennedy Boulevard, Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

NJCU is An Affirmative Action, Equal Opportunity Employer.
We especially welcome and encourage applications from women and minority candidates.

All appointments are dependent upon availability of grant funds.

GEORGIA SOUTHERN
UNIVERSITY

PRESIDENT

The Board of Regents of the University System of Georgia and the Presidential Search and Advisory Committee of Georgia Southern University invite nominations and applications for the position of President. The President is the Chief Executive Officer of the University and reports directly to the Chancellor of the University System of Georgia. The term of the new President will begin on or near July 1, 1999.

Georgia Southern University, with approximately 14,000 students, is the third largest university in the University System of Georgia and the largest institution south of Atlanta. Georgia Southern takes great pride in the high quality of its comprehensive array of academic programs and is committed to the traditional concept of the student-centered residential campus. While fundamentally committed to the undergraduate experience, Georgia Southern offers a variety of nationally accredited master's and professionally-orientated doctoral programs pertinent to the region. Georgia Southern is widely recognized as a leader in the use of distance education to meet the needs of place-bound students in underserved areas of the state. Above all else, Georgia Southern places "teaching first." At the same time, the University expects, recognizes, and rewards excellence in scholarship and service.

Georgia Southern University is located in Statesboro, a city of 30,000 inhabitants (not counting Georgia Southern students), approximately 50 miles northwest of Savannah. Statesboro is a traditional small southern town and offers a delightful, friendly, and supportive community in which the University thrives. It is the shopping destination for a seven-county region. Located on the coastal plain, Statesboro is surrounded by pine forests and some of the state's most productive farmland. Tybee Island, Hilton Head Island, and other coastal communities are just over an hour away. Georgia Southern possesses a variety of unique resources open to both the regional and the University communities: a planetarium, a botanical garden, a university museum, and a raptor/wildlife education center.

A Unique Opportunity

In a system comprising 34 institutions, Georgia Southern is one of only two specially designated Regional Universities. Because this is a recent designation, the role of the Regional University in the state system is still evolving. This evolution offers a window of opportunity for a leader who would enjoy working with the Board of Regents, the campus, and the regional community in creating a unique and productive role, unconstrained by traditional bounds, within one of the country's most innovative educational systems. The University System of Georgia has been nationally recognized for its many achievements, among them the HOPE Scholarship Program, the P-16 Initiative with regional schools, GALILEO (the statewide electronic library), and an average annual faculty/staff salary increase of 6% for the past four years.

Candidates should have a distinguished record of executive level leadership. They should possess a commitment to academic quality, an innovative and collaborative spirit, outstanding communication skills, an interest in University-community relations, an appreciation for diversity, and exemplary moral character.

Applications or letters of nomination should be sent to:

Dr. Luther (Trey) Denton
Chair, Presidential Search and Advisory Committee
Georgia Southern University
P.O. Box 8040, Statesboro, GA 30460

Candidates should submit a resume and/or curriculum vitae and a letter of application describing their relevant experiences, interest in the position, and a statement of educational philosophy. The Committee will continue to accept applications until the position is filled. Applications are encouraged prior to **October 30, 1998**, when screening will begin.

Georgia Southern is utilizing the services of a search firm A.T. Kearney, to support the search (Contact Shelly Weiss Storbeck: telephone 703-739-4613; facsimile 703-518-1782).

Georgia Southern University is an Equal Opportunity/Affirmative Action Institution.

The College of Arts and Humanities at the University of Maryland, College Park invites applications for the following faculty positions to begin in the fall term 1999.

Art: Tenure track Assistant Professor, Digital Media Artist
Application Deadline: December 1, 1998, for best consideration

Art History and Archaeology: Tenured senior Professor in Italian Renaissance Art. **Application** Deadline: December 1, 1998, for best consideration

Asian and East European Languages and Literatures: Tenure track **Assistant** Professor in modern Japanese literature
Application Deadline: Nov. 16, 1998, for best consideration

Communication: 1. Tenure track Assistant Professor in Communication of Social **Influence**. **2.** Tenure track Assistant Professor in Political Discourse
Application Deadline for both positions: October 15, 1998, for best consideration

Dance: Associate Professor to teach movement and theory
Application Deadline: December 4, 1998, for best consideration

English: 1. Tenure track Assistant Professor in Rhetoric and Composition. **2. Tenure track Assistant** Professor or tenured Associate Professor in African-American **Literature**. Application Deadline for both positions: November 15, 1998, for **best consideration**

French and Italian: Tenure track Assistant or tenured Associate Professor of **French spe**cializing in Enlightenment Studies
Application Deadline: November 30, 1998, for best consideration

Germanic Studies: Tenure track Assistant Professor in Second Language **Acquisition** and Cultural Studies
Application Deadline: November 7, 1998, for best consideration

History: 1. Tenure track Assistant Professor of junior Associate Professor in African **History. 2.** Tenured Full or Associate Professor in the history of pre-**Revolutionary** Mexico. Application Deadline for both positions: November 13, **1998, for bes**t consideration

Philosophy: Senior position in Value Theory/Political Philosophy
Application Deadline: December 1, 1998, for best consideration

Spanish and Portuguese: Tenure track Assistant Professor in Second Language **Acquisition**. Application Deadline: November 20, 1998, for best consideration

School of Music: 1. Tenure track Asst. Prof. in Musicology. Application Deadline **Nov. 15, 1998. 2.** Tenured Assoc. Prof. to serve as Associate Director for **Academic** Affairs. Application Deadline: January 15, 1999. **3.** Tenure track **Assistant/te**nure track or tenured Associate Professor of Music Education (**String spe**cialist). Application Deadline: Dec. 1, 1998. **4.** Tenure track **Assistant/te**nure track or tenured Associate Professor of Collaborative Piano. **Application** Deadline: December 1, 1998. All deadlines for best consideration

Theatre: Tenure track Assistant Professor responsible for core instruction for **undergrad**uates. Application Deadline: January 1, 1999, for best consideration

Women's Studies: Tenure track Assistant Professor in Latina Studies. If funds **become av**ailable a senior appointment in Latina Studies might be made instead.
Application Deadline: December 4, 1998, for best consideration

A terminal degree is required for all positions listed above. For more information, or to submit an application, please contact the Search Committee Chair (relevant department), University of Maryland, College Park, Maryland 20742.

The University of Maryland, College Park is strongly committed to the principle of diversity. We are especially interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

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University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instituted Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments, and budgetary planning and oversight.

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and conclude when the successful candidate is identified. Please direct all applications and nominations, including a complete dossier and names of referees to:

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS

The Roy H. Park School of Communications seeks candidates for 2 full-time, tenure-eligible positions beginning August 15, 1999; one in Advertising and one in Public Relations. The successful candidates will teach courses in Advertising and/or Public Relations at all levels of the curriculum. Additional teaching responsibilities may include core courses such as Research Methods, Media Writing, New Telecommunications Technologies, Audience Research, as well as other courses depending on the expertise of the candidate. The candidate will also advise students and may serve on department, school and college committees. Maintenance of a scholarly/professional profile is also required. In addition, there is the opportunity to work with our award-winning AAF NSAC team and PRSSA chapter.

Ph.D. in Advertising or Public Relations, or a related field preferred; Master's Degree required. Significant professional and teaching experience preferred. Commitment to a liberal arts education within a professional program required.

Applicants must send a current vita, statement of interest, including areas of teaching and professional specialization, and three reference letters to: **Karen Armstrong, Attention, Chair, Ad/PR Search Committee, Television - Radio Department, 328 Roy H. Park Hall, Ithaca College, Ithaca, New York 14850-7253. Fax: 607-274-1664.** Screening of applications begins October 5, 1998 and will continue until the positions are filled.

Ithaca College is an equal opportunity/affirmative action employer.

TECHNOLOGY IN EDUCATION
••••••••••••••• PROGRAM DIRECTOR

WestEd, an educational R&D and service organization, seeks skilled, experienced applicants for the position of Program Director for the Technology in Education Program. The director provides oversight of programs and projects related to the development and planning of educational technology programs and information systems and serves as key liaison representing the agency's technology program with federal, state, and regional agencies.

Qualifications: Success in leading a major technology initiative in education and acknowledgement as a leader regionally and nationally in technology in education. Experience working with regional and national technology initiatives. Ability to develop and generate funding opportunities through traditional education funding sources, business or other entrepreneurial approaches. Effective in managing programs with significant budgets and staff.

Send letter of interest (reference #93) and a resume to:

Virginia Besser
Human Resources
WestEd
730 Harrison Street
San Francisco, CA 94107
EOE

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Headquartered in San Francisco, our agency has approximately 300 staff located in 10 offices throughout the nation. To find out more about our work, visit WestEd's Web site www.WestEd.org.

WestEd

SYSTEMS LIBRARIAN

- The University of Massachusetts Boston seeks qualified candidates for the position of Systems Librarian. This position reports to the Head of Systems and works closely with library departments; implements and maintains a newly selected client/server integrated library system; manages the daily operations of ERL database servers and CD-ROM databases; works with the library community of systems-related projects; investigates and implements new technologies that integrate information from different systems into a single user interface; and collaborates on digitization projects for electronic reserves and for archives. The Systems Librarian is responsible for installing and supporting desktop computers (both hardware and software) in public areas, as well as providing technical support for the library staff. Represents Library on committees at the University and regional level. **QUALIFICATIONS:** M.L.S. from an ALA—accredited program or equivalent. Demonstrable knowledge of and experience with client/server integrated library system; experience providing technical support; in-depth of Windows95/NT client protocols and utilities such as TCP/IP, FTP, Telnet, Z39.50 and major administrative software applications. Strong interpersonal, written and oral communications skills essential. Preferred: Previous experience in an academic library environment; experience with LAN's and network operating systems (NT, Unix), SQL-based report writers, digitization systems, HTML and web programming. Additional information can be obtained by contacting Apurva Mehta at apurva.mehta@umb.edu, or by visiting our website at http://www.lib.umb.edu. Minimum salary is $34,000. Application deadline is October 30, 1998. Please send cover letter, curriculum vitae, names, addresses and telephone numbers of three references to: **Office of Human Resources, Search 160-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer.

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183

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

SCIENCES FACULTY POSITIONS

Agnes Scott College is an independent, liberal arts college for women located in metropolitan Atlanta. With a current enrollment of 800 students from 38 states and 14 foreign countries and a student-teacher ratio of 9:1, Agnes Scott is in the enviable position of expanding its faculty and facilities to meet an expected student enrollment of 1,000 early in the 21st century. Faculty salaries at all levels are in the top quintile of AAUP rankings for baccalaureate institutions. Support for faculty development is generous and includes a one-semester pre-tenure research leave at full pay.

The College is expanding its scientific facilities and adding personnel to support new program initiatives in the sciences and mathematics and the development of the Atlanta Science Center for Women—a coordinated academic and career-development program for women in science. Plans include a $40 million renovation and expansion of science spaces including new faculty/student research laboratories, teaching/project laboratories, computer facilities, class and seminar rooms, a planetarium, student learning facilities, and additional support facilities. The successful candidate for each position listed below will participate in this planning process and in equipment acquisition for these facilities.

EUKARYOTIC MOLECULAR BIOLOGIST/GENETICIST

The Department of Biology invites applications for a new tenure-track assistant professor position in molecular biology/genetics with primary focus on eukaryotes. Teaching responsibilities will include courses in molecular genetics, introductory cellular biology and genetics, and a course in the area of specialty. Contributions to advanced courses in relevant portions of cellular physiology/biochemistry and developmental biology are expected. Knowledge of radioisotope applications in molecular biology is desired. The appointee is expected to establish an ongoing research program and to provide research opportunities appropriate for undergraduate participation. Postdoctoral experience is preferred and previous teaching experience is highly desirable. Letter of application should describe teaching interests, teaching philosophy, and scholarly plans. Application deadline: November 2, 1998. Search chair: Dr. Harry Wistrand, Chair, Department of Biology.

ANALYTICAL CHEMISTRY

The Department of Chemistry invites applications for a tenure-track assistant professor position in analytical chemistry. Teaching responsibilities in addition to analytical chemistry will include a physical-analytical lab course, some responsibilities in the introductory chemistry lab or lecture, and possible contributions to the physical chemistry sequence. The successful candidate is expected to contribute to collaborative research with undergraduates and to be aware of new pedagogical trends within the discipline. Agnes Scott's chemistry department offers ACS-approved programs in both chemistry and chemistry with a biochemical emphasis and participates in an interdisciplinary major, Biochemistry and Molecular Biology, with the Biology Department. The department maintains a wide variety of instruments and equipment for both teaching and research including FT-IR, HPLC, GC, AA, UV-vis, ultracentrifuge, and luminescence spectrophotometry. Equipment for advanced synthesis techniques and a full range of biochemical equipment are also available. Application materials should include a statement of teaching philosophy, and a concise description of research plans. Applicants should arrange for 3 letters of recommendation to be sent under separate cover. Application deadline: November 9, 1998. Search chair: Dr. T. Leon Venable, Department of Chemistry.

PSYCHOLOGY

The Department of Psychology invites applications for a tenure-track assistant professor position. A Ph.D. in cognitive psychology is required. Preference will be given to candidates with experimental/developmental psychology background or experience. The successful candidate will be asked to offer a research course in his/her area of specialization. Other teaching responsibilities may include cognitive, developmental, and introductory psychology. Collaborative research experience involving students will be welcome. Application deadline: February 1, 1999. Search chair: Dr. Barbara Blatchley, Department of Psychology.

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- Positions begin August 1999
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 1999
- To ensure full consideration, applications should be received by the stated deadline
- Send letter of application, *curriculum vitae*, and names, addresses and telephone numbers of three professional references to search chair listed

Agnes Scott College
141 East College Avenue
Atlanta/Decatur, GA 30030-3797

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
An Equal Opportunity Employer

WWW.AGNESSCOTT.EDU

UIC

Jane Addams College of Social Work
University of Illinois at Chicago

DIRECTOR OF PHD PROGRAM

Starting date August, 1999. Applicants must have MSW, doctorate in social work or related field, experience teaching at doctoral level and supervising dissertations, and scholarly, service, and teaching record justifying appointment at associate or full professor level. Among substantive areas of interest are planning and management, child and family services, mental health, school social work, and criminal justice. Applicants must have a commitment to college mission of social work practice, research, and policy leadership on behalf of the poor, oppressed, racial and ethnic minorities and other at-risk urban populations. For fullest consideration, apply by November 15, 1998. ***The University of Illinois is an Affirmative Action/Equal Opportunity employer.*** Send letters of application, curriculum vitae and names and addresses of three references to:

Jerry Cates
Associate Dean
Jane Addams College of Social Work (M/C309)
University of Illinois at Chicago
1040 W. Harrison St.
Chicago, Illinois 60607-7134

AFRICAN DIASPORA

The history department of ***Hamilton College*** invites applications for a position, rank open, in the history of the African Diaspora. Candidates must be able to teach introductory courses in African-American history. Secondary fields open. Generous support for travel and research. Position to begin late August 1999. Please send c.v., letter of application, official transcript, and references by December 4 to:

Robert L. Paquette, Chairman, Dept. of History,
Hamilton College, Clinton, NY 13323

Women and minorities encouraged to apply. Hamilton College is an Affirmative Action/Equal Opportunity Employer.

WABASH COLLEGE

, in Crawfordsville, Indiana, seeks a visiting assistant professor for a one-year sabbatical replacement in the Americas, with major teaching fields in Latin American or Spanish Borderlands, Caribbean history, beginning July 1999. Ph.D. preferred. Teaching experience required. Teaching load 3 courses a semester to include all-college interdisciplinary course. Send letter of application, C.V., and three letters of reference to: **Peter Frederick, Chair, History Department, Wabash College, Box 352, Crawfordsville, IN 47933.** Application deadline Dec. 10, 1998. Please indicate if available for interview at Washington AHA meeting.

Wabash College, a liberal arts college for men, encourages applications from women and minorities.
EOE

Faculty Positions

Bloomfield College, a 130-year-old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multiracial, multicultural society. We have the following positions available:

AVAILABLE SPRING 1999

Apply immediately

Full-Time Tenure-Track Faculty Positions

Creative Arts and Technology: Specialist in animation, preferably with experience in both traditional character animation and in 3-D computer animation. Additional expertise in computer graphics, music technology, multimedia, game development and/or curriculum planning a definite plus. Search committee begins meeting Oct. 15; position open till filled. ***Apply to Dr. John Towsen; e-mail applications accepted at john_towsen@bloomfield.edu***

Child Health Nursing/Pediatrics: Master's degree in nursing required; doctorate or doctoral study in progress preferred, NJ RN license required. ***Apply to Dr. Phyllis More***

Part-Time

Medical-Surgical Nursing: Clinical adjuncts. Master's degree in nursing and NJ RN license required. ***Apply to Dr. Carolyn Tuella***

AVAILABLE FALL 1999

Apply by November 20, 1998

Full-Time Tenure-Track Faculty Positions

Economics: Ph.D. in Economics required. ABD with completion in three years considered. Teach introductory through upper-level courses for business degree students. TA or full-time teaching experience highly desirable. ***Apply to Dr. Ellen Powley.***

Public Administration: Ph.D. or ABD in Public Administration with a specialty in Public Policy. Skills/experience in initiating and maintaining relationships with government agencies. Position may entail administering in-service training programs for government employees. The program has a strong multicultural/multiracial component. ***Apply to Dr. Paul Bernstein.***

Mathematics: Assistant Professor. Doctorate in Mathematics or Mathematics Education. Experience with the use of technology in teaching mathematics and the ability to teach a wide selection of courses includintg statistics and geometry. Knowledge of NCTM standards and interest in preparing secondary teachers a plus. ***Apply to Dr. Mike Schiro.***

Medical-Surgical/Adult Health Nursing: Master's degree in nursing required; doctorate or doctoral study in progress preferred, NJ RN license required. ***Apply to Dr. Phyllis More.***

All applications should include CV, three references, and transcript. Send letter and resume to person indicated at:
Bloomfield College, Bloomfield, NJ 07003
www.bloomfield.edu

Bloomfield College

Affirmative Action/Equal Opportunity Employer

Education

BRYN MAWR COLLEGE

OMBUDSMAN

Reporting to the president of the College, the Ombudsman will be responsible for the development and implementation of an ombudsman program to serve all members of the College community. The individual in this newly created part-time position will educate the community about the program; select, train and supervise volunteer mediators; actively engage in problem solving and develop a system by which to measure program results. The successful candidate will possess a minimum of 3 yrs experience in developing and administering programs, supervision and training. An advanced degree, in related field, is preferred. Superior communication skills, knowledge of conflict resolution programs and the ability to serve as an impartial, confidential resource necessary. The review of applications will begin immediately; the appointment is expected to begin in January 1999. For immediate consideration please send cover letter, resume and list of three professional reference to:

Personnel Services, Bryn Mawr College, 101 N. Merion Ave., Bryn Mawr, PA 19010-2899.

EOE M/F

BEST COPY AVAILABLE

Montclair State University • Openings • Fall 1999

Founded in 1908, Montclair State University was awarded university status by the state of New Jersey in 1994. As the second largest university in New Jersey — with approximately 13,500 students, undergraduate and graduate — Montclair State is a comprehensive institution characterized by a cadre of teacher-scholars committed to teaching excellence, program diversity and student access.

Montclair State University is organized into the following colleges and schools: College of Humanities and Social Sciences, College of Science and Mathematics, College of Education and Human Services, School of Business, School of the Arts and the Graduate School. Montclair State awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration and Master of Education, and anticipated applied Doctoral degrees.

All positions Assistant Professor, tenure track, unless otherwise noted and are subject to available funding. *Selected appointments negotiable to higher rank depending on qualifications.

COLLEGE OF EDUCATION AND HUMAN SERVICES

Counseling, Human Development and Educational Leadership. (V-29) Teach courses in graduate programs in counseling. Applicant should be qualified to teach courses in counseling theories/ techniques, group dynamics, multicultural counseling, and addiction studies. Focus will be on school counseling, agency counseling, higher education counseling, and business and industry. Earned doctorate in Counseling, Psychology, Education or related Human Service field. Five (5) years of experience in teaching/counseling.

Educational Foundations–Two positions. *(V-4) Teach graduate courses in a specialization in Philosophy for Children. Areas of specialization include logic, philosophy of mind, philosophy of language, philosophy of science, American philosophy (especially pragmatism), social and political philosophy, and ethics. Earned doctorate with a professional focus in Philosophy for Children. **(V-5)** Methods of Research. Teach graduate courses at Masters and Doctoral level. Emphasis on quantitative research. Knowledge of areas in which the department offers graduate degrees. Teaching experience necessary. Evidence of research and publications. Experience working with doctoral students desirable.

Human Ecology–Two positions. (V-6) Teach undergraduate/ graduate courses in consumer studies, personal and family management, and family/consumer law. Advise students and supervise students in internships and Cooperative Education placements. Doctorate in Consumer Studies or near completion. At least one degree in Home Economics, Human Ecology, or Family and Consumer Studies. **(V-6A)** Teach curriculum/methodology courses in early childhood/elementary education and child development. Teaching experience in an elementary school, teaching certificate and experience with an integrated curriculum and developmentally appropriate practices required.

Health Professions, Physical Education, Recreation and Leisure Studies. (V-7) Generalist within the tourism and hotel management areas. Background in management and marketing oriented skills; ability to teach budgeting, finance, marketing and research. Terminal degree or near completion in leisure service, parks and recreation, travel/tourism, commercial recreation or hospitality.

For a complete job description on these positions, please contact Leslie E. Jenkins, Assistant Dean, College of Education and Human Services.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Anthropology. (V-8) Teach urban anthropology courses with focus on applied anthropology. Areas of specialization are open, and candidates with interests in the cultures of Europe and the United States are encouraged to apply. CAI required.

Classics and General Humanities. (V-3) Teach courses in this University Honors Program in interdisciplinary culture and ideas. Knowledge of Classical Greek desirable. Develop new teaching strategies based on CAI for General Education and for major courses. Knowledge with electronic tools for teaching and research required.

English. (V-9) Teacher scholar to support teacher certification program in English. Teach language literature, and composition courses. Ed.D. or Ph.D. required. Minimum 3 years in grades 6-12 with demonstrated teaching effectiveness with diverse college population. CAI required.

Legal Studies. (V-38) Teach undergraduate and graduate Legal Studies technology courses. J.D. degree with New Jersey Bar admission required. Three years of full-time civil practice experience. Knowledge of microcomputer hardware, application programs, operation systems (Windows 95, UNIX, DOS, VAX), WWW. Tenure track position beginning Spring 1999.

Philosophy and Religion. (V-10) Teach Ethics and Applied Ethics. One year teaching experience with strong commitment to teaching excellence, research and CAI are essential.

Psychology–Four positions. Teach undergraduate and graduate courses. Require Ph.D. or Psy.D. Knowledge of CAI. ***(V-11) Applied/ Clinical Psychology.** Licensed or license eligible to practice psychology. Knowledge of child advocacy, cultural diversity. Spanish desirable. **(V-12) Industrial Organizational.** Teaching and research in I/O. Knowledge of Quantitative Methods and Experimental Psychology. **(V-13) Clinical/Cross-cultural Psychology.** Licensed or license-eligible. Clinical and cross-cultural research required. Spanish required. **(V-14) Clinical/School Psychology.** Licensed or license-eligible to practice psychology. School Psychology Certification preferred. Spanish fluency desirable.

Spanish/Italian–Two positions. (V-15) Coordinate and teach Spanish courses. Background in Hispanic linguistics desirable. CAI expertise required. Ph.D. required. **(V-16)** Teach Spanish courses. Background in Hispanic Linguistics. Interpretation/Translation pedagogy and Portuguese desirable. CAI. and Ph.D. required.

For a complete job description on these positions, please contact Nadine Posner, Assistant Dean, College of Humanities and Social Sciences.

COLLEGE OF SCIENCE AND MATHEMATICS

Biology and Molecular Biology. (V-17) Teach B.S. and M.S. undergraduate courses in genetics and general biology. Develop and maintain active research program in eukaryotic genetics, including pursuit of funding, with undergraduate and M.S. student participation. Teaching excellence required. Send vita, statement of professional goals, and names of three references.

Chemistry and Biochemistry–Three tenure-track positions.

[**Environmental/Analytical Chemistry (V-19), Biochemistry (V-18) and Organic Chemistry (V-20)**]. Ph.D. in Environmental/Analytical Chemistry (with research interests/expertise in Environmental Chemistry to contribute to the development of a doctoral program in Environmental Studies)/Biochemistry/Organic required. Duties involve teaching general/specialty undergraduate and graduate level courses, and established record of successful research and grant activity. Send vita, summary of research plans, and names of three references.

Computer Science. *(V-1) Specialization in software engineering; modern architecture (RISC), Informatics, or Human-Computer Interaction. Experience with object oriented technology including C++ or Java. Ph.D. in Computer Science or closely related field. Establishment of successful research/teaching/grant activity. Send vitae, statement of professional goals, and names of three references.

Mathematical Sciences. Applicants must have a strong commitment to quality teaching at both the undergraduate and graduate level.

(V-2) Teach undergraduate and graduate courses in applied mathematics, financial modeling, actuarial science. Ph.D. in Mathematics or Applied Mathematics required. Send vitae, statement of professional goals, research interests, teaching philosophy and names of three references.

For a complete job description on these positions, please contact Joseph Marina, Assistant Dean, College of Science and Mathematics.

SCHOOL OF THE ARTS

Fine Arts. (V-21) Teach beginning to advanced undergraduate and graduate courses in photography. Advise and mentor students. M.F.A. in Photography, teaching experience at the college/university level preferred. Knowledge of new imaging technology necessary. Send letter and resume (including teaching philosophy, curriculum vitae, slides of work, and student work if applicable).

Music–Two positions. (V-22) Music Education. Instrumental music education specialist to teach undergraduate and graduate courses and supervise student teachers. Additional responsibilities may include directing the jazz ensemble and teaching techniques courses. Other duties depend on the candidate's area of expertise and the instructional needs of the Department. Doctorate needed for tenure. **(V-23)** Choral. Choral conductor and director of choral activities needed to join our other outstanding conductors in building first-rate performing groups. Build strong relations with high school conductors and actively recruit excellent students and have a strong secondary area. Doctoral degree or master's degree and equivalent professional experience.

Speech Communication. (V-24) Teach broad spectrum of undergraduate and graduate theoretical and applied courses in Speech Communication. Ph.D. with a minimum of three years teaching experience.

Theatre and Dance. (V-25) Teach undergraduate introductory and advanced courses in acting, directing, theatre literature/theory, theatre appreciation, and direct Theatre Series seasons. Candidate should also demonstrate ability to teach voice or movement, or graduate courses in theory and performance. Ph.D., D.F.A., or M.F.A. in Theatre, and full-time college teaching experience required.

For a complete job description on these positions, please contact Geoffrey Newman, Dean, School of the Arts.

SCHOOL OF BUSINESS

Accounting. *(V-26) Teach all levels of accounting with specific emphasis on Managerial Accounting. CPA and Ph.D. required. The School of Business offers a Bachelor of Science and a Master of Business Administration degree with a concentration in Accounting. The School is offering a Master of Science degree in Accounting for academic year 1998/1999 that satisfies the 150 hour requirement to sit for the N.J. CPA exam.

Information and Decision Sciences. (V-27) Teach all levels of Quantitative Methods in Business and Management Information Systems in both undergraduate and graduate programs with specific emphasis on business statistics, managerial statistics, operational analysis, management information systems, database management, systems analysis and design, and computer applications. A Ph.D. in Business Administration is required with a major in Business Statistics, Quantitative Methods, Operations Analysis, Management Information Systems, or a related field. Applicants should have a record of publications as well as a strong interest in pursuing meaningful research. Candidates must have a demonstrated commitment to excellence in teaching.

Marketing. (V-28) Teach marketing and advertising at both the undergraduate and graduate levels. A Ph.D. in Business Administration is required with a major in marketing or a related field. Applicants should have a record of publications as well as a strong interest in pursuing meaningful research. Candidates must have a demonstrated commitment to excellence in teaching.

For a complete job description on these positions, please contact Karen Dennis, Assistant Dean, School of Business.

Montclair State University has a long history of commitment to cultural diversity in its programs, faculty and students. To foster this multicultural environment, the University encourages applications from minority group members for its faculty openings. Screening of applications begins immediately and continues until position is filled.

Complete job descriptions will be mailed upon receipt of application.

Send separate letter and resume for each position to:

Montclair State University
Box C316 V-   /HOHE
Upper Montclair, New Jersey 07043

Include c/o name, job title and V-number of position.

An Equal Opportunity/Affirmative Action Institution.

MONTCLAIR
STATE
UNIVERSITY

harrisburg area
community college

COMPUTER SCIENCE/ MATHEMATICS INSTRUCTOR

AVAILABLE JANUARY 1999

Teach lower division courses in computer science and developmental mathematics. Requires a Bachelor's degree in Computer Science and 21 semester credits in mathematics; proficiency in three or more of the following Pascal, C, FORTRAN, JAVA and VISUAL Basic; and a willingness to obtain a related Master's degree within first five years of employment. Full-time, tenure track, 9 1/2 month position. Submit letter of interest and unofficial transcripts to the **Harrisburg Area Community College, Office of Human Resources, PIN 247-8, One HACC Drive, Harrisburg, PA 17110.**

AA/EOE

VICE CHANCELLOR OF HUMAN RESOURCES

THE VENTURA COUNTY
COMMUNITY COLLEGE DISTRICT
Web Address: www.vcccd.cc.ca.us/

The Ventura County Community College District is seeking interested candidates for the position of Vice Chancellor of Human Resources. The Vice Chancellor of Human Resources reports directly to the Chancellor of the District. Under the direction of the Chancellor, the Vice Chancellor of Human Resources serves as the District's chief human resources officer and is directly responsible for personnel management, staff diversity, staff development, risk management and labor relations.

QUALIFICATIONS: Candidates must possess a Master's degree or equivalent from an accredited institution and five (5) or more years of recent experience in personnel services/employer-employee relations or equivalent. **SALARY:** $116,926

APPLICATION PROCESS: For the Search Profile brochure or confidential telephone inquiries about the application process **call Ms. Judi Costales, Liaison to the Search Committee at (805) 384-8312.** All inquiries, nominations and applications will be held in the strictest confidence. For confidential telephone inquiries about the position: **Contact Dr. Al Fernandez at (805) 650-2546; Fax (805) 650-8469; E-mail: alfdfhec@vcol.net.** Applications will be accepted until the position is filled. It is anticipated that the search committee will begin reviewing applications in November, 1998.

The letter of application, resume and list of references should be submitted to: **Dr. Al Fernandez, Search Consultant, Ventura County Community College District, PO Box 7660, Ventura, CA 93006-7660**

VCCCD is an AA/EOE

A COMMUNITY COLLEGE SEARCH SERVICES (CCSS) SEARCH

OAKLAND
COMMUNITY
COLLEGE

DENTAL HYGIENE INSTRUCTOR

Faculty Positions-10 Months

Oakland Community College is currently seeking applications for the position of Dental Hygiene Instructor at the Highland Lakes Campus. Applicants must be willing to teach a diverse student population using a variety of modern teaching technologies.

Minimum Qualifications:

- Master's degree in Allied Health Education or related field preferred; Bachelor's degree accepted with five years recent work experience in the area.
- Must be a Registered Dental Hygienist; Michigan licensure or eligibility for Michigan license.
- Clinical and didactic teaching experience in a dental hygiene educational program.
- Recent private practice experience (minimum of two years); preference will be given to those with experience in a periodontal practice.

Salary range is $37,660-$42,735 based upon experience and education. Excellent Benefits.

Applicants must complete an application form. Requests for applications will be accepted thru 4:30 p.m. on October 16, 1998. Contact the OCC Job Hotline at (248) 540-1579 and refer to 98F06-10339.

OCC is an Affirmative Action/Equal Opportunity Employer.

CAL POLY
POMONA

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicap, marital status, age, religion, or veteran status. The university hires only individuals lawfully authorized to work in the United States.

TENURE-TRACK FACULTY POSITION:

The Chemistry Department at California State Polytechnic University, Pomona seeks candidates for a tenure track physical chemistry position, starting September 1999. **MINIMUM QUALIFICATIONS** are a Ph.D. in Physical Chemistry, Chemical Physics, or closely related field. Preference will be given to applicants with demonstrated research interest in experimental physical chemistry. **RANK AND SALARY** are at the Assistant Professor level. Under exceptional circumstances qualified individuals might be considered for Associate Professor. The successful applicant will be expected to exhibit the potential for: Instruction of freshman chemistry; excellence in teaching physical chemistry lecture and laboratory courses at the junior, senior and M.S.-level, leadership for the department and university community, professional development directed toward enhancement of the experimental physical chemistry program, and responsiveness to the educational equity goals of the university and its increasing ethnic diversity and international character. **APPLICANT SHOULD** submit curriculum vitae, graduate and undergraduate transcripts, a brief statement of their teaching philosophy and research plans, three letters of recommendation and two additional names with phone numbers of references no later than November 25, 1998 to:

Chair
Physical Chemistry Search Committee
Chemistry Department
California State Polytechnic University
3801 West Temple Ave.
Pomona, CA 91768

Administrative Opening

NAPA VALLEY
COLLEGE

A member of the California community college system, ***Napa Valley College*** is dedicated to excellence in education. The college serves more than 10,000 full- and part-time students in credit, non-credit, and community services day and evening programs. Situated on a beautiful 180-acre campus in the heart of Californias wine country, ***Napa Valley College*** is located 50 miles northeast of San Francisco. The college is seeking qualified applicants for the following administrative position

ASSISTANT DEAN, ASSOCIATE DEGREE PROGRAM IN NURSING. Full-time, 12 months/yr. The Assistant Dean is responsible for overall leadership, development, direction, and administration of all aspects of the nursing program. Requires Masters or higher degree which includes course work in nursing, education or administration; min one yr exper in an administrative position as director or assistant director; min two yrs exper teaching in pre or post-licensure program; one yr exper as a registered nurse providing direct patient care; sensitivity to and understanding of community college students from diverse backgrounds with wide ranges of abilities; possess or qualify for license as a registered nurse by the CA Board of Registered Nursing. Initial salary placement $49,296-$61,884 annually (98/99 schedule) commensurate with education and experience. 22 days vacation, 18 paid holidays annually; extensive fringe benefit package. For application packet contact:

Office of Human Resources
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 259-8020 (voice mail)

FILING DEADLINE MONDAY, NOVEMBER 30, 1998.

Napa Valley College is an Equal Employment Opportunity/Affirmative Action Employer. Napa Valley College maintains a drug-free workplace and requires that employees abide by that policy.

DIRECTOR OF ASSESSMENT AND EVALUATION

POSITION DESCRIPTION (Temporary) To lead three major project initiatives for the assessment of undergraduate and graduate education at the Massachusetts Institute of Technology (MIT) under the guidance of the The Center for Advanced Educational Services, and working with the Office of the Dean of Undergraduate Education, and the Dean of Engineering. 50% effort: Will evaluate a large scale experiment employing technology-enabled pedagogy with MIT's Newtonian physics freshman course.
Using streaming video objects, a newly created web-based system will aim to create a "simulated office hour discussion" between student and teacher. The system is hypothesized to be a potentially powerful new learning environment to supplement the more usual teaching methods of freshman physics. 25% effort: Will provide assessment and evaluation expertise for engineering programs using educational technology and assessment mandates of required accrediting organizations (ABET) and government agencies. 25% effort: Will be responsible for the conceptual design and development of assessment tools (including electronic tools) for evaluating programs; developing strategic assessment plans for departments based on needs analysis and educational objectives of individual courses or department curriculum.

REQUIREMENTS: at least five years of experience in the field of assessment and evaluation in an academic setting and a Ph.D. or equivalent, preferably in assessment/evaluation theory or a related topic area. Undergraduate science or engineering background preferred. Knowledge of learning theory and evidence of contribution to the discipline necessary. Familiarity with the range of assessment tools and their appropriate use needed, as are knowledge of statistical methodologies and experience with development and utilization of educational technologies. Excellent communication and interpersonal skills and ability to work with a variety of constituencies important. (This is a two year appointment with the possibility of renewal.)

Send resume and cover letter referencing Job# 98-0484R to:

MIT
Jennifer Walsh
77 Massachusetts Avenue
Rm E19-230
Cambridge, MA 02139

CALVIN
College

VICE PRESIDENT FOR STUDENT LIFE

Calvin College seeks applicants for the office of Vice President for Student Life. The Vice President for Student Life is the leader and chief administrative officer of the Student Life Division. She/he reports to the President and is responsible for the effective functioning of the Student Life division. The Vice President is responsible for the planning, execution, coordination, and evaluation of the goals, programs, policies, and staff members of the Student Life Division.

Calvin College is a Christian college in the Reformed tradition. The candidate must embrace the Reformed tradition of the Christian faith, energetically support the mission of Calvin College, and articulate a coherent vision for Christian student development. The successful candidate will: hold a Master's degree in an appropriate area (doctorate preferred), have expertise in student services and student development, demonstrate a commitment to developing a multicultural community, have experience working with ethnic minorities, and possess proven management and leadership skills.

Candidates should submit a resume, including the names and telephone numbers of three references by November 15 to:

Connie Bellows, Director of Human Resources, Calvin College,
3201 Burton SE, Grand Rapids MI 49546.

Calvin College is an equal employment opportunity employer.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

RESEARCH ASSOCIATE (RE-OPENED SEARCH)
CENTER FOR PUERTO RICAN STUDIES

DUTIES: The Research Associate will be required to focus work in any one of the following areas: (1) Contemporary Cultural, Historical and gender-related Studies of Puerto Ricans in the United States, (2) Political Economy with specific relation to the Puerto Rican labor migration experience, (3) Health, Education, Social Welfare, Criminal Justice and other issues of relevance to Puerto Ricans in mainland communities. The Research Associate's work will contribute to fulfilling the Center's short and long range research agenda goals. He/she will be a full-time member of the Center's Researchers Group.

QUALIFICATIONS: Ph.D. required at time of appointment and demonstrated research ability. Bilingual (Spanish/English language skills) highly recommended and fundraising experience desirable.

SALARY: $25,237 to mid $40K's based on qualifications and experience. Availability: 1/1/99. Non-tenure track position. Employment is from year to year up to a maximum of 2-3 years, depending upon financial availability. No regular teaching responsibilities will be assigned. SEND COVER LETTER AND RESUME TO: **Jose deJesus, Center for Puerto Rican Studies, Hunter College, 695 Park Avenue, New York, NY 10021.**

Hunter College is an Equal Opportunity/AA/ADA Act Employer.
Women and minorities are encouraged to apply for this position.

LOYOLA MARYMOUNT UNIVERSITY

OPENINGS FOR 1999-2000

Loyola Marymount University is currently seeking applicants for the following faculty positions, which will be available in the Fall 1999. All positions listed are tenure track and at the Assistant Professor level unless otherwise noted. Salaries are competitive and commensurate with background and experience.

COLLEGE OF BUSINESS ADMINISTRATION

ACCOUNTING. Work experience in the accounting field and professional certificate are desirable. Teaching is our highest priority with classes at the undergraduate and MBA levels. Our greatest need is in the area of accounting information systems with the capability of teaching a variety of accounting classes. The successful candidate must be willing to engage in scholarship leading to publications in refereed academic and professional journals. A completed doctorate in accounting by Fall 1999 is required. The College is AACSB accredited at both the undergraduate and MBA levels and is housed in the Hilton Center for Business, opened in 1995. Resumes should be sent to **Dr. Alan Cherry, Chair of the Accounting Department, MC-8385.** ***FINANCE/MANAGEMENT INFORMATION SYSTEMS (MIS).*** Teach introductory and advanced courses in computer information systems and technology at both the undergraduate and MBA levels. Prior teaching experience is highly desirable. Applicants are expected to have Ph.D. or equivalent in MIS by Fall 1999 and must be able to demonstrate a strong potential for quality teaching and research. Additional information can be found at **http://www.lmu.edu/colleges/cba/depts/fincis/recruit/**. Send letter of application and curriculum vitae to **Dr. Richard J. Perie, Chair, Department of Finance and Computer Information Systems, MC-8385.**

COLLEGE OF COMMUNICATION AND FINE ARTS

THEATRE ARTS AND DANCE. Teach undergraduate students in scenic, lighting, period styles, production and stage management, as well as design mainstage productions including dance concerts; assist in overseeing selection and supervision of student stage crews and assistant; assist with construction, hanging and focusing lights for mainstage productions; computer literacy (including CAD) a must, preferably on Macintosh. M.F.A. degree required as well as minimum of two years teaching scenic design and construction, lighting design for theatre and dance, sound design at the University Level. Professional training and experience desired. By January 15, 1999 please submit letter of application, resume, transcripts, recommendations, and statement of teaching philosophy to **Dr. Bob Ackley, Chair, Department of Theatre Arts and Dance, MC-8210.**

COLLEGE OF LIBERAL ARTS

ASIAN PACIFIC AMERICAN STUDIES (APAM). APAM is a new program that has offered a minor since Fall 1998, although its history of course offerings dates back to 1992. Position will have primary responsibilities in conducting research and teaching in Asian Pacific American Studies, advising APAM students, as well as administering the Program. The successful candidate is expected to engage in scholarly research leading to publications, teaching experience at the college level, community involvement, leadership potential, and a Ph.D. should be in hand at the time of appointment. Preference will be given to applicants with training and expertise in Asian American studies who conduct social science-based research. By November 16, 1998, please send a statement describing research interests, evidence of effective teaching, and expertise in Asian American studies along with a curriculum vitae, writing sample, and three letters of recommendation to **Dr. Jennifer Abe-Kim, Chair, Search Committee, MC-8405** or contact **jabekim@popmail.lmu.edu** or view internet site at **http://clawww.lmu.edu/departments/APAM/APAM.html**

PHILOSOPHY. AOS: 19TH-20TH CENTURY EUROPEAN AND/OR CLASSICAL AMERICAN. AOC: Strong interest in teaching the core course in Critical Thinking. The department is at the center of a Catholic university whose mission is inspired by the traditions of its sponsoring orders, the Jesuits and the Religious of the Sacred Heart of Mary, serving a diverse student body. Applicants should have an interest in contributing to the broad Catholic tradition of philosophical inquiry. Ph.D. prior to appointment. Send complete Dossier including CV, three confidential letters of recommendation, evidence of teaching effectiveness and a writing sample not to exceed twenty-five pages to **Dr. Elizabeth Murray Morelli, Search Committee Chair, MC-8415.** Complete applications should be received by December 1, 1998. Pre-arranged interviews will be conducted at the meeting of the Eastern Division of the APA in Washington, D.C.

COLLEGE OF SCIENCE AND ENGINEERING

MATHEMATICS. Responsibilities include teaching, advising, maintaining an active program of scholarship, and engaging in university service. Applicants must have a doctoral degree in math or a mathematically related field. No particular area of mathematical specialization is required. Preference will be given to new or recent Ph.D. Send letter of applications, curriculum vitae, statement on teaching philosophy, statement of research plans, and three letters of reference to **Professor David Smith, Hiring Committee, MC-8130.** All applications received by December 1, 1998 will receive full consideration. Applicants who will be attending the Joint Mathematics Meetings in January 1999 are encouraged to indicate this in their letter of applications.

Applications, resumes, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8316
MC-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty housing assistance. **Women and Minorities are strongly encouraged to apply.**

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

UIC

Jane Addams College of Social Work
University of Illinois at Chicago

ASSISTANT PROFESSOR AND ASSOCIATE/FULL PROFESSOR

Tenure-track positions

Starting date August, 1999. All applicants must have MSW, doctorate in social work or a related field, and commitment to college mission of social work practice, research, and policy leadership on behalf of poor, oppressed, racial and ethnic minorities, and other at-risk urban populations. ABDs will be considered if all degree requirements will be completed by August, 1999. Among substantive areas of interest are planning and management, child and family services, mental health, school social work, and criminal justice. Associate/full professor applicants must have teaching, service and research track record justifying appointment at that level. Assistant professor applicants must have clear potential for excellence in teaching, service, and scholarship. For fullest consideration, apply by November 15, 1998. ***The University of Illinois is an Affirmative Action/Equal Opportunity employer.*** Send letters of application, curriculum vitae and names and addresses of three references to:

Jerry Cates
Associate Dean
Jane Addams College of Social Work (M/C309)
University of Illinois at Chicago
1040 W. Harrison St.
Chicago, Illinois 60607-7134

Research Psychology

The Department of Psychology of **GREENVILLE COLLEGE**, tenure track position. Assistant or Associate Professor (ABD considered, Ph.D. preferred). Prior college teaching experience required. Position includes student advising and teaching Experimental Design, Learning, Motivation, and Cognitive Psychology. Marriage and Family Therapy licensure (AAMFT Clinical Member) required. Greenville College is a Christian liberal arts, 50 miles east of St. Louis, Wesleyan heritage, open community of care for persons of all faiths. Greenville College is an equal opportunity employer and highly encourages persons of minority to apply. Salary and benefits commensurate with academic achievement and experience. Send curriculum vita and letters of recommendation to **Jonathan S. Raymond, Ph.D., Senior Vice President for Academic Affairs, Greenville College, P.O. Box 159, Greenville, IL 62246-0159, must be received by November 30, 1998.**

ASSISTANT PROFESSOR OF COMPUTER INFORMATION SYSTEMS (20058)

Candidates must have completed all requirements for a Ph.D. or D.B.A. from a regionally accredited institution or be terminally qualified in a related field.

Applicants should include a resume, a cover letter that addresses their qualifications for the position, and the names, addresses, and phone numbers of three references. This position will be filled as soon as an acceptable candidate is found. Address to: **Chairperson, Computer Information Systems Search and Screen Committee, COBA, University of Northern Colorado, Greeley, Colorado 80639.**

BEST COPY AVAILABLE

ARIZONA STATE UNIVERSITY WEST

DEAN, COLLEGE OF ARTS AND SCIENCES

Arizona State University West, a vital component of ASU's multi-campus vision, serves nearly 5000 junior, senior, and graduate students at its modern, growing campus in northwest Phoenix, one of the country's most vigorous multi-cultural and economic environments. ASU West offers upper-division bachelors and masters degrees programs in the Colleges of Arts and Sciences, Education, Human Services, School of Management and the Division of Collaborative Programs. The campus is accredited by the North Central Association of Colleges and Schools and is dedicated to enhancing the educational, economic, cultural, and social development of the community. Faculty members are expected to integrate teaching, scholarship and service; to collaborate on interdisciplinary projects to establish community partnerships; and to demonstrate a commitment to diversity.

ESSENTIAL FUNCTIONS

Arizona State University West seeks an imaginative and experienced academic leader to guide the College of Arts and Sciences, a vibrant unit comprised of approximately 100 faculty and staff with 17 undergraduate degree programs (six are interdisciplinary) and three certificate programs. As the academic leader and chief administrative officer of the College, the Dean is responsible for all personnel, academic programs, and resources, including budget, curriculum and program development and evaluation, internal and external relationships, and enrollment. The Dean Reports to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research and service.

QUALIFICATIONS REQUIRED

Qualifications for competitive candidates include an earned doctorate or equivalent; a record of scholarship/artistic achievement and teaching excellence appropriate for an appointment with tenure at the rank of professor in the College of Arts and Sciences.

QUALIFICATIONS DESIRED

Preference will be given to candidates with significant and appropriate experience in academic administration; demonstrated effective interpersonal and communication skills; a record of support for cultural diversity; experience in areas such as evaluation of ranked faculty for promotion and tenure; budget management; curriculum and/or program development and assessment; and evidence of ability to work effectively with multiple constituencies on and off campus.

STARTING DATE: July 1, 1999

APPLICATION DEADLINE: October 26, 1998 or each Monday thereafter until position is filled.

APPLICATION PROCEDURE: Applicants should address how they meet the qualifications listed above in their letter of application. Please send letter of application, curriculum vitae, and three names, addresses, and telephone numbers of references to:

Kathy Gunn, Administrative Assistant
Arizona State University West
P.O. Box 37100
Phoenix, AZ 85069-7100
602/543-4520 Fax: 602/543-7012

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences - Greeley, CO 80639

ENDOWED CHAIR POSITIONS

Applicants sought for two endowed chair positions starting August 18, 1999. Both positions are contingent upon adequate funding from the endowment funds and final approval by the Board of Trustees. Applications must include: 1) application letter stating position number and position-relevant qualifications, 2) current vita, 3) the names and addresses of at least 3 reference contacts, and 4) official transcripts. Additional application items may be listed for each position. Review of application materials will begin by the stated deadline and will continue until the position is filled. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site: **http://www.asweb.unco.edu/vacancies.htm**

HANSEN PROFESSOR OF JOURNALISM AND MASS COMMUNICATIONS

(#21886)

One-year term position, potentially renewable for three years maximum. Enhance the quality of journalism education at UNC through quality teaching and career preparation in journalism, providing students the education, skills and career preparation needed by today's journalists. Provide exceptional inspiration and motivation for students. Work directly with and serve the students, through teaching, career advising and mentoring. Teach basic and advanced newswriting courses, and news editing/layout courses. Potentially, teach other JMC courses as appropriate and needed. Potentially, coordinate and supervise internships. Department, college, and university service. Student advising.

REQUIRED: professional experience in journalism, national or regional recognition and reputation as a journalist, ability to use and teach with computerized editing and graphics systems for publication, and computer-assisted reporting, and potential for successful college teaching and supervision/coordination of student publications. Master's degree preferred. Bachelor's considered dependent on experience level.

APPLICATION DEADLINE AND ADDITIONAL MATERIALS: November 9, 1998, 3 letters of recommendation and examples of journalism work. **INQUIRE:** Department of Journalism And Mass Communications **970/351-2726**

ROBERT O. SCHULZE CHAIR IN INTERDISCIPLINARY STUDIES

(#21691)

One-year term position. The Robert O. Schulze Chair will serve as the resident interdisciplinary endowed chair for the College of Arts and Sciences during the 1999-00 academic year.

QUALIFICATIONS AND EXPERIENCE required for the position include a commitment to teaching excellence in the natural sciences, social sciences, and humanities and a record of scholarly contributions to one or more of these fields. We encourage, but do not limit our search to, candidates with interest in cutting across traditional academic boundaries and discussing contemporary social issues. A commitment to enhancing the undergraduate experience through teaching and scholarly activities is desired. Salary for this position will be competitive and commensurate with experience.

The appointee will teach one course per semester and will be expected to engage in conversations and presentations with members of the university and local community. This person will provide local and regional visibility by serving as a teacher-scholar whose work includes multi- or inter-disciplinary scholarship.

APPLICATION DEADLINE AND ADDITIONAL MATERIALS: November 15, 1998, letter of application should include some information about the types of courses the applicant would offer and some description of the applicant's current scholarly project(s). **Inquire:** College of Arts and Sciences **970/351-2707**

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently there are approximately 4,000 undergraduate and 170 graduate majors in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at: **http://www.unco.edu**

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.

SDSU

SAN DIEGO STATE UNIVERSITY is committed to high quality baccalaureate and graduate education to be obtained through excellence in teaching, support for and dissemination of research by students and faculty, and community service. The University seeks to take advantage of the opportunities inherent in an urban setting with a diverse population that borders Mexico and the Pacific Rim. The University has a vision that extends beyond our immediate boundaries and touches the lives of people we aspire to serve. The University seeks faculty who possess the passion generated by the knowledge of their disciplines and who believe that the University is a part of the community in which it resides.

SDSU anticipates administrative and tenure track openings in the following colleges and departments

ARTS & LETTERS (619) 594-5456

American Indian Studies
Applied Social Science
Classics and Humanities
Greek, Latin, Nonlanguage Humanities
Economics
Applied Microeconomics and Econometric skills
English
American Literature before 1860 or American Ethnic Literature
German
Communicative language Teaching
Italian
Communicative Language Teaching
Geography
Environmental Geograph policy or analysis
History
Modern Japanese History (Tokugawa to present)
Linguistics
Chinese Language Pedagogy
Political Science (2)
International Political Economy/Asian; Politics American Government and Public Policy
Religious Studies
Christianity and Culture
Rhetoric and Writing Studies
Technical/Professional Communication
Sociology
Joint with Chicana/Chicano Studies; Family Border Issues
Women's Studies
Joint with Asian Studies: Post-colonial Theory, Asian Women in diaspora

EDUCATION (619) 594-6091

Administration, Rehabilitation and Post Secondary Education (3 positions)
Educational Administration: Qualitative and/or Quantitative Research Expertise
Educational Administration: Educational Law and Finance, Personnel Development and Leadership
Rehabilitation Counseling

Counseling and School Psychology (1 position)
Research Emphasis in Marriage and Family Therapy, School Psychology and Counseling

Policy Status in Language and Cross-Cultural Education (2 positions)
Interdisciplinary Curriculum Development (Science, Math, and/or Social Studies)
Teaching Courses in Literacy and Interdisciplinary Curriculum Development
Special Education (2 positions)
Physical and Health Impairments
Mild/Moderate Disabilities

Teacher Education (8 positions)
Educational Psychology
Language Arts/Reading
Multicultural Education
Secondary Education Curriculum and Instruction
English Language Development
Mathematics Education
Science Education
Social Studies Education

HEALTH & HUMAN SERVICES (619) 594-6151

Communicative Disorders:	Deaf Education
Communicative Disorders:	Speech/Language Sciences
Nursing:	Community Health Nursing
Social Work:	Social Policy/Direct Practice
Social Work:	Mental
Public Health:	Community Health Education
Public Health:	Epidemiology

PROFESSIONAL STUDIES & FINE ARTS (619) 594-5124

Child and Family Development:	Department Chair
Recreation, Parks and Tourism:	Tourism and Hospitality Management

SCIENCES (619) 594-5142

Dean of The College of Sciences	
Geology:	Geological Sciences Education
Mathematical & Computer Sciences:	Biostatistics/Statistics Computational Science Mathematics of Communication
Psychology:	Cognitive Psychology – Experimental Social Psychology Industrial/Organizational Psychology

UNIVERSITY LIBRARY (619) 594-6014

Dean of Library
Health Sciences Librarian
Psychology Reference Librarian

For information regarding these positions, please contact the appropriate department
Search Committee Chair, San Diego State University, San Diego, California 92182.
College phone numbers have been included for your convenience

SDSU is an Equal Opportunity Title IX Employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability.

PLATTSBURGH STATE UNIVERSITY OF NEW YORK

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Plattsburgh State University of New York is seeking an experienced professional to serve as Vice President for Institutional Advancement. The individual will replace a person who is retiring after 38 years of service to the institution. Responsibilities will include leading a group of professionals in a growing and comprehensive advancement program with emphasis on fund raising, external relations, alumni affairs, marketing, strategic planning and budget preparation.

The successful candidate will have demonstrated experience in all aspects of fund raising including annual fund initiatives, capital projects, major and planned gifts and corporate and foundation relationships. Comprehensive knowledge of public relations including publications, media relations and marketing as well as experience with alumni programming is required. Candidates must have a proven record of leadership and experience in supervision and must have excellent oral and written communication skills and a willingness to travel extensively. A Bachelors degree is required, an advanced degree is preferred. Women and minorities are encouraged to apply.

Interested candidates should submit a resume to Henry R. Maly, AST/BRYANT, Inc. 1 Atlantic Street, CT 06901 Fax: (203) 975-7353.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Visit our website, http://www.plattsburgh.edu

TUFTS UNIVERSITY

Associate Directors
DEVELOPMENT

ARTS & SCIENCES

Selected individual will divide time between: (a) the cultivation and solicitation of major capital gifts from alumni, parents and friends on behalf of the College of Arts and Sciences; and (b) the management of the Friends of the Libraries, Friends of the Arts, and various alumni networks. *Job #M98-643*

FACULTY OF ARTS & SCIENCES

Selected individual will be responsible for the cultivation and solicitation of major capital gifts from alumni, parents and friends on behalf of the College of Liberal Arts and Jackson and the Graduate School of Arts and Sciences. *Job #M98-629*

Requirements: Bachelor's degree, with 3-5 years of development or sales experience; excellent interpersonal and communication skills; ability to present complex and abstract ideas clearly; excellent organizational skills; willingness to travel. Knowledge of Windows 95 preferred. Graduate degree and knowledge of planned giving desirable.

Send 2 copies of both resume and cover letter including the Job# to: ***Ray Domingo, Tufts University Human Resources, 169 Holland St., Somerville, MA 02144.*** *Or e-mail resume (Word/WordPerfect) to* ***"cresume@infonet.tufts.edu".***

Tufts offers an excellent benefits package including 3-4 weeks' paid vacation, tuition benefits, and much more. For further details on these and other positions visit our website at http://www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

THE UNIVERSITY OF CHICAGO
COORDINATING COUNCIL FOR MINORITY ISSUES

ASSISTANT CHAIR OF THE COORDINATING COUNCIL FOR MINORITY ISSUES

The Coordinating Council for Minority Issues (CCMI) is an advisory group composed of administrators from various areas on campus. CCMI's mission is to increase minority representation in academia by promoting initiatives to enhance the recruitment, retention, and quality of life for students from underrepresented minority groups. The Chair of CCMI is also Deputy Dean of Students in the University and Assistant to the Provost.

Under the supervision of the Chair of CCMI, the Assistant Chair will perform a number of duties, including but not limited to coordinating CCMI events, counseling and supporting minority student groups, and working on policy issues that directly affect students from underrepresented minority groups.

QUALIFICATIONS:

- Bachelor's degree required, some graduate school preferred
- Excellent communication skills
- Demonstrated commitment to promoting racial and ethnic diversity and social justice
- Proficiency with Apple Macintosh computers, Microsoft Office software, and electronic mail
- Familiarity with Chicago, Hyde Park, and the University preferable
- Strong preference for candidate who is bilingual (Spanish/English) and bicultural

Please send resume to:

Coordinating Council for Minority Issues
The University of Chicago
5801 S. Ellis, Room 230
Chicago, IL 60637
Fax: (773) 702-3048
Please, no phone inquiries.

The University of Chicago is an Affirmative Action/Equal Opportunity employer.

VANDERBILT UNIVERSITY PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The Department of Teaching and Learning of Peabody College at Vanderbilt University invites applications for a tenure-track position in **mathematics education at the assistant professor level** beginning fall 1999. The department seeks an individual with a strong research background or a clear potential for one to actively contribute to research and development efforts in teaching and learning mathematics, mathematics teacher education, and applications of technology to mathematics education. Applicants should have a strong background in mathematics with an earned doctorate in mathematics education or a related field, pre-college teaching experience or its equivalent, a demonstrated commitment to teaching, and the promise of a strong research program. The Peabody environment is one in which collaboration is highly valued and in which there are many opportunities to work with members of other departments, particularly on projects involving technology. Applications are encouraged from researchers who draw on sociology, philosophy, cognitive psychology, or developmental psychology. The successful applicant will teach graduate and undergraduate courses and advise students. Applications will be reviewed beginning January 15, 1999, and will continue until the position is filled. Send letters of interest, no more than two publications (or manuscripts in progress), current vita, and the names of three references to **Pat Thompson, Chair, Mathematics Education Search Committee, Peabody College Box 3300, Vanderbilt University, Nashville, TN 37203.** Prospective applicants are encouraged to visit the Vanderbilt Peabody College website at **http://www.peabody.vanderbilt.edu/peabody/.** Inquiries should be sent to **Pat.Thompson@Vanderbilt.edu.** ***Vanderbilt University is an affirmative action employer with a strong institutional commitment to diversity in all areas.***

UNIVERSITY OF THE SCIENCES IN PHILADELPHIA

Growing university seeks to fill several administrative positions for July 1, 1999. **University of the Sciences in Philadelphia** was founded in 1821 as **Philadelphia College of Pharmacy.** B.S., first professional, M.S., and Ph.D. degrees are offered to more than 2000 students in a wide range of health and basic science programs.

DEAN OF GRADUATE STUDIES AND DIRECTOR OF SPONSORED PROJECTS

Requires Ph.D. in natural science or health-based discipline; at least five years' successful administrative experience; publication and grantsmanship record appropriate for appointment as Professor and member of graduate faculty; excellent interpersonal and leadership skills; ability to plan, vision to maintain Graduate College as effective academic unit. Responsible for leadership and administration of Graduate College; support for faculty and staff seeking external funding; participation as senior executive staff in Academic Affairs.

CHAIR OF HUMANITIES

Requires Ph.D. in a humanities discipline; extensive teaching experience; evidence of excellent administrative skills, preferably at Chair level; evidence of scholarly activity; strong background in and commitment to the liberal arts; understanding of importance of humanities in a non-liberal arts institution; interdisciplinary focus. Responsible for leadership of Department of Humanities including Art, English, Foreign Culture, History, Intellectual Heritage, Ethics, Literature, Foreign Languages, Music, Philosophy; major in Biomedical Writing; substantial components of core curriculum; teaching expected.

CHAIR OF MATHEMATICS, PHYSICS AND COMPUTER SCIENCE

Requires Ph.D. with expertise in areas of mathematics as applied to health care fields, preferably Biostatistics, Biomathematics, or related area; computer science expertise a plus; successful teaching experience; evidence of excellent administrative skills, preferably at Chair level; evidence of scholarly activity; excellent interpersonal skills. Responsible for leadership of multidisciplinary department; development of departmental strategic plan including departmental major; teaching at undergraduate and graduate levels; independent research program.

DIRECTOR OF GRADUATE PROGRAM IN HEALTH POLICY

Requires Ph.D. or equivalent research-based degree in academic discipline; evidence of excellent administrative skills, preferably at Chair level; distinguished record of accomplishment in scholarly publications and grant funding; excellent interpersonal skills; ability to plan future directions; willingness to take risks; ability to build consensus and cooperation across disciplinary boundaries. Responsible for direction and administration of new interdisciplinary health policy program; research and guidance of doctoral students; extramural funding expected within three years.

DIRECTOR OF TEACHING AND LEARNING CENTER

Requires earned doctorate, experience as tenure-track or tenured faculty member; successful experience in college faculty development; knowledge of current theory and practice in college teaching and learning, preferably in clinical as well as classroom and laboratory settings; experience with adult learners; experience with distance learning and successful external grant funding a strong plus. Responsible for assisting faculty individually and in groups with teaching development, curriculum innovation and development, networking and collaborative efforts, and assessment of learning; training graduate student instructors; organizing seminars and workshops; supporting research on teaching and learning; orienting new faculty members; seeking external funding for Center Activities.

Applications for all positions accepted immediately.
Review begins November 1 and continues until appointment is made.
Send curriculum vitae, cover letter, and names of three references to:

Search Committee - GH212A4
University of the Sciences in Philadelphia
600 South Forty-third Street, Philadelphia, PA 19104-4495

University is an Equal Opportunity/Affirmative Action employer with a strong commitment to racial, cultural and ethnic diversity. Nominations of and applications from women and individuals from a broad spectrum of backgrounds are encouraged.

More extensive job descriptions are posted on our web site, www.usip.edu

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TECHNICAL SERVICES LIBRARIAN
Instructor or Assistant Professor

Manage online cataloging/acquisitions operations. Supervise staff of four (4) office asst's and student aides. Communicate with CUNY Central Systems Office concerning online reports, problems, etc. Oversee online acquisitions (pre-order searching, order creation, receipt invoice payment, fund accounting), cataloging (bibliographic record creation, shelflisting, etc.) and processing (stamping, bar-coding, pocketing, covering, bindery orders, in-house repairs.) Perform original cataloging according to national standards using AACR2, LCRI, LCSH, and the LC class schedules. Evening/Saturday schedule may be req'd. Two (2) yrs professional OCLC, or similar system, work exp req'd, preferably in NOTIS environment. Master's degree from ALA accredited program req'd for appt as Instructor, second Master's degree req'd for professorial rank. Knowledge of information technology and managerial skills highly desirable.

Salary:	**Instructor:**	**$27.454/A - $44.190/A**
	Assistant Professor:	**$29.931/A - $52.213/A**

Refer to BMCC Vacancy #731 & send resume with cover letter by 10/21/98 to:

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED NO PHONE CALLS PLEASE

ACADEMIC DIVISION
DEAN

The Community Colleges of Baltimore County invites applicants for these full-time administrative positions as Academic Division Deans for the following divisions:

Cantonsville Campus
- Humanities, Communications, English & Arts
- Nursing, Physical Education, Leisure & Health Studies

Dundalk Campus
- Liberal Arts and Learning Support
- Science, Health & Human Services

Essex Campus
- Allied Health/HPERD
- Science/Mathematics
- Humanities & Arts

The Academic Division Dean is directly responsible to the President and serves as the chief advisor to the President in the administration of the instructional and instructional support areas in the division at the Campus to which assigned. The Dean provides the academic Leadership and policy direction required to achieve the highest standards of excellence in instruction in the learning centered college, with measurable outcomes, for faculty and students. The Academic Division Dean has responsibility for the development, recommendation and evaluation of curriculum and for the quality of teaching and learning. Earned Master's degree required. Preferred: Ten years of full-time teaching experience, at least five of which are at the collegiate level. Five years of supervisory experience. The experiences may be concurrent.

The positions are available immediately with a closing date of 10/16/98.
Candidates may submit a letter of interest, current vita, and the names, addresses, and telephone number of five references to:

CCBC Human Resources Office
ATTN: Thomas Knapp
7200 Sollers Point Rd.
Baltimore, MD 21222
Fax: 410-285-9518
TDD: 410-285-2522

EEO/AA Employer
Women and minorities are encouraged to apply

BEST COPY AVAILABLE

University of Illinois at Urbana-Champaign
Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants with expertise in research design, statistical analysis, and measurement to fill an open rank tenure track position. Candidates will be expected to teach at the undergraduate and graduate levels, advise and direct student research, engage in interdisciplinary research within the Department, and seek extramural funding. There currently exists within Kinesiology an interdisciplinary faculty with interests in Lifespan Physical Activity, Human Performance and Fitness, Disability Disease and Rehabilitation, Human Factors, and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support the interdisciplinary research in physical activity. Further information about the Department of Kinesiology can be found by visiting **http://www.kines.uiuc.edu.** **Qualifications** include an academic background in one of the general areas of Kinesiology or related field. Expertise in latent variable modeling and analysis of developmental growth and change over time desired. A doctorate is required. Teaching and post-doctoral research experience are desirable. Women and minorities are especially encouraged to apply. **Salary** is commensurate with experience and qualifications. To assure full consideration, letter of application, vitae and three letters of recommendation should be submitted by November 13, 1998. The appointment will be effective August 21, 1999. Interviews may be conducted before the closing date, but all applications received by November 13, 1998 will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Edward McAuley
Chair of the Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer

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DEPARTMENT HEAD
English Language and Literature

Eastern Michigan University invites applications for Head of the Department of English Language and Literature. The department of 53 full time faculty and approximately 30 adjunct instructors, offers bachelor's and master's degrees, with concentrations in literature, written communications, journalism, public relations, creative writing, children's literature, and linguistics. EMU is a comprehensive regional institution with 24,000 students, located 5 miles from Ann Arbor and 35 miles from Detroit. The EMU faculty is an AAUP collective bargaining unit. Position requirements:

- Ph.D. or equivalent terminal degree in a field taught in the department
- Record of excellence in teaching and scholarly or creative activity sufficient to warrant appointment as full professor
- Demonstrated commitment to promoting and encouraging undergraduate and graduate instruction, scholarly research, and faculty, staff, and student development
- Evidence of leadership and administrative potential including organizational, budgetary, communication, and planning skills
- Strong interpersonal skills and a commitment to shared governance

We are looking for a person who will work cooperatively with the faculty, which has a long tradition of mutually supportive collegiality among its many disciplines. The faculty edit a critical journal, **The Journal of Narrative Technique**, the literary journal **Sulfur**, and Linguist, the primary clearinghouse for linguistic information on the Web. The National Writing Project funds a site here. We have been highly successful in securing research grants and sabbatical leaves, and in recruiting strong new faculty each year. The Department Head position is a 12-month administrative appointment. The anticipated date of appointment is July 1, 1999. Applicants should submit a resume, a letter of interest, three letters of recommendation, evidence of teaching and administrative ability, a sample of scholarly work, and a statement summarizing administrative philosophy, no later than December 1, 1998. Preliminary interviews will be conducted at the MLA meeting, but other arrangements can be made for candidates who are not attending the conference. Respond to:

Chair, Search Committee
Position APAA9902
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

EMU is an affirmative action/equal opportunity employer.

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

● The University of Massachusetts Boston invites applications and nominations for the position of Provost and Vice Chancellor for Academic Affairs.

UMass Boston is a community of scholars that prides itself on academic excellence, diversity and its commitment to both undergraduate and graduate education. A comprehensive public university serving 12,000 students, UMass Boston was established in 1964 and belongs to the five-campus state university system instituted in 1991.

Today UMass Boston is nationally recognized as a model of excellence for urban universities with rapidly growing research and doctoral programs, major reform and revitalization of the general education program, and great early success in its first ever capital campaign. More than ever, members of the University community are conveners and innovators in the civic affairs of Greater Boston.

The new Provost/Vice Chancellor is expected to play a central role in shaping the university's agenda for the next century. S/he will have the opportunity to:

- Integrate and strengthen the relationships among undergraduate, graduate, and professional programs;
- Further promote the University's commitment to excellence and innovation in teaching and learning, including active investigation of applications of new technologies;
- Lead the faculty in increasing external funding for research and graduate education;
- Ensure that the University remains a premier educational resource for the citizens of Greater Boston by establishing closer links with the community;
- Make several key appointments to the academic leadership team;
- Strengthen the collaboration between academic affairs and student affairs;
- Develop a strategic approach to translating academic priorities into budgetary allocations;
- Continue the accomplishments in achieving and sustaining diversity in all aspects of University life; and
- Actively support the University's fund raising campaign;

The successful candidate will possess the following experiences and personal characteristics:

- An earned doctorate and a record of teaching and scholarship that would justify appointment as a tenured professor;
- A vigorous vision of the future of urban public higher education;
- The ability to establish and cultivate collaborative relationships among a wide and diverse range of constituencies;
- A record of successful administrative leadership, including strategic fiscal management; and
- Sound judgment and keen diplomatic skills.

Please forward nominations and applications to: **Chair, Provost Search Committee, c/o Office of the Chancellor, University of Massachusetts, Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** Please include cover letter, names of three references, and curriculum vitae. The search committee will begin review of applications on 10/1/98. The University of Massachusetts Boston is an Affirmative Action, Equal Opportunity, Title IX employer. Women and persons of color are strongly encouraged to apply. http:\\www.umb.edu.

UMass oston.

The Union Institute

ASSISTANT DEAN

GRADUATE COLLEGE

School of Interdisciplinary Arts and Sciences

The Union Institute seeks an experienced, self-initiating academician to serve as Assistant Dean of the Graduate College, School of Interdisciplinary Arts and Sciences. The Assistant Dean works as a team with the Dean of the School of Interdisciplinary Arts and Sciences and the Dean of Academic Administration to provide administrative facilitation of the academic programs of the Graduate College including the following functions: Reviews admissions applications and represents the Dean on the Admissions Committee; reviews learner documents, including the Learner Agreement, the Program Summary and the Project Demonstrating Excellence (dissertation); makes recommendations concerning Certification and Graduation; reviews draft transcripts and edits final transcripts in cooperation with the Office of the Registrar; reviews requests for emergency leaves and special accommodations under the Americans with Disabilities Act (ADA), and develops annual colloquium schedule and produces annual seminar catalog. Assistant Deans are accorded faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should be a person of integrity and imagination, with a discerning critical mind, empathic character, and a good sense of humor. Expectations include an earned doctorate with a three to five year record of successful teaching, scholarship, and administration. We also seek individuals with a commitment to person-centered graduate education and experience working with adult learners.

The Union Institute is an accredited, independent university offering adult learners the opportunity to design and carry out individualized programs of study across a wide range of academic fields. The Graduate School of Arts and Sciences offers only the Ph.D. It has 36 core faculty, over 1,000 adjunct faculty and 840 learners enrolled in an interdisciplinary doctoral program. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to reside.

Salary is commensurate with experience and qualifications. Please send nominations and applications postmarked no later then December 1, 1998 to:

Assistant Dean Search Committee
School of Interdisciplinary Arts & Sciences
Human Resources Office
The Union Institute
440 E. McMillian Street
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter, which indicates how his/her background and educational philosophy constitute specific preparation and suitability for the position.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

BENTLEY:

THE BUSINESS SCHOOL FOR THE INFORMATION AGE.

Bentley College is located on a picturesque 110-acre campus 10 miles west of downtown Boston and offers primarily business programs through the Undergraduate College, the Graduate School of Business, and the Division of Continuing Education. Approximately 900 B.S. degrees in business-related disciplines and 640 graduate business degrees were conferred in 1998. The College's 196 current full-time faculty members are appointed in 16 departments of business and arts and sciences. Faculty and students are able to take advantage of one of the most comprehensive business offerings in the country while fully enjoying the advantages of a small college community.

Bentley College, The Business School for the Information Age, is developing ground-breaking curriculum for the 21st century. Our faculty are committed to integrating technology into the learning process and course content; making extensive use of information technology professionally; contributing to cross-disciplinary teaching; fostering connections between classroom and broader aspects of students' experiences; and community-building activities. Among the College's new information-age facilities are the recently opened Hughey Center for Financial Services housing a state-of-the-art trading room, and a specialized academic building that will be completed in the year 2000. To complement our curricular and physical growth, the Bentley College Board of Trustees has authorized hiring a large number of new faculty able to contribute significantly to our strategic goals over the next five years.

TRUSTEE PROFESSORSHIP NEW FOR FALL 1999

President Joseph Morone invites nominations and applications for the third Trustee Professorship to be funded by the College. We anticipate that applicants and nominees for this special position currently are Assistant or Associate Professors who, if appointed at Bentley, will enter as an Associate Professor with tenure. The initial term of appointment as a Trustee Professor will be for 5 years and is renewable.

We seek a truly outstanding individual poised to provide leadership into the next century in advancing the use of information technology in both teaching and scholarship. Ideally, your scholarly interests will be cross-functional. The appointment will be in one of Bentley's traditional business (and business-related) departments or programs: Accountancy, Business Communication, Computer Information Systems, Economics, Finance, Law, Management, Mathematical Sciences, Marketing or Taxation. The Trustee Professor must be willing to teach in cross-functional courses and participate extensively in curriculum and program development. The teaching load will be one course per semester. College resources, such as summer grants and graduate assistant support, will be provided.

For best consideration, nominations and applications should be forwarded by November 15, 1998, to: **Dr. H. Lee Schlorff, Vice President for Academic Affairs, Bentley College, 175 Forest Street, Waltham, MA 02154-4705.** Candidates will be considered until the position is filled. We are an equal opportunity employer building strength through diversity and welcome applications from under-represented groups.

BENTLEY

INSTRUCTOR/ASSISTANT PROFESSOR

Health Information Technology

Teach full range of Health Information Technology courses. Evening/Saturday teaching may be req'd. Master's degree + ART or RRA certification + eight (8) yrs teaching or managerial exp in the field req'd for Asst Professor rank. Master's degree required for Instructor. Knowledge & exp with computer software design and applications in health information management req'd.

Salary: **Instructor:** **$27.454/A - $44.190/A**
Assistant Professor: **$29.931/A - $52.213/A**

Refer to BMCC Vacancy #732 & send resume with cover letter by 10/21/98 to:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER. IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

BEST COPY AVAILABLE

GRINNELL COLLEGE FACULTY POSITIONS

Grinnell College solicits applicants for the following positions beginning in August, 1999. Assistant Professor appointments(Ph.D.) preferred. Instructor(ABD) appointments possible in some departments. The normal teaching load is five courses per year. In their letters of application candidates should address their interest in undergraduate teaching and research in a liberal arts environment that emphasizes close faculty-student interaction. To be assured of consideration, applicants should submit their materials by the application date noted below. Send materials to the appropriate search committee chair at Grinnell College, Grinnell, Iowa 50112.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students with students from nearly every state in the United States and the District of Columbia, and 40 other countries. Grinnell College is consistently ranked among the top nationally selective liberal colleges in the United States. Additional information about Grinnell College is available from our web site at <http://www.grinnell.edu>.

FRENCH DEPARTMENT: tenure track position. Ability to teach language, literature and culture at all levels. Must demonstrate excellence in teaching and a strong commitment to scholarship. Native or near-native fluency required. Area of specialization: seventeenth or eighteenth century strongly preferred. In addition, background in Sub-Saharan or Caribbean literature desirable. To be assured of consideration, send letter, resume and dossier by November 16 to Susan Ireland, Chair, French Department.

CHEMISTRY DEPARTMENT: tenure track position in biochemistry at assistant professor level. The appointee will be expected to teach introductory chemistry, biochemistry, and develop courses for our proposed Biological Chemistry major. Additional teaching responsibilities may include organic or physical chemistry depending on the candidate's expertise. A Ph.D. in biochemistry or a related field is required. Laboratory facilities and instrumentation for teaching and research are excellent, and start-up funds are available. To be assured of consideration, send curriculum vitae, undergraduate and graduate transcripts, a statement of teaching interests/philosophy, and a research proposal. Arrange to have three letters of recommendation sent to Lee R. Sharpe, Chair, Department of Chemistry by October 30.

ENGLISH DEPARTMENT: tenure track position for specialist in post-colonial literature; must also cover survey of British literature since 1800 and introductory literature courses. Ph.D. required. Apply with letter and vita by November 6 to Edward M. Moore, Chair, Department of English.

RUSSIAN DEPARTMENT: two leave replacements, one and two years. Teaching competence in Russian language and literature at all undergraduate levels. Ability to teach courses on Tolstoy and/or Dostoevsky in English. Native or near-native fluency in Russian and English. Please send cover letter, resume, and three letters of recommendation by November 16 to Anatoly Vishevsky, Chair, Department of Russian.

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

Grinnell College

Manchester Community-Technical College

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges, serving about 9,000 students at any one time. MCTC is seeking candidates for the following position:

DIRECTOR OF ENROLLMENT SERVICES

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mctc.commnet.edu/per**, or call **(860)647-6153.**

Send letter of intent, resume, transcripts, the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than November 6, 1998.
EOE/AA/M/F

Director of Writing Across The Curriculum

Governors State University

Governors State University (GSU) invites applications and nominations for the position of Director of Writing Across the Curriculum, effective winter 1999. This is an administrative and professional position. The Director is responsible for further development and implementation of the Writing across the Curriculum Program and works closely with the Coordinator of the University Writing Center and the Coordinator of Writing for the English Program.

Qualifications

Ph.D. in English Composition/Rhetoric or related field. The successful candidate should have a minimum of two years experience working in a Writing Across the Curriculum Program and be a highly motivated individual with the ability to provide dynamic leadership for the further development and implementation of the Writing Across the Curriculum Program.

Application and Nomination Procedure

The position is available January, 1999. Review of applications will begin October 30, 1998 and continue until the position is filled. Starting salary range is $65-70K plus an attractive benefits package. Please send an informative letter of interest, a current vita and the names, addresses and telephone numbers of three references to:

Jacquelyn Kilpatrick
Chairperson, Search Committee for
Director of Writing Across the Curriculum
College of Arts and Sciences
Governors State University
University Park, IL 60466

GSU is the only upper-division/graduate university in the state of Illinois offering junior and senior level courses leading to the Bachelor's degree, and graduate level courses leading to the master's degree. Located 35 miles south of Chicago, GSU serves approximately 9,000 students annually in the colleges of Arts and Sciences, Business and Public Administration, Education, and Health Professions. For further information about GSU, see our web site at : **http://www.govst.edu.**

GSU, an affirmative action/equal opportunity employer, is committed to achieving excellence through diversity. The University encourages applications from women and ethnic/racial minorities.

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences - Greeley, CO 80639

FACULTY POSITIONS

Applicants sought for full-time faculty positions starting August 18, 1999. All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. All positions may include teaching assignment in off-campus state- wide programs and/or partnership school activities. All applications must include: 1) application letter stating position number and position-relevant qualifications, 2) current vita, 3) the names and addresses of at least 3 reference contacts, and 4) official transcripts. Additional application items may be listed for each position. Review of application materials will begin by the stated deadline and will continue until the position is filled. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site: http://www.asweb.unco.edu/vacancies.htm

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4,000 undergraduate and 170 graduate majors in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at: http://www.unco.edu

INQUIRE: DEPARTMENT OF ANTHROPOLOGY -970/351-2021-

Assistant/Associate Professor of Anthropology (#20093)

Tenure track position. Ph.D. in anthropology required, along with research and publications. A strong commitment to undergraduate teaching, teacher education, research, and service is required. Demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching nine semester hours per semester of introductory courses in anthropology and advanced undergraduate courses in anthropological archaeology (primarily New World), conducting local archaeological field schools and funded research, and performing department, college, university and community service. ***Application Deadline and Additional Materials: December 1, 1998; no additional materials required.***

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES -970/351-2921-

Lecturer in Human Biology (#20194)

One-year term position, potentially renewable. Earned doctorate in mammalian anatomy/physiology or a related discipline is required. Demonstrated evidence or potential of high quality college teaching and interest in directing undergraduate research preferred. Responsibilities include teaching courses in introductory biology, human anatomy/physiology, and course in area of expertise, and undergraduate advising and other departmental service requirements. ***Application Deadline and Additional Materials: November 9, 1998; statement of teaching philosophy, research experience and plans, contact information for 5-6 references.***

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES -970/351-2921-

Assistant Professor of Biological Sciences (#20198)

Tenure track position. An earned doctorate in biological education, science education, or the biological sciences isrequired. Demonstrated competence in biology, potential for high quality teaching and the potential for excellence in research on the learning and teaching of biology is preferred. Establishing an active research program, obtaining external funding and publishing in scholarly journals are expected. Responsibilities include directing Ph.D. students in research on biology education, MA students in biology research, teaching in area(s) of expertise, undergraduate advising, and other departmental service requirements. ***Application Deadline and Additional Materials: November 9, 1998; statement of teaching philosophy and research interests, and contact information for five to six references.***

INQUIRE: DEPARTMENT OF BIOLOGICAL SCIENCES -970/351-2921-

Assistant/Associate Professor of Biological Education (#20203)

Tenure track position. An earned doctorate in biological education, science education, or the biological sciences is required. Demonstrated competence in biology, a record of high quality teaching, demonstrated excellence in research on the learning and teaching of biology including a record of publication and grant activity is preferred. Establishing an active research program, obtaining external funding and publishing in scholarly journals are expected. Responsibilities include directing Ph.D. students in research on biology education, MA students in biology research, teaching in area(s) of expertise, undergraduate advising, and other departmental service assignments. ***Application Deadline and Additional Materials: November 9, 1998; statement of teaching philosophy and research interests, and contact information for five to six references.***

INQUIRE: DEPARTMENT OF EARTH SCIENCES -970/351-2647-

Lecturer in Earth Sciences (#20221)

One-year term position, potentially renewable. Earned masters or doctorate in the earth sciences (geology, meteorology, oceanography, astronomy) with demonstrated expertise in science education, or earned masters or doctorate in science education with expertise in the earth science. Middle/high-school teaching experience is required. Demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching introductory-level courses in one or more of the earth science disciplines, earth science concepts for elementary teachers, and science education methods. Additional duties will include participation in the teacher education partnership schools program. ***Application Deadline and Additional Materials: December 1, 1998; three letters of reference.***

INQUIRE: DEPARTMENT OF ENGLISH-970/351-2971-

Lecturer in English (#20120)

One-year term position, potentially renewable. Ph.D. from an accredited institution is strongly preferred; ABD considered. Dissertation, publications, or other evidence of preparation in field required; demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching undergraduate and possibly graduate (MA) courses in non-European/North American literature, as well as introductory literature courses and composition, and departmental service assignments. ***Application Deadline and Additional Materials: December 15, 1998; no additional materials.***

INQUIRE: DEPARTMENT OF ENGLISH -970/351-2971-

Assistant Professor of English (#20134)

Tenure track position. Ph.D. from an accredited institution is strongly preferred; ABD considered. Dissertation, publications, or other evidence of preparation in folklore and American literature is required; demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include teaching undergraduate and graduate (MA) courses in American literature and folklore, as well as introductory literature classes and composition, departmental service assignments and scholarship. ***Application Deadline and Additional Materials: December 15, 1998; no additional materials.***

INQUIRE: DEPARTMENT OF GEOGRAPHY-970/351-2715-

Assistant Professor of Geography (#20160)

Tenure track position. Doctorate in geography from an accredited institution is required. Responsibilities include introductory and advanced courses in cartography and geographic information systems, introductory courses in world geography or U.S. and Canada, professional scholarship activity, and service. The ability to teach an advanced regional course is a plus. ***Application Deadline and Additional Materials: January 8, 1998; 3 letters of recommendation.***

INQUIRE: DEPARTMENT OF HISPANIC STUDIES -970/351-2811-

Assistant Professor of Spanish (#21785)

Tenure track position. Ph.D. in Spanish with emphasis in language acquisition theory and pedagogy is strongly preferred; ABD considered. Native or near-native fluency in Spanish, and demonstrated potential for excellence in teaching and research are required. Experience and expertise in teacher training programs in Spanish, and knowledge and/or experience with technology in foreign language teaching are desirable. Responsibilities include teaching Spanish language courses at all levels, advising and supervising student teachers, research, and departmental service assignments. ***Application Deadline and Additional Materials: December 1, 1998; 3 letters of recommendation.***

INQUIRE: DEPARTMENT OF HISTORY -970/351-2905-

Lecturer in History (#20168)

One-year term position, potentially renewable. Ph.D. in American history with an emphasis in Post-1850 American political, social and labor history is preferred; ABD considered. Secondary field in either Pacific Rim or Asian American history is preferred. Demonstrated teaching excellence or potential for teaching excellence is required. Responsibilities include introductory surveys in American history; undergraduate courses in 19-century American history, and Pacific Rim or Asian American history, advising, research and departmental service assignments. ***Application Deadline and Additional Materials: November 15, 1998; 3 letters of recommendation.***

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INQUIRE: JOURNALISM AND MASS COMMUNICATIONS

970/351-2726

Assistant Professor of Journalism and Mass Communications (#20256)

Tenure track position. Ph.D. in journalism, mass communications, or area directly and primarily focused on mass media is required. Successful teaching, or the clear potential for successful teaching, in video and radio production at the college/university level; professional experience in video production; competency in the use of computerized editing and graphics systems for video production; the ability to teach a wide range of media courses; and record of, or clear potential for, scholarly research or successful grant activity are also required. Experience supervising/coordinating student cable television production highly preferred. Responsibilities include teaching video production courses, radio production courses, potentially newswriting and broadcast newswriting courses, work with student cable television productions, departmental service assignments, student advising, scholarly research and publication. ***Application Deadline and Additional Materials: November 9, 1998; 3 letters of recommendation.***

INQUIRE: DEPARTMENT OF POLITICAL SCIENCE -970/351-2058-

Lecturer in Political Science (#20173)

One-year term position, potentially renewable. Ph.D. in political science is required. Specialization in western political philosophy is preferred and another area of specialization in political theory, including American political philosophy, is desirable. Responsibilities include a two-semester survey of Western political philosophy, as well as a course in American political philosophy and introductory American politics, departmental service assignments and/or scholarly activities. ***Application Deadline and Additional Materials: December 15, 1998; 3 letters of recommendation, evidence of teaching excellence or potential, and samples of written scholarly work.***

INQUIRE: DEPARTMENT OF POLITICAL SCIENCE -970/351-2058- or WOMEN'S STUDIES PROGRAM -970/351-22607-

Assistant Professor of Political Science and Women's Studies (#21887)

Tenure track position. Ph.D. in political science or women's studies with background and preparation suitable to both areas required. The ability to teach courses in women's studies with an emphasis in feminist theory and feminist legal studies and a specialization in American politics or international politics or comparative politics is [illegible] Responsibilities include teaching three courses per semester, divided between the two programs, departmental service assignments and scholarly activities. ***Application Deadline and Additional Materials: December 15, 1998; 3 letters of recommendation, evidence of teaching excellence or potential, and samples of written scholarly work.***

INQUIRE: DEPARTMENT OF SOCIOLOGY -970/351-2315-

Lecturer in Sociology (#20104)

One-year term position, potentially renewable. Ph.D. in Sociology or highly related area with extensive graduate coursework in sociology is required. Demonstrated ability to teach effectively in a broad range of courses in at least two of the emphasis areas of criminal justice, family studies, sociology of education, and social issues is required. University level teaching and strong research or service experience are preferred. Responsibilities include teaching 12 equated hours and 3 hours of research or departmental service assignments. ***Application Deadline and Additional Materials: November 15, 1998; 3 letters of recommendation and/or the names and phone numbers of three references who have agreed to be contacted.***

INQUIRE: DEPARTMENT OF SPEECH COMMUNICATION -970/351-2045-

Assistant Professor of Speech Communication (two positions; #20190 and #20191)

Tenure track positions. An earned Ph.D. in communication or speech communication from an accredited institution is required. Demonstrated potential for excellence in college teaching with success or potential for success in the use of active learning, standards-based performance assessment and technology enhanced student learning strategies; record of or clear potential for scholarly research and publication, or successful grant activity; documented ability and/or willingness to serve students, specifically elementary and secondary teacher education candidates are required. Responsibilities include teaching undergraduate and graduate courses such as introduction to speech communication, small group, intercultural, organizational, professional speaking, and inquiry in speech communication, and responsibilities in research and service. ***Application Deadline and Additional Materials: December 1, 1998; three letters of recommendation and documented evidence of excellence in college teaching including teaching philosophy, sample instructional materials, and student learning outcome products with instructor feedback.***

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.

INDIANA UNIVERSITY KOKOMO

ASSISTANT PROFESSOR OF INTERNATIONAL BUSINESS

The Indiana University Kokomo Division of Business and Economics invites applications for the tenure-track, ten month position, Assistant Professor of International Business, starting August, 1999. A Ph.D. in International Business is required or dissertation defended by the date of appointment. Applicants must provide evidence of effective teaching at the college level, significant professional work experience and progress on a research agenda. Qualifications to teach international management, international marketing and business strategy are expected, as is a commitment to student success. Candidates with proficiency in global information and contemporary instructional technology proficiency and having worked in diverse cultural and national settings preferred. The Division of Business and Economics offers B.S. and MBA degrees. Teaching responsibilities will include three courses per semester at undergraduate and graduate levels and successful candidates are expected to contribute intellectually in scholarly research and professional development. Excellent benefits. Kokomo is an internationally recognized industrial hub, home to major facilities of Daimler-Chrysler and Delphi Delco with combined employment of nearly 20,000. It is located in the heart of the Midwest, 50 miles from Indianapolis, 130 from Chicago, and 165 miles from Cincinnati and Louisville. Review of application begins January 11, 1999 and will continue until the position is filled. Send a letter of application, resume and three letters of recommendation to:

Thomas J. von der Embse, Dean
Division of Business and Economics
Indiana University Kokomo
P.O. Box 9003, Kokomo
IN 46904-9003
Email: tvondere@iuk.edu

Indiana University Kokomo is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are encouraged.

UIC

The Department of Communication at the University of Illinois at Chicago invites applications for the following positions

1) Associate/Full Professor of Communication. The successful candidate will have an earned doctorate in Communication or a related field, a record of scholarly accomplishments and teaching success (at the undergraduate and graduate levels) appropriate for appointment as Associate or Full Professor, a track record of external research funding, and demonstrated commitment to multidisciplinary scholarship. We are looking specially for someone who will have interests in program development, particularly at the graduate level, and faculty and graduate student mentoring. A candidate must also have a primary background in the study of communication technology, with additional interest in intercultural communication and/or media studies.

2) Assistant Professor of Communication. The successful candidate will have an earned doctorate in Communication or a related field, strong promise of scholarly accomplishments and teaching success (at the undergraduate and graduate levels) appropriate for appointment as Assistant Professor, promise of external research funding, and demonstrated commitment to multidisciplinary scholarship. A candidate must also have a primary interest in health communication, with additional interest in intercultural communication and/or media studies.

Located in the heart of Chicago, UIC is a Research I University with 16,000 undergraduates, and 6,500 graduate and 3,000 professional students. The Department of Communication has 9 full-time faculty, approximately 300 undergraduate majors, and 20 M.A. Students. The Department expects to develop a doctoral program focused on the relationships between technology, intercultural communication and media studies.

The desired appointment date for each position is August 21, 1999. Interested parties should send a full curriculum vitae, samples of relevant scholarly publications, and four letters of reference to:

Professor Kevin G. Barnhurst
Chair, Communication Search Committee
Department of Communication (m/c 132)
The University of Illinois at Chicago
1007 W. Harrison St.
Chicago, IL 60607-7137

Applications should be received by November 9, 1998 to receive full consideration, although the search will proceed until the positions are filled. Applications from women and minorities are particularly encouraged. The University of Illinois is an Affirmative Action/Equal Opportunity employer.

AMHERST COLLEGE

ASSOCIATE DIRECTOR OF MAJOR GIFTS

AMHERST COLLEGE invites nominations and applications for the position of Associate Director of Major Gifts in the Office of Development, reporting to the Director of Capital Giving.

This person will play a key role in helping Amherst successfully complete its campaign, scheduled to end June 30, 2001, with his/her primary responsibility being to create and execute solicitation strategies to secure six- and seven-figure gifts from alumni, parents and friends. Additional responsibilities include the identification of new prospects, the organization of special projects and events, and other assignments in support of the campaign.

Amherst seeks an experienced professional with an exhibited ability to work collegially in a team environment, to speak for all the needs of an integrated, comprehensive development program, and to create new opportunities to strengthen an individual's relationship with the institution. This officer will be a senior member of the Development team, and will have frequent contact with alumni leaders, faculty, and other College officers.

QUALIFICATIONS INCLUDE: a minimum three to five years of experience in higher education fundraising; a proven track record of soliciting major gifts within a donor-centered long-term relationship-building structure; the ability to work independently and creatively within established guidelines, while at the same time performing as a member of a team in a complex organization; strong interpersonal and communication skills. Extensive travel, including some weekend work, will be required. The successful candidate will have a clear understanding and appreciation of the role of a private liberal arts college, a commitment to its mission, and the personal intellectual skills necessary to articulate institutional needs to its various constituencies.

Inquiries, nominations, and applications (which should include a current resume and the names and addresses of three references) should be sent to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000.** Applications will be considered until the position is filled, with appointment as soon as possible.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply

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University of Maryland, College Park
Robert H. Smith School of Business
Organizational Behavior

The Management and Organization Faculty invites applicants for a tenure-track faculty position in Organizational **Behavior. The position is available** for Fall 1999 at the assistant or associate level, depending on the qualifications of **the applicant. The Robert** H. Smith School of Business has nationally ranked programs at both the undergraduate and **MBA levels and a strong,** active doctoral program.

Candidates must possess an earned doctorate in Organizational Behavior or a closely related field (or must have very **strong likelihood of obtaining** their doctoral degree before September 1999). We encourage the following as desirable: **a programmatic research agenda,** publications or acceptances in the major journals, and evidence of strong teaching **skills. Accordingly, we would** be open to (and, would indeed welcome) candidates who could join our group at the **senior assistant or associate** level.

We invite applications from candidates pursuing research in any of the sub-streams of organizational behavior. **Assuming strong research** credentials, we would be particularly receptive to candidates working on issues pertaining to **knowledge management, organizational** learning, international organizational behavior, virtual teams, and/or the **interplay between organizational** behavior and technology.

Applicants should send their vita, one page outline of anticipated research stream, examples of research, and evidence **of teaching effectiveness and** also arrange for three or more letters of recommendation to be forwarded to Professor **Henry P. Sims, Jr. Robert H.** Smith School of Business, University of Maryland, College Park, MD 20742. Applications **and related materials must be** received by November 15, 1998 to be guaranteed the fullest consideration.

***The University of Maryland** subscribes to a policy of equal employment opportunity and will not discriminate **against any employee or applicant** because of race, age, sex, color, physical or mental handicap, national origin or **political** affiliation. Minorities and Women are encouraged to apply.*

Professor Henry P. Sims, Jr.
Robert H. Smith School of Business
University of Maryland
College Park, MD 20742
Tel: +1-301-405-2258
Fax: +1-301-299-5738
e-mail: hsims@rhsmith.umd.edu

UTA

University of Texas at Arlington

DIRECTOR, CENTER FOR MEXICAN AMERICAN STUDIES

The University of Texas at Arlington invites nominations and applications for the position of Director, Center for Mexican American Studies. The Director will be a tenured faculty member at the rank of either Associate or Full Professor. The successful candidate must exhibit a strong disciplinary expertise in Mexican American Studies. The Director must be bilingual in Spanish and English and demonstrate the ability to provide administrative leadership.

The University of Texas at Arlington is a comprehensive, diverse, metropolitan university situated in the Dallas-Fort Worth metroplex, enrolling approximately 20,000 students. The University, as well as the larger metropolitan community, provide significant resources for scholars committed to Mexican American Studies.

Send letter of application, Curriculum Vitae, and two (2) letters of reference to: **Neil Foley, Search Committee Chair, Center for Mexican American Studies, P. O. Box 19444, The University of Texas at Arlington, Arlington, Texas 76019-0444**

The deadline for applications is December 31, 1998.

UTA is an E O/AA employer.

MICHIGAN STATE UNIVERSITY

The College of Education announces five tenure system positions to begin fall 1999. **Associate Professor:** School Psychology. **Assistant Professor:** Applied Exercise Science/Physiology, Measurement and Quantitative Methods, Social Studies Education, Technology in Teaching and Learning.

Complete descriptions available at http://ed-web3.educ.msu.edu/kiosk/ or by calling 517-355-1735. Review of applications for Applied Exercise Science/Physiology will begin on November 1, 1998. Other reviews will begin December 1, 1998.

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
MSU is an affirmative action/equal opportunity institution.

Latin American History: Joint appointment in the Department of History and the Institute for Ethnic Studies (Latino and Latin American Studies). Assistant Professor, tenure track, beginning fall 1999. Ph.D. expected by time of appointment. Specialization in one or more of the following fields: modern Mexico, colonial Mexico, Chicano/a, Spanish borderlands, indigenous peoples of Latin America, modern South America. Ability to teach undergraduate and graduate level courses in Latin American history and courses in Ethnic Studies. Consideration of applications will begin Nov 1 and continue until position is filled. Send letter of application, c.v. and three letters of recommendation to

Professor Alan E. Steinweis, Chair, Latin American Search Committee, Department of History, University of Nebraska-Lincoln, Lincoln, NE 68588-0327.

The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. contact Alan E. Steinweis at (402) 472-3257 for assistance.

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Simmons College

Ahead of its time in 1899. Ahead of its time now.

DIRECTOR OF THE GRADUATE PROGRAM IN COMMUNICATIONS MANAGEMENT

Simmons College, Boston, MA, seeks a senior-level academic with proven leadership and vision to direct the Graduate Program in Communications Management. The Program, established in 1981, has a distinguished record for preparing communications professionals for broadened managerial responsibilities in a competitive, rapidly changing industry. This is a 12-month tenured or tenure track position at the associate or full professor level. The Director reports to the Dean of the College. Doctorate required (preferably in Communications). Academic and business experience essential. Duties: Teach graduate and undergraduate courses in organizational communications, marketing, or management; develop curriculum; advise graduate students and supervise thesis work; design professional enrichment activities and seminars; hire and supervise adjunct faculty and staff; appoint professionals to serve on the Program's advisory board; oversee Program marketing and recruitment efforts; and publicize Program in state and region. The ability to develop and maintain close relationships with communications-related business and professional organizations is a key requisite. Salary competitive. Review of candidates will begin October 1 for appointment no later than January, 1999. Send vitae and names, addresses, and phone numbers of three references to:

Communications Management
Search Committee
Job Code: HO
Simmons College
300 The Fenway
Boston, MA 02115

Simmons College is strongly committed to diversity and values candidates who bring a variety of background and experience to our community.

OSWEGO STATE UNIVERSITY

Department of Modern Languages & Literatures

Oswego State University requests applications for the Chair of Modern Languages and Literatures, a department with ten full-time faculty, offering language and literature majors in Spanish, French and German, and language instruction in Italian, Japanese, Russian, Chinese and American Sign Language. The Department of Modern Languages is also pursuing innovative programs in Language and International Trade and languages Across the Curriculum. We seek an experienced leader who will support these efforts and assist the department in identifying future directions.

The Chair will be a member of the Spanish section of the Modern Languages Department. He or she should have a Ph.D. and accomplishments as a teacher and scholar appropriate for appointment at the Associate Professor or Professor rank.

The Chair of modern Languages should also have **(1)** demonstrated administrative skills (e.g. as a department chair, program director, governance leader, or successful leader in curriculum reform), **(2)** the ability to work effectively and collegially with others, and **(3)** knowledge of current issues in foreign language programs in higher education, including experience with the latest educational technologies.

Salary will be commensurate with rank and experience. Applicants should submit a letter of application, resume, and the names of three references with addresses and telephone numbers to:

Dr. Mary Frances Stuck
Office of the Dean of Arts and Sciences
601 Culkin Hall
Oswego State University
Oswego, New York 13126

Review of applications will begin **December 1, 1998** and will continue until the position is filled.

Oswego State University is an Affirmative Action Employer.

Provost and Vice President for Academic Affairs

California State University, Bakersfield

California State University, Bakersfield invites applications and nominations of candidates for the position of Provost and Vice President for Academic Affairs. CSUB was founded in 1968 and it is one of the twenty-two campuses in the California State University System. This regional comprehensive university is located in the city of Bakersfield, which has a metropolitan population of about 300,000. It serves a growing and diverse population of 700,000 who live in the Southern San Joaquin Valley. The enrollment of the university is growing at about five percent annually, and it is now at 5,700.

The Provost is the chief academic officer and reports directly to the President. The Provost has direct administrative responsibility over the Schools of Arts and Sciences, Business and Public Administration, and Education, the Division of Extended University, The Office of Graduate Studies and Research, the Office of the Associate Vice President for Academic Affairs and Dean of Undergraduate Studies, and the Athletics program. In budget management and operations, the Vice President for Information Resources also reports to the Provost. The Division of IR includes the Library, Computer Services, Telecommunications and Media and User Support Services.

The Provost is a member of the President's Cabinet. The Provost is the President's designee in working directly with the Academic Senate and chairs the Council of Academic Deans. The University is accredited by the Western Association of Schools and Colleges, and its degree programs in business, public administration, education and nursing are accredited by AACSB, NASPAA, NCATE, and AACN respectively.

The Provost is expected to provide academic administrative leadership for the university, including implementation of the institution's Statement of Mission and Goals and supporting institutional priorities such as outreach to underserved populations, developing effective uses of electronic communications and computing technologies in teaching and learning, identification of program goals and program assessment, maintaining quality of academic programs, faculty development, and improving teaching and learning and student support.

QUALIFICATIONS INCLUDE: (1) an earned doctorate and record of teaching, service, and scholarly achievement sufficient to merit appointment at the rank of Professor; (2) appropriate academic administrative experience within the least five years in a position(s) at least equivalent to an academic dean; (3) a commitment to educational equity and the value of ethnic and gender diversity among the student and institutional employee populations; (4) demonstrated successful experience in establishing and maintaining consultative working relationships and decision making with all segments of the campus community; and (5) proven effectiveness in acquiring, allocating, and managing academic resources.

The appointment is expected to begin no later than August 1, 1999. CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome. Salary and benefits are competitive and commensurate with experience and qualifications. For maximum consideration, deadline for receipt of application materials is November 13, 1998. However, the position will remain open until filled. Nominations or letters of application with resume and names of at least four references should be sent to:

Chair, Search Committee, Provost
and Vice President for Academic Affairs
c/o Office of the President
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099

The Union Institute

ASSISTANT DEAN

GRADUATE COLLEGE

School of Professional Psychology

The Union Institute seeks an experienced, self-initiating academician to serve as Assistant Dean of the Graduate College, School of Professional Psychology. The Assistant Dean works as a team member with the Dean of the School of Professional Psychology and others and provides administrative facilitation of the academic programs of the Graduate College including the following functions: Develops and directs a dispersed internship consortium; reviews and evaluates program documents including the dissertation; advises faculty and learners on program policy and procedures; represents the Dean's Office at selected meetings; assists with the daily operation of the Dean's Office; and attends all quarterly University faculty meetings. Assistant Deans are accorded faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should be a person of integrity and imagination, with a discerning critical mind, empathic character, and a good sense of humor. Expectations include an earned doctorate in Clinical Psychology, a psychologist's license, extensive experience as a psychotherapist and a minimum of five years' experience with training and supervision of doctoral-level, clinical-psychology learners. Preference will be given to candidates who have taken an active role in the development of the psychology profession through participating in the governance of a state psychology association, APA, or service on a state licensing board. We are seeking an individual with a commitment to person-centered graduate education and experience working with adult learners, who enjoys organizational development and has functional computer skills, especially in on-line scholarly research.

The Union Institute is an accredited, independent university offering adult learners the opportunity to design and carry out individualized programs of study across a wide range of academic fields. The Graduate College, School of Professional Psychology has 20 core faculty, over 400 adjunct faculty and 247 learners enrolled in an interdisciplinary doctoral program in clinical psychology. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to work.

Salary is commensurate with experience and qualifications. Please send nominations and applications postmarked no later than December 1, 1998 to:

Assistant Dean Search Committee
School of Professional Psychology
Human Resources Office
The Union Institute
440 E. McMillian Street
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter, which indicates how his/her background and educational philosophy constitute specific preparation and suitability for the position.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

VANDERBILT UNIVERSITY

PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

CHAIR, DEPARTMENT OF TEACHING AND LEARNING

Peabody College, Vanderbilt University, invites applications for the position of Department Chair in the Department of Teaching and Learning. We are seeking a senior scholar with a strong record of research in teaching and teacher education who can be an effective department advocate. This individual will lead the department in shaping a vision that builds on our strengths in graduate and undergraduate programs; research on teaching and learning in literacy, mathematics and science; collaborative partnerships with schools, uses of technology to support teacher education; and commitment to the goals of diversity and multicultural understanding.

The Department, with 28 fulltime faculty, has a significant record of external funding and offers graduate and undergraduate teacher certification programs in early childhood, elementary and secondary education. Graduate program areas include Curriculum and Instructional Leadership, Language and Literacy, Mathematics Education, Science Education, and Early Childhood Education.

QUALIFICATIONS: Earned doctorate in education or related field; a strong record of scholarship and leadership in teacher education, teacher professional development and teacher learning sufficient to warrant appointment at the rank of professor; and administrative experience.

Candidates are asked to submit a letter of application, statement of educational philosophy, curriculum vitae, and names of three people who will provide letters of recommendation to:

Pat Thompson, Chair, Search Committee; Box 330 Peabody College; Vanderbilt University; Nashville, TN 37203. Telephone (615) 322-8100; email Pat.Thompson@Vanderbilt.edu.

We encourage applications from women and members of minority groups. Review of applications will begin December 1 and continue until the position is filled.

Vanderbilt University is an affirmative action, equal opportunity employer.
For additional information visit us at: www.peabody.vanderbilt.edu.

THE UNIVERSITY OF MICHIGAN

Department of Communication Studies

FACULTY OPENINGS 1998-99

ASSISTANT/ASSOCIATE/PROFESSOR OF COMMUNICATION STUDIES

Communication Studies - The University of Michigan Department of Communication Studies seeks applicants for several faculty positions. Growing department emphasizes mass communication as a social phenomenon and the study of mass media systems, processes, contexts, and effects.

Positions available, and possible areas of research and teaching, are as follows:

Position 1: Television Studies (television history, television theory, race and ethnicity in contemporary American television). This position will be a joint (50%) appointment with the Program in Film & Video Studies. Appointment likely at assistant professor level, but more advanced candidates will also be considered.

Position 2: Media and Public Affairs (media and government, issues of freedom of expression, public opinion, media and politics; media policy, or comparative media systems). Approval of position by the College of Literature, Science, and the Arts pending. Rank open.

Position 3: Media Systems (History of media systems, media organizational routines, international media systems, media economics). Approval of position by the College of Literature, Science, and the Arts pending. Rank open.

The University of Michigan is a nondiscriminatory affirmative action employer. Applicants should identify position of interest and send vita, three letters of recommendation, and evidence of teaching effectiveness.

SEND APPLICATIONS TO:
Search Committee
Department of Communication Studies
2020 Frieze Building
The University of Michigan
Ann Arbor, MI 48109-1285

The University of Michigan

DEADLINE: Review of applications will begin November 15, 1998 and continue until the positions are filled.

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PRESIDENT

EMPIRE STATE COLLEGE

History changed forever at Saratoga in 1777. And in that same place one hundred ninety-four years later, higher education in New York changed forever as well.

In 1971, a creative and innovative group of educators founded Empire State College as an academically rigorous, student-centered institution. Operating as a college of arts and sciences of the State University of New York, Empire State College is recognized as a world leader in designing and delivering programs that meet the academic, personal and professional goals of more than 10,000 students each year. Offering the latest technological methods, as well as faculty mentors and students working together one-to-one, Empire State College remains a true innovator in delivering highest quality education to diverse adult students.

The College's administrative headquarters is located in Saratoga Springs, an historic community of 25,000 residents, 30 miles from Albany, the state capital, and 180 miles from New York City, at the foot of the Adirondack Mountains. The College has 44 sites in New York State, as well as international offices in Israel, Cyprus, and Athens.

Our new president must have strong academic credentials, experience designing and delivering educational programs to adult learners, significant administrative experience, and strong advocacy and fund-raising skills. We are looking for someone who is comfortable working in a dispersed and highly collaborative structure, who has the creative spirit to keep us on the cutting edge of academic excellence and innovation, and who has the practical disposition and experience to make it all work. We invite candidates from academe and those with applicable credentials from other sectors, as well.

For more information about the College and the presidential search, visit the Empire State College web site at **www.esc.edu/presidentsearch** or write to:

Mr. George Sinnott
Chair, Presidential Search Committee
Empire State College
1 Union Avenue
Saratoga Springs, NY 12866-4390

Dr. Barbara E. Taylor of the Academic Search Consultation Service in Washington, DC, is assisting with the search. Inquiries may also be directed to her at **202/884-0808 or via e-mail at bet@academic-search.org.**

Empire State College is an equal opportunity employer and encourages the nominations and candidacy of women and persons of color.

Empire State College

State University of New York

RUTGERS UNIVERSITY - CAMDEN CAMPUS

Tenure Track Faculty for Fall 1999 - Nursing

Two positions available, one community health and one psychiatric/mental health. Earned doctorate, masters in clinical specialty, clinical competence, teaching experience and active research program required. Send letter of application, CV, official transcripts and three letters of reference by November 12, 1998 to:

Mary E. Greipp, RN EdD, FAAN-Chairperson
Dept of Nursing
311 N. Fifth Street
Camden, NJ 08102-1405

LIBRARIAN

Variety of assignments. Salary range is $36,228 to $43,584 depending on qualifications. MLS from an ALA accredited library school and familiarity with print and electronic reference sources. For full announcement contact:

Search Committee
Walter W. Stiern Library
California State University Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

DEADLINE: NOVEMBER 1, 1998

Georgia State University

The Department of Economics seeks to fill three or four tenure track positions at any rank in the fields of Microeconomics Theory, Environmental Economics, Regional Economic Development, and Applied Economics. These positions are subject to budgetary approval. Please send a letter of inquiry to: **Erika Snipes, Department of Economics, Georgia State University, Atlanta, GA 30303**. *AA/EEO.*

Florida International University

HEALTH SCIENCES

Nine-month, tenure-earning faculty position. Principle teaching duties to include health informatics and health systems technology. A MS in health related field required and a PhD preferred. Women and minorities are encouraged to apply. Application deadline is October 22, 1998. Send cover letter, curriculum vitae and a list of three references to:
Florida International University/UP, College of Health Sciences/CH 233, Attn: Evelyn B. Enrione, Ph.D., Associate Dean, 11200 SW 8 Street, Miami, FL 33199. A member of the State University System of Florida.

...An Equal Opportunity/Equal Access/ Affirmative Action Employer

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THE COLLEGE OF BUSINESS AT IOWA STATE UNIVERSITY is seeking qualified candidates for a tenure-track/tenured full-time faculty position in international business. Applicants will be expected to teach and develop curricular issues related to international business and its relationship to the workplace. In addition, applicants will be expected to teach and conduct research in one of the following related disciplines: international management, international marketing, international operations, international business strategy, international human resource management, international logistics, international finance, and international accounting. Requirements: Ph.D., D.B.A., in international business or closely related discipline. **Rank:** Open. **Salary:** Competitive. **Proposed start date:** 1/1/99 or 8/16/99. **Send resume to:**

Dr. John K. Wong, Chair of International Business Search Committee, College of Business, 300 Carver Hall, Iowa State University, Ames, Iowa 50011, U.S.A.

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VISA

TENURE-TRACK ASSISTANT PROFESSOR

DEPARTMENT OF SOCIOLOGY

The Department of Sociology at the University of St. Thomas is seeking to fill a tenure-track assistant professor position in the area of criminal justice beginning September 1, 1999. The department is looking for someone whose primary research interests and professional activities are in the fields of crime and criminal justice. Teaching responsibilities will include courses in criminology, juvenile delinquency or criminal justice; introductory sociology and/or social problems; and a seminar for criminal justice majors who are completing a required internship in the field.

A Ph.D. in Sociology is strongly preferred. ABDs will be considered. Excellence in teaching is required.

The University of St. Thomas is a Catholic liberal arts university dedicated to the education of the student as a whole person. The Department of Sociology aims to provide students with a solid theoretical understanding of crime and criminal justice as well as prepare them to be competent and ethical professionals in the field of criminal justice. The University of St. Thomas is located in the heart of the Twin Cities of St. Paul and Minneapolis.

Please send a cover letter (refer to #200630) indicating your interest and qualifications for this position, along with a vita, evidence of excellence in teaching (including student evaluations and samples of syllabi and assignments), and three letters of reference by October 30, 1998 to:

Search Committee, Department of Sociology, Mail #5021, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105.

The University of St. Thomas is an equal opportunity employer. Women and people of color are especially encouraged to apply for this position.

Recreation and Park Management Program

ASSISTANT PROFESSOR

Penn State

Assistant Professor with emphasis in commercial recreation and tourism. Salary and Contract. Salary contingent on professional record. This is a continuing tenure-track position, full-time, nine-month appointment to begin Fall semester 1999.

Responsibilities: Duties will include undergraduate teaching in the recreation and park management core as well as the option in commercial and community recreation. Graduate teaching and advising will primarily focus on tourism. All faculty are expected to work in the context of the land grant university mission which emphasizes research and scholarly productivity, teaching, and professional service and outreach.

Qualifications: Candidates must have an earned doctorate, demonstrated writing and research skills, the potential for teaching excellence, and the capability to apply disciplinary knowledge to solutions in the commercial recreation and tourism fields. Preference will be given to applicants who have had involvement with sponsored research projects and an established publication record, experience with for-profit recreation and/or tourism-related organizations; and who could be appointed to both the graduate faculty in hotel, restaurant and institutional management and the graduate faculty in leisure studies.

Curriculum: The Recreation and Park Management Program in the School of Hotel, Restaurant and Recreation Management offers three levels of academic excellence. The graduate program includes both the masters and the Ph.D. The baccalaureate program has four options: **1)** Commercial and community recreation, **2)** Outdoor recreation and environmental interpretation, **3)** Professional golf management, **4)** Therapeutic recreation.

Application deadline: To receive full consideration credentials must be received by December 4, 1998. Review of applications will continue until position is filled.

Apply to: Send resume with list of three professional references to:

Dr. Deborah Kerstetter, Chair of the Search Committee
Pos. #: H-3636, 201 Mateer Building
Penn State University, University Park, PA 16802-1307

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

The Evergreen State College

Faculty Positions for 1999-2000

About Evergreen: Evergreen is a non-traditional public liberal arts college emphasizing intensive interdisciplinary study and collaborative team teaching throughout the undergraduate curriculum and three graduate programs. Teaching is the central work of the faculty at both the undergraduate and graduate levels.

Recognizing cultural diversity as a defining characteristic of the 21st Century, the College has intensified its efforts to become a multicultural institution. Substantive experience and expertise in working across cultural differences are therefore highly desirable for all positions.

At this time, we seek candidates in the subjects listed. For some of the following positions, we invite applications only from recently trained candidates. All of these openings are Regular positions. Such faculty are typically first appointed to 3-year term contracts and are eligible for permanent appointment after 3-6 years of full-time teaching at Evergreen. Faculty membership is unranked with salary determined on a non-competitive open scale based on earned degrees and years of relevant experience. For each position, we give the date on which review of completed files will begin.

All positions require an advanced degree, with strong preferences given to candidates with a Ph.D. or analog (e.g. MFA), and broad interdisciplinary training, experience, or interest. Candidates for all positions must demonstrate potential for excellence in teaching and in collaborative work.

At Evergreen, faculty members typically rotate between specialized teaching and involvement in the general education curriculum and typically are members of interdisciplinary, team-taught, coordinated programs. Writing is emphasized across the curriculum, and all faculty are expected to work effectively with students on writing. Further information on all positions is available by writing the Faculty Hiring Coordinator (address below), or through the Evergreen web page **(http://www.evergreen.edu)**.

2-Dimensional Art (January 4, 1999)
3-Dimensional Art (October 30, 1998)
American History (November 23, 1998)
Art History (January 4, 1999)
Classical Studies (November 23, 1998)
Experimental Video (October 30, 1998)
Human Biology (November 23, 1998)
Inorganic/Physical Chemistry (October 30, 1998)
Management (October 30, 1998)
Mathematics Education and Statistics (October 30, 1998)
Middle East Studies (December 15, 1998)
Northwest Native American Studies (October 30, 1998)
Philosophy of Science (November 23, 1998)

For complete position description and procedures, please contact Faculty Hiring Coordinator, The Evergreen State College, L-2211, Olympia, WA 98505, call (360) 866-6000, ext. 6861 (voice) or TDD line at (360) 866-6834, or email blodgetd@elwha.evergreen.edu.

Review of completed applications will begin on dates indicated and continues until finalists are selected. The College reserves the right to extend searches or not offer positions advertised. All positions offers are contingent on funding. Persons with disabilities can receive accommodations in the hiring process by contacting the Hiring Coordinator.

Committed to equal opportunity and affirmative action, TESC is working to build a diverse, broadly-trained faculty and particularly encourages applications from candidates whose race, national origin, sex, age, religion, marital status, sexual orientation, veteran status or physical disability will contribute to our diversity.

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PRESIDENT

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

The Chancellor and the Regents of the University System of Maryland invite nominations and applications for the position of President of University of Maryland University College. We seek an entrepreneurial leader whose vision will guide UMUC as we move into a new educational era, building upon our global positioning and extensive on-line offerings. The President will foster partnerships and co-ventures with organizations in both the public and private sectors, as well as strengthen cross-institutional collaboration within the University System of Maryland. The appointment is expected to be effective at the beginning of calendar year 1999.

The President is the chief executive officer of University of Maryland University College, one of eleven degree-granting institutions in the University System of Maryland (USM), an agency of the State of Maryland. With more than 65,000 undergraduate and 5,000 graduate students and a budget for the current year in excess of $125 million, UMUC is the only USM institution that specializes in providing educational opportunities for the professional workforce worldwide. UMUC is an innovative institution whose mission, throughout its 50-year history, has been to serve adult students, offering credit programs leading to bachelor's and master's degrees. UMUC's two overseas divisions offer programs to the U.S. service members and their families worldwide. A recognized global leader in distance education, UMUC delivers courses throughout Maryland and the nation, and the world using the World Wide Web, interactive video, and other distance learning technologies. UMUC's administrative headquarters are located in College Park, Maryland. For additional information about UMUC, please visit www.umuc.edu

The President is responsible for all operations of the University, including overall leadership and guidance of the institution, its academic programs, fundraising, the development of budget requests, and the administration of resources. The President is responsible to the Chancellor of the University System and operates in accordance with policies and procedures established by the USM Board of Regents.

Applications and nominations should be addressed to:

Richard F. Blewitt, Chair, Presidential Search
and Screening Committee
Office of the Chancellor
University System of Maryland Headquarters
3300 Metzerott Road
Adelphi, Maryland 20783

UMUC

Or to our search consultant: **Korn/Ferry International (Attn: John H. Kuhnle), 900 19th Street, N.W., Washington, D.C. 20006-2105.**

For full consideration, applications and nominations should be received by October 15, 1998.
Women and minority candidates are strongly encouraged to apply. EEO/AA

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences - Greeley, CO 80639

CHAIR OF THE DEPARTMENT OF HISPANIC STUDIES AND ASSOCIATE PROFESSOR/PROFESSOR (#21786)

Applicants sought for tenured department chair position in the Department of Hispanic Studies starting August 18, 1999.

QUALIFICATIONS AND EXPERIENCE: Chair of Department of Hispanic Studies which includes undergraduate programs in Spanish language and literature, Mexican American studies, and bilingual education and English as a second language, and a master's program in foreign language: Spanish teaching emphasis. Earned doctorate from an accredited institution in Spanish, Mexican American studies, or English as a second language and/or bilingual education is required. Fluency in

Spanish, demonstrated excellence in teaching and scholarship commensurate with a tenured appointment at the rank of professor or associate professor, and demonstrated leadership/management qualities are also required.

APPLICATION DEADLINE AND MATERIALS: Review of application materials will begin December 1, 1998 and will continue until the position is filled. Letter of application citing the position number, a current vita, official transcripts, and three letters of recommendation. **INQUIRE:** Department of Hispanic Studies **970/351-2811**

The position is contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site: **http://www.asweb.unco.edu/vacancies.htm**

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4,000 undergraduate and 170 graduate majors in A & S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at: **http://www.unco.edu**

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff.

TENURE-TRACK POSITIONS

University of Minnesota, Twin Cities
College of Education and Human Development

Tenure-track (or tenured) faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These appointments will begin in late August 1999, and Summer and May-term employment is also a possibility. Salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but the search committees will begin reviewing candidate materials in November 1998. Complete applications must include a letter addressing qualifications, a curriculum vitae, and the names, addresses, and phone numbers of three references. Candidates for assistant professor positions must also provide an academic transcript that substantiates the doctorate. Complete position descriptions are available on the Internet: **http://www.coled.umn.edu/** (under "What's New"), or from the College Office (612-625-6806).

Applicants must possess at minimum an earned doctorate in an area of study appropriate to the specific position. Applications from ABD candidates will be considered for assistant professor postings provided the individual is on track to complete the doctorate by the starting date of the position. Evidence of excellence (or the potential for excellence) in scholarship and publications, funding of grant proposals, teaching and academic program development, and service/outreach is required of all candidates. A demonstrated record of excellence in scholarship and publications, teaching and academic program development at the graduate level, and service/outreach activities that would qualify the candidate for tenure at the University of Minnesota is required for appointment as tenured Associate Professor. Additional, more specific qualifications are listed in the full description for each position.

Instructional Systems and Technology
Dept. of Curriculum and Instruction (Assistant or Associate Professor)

Mathematics Education
Dept. of Curriculum and Instruction (Assistant or Associate Professor)

Teacher Education
Dept. of Curriculum and Instruction (Assistant or Associate Professor)

Educational Administration
Dept. of Educational Policy and Administration (2 open rank positions; one in school finance and public policy and the other focused on educational organization, policy, and leadership studies)

Applied Measurement and Program Evaluation
Dept. of Educational Psychology (Assistant or Associate Professor)

School Counseling
Dept. of Educational Psychology (Assistant or Associate Professor)

Special Education-Social/Emotional Difficulties
Dept. of Educational Psychology (1-2 hires, Assistant or Associate Professor)

Human Resource Development and Adult Education
Dept. of Work, Community, and Family Education (Assistant or Associate Professor)

School - To - Work/Business & Marketing Education
Dept. of Work, Community, and Family Education (Assistant or Associate Professor)

The University is an equal opportunity educator and employer

BSC Buffalo State College

State University of New York

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

BUFFALO STATE COLLEGE invites nominations and applications for the position of Provost/Vice President for Academic Affairs. As the chief academic officer of the institution, the provost reports directly to the president and is responsible for instructional programs, educational policy, academic planning, enrollment management functions, academic resources, and faculty personnel actions. Additional responsibilities include assisting the president with formulating policy, and strengthening and developing partnerships between academic programs and the community.

The provost is responsible for approximately 600 full- and part-time faculty, organized into four academic areas: applied science and education; arts and humanities; natural and social sciences; and graduate studies and research. Offices that report directly to the provost include the library and all academic support service programs.

Buffalo State College, the largest of the four-year liberal arts colleges in the State University of New York system, is a comprehensive public institution located in an aesthetically and culturally rich area of New York's second largest city. Baccalaureate and master's degrees are offered to a student body of nearly 11,000 in more than 70 major programs. The college supports six Centers of Excellence, as well as a regional art museum and planetarium, and participates in numerous community alliances and partnerships throughout the region. The college contributes significantly to the cultural and educational life of Buffalo and the Western New York region and is engaged in regional and national research and creative activities.

The faculty is dedicated to excellence in teaching, scholarship, and service. They are energetic and enthusiastic to move the institution forward under the leadership of a new provost who is also inspired by the challenges and rewards of public higher education.

Qualifications: *Applicants should possess:*

- An earned doctorate or equivalent terminal degree with a record of scholarship, research, and teaching suitable for appointment as a tenured full professor
- Demonstrated intellectual leadership
- Strong academic vision and a capacity for innovation
- Significant academic experience as a senior administrator in higher education
- Understanding of, and commitment to, the mission and strategic priorities of a large metropolitan campus including graduate and undergraduate instruction, research, and outreach to the diverse constituencies that the college serves.
- Current knowledge of the higher education environment and issues in academic affairs
- Significant experience in strategic planning, fiscal management, resource allocation, personnel, and faculty development.
- A commitment to the development of a strong academic program demonstrated through experience with academic assessment, curriculum development, and accreditation.
- Demonstrated commitment to equity and ability to work in a multicultural environment
- Excellent interpersonal and communication skills
- A collaborative leadership style with a commitment to shared governance and collegiality
- Ability to relate to internal and external constituencies
- An enthusiasm for the pursuit of learning, and its transforming possibilities in the lives of people

Salary: Starting salary is competitive and commensurate with qualifications and experience.

Application Procedure: Include a curriculum vitae and letter that describes how your training, background, and aspirations relate to the qualifications and campus descriptions provided above.

Review of Applications: The review will begin after November 1, 1998 and will continue until a Provost and Vice President for Academic Affairs is named.

Nominations and/or applications should be sent to:

Provost's Search Committee
BUFFALO STATE COLLEGE
Office of the President, **517 Cleveland Hall**
1300 Elmwood Avenue
Buffalo, New York 14222

Buffalo State College is an affirmative action, equal opportunity employer.

ASSISTANT/ASSOCIATE PROFESSOR OR INSTRUCTOR

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Teach clinical courses in Respiratory Therapy. Candidate must be fully credentialed (CRTT/RTT) & possess current New York State License. Master's degree req'd & 8 yrs teaching exp req'd for Asst/Assoc Professor; Bachelor's degree & clinical teaching exp req'd for Instructor. Evening/Saturday teaching may be req'd.

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	Associate Professor:	**$39,003/A - $62,394/A**

Refer to BMCC Vacancy #734 & send resume with cover letter by 10/21/98 to:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

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OCTOBER 15, 1998

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If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's lead biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

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During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors, participate in research seminars and developmental programs. Housing and transportation is provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:

- Can demonstrate a deep interest in pursuing a career in biomedical research;
- Can demonstrate being from a disadvantaged background;
- Have a GPA of 3.5 or better or are in the top 5 percent of your class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.

For more information, contact:

UGSP
http://ugsp.info.nih.gov
e-mail: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

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SOME OF OUR UPCOMING ISSUES

[illegible] 23rd Issue: **The College Board**
Ad deadline October 6th

[illegible] Issue: **Publisher's Picks on Best Colleges for Hispanics**
Ad deadline November 3rd

[illegible] Issue: **Sports Issue**
Ad deadline November 17th

[illegible] Issue: **Financing a College Education**
Ad deadline January 12th

[illegible] Issue: **Women in Higher Education**
Ad deadline February 9th

[illegible] Issue: **Community College Issue**
Ad deadline March 9th

[illegible] Issue: **Association of Governing [illegible] of Universities and Colleges**
Ad deadline March 23rd

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COMPUTATIONAL SCIENCE
Closing date: Jan. 15, 1999.

BIOSTATISTICS/STATISTICS
Closing date: Jan. 31, 1999.

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Department of Recruitment and Admissions
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Rochester, NY 14623-5604

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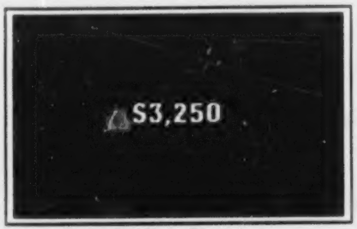

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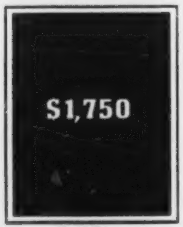

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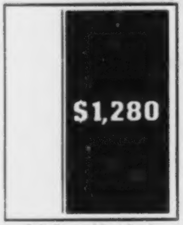

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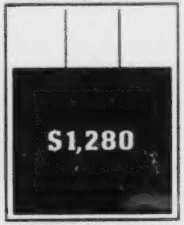

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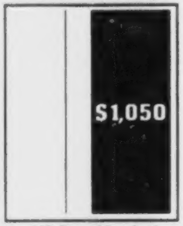

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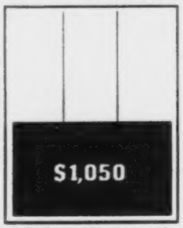

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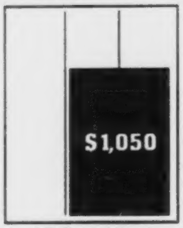

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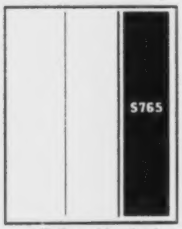

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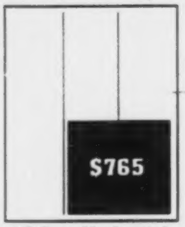

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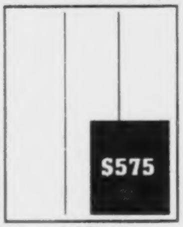

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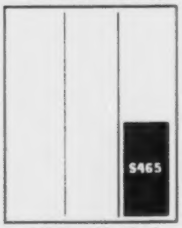

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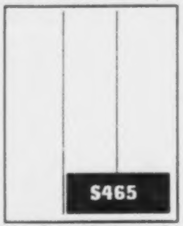

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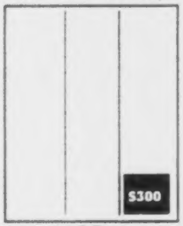

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BIND METHOD: Saddle Stitched
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PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 11	Aug. 25	**Back to School Issue**
September 25	Sept. 8	**Law School Issue**
October 9	Sept. 22	**Hispanic Heritage Month**
October 23	Oct. 6	**The College Board**
November 6	Oct. 20	
November 20	Nov. 3	**Publisher's Picks on Best Colleges for Hispanics**
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Assoc of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Graduate School Issue**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
July 2	June 15	
July 16	June 29	
July 30	July 13	
August 13	July 27	
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September 10	Aug. 24	

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to
Hispanic Outlook in Higher Education; Display Advertising,
210 Route 4 East, Paramus, NJ 07652

By E-Mail—**outlook@sprintmail.com**

By Fax—Transmit to (201) 587-9105 seven days a week

To Confirm—Call (201) 587-8800 (x102 or x106)
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ADVERTISING INDEX

POSITIONS

Agnes Scott College	GA	46, 54
Albright College	TX	45
Amherst College	MA	70
Arizona State University West	AZ	61
Bentley College	MA	49, 66
Bloomfield College	NJ	55
Borough of Manhattan Community College/CUNY	NY	45, 48, 64, 66, 76
Bryn Mawr College	PA	55
California State Polytechnic University-Pomona	CA	58
California State University, Bakersfield	CA	71, 73
Calvin College	MI	59
Carleton College	MN	49
Citizens' Scholarship Foundation of America	MN	47
Community Colleges of Baltimore County	MD	64
Eastern Michigan University	MI	65
Emerson College	MA	48
Florida International University	FL	73
Georgia Southern University	GA	52
Georgia State University	GA	73
Governors State University	IL	67
Grand Valley State University	MI	49
Greenville College	IL	60
Grinnell College	IA	67
Hamilton College	NY	55
Harrisburg Area Community College	PA	58
Hunter College/CUNY	NY	59
Indian River Community College	FL	80
Indiana University Kokomo	IN	69
Iowa State University	IA	73
Ithaca College	NY	53
John Jay College of Criminal Justice/CUNY	NY	80
Lansing Community College	MI	80
Libraries of The Claremont Colleges	CA	51
Loyola Marymount University	CA	60
Manchester Community-Technical College	CT	67
Mankato State University	MN	44
Massachusetts Institute of Technology	MA	59
Michigan State University	MI	70
Montclair State University	NJ	56, 57
Napa Valley College	CA	59
New Jersey City University	NJ	48, 51
Northeastern University	MA	47
Oakland Community College	MI	58
Penn State University	PA	74
Peralta Community College District	CA	47
Princeton University	NJ	45
Ramapo College of New Jersey	NJ	50
Rochester Institute of Technology	NY	77
Rutgers University	NJ	73
San Diego State University	CA	62, 77
Simmons College	MA	71
SUNY at Buffalo	NY	76
SUNY at Oswego	NY	71
SUNY at Plattsburgh	NY	63
SUNY/Empire State College	NY	73
The College of Wooster	OH	50
The Evergreen State College	WA	74
The George Washington University	DC	79
The Union Institute	OH	66, 72
The University of Chicago	IL	63
The University of Michigan	MI	72
The University of Utah	UT	47, 50
Tufts University	MA	63
UMD of New Jersey	NJ	46
University of Illinois at Chicago	IL	55, 60, 69
University of Illinois at Urbana-Champaign	IL	65
University of Maryland, College Park	MD	52, 70
University of Maryland University College	MD	75
University of Massachusetts Boston	MA	53, 65
University of Minnesota, Twin Cities	MN	75
University of Nebraska-Lincoln	NE	70
University of Notre Dame	IN	53
University of Northern Colorado	CO	60, 61, 68, 69, 75
University of St. Thomas	MN	74
University of the Sciences in Philadelphia	PA	64
University of Texas at Arlington	TX	70
Vanderbilt University	TN	63, 72
Ventura County Community College	CA	58
Wabash College	IN	55
Wayne State University	MI	2
WestEd	CA	53
Western Connecticut State University	CT	48

RECRUITMENT

New Jersey Institute of Technology	NJ	43
Rockhurst College	MO	43
SUNY at Plattsburgh	NY	46
Texas A&M University-Kingsville	TX	50
Walden University	MN	44

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

Lawrence University	WI	44
National Institutes of Health	MD	76
National Research Council	DC	43
Nova Southeastern University	FL	44
Trinity College	CT	44

CONFERENCES

National Association of Hispanic and Latino Studies		43
The Society of Hispanic Professional Engineers		80

FACULTY POSITIONS IN PUBLIC ADMINISTRATION/PUBLIC POLICY

The George Washington University

Applications are invited for two tenure-track positions in the Department of Public Administration, School of Business and Public Management, beginning in Fall 1999 One of the positions will be at the Assistant Professor rank, the other may be at any rank. For the open-rank position, the Department is particularly inviting applications from widely published, active researchers who enjoy graduate teaching.

The Department is committed to delivering the highest quality in graduate public service education. Our MPA and Ph.D programs are grounded in a strong image of the public interest and a deep commitment to the integration of theory and practice. The MPA program incorporates both management and policy issues in an intergovernmental context, and focuses on developing critical intellectual capacities, sound applied research skills and sensitivity to the ethical and value concerns central to the traditions of the field.

The Department has well established and well-regarded MPA and Ph.D programs that balance public management and policy, building on a strong base of public service values and applied research methods. In addition, the Department in initiating a new Master of Public Policy degree program.

We want to attract the best available people to match the core concerns of our programs, rather than hiring narrowly to fit particular courses or fields. Applications are welcome from those in a range of traditional public administration fields such as public finance and budgeting, and also from those specializing in public policy and/or research methods and applied statistics.

A doctoral degree in public administration, public policy or closely related field is required. Review of applications will begin in November 1998, and decisions are anticipated in February 1999.

Interested candidates should send a letter indicating preferred fields/courses and three academic references, and a full curriculum vita to:

Kathryn E. Newcomer, Chair
Department of Public Administration
The George Washington University
302 Monroe Hall
Washington, DC 20052

For more information, contact Professor Newcomer at newcomer@gwis2.circ.gwu.edu (phone: 202-994-6295; fax: 202-994-6792).
Also see our web site at http://www.gwu.edu/~pad/

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Public Relations Assistant

John Jay College of Criminal Justice
The City University of New York

Assist the Director of Public Relations. Responsibilities encompass college public relations, government relations and alumni affairs.

Duties include, but not limited to: handling the media and inquiries from the public; tracking, analyzing, and assessing press coverage; writing and distribution of press releases; publications production, special events planning, and assisting in management research. Also assist with development of Alumni Association membership services, annual fundraising campaign; production assistance for cable television program; coordination of college's legislative information/resource activities and community affairs.

Qualifications: Bachelor's degree in communications; master's degree preferred with at least four years experience in related field. Demonstrated computer literacy (P.C. and Apple) and knowledge of Internet. Extensive experience in Web page design and proficiency in PC-based desktop publishing required. Ability to work flexible hours. Strong interpersonal, oral and written communication skills. Salary $29,931 - $52,213.

Please send letter explaining suitability for consideration and a curriculum vitae, by October 22, 1998 to:

Mr. Doug Smith
Director of Public Relations
John Jay College of Criminal Justice/CUNY
899 Tenth Avenue-Room 623, New York, NY 10019
E-mail: ycasilla@faculty.jjay.cuny.edu

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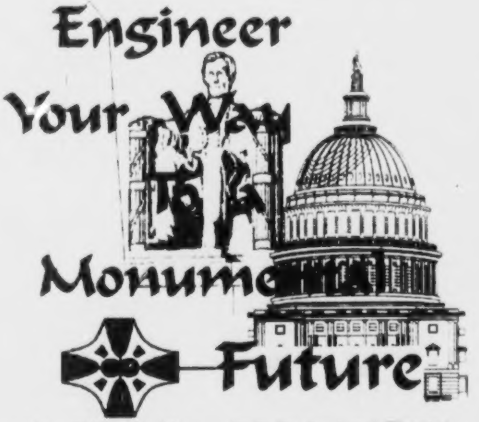

Hosted by SHPE Washington, D.C. Professional Chapter
Virginia John, Conference Co-Chair
(703) 266-2002 **vmjohn@aol.com**

FACULTY MEMBER-PSYCHOLOGY (#486)

Lansing Community College has an August, 1999 opening for a full-time faculty member in Psychology. Master's degree and teaching experience in Psychology required. Academic background and teaching experience preferred in one or more of the following: Introductory Psychology, Social Psychology or Abnormal Psychology. Demonstrated experience using a variety of modern teaching technologies including the use of computers and multi-media in lectures, laboratories and distance learning is preferred. Must be able to work cooperatively in a team environment. Must demonstrate commitment to community college philosophy and diversity. The search committee will continue to accept applications through January 1999. To apply, send letter of application, resume and completed application form **(call 517/483-9753 to obtain form) to:**
8260-Human Resources Department, Lansing Community College,
PO Box 40010, Lansing, MI 48901-7210. ***EEO/Affirmative Action Employer.***

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

Landscape and Golf Course Operations Instructor

Bachelor's degree required. Master's degree is preferred. Requires: Documented experience in golf course or landscape operations, including mechanical, technical, and marketing skills, prior teaching experience, proven record of successful project/program development, knowledge of certification process leading to irrigation and pest control, and experience in landscape design. Applications will be accepted until the position is filled. Interested applicants should contact (561) 462-4806 to request job description and employment application.

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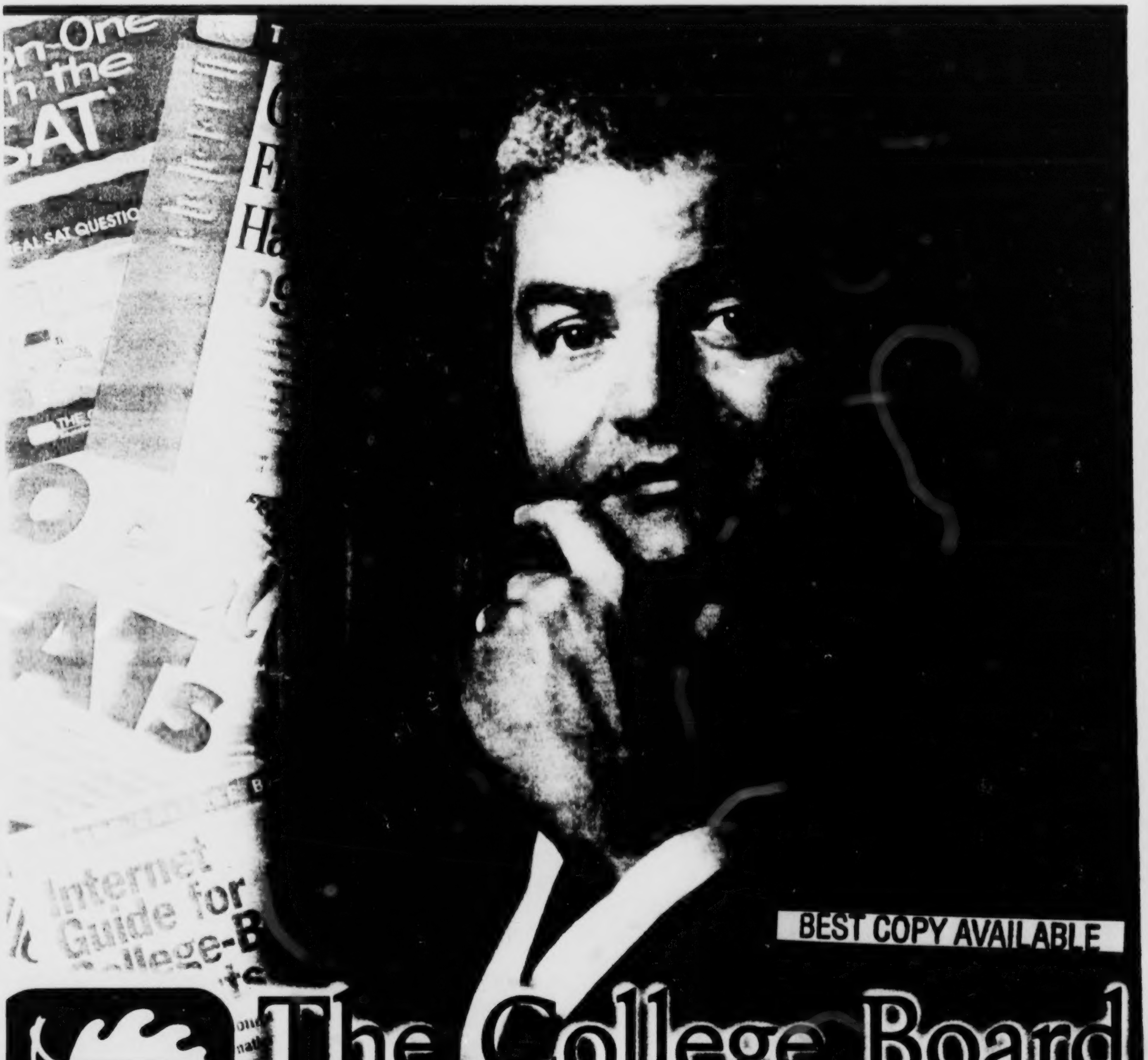
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Educational Excellence for All Students

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Plattsburgh State University of New York invites applications for Fall 1999 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee (PJ#___), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600.**

WOMEN & RACIAL MINORITIES ENCOURAGED TO APPLY

BIOLOGICAL SCIENCE

Organismal Biologist (PJ# 2230-808) ASSISTANT PROFESSOR-Qualifications: PhD with a broad background in organismal biology is required. The successful candidate will teach a basic course in general biology, be expected to develop upper-level courses in an area of expertise, & develop a research program involving undergraduates on some aspect of the flora or fauna of the Adirondacks or Lake Champlain. An opportunity exists for interaction with the Lake Champlain Research Institute on campus. **Additional application instructions**: Send a statement of teaching philosophy & a summary of potential research. Review of applications begins 1/15/99 & continues until position is filled.

COMMUNICATION

Mass Communication (PJ# 2134-808) ASSISTANT PROFESSOR-Qualifications: PhD and successful college teaching and/or experience are required, a record of scholarly achievements preferred. Ability to teach Broadcast Journalism will add to the candidate's qualifications. Duties: To teach basic and advanced courses in Public Relations & Electronic Media Advertising.

EARTH & ENVIRONMENTAL SCIENCE

Geologist (PJ# 2231-808) ASSISTANT PROFESSOR-Qualifications: PhD in geology with emphasis on hydrogeology and ability to teach physical & environmental geology. Ability to undertake research in the region surrounding the college is an asset. Published scholarship and demonstrated ability to acquire grants will be additional factors in the selection criteria. The candidate will be expected to: show evidence of continuing scholarship; have research interests in, or be able to adapt their work to, the service area of the college; serve as advisor to students majoring in Center programs; & be willing to work with students on independent research and extra-curricula activities. Review of applications begins 1/4/99 & continues until position is filled.

ENGLISH

Multicultural American Literature (PJ# 2226-808) ASSISTANT PROFESSOR-Qualifications: PhD awarded by August 1999, publication or promise of sustained scholarly productivity, & evidence of successful college teaching. Duties: Multicultural American literature, as well as writing courses, core courses, general education courses, & upper division literature courses. Additional application instructions: Writing sample.

HISTORY

Popular Culture (PJ# 2208-808) ASSISTANT PROFESSOR-Duties: Ability to teach courses on popular culture, the globalization of popular culture, & global or U.S. survey course. Nine credit hours per semester.

U.S. Colonial/Revolution/Indigenous History (PJ# 2209-808) ASSISTANT PROFESSOR-Duties: Ability to teach upper level courses on the Colonial period and the revolution, U.S. survey courses & develop courses on indigenous peoples in the Americas. Nine credit hours per semester.

Additional Info for PJ# 2208 & 2209 Qualifications: PhD in History or appropriate inter- or multidisciplinary program by September 1999 required. Teaching experience and scholarly publications preferred. Additional application instructions: Statement of teaching philosophy.

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Additional Info for PJ# 2228 & 2229 Qualifications: Earned doctorate, PhD or equivalent, in psychology or cognitive science; evidence of teaching effectiveness and commitment to undergraduate instruction; & evidence of programmatic research activity and scholarly productivity. Duties: Developing and maintaining an active research program that engages undergraduate and graduate students in meaningful roles in the research process. Additional application instructions: Statement of teaching philosophy, samples of publications, & reprints or preprints of research publications. Review of applications begins 12/15/98 and continues until position is filled.

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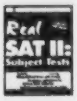
CONTENTS

FEATURES

Diversity a Major Theme for College Board 5

More minority causes championed during Stewart presidency.

The College Board Reviews SAT Trends Among Ethnic Groups 8



A recent College Board survey examines SAT scores and disparities.

Toward a Common Vision of Equity and Diversity 11

The NCCHC's new president, Lydia Ledesma-Reese, is poised to build on its hard-earned gains..

Texas Law Schools Back New Prep Institute 13

Law schools and lawyers pitched in to fund a new program to increase minority enrollment.

Nuclear Physicist Directs New Mexico Testing Center 15

José Cortez, trained at the University of Michigan and at Texas A&M, brings his expertise to New Mexico.

HONOR ROLL

The Ohio State University 17

Sports, the Arts and top-ranking doctoral programs can be found at OSU.

Telementoring the Young 20

Colleges, foundations, and corporations are among those putting students in touch with mentors on-line.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Highlights of programs that help the nation's 560,000 children of migrant workers, most of whom are Hispanic.

HO PERSPECTIVE

In Support of Affirmative Action 23

Subscriber José Soto, JD, asks the Democrats to make good on the party's tradition of supporting affirmative action.

People, Places, Publications, Conferences 24

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A CAPITOL VIEW

Grants, Children, and Migrant Education

BY GUSTAVO A. MELLANDER

There are many difficult and tedious ways to earn a living in this country. But few are more difficult than those of migrant workers, for not only are they denied many basic rights and privileges–their children are as well.

A full 82.7 percent of the 560,000 children of migrant workers in the United States are Hispanics. Programs designed to ensure their education should be of great interest to those concerned about the education of Hispanics.

Everything possible should be done to enable these children to go to college, and, thankfully, a few good programs already exist.

One is called the Migrant Education Even Start (MEES) Program. The MEES was "designed to help break the cycle of poverty and improve the literacy of participating migrant families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program."

The closing date for applying for MEES funding for this year has passed. But new deadlines will soon be announced for the next round. The availability of these grants is the result of a successful partnership between Washington D.C.-based legislators, state governments, and a number of universities. Geared specifically to benefit children of migrant workers, these grants did not spring forth without a lot of determination and effort.

Grants

Fortunately, grants for research and program development have proliferated over the past decade. They are available from private foundations as well as from federal and state governments. The Department of Education, in particular, is a significant provider. Hispanic Serving Institutions (HSI) colleges and universities, those that have over 50 percent Hispanic enrollment, are eligible to apply.

Creative ideas on how to provide and improve educational opportunities for Hispanics is the major criterion for funding. Proposals are enhanced if they evidence working partnerships with other colleges or school districts.

Information about the Department of Education grants is available from its Web site, at: <http://www.ed.gov/funding.html>. The Web site also has a link to an on-line document entitled "What Should I Know About Grants?" It is a very useful document and provides anyone interested in applying for a grant a storehouse of practical information on how to proceed.

Office of Migrant Education

In addition, the Web site has links to offices and programs within the Department that provide further information about funding opportunities. One is a link to a Web site maintained by the Office of Migrant Education (OME) that provides immigrant education grant information. It is <http://www.ed.gov/offices/OESE/MEP/grants.html>.

The OME plays an important role in improving educational opportunities of the children of migrant workers. In FY 1996, the OME distributed more than $305,000,000 in block grants to states to support their efforts to meet the children's special educational needs. The grants were distributed based on the number of migrant workers' children in each state.

Some states with a large number of such children have established strong pragmatic programs to further their education. A particularly noteworthy program, one worthy of emulation, is operated out of Texas. A Web site on that Texas program can be found at: <http://www.jump.net/~newman/migrant.html>.

Technology

The OME is an advocate of employing technology to help the children of migrant workers. It has encouraged states to use technology to coordinate their efforts, which is especially pertinent since many migrant workers move from state to state.

To expand their outreach, in FY 1997 OME awarded $3 million in grants to several colleges and universities to develop programs utilizing technology specifically targeted to the children of migrant workers.

According to OME, the initiative was predicated on the following idea: "Technology offers a way to keep these children in a connected learning community, to make opportunities available at whatever place and time the student can sign on, and to transfer records and information from sending to receiving schools efficiently so that children do not 'fall through the cracks' due to frequent and differing needs assessments and academic placement."

OME maintains a Web site on these programs at <http://www.ed.gov/offices/OESE/MEP/nl1lead.html>.

Higher Education

Another OME program, the College Assistance Migrant Program (CAMP), provides grants to colleges and universities to assist first-year undergraduate migrant students. CAMP offers "tutoring, counseling, health services, assistance with special admissions, and some financial assistance to enable migrant youth to successfully complete the first year of postsecondary education. Students are also assisted with obtaining financial aid to help with the remainder of their undergraduate academic careers."

With Hope scholarships making the first two years of college more affordable, HSIs have a special opportunity to provide educational opportunities to children of migrant workers in a supportive environment.

HSIs are particularly well suited to develop such programs and pilot projects designed to help Hispanic students pursue higher education. HSI-sponsored telementoring programs, for instance, could provide an opportunity for HSIs to reach out to prospective students as well as to provide needed educational support for them.

Dr. Mellander is a professor at George Mason University.

HO

Diversity a Major Theme for College Board

Given Priority at Conference and Beyond

BY BLANCA NIEVES

"There is much more focus on Latinos now than in the past. It's been a big turnaround," said

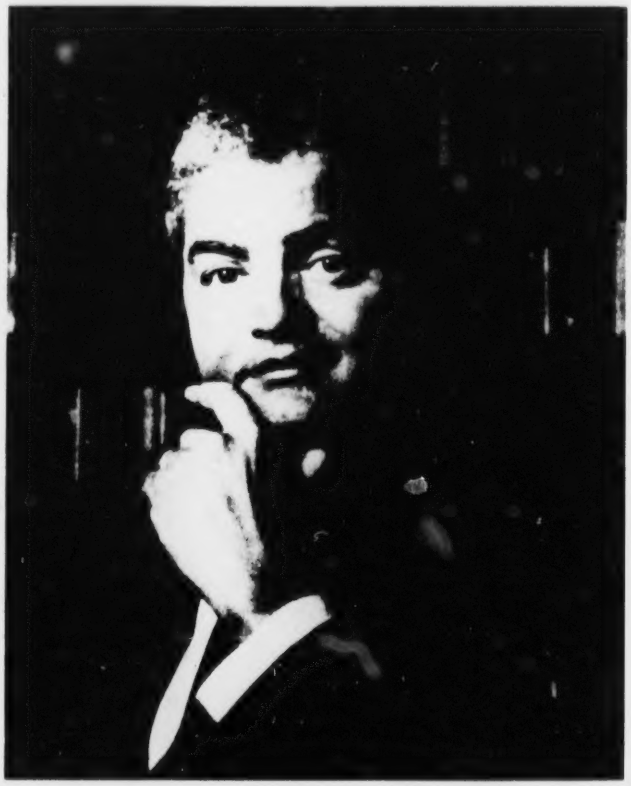
MEMBER ROBERTO HARO, DIRECTOR OF RESEARCH OF THE CÉSAR CHÁVEZ CENTER AT SAN FRANCISCO STATE UNIVERSITY.

"The College Board has said that we need to include this group in our studies and in our programs."

When The College Board, a national education association, holds its annual forum in Florida later this month, members will be debating the hottest issues in American education.

The 2,000 participants expected to meet at the Walt Disney World resort in Lake Buena Vista will explore a broad spectrum of topics ranging from financial aid to academic preparation to emerging trends in education.

But members will also be examining issues making headlines today, including changing demographics, increasing diversity among school children, and the controversy over using race-based admissions.



Donald Stewart, The College Board president

The national forum, being held from Oct. 31 to Nov. 4, is The College Board's largest conference of the year.

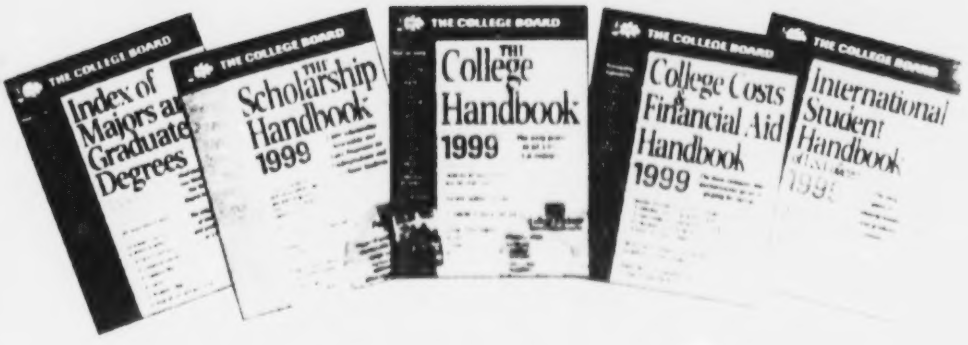
Of the 130 scheduled sessions, at least one-fifth specifically address issues affecting Latino students.

Some of the discussions include:

- Changes in the Year 2000 census and how they will affect educators.
- Ensuring success for Hispanic students.
- The future of enrollment management: diversifying the student population base.
- Strategies for maximizing minority academic achievement.
- Proposition 209, why it happened, and what the outcomes might mean for higher education.
- The affirmative action reaction: changing statutes, regulations, and options for admissions officers.

Organizers say that the large number of sessions on minority issues reflects The College Board's commitment to Hispanics and its recognition that Latinos are going to make up the largest population of school children during the next two decades.

"There is much more focus on Latinos now than in the past. It's been a big turnaround," said member Roberto Haro, director of research of the César Chávez Center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Index of Majors and Graduate Degrees
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at San Francisco State University. "The College Board has said that we need to include this group in our studies and in our programs."

Founded in 1900, The College Board is widely known for administering the SAT.

But the New York City-based organization, which promotes student access to higher education, is also one of the largest and most influential education associations in the country. Its 3,300 member institutions include secondary school systems, colleges, universities, and other educational groups.

The College Board offers far more than the SAT. It provides numerous programs and services, and examines public policy, conducts its own research, and holds workshops and conferences.

"What is so unique about the College Board is that we represent so many people," said Doug Lynch, director of member services. "At one conference you could have the chief operating officer of Harvard sitting next to an inner-city high school teacher talking about compelling issues in education."

The board's membership is also diverse. It includes some of the largest urban school districts with minority populations in the country, for example, New York City's school system.

In its conference brochure, The College Board highlights that its membership "reflects the diversity in American education that is at the heart of its strength."

Organizers said that the theme for the conference, "Serving Students First," is geared to address the questions and concerns of equity and access that affect all students.

One conference highlight will be a discussion of the book by Derek Bok, former president of Harvard University, and William Bowen, president of the Andrew Mellon Foundation and former president of Princeton University–a book about the consequences of raced–based admissions.

"Because our membership has traditionally included these school districts with large percentages of minority students, we have always focused on issues affecting these communities," said Lynch.

When Donald Stewart, a former president of Spelman College, became president of The College Board in 1987, observers predicted that the organization would champion more minority issues.

"One of the things that Stewart introduced was what he called an 'equity agenda,' meaning providing academic excellence for all students," said Lynch. "If you give the kids the resources, all kids can succeed, and he has brought that concept to the forefront."

Through the years, The College Board has championed Latino issues. It was a founding member of the Hispanic Association of Colleges and Universities and has been active with many Latino advocacy organizations, such as ASPIRA.

When Proposition 209, which prohibits the use of race as a factor in public employment and college admissions, was introduced in the California legislature in 1996, the Board came out against it.

"We lobbied vehemently against Proposition 209," said Fred Moreno, spokesman for The College Board. "Since it's been passed, we've continued examining the issue with educators and trying to figure out ways to make sure those kids aren't adversely affected."

The College Board has also backed several initiatives for minorities, including Equity 2000 and the National Hispanic Recognition Program.

Developed in 1990, Equity 2000 is a program aimed at getting more Black and Latino students in college-prep courses.

Today, more than 700 schools with half a million students nationally participate in the program. The goal is to increase the number of minorities attending college by giving students an academic foundation that enables them to do well on college entrance exams. Students take more rigorous courses, for example, algebra; they get extra help and tutoring; and the program provides training for counselors and teachers.

Moreno said that the program is expected to expand into more districts next year.

"They're putting this money into programs to make sure the educational achievements of Latino students improve. In the long run, [it] makes all the difference," said Haro.

The National Hispanic Recognition Program identifies Latino scholars throughout the nation.

Started in 1982, it was a scholarship program funded by the Andrew Mellon Foundation that awarded the students a $1,500 one-time scholarship. Honorable mention recipients received $100 scholarships.

Funding from the Mellon Foundation ended in 1992, but the program continued to identify these bright students without awarding them scholarship funds.

Students are selected based on

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When Donald Stewart became president of The College Board in 1987, observers predicted that the organization would champion more minority issues. "One of the things that Stewart introduced was what he called an 'equity agenda,' meaning providing academic excellence for all students," said Doug Lynch, director of member services.

their PSAT scores at the end of their junior year in high school. The board examines their grade point averages before giving the students the distinction during their senior year.

"It is a very prestigious award, which is why we have continued it," said Pallavi Kearny, program coordinator for The College Board in Washington D.C. "A lot of these students have been getting full tuition for universities who recruit them based on the recognition."

"Because they are the 'cream of the crop,' they are actively sought after. Admission officers are known to seek out the list," she said.

This year, Kearny says that 3,163 students of Latino descent were named Hispanic scholars, and 494 received honorable mention.

In addition to the success of those two programs, educators and members say that the most prominent evidence of The College Board's interest in minority issues comes during the national forum.

"This conference is one of the few places where educators can tackle the hot-button issues affecting the Latino community, like the lingering ramifications of the *Hopwood* case or the latest on affirmative action," said Haro, who is also a professor at San Francisco State University.

"We at the Board offices do not develop the agenda; our members do," said Lynch. "These are the pressing issues; this is what keeps these educators up at night. We just provide the forum for them to examine these issues closely."

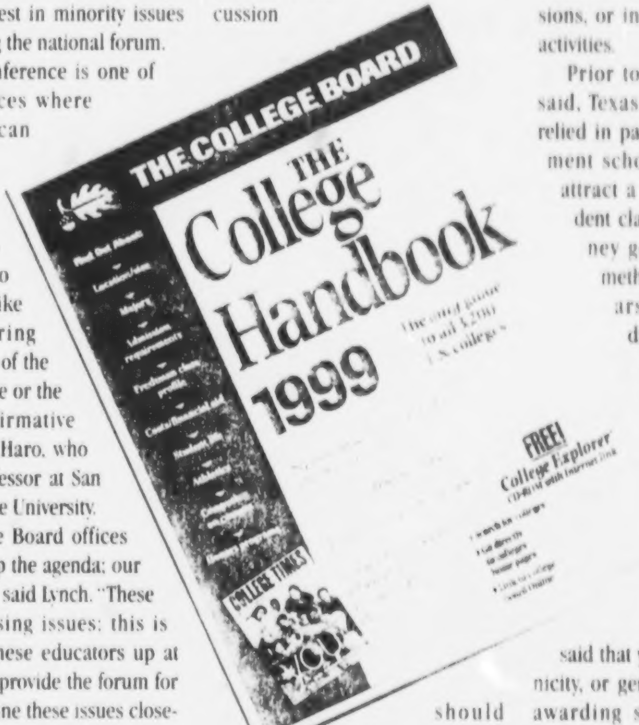
Organizers have put together an impressive slate of speakers.

Hugh Price, president of the National Urban League, will deliver the keynote address at one of the luncheons. Price is a renowned advocate of raising educational and workplace standards.

Another highlight will be a discussion of the book by Derek Bok, former president of Harvard University, and William Bowen, president of the Andrew Mellon Foundation and former president of Princeton University–a book about the consequences of race-based admissions.

The two men will discuss their studies of the issue, contained in their new book, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admission*.

Haro said that the conference will enable Latino educators to learn what impact, if any, Bok's and Bowen's findings will have on the Latino community. "That is one eagerly anticipated book–the discussion should be very interesting," he said.



Among the most important sessions for Latinos, said Haro, are those focusing on affirmative action and the *Hopwood* case.

Two years ago, the Texas attorney general said that according to a ruling by the Fifth Circuit Court of Appeals, race and ethnicity can no longer be considered factors in admission or scholarship decisions, or in retention of outreach activities.

Prior to that case, educators said, Texas flagship institutions relied in part on minority recruitment scholarship programs to attract a diverse first-year-student class. Following the attorney general's opinion, the methods of selecting scholarship recipients were dramatically altered. The session will focus on two approaches used by two schools–Texas A&M University and University of Texas–in the two years since the ruling.

"The *Hopwood* case said that you can't use race, ethnicity, or gender for admission or awarding scholarships. It has become federal law, and its ramifications are far-reaching," said Haro. "Counselors and financial aid officers need to come up with strategies to get around the case law that prohibits the use of race, gender, and ethnicity in admissions and the awarding of financial aid. It can be done."

Another session will focus on the recruitment practices at Berkeley and UCLA following Proposition 209. As with many other universities in California, those two experienced a dramatic drop in the number of minority students entering after the law was passed. "During these sessions, we'll be able to review the current legislative agenda. We will need to find ways to provide Advance Placement courses in mainly Latino high schools, and we need to develop a mechanism to provide good counseling and preparations for the SAT and PSAT," said Haro. "As Latino educators, we have a lot of work to be done."

"In the meantime, this is an organization that wants to help," he said. "They've looked at the Latino children and said, 'We want to make your children competitive.'"

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College Board Reviews SAT Trends Among Ethnic Groups

A recent College Board survey examines SAT scores and disparities

BY

MARI CARMEN SARRACENT

The good news is that more and more Hispanic students are attending college in pursuit of bachelor's, master's, and doctoral degrees. But a poignant issue persists: Hispanics continue to score lower on SATs than other groups. The causes are attributed but not limited to insufficient academic preparation.

According to a recent report released by The College Board, New York, N.Y., a national membership association that supports educational transitions through programs and services in assessment, guidance, admission, placement, financial aid, and educational reform, "disparities in academic preparation, test scores, and other factors are growing across subgroups."

This profile is based on the survey responses and test scores of the 1.2 million students who took the SAT I Reasoning Test and 321,000 seniors who took college-level Advanced Placement (AP) examinations before graduation from high school this year.

According to the report, the average SAT mathematics score is 512, the highest in 27 years and one point above last year's level, but the average SAT verbal score is 505. Among racial and ethnic groups, average verbal scores are down for Hispanic/Latino and Puerto Rican groups by five and two points, respectively, and the average math score for the Hispanic/Latino group fell two points—the only group for which math scores dropped.

Donald M. Stewart, president of The College Board, noted, "We can point to increased math and science study as a reason for the current high in average math scores. But the rock-steady verbal scores are more difficult to explain. One factor may be the decline in familiarity with English."

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Data from the report indicates that this year, students whose first language is not English represented eight percent of the SAT population, up from five percent 10 years ago. The proportion is much greater among Hispanic groups—27 percent of Mexican Americans and 40 percent of other designated Hispanic/Latinos who took the test. And their average SAT verbal scores are much lower—86 and 67 points below the national average, respectively.

Why the SAT?

Due to these discouraging results, some in organizations involved in higher education, such as the University of California's Latino Eligibility Task Force, have suggested the elimination of the use of SAT scores as a determinant for college admission, a position The College Board does not support for various reasons.

In a recent letter prepared by Stewart, regarding this issue, he explains that the SAT shouldn't be and isn't the only determining factor for college admission, but is and should continue to be recognized as the standard—it is a good thermometer to gauge the continuing problems that students face.

Stewart stated, "SAT readings give us some objective information about Hispanic students....The SAT also provides sufficient background data to suggest what may be causing these problems. Only 35 percent of Hispanic high school seniors are enrolled in college preparatory programs, compared with 50 percent of non-Hispanic White students.

"Many Hispanic students attend segregated schools with limited educational resources, inexperienced or underqualified teachers, and high percentages of students living in poverty. Between 1968 and 1992, the percentage of Hispanics attending schools whose enrollment was more than 90 percent minority increased from 23 to 34 percent.

"The overall academic preparation of Hispanic students is among the lowest of all minority groups. Even among SAT takers, who are the students aspiring to attend col-

> ***"The overall academic preparation of Hispanic students is among the lowest of all minority groups. Even among SAT takers, who are the students aspiring to attend college, Hispanics lag far behind their peers."***
>
> DONALD STEWART,
> THE COLLEGE BOARD
> PRESIDENT

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lege. Hispanics lag far behind their peers. In fact, only 25 percent of Mexican American students take 20 or more year-long courses in high school, compared with 46 percent of Whites and 45 percent of Asians."

Reasons for Low Scores

While over 80 percent of college-bound Black and Latino students studied chemistry, 40 percent studied physics, 29 to 38 percent studied precalculus, and 13 to 19 percent took calculus, "in every group, course study is above the levels of 10 years ago but substantially below the levels of White and Asian American students."

Other reasons contribute to the low scores. According to the report, average SAT scores in the suburbs are above the national average and rising, while scores in suburban and rural areas are falling below that average. "This growing disparity is particularly troublesome because 40 to 50 percent of African American and Latino students who take the SATs live in large cities," stated Stewart. However, in a related trend, students who come from educated families have scores that surpass the average.

Stewart continues: "Even though underrepresented minorities are better prepared for college and have higher academic aspirations than ever before, the odds against them seem to be growing. Good schools are getting better in terms of Advance Placement and standards, but many of the schools that serve these underrepresented populations are not."

Another issue is possible grade inflation–as the population of students with higher grade point averages has grown from 28 to 38 percent, their SAT scores have declined–12 points on verbal and three points on math. Stewart added, however, that "the trend may reflect positive changes in education, but it may also reflect greater focus on personal qualities instead of academic achievement."

More remedial and college preparatory courses can contribute to reversing this trend and help Hispanics meet the standard. Stewart stated, "Dropping the SAT may seem to be an expedient, short-term solution to a long-term problem, but it is also very shortsighted. SAT scores provide a vital piece of information about a student's ability to perform college-level work.

"A 1993 study established that the SAT is a good predictor of college performance for all ethnic groups, including Hispanic students. An earlier study (1990) by Maria Pennock-Roman, a researcher at the Educational Testing Service (ETS), found that there was no evidence of less-accurate predictions for Hispanic students than for others; her results supported the use of SAT scores, in combination with high school records, for evaluating Hispanic American students for admission to moderately and highly selective institutions..."

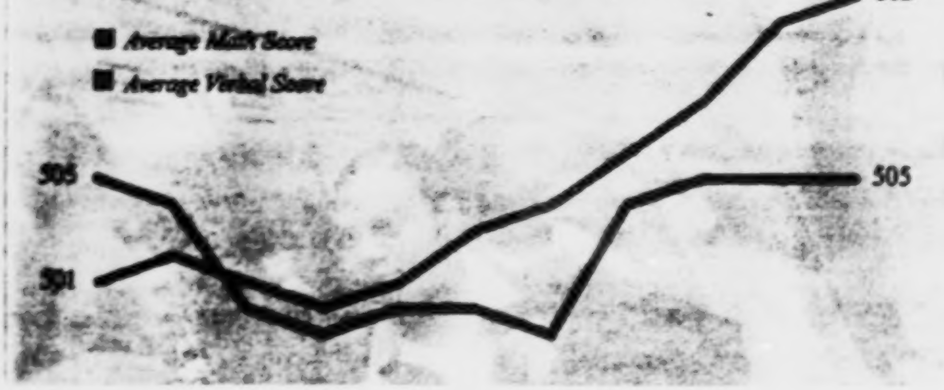
Despite the opposing schools of thought on the use and validity of the SAT, The College Board data reveals that colleges around the country increasingly consider SAT scores. "In 1997-98, the number of four-year institutions reporting an admission testing requirement to The Board's *Annual Survey of Colleges* was 1,450, or 82 percent. This is up from 77 percent in 1990 and represents an increase of 102 colleges."

The gap regarding score and course enrollment differences between the genders is narrowing, however.

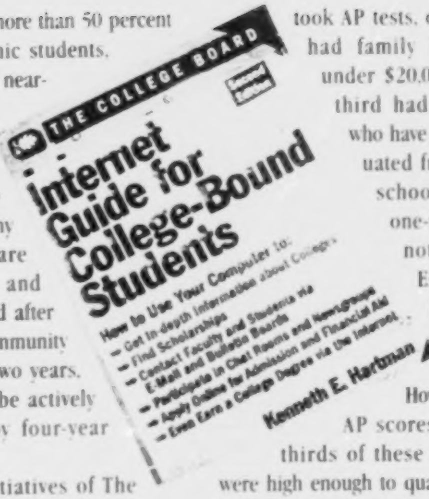
Some Answers

The College Board president Stewart supports the following efforts that will help Hispanic students achieve more successful results on the SAT, in college and beyond: "Four-year institutions should take a closer look at transfer students. Two-year public col-

SAT Math and Verbal Scores from 1988 to 1998



leges enroll more than 50 percent of all Hispanic students, who make up nearly 10 percent of the enrollment at those schools. Many of them are motivated and well qualified after attending community college for two years, and should be actively recruited by four-year institutions.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– Even Earn a College Degree via the Internet
Kenneth E. Hartman

"Two initiatives of The College Board – the annual roster of academically talented students who have graduated from two-year colleges, and the new Office of Community College Relations–are already helping. Our National Hispanic Scholar Recognition Program also has been identifying outstanding high school students for college recruitment since 1984."

Noted Stewart, "Despite the recent backlash against affirmative action, racial and ethnic minorities continue to see college as the route to a better life. This year, minority students are a record one-third of the SAT population and 28 percent of AP graduates, and more of them aspire to master's and Ph.D. degrees."

While the AP test can be stereotyped as a test for students of privilege, that is not so. Wade Curry, director of the Advanced Placement Program, noted, "AP teachers are raising the hopes and potential of an increasingly diverse population in 55 percent of all high schools. Eighty percent of those are public, 12 percent are religiously affiliated, and 8 percent are independent."

Mexican American students have had the least amount of academic preparation of all racial/ethnic groups taking AP exams this year–1." yearlong courses below the average for all AP students. Of the 13,808 Mexican Americans who took AP tests, one-third had family incomes under $20,000, one-third had parents who have not graduated from high school, and one-third did not have English as their first language. However, the AP scores of two-thirds of these students were high enough to qualify them for college credit and/or advanced courses at colleges and universities.

Women are slowly catching up too. Increasingly, women outnumber men in the SAT population and on campus. According to The College Board data, this year 23 percent of women plan to major in health and allied services, and 12 percent are interested in business and commerce, down from 22 percent 10 years ago.

Although women are taking more math and science courses than they have in the past, they still enroll in fewer advanced mathematics courses and more arts/music courses than men, producing an overall grade average of 3.3, above the 3.14 average for men. However, "this year women surpassed men in the study of chemistry and are now only two percentage points behind men in the study of precalculus and four points behind in calculus. This is the kind of progress that opens doors to challenging courses and careers," explained Gretchen W. Rigol, vice president of guidance, access, and assessment services for The College Board.

HO

Ten-year trends in average SAT scores by racial/ethnic groups

	Verbal		Math	
	'88	'98	'88	'98
American Indian, Alaskan Native	471	480	466	483
Asian, Asian Amer., Pacific Isl.	482	498	541	562
African American/Black	429	434	418	426
Mexican American	459	453	460	460
Puerto Rican	431	452	434	447
Hispanic/Latino	463	461	463	466
White	522	526	514	528
All College-bound Seniors	505	505	501	512

Source: The College Board

Toward a Common Vision of Equity and Diversity

National Community College Hispanic Council

BY MARILYN GILROY

Founded in 1985 by six Hispanic community college presidents and one vice president, the group currently includes seven chancellors, five vice chancellors, and 56 presidents.

As the new president of the National Community College Hispanic Council (NCCHC), Dr. Lydia Ledesma-Reese will promote the council's national education agenda through lobbying efforts that she hopes will include a personal meeting with President Clinton and Secretary of Education Riley. Reese, who is also president of Skagit Valley College in Washington, outlined her plans earlier this year when she was installed for a two-year term as president of the NCCHC, a 148-member council that helps prepare Hispanics for positions of educational leadership and advocates "quality and effectiveness of education for Hispanics in the United States."

Dr. Lydia Ledesma-Reese
President, Skagit Valley College
President-elect, National Community College Hispanic Council

And the NCCHC has compiled an impressive track record toward just that. Founded in 1985 by six Hispanic community college presidents and one vice president, the group currently includes seven chancellors, five vice chancellors, and 56 presidents. These statistics are the result of hard work and dedication by the founders and early members.

Thirteen years ago, the original council members had to overcome several obstacles, including lack of funding and lack of supportive services. While many segments of higher education expressed support of the council's goal of advocating administrative and faculty positions for Hispanics, progress was extremely slow. The most common response to the low representation in the ranks of academia was that there were not enough "well-prepared Hispanics."

Council members decided then to start a program to train Hispanic educators to assume leadership positions in community colleges. Funding proposals for the program were unsuccessful until Dr. Michael Saenz, an NCCHC founder, connected with the Ford Foundation, which agreed to underwrite NCCHC leadership fellows classes for five years.

To this date, more than 72

Hispanics have been trained as potential senior-level administrators through the NCCHC Fellows program. Of those, 11 have moved to presidencies, five to vice presidencies of academic affairs, and one to vice chancellor in the Los Angeles Community College District. The council has also been instrumental in securing three seats on the American Association of Community Colleges Board of Directors.

Reese wants to continue to build NCCHC as a national organization. Under her leadership, the officers, board of directors, and members meet regularly to review the council's agenda and establish short- and long-term goals, working systematically to increase Hispanic representation on national boards and commissions. After identifying key individuals at various state and national organizations, NCCHC members make phone calls and write letters in support of Hispanic candidates on governing boards or for administrative posts. This is part of an overall strategy to create a network of individuals in policy-making positions.

Of particular importance to NCCHC is its annual summer symposium, which also functions in part as a leadership institute. Sessions are conducted by successful chief executives and consultants in the field. Using lectures, case studies, and problem-solving techniques, symposium presenters help increase the pool of Hispanic administrators who might be tapped for college presidencies.

This year's presenters included Augustine Gallego, the San Diego Community College District Chancellor, who described the crisis in high school and college completion rates for Hispanics; Dr. David Pierce, president of the AACC, and a keynote speaker at the symposium; and Dr. Ana Margarita Guzman, who chaired President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans. Guzman updated NCCHC members on the response to the commission's 1996 report, *Our Nation on the Fault Line: Hispanic American Education*. The report has translated into significant increases in President Clinton's proposed FY 1999 budget in at least 17 programs that will benefit Hispanics and other minorities.

In order to hold on to gains such as these, Reese knows that building partnerships with other minority groups must be one of her highest priorities. She has pledged to "work collaboratively with the National Council on Black American Affairs and the Asian and Pacific Islanders Council on mutually agreed issues and toward a "common vision of equity and diversity."

To this date, more than 72 Hispanics have been trained as potential senior-level administrators through the NCCHC Fellows program. Of those, 11 have moved to presidencies, five to vice presidencies of academic affairs, and one to vice chancellor in the Los Angeles Community College District.

NCCHC participants at The American Association of Community Colleges 1998 Convention

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Texas Law Schools Back New Prep Institute

Designed to Increase Minority Enrollment

Only one in 25 lawyers is African American, Latino, Asian American or Native American–a statistic that is not an accurate reflection of the multicultural society we live in.

Funding for the pilot program has come from UTEP's Public Policy Research Center, the UT System, UT-Austin Law School, Southern Methodist University School of Law, Baylor University Law School, Texas Tech School of Law, the El Paso Bar Association, the Mexican American Bar Association, and private attorneys.

Unfortunately, the *Hopwood* decision–the federal court ruling that prevents universities in Texas, Louisiana, and Mississippi from making admissions decisions based on race–has had a chilling effect on minority law school admissions. Yet, law schools have a vested interest in having a diverse student body. Diversity is a requirement for meeting the accreditation standards of the American Bar Association (ABA) and the membership guidelines of the Association of American Law Schools (AALS). And despite the *Hopwood* case, the ABA and AALS standards remain in effect. But more than that, law schools find that diversity within the classroom enriches the learning process for all students and makes for a legal system that is truly representative of our society.

Robert Webking, co-founder of the Law School Preparation Institute.

The University of Texas at El Paso (UTEP)–the largest Hispanic-majority university in the United States–hopes to increase minority enrollment in law schools by offering students an intensive, hands-on program: the Law School Preparation Institute.

The brainchild of UTEP political science professors Robert Webking and William Weaver, the Law School Preparation Institute is a two-year program aimed at honing the critical-thinking skills of prospective law students and preparing them to do well on the Law School Admissions Test (LSAT).

"Our students, as a group, tend to have lower LSAT scores than their grade point averages would warrant," Webking said. "It's true of minority students nationwide. Our thought was to address that."

The program, now in its pilot phase, is designed in two parts. The first part–offered six days a week during the summer between the students' sophomore and junior years–consists of intensive workshops that focus on critical reading and analysis and critique of complex arguments.

The second part–an intensive month-long workshop–takes place before the students' senior year. This course focuses on preparing students to do well on the all-important LSAT.

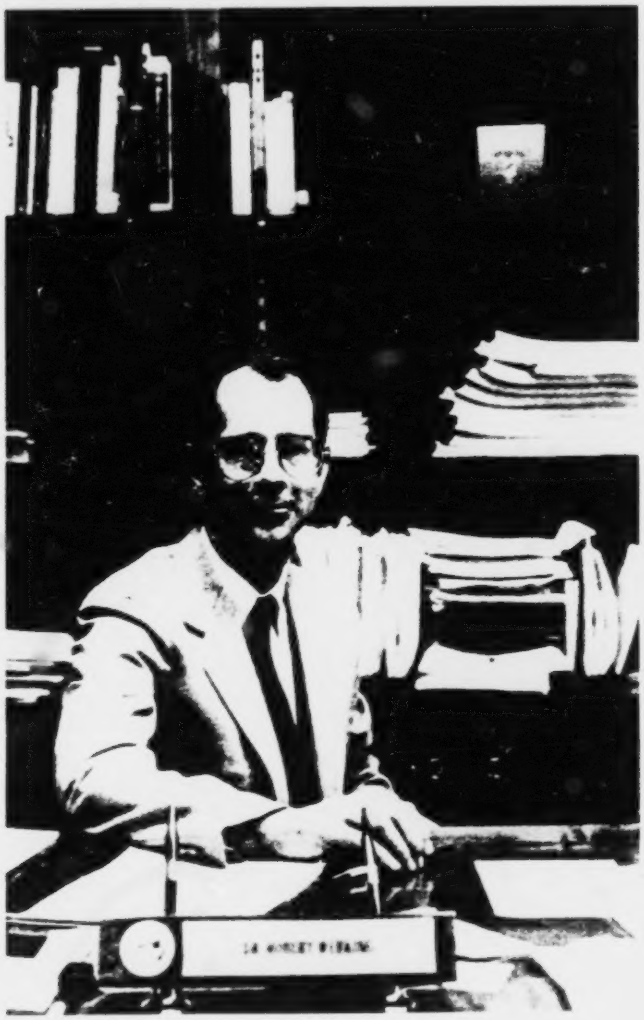
"There is also an introduction to legal writing that serves to reinforce what happens at law school," Webking said.

The program, carried out in cooperation with faculty at the UT-Austin Law School, currently has 30 students, 20 of whom are entering their junior year and 10 of whom are entering their senior year. (Because the program is in its pilot stage, both phases are being offered concurrently this summer.)

The criteria for entering the program are academic achievement and promise and maturity of interest in law school.

The problem of having too few minority attorneys is as complex as the people and situations lawyers deal with every day.

> ***"In this community, if we don't do something to get people into higher education, the whole community suffers," Webking said. "The Law School Preparation Institute is good for the students, good for the law schools, and it's good for El Paso."***
>
> **ROBERT WEBKING,** UTEP POLITICAL SCIENCE PROFESSOR AND CO-FOUNDER OF THE INSTITUTE



"Lawyers practice in the larger community, and unless there's some sense of the diversity of the people they represent, they're practicing at a disadvantage," Webking said.

Lisa Cervantez, an Institute scholar, said the program has heightened her understanding of what to expect in law school.

"I had no idea what law school would be like, but after meeting with a law professor from UT-Austin, I have a good idea of what I have to do," she said.

Even more important, Cervantez said, is her growing confidence in her ability to tackle the rigors of law school.

Institute students uniformly agree that the program offers numerous benefits, from enhancing their ability to analyze complex information to honing their critical thinking skills. They are excited that once they become lawyers, they can bring a new perspective to the legal profession.

Funding for the pilot program has come from UTEP's Public Policy Research Center, the UT System, UT Austin Law School, Southern Methodist University School of Law, Baylor University Law School, Texas Tech School of Law, the El Paso Bar Association, and the Mexican American Bar Association. Various private attorneys have contributed to funding the pilot program as well.

UTEP's Law School Preparation Institute is making a valuable contribution on several levels: the students benefit by being well prepared to enter law school, and the legal profession benefits from increased numbers of minority attorneys, which in turn benefits our multicultural society.

"In this community, if we don't do something to get people into higher education, the whole community suffers," Webking said. "The Law School Preparation Institute is good for the students, good for the law schools, and it's good for El Paso."

Courtesy of the UTEP News & Publications Office.

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Nuclear Physicist Directs NM Testing

Cortez Trained at University of Michigan and Texas A&M

BY
GEORGE ZAMORA

Cortez holds a doctorate in theoretical physics and a master's of science in nuclear physics from the University of Michigan, a master's of science in atomic physics, and a bachelor's of science in physics from Texas A&M University in Kingsville.

On the test ranges of New Mexico Tech's Energetic Materials Research and Testing Center in Socorro, N.M., explosions are usually measured in hundreds of pounds or in tons of TNT. But EMRTC has a new director, and his past experience is with nuclear explosives in the kiloton range.

José Luis M. Cortez came to New Mexico Tech directly from the U.S. Nuclear Regulatory Commission in Washington, D.C., where he was in charge of international nuclear reactor safety programs and was senior research program coordinator of the Office of Nuclear Regulatory Research. Before that, Cortez filled several senior technical and managerial assignments with the U.S. Department of Energy and its predecessor agency, the Energy Research and Development Administration.

Cortez holds a doctorate in theoretical physics and a master's of science in nuclear physics from the University of Michigan, a master's of science in atomic physics, and a bachelor's of science in physics from Texas A&M University in Kingsville.

His vast resume includes 11 years as a research scientist at Lawrence Livermore and Los Alamos national laboratories in the development and testing of nuclear weapon systems. These assignments brought Cortez to New Mexico many times and also to the Nevada test site, where he gained considerable experience and insight in field-test operations similar to his present duties.

José Luis M. Cortez, director of New Mexico Tech's Energetic Materials Research and Testing Center.

Cortez also spent six years as a space scientist at NASA's Marshall Space Flight Center in Huntsville, Ala., during the early lunar staffed exploration program and the Apollo Saturn V rocket development program that took Americans to the moon in the late 1960s. This experience also is an asset since EMRTC now is involved in small-rocket-engine testing.

His most recent work in the safety of nuclear reactor operations, as well as nuclear reactor behavior under severe accident conditions, has taken Cortez around the world several times over, to France, Germany, Italy, and the United Kingdom as well as to the Far East, including Japan, Korea, and Taiwan. All of these countries operate nuclear reactors to generate electricity, and American nuclear safety technology is widely used to keep these reactors around the world operating safely.

"I've seen the world, and now I've added a whole new country to my travel log: New Mexico," quips Cortez, who grew up near the Rio Grande, about a thousand miles downstream in Harlingen, Texas.

Cortez, who joined New Mexico Tech in the spring, says he doesn't foresee a drastic shift in the focus of research and testing programs at EMRTC under his direction.

"What I'd like to do is basically improve our capabilities and continue the good work that has been going on here at EMRTC for the last 50 years," Cortez says.

His most recent work has taken Cortez around the world several times over, to France, Germany, Italy, and the United Kingdom as well as to the Far East, including Japan, Korea, and Taiwan. All of these countries operate nuclear reactors to generate electricity, and American nuclear safety technology is widely used to keep these reactors around the world operating safely.

Some promising programs have recently gotten started.

"There's also a lot of technical work that's being done in the state of New Mexico and elsewhere that falls under our expertise, and I would like to see some of this work brought to Socorro," Cortez adds.

Cortez says he wants to do his part to further develop Socorro as an economic center by opening up new technology markets related to EMRTC activities.

"If other industrial and government agencies come to us with needs that require field-testing, I feel confident that EMRTC can take on these types of programs," Cortez states, "and, being a small research group, we can provide a faster turnaround at a cheaper cost...It's really up to us to promote those aspects of our organization, and I intend to use this advantage in our marketing efforts."

Cortez hopes to increase EMRTC's computational capabilities by increasing the use of high-speed computers to predict and analyze experimental data.

"This will complement our field-testing capabilities and attract new customers to EMRTC," he adds.

"If you can offer both the analytical capabilities and the field-testing, therein lies an important key to enticing other industrial groups to co-locate here more readily," Cortez says.

Cortez says he will strive to build up EMRTC's capabilities by modernizing and improving the research center's instrumentation and data-gathering capabilities and equipment.

"We also need to continue developing our people," he notes, "while at the same time creating a good environment where people can move up the ladder and be ready to assume leadership roles in the future."

"I don't believe in dictatorial management," he explains. "I look to people to do their jobs efficiently and at the same time continue to develop their skills. As long as employees perform to the best of their ability, I'm not going to get in their way."

Blast Wall Test
20.000 lbs. TNT Equivalent
NMT
EMRTC

It's a philosophy that has served him well in the past and one that he will continue to use at EMRTC, Cortez says.

"My objective here at EMRTC will be the same as in my past positions, and that is to have everyone work effectively as a team and to make sure each group within our organization is just as important as the other. For example, without a good group of technicians, the scientists or engineers cannot perform or carry out an effective field-test program...The major difference here will be that I'll be working with the entire spectrum–from the theoretical physicist to electronic technicians," Cortez points out.

Cortez says he also wants to make sure that everyone at EMRTC also takes their responsibility to the community seriously, ensuring that the community feels they're a part of EMRTC and vice versa.

"I think this small-town atmosphere makes everyone more responsive to their jobs," he says. "Being part of New Mexico Tech is not good enough; you need to become a part of Socorro and the extended community of the state."

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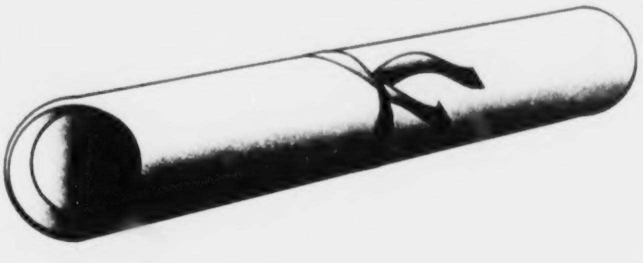
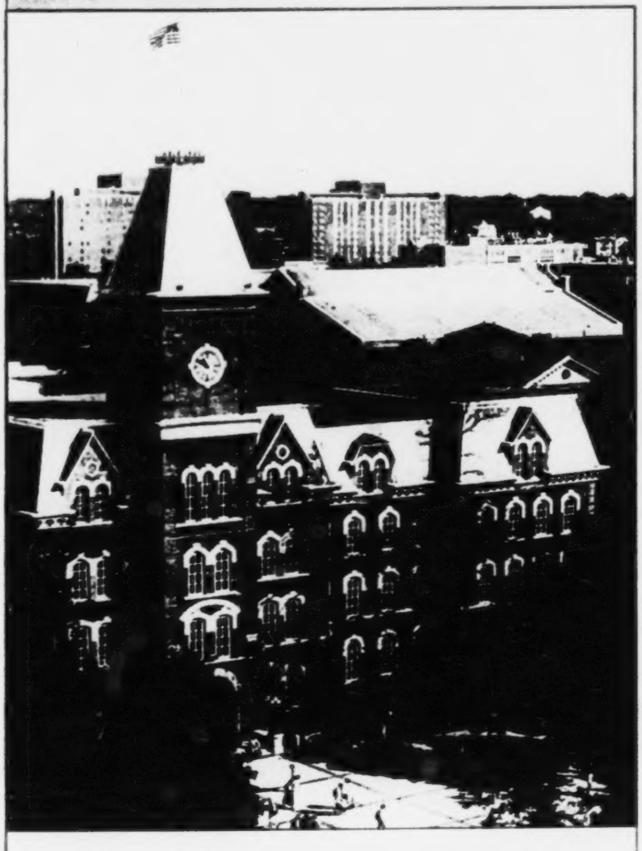
The Honor Roll



The Ohio State University

Sports, Arts, and Top-Ranking Doctoral Programs

BY ROGER DEITZ



The Ohio State University University Hall

Read all about it. "At Ohio State we celebrate and learn from our diversity and we value individual differences. Academic freedom is defined within an environment of civility, tolerance, and mutual respect." So goes an excerpt from the "Vision and Mission Statement" of The Ohio State University. The admissions brochure adds that OSU's diversity is a point of pride, and notes that with more than 7,000 minority students and nearly 3,900 international students from 126 countries on campus, one can encounter people of all different ages, cultures, and backgrounds. Access OSU on the Internet at <www.osu.edu> and find a great number of diversity-related programs listed under the auspices of the Division of Student Affairs.

Ohio State University president William E. Kirwan reminds all prospective students that many other kinds of diversity are also at work at his university, and calls this Honor Roll awardee one of America's leading student-centered research universities.

Kirwan says that with variety like this, finding one's place at Ohio State shouldn't take long. He recommends the Web site as a good place to start. And emphasizes, "it's great to be a Buckeye!"

Great indeed. *U.S. News and World Report* ranked Ohio State University's academic reputation 14th among national public universities. Thirty-eight of Ohio State's 99 doctoral programs were included in the National Research Council's rankings of doctoral programs at 270 institutions of higher education. Of those 38 programs, 36 ranked first among all Ohio universities. Sixteen ranked among the top 25 programs in their discipline in the nation. Ohio State University has as its mission "the attainment of international distinction in education, scholarship, and public service."

OSU offers an extensive range of academic programs in the liberal arts, the sciences, and the professions. To fulfill its mission, the institu-

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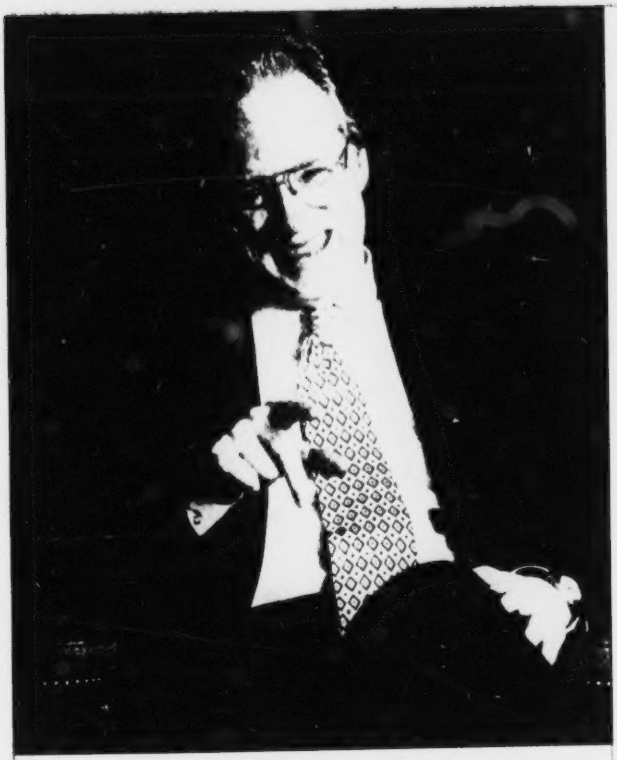


Ohio State University President William E. Kirwan

tion provides accessible, high-quality education for qualified students who are able to benefit from a scholarly environment in which research inspires and informs teaching.

Ohio State's roots reach back to 1870, when the Ohio General Assembly established the Ohio Agricultural and Mechanical College, made possible through the provisions of the Land-Grant Act, signed by President Lincoln on July 2, 1862. In the earliest days, the college curriculum was a matter of bitter dispute among politicians, the public, and educators. One faction–the "narrow gauge" group–held that the college should devote itself to the teaching of only agriculture and the mechanical arts. The "broad gauge" faction wanted a wider program that featured English and ancient and foreign languages as well. Joseph Sullivant, a member of the first board of trustees, is credited with pushing the "broad gauge" idea through the board of trustees, where it passed by a vote of 8-7. His legacy endures. Ohio State continues to offer a broad-based, liberal arts education and a diverse range of study.

Classes began at the new college on September 17, 1873, when twenty-four students met at the old Neil farm just two miles north of Columbus. In 1878, the college's name was changed to The Ohio State University. The first class of six men graduated that same year, and in 1879, the university graduated its first woman.

The main campus of The Ohio State University is located in Columbus, Ohio, the state capital and one of the fastest growing urban areas in the United States. The city of Columbus is a global center for high technology, home to an active arts community, and the corporate and divisional headquarters of a number of major businesses. OSU has 19 colleges, including a College of Veterinary Medicine, College of Dentistry, College of Law, College of Medicine and Public Health, and College of Optometry. Add to this more than

Honor Roll Facts in Brief

INSTITUTION:
The Ohio State University

LOCATION:
Admissions Office
Third Floor Lincoln Tower
1800 Cannon Drive
Columbus, OH 43210-1200
(614) 292-3980

T · H · E
OHIO
STATE
UNIVERSITY

ESTABLISHED:
1870

ENROLLMENT:
54,818

DEGREE OFFERINGS:
Associate's
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION:
$3,687 (in-state, Columbus Campus)

NUMBER OF FACULTY:
4,460 (regular, clinical, and auxiliary)

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Environmental Resources Management
International Business Management
Linguistics
Molecular Genetics
Technical Education and Training

INTERNET (Website) ADDRESS:
http://www.osu.edu

170 majors, 10,500 courses, 122 programs that lead to a master's, and 98 programs that lead to a doctorate.

There are regional campuses at Lima, Marion, Mansfield, and Newark, and an Agricultural Technical Institute. The total acreage for all is 13,654, with 1,715 beautiful acres of trees, green grass, traditional classroom buildings, and state-of-the-art facilities on the Columbus campus. The total number of buildings is 833, 352 of them at Columbus.

The buildings include four on the National Register of Historic Places: Enarson Hall (completed in 1910); Hayes Hall (1893); Ohio Stadium (1922), the first and largest horseshoe-shaped double-deck stadium in the United States, with a capacity of 89,000; and Orton Hall (1893), home of the campus chimes. Here, 12 bells in E-flat first played on June 15, 1915, and have become a campus tradition.

At Ohio State, students can tailor their education to their interests through a double major, minor, or personalized program. The university also offers more than 80 study abroad programs at major learning institutions overseas.

About 160 honors courses are offered each year, with an average enrollment of 19 students. Honors students may create a unique course of study and conduct original research with the guidance of a faculty member. Ohio State was one of the first major universities in the country to provide e-mail to students, faculty, and staff and is a member of Internet 2, the consortium to build a national research and education network. About 1,000 computers, both Windows and Macintosh, are available to the campus community in various university public computing sites.

Total enrollment (1997 figures) at all OSU campuses is 54,818; 27,378 are men, and 27,440 are women. There are 41,694 undergraduate, 10,400 graduate and 2,724 professional students; 44,748 are Ohioans; 3,883 are foreign students. The Columbus Campus has 48,278 students (35,647 undergraduates). Omitting foreign students, minority enrollment is 7,214, including 3,627 African Americans, 2,524 Asian Americans, 856 Hispanics, and 207 Native Americans.

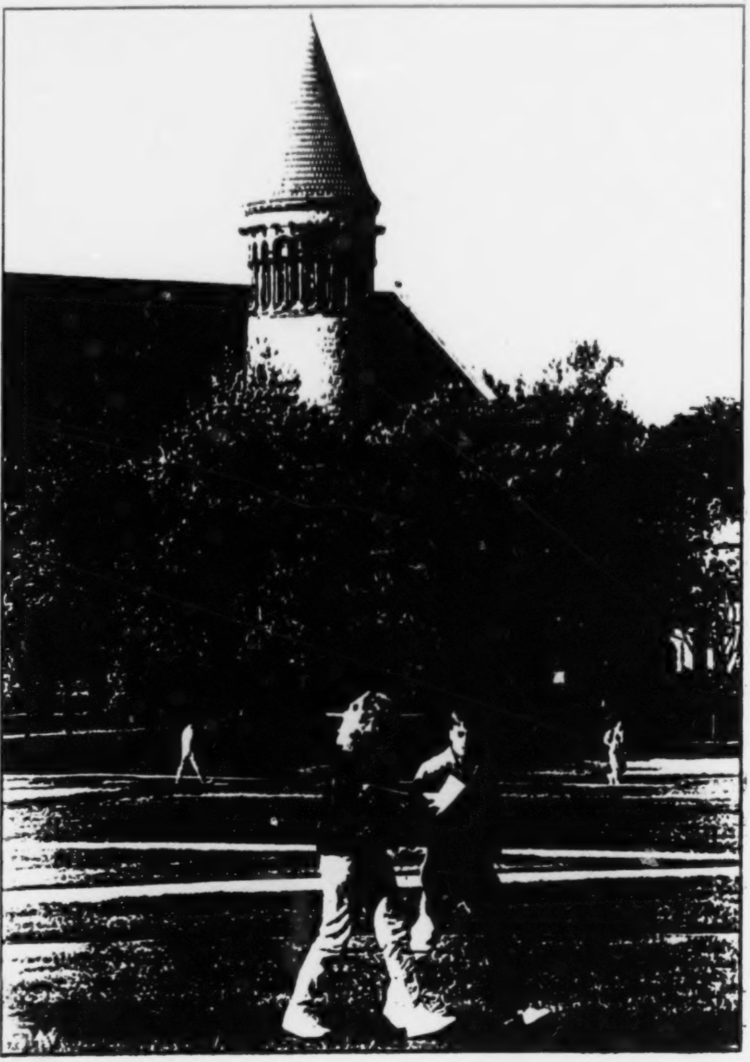
The number of students receiving financial aid in fiscal year 1995-96 was 34,600. The total amount of financial assistance was $344 million, including $123.6 million in scholarships and grants, $141.8 million in loans, and $78.8 million through on-campus employment. OSU boasts 4,460 faculty members (regular, clinical, and auxiliary). There are 8,444 administrative and professional staff and 5,700 classified staff. Ohio State faculty members include a Nobel Laureate, Sloan Foundation Fellows, National Science Foundation Presidential/National Young Investigators, and acclaimed artists, musicians, and writers.

Ohio State has one of the largest academic library systems in North America and the largest in Ohio. There are 24 individual libraries on the Columbus and regional campuses, with more than five million print volumes and nearly 4.3 million microforms. The Wexner Center for the Arts is an award-winning architectural achievement in itself. It draws visual and performing artists from around the world, among them film director Martin Scorsese, composer and acclaimed trumpeter Wynton Marsalis, and pop-art legend Roy Lichtenstein.

The scarlet and gray Buckeyes are a member of the Big Ten Conference and the NCAA. There are 34 varsity sports programs, 17 for men and 17 for women.

Ohio State has the largest recreation and intramural sports program in the nation.

So, if you are into sports, the arts, or the world-class education, President Kirwan is right...it's great to be a Buckeye!



Telementoring the Young

One-on-One, Q & A, and Subject Data on Tap

BY
NELLY MELLANDER AND
GUSTAVO A. MELLANDER

The Electronic Emissary Project, on-line since 1993, based at UT-Austin in the College of Education, helps teachers locate Internet account holders with subject-matter expertise relevant to their curricula who are willing to volunteer some of their time to share their knowledge via e-mail.

A college degree is essential for Hispanics who want to succeed, and mastering mathematics is a key factor in that success. A number of Washington, D.C.-based studies declare that mathematics equals opportunity and that students who fail to master it limit their admittance options. When mathematics is mastered, and reinforced with a variety of college science courses, well-paying careers and successes in a wide variety of fields will follow, the studies predict.

Most students have heard that and are proceeding accordingly. But it is easy to get discouraged.

How can students remain focused, motivated? One way is to connect with professionals already in the field. Around the country, there are thousands of professionals in the technology, engineering, mathematics, scientific, business, and education communities. Their pragmatic knowledge could make them useful resources. Many might like to volunteer to help youngsters in school, but finding the time is problematic.

E-mail programs electronically connect professionals in a variety of fields with students and teachers.

The government has released a report that compiles existing networks that connect professionals with students and teachers electronically. These programs use e-mail to answer questions, tutor, and telementor students. E-mail programs provide more opportunities for adult volunteers because they reduce time and geographical constraints. The network affords students support and encouragement from adults throughout the nation. Not only are students motivated, but they also receive subject knowledge and learn of career opportunities first hand.

Existing e-mail programs fall into three major categories:

- One-on-one sustained mentor relationships, in which a professional adopts a student for a period of time during which regular contact is made via e-mail.
- Question and answer services, in which a student can send a subject-related question via e-mail and have it answered by a professional,

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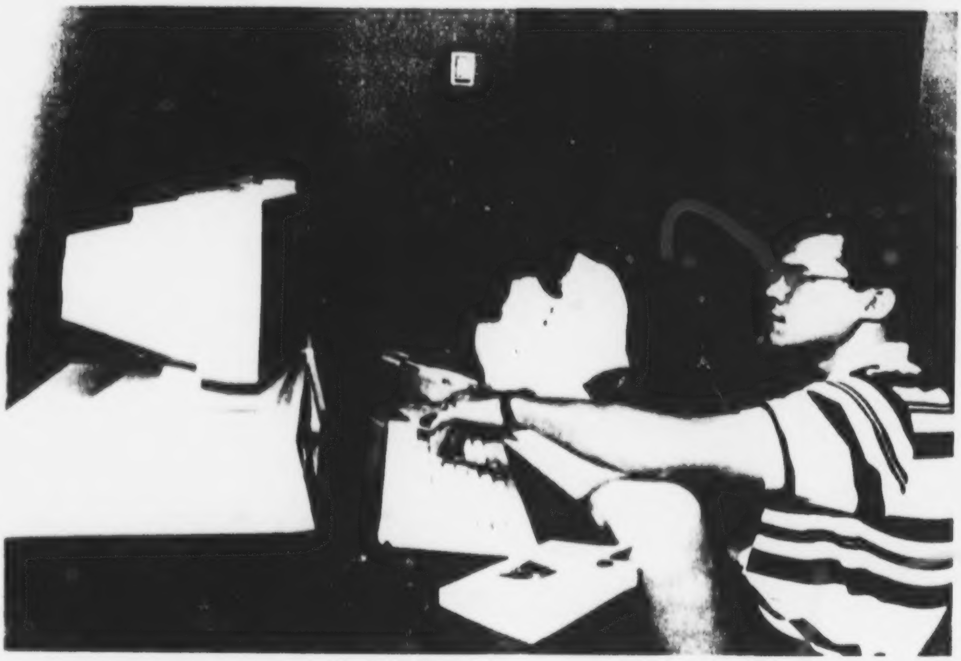
who does not necessarily have regular contact with the student.

- Links to subject knowledge and interactive databases that supplement classroom activities.



The Report

The Department of Education's report describes these existing e-mail-based volunteer programs. Each entry includes a source the reader can pursue to find further information. Also included is a description of essential elements that characterize telementoring initiatives and a list of useful telementoring resources. These programs could be replicated in other areas, or perhaps links could be established with them. The sampling below includes some that are geared towards Hispanics and women.

Stevens Institute of Technology and NASA Pilot Telementoring Project
Web Site: None.
Type: Resource for subject knowledge to supplement classroom activities.
Project Description: Launched in the spring of 1997, the project intends to individually match nine NASA engineers/scientists with a New Jersey teacher and his/her eighth or ninth grade classroom in Jersey City, Hoboken, and Union City. Trained mentors will serve as advisors to the teacher and students as they proceed through a structured curriculum on meteorology. The program involves five all-day hands-on workshops in which teachers learn about meteorology and the use of the Internet-based resources for studying meteorology, such as NASA satellite images. Teachers and mentors begin communicating on science- and career-related topics of mutual interest via desktop videoconferencing. During the school term, five additional hands-on workshops are scheduled.

The curriculum, based on materials from the CoVis project and Blue Sky program, is primarily data-centered and project-oriented, emphasizing discovery by exploration. The program provides opportunities for students to ask mentors questions, via e-mail, that will help students in their understanding of math and science as well as provide students with a role model. In the pilot program, which began in the fall of 1997, each mentor is of Hispanic background, and the students of the pilot classrooms are primarily Hispanic. The pilot program also features a research component that will provide a form of evaluation/assessment. In developing the project, literature by Judi Harris of the Electronic Emissary was used.

Telementoring Young Women in Science, Engineering, and Computing
Web Site: http://www.edc.org/CCT/telementoring/docs/projectg.html
Type: One-on-one sustained mentor relationship.
Project Description: The Telementoring Young Women in Science, Engineering, and Computing Project, through on-line one-on-one mentor relationships, encourages young women to explore and achieve in the fields of science, engineering, and computing by providing sustained support from and communication with female professionals. Mentors, after undergoing two weeks of on-line training, provide students with opportunities to discuss the content of their classes and develop strategies for dealing with difficult subject matter and situations. Mentors also provide guidance and support to help young women make decisions about pursuing courses and careers in science, engineering, computing, and related fields. Over three years, the project has reached 19 schools in six states. The project is supported by the Educational Development Center and Center for Children and Technology and is funded by the National Science Foundation.

The Electronic Emissary Project
Web Site: http://www.tapr.org/

In the Telementoring Young Women in Science, Engineering, and Computing project, on-line mentors, after two weeks of on-line training, encourage students to discuss class content and help them develop strategies for dealing with difficult subject matter and situations.

emissary/
Type: Resource to help teachers design and implement curriculum-based projects involving communication with subject-matter experts.
Project Description: The Electronic Emissary Project has been on-line since February of 1993 and is based at the University of Texas at Austin, in the College of Education. The project helps teachers locate Internet account holders with subject-matter expertise relevant to their curricula who are willing to volunteer some of their time to share their knowledge via e-mail. The Emissary's on-line facilitators then help teachers plan, coordinate, and evaluate curriculum-based telementoring. Students have the opportunity to communicate directly with subject-matter experts from all over the world. For example, fifth grade students in Amarillo, Texas, communicated with a researcher from AT&T Bell Laboratories about sailing and celestial navigation. The subject-matter expert in this team answered questions and suggested simple experiments for the students to try to help them understand the information that he was communicating.

Hewlett Packard E-mail Mentor Program
Web Site: http://www.telementor.org
Type: One-on-one sustained mentor relationship.
Project Description: In 1996-97, the Hewlett Packard E-mail Mentor Program provided 1,500 one-on-one mentor relationships between HP employees and fifth-12th grade students in order to motivate students to excel in math and science. Students received assistance and encouragement in pursuing their unique interests while gaining critical math, science, communication, and problem-solving skills. Mentors worked with individual students on teacher-assigned projects that integrated the mentoring program into the school's curriculum and were designed to meet student needs. Projects varied from helping students develop classroom math- or science-related research projects, to exploring math or science careers, to working on weekly math problems. HP employees also helped students develop critical skills to pursue their unique interests in a professional, fun, and efficient way.

Learning Through Collaborative Visualization (CoVis)
Web Site: http://typhoon.covis.nwu.edu/info/covis-info.html
Type: One mentor to one student team, sustained mentor relationship.
Project Description: The Learning Through Collaborative Visualization (CoVis) Project involves thousands of students, more than a hundred teachers, and dozens of researchers and scientists, working to improve science education in middle and high schools. The hands-on science learning employs a broad range of communication and collaboration technologies, including telementoring. CoVis seeks to recruit science experts from academia and industry who are willing to volunteer time to assist CoVis students with their projects. The CoVis Mentor Database enables teachers to match these volunteers with teams in their classrooms for mentoring relationships spanning weeks or months. Mentors can help students develop interesting scientific questions; clarify and refine their project questions; locate books, periodicals, and Internet data relevant to their investigations; and analyze data in a useful way. Through analyses of electronic mentor-mentee correspondence, students' work, and interviews with mentors, mentees, and teachers, CoVis will examine the efficacy and sustainability of volunteer mentoring over the Internet.

In 1996-97, the Hewlett Packard E-mail Mentor Program provided 1,500 one-on-one mentor relationships between HP employees and fifth-12th grade students in order to motivate students to excel in math and science.

Mentor Center
Web Site: http://mentorcenter.bbn.com
Type: Ongoing feedback on student work by mentors.
Project Description: Mentor Center provides students with a guided process for obtaining feedback from mentors. Mentors from outside a school can review student work easily and offer constructive comments. Mentor Center allows for several variations of relationships: one student working with one mentor, one student working with several mentors, or several students working with one mentor. Once assigned a mentor, the student pastes his/her written work into a form on the Web; an automatically sent e-mail message notifies the mentor(s) that the "Net Pal's" work is waiting for him/her/them to read and includes the Web-page address where the student's writing is located. The mentors access the Web page where the student's work is, and feedback forms are posted. The mentors enter constructive comments, which are automatically returned, either to the student or the teacher. For example, in Concord, N.H., lawyers in a local law firm mentor sixth grade students in writing. At ALL School in Worcester, Mass., employees of the Fleet Bank are mentoring middle and high school students in a business apprenticeship program.

Science, Engineering, and Math (SEM) Telementoring Program
Web Site: http://www.asel.udel.edu/sem/programs/telementoring/intro.html
Type: One-on-one sustained mentor relationship.
Project Description: The Science, Engineering, and Math (SEM) Telementoring Program supports Internet-based, one-on-one mentor relationships between students with disabilities and volunteer mentors from the Applied Science and Engineering Laboratories (ASEL) at the University of Delaware. To encourage students to pursue and remain in SEM professions, mentors describe their own personal experiences; challenge students with new ideas and opportunities; advise students on course work; provide new academic, business, or personal contacts; and discuss student problems, offering potential solutions.

For more detailed information, see "E-MATH: A Guide to E-mail Based Volunteer Programs Designed to Help Students Master Challenging Mathematics, Science and Technology," U.S. Department of Education (April 1998).

The Mellanders are professors at George Mason University.

Affirmative Action

Southeast community college

An Anachronism in Higher Education?

BY JOSÉ J. SOTO

Of late, many individuals at institutions of higher education are asking the question, "Is affirmative action an anachronism at universities and colleges? My answer is an unequivocal and emphatic "NO"!

Our society continues to need affirmative action in employment, public contracting, and in the academy. And of these three arenas, the fields of higher education are the most barren and in desperate need of leadership and tending from affirmative action professionals.

Have things really changed?

Many individuals in this country believe and ardently argue that people of color have made great progress socially and economically. Because they perceive that progress has been made, they conclude that efforts such as affirmative action are outdated, unfair and unnecessary. The fact is that racism, discrimination, exclusion and economic marginalization based on skin color continue to impede the progress of, and are a part of the current reality for, too many people of color in this country.

Yes, higher education has made some progress. It has moved away from the old *attitudes* of exclusion. What it has not done is move far enough away from the *institutionalized behaviors* of exclusion. Even now—33 years after passage of the Civil Rights Act of 1964—students of color continue to suffer from the neglect, disinterest, misguidance, and passive hostilities of educators and educational systems that just don't understand, don't care about, or don't see the too often negative consequences of being a person of color in this country.

Skin color is no longer as much of a barrier to higher education as it once was. But skin color—and race, gender, sexual orientation, physical ability, national origin, and economic status—continues to be a very real barrier to higher education, employment and full participation in this "democracy." Proof of this reality lies within the walls of most public and private enterprises (including institutions of higher education) in this country, where people of color are underrepresented, represented in merely a token fashion, or simply not represented at all.

***Hopwood* should not deter us from taking affirmative action.**

The reality that racism continues to operate and limit opportunities for people of color in this country belies the rhetoric that we have made "sufficient progress" to warrant dismantling affirmative action. To the contrary, we should be looking toward expanding our efforts to open doors and to level the playing fields for people of color.

To this end, despite the recent U.S. Court of Appeals 5th Circuit decision (*Hopwood v. University of Texas, 1996*), **the use of race as one of many appropriate criteria to consider in making admissions decision in higher education is permitted** (*Bakke v. University of California-David, U.S. Supreme Court, 1978*). And until the U.S. Supreme Court says something different, the governance and administrative leadership at institutions of higher education—outside of Texas, Mississippi, and Louisiana—should continue to actively support and aggressively promote affirmative action as a tool to give form and substance to our national credo of equal opportunity.

If not affirmative action, what?

Most critics of affirmative action do not see the need for, and thus do not offer, reasonable alternatives to affirmative action. Nor do they take any personal responsibility for finding reasonable solutions to problems that undergird the need for affirmative action. The majority of affirmative action's critics refuse to take any direct and meaningful action to eliminate the racism that continues to negatively impact on a daily basis the lives of people of color.

Those who most vehemently denounce affirmative action are typically the ones who have the power and authority to do something to make affirmative action unnecessary—such as implementing alternatives that will ensure that people of color who are qualified are not always at a disadvantage..., such as finding solutions to the oppressive social conditions that have plagued people of color in this hemisphere since 1492..., such as eliminating racism and its effects in their own sphere of influence and authority. Their attacks on affirmative action and their refusal to act affirmatively do nothing to remedy the situation and the conditions that continue to make affirmative action necessary.

Affirmative Action is needed now more than ever.

No...affirmative action is not anachronistic, dead, or useless. It is timely, alive and very much needed. And it is naive to think that academe—or any other social, governmental, or economic enterprise for that matter—is at a point where unguided and random decision-making processes will naturally create anything other than more of what we already have: a dominant culture controlling and reaping the benefits and privileges of power while qualified and deserving people of color (and others similarly disenfranchised, e.g., gays/lesbians, women, immigrants, the poor) continue to struggle for inclusion, equal opportunity, and acknowledgement that they too are worthy partners in American society.

A bottom line...

Eliminating individual and institutionalized racism in this country will go far toward eliminating the need for affirmative action programs. Eliminating affirmative action programs, however, will do nothing to eliminate the racism that justifies the continued existence of these programs. Sometimes, the simplest truths are the most powerful.

The author of this commentary is vice president for affirmative action, equity and diversity at Southeast Community College, Lincoln, Nebraska.

People-Places-Publications-Conferences

PEOPLE

Dallas Collegians Reach Out to At-Risk Students

This summer, five students at the University of Dallas launched a project, the Irving Summer Academic Achiever Program, designed to reach out to at-risk students–those who are suffering academically and are financially strapped.

Melanie Saldivar and four schoolmates spent their summer tutoring local middle school students and taking them on field trips.

Five days a week, Saldivar and friends travelled throughout the local area to pick up 15 middle school students whom they brought to the University of Dallas campus for about five hours of tutoring. Fridays were spent on field trips around the Metroplex and a visit to The Science Place in Dallas.

Saldivar and her partners raised about $6,000 to help pay for supplies and entry fees for the field trips. Next year, the group hopes to raise enough to furnish lunch as well. Students this year had to bring their own.

Gómez Named Director of Admission at SWT

Gregory Gómez III has been named director of admission at Southwest Texas State University (SWT).

He joins SWT after serving five years as director of admission at Washburn University in Topeka, Kan., and has spent 12 years in all in the field, having been assistant director of admission at North Carolina A&T University and an admission counselor at Salem Community College in New Jersey.

Before his career in higher education, Gomez was an Army officer for 11 years.

He holds a B.A. degree in Spanish from the University of Houston at Victoria and a master's from Webster University in St. Louis.

He replaces Fernando Yarrito, who left to take a similar post at the University of Maryland in Munich, Germany.

M-DCC Teacher Joins First-Ever IRS Panel

Ana Cruz, associate professor of accounting at Miami-Dade Community College (M-DCC), is one of 11 South Floridians named inaugural members of the Internal Revenue Service's new Citizen Advocacy Panel. The volunteer panel is one of several initiatives instituted by President Clinton in the wake of reported abuse of taxpayers by IRS agents, and is the first such panel in the nation.

The panel will work to resolve customer service problems in the local area. Members, who will meet quarterly, will hold at least two public hearings each year to elicit concerns and feedback and receive recommendations. Members will also serve as liaisons for taxpayers and make appropriate referrals.

Cruz, who holds an endowed teaching chair at M-DCC, has more than a decade of specialized tax experience, both in private practice and with the IRS. For several years she has also directed the Volunteer Income Tax Assistance (VITA) program at M-DCC's Wolfson Campus.

In the academic arena, Cruz has earned a reputation for making the study of accounting interesting and relevant, and has incorporated service learning into her classes by having students volunteer with VITA and other organizations.

An alumnus of M-DCC, Cruz holds a master's degree from the University of Thomas of Villanova.

RHC's Jorge Limon Honored by JPL

The Jet Propulsion Laboratory Undergraduate Scholars (JPLUS) program, which identifies outstanding community college students in math, computer science, physical science, and engineering, has honored Rio Hondo College (RHC) student Jorge Limon.

Recommended by RHC's Math and Sciences Department for academic excellence, innovation, and scientific leadership potential, Limon received a plaque acknowledging his accomplishments and academic promise and a stipend at a JPLUS awards banquet and became a potential participant in the Summer Undergraduate Research Fellowship (SURF) program at the Caltech (California Institute of Technology), which manages JPL for the NASA.

Pictured left to right: Robert B. Leighton, Caltech physicist and astronomer with Jorge Limon, Rio Hondo College (RHC) student, and Paul Moreland, RHC mathematics instructor.

Caltech's 18-year-old SURF program is described as a premier academic and research program offering students unparalleled experiences and giving them a strong advantage as they begin future careers or attend graduate school.

Mildred García Elected to AAHE Board of Directors

Members of the American Association for Higher Education (AAHE) have elected Mildred Garcia of Arizona State University-West, to a four-year term on AAHE's Board of Directors. Garcia is one of 19 Board members.

The Washington,

D.C.-based AAHE is a national individual-membership organization dedicated to improving the quality of American higher education.

In addition to her position as associate vice provost at ASU-West, García is associate professor in the campus' Social and Behavioral Sciences Department and associate director of the ASU Hispanic Research Center. Her research has focused on at-risk students and underrepresented faculty, staff, and administrators, with emphasis on the implications for policy and practice.

She received her doctorate from Teachers College, Columbia University, N.Y.

Harbor College Names Rosas as Vice President

Luis Rosas has been named vice president of academic affairs at Los Angeles Harbor College.

Rosas joined the staff as a counselor in the Extended Opportunity Program and Services office in 1978, he became a member of the regular counseling staff a year later, chairperson of the counseling department in 1985, associate dean of admissions and records in 1987, and academics dean in 1995.

During his two decades at the college, his responsibilities have included supervision of academic divisions and vocational education; International Students; Relations with Schools; College/University Transfer Center; and Affirmative Action and Greater Avenues for Independence (GAIN) programs.

Rosas has served on many committees; was elected chairperson of the committee of counseling chairpersons of the LA Community College District, of which Harbor College is a part; and was elected co-chair of the district Admissions Officers Committee.

He has an associate's degree from Mt. San Antonio College and a bachelor's and master's from Cal State-Los Angeles.

Castro Math, Statistics Division Head at UTSA

Alfonso Castro has joined the University of Texas at San Antonio as professor of mathematics and director of the Division of Mathematics and Statistics in the College of Sciences and Engineering.

A member of the mathematics faculty at the University of North Texas for 13 years, he was for two years program director of Applied Mathematics and Classical Analysis at the National Science Foundation.

Author or co-author of more than 60 research articles and publications, Castro earned his doctorate in mathematics at the University of Cincinnati and both his master's and bachelor's degrees in mathematics from the National University of Colombia in his native Bogota.

Martínez Named to National Foundation Board

Nebraska Wesleyan University student Marty Martínez has been named to the National Hispanic Education Foundation, a board of the American GI Forum, a national Hispanic veterans family organization.

Martínez, the first college student ever selected for the board, was elected at the National Conference of the American GI Forum, held in Corpus Christi, Texas. The board includes two representatives from each of the 15 states with American GI Forum chapters. It distributes scholarship funds, administers a women's re-entry program, and works on educational programs for inner-city schools.

Víctor Villaseñor Speaks at ECC

Víctor Villaseñor, best-selling author, was the keynote speaker for Elgin Community College's (Ill.) recent Hispanic Heritage Breakfast.

Villaseñor, a highly sought speaker on the topics of family, pride, and world peace, has written *Rain of Gold*, *Macho*, *Jury: The People vs. Juan Corona*, and *Wild Steps of Heaven*, and the screenplay *Ballad of Gregorio Cortéz*, used in a PBS production starring Edward James Olmos. ABC-TV presented *Rain of Gold* as a mini-series in 1997.

Born in California, Villaseñor was raised by Mexican parents and, he says, grew up feeling lost between two worlds in a constant struggle to find common ground between the culture of his ancestors and his family's newly adopted American homeland.

After moving to Mexico and then returning to the United States, Villaseñor became inspired to confront the conflicts of his youth through writing.

Throughout his twenties, he produced nine novels and 65 short stories. He received more than 260 rejections before he sold his first novel, *Macho*, which received rave reviews.

He speaks at colleges, universities, high schools, libraries, and prisons, and has been a guest speaker at the Smithsonian Institution in Washington, D.C.

Romero Appointed U.S. Ambassador to Spain

Citrus College (Calif.) alumnus Edward L. Romero of Albuquerque, N.M., was sworn in as U.S. Ambassador to Spain and the principality of Andorra on June 25, 1998, having been nominated by President Clinton on May 5.

At his confirmation hearing before the Senate Foreign Relations Committee, Romero stated, "I want my efforts as ambassador to produce concrete, bottom-line results that would benefit all our citizens through increased trade and enhanced employment opportunities."

Romero, 63, is founder, chairman, and CEO of Advanced Sciences, Inc., an international environmental engineering and waste management corporation. He has been a member of the U.S. Trade Representative's Services Policy Advisory Committee and has led several U.S. delegations to Mexico.

He is a well-known leader in the Hispanic community, having served on the President's Hispanic Advisory Committee, the Albuquerque Hispanic Chamber of Commerce, and the Hispanic Caucus Institute. In 1989, the Hispanic Chamber of Commerce named him National Hispanic Business Man of the Year.

Martínez Directs UTEP's Facilities Services

University of Texas at El Paso (UTEP) Vice President for Finance and Administration Juan Sandoval has announced the appointment of Gloria Martínez as the university's new director of Facilities Services.

Martínez will oversee construction, campus grounds maintenance, and more than three million square feet of facilities. Associate director of facilities services since 1996, she has been interim director of the department since December. Her diverse engineering and management background includes positions as the area manager of the physical plant at the University of New Mexico, construction superintendent at Johnson Controls in Los Alamos, N.M. and civil engineer for the New Mexico State Highway Department.

According to Sandoval, she "is one of only a handful of women administrators in facilities services in the state of Texas, and she might be the only Hispanic woman in that position, which makes her a fantastic role model for the Hispanic female students on campus."

She holds a bachelor's degree from New Mexico State University, is certified in basic management by the University of New Mexico and in facilities management by the Association of Higher Education Facilities Officers' Institute for Facilities Management.

Prieto Sworn in as ACCD Trustee

Luz María Prieto has been sworn in as a member of the Alamo Community College District (Texas) Board of Trustees and will serve a six-year term.

An art dealer for Galeria Sin Fronteras and freelance translator, she served as a consultant and translator for the National Council of La Raza, the Social Security Administration, and the Red Cross. She has coordinated public programs for the Smithsonian Institution in Washington, D.C., and served as a counselor for several women's programs, including family planning programs in Latin America.

A veteran community volunteer, she serves on several other local boards, including those of the Guadalupe Cultural Arts Center, the Barrio Comprehensive Family Health Center, and the Madonna Center.

She attended Columbia University, Universidad de las Americas in Mexico, and the Centro Intercultural de Documentacion, also in Mexico.

Cameron Associate Dean, Rosenberg Professor

Christopher D. Ruiz Cameron has been appointed associate dean at Southwestern University School of Law (Calif.). A faculty member since 1991, he now coordinates the first-year program and implements new programs to enhance student success in law school and on the bar examination. He will continue to supervise the Externship Program and will add responsibilities related to the academic program, faculty appointments and review, faculty development, and the self-study process.

Cameron was also named the 1998-99 Irving D. and Florence Rosenberg Professor of Law for his dedication to the law school and its students, as well as for his professional accomplishments.

He teaches Civil Procedure, Employment Law Survey, Sports Law, Jurisdiction, Labor Law/Alternative Dispute Resolution Transactions, and Sports/Labor Law Transactions. He is director of the Mexican-American Bar Foundation. And as an author, one of his most recent articles is "How the Garcia Cousins Lost Their Accents: Understanding the Language of Title VII Decisions Approving Speak-English-Only Rules as a Product of Racial Dualism, Latino Invisibility, and Legal Indeterminancy."

He earned his bachelor's degree, summa cum laude, from the University of California-Los Angeles, and his Juris Doctor degree from Harvard Law School.

PLACES

Families Welcomed at Texas Tech-El Paso

Parents and students of the El Paso, Texas, area were recently treated to a warm welcome, pizza, and cake by Texas Tech University administrators, Tech students, and members of the Dads & Moms Association at the El Paso Regional Recruitment Center. The event was designed to help all the area students entering Tech to get acquainted.

Pictured left to right: Sofia Rodriguez, El Paso Regional Recruitment Director; Cathy Allen, Vice Chancellor for Cultural Diversity; Dr. José Manuel de la Rosa, El Paso Regional Dean for Texas Tech Health Sciences School of Medicine; and Jane Ramirez, Cultural Diversity Administrator.

Sofia Rodriguez, past president of the Hispanic Student Society and Texas Tech graduate, was named regional director for the center in June and has already made tremendous strides in reaching out to the El Paso community.

"She has helped us so much," stated Josie Salazar. "My son is the first to go to college, and we did not know how to make all the arrangements. Sofia helped us with everything. We are not so scared anymore."

Paul Strelzin, vice president of the Texas Tech Dads & Moms Association, told parents to visit their children on campus and get to know their professors and administrators, saying students get homesick and need their support.

Valencia Named "National Community College of the Year"

VALENCIA The National Alliance of Business (NAB) has named Valencia Community College (Fla.) the 1998 National Community College of the Year, singled out for its "effective and innovative leadership," particularly in meeting the workforce needs of business and industry.

NAB works to advance an education/workforce agenda at the local, state, and national levels to build a world-class workforce. It partners with the U.S. Chamber of Commerce, the Business Roundtable, and Fortune 1000 companies among many others to improve the nation's education and training systems.

Earlier this year, Microsoft Corp. chairman and CEO Bill Gates cited Valencia's leadership role nationally after his company chose Valencia as one of five colleges in the nation to win a Working Connections grant. The grant enables the college to help other schools replicate Valencia's very successful high-tech training programs for students with disabilities.

Valencia, the second-largest producer of A.A. degree graduates in the nation, has also been a leader in the School-to-Work movement. Last year it launched a program that takes faculty members out of the classroom and into the workplace for six weeks to learn first-hand what employers expect from graduates on the job.

Paso del Norte Ozone Map Goes On-line

An animated three-dimensional display of ozone pollution levels in the El Paso-Juárez (Texas-Mexico) border region–currently exceeding both U.S. and Mexico air quality standards–went online in August.

Accessible on the Internet at <www.ozonemap.org>, the Ozone Map presents current levels for the Paso del Norte region, one of the largest international communities sharing a common air basin.

With a population approaching two million, the people within this region are separated only by the Rio Grande, a designated National Heritage River; throughout history, they have shared resources and a common environment.

The Ozone Map, developed by the University of Texas at El Paso and Austin College in Sherman, Texas, with support from various organizations in the U.S. and Mexico, is an important example of the international cooperation needed to address and solve environmental problems that transcend national borders.

The El Paso City County Health Department, Dirección de Desarrollo Urbano y Ecología in Ciudad Juárez, Texas Natural Resource Conservation Commission, and New Mexico Environment Department have worked together to ensure that the Ozone Map benefits the entire region.

Each agency downloads air pollution and meteorological readings to UTEP where researchers then process data to create a video, which local news stations can access.

USCS in Partnership with Portuguese Organizations

A delegation from the University of South Carolina-Spartanburg (USCS) visited Portugal, at the invitation of the Luzo-American Development Foundation of Lisbon, which frequently hosts delegations from the U.S., especially from higher education institutions, in order to create avenues for cultural and educational exchanges.

USCS representatives included Rita Duarte Marinho [pictured], Dean of the College of Arts and Sciences; Regis Robe, director of International Studies; Ron Romine, director of Arts and Sciences College Programs; and Don Knight, chair of the Division of Fine Arts, Languages and Literature.

The USCS group met with representatives of the University of Lisbon and laid groundwork for a faculty exchange in the areas of American literature and American popular culture. Discussions were held too with the Cameos Institute, which supports placing lecturers in the Portuguese language at various universities throughout the world.

USCS students, under the auspices of the International Studies Program, are likely to visit Portugal as part of a cultural exchange during 1999.

The USCS International Studies Program has supported visits during the past year to England, Italy, Germany, Costa Rica, France, Portugal, Poland, Russia, and the Dominican Republic.

Hispanic College Fund Receives Grant from SBC Foundation

The Hispanic College Fund (HCF) announced a $25,000 grant from the Southwestern Bell Communications (SBC) Foundation to provide scholarship support to eligible Hispanic youth who aspire to attain a college education in business. The entire grant will fund scholarships to deserving Hispanic students selected from the seven states served by SBC–including Texas, Missouri, Oklahoma, Arkansas, Kansas, California, and Nevada–to be awarded in academic year 1998-99.

The Hispanic College Fund is a national nonprofit, tax-exempt organization located in Washington, D.C., founded in 1993 by Hispanic business owners to help deserving young men and women pursue a college education in business. This year, the HCF expects to award another group of scholarships to more than 100 talented Hispanic students across the country.

The SBC Foundation is the philanthropic unit of SBC Communications Inc. and its Southwestern Bell, Pacific Bell, Nevada Bell, and CellularOne Companies.

This year's grant by the SBC Foundation to the HCF is the fifth in support of its scholarship program.

Learn Spanish in Mexico Through MHCC

This winter, Mt. Hood Community College (MHCC), in Oregon, is offering a unique opportunity in the beautiful mountain town of San Miguel de Allende, Mexico. Participating students will spend winter term 1999 studying in a Spanish language immersion program that will give them a year's worth of instruction and background on Mexican culture in an intensive eight-week program at the Academia Hispano-Americana.

Prior Spanish language experience is unnecessary. Students may enroll as first- or second-year Spanish language students, and will earn credit for a full year of college-level language, as well as credits in International Studies. Individuals may also audit the program.

The total cost of MHCC's Spanish language immersion program is $2,900, and includes all tuition and books, homestay, round trip airfare, and health insurance. An MHCC resident instructor will accompany the group and is available to help with any aspect of the experience, from academics to homestay. Enrollment is limited to 25 students, and early registration is advised. The San Miguel de Allende program will be offered January 2-February 27, 1999.

For more information, contact Lynn Darroch at (503) 667-7640.

EWU Producing Farmworker Plays

Eastern Washington University is seeking community help in a project that will produce one-act Spanish-language plays targeting farmworkers.

Community members are needed to help identify health and safety needs among seasonal and migrant farmworkers, as well as design, act in, and produce the plays throughout four counties, said Kathy Pitts, project coordinator.

Seattle-area playwrights Leticia López and Lupita Patterson have agreed to write four plays once the major themes have been developed.

This project is titled "Hispanic Farm Workers Interactive Plays" and is funded under a two-year $224,000 National Institute for Occupational Safety and Health grant, which was recently awarded to Eastern's Center for Farm Health and Safety. The center is also a Pacific Northwest Agricultural Safety and Health satellite center, affiliated with the University of Washington Department of Health.

Although only two percent of the population in the nation raises the food that the nation consumes, farming is still rated in the top three for on-the-job unintentional injuries, Pitts said.

Kalamazoo to Boost Minority Health Careers

If a group of Kalamazoo, Mich., educators and community leaders have their way, minority students from the Kalamazoo Public Schools (KPS) will soon be heading for health careers in record numbers.

A $349,983 award made through the Association of American Medical Colleges (AAMC) will come to the community to fund a five-year initiative to coordinate resources and efforts aimed at boosting the number of minority students headed for a wide range of health care professions.

The award will fund the Kalamazoo Health Partnership Initiative, which will involve Western Michigan University, Michigan State University/Kalamazoo Center for Medical Studies, the KPS, and community organizations from across the city.

Having begun this fall with KPS seventh graders, partners in the effort are focusing on informing students about health care opportunities and guiding interested students into health careers through counseling, mentoring, job shadowing, enhanced academic and laboratory experiences, and special health occupations course work and internships. The partners are bringing their resources to the task of improving basic academic achievement levels, increasing minority enrollment in health professions education, and improving retention of those students once they enroll in higher education.

The Partnership Initiative recognizes that preparing a health professions workforce that reflects the diversity of the community it serves is in the public interest, and that it is important that care providers relate well to the populations served.

Despite efforts thus far, the number of minorities in many of the professional health programs remains very small, with many categories of minority enrollment still at less than five percent.

Fresno City College Developing Latino Leaders

Fresno City College (Calif.) and the Institute of Latino Leadership Education and Development (I-LLEAD) teamed up over the summer to offer a Latino Community Leadership class.

Participants received a working understanding of international, national, state, and local issues impacting the political, economic, and social fabric of the Latino community. The program was constructed to help the participant successfully effect positive change in the context of Fresno County's racially and ethnically diverse community.

The instructor, Enid Pérez, is former director of the Mexican American Legal Defense and Educational Fund's (MALDEF) Fresno Leadership Development program.

I-LLEAD was developed due to the increasing demand for Latino leadership classes after the closure of the five-year leadership program operated by MALDEF, which originated the program to address the changing demographics in Fresno County.

Spanish Films at Nazareth College

The Casa Hispana (Spanish House) at Nazareth College (N.Y.) is offering a Spanish Film Series in the Fall '98 and Spring '99 semesters. The screenings, which began September 9, are free of charge and open to the public.

(Oct. 14: *The Pérez Family* is a sexy, romantic comedy about freedom, friendship, and the true meaning of family.)

(Oct. 21: *... y no se lo tragó la tierra (...and the earth did not swallow him)* is the semi-autobiographical account of 12-year-old Marcos Gonzáles, the son of a Mexican-American migrant worker in the 1950s.)

Nov. 4: *El espíritu de la colmena*

Nov. 18: *Guantanamera* is the story of a university professor who is her student's frustrated love.

Jan. 13: *Cartas del parque (Letters from the Park)*

Jan. 27: *Danzón*

Feb. 10: *La flor de mi secreto (The Flower of My Secret)* focuses on Leo, a romance writer in a loveless marriage, and Angel, a tough and rough journalist with a heart of gold.

Feb. 24: *Caballos salvajes (Wild Horses)* is about an elderly pensioner who resorts to bank robbery to recover his $15,000 nest egg, and a young employee who volunteers to be his hostage.

March 24: *El maestro de esgrima (The fencing master)*

April 7: *Últimas tardes con Teresa (Last Evenings with Teresa)* tells of an ill-fated love between Teresa, a society girl, and Manolo, an ambitious petty-thief.

April 21: *El primer caballero (First Knight)* is about Lanzarote's search for Ginebra, future queen of a court that is beset with war and protected by the Excalibur sword of King Arthur.

New Jersey Lauds Hispanic Leaders

New Jersey Department of Community Affairs Commissioner Jane M. Kenny and the Center for Hispanic Policy, Research and Development recently held the fifth annual "Excellence in Hispanic Leadership" award reception.

The September reception, held at the New Jersey Performing Arts Center in Newark, N.J., honored Univision Channel 41 for 30 years of service.

Latino Heritage Celebrated at Elmhurst College

Elmhurst College (Ill.) hosted events in September and October in celebration of Latino Heritage, all of them free and open to the public.

The Latino Heritage Art Exhibition Opening Reception for "Reshaping the Self," featured paintings and drawings by Sergio Gómez.

A Latin Cultural Dance Exhibition that featured folkloric dances from the Caribbean and Central and South America, with explanation, and demonstrated with performances by two of "Chicago's most exciting" youth dance groups, Las Semillas and Los Jovenes del Swing.

The third annual César E. Chávez Guestship featured Pat Mora, award-winning Mexican American poet and author of *Nepantla: Essays From the Land in the Middle: Communion*; and *Borders and Chants*, for which she won Southwest Book Awards. Her latest book of poems is *Agua Santa: Holy Water*.

Participants in "Salsa en La Noche: Otra Vez!" learned the steps to Salsa, Cumbia, and other traditional and modern Latin party dances.

Día de Los Muertos, a ceremony remembering friends and loved ones who have passed away, will close the social occasion on Nov. 1.

Coming to King Juan Carlos I of Spain Center

Following are events slated for the King Juan Carlos I of Spain Center of New York University (NYU):

Panel on Colonial Venezuela: In recognition of the 500th anniversary of the Columbus landing in South America, the Center joins with the Consulate General of Venezuela, the Venezuelan American Institute, and the Bolivarian Society of the United States to present a panel discussion with Tomás Enrique Carrillo Batalla, Carlos F. Duarte, and Federico Vegas. In Spanish. Oct. 27.

Flamenco, García Lorca, y la Generación del '98: Two demonstration lectures are offered in conjunction with the Fundación Cristina Heeren de Arte Flamenco: García Lorca at the Residencia de Estudiantes and in New York, and flamenco in the works of the Generation of '98 authors. In Spanish. Nov. 3 and 4.

Juan Goytisolo: During his stay at NYU, this celebrated Spanish writer will offer three public lectures and will participate in several colloquia with graduate students from a variety of departments. Nov. 3-13.

Spain in European Cinema/Europe in Spanish Cinema: Oct. 29–*Lo verde empieza en los Pirineos*–Spanish, no subtitles; Nov. 5–*Aguirre, or The Wrath of God*–English; Nov. 19–*La Sabina*–Spanish, no subtitles.

Hispanism in Progress (A series of Colloquia): Nov. 17– Guest discussant: José Moya, Associate Professor of History at UCLA; Dec. 8–Guest discussant: Walter Mignolo, Professor and Chair of Romance Studies at Duke University.

Philip II of Spain and His Times: a three-day conference planned by Prof. Antonio Feros (History) in collaboration with the Center and the Consulate General of Spain to commemorate the 400th anniversary of Felipe II's death. Dec. 3-5.

Fordham Multicultural Arts Program

Fordham University's (N.Y.) College of Business Administration has created a unique program exclusively for multicultural arts organizations that will help them prosper in New York City's competitive cultural marketplace.

A certificate program in Arts Marketing and Audience Development for Multicultural Audiences provides intensive course work and training in arts administration for professionals working in mid- to senior-level positions.

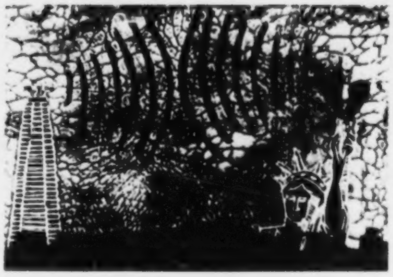
Multicultural arts organizations bring a vitality to cultural life throughout New York City, enabling diverse groups to celebrate their own heritage and reach a better understanding of others. New York's diverse cultural arts environment, however, has made it important for multicultural arts administrators to have a strong understanding of essential marketing and legal issues needed to manage and promote their organizations effectively.

Repertorio Español is among the arts organizations invited to participate in the certificate program.

Groundbreaking Exhibition of Cuban Art at Arizona State

A groundbreaking exhibition, "Contemporary Art from Cuba: Irony and Survival on the Utopian Island," is open to the public through Dec. 13 at the Arizona State University Art Museum.

The exhibition, the first major exhibition in the United States dedicated entirely to the work of the new generation of Cuban artists, offers a unique opportunity to glimpse a hidden world. Many of the artists featured will attend the opening and will give talks to the public and to school classes and university students.



Among the artists whose work is featured are KCHO, Jacqueline Brito, Los Carpinteros, Pedro Alvarez, and Yamilys Brito, whose work, "Bajo la piel" (1995) is pictured here.

According to ASU Art Museum director Marilyn Zeitlin, "This is a golden age of art in Cuba....Cuba's isolation has produced an artistic output that is fresh and independent. Nothing seems jaded or self-indulgent, but rather full of vitality and relevance to the core issues of living."

Día de los Muertos Performances at CLU

Traditionally, *Día de los Muertos* is celebrated by Latinos on Nov. 1, All Saints Day, to remember the passing of loved ones into the world of the dead. According to legend, the gates between the world of the living and the dead become one, and the dead return to visit loves ones in the world of the living.

At California Lutheran University (CLU), a live thetorical performance depicting the meaning of Día de los Muertos will be presented on Oct. 29 by Teatro Inlakech theatre troup and the Folklorico Dancers. Attendees are encouraged to dress up in the tradition of portraying the symbol of death, and a cash prize will be awarded to the best dressed muerto person. Pan de los Muertos (holiday bread) will be served along with hot chocolate and candy.

The event is co-sponsored by Multicultural Programs and Latin American Student Organization at CLU.

PUBLICATIONS

The Post-Boom in Spanish American Fiction

by Donald L. Shaw

The Post-Boom in
SPANISH AMERICAN FICTION

What happened in Spanish American fiction after the Boom? Can we define the Post-Boom, its characteristics and its relationship to the Boom itself? This book provides a clear account of the issues in Spanish American fiction in the last quarter-century by attempting to answer questions on the Boom, Post-Boom, and its relation to Post-modernism.

August 1998
224 pgs.
ISBN 0-7914-3826-0
$16.95 Paper
SUNY Press
(800) 666-2211

Women, Feminism, and Social Change in Argentina, Chile, and Uruguay, 1890-1940

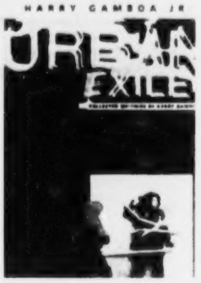
by Asunción Lavrin

The female citizens of Argentina, Chile, and Uruguay have shared many similar social and legal problems. Skillfully drawing on pioneering documentary research, the author describes changes in gender relations and the role that feminism has played in the development and modernization of each of the three countries.

April 1995
500 pgs.
ISBN 0-8032-7973-6 LAVWOX
$25.00 Paper
University of Nebraska Press
(800) 755-1105

Urban Exile: Collected Writings of Harry Gamboa Jr.

Chon A. Noriega, ed.

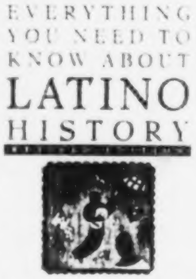


Working in the tradition of Bertolt Brecht and Samuel Beckett, Harry Gamboa Jr. has pioneered multimedia formats for nearly three decades, setting a precedent for the work of artists such as Coco Fusco, Guillermo Gómez-Peña, and Daniel J. Martinez. This book gathers Gamboa's diverse creations in a visually compelling collection that reveals a rich vein of Chicano avant-garde production reaching back to the early 1970s.

October 1998
568 pgs.
ISBN 0-8166-3052-6
$29.95 Paper
University of Minnesota Press
(800) 621-2736

Everything You Need to Know about Lationo History, rev. ed.

by Himilce Novas



Presented in an engaging question and answer format, this newly updated edition covers the contributions of Spaniards, Mexicans, Puerto Ricans, and Cubans; and features as well expanded sections devoted to Dominicans and Central and South Americans, along with new material reflecting the most recent political and social developments.

September 1998
338 pgs.
ISBN 0-452-27991-7
$13.95 Paper
Plume
(212) 366-2215

Twentieth-Century Poetry from Spanish America: An Index to Spanish Language and Bilingual Anthologies

by Iliana L. Sonntag Blay

Spanish America has produced some of the finest poets of the twentieth century, from the internationally known, Nobel Prize winner Pablo Neruda, to the newer voices of Nancy Morejón (Cuba) and Juan Gelman (Argentina). This book provides access to 12,000 poems from 72 separate anthologies in three distinct indexes.

1998
728 pgs.
ISBN 0-8108-3527-4
$90.00
Scarecrow Press
(800) 462-6420

Sometimes There Is No Other Side: Chicanos and the Myth of Equality

by Rodolfo F. Acuña

RODOLFO F. ACUÑA
SOMETIMES
THERE IS NO OTHER SIDE

A culture war is raging in America. Its battlegrounds include our colleges and universities. Rodolfo F. Acuña shows how present attitudes toward ethnic studies reflect resistance to change within the academy, and raises the question whether people of color should continue to support an educational system that excludes the knowledge needed to address societal problems.

1998
292 pgs.
ISBN 0-268-01763-8
$18.00 Paper
University of Notre Dame Press
(773) 568-1550

Gente Decente: A Borderlands Response to the Rhetoric of Dominance

by Leticia M. Garza-Falcón

GENTE DECENTE
A Borderlands Response to the Rhetoric of Dominance

Leticia M. Garza-Falcón explores how prominent writers of Mexican descent have used literature to counter popular, early U.S. history, which portrays "savage" Indians and Mexicans and offers retrospective justification for expansionist policies in the Southwest and South Texas. She also offers significant insights into the ongoing failure of the U.S. public education system to address the needs of children of Texas-Mexican (borderlands) ancestry.

1998

303 pgs.

ISBN 0-292-72807-7

$18.95 Paper

University of Texas Press

(800) 252-3206

Delia's Way

by Olga Berrocal Essex

Olga Berrocal Essex delivers a poignant portrait of a young woman's journey toward self-knowledge and freedom from silent yet powerful family bonds. Suffused with the color and fervor of religious and pagan celebrations, this elegant story is as haunting as incense burning in a cathedral, as beguiling as a young woman's first touch of perfume.

July 1998

186 pgs.

ISBN 1-55885-232-8

$12.95 Paper

University of Houston

(800) 633-ARTE

CONFERENCES

National MultiCultural Institute

November 5-8

"Building Personal and Professional Competence in a Multicultural Society," hosted by NMCI. The major goals are to create a multicultural environment in which an open, cross-cultural dialogue can occur; focus on some of the unique issues that professionals face in working with a culturally diverse population; and offer an opportunity for in-depth training and skill-building in multiculturalism. At The Westin City Center, Washington, D.C.

Contact: NMCI, (202) 483-0700; e-mail at <nmci@nmci.org>; Web site, <www.nmci.org>.

Second Annual Hispanic Law Conference

November 7

Hosted by the American University Washington College of Law, co-sponsoring with the Hispanic Bar Associations of the District of Columbia, Maryland, and Virginia, this 8:30 a.m. to 4:30 p.m. conference features speakers, panels, and roundtables covering the presence and impact of Hispanics in the legal profession, including their roles in the judiciary, academia, politics, and business.

In Washington, D.C.

Contact: Aurora Carmichael, (203) 274-4004 or <deans-office@wcl.american.edu>.

Diversity and Learning: Identity, Community, Intellectual Development

November 12-15

Hosted by the American Association of Colleges and Universities (AAC&U). At the Sheraton University City Hotel, Philadelphia.

Contact: AAC&U, (202) 387-3760; e-mail, <meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

Círculo de Cultura Panamericano

November 13-15

The annual convention. Special sessions on Federico García Lorca in the centenary of his birth, the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (N.J.). At the Holiday Inn in Totowa, N.J., and WPU.

Contact: Círculo de Cultura Panamericano, 16 Malvern Place, Verona, N.J. 07044-2554.

24th Annual TACHE State Conference

November 16-17

The 24th annual conference of the Texas Association of Chicanos in Higher Education. Leaders from higher education, business, and the community will discuss the implication of the *Hopwood* decision and join in exploring strategies for increasing the representation of Chicano students, faculty, and staff. Over 45 workshops/presentations. At the Wyndham Warwick Hotel, in Houston.

Contact: Ed C. Apodaca, (713) 743-9567.

Building Leadership for Workforce 2000 and Beyond

November 17-20

Executive leadership development and diversity training and recruitment conference, hosted by NAHFE, the National Association of Hispanic Federal Executives. At the Holiday Inn Rosslyn Westpark Hotel, Arlington, Vir.

Contact: NAHFE, (703) 787-0291; e-mail, <103400,2016@Compuserve.Com>; Web site, <www.nahfe.org>.

The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millenium

March 4-8

Meeting of the National Association of Hispanic Publications. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

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- 3 annual award competitions for most participating laboratories

Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:

MAIL: Associateship Programs (TJ 2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418

FAX: (202) 334-2759 **EMAIL:** rap@nas.edu

INTERNET: http://rap.nas.edu/

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin

CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25minutes/45 minutes).

Abstracts *must* be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instituted Latino Studies Center

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments, and budgetary planning and oversight

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and conclude when the successful candidate is identified. Please direct all applications and nominations, including a complete dossier and names of referees to

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

NOVA SOUTHEASTERN UNIVERSITY

Fischler Graduate School of Education and Human Services

Programs for Higher Education announces

Graduate Administrative Fellowships

The Programs for Higher Education (PHE) at Nova Southeastern University announces two graduate administrative fellowships for the 1999-2000 academic year. PHE offers a field-based EdD degree with specializations in adult education; computing and information technology; health care education; higher education; and vocational, technical, occupational education. To be eligible, applicants must hold a master's degree from an accredited institution and enroll, or be enrolled, in one of the five specializations.

RECIPIENTS WILL RECEIVE THE FOLLOWING:

- annual stipend of $20,000 (and appropriate employee benefits)
- tuition waiver
- textbooks and computer support
- all expenses paid for the 1999 Summer Institute
- office space, for the academic year, in the Fischler Graduate School of Education and Human Services building, Nova Southeastern University, North Miami Beach, Florida.

THE FELLOWSHIPS HAVE THE FOLLOWING PURPOSES:

- to provide the recipients the opportunity for full-time doctoral study in education in Nova SoutheasternUniversity's innovative field-based program;
- to provide the PHE office with staff and research support through studies and projects of benefit to the program, and to earn academic credit through graduate education.

Applicants for the 1999-2000 positions should send a letter of intent and a resume no later than November 30, 1998.
Send materials to :

Dr. Delores M. Smiley
Associate Dean for Cluster Development and Marketing
Fischler Graduate School of Education and Human Services
Programs for Higher Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

Visit our Web Site: www.fcae.nova.edu/phe

Nova Southeastern University admits students of any race, color, and national or ethnic origin.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097. Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. 9/17/98 IW

Walden University

155 Fifth Avenue South
Minneapolis, Minnesota 55401

celebrates its student diversity

Walden University is proud to rank among the nation's leaders in graduate degrees awarded to minority students. In a competitive ranking that included top U.S. research universities, Walden came out a winner. Our students represent one of the country's most culturally diverse learning communities.

In a national comparison for awarding doctoral degrees, Walden ranked:

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- 5th for Social Science Ph.D.s to Hispanic Americans
- 8th for Total Ph.D.s to African Americans
- 9th for Education Ph.D.s to African Americans
- 27th for Total Ph.D.s to Hispanic Americans
- 37th for Total Ph.D.s to All Minorities

We count our diversity among the university's many assets – along with our commitment to making quality higher education accessible to working adults. And we make it a goal to foster the personal andprofessional development of minority students.

Walden University offers distance-delivered doctoral degrees in Management, Education, Psychology, Health Services and Human Services. On-line master's degrees are offered in Education and Psychology. Through innovative learning models and advanced technology, we make it possible for busy professionals to earn graduate degrees without interrupting career and family commitments.

For details:
Visit **www.waldenu.edu**
E-mail **request@walden.edu**
Call **1.800.444.6795, ext. 500**

Walden University is accredited by the North Central Association of Colleges & Schools – 30 North LaSalle, Suite 2400 Chicago, Illinois 60602-2504. Tel. 312.263.0456

UNIVERSITY OF MAINE

DEAN
COLLEGE OF ENGINEERING

The University of Maine invites applications and nominations for the position of Dean of the College of Engineering.

Reporting to the Provost, the Dean is the chief executive officer of the College, responsible for academic, fiscal, strategic planning, and personnel matters. The Dean is expected to provide leadership for the College and to foster excellence in teaching, research, and service to the community. The Dean also represents the College of Engineering and the University to external agencies and constituents and actively participates in the University's fundraising initiatives.

Founded in 1865, the University of Maine is the State's Land Grant Institution. It serves as the Flagship University of the seven-member University of Maine System that was created in 1968. Within the System, UMaine is responsible for providing high quality undergraduate and graduate education, basic and applied research, and outreach services to extend UMaine's expertise and resources statewide to the people of Maine.

The College of Engineering has six academic departments: Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Mechanical Engineering, Spatial Information Science and Engineering, and the School of Engineering Technology. In addition, the Pulp and Paper Foundation Office and Army and Navy ROTC report to the Dean. All academic programs in the College are accredited by the Accreditation Board for Engineering and Technology. Additional information can be obtained at the College's website (www.engineering.umaine.edu).

Applicants must have a doctorate in one of the disciplines represented in the College, with credentials to qualify for the rank of professor with tenure in a discipline within the College, a strong record in research and creative achievement, teaching and service, the ability to work effectively with the academic and business community, including acquiring public and private support, and successful academic administrative leadership, including development and expansion of strong research programs, as well as evidence of support for cultural diversity and affirmative action. Experience must be commensurate with a tenured appointment at the University of Maine.

Preferred qualifications include demonstrated leadership abilities in the academic environment, documented experience in marketing academic programs, and recruiting students.

To apply, submit a letter of interest explaining background, experiences, and qualifications for the position, a current curriculum vitae, and names, addresses, telephone and fax numbers of at least three professional references. Screening of candidates will begin January 1, 1999 and continue until a qualified candidate is chosen.

Send applications and nominations to:

Chair, Dean of Engineering Search Committee
University of Maine, College of Engineering
5708 Barrows Hall, Room 101
Orono, ME 04469-5708
Phone: 207-581-2216
Fax: 207-581-2220

The University of Maine is an equal opportunity, affirmative action employer. Minorities and women are strongly encouraged to apply. The University, upon request, provides reasonable accommodations to persons with disabilities.

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DEPARTMENT OF ORGANIZATION AND LEADERSHIP

ADULT AND ORGANIZATIONAL LEARNING

Position: Scholar/researcher. Assist in the reshaping of the M.A. and Ed.D. programs focusing on adult and organizational learning. Programs prepare scholar practitioners who manage, lead, design, and evaluate programs for lifelong learning and for the collective learning of groups, organizations, and society, in higher and continuing professional education, schools, health care institutions, communities, and non-profit and private sector organizations.Included are non-traditional, cohort formats that feature weekend and intensive summer sessions.
Responsibilities: Teach core courses at both the M.A. and Ed.D. level in adult development, basic and advanced adult education theory, facilitation of adult and organizational learning, technology and learning, and systems-level learning for social and organizational change. Teach research methods and guide students in project work and dissertation research, with an emphasis on applied field studies.
Qualifications: Earned doctorate in adult development or education, or a social science discipline relevant to life-long learning within complex social environments. Established record or potential for research and publication in theory of adult learning or its application to leadership, management, organization studies or technology and learning, i.e., use of technology to enhance learning. Teaching and professional experience to relate theory to students' life experiences. Desirable specializations: adult and/or organizational learning in health, nonprofit, community, or profit-making organizations, technology and distance learning, or education for social and organizational transformation.
Rank: Associate/Full Professor, Tenured; or Associate Professor, Tenure Track
Send CV, letter of application, list of courses taught, three potential references, and copies of no more than three refereed articles or chapters to Professor Victoria J. Marsick, Search Committee Chair, Box 112.

DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES

APPLIED PSYCHOLOGIST

Position: Scholar to provide leadership to the department's research program, in the context of a multidisciplinary team: applied educational psychology, health studies, and special education.
Responsibilities: Teach graduate courses, advise students, supervise doctoral research. Maintain active externally funded research program.
Qualifications: Earned doctorate in psychology. Experience in community-based research and development with proven track record in extramural funding, a substantial record of publication in peer-reviewed periodicals, demonstrated commitment to underserved populations and interest in working collaboratively in a multidisciplinary team. Research in one of the following areas is desirable: school-based prevention or intervention programs, e.g., violence, substance use, drop-out prevention, or literacy assessment and intervention.
Rank: Assistant/Associate Professor, Tenure Track. Senior appointment considered if a record of significant external funding is demonstrated.
Send CV, a cover letter stating research and teaching interests and applied experiences, and sample publications to Professor Steve Peverly, Search Committee Chair, Box 120.

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

BILINGUAL/BICULTURAL EDUCATION

Position: Senior scholar to prepare students for teaching, administration, and other leadership roles in bilingual instructional settings.
Responsibilities: Teach research seminars and develop a program of research that supports doctoral students specializing in bilingual/bicultural education; teach courses and work with MA students in a teacher-education program; help develop approaches to teacher education within the program and with other college faculty members; collaborate with other teacher educators in the College's professional development school projects.
Qualifications: Doctorate and substantial scholarly publications in a relevant field (preference will be given to candidates with teaching and research experience in both the U.S. and other countries); relevant experience in teacher education, especially in programs that integrate schools, communities, and the workplace; experience in obtaining funding for innovative research in bilingual/bicultural education.
Rank: Associate/Full Professor, Tenured; or Associate Professor, Tenure Track
Send letter indicating how responsibilities would be carried out, a CV, copies of two relevant publications, three letters of reference to Professor Maria Torres-Guzman, Search Committee Chair, Box 122S

DEPARTMENT OF ORGANIZATION AND LEADERSHIP

CONFLICT RESOLUTION CENTER

Position: Scholar to provide leadership for the International Center for Cooperation and Conflict Resolution (ICCCR) and contribute to the masters and doctoral programs in Social and Organizational Psychology.
Responsibilities: Teach grad courses in conflict resolution and both social and organizational psychology, advise masters and doctoral students, direct research programs, supervise doctoral students and professional trainers and consultants staff. Further the integration of ICCCR with the other programs in the Department and the College.
Qualifications: Earned doctorate in social or organizational psychology; strong background in conflict resolution. Well-developed skills as a practitioner, trainer and consultant. Evidence of potential for contributing significantly to the theory, research and practice of conflict resolution.
Rank: Assistant/Associate Professor, Tenure Track
Send CV, a cover letter stating research and teaching interest, sample publications, and three letters of reference to Professor Debra A. Noumair, Search Committee Chair, Box 175

DEPARTMENT OF CURRICULUM AND TEACHING

CURRICULUM AND SCHOOL CHANGE

Position Scholar to conduct inquiry in the area of school change; to educate the next generation of leaders in school change; to educate today's educators and leaders in practice and policy related to school change and to address persistent challenges related to curriculum and teaching in urban environments, linking practice to research and theory. While preference is for a junior faculty member, this position could be redefined as a senior position including both the Directorship of the National Center for Restructuring Education, Schools, and Teaching (NCREST) and faculty position in the Department of Curriculum and Teaching.
Responsibilities: Participate in the program in general curriculum and teaching with a concentration in school change; teach courses; advise masters and doctoral students; collaborate on and initiate research in urban education; service both the Department and the College, and the broader academic and educational communities.
Qualifications: Earned doctorate in education. Elementary or secondary teaching experience, preferably urban or with disabled students. Record or promise of scholarly inquiry and publication in at least one of the following areas: school change, reform, restructuring; curriculum and teaching in urban settings; special education; teacher education. Strong background in quantitative methods.
Rank: Assistant/Associate Professor, Tenure Track; NCREST Director as Associate/Full Professor, Tenured; or Associate Professor, Tenured
Send CV, a cover letter, and three letters of reference to Professor Gary Griffin, Search Committee Chair, Box 31. Please indicate if interested in NCREST Directorship

DEPARTMENT OF ARTS AND HUMANITIES

ENGLISH EDUCATION (2)

Position: Two scholar/practitioners with demonstrated research interests and practical experience in teaching and learning as these relate to the education of in-service and pre-service English teachers in secondary schools. The program's focus is on teaching English in urban settings, particularly incorporating critical perspectives as these are applied to school and classroom culture, curriculum development, pedagogical principles, and classroom practices for diverse populations. Applicants should share the College's commitment to multicultural literacies, collaborative research with teachers, and interdisciplinary approaches as these inform the refinement and reform of pre- and in-service teacher education.
Responsibilities: Teach graduate courses for pre-service and in-service teachers; advise masters and doctoral students; assist in the student teaching component of the pre-service program; participate in refinements and redesign of the English education program at masters and doctoral levels; collaborate with other teacher educators in the College's interdisciplinary professional development school projects as well as other site-based projects.
Qualifications: Earned doctorate in English Education or closely related field; strong academic background in literature, grammar, and/or composition studies; teaching experience in secondary schools and teacher preparation programs; interest and/or experience with urban issues; familiarity with cultural diversity issues in research and practice. Evidence of successful teaching and scholarly accomplishment.
Rank: Two positions for Assistant/Associate Professor, Tenure Track. One may be offered as Associate Professor, Tenured.
Send CV, letter of application outlining your vision for a successful English Education program, sample publications, and three letters of reference to Professor Ruth Vinz, English Education Search Committee Chair, Box 104.

DEPARTMENT OF ORGANIZATION AND LEADERSHIP

HIGHER EDUCATION (3)

Position: The Program seeks to hire three scholars with interdisciplinary expertise in higher education and leadership. While it seeks to develop a greater emphasis on educational policy, it will continue its commitment to educating leaders in the areas of college teaching and student affairs. Successful applicants must have the ability to address critical issues facing higher education across legislative, administrative, and intellectual challenges of the future. Priority areas of expertise: educational policy, organizational change, multicultural education, student development and personnel work, curriculum and teaching, community college, practice assessment and evaluation of student learning.
Responsibilities: Exercise intellectual and administrative leadership within the program. Teach graduate courses, advise masters students, and supervise doctoral research. Teach courses in two or more of the following areas: leadership, higher education policy and practices, student personnel work and student development, institutional change, administration and finance, student cultures, multicultural education, and the community college. Provide leadership in obtaining extramural funding for research and student support.
Qualifications: Earned doctorate. Established record of research and scholarly publications or strong potential for such. Record of successful practice in higher education leadership and administration. A coherent plan for further research and scholarship. Experience in teaching at the graduate level and advising doctoral research is expected. Established record of extramural funding or strong potential must be demonstrated.
Rank: Full Professor, Tenured (1), Associate Professor, Tenured (1); Assistant/Associate Professor, Tenure Track (1 or 2)
Send CV, a cover letter stating research and teaching interests, three letters of reference and copies of scholarly papers to Professor L. Lee Knefelkamp, Search Committee Chair, Box 101.

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

INTERNATIONAL EDUCATIONAL DEVELOPMENT

Position: Scholar with substantial experience in developing countries and evidence of scholarly promise to join the faculty in the Program in International Educational Development. Applications from candidates whose primary work has focused on women's education, adult literacy, displaced minorities, education in conflict zones, distance education, or community education, are particularly welcome.
Responsibilities: Conduct research, teach graduate courses, advise students, and supervise research in the doctoral programs of International Educational Development and Comparative and International Education.
Qualifications: Earned doctorate, international experience, potential for research productivity including success in securing external funding. Commitment to teaching excellence and advising.
Rank: Assistant Professor, Tenure Track
Send CV, letter of application stating research and teaching interests, 1-2 publications, a course syllabus, and three references to Professor Gita Steiner-Khamsi, Search Committee Chair, Box 211

DEPARTMENT OF CURRICULUM AND TEACHING

LEARNING DISABILITIES

Position: The Program in Learning Disabilities seeks a scholar to conduct research, prepare the next generation of leaders, educate today's leaders in practice and policy related to Learning Disabilities, help shape public policy and improve educational practice, especially in urban schools and communities.
Responsibilities: Teach graduate courses; advise masters and doctoral students; collaborate on integration of special education with Curriculum and Teaching programs; engage in scholarly inquiry; provide service to academic and education community; work in conjunction with other teacher educators in reexamining and refining teacher education programs and in professional development school projects.
Qualifications: Earned doctorate; strong background and experience in Learning Disabilities; record or promise of scholarly inquiry and publication; demonstrated ability to secure external funding; experience or interest in reading disabilities programs or quantitative research methods desirable. Interest in issues related to assessment and intervention for students with LD and other low achievers. Demonstrated capacity to conduct programmatic research in this field, particularly as it relates to students in urban and inner-city schools. Understanding of diversity and multiculturalism essential.
Rank: Assistant/Associate Professor, Tenure Track
Send CV, a cover letter, three letters of reference to Professor A. Lin Goodwin, Search Committee Chair, Box 31.

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DEPARTMENT OF SCIENTIFIC FOUNDATIONS
MATHEMATICS EDUCATION

Position: The Program in Mathematics seeks a mathematician-educator with expertise in teacher education at the elementary, secondary and college levels.

Responsibilities: Teach graduate courses in mathematics and mathematics education. Advise students, supervise student teaching and interns, conduct research in mathematics teaching or learning, supervise doctoral students, and collaborate with other teacher educators in the College's professional development school projects.

Qualifications: Earned doctorate in mathematics or mathematics education. Extensive elementary/secondary/college teaching experience. Evidence of research and professional productivity, including extramural funding. Commitment to excellence in teaching.

Rank: Assistant/Associate Professor, Tenure Track

Send CV; letter of intent including a statement of research and teaching interests; recent representative publications; three letters of reference to Professor Bruce Vogeli, Search Committee Chair, Box 195.

DEPARTMENT OF HUMAN DEVELOPMENT
MEASUREMENT, EVALUATION, AND STATISTICS

Position: Scholar with strong background in evaluation and research methods to join the measurement, evaluation, and statistics program. The program prepares students for the college teaching of measurement and research methods, for roles in testing agencies and civil organizations, and for work as program evaluators in a wide range of educational and government organizations.

Responsibilities: Teach graduate research method classes, including survey design, sampling methods, empirical methods, evaluation design, or related courses. Conduct independent program of research, advise masters students, and supervise doctoral research.

Qualifications: Earned doctorate in psychology, sociology, education, or related field. Strong quantitative background with facility in advanced data analysis techniques. Prior work as a program evaluator is favored.

Rank: Assistant/Associate Professor, Tenure Track

Send CV, sample publications or preprints, and three letters of reference to Professor Jane Rodgers, Search Committee Chair, Box 68.

DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES
NURSING EDUCATION

Position: Candidates with demonstrated excellence in scholarship, prominence in teaching, and distinction, for appointment to the Isabel Maitland Stewart Chair in Nursing Education. Provide intellectual leadership and cohesiveness to the program within the context of a multidisciplinary department, including programs in health promotion, psychology, and special education.

Responsibilities: Teach graduate courses, advise students, supervise doctoral research. Take a leadership role in ongoing efforts in program development. Maintain active, externally funded research program. Provide service to both the Department and the College, as well as the profession.

Qualifications: Earned doctorate and experience as a professional registered nurse required. Experience in theory-based etiological or intervention research, a strong record in peer reviewed extramural research funding, and publication in peer reviewed journals is necessary.

Rank: Associate/Full Professor, Tenured

Send CV, a cover letter stating research and teaching interests and applied experiences, and sample publications to Professor Marla Brassard, Search Committee Chair, Box 63.

DEPARTMENT OF ORGANIZATION AND LEADERSHIP
SOCIAL-ORGANIZATIONAL PSYCHOLOGY

Position: Scholar and highly competent researcher to join the faculty in the Program of Social-Organizational Psychology and to assist in providing leadership for the MA and Ph.D. programs. The program is concerned with the various interpersonal, group, and intergroup and organizational contexts in which human behavior occurs; with the ways in which groups of individuals interact with, adjust to, are influenced by, and in turn influence these contexts; and how these interactions can be understood, and modified through theory, research, and various types of interventions.

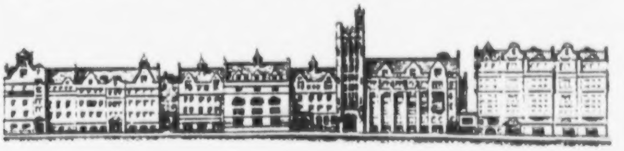
Responsibilities: Teach graduate courses such as: theories in social psychology, negotiations, small group behavior, conflict management, managing diversity, organizational dynamics, survey research, motivation and organization development. Advise both the master's and doctoral students. Conduct research and supervise doctoral research.

Qualifications: Earned doctorate in either social or organizational psychology, strong roots in social psychology, or social psychologists with organizational interests. The area of research is less important than the quality of research. Demonstrated excellence in teaching. Well-developed professional skills as a practitioner in organizations.

Rank: Associate Professor, Tenured; or Assistant/Associate Professor, Tenure Track

Send CV, a cover letter stating research and teaching interest, sample publications, and three letters of reference to Professor Debra A. Noumair, Search Committee Chair, Box 175.

Teachers College as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and the disabled in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.



DEPARTMENT OF BIOBEHAVIORAL STUDIES
SPEECH AND LANGUAGE PATHOLOGY

Position: Scholar with primary specialization in child language development and disorders.

Responsibilities: Teach graduate courses that include child language development and disorders, conduct research, advise masters and doctoral students, and provide service to the Department and College.

Qualifications: Earned doctorate; evidence of potential for, or record of excellence in university teaching and research, CCC-SLP, eligibility for New York State license in speech-language pathology, and interest or experience in working in urban areas with culturally/linguistically diverse populations.

Rank: Associate Professor, Tenured; or Assistant/Associate Professor, Tenure Track

Send CV, a letter of application, recent publications, and three letters of reference to Professor John Saxman, Search Committee Chair, Box 180.

DEPARTMENT OF BIOBEHAVIORAL STUDIES
SPEECH AND LANGUAGE PATHOLOGY AND AUDIOLOGY

Position: Scholar with demonstrated interests in the physiological processes underlying human communication and its disorders. Strong interests in the application of the theoretical and scientific knowledge base to the design of educational and clinical practices to enhance the adaptive and communicative capabilities of individuals with normal and impaired abilities across the life span. Preference will be given to applicants with the ability to interface with the faculty in the movement science program within the department (e.g., research interests in respiratory control of speech, acquisition of speech motor control).

Responsibilities: Teach graduate courses in normal bases of human communication with an emphasis on physiological processes, such as phonetic science, human nervous system, and anatomy and physiology of speech and hearing, as well as special topic seminars. Conduct research and direct graduate research in one or more of the following areas: voice sciences, neuromotor control of voice and speech, physiological phonetics, or neural basis of communication. Assume a leadership role in development of the speech sciences laboratory.

Qualifications: Earned doctorate in Speech Science or related area. Evidence of successful teaching and scholarly accomplishments, as well as the potential for obtaining external funding.

Rank: Associate Professor, Tenured; or Assistant/Associate Professor, Tenure Track

Send CV, a letter of application, copies of three relevant publications, and three letters of reference to Dr. Andrew Gordon, Search Committee Chair, Box 206.

COLLEGE-WIDE POSITION
TEACHER EDUCATION

Position: Senior faculty member with a focus in Teacher Education to provide leadership for teacher education programs in five departments within the College. The College seeks to build a "bridge" across these departments to foster collaboration among the faculty to facilitate program development, scholarship, and professional development. While a college-wide appointee, the individual would be appointed as a faculty member in one of the Teacher Education programs at the College.

Responsibilities: Provide leadership and direction for teacher education programs. Work with others to strengthen the College's Professional Development School partnership. Collaborate with other colleagues on the creation and implementation of teacher education policy and procedures.

Qualifications: Earned doctorate. College/university experience as teacher educator, continuing experience with elementary and secondary teachers in schools, and a record of achievements as a scholar/researcher in the field of teacher education. Participation in the development and/or operation of a school-college partnership (e.g., professional development school) is desirable.

Rank: Full/Associate Professor, Tenured or Associate Professor, Tenure Track. Depending on individual, positions may be configured to be administrative/faculty or wholly faculty.

Send CV, three letters of reference and a letter of application to Professor Stephen Thornton, Search Committee Chair, Box 66.

DEPARTMENT OF ARTS AND HUMANITIES
TESOL (2)

Position: Two scholars with demonstrated teaching and research interests in the field of TESOL, particularly as this relates to the education of ESL/EFL students.

Responsibilities: Teach graduate courses in some of the following areas: classroom-based research on language teaching and learning; second language classroom observation and supervision; TESOL curriculum design and materials development; education of language minorities; ESL/EFL methodologies; second language literacy; language and content; SLA; pedagogical grammar; phonetics and phonology; and discourse analysis. Maintain an active research and publication profile. Supervise K-12 and adult ESL student teachers, advise masters and doctoral students, collaborate with other teacher educators in the College's professional development school projects, and play a major role in program administrative and development activities.

Qualifications: Earned doctorate in TESOL or Applied Linguistics or a closely related field such as Second Language Acquisition; evidence of scholarly accomplishment in the field of TESOL with a focus on K-12 or adult ESL/EFL issues; a record of successful ESL/EFL teaching experience with K-12 or adult populations; successful teacher-education experience, K-12 ESL teachers, is required for at least one position.

Rank: Two positions for Assistant/Associate Professor, Tenure Track. One may be offered as Associate Professor, Tenured.

Send CV, a two-page statement of your research agenda over the next few years, a copy of relevant publications, three letters of reference to Professor James E. Purpura, TESOL Search Committee Chair, Box 104.

Review of applications for all positions will begin November 3, 1998 and will continue until the search is completed.

These positions have been authorized at the ranks listed above. However, a very distinguished nationally known senior scholar will also be considered if there is a particularly good fit between Teachers College's needs and the candidate.

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

525 West 120th Street, New York, NY 10027 http://www.tc.columbia.edu/

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THE UNIVERSITY OF VERMONT

Two 9-month Asst Professor (**tenure track**) positions in Spanish/Romance Languages, beginning Fall 1999. Ph.D.'s by September 1999. **Pos.#1** Asst Professor of Spanish w/specialization in U.S. Latino/a studies. Appt. includes teaching intermediate & advanced students in language, literature, culture. Native/near-native ability in Spanish required, and ability to teach in English. **Pos.#2** Asst. Professor of Spanish in modern Latin American literature & culture, w/preference for specialization in So. American prose, theatre, cultural studies. Appt includes teaching intermediate & advanced students in language, literature, culture. Native/near-native ability in Spanish required. Ability to teach Spanish phonology desirable but not necessary. Excellence in teaching and scholarly publications are required for tenure for **both** positions.

Apply with letter of application, curriculum vitae, complete dossier, at least 3 letters of recommendation by November 20, 1998 to: **Catherine Connor, Chair, Romance Languages Department, University of Vermont, 517 Waterman Bldg., Burlington, VT 05405. Inquiries: Kathleen Doyle, Kldoyle@zoo.uvm.edu; (802) 656-1368.**

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UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

The EECS Department invites applications for tenure track faculty at all levels, as well as instructors. A Ph.D. degree in Electrical Engineering, Computer Engineering, or Computer Science or its equivalent is required for tenure-track positions. Outstanding candidates in all areas of EECS will be considered but we are especially interested in the following areas: computer networks, communication systems, wireless systems, multimedia systems, operating systems, computer systems security, hardware/software co-design, MEMS, CAD, power electronics, computer architecture, object-oriented design and systems, computer graphics, HCI, collaborative design, intelligent agents, interactive learning environments, VLSI, high-assurance systems, robotics and control systems. All the candidates should have outstanding research and teaching potential.

UIC is a growing research university and the largest institution of higher education in the Chicago area. The EECS Department has 50 faculty members and 500 graduate students, and offers BS, MS, and PhD degrees. The department has annual research expenditures of over $6 million and a faculty that consists of twelve IEEE or ACM Fellows. The department's computing resources include over 200 workstations, and over 25,000 square feet of research space, much of it in a new engineering research building. For more information about the department, visit our web page at http://www.eecs.uic.edu

The UIC campus is located near downtown Chicago, and is close to other research institutions and universities. Chicago offers all the cultural amenities of a major city and a wide range of affordable housing.

For full consideration, send a vita and the names and addresses of at least three references by March 15, 1999 to:

Prof. Jeffrey J. P. Tsai, Search Committee Chair, Department of EECS (M/C 154),
851 S. Morgan Street, Room 1120 SEO, Chicago, Illinois 60607-7053.

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Superintendent of Schools

Hartford, Connecticut

The Hartford, Connecticut, School Board invites educational leaders to apply for the position of Superintendent of Schools. Hartford, with a population of over 136,000, has an educational system which serves 24,000 diverse K-12 students in 26 elementary schools (K-5), three middle schools (6-8), and three comprehensive high schools (9-12). The new Superintendent must be a dynamic, articulate educator with an outstanding work history.

The successful candidate should demonstrate:

Leadership:

- A record of educational and fiscal leadership as a senior education administrator.
- Demonstrated strong management skills.
- A history of effective communication with professional staff, parents and community leaders.
- A belief that all students should have appropriate opportunities to excel and should be so rigorously challenged.

Commitment to Students:

- Knowledge of and experience with curriculum/instruction issues and a dedication to high achievement for all students.

Qualifications:

- A minimum of five years' experience in a senior education administration position and a Master's degree (an earned Doctorate is preferable)
- Must meet Connecticut's Department of Education certification requirements for Superintendent.

Isaacson, Miller, a national retained executive search firm has been asked to assist in the recruitment of candidates for this search. Please respond with resume and cover letter to:

Michelle Cruz-Williams, Vice President,
Isaacson, Miller, 334 Boylston St., Boston, MA 02116-3805. Phone: (617) 262-6500. Fax: (617) 262-6509.
E-Mail: mwilliams@imsearch.com

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DEAN – GRADUATE STUDIES AND SPONSORED PROGRAMS

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader for the position of Dean of Graduate Studies. Located next to the border of Mexico, UTB/TSC is both an open access community college and a university with graduate programs in the School of Education, the School of Business, College of Liberal Arts and the College of Science, Math, Engineering and Technology. More than 85 percent of our students are Mexican-American or Mexican and attend as part-time students.

The Dean will be expected to provide leadership in strengthening existing graduate programs in collaboration with the college and school deans while also working with them to develop new graduate programs. Other responsibilities include monitoring graduate academic policies and standards, recruiting and advising graduate students, leading professional development workshops for faculty, promoting grant writing, and managing the graduate studies office. As a member of the Deans' Council, the Dean will advise the provost and other deans on a wide variety of graduate issues.

Earned doctorate and an academic record that warrants tenure in a department of one of the schools or colleges, a strong record in teaching at the graduate level required. Evidence of a commitment to scholarship and service as well as experience in academic leadership required. Proficiency in using technology, ability to communicate to a variety of audiences, and good management skills preferred. Ability to speak Spanish preferred, but not required. For more information, visit our web site at http://www.utb.edu/~rrodrigu

Applicants should submit a letter of interest, a curriculum vitae and three letters of reference, at least one of which must be from a current supervisor, to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-344-8208 / (956) 544-8205 / Fax (956) 982-0175

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, handicap, age or veteran status.
Women and minorities are encouraged to apply.

FACULTY POSITION IN EDUCATIONAL ADMINISTRATION: DEPARTMENT OF EDUCATIONAL ORGANIZATION AND LEADERSHIP
COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

We seek a tenure-line assistant professor specializing in administration, leadership, and policy at the school district level, including the superintendency. Position available August, 1999.

The individual should have an earned doctorate from an accredited institution with a clear specialization in administration and policy at the school district level and a sub-specialization in one or more of the following areas: program leadership in curriculum and instruction, educational technology, financial administration, collective bargaining and personnel administration, and school district assessment and evaluation. Applicants should have a record of scholarly productivity, or show a strong potential for developing such a record that would allow the individual to attain tenure at a major research university. Teaching experience and experience in the field of educational administration are desirable.

Primary responsibilities include teaching professional graduate courses in educational administration, developing a scholarly agenda in the field and conducting a research program related to school district level issues, advising graduate students and supervising graduate student research, serving on faculty committees, and fulfilling other assignments common to a faculty role.

Salary is competitive, depending on experience and qualifications.

To receive full consideration, applicants should send a letter of application highlighting his/her qualifications, a complete vita, three letters of recommendation, and any other appropriate evidence of scholarly and professional leadership by November 2, 1998.

Nona A. Prestine
E.O.L. Search Committee Chair
333 Education Building
1310 S. Sixth St.
College of Education
University of Illinois
Champaign, IL 61820
217-333-2155

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Southern Connecticut
State University

DEPARTMENT OF PUBLIC HEALTH

The Public Health Department of Southern Connecticut State University invites applications for two Associate or Assistant Professor of Public Health positions. Send letter of application to **Dr. William Stohler, Chair, Department Personnel Committee, Department of Public Health, Southern Connecticut State University, New Haven, CT 06515-1355.**

Position 1: Responsibilities: Teach in CEPH-Accredited MPH and BS public-health programs, possibly program planning and evaluation, and research courses; provide ***leadership in MPH and BS community-health-education specializations;*** supervise theses; secure/conduct funded research; assume other duties as required.
Qualifications: Doctorate in public health or health education, specialization in community health education. CHES preferred; evidence of successful teaching, publication, and contract/grant procurement.
Search 98-395

Position 2: Responsibilities: Teach in CEPH-Accredited MPH and BS public-health programs; and research courses; provide ***leadership in BS environmental health specializations;*** supervise theses; secure/conduct funded research; assume other duties as required.
Qualifications: Doctorate in public health or related discipline, expertise in community environmental health, evidence of successful teaching, publication, and contract/grant procurement.
Search 98-197

SCSU is a comprehensive metropolitan public university of some 12,000 students, located in historic New Haven. The University is an equal opportunity, affirmative action employer, seeking to enhance the diversity of its instructional staff. SCSU encourages women and minorities to apply.

Representatives from the Department will be at the "1998 National APHA Convention CareerMart" to meet with interested parties.

Washtenaw Community College

EXECUTIVE DIRECTOR FOR INFORMATION TECHNOLOGY

A comprehensive two-year college dedicated to student, community, and staff success is presently seeking an individual for the position of Executive Director for Information Technology. This individual will be responsible for coordinating and implementing a comprehensive Information Technology Plan, aligning technology initiatives with instructional and business goals of the College, as well as manage technology research, development, acquisition, implementation, and support services in a multi-platform environment. This position reports directly to the President and serves as the Center for Information Technology staff officer for the College. The College is located in the city of Ann Arbor, MI, a community over 100,000.

The successful candidate should have a broad understanding of information technologies, strong technical knowledge in computing and communications, including high performance applications, and familiarity with the latest developments in advanced technologies and information systems in higher education. Master's degree preferred. Experience developing and supporting client-server/distributed information technology projects, and strong budget and finance skills, including the ability to develop innovative funding strategies for campus technology needs also required.

WCC offers a competitive salary based on qualifications and experience, as well as generous fringe benefits. **Applications will be accepted until the position is filled.**

Send completed official WCC application form, transcripts (student copies acceptable), and a comprehensive resume to the **Office of Human Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510. For job postings see our web site: http://www.washtenaw.cc.mi.us/jobs/**

WCC is an AA/EEO/ADA employer

LOYOLA
COLLEGE
IN MARYLAND

FACULTY RECRUITMENT PROGRAM

Loyola College in Maryland is actively seeking to increase its number of African American faculty, through the following program:

Vita Bank: The College has established a Faculty of Color Vita Bank for candidates interested in being considered for tenure track faculty positions. For the 1998-1999 academic year, the following departments are conducting searches for tenure track positions available through existing searches or other recruitment opportunities: **Economics, Education (Dept. Chair), History, Marketing, Speech Pathology and Audiology, Writing (Rhetoric).** In addition, these and all other departments participate in the College's targeted recruitment programs.

Loyola College, a private comprehensive university, is a Catholic Jesuit institution dedicated to the liberal arts, rigorous study, and social responsibility. The student population consists of 3000 undergraduates and 3000 graduates. Class size is generally small, and faculty salaries are competitive. Loyola has a strong commitment to diversity. The College's diversity initiatives provide a strong support for the recruitment and retention of faculty of color, and for the education of all students about all races and cultures.

To apply for either program, send your vita and cover letter to: **Dr. Pamela Paul, Maryland Hall Rm 227, Loyola College, 4501 N. Charles Street, Baltimore, MD 21210-2699.** For further information, call: **410-617-2988** or e-mail: **PPaul@mailgate.Loyola.edu.**

Loyola College is an Equal Opportunity Employer. Women and people of color are encouraged to apply.

TENURE TRACK FACULTY POSITIONS AVAILABLE - FALL 1999

Salem State College, a comprehensive liberal arts institution located 25 miles north of Boston, is seeking to diversify its faculty and fill a number of possible tenure track positions for the fall of 1999. A one-year temporary position is also included in the listing. All faculty are expected to serve as role models and mentors for a diverse student body. Preferred are persons with experience in and/or commitment to working in a multicultural, mutiracial environment with students of diverse backgrounds and learning styles. Salary is competitive and commensurate with education and experience. Positions are advertised pending funding.

SCHOOL OF ARTS AND SCIENCES

BIOLOGY: Responsibilities include teaching both general biology and courses in the area of human anatomy and physiology. Required qualifications include a Ph.D. in Biology, 2 years of successful full-time college level teaching, especially introductory biology and human anatomy and physiology lectures and laboratories. Preferred is experience serving as an introductory biology laboratory coordinator.

COMPUTER SCIENCE: Required qualifications include a terminal degree (Ph.D. or equivalent, documented ABD considered) in Computer Science, or a closely related area with substantial graduate level coursework in Computer Science; knowledge of current software design methodology, Ada, C++, and Windows; expertise in at least one of the following areas: artificial intelligence, parallel/distributed computing, human-computer interfaces, and data communications; demonstrated excellence in college level teaching and experience or potential for teaching formal Computer Science courses beyond the CS1 level. Preferred qualifications include expertise in at least two of the above areas, research and/or industrial/commercial experience in the areas object-oriented methodology, computer organization and architecture, UNIX, Java and Internet/Web applications, and network design, implementation and maintenance.

FOREIGN LANGUAGES: (2 positions) — Spanish-American Culture and Literature; Linguistics, Language Lab, and Computer Assisted Instruction - Responsibilities normally include 12 teaching hours per semester including language courses from beginning through advanced levels, and advising students. Required qualifications include a Ph.D. and demonstrated teaching excellence at the college level. Preferred is ability to teach courses outside the area of specialization, such as Translation, Business Spanish, Methodology or other courses; ability to teach a second foreign language; and active research and publication agenda.

HISTORY: Responsibilities include teaching World Civilization and Chinese and/or Japanese History. Required qualifications include a Ph.D., with a specialization in China and/or Japan. Preferred is a secondary field in Asian-American History.

INTERDISCIPLINARY STUDIES: (temporary position) — Responsibilities include teaching an interdisciplinary Freshman Seminar. Required qualifications include a Master's degree, college teaching experience. Preferred is research and teaching experience in one or more of the following fields: Freshman Year Experience, Ethnic and Cultural Studies (General and Regional), and Mentoring (Concept and Application).

PHYSICS: (Department of Chemistry and Physics) — Responsibilities will include teaching introductory physics courses in support of major programs in Biology, Chemistry and Geological Sciences and a minor in Physics; courses in physical science and astronomy; and radiation physics to students in the Nuclear Medical Technology program. Required qualifications include a Ph.D. in Physics, and a strong commitment to excellence and innovation in teaching undergraduate physics in lectures and laboratories. Two years of college teaching experience are preferred.

POLITICAL SCIENCE: International Relations/Comparative Politics — Responsibilities include teaching courses in Global Security and the politics of the former Soviet Union, Western and Eastern Europe. Required qualifications include a Ph.D., 2 years of college teaching experience, and the ability to teach the courses noted above. Preferred is the ability to teach a course in gender and politics and to demonstrate excellence in teaching. Please include a writing sample, samples of courses taught and developed and a statement of teaching and research interests. Application review begins October 1.

PSYCHOLOGY: Comparative Psychology — Qualifications include a doctorate in psychology from an accredited institution with one or more of the following specializations: biopsychology, contemporary learning theory, pharmacology, and evolutionary psychology. Preferred are a doctorate in comparative psychology with training and teaching experience in one or more of the specializations listed above, the willingness and ability to include undergraduates in research efforts, and interest in developing new courses in comparative psychology. Please include a statement of research and teaching interests.

SPORT, FITNESS & LEISURE STUDIES: Required qualifications include a Master's degree with doctorate in progress in Sport Management, Leisure Studies or a related field; 3 years of college level teaching experience; a strong background in leisure/sport management; grant writing experience; and undergraduate or advising experience. Preferred are an earned doctorate; recognition as a Certified Leisure Professional; curriculum development experience in areas leading to coaching or leisure/recreation certification; and demonstrated excellence in teaching and management.

SCHOOLS OF HUMAN SERVICES

CRIMINAL JUSTICE: (2 positions available) — Responsibilities include teaching, advising majors and conducting research in criminal justice in an expanding undergraduate program. Required qualifications include an earned doctorate in Criminal Justice (doctorate in a closely related field considered). Preferred qualifications include college teaching experience, research/professional experience; specializations in the major areas of Police, Courts, and Corrections, as well as in Computer Crime, Legal Studies, International Law, Research Methods and Statistics will be considered.

EDUCATION: Educational Leadership — Responsibilities include teaching, advising and oversight of a graduate program in School Administration/Educational Leadership with some undergraduate teaching of other departmental courses; development of an inservice program for working administrators; and participation in regional leadership associations. Required qualifications include an Ed.D. or appropriate doctoral degree in Education or a related field; at least 5 years' K-12 teaching coupled with administration experience in school or school system management and a record of scholarship in educational leadership and/or curriculum. Preferred are expertise in curriculum development and the integration of technology across disciplines and strong educational technology skills.

EDUCATION: Special Needs (available January, 2000) — Responsibilities will include coordinating a large, dynamic graduate program in Special Education and providing teaching expertise in this area to both undergraduate and graduate students. Required qualifications include a doctorate in Education or a related field, experience in K-12 teaching and administration of Special Education, knowledge of national and state standards in Special Education and experience in college teaching. Preferred qualifications include familiarity with technology assisted instruction and adaptive technologies, and expertise in working with bilingual and multicultural special needs populations.

NURSING: Required qualifications include a Master's degree in Medical-Surgical Nursing, and 5 years of recent clinical experience and/or teaching experience involving clinical work. An earned doctorate and nurse practitioner status are preferred.

SOCIAL WORK: Coordinator of MSW Field Education —Responsibilities will include the coordination of the MSW Field Education program and some teaching responsibilities. Required qualifications include an MSW and 10 years of post MSW practice experience (completion of doctoral level education required for tenure); demonstrated experience as an MSW Field Instructor and/or MSW Faculty Field Liaison; demonstrated administrative ability; and commitment to public sector practice, advanced generalist approach, and social justice. Preferred are an earned doctorate or ABD, willingness to pursue and complete doctoral level education, and commitment to public sector practice and agencies.

Salem
STATE COLLEGE

Application review will begin November 1, 1998 unless otherwise noted, and continue until a satisfactory pool is achieved. Please send applications immediately.

To apply, send letter of application specifying department and position for which you are applying, resume, appropriate transcripts and three letters of reference to: Office of Equal Opportunity and Human Rights, Salem State College, 352 Lafayette St., Salem, MA 01970. FAX: (978) 542-6163. E-Mail: eo-hr@salem.mass.edu (Word or Word Perfect Attachments only).

SALEM STATE COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. PERSONS OF COLOR, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY URGED TO APPLY

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Fall '98

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UW

UNIVERSITY OF WASHINGTON

CHANCELLOR AND DEAN

University of Washington, Bothell

The University of Washington, invites nominations and applications for the Chancellor and Dean of its Bothell Campus.

The Chancellor and Dean serves as the chief executive, academic, and budgetary officer of the University of Washington, Bothell (UWB), an innovative institution located 20 miles northeast of downtown Seattle, near the fast-growing communities of the region's high-technology corridor. Founded in 1990, UWB is part of a three-campus university that includes the 137-year-old University of Washington, Seattle, and the 8-year-old University of Washington, Tacoma. Groundbreaking was held in May 1998 for UWB's permanent campus, to be opened in August 2000 and shared with a local community college. The Chancellor and Dean will have a rare opportunity to help guide the building of this permanent campus.

UWB was established to provide exemplary upper-division and graduate programs in the north Puget Sound region. It is expanding rapidly, with enrollment projected to increase from 1,200 students currently to over 5,000 during the next decade. The campus offers small, highly interactive interdisciplinary classes and emphasizes excellence in both teaching and research. The extraordinary resources of the UW Seattle, one of the nation's premier public research universities, are available in support of the new Bothell Campus.

We seek a strong and imaginative leader who can guide UW Bothell into the 21st century. The candidate should be able to communicate the vision for the campus and bring the vision to fruition through building internal consensus and reaching out to the community and to the state legislature. The successful candidate will have significant academic and administrative experience and will be qualified for a tenured appointment at the rank of Professor. The successful candidate will also possess an entrepreneurial spirit and a willingness to take risks.

The Chancellor and Dean reports jointly to the President and the Provost and is a member of the President's Cabinet and the University of Washington Board of Deans.
Responsibilities include:

- Providing leadership in campus-wide academic program development.
- Establishing effective working relationships with community and business leaders, state legislators, and government staffs.
- Coordinating closely with UW Seattle and UW Tacoma.
- Building and maintaining dynamic linkages with community colleges throughout the region.
- Creating effective, sustainable co-location arrangements with Cascadia Community College.
- Fundraising.
- Capital planning.

To apply, submit curriculum vitae, a statement of purpose that includes your educational philosophy, and the names of three references. Applications and nominations received by November 15, 1998, will be given preferred consideration. For more information about UWB, please visit our website at http://weber.u.washington.edu/~uwbweb/

Please submit credentials to:

Dean Marsha L. Landolt, Chair
Advisory Committee on the Chancellor and Dean of the UW Bothell
301 Gerberding Hall, Box 351230
University of Washington
Seattle, WA 98195-1230

The University of Washington is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply.

WILLIAMS COLLEGE FACULTY POSITIONS

Williams College has anticipated openings in several fields. Unless otherwise noted, the positions are at the assistant professor level for three-year terms, beginning academic year 1999-2000, with possibility of reappointment and consideration for tenure, although advanced candidates with exceptionally strong records of teaching and research are also invited to apply. Candidates should have the Ph.D. or completed dissertation within one year of appointment. Name of department chair or contact and application deadline follow name of field.

- ► **ANTHROPOLOGY** (Michael Brown, **Nov. 30**) One visiting position in archaeology and sociocultural anthropology; priority given to applications received before **Nov. 15.**
- ► **ART** (Guy Hedreen, **Dec. 31**) One tenure-track position in medieval art and architecture
- ► **ASIAN STUDIES** (See Chinese and Japanese)
- ► **CHEMISTRY** (David Richardson, **Dec. 1**) One tenure-track position in organic chemistry with preference for research interests in bioorganic and synthetic organic chemistry
- ► **CHINESE** (Cornelius Kubler, **Dec. 15**) One visiting position in Chinese language.
- ► **CLASSICS** (Kerry Christensen, **Dec. 1**) One tenure-track position in classical language and literature, specialty in Roman studies, preferably Roman poetry, ability to teach both Greek and Latin beginning to advanced levels
- ► **COMPUTER SCIENCE** (William Lenhart, **Feb. 1, 1999**) One tenure-track position in computer science
- ► **ECONOMICS** (Catharine Hill, **Dec. 7**) One or more tenure-track positions; fields open but special interest in general economics, macroeconomics, and finance.
- ► **ENGLISH** (Christopher Pye, application, vita, dossier or recs., writing sample 25pp or less by **Nov. 6**) One visiting position in American literature, particularly literature before 1865
- ► **HISTORY** (Dennis Dickerson, **Dec. 1**) One tenure-track position in late 19th & 20thc. European intellectual and cultural history with a subfield in the history of science and/or medicine
- ► **JAPANESE** (Cornelius Kubler, **Dec. 15**) One tenure-track position in Japanese language
- ► **LINGUISTICS** (See Romance Languages)
- ► **MATHEMATICS** (Colin Adams, **Nov. 15**) One tenure-track position in statistics.
- ► **MUSIC** (David Kechley, **Dec. 1**) One two-year visiting position and one one-semester visiting position, both in musicology/music literature; specialties needed include medieval or renaissance music, world music, Asian music, 20th c. music; courses for both majors and non-majors, interest in course(s) which include study of race and gender issues. One three-year term position with possibility of renewal as Artist-in-Residence in Choral Performance to teach alternating courses in conducting (basic and choral), choral arranging, choral literature, possibly applied voice, and to direct the Williams Chamber Choir and supervise student performance groups
- ► **PHILOSOPHY** (Samuel Fleischacker, **Jan. 15, 1999**) Two visiting positions, competence and interest in ancient and modern Western philosophy required, specialty open
- ► **PHYSICS** (Jefferson Strait, **Dec. 15**) One tenure-track position in experimental physics
- ► **POLITICAL SCIENCE** (Michael MacDonald) One tenure-track position in political theory with interest in history of political theory, liberalism, social theory, and Marxism (**Nov. 1**). One tenure-track position in Russian politics (**Dec. 1**)
- ► **PSYCHOLOGY** One tenure-track position in cognitive psychology (Kris Kirby; **Nov. 15**). One tenure-track position in clinical psychology (Laurie Heatherington; **Nov. 15**). One visiting position in neuropsychology/health (Betty Zimmerberg, **Feb. 1, 1999**) One visiting position in personality/social (Phebe Cramer, **Feb. 1, 1999**)
- ► **RELIGION** (William Darrow; **Oct. 25**) One tenure-track position in religion and culture including familiarity with cultural studies, literary studies, and critical theory; preference for training in American religious thought or some aspect of the North American religious scene
- ► **ROMANCE LANGUAGES** (Gene Bell-Villada, **Nov. 30**) One tenure-track position in 19th & 20th c. French literature, background in comparative literature, cultural studies, and/or Francophone literature desirable, language teaching essential. One tenure-track position in linguistics and Spanish language
- ► **SOCIOLOGY** (Michael Brown, **Oct. 15**) One visiting position in sociology

Further inquiries concerning any of these positions should be directed to the appropriate department; general inquiries regarding hiring at Williams College, to the Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, MA 01267.

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer. Williams College especially welcomes and encourages applications from women and minority candidates.

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DEAN

College of Computer, Mathematical and Physical Sciences

The University of Maryland, College Park invites applications and nominations for the position of Dean for the College of Computer, Mathematical and Physical Sciences. This is one of the strongest academic colleges at the University, with its faculty organized in six departments; Astronomy, Computer Science, Geology, Mathematics, Meteorology, and Physics, and three nationally-known research institutes, the Institute for Physical Science and Technology; The University of Maryland Institute for Advanced Computer Studies, at the Institute for Plasma Research. The Dean, who reports directly to the Vice President for Academic Affairs and Provost, provides both academic and administrative leadership for the College.

The University of Maryland, College Park, is a Carnegie I category comprehensive research-oriented, public university, with almost 35,000 students with baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C.

The College of Computer, Mathematical and Physical Sciences has a long tradition of excellence in research and teaching, and three of the departments, Computer Science, Mathematics and Physics, were ranked among the top ten at public universities in the most recent National Research Council ratings. The College has 231 tenured and tenure-track faculty and an additional 323 full-time non-tenured faculty. It serves approximately 2,485 undergraduate majors and 770 graduate majors, and provides foundational science courses to large numbers of students from across the University. It has a large and growing research base, with over $53M in research expenditures in the most recent fiscal year and an annual state-supported budget of $35M. The College has also developed strong partnerships with major corporate and federal laboratories, particularly NASA, NSA, and NIST. Future information on the College can be found at: <http://inform.umd.edu/CMPS/>

The person selected to fill the position of Dean of the College of Computer, Mathematical and Physical Sciences should have the energy and vision to lead a top-ranked science college into the 21st century and experience in recruiting and retaining faculty of the highest caliber, promoting collaborative research partnerships, and managing a complex academic enterprise. Candidates should possess an earned doctorate, have a record of accomplishment commensurate with appointment as a tenured professor in a department of the College, and possess a demonstrated capacity for creative and effective leadership. The successful candidate must demonstrate a dedication to fostering the goal of diversity within the College.

Salary will be competitive and commensurate with experience. Applicants should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Review of nominations and applications for this position will commence on November 1, 1998, and continue until the position is filled. All materials should be sent to:

Search Committee for the Dean of the College of Computer,
Mathematical and Physical Sciences
Attention: Mrs. Sheila Mahaffy
2119 Main Administration Building
University of Maryland
College Park, MD 20742

Telephone inquiries to discuss the position are welcome. Please feel free to call the chair of the committee, Dean William W. Destler, 301-405-3868, or direct inquiries via e-mail to <destler@eng.umd.edu>

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

University of Illinois at Urbana-Champaign

Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants with expertise in research design, statistical analysis, and measurement to fill an open rank tenure track position. Candidates will be expected to teach at the undergraduate and graduate levels, advise and direct student research, engage in interdisciplinary research within the Department, and seek extramural funding. There currently exists within Kinesiology an interdisciplinary faculty with interests in Lifespan Physical Activity, Human Performance and Fitness, Disability Disease and Rehabilitation, Human Factors, and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support the interdisciplinary research in physical activity. Further information about the Department of Kinesiology can be found by visiting **http://www.kines.uiuc.edu. Qualifications** include an academic background in one of the general areas of Kinesiology or related field. Expertise in latent variable modeling and analysis of developmental growth and change over time desired. A doctorate is required. Teaching and post-doctoral research experience are desirable. Women and minorities are especially encouraged to apply. **Salary** is commensurate with experience and qualifications. To assure full consideration, letter of application, vitae and three letters of recommendation should be submitted by November 13, 1998. The appointment will be effective August 21, 1999. Interviews may be conducted before the closing date, but all applications received by November 13, 1998 will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Edward McAuley
Chair of the Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer

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University of California, Berkeley

Richard and Rhoda Goldman School of Public Policy

The Richard and Rhoda Goldman School of Public Policy invites application for an appointment to the faculty at the Assistant Professor rank to begin July 1, 1999. Preference will be given to scholars with expertise in the application of microeconomics to public policy, who have teaching experience and have demonstrated the potential to make important research contributions relevant to the analysis of problems in the public or non-profit sectors. Qualified applicants must hold a doctoral degree or its equivalent. Experience in the practice of public policy-making is also highly desirable.

The School seeks an individual whose interests will add to the policy breadth of the existing faculty. Such interests include but are not limited to environmental policy, health policy, race relations and affirmative action, and science and technology policy. All members of the School's faculty are expected to contribute to the core curriculum. This curriculum includes courses in microeconomics, law and other forms of qualitative analysis, political and organizational analysis, quantitative methods, and public management. The School expects to appoint an individual who is broadly conversant with the social and behavioral sciences and who will engage with an intellectually diverse faculty.

Candidates should send the following five items to: **Professor Eugene Smolensky, Goldman School of Public Policy, 2607 Hearst Avenue, University of California, Berkeley, CA 94720.** (1) A cover letter, (2) a vitae, (3) an example of an article submitted to or accepted by a refereed journal, (4) a summary of no more than 250 words of that article, and (5) the names of three references. The deadline to submit an application is January 15, 1999. All applications received after the postmark of that date will not be considered. Early applications are encouraged.

The University of California is an Equal Opportunity, Affirmative Action Employer

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ITHACA

Ithaca College

VICE PRESIDENT
for Institutional Advancement

Ithaca College invites applications and nominations for the position of Vice President for Institutional Advancement. The Vice President reports to the President and is responsible for increasing private support and visibility of the College through the leadership, strategic planning, and management of a staff of 60 in a comprehensive advancement program that includes development; alumni relations; college relations, including publications and public relations. The Vice President serves as a key member of the President's Council and works closely with the Board of Trustees in their governance and development responsibilities.

Since its funding in 1892, Ithaca College has become the largest independent, comprehensive, residential college in New York State. The College emphasizes teaching excellence, close personal attention, and joint-faculty research in its 108 fully accredited undergraduate and graduate programs in the Schools of Business, Communications, Health Sciences and Human Performance, Humanities and Science, and Music. Its location in central New York's spectacular Finger Lakes region combines rich cultural and commercial features in a cosmopolitan community shared with Cornell University. The 5800 students, mostly undergraduates of traditional age, are taught by 415 full-time faculty. There are 33,000 alumni. The College has an endowment of $162 million, raised $8.9 million in fiscal year 1997-98, and recently raised over $10.5 million in a capital campaign for the James J. Whalen Center for Music.

The ideal candidate will possess the following: a bachelor's degree (advanced degree preferred), significant successful and diverse development experience at a senior level, preferably in higher education; demonstrated success as a creative, effective manager with the ability to lead a multifaceted advancement program; exceptional interpersonal and communication skills; and the ability to serve as an enthusiastic ambassador of Ithaca College with vision, professionalism and integrity. Please submit nominations and applications to the College's consultants:

Mary Elizabeth Taylor and Paula Carabelli
Ithaca College
C/o Educational Management Network/
Witt/Kieffer
3 Park Avenue, 29th Floor
New York, NY 10016
212.686.2676 (phone)
212.686.2527 (Fax)

Screening will begin immediately and continue until the position is filled. Inquiries regarding this position can also be forwarded via e-mail to: **ithaca@emnemn.com**

Ithaca College is an equal opportunity/ affirmative action employer

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ST.LAWRENCE
UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State educating students of the region, the nation, and the world

St. Lawrence University, chartered in 1856, is an independent, private, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. The University's 1900 students come from 41 U.S. states and 17 countries. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

St. Lawrence University offers a unique learning environment providing 31 majors, 32 minors, and 11 interdepartmental programs, including a nationally recognized First Year Program. Under dynamic new leadership St. Lawrence is embarked on an ambitious program to solidify its traditional curricular programs, while exploring select new initiatives, and is in the midst of major facilities improvements, undergirded by a $75 million capital campaign.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer
Women, minorities, veterans, and persons with disabilities are encouraged to apply.

ST. LAWRENCE UNIVERSITY INVITES APPLICATIONS AND NOMINATIONS FOR THE FOLLOWING POSITIONS, SIX OF WHICH ARE NEW ADDITIONS TO THE FACULTY. ALL FACULTY POSITIONS ARE TENURE TRACK UNLESS OTHERWISE NOTED AND ARE FOR APPOINTMENT FOR THE FALL 1999 SEMESTER.

FACULTY POSITIONS

Biology
- Vertebrate Biology
- Anatomy/Animal Physiology

Chemistry
- Physical Chemistry
- Biochemistry (one-year)

Economics
- Law and economics / economic history
- Public economics / regional economics

Education
- Teacher education

English / Writing Center
- Writing Center Director / Visiting Assistant Professor of English (one-year renewable up to three)

Environmental studies
- Recreation resource management
- Ecological sustainability

Gender Studies
- Feminist theory / Gender Relations

Government
- International Relations / U.S. Foreign Policy

History
- Endowed (Vilas) Chair - U.S. History
- U.S. History (one year)

Library
- Coordinator of Technical Services and Cataloging (One-year continuing appointment, position currently available.)

Mathematics
- Computer science
- Computer science (one year)

Philosophy
- Epistemology and philosophy of science w/ orientation to Feminist philosophy and/or Interdisciplinary programs
- Asian philosophy or 20th century continental philosophy w/orientation to feminist philosophy and/or interdisciplinary programs

Psychology
- Clinical
- Sport psychology

Religious Studies
- Christian religious traditions
- South Asian religions (one-year renewable up to three)

Sociology
- Quantitative methods and Race and Ethnicity (one year)

Speech and Theatre
- Communication studies

STAFF POSITIONS

Please see the full job advertisement for the start date for staff positions.

Head Coach
- Alpine Skiing

Modern Languages
- Instructional Technology Specialist for Foreign Languages

Outdoor Program
- Director: outdoor education/ administration of program

University Communications
- Electronic Communications Coordinator

Complete position descriptions can be found on the St. Lawrence University website: http://www.stlawu.edu
See Job Postings under academics/administration.

This advertisement provides information accurate as of 9/21/98. Consult the St. Lawrence University website for updated information.

HAMILTON COLLEGE
Clinton, NY

The Computer Science department invites applications for a tenure-track position at the rank of Assistant Professor to begin July 1, 1999. We seek candidates with a serious commitment to teaching in a liberal arts environment, and will consider strong applicants with any area of specialization who can contribute to a progressive and evolving undergraduate curriculum. A Ph.D. in Computer Science or a related field is required. Please send vita, including the names of three professional references, and official transcripts to:

Stuart Hirshfield, Chair, Computer Science Department, Hamilton College, 198 College Hill Road, Clinton, NY 13323.

Review of applications will begin January 15, 1999, and applications will be accepted until the position is filled. Women and minorities are encouraged to apply. *Hamilton College is an Equal Opportunity/Affirmative Action Employer.*

The University of Nebraska at Omaha

will recruit for positions in **Computer Science; English; Finance, Banking and Law; Foreign Languages; Information Systems and Quantitative Analysis; Psychology; Sociology; Sociology/Black Studies and others.** please see our website for more information:

http://www.unomaha.edu/~wwwpsnl/jobs.htm

UNIVERSITY OF
SOUTH CAROLINA
SPARTANBURG

SOUTH CAROLINA'S METROPOLITAN UNIVERSITY
www.uscs.edu

DEAN
School of Education

The University of South Carolina Spartanburg invites applications and nominations for the position of dean of the School of Education. The starting date for this position is July 1, 1999. The School consists of 20 faculty and 550 undergraduate majors with degrees in early childhood, elementary, secondary and physical education. Master's degrees are offered in early childhood and elementary education. NCATE accreditation is pending and anticipated for fall, 1998. The dean is the chief administrative officer of the School and reports directly to the Vice Chancellor. Responsibilities include teaching, service and scholarship; budget management; personnel administration; and leadership in collaboration with the public schools in the upstate of South Carolina.

Qualifications: The successful candidate must have a terminal degree in an appropriate discipline; successful K-12 experience and university teaching experience in an appropriate discipline and a demonstrated commitment to excellence in teaching and advising; demonstrated leadership ability; demonstrated commitment to diversity; the ability to work effectively with internal and external university constituencies; excellent communication and technological skills; significant scholarly activity; demonstrated ability to acquire external funding; and a willingness to commit to the mission of a metropolitan university.

Applications and nominations are invited. Send letter of application, vita, five names, addresses, and telephone numbers of references to: Dr. Harriet Rice, Chair, Search Committee, Office of Academic Affairs, University of South Carolina Spartanburg, 800 University Way, Spartanburg, SC 29303. Review of applications begins on 11/17/98 and will continue until position is filled.

USCS is an EO/AA employer

ASSOCIATE DEAN OF GRADUATE ACADEMIC AFFAIRS

In a leadership role, the Associate Dean of Graduate Academic Affairs will identify, recruit, retain and graduate students from the underrepresented groups, especially but not exclusively minority groups; and formulate and oversee policy in these areas for the Graduate School. Candidate will be a liaison to graduate student representative bodies, including the Graduate & Professional Student Assembly and the various minority student groups; advise senior administrative staff on issues related to minority affairs; work with other university offices that handle graduate student academic issues; and provide academic advising and counseling to graduate students as needed. Additionally the position will obtain external funding for special programs; manage programs; represent the University to other schools, professional organizations, alumni, and government agencies; and work directly with the Dean of the Graduate School on other academic issues as they arise.

Work experience in one or more of the above areas, including experience leading, planning and managing programs is desired. A Doctorate is strongly preferred. Requirements include strong interpersonal, organizational, and written and oral communication skills. The Associate Dean of Graduate Academic Affairs reports to the Dean.

*Send cover letter and resume with **job# AD3701**, to:*

Organizational Development and
Employment Services,
20 Thornwood Drive,
Ithaca, NY 14850.

CORNELL
UNIVERSITY

Affirmative Action/Equal Opportunity Employer

NC STATE UNIVERSITY

PROVOST

North Carolina State University invites nominations and applications of candidates for the position of Provost and Vice Chancellor for Academic Affairs.

This is a unique opportunity for a strong visionary leader at the largest institution within The University of North Carolina System, a public higher education system.

Application: A statement of interest, a complete résumé and a list of five references should be postmarked no later than October 31, 1998, although applications and nominations will be accepted until the search is completed. Send correspondence to:

Mr. Jerry H. Baker
Baker, Parker and Associates, Inc.
Two Concourse Parkway, Suite 775
Atlanta, GA 30328-5371
E-mail jbaker@bpasearch.com
http://www.ncsu.edu

NC State University is an Equal Opportunity/Affirmative Action Employer

NC State Today: Enhancing its historic strengths in agriculture, science and engineering with a commitment to excellence in a comprehensive range of academic disciplines, NC State University provides leadership for intellectual, cultural, social, economic and technological development within the state, the nation and the world. Situated in Raleigh, one of America's most livable cities, and adjacent to Research Triangle Park, NC State is a Research I, land-grant institution with an enrollment of more than 27,000 students, an annual operating budget of $632 million, an endowment valued at approximately $250 million, and sponsored programs and research expenditures of $335 million. The university offers 89 baccalaureate degrees, 85 master's degrees and 52 doctoral degrees in 10 academic colleges and schools, including Agriculture and Life Sciences, Design, Education and Psychology, Engineering, Forest Resources, Humanities and Social Sciences, Management, Physical and Mathematical Sciences, Textiles and Veterinary Medicine.

Provost's Position: The Provost serves as the chief academic officer and a key member of the Chancellor's executive team and is responsible for all academic programs. The successful candidate should have an earned doctorate or comparable academic credentials and a distinguished record of scholarly achievement, teaching and service consistent with appointment as professor in one of the University's academic departments. In addition, the candidate should have a substantial record of fostering a success-oriented academic community for students, faculty, and staff at a large, complex university. The university is a member of NCAA Division I. The position requires an appreciation of a Research I, land-grant university dedicated to integrating teaching, research, service and extension for diverse constituencies.

Project Manager/ Senior Report Writer

Database Systems

Wellesley College, a leading liberal arts institution for women, invites applications from experienced relational database report-writing professionals for a full-time position in the Information Services Database Systems department. This position requires technical expertise and project management skills in the continued implementation and support of a large administrative information system. It also offers the opportunity to be a leader in the design, implementation and maintenance of a new data warehouse/mart in a UNIX and Oracle/SCT Banner client/server environment.

Requirements for the position include a Bachelor's degree in Computer Science, or equivalent experience, and significant professional employment that demonstrates progressive responsibility in information systems, report writing, documenting, training and project leadership. Strong programming and report writing skills (preferably in FOCUS, PL/SQL, SQL and ODBC compliant GUI reporting software such as Microsoft Access, Crystal Reports or Oracle Reports) are also required. Proven interpersonal and communication skills are essential. Experience with Oracle Structures, SCT Banner, UNIX, C, and Pro*C is preferred. Applicants must be able to work well as part of a team and work effectively in a culturally diverse environment.

Wellesley College is proud of its flexible work environment. We will consider a variety of ways of structuring this position, such as full-time/half-time combinations, possibly in a job-share arrangement.

If interested, send cover letter, indicating the position desired, and resume to: Patricia E. Basque, Associate Director of Employee Relations, HOHE10/23, Wellesley College, Wellesley, MA 02481. Applications will be accepted until the position is filled.

Wellesley College especially welcomes
applications from ethnic minorities

Wellesley College

THE UNIVERSITY OF MICHIGAN

COLLEGE OF ARCHITECTURE + URBAN PLANNING

The College of Architecture & Urban Planning at the University of Michigan is searching for a tenured or tenure-track faculty member in architectural history/theory, effective September 1, 1999.

The Architecture Program and the Doctoral Program in Architecture are seeking a colleague with responsibility for teaching and research in the history/theory of non-Western architecture and in Western architecture since 1750.

A doctoral degree or its equivalent is required at the time of appointment, and a professional degree in architecture is desirable. Teaching experience and evidence of scholarly achievement are also required.

Responsibilities will include: teaching undergraduate courses in architectural history/theory; teaching graduate courses and seminars in his/her areas of specialization; supervising doctoral dissertations; and contributing to a dynamic architectural history faculty and curriculum.

Applications should be post marked no later than 5 January 1999. Applicants should send: **1)** letter of interest, **2)** curriculum vitae, **3)** names, addresses and phone numbers of at least three references. Mail application materials to **Jean Ellis, Architectural History Search Committee, College of Architecture + Urban Planning, The University of Michigan, 2000 Bonisteel Blvd., Ann Arbor, MI 48109-2069.**

The University of Michigan is a non-discriminatory, affirmative action employer.

Fellowships: The College also offers three one-year teaching fellowships, the William Muschenheim Fellowship, the Walter B. Sanders Fellowship and the Willard A. Oberdick Fellowship. Applications are to be post-marked no later than January 5, 1999. Please call 734-936-0221 for more information.

WPI Faculty Opening MANAGEMENT INFORMATION SYSTEMS

The Department of Management at Worcester Polytechnic Institute (WPI) invites applications for a full-time, tenure track opening in Management Information Systems (MIS) at the assistant professor level. The position will commence August 15, 1999.

Applicants must have a Ph.D. in MIS (ABDs who are assured of completion by August 1 may be considered). The ideal applicant will be technically proficient with business computing technologies and will be able to teach systems analysis and design with business computing platforms. Proficiency with business application development tools and web-based technologies is essential. Research in the areas of data or software quality, workflow systems, and electronic commerce will be of particular interest. Related business and teaching experience is preferred, as is evidence of scholarship success.

Untenured faculty members teach three courses per year and advise student projects at both the undergraduate and graduate levels. Sponsored research and quality publications are expected and encouraged.

The Department of Management is a small but growing department that is building a strong national reputation in the Management of Technology. We offer four undergraduate majors, three master's degrees, and cover all the functional areas of Business and Industrial Engineering.

WPI, a top national university, is a selective, private institution located in Worcester, MA, New England's second largest city. In addition to the many cultural amenities of the local area and in nearby Boston, many faculty members enjoy the nearby mountains or seashore. With many institutions of higher education in the area (10 in Worcester alone), Fortune 500 companies, and health care, biotechnology, and research facilities, the Worcester area offers many opportunities for dual career families.

Interested parties should submit a letter of application and current C.V., and make arrangements for us to receive three letters of reference. Other supporting materials, such as teaching evaluations and published articles are welcomed. All materials should be sent to: MIS Search, Department of Management, WPI, 100 Institute Road, Worcester, MA 01609-2280. Application Screening will commence October 1, 1998 and continue until the position is filled. Our representatives will be attending DSI, INFORMS, and ICIS.

WPI

To encourage diversity, WPI is an affirmative action, equal opportunity employer.

UNIVERSITY OF WISCONSIN MADISON

DEPARTMENT OF HISTORY FACULTY POSITIONS

AMERICAN INDIAN HISTORY POSITION

The Department of History and the American Indian Studies Program of the University of Wisconsin-Madison invite applications for a position as Assistant Professor (tenure-track), Associate or Full Professor (tenured) in American Indian history. The appointment will be 50% in History and 50% in American Indian Studies, with the tenure home in History. Candidates must have the Ph.D. by August 1999, with expertise in American Indian history since the 1800, and the ability to teach general courses in United States history. Candidates for tenured appointment should have demonstrated research and teaching excellence commensurate with a tenured appointment. Salary will be commensurate with qualifications and experience. Starting date: August 23, 1999. Applications will be accepted until November 20, 1998. Please send a letter of application, CV, and three letters of recommendation to **Co-Chairs, Search Committee in American Indian History, History Department, University of Wisconsin-Madison, 3211 Humanities Building, 455 N. Park Street, Madison, WI 53706.** Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists can not be guaranteed confidentiality.

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities.

EUROPEAN WOMEN'S HISTORY

The History department at the University of Wisconsin-Madison seeks a candidate with strong potential for research and teaching to fill a position at the rank of Assistant Professor (tenure-track) or Associate Professor (tenured) in European women's history since 1750. Candidates must have the Ph.D. degree, by the starting date of the appointment (August 23, 1999) and be prepared to teach courses in this field at the undergraduate and graduate levels. Applications will be accepted until November 20, 1998. Please send a letter of application, CV, and three letters of recommendation to **Chair, Search Committee in Modern European Women's History, History Department, University of Wisconsin-Madison, 3211 Humanities Bldg., 455 N. Park St., Madison, WI 53706.** Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists can not be guaranteed confidentiality.

The University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer and encourages applications from women and minorities.

BEST COPY AVAILABLE

DEAN OF THE HONORS COLLEGE
Ball State University
Muncie, Indiana

Ball State University is seeking an experienced teacher/scholar to direct and coordinate activities of its nationally recognized Honors College as of July 1, 1999. Minimum qualifications are: an earned doctorate or the terminal degree in the candidate's academic discipline; overall qualifications which merit a faculty appointment at a senior rank within one of the academic units of the university; demonstrated excellence in teaching; strong interpersonal and communication skills; and willingness to collaborate with other areas of the university. Preferred qualifications are: experience in honors education, demonstrated leadership and management skills, commitment to interdisciplinary collaboration, and experience in developing external funding and participation in fund-raising activities.

Created in 1959 as an Honors Program and raised to college status 20 years later by action of the Board of Trustees, the university's Honors College currently serves 1,450 outstanding undergraduates from all disciplines, providing a small-college atmosphere within the university community of approximately 18,000 students. Ball State University is in Muncie, Indiana, a city of approximately 80,000, located 50 miles northeast of Indianapolis and 230 miles southeast of Chicago.

The Dean of the Honors College reports directly to the Associate Provost and works with the Academic Deans, Departments, and the Office of Admissions to recruit outstanding students to the university. Other priority duties include teaching within the Honors College curriculum, developing and administering the Honors College's scholarship programs, supervising the Undergraduate Fellows Program, and coordinating the college's student programs in Oxford, England.

Salary is dependent on qualifications and experience. Review of applications will begin on November 2, 1998, and continue until the position is filled. Send letter of application, curriculum vitae, and the names of five references to: **Dean of the Honors College Selection Committee, Office of the Associate Provost, Ball State University, Muncie, IN 47306.** Further information is available on the university's Websites at **www.bsu.edu** and **www.bsu.edu/Honors**.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Vice President for Academic Affairs/Dean of the Faculty
GAINESVILLE COLLEGE

Gainesville College invites applications and nominations for the position of Vice President for Academic Affairs and Dean of the Faculty, appointment expected by July 1, 1999.

The Position

The Vice President for Academic Affairs and Dean of the Faculty is the chief academic officer of the College and reports to the President. Responsibilities include leadership and supervision of the transfer, career, remedial, and continuing education curricula, library and learning resources center, admissions and records operations, and the professional development office. The vice president provides faculty leadership, is instrumental in program development and community outreach, and works closely with the president and other members of the executive council to develop the budget and make other decisions involving the welfare of the collegiate community.

Qualifications

- Earned doctorate from a regionally accredited college or university
- At least 3 years of successful administrative experience at the level of division chair or higher
- Distinguished record of teaching and service, preferably at the two-year college level
- Demonstrated ability to establish and maintain collaborative working relationships with students, faculty, staff, and other administrators within and outside the college
- Demonstrated ability to manage fiscal and personnel resources, to plan and evaluate programs, and to think strategically and proactively
- Excellent interpersonal and communication skills

The College

Gainesville College is a two-year unit of the University System of Georgia. Emphasizing the University System approved core curriculum in the liberal arts tradition, the College offers academic opportunities in the humanities, the natural sciences, mathematics and computer science, the social sciences, physical education, and the professional fields of business and health sciences. It has an enrollment of almost 3,000 students and is located in the foothills of the Appalachian Mountains near beautiful Lake Lanier, about 50 miles northeast of Atlanta. Additional information can be found on the College's home page at http://www.gc.peachnet.edu/

The Application

A complete application will include a letter addressing qualifications itemized above, a one-page statement of educational and leadership philosophy, a curriculum vitae, transcripts, and names, addresses, and telephone numbers of at least three references. Salary will be competitive and commensurate with qualifications and experience. Application materials should be mailed to:

Human Resources Department, Gainesville College, P.O. Box 1358, Gainesville, GA 30503.

Review of completed files will begin on December 1, 1998, and will continue until the position is filled.

Gainesville College is an Affirmative Action/Equal Opportunity Educational Institution

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SETON HILL COLLEGE

The Education Department invites applications for an Assistant or Associate Professor position in Special Education, beginning either Spring or Fall, 1999. This position will teach graduate and undergraduate courses in elementary education and special education, with emphasis in severe and profound, and physically handicapped; advise graduate and undergraduate students, supervise student teachers, and facilitate Master's research projects. Qualifications include Doctorate in Special Education (ABD considered) basic education teaching experience, supervisory experience, and elementary and/or special education certification. Send letter of application, curriculum, vitae, official transcripts, a statement of teaching philosophy, and 3 letters of reference before November 15, 1998 to:

Terrance E. DePasquale, Ed.D. Chair
Division of Education
Communication and Behavorial Sciences
Seton Hill College
Greensburg, PA 15601

Seton Hill College is committed to having a faculty and staff which is representative of the racial diversity of the global community; women and minorities encouraged to apply.

MICHIGAN STATE UNIVERSITY
PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Julian Samora Research Institute of **Michigan State University** invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be jointly appointed by Psychology, the tenure home department, and the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered; women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute's mission, to promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate's qualifications and experience. Review of applications will begin December 1, 1998 and continue until a suitable candidate is identified. Send a letter of application, vitae, reprints and three letters of reference to: **William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.**

MSU is an AA/EO employer.

BEST COPY AVAILABLE

Yakima Valley Community College

HISTORY & SECOND DISCIPLINE INSTRUCTOR
(Tenure Track)

Yakima Valley Community College is accepting applications for a Multi-Disciplinary Instructor (History & Second Discipline) at our Grandview Campus. Anticipated date of employment is January 4, 1999. **Salary:** $39,679-$46,179 (An academic year contract) including a generous benefit package.

Minimum Qualifications: Earned Master's degree in history and an earned bachelor's degree (or graduate work) in computer science, economics, philosophy, political science, or a natural science discipline. For application and description contact:

Human Resource Services Dept.
PO Box 22520
Yakima, WA 98907-2520
(509) 574-4670
Website: www.yvcc.cc.wa.us/jobs/index.htm/
e-mail: yvcchr@ctc.edu

EOE

FULTON-MONTGOMERY COMMUNITY COLLEGE

SCIENCE INSTRUCTOR

Full-time, tenure-track position in the Science Division to teach a variety of introductory science courses for majors and non-majors, beginning January 27, 1999. Master's degree with a minimum of eighteen semester hours in biology required. Candidates must have expertise in teaching introductory biology courses as well as microbiology, experience teaching plant biology is a plus. Teaching experience, preferably at the two-year college level, desired. In addition to teaching, responsibilities include course and curriculum development and program-related academic advisement. Candidates should possess the ability in and commitment to teaching at a community college and working with students having a wide range of academic abilities. Anticipated academic year salary/rank: $32,236/Instructor.

Application procedure: Submit letter of application outlining qualifications and interests relevant to the position, resume, copies of unofficial transcripts of undergraduate and graduate course work and names of three professional references to **Dr. James J. Ahern, Jr., Dean of Liberal Arts and Sciences, Fulton-Montgomery Community College, Johnstown, NY 12095-3790.** Screening of applications will begin on October 26, 1998 but the position will remain open until filled.

Fulton-Montgomery Community College, a part of the State University of New York, is located approximately 40 miles west of Albany. It is comprehensive two-year institution with an enrollment of approximately 2,000.

FMCC is an equal opportunity, affirmative action employer and actively seeks applications from women and minority candidates.

Union College
Schenectady, NY
Faculty Openings
1999-2000

Located in the Capital District, Union College is a private selective 4-year liberal arts college with a long history of strength in science and engineering. More information is available on the web at: http//www.union.edu. Positions generally start at the Assistant Professor level. Visiting Professors may be eligible for renewal. Preferred candidates will have an earned Ph.D. in the discipline, although ADB's will be considered. Evidence of strong teaching skills, a focused research agenda, and postdoctoral experience is desirable. Some positions may require conducting research with undergraduates, teaching freshman preceptorials, and senior thesis supervision. Trimester schedule allows for a normal teaching load of six courses per year.

Union College offers an exceptional benefits package including: medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission.

Starting Date: September 1, 1999 (unless stated otherwise).

ANTHROPOLOGY: Sociocultural Anthropology (1-year Visiting). The topical specialty and geographical area for this anticipated vacancy remains open. Starting date is August 1999. For more information please see the Anthropology department's homepage at www.union.edu/PUBLIC/ANTDEPT.index.html. **Send ONLY vita, cover letter, and list of references to: Anthropology Search Committee, Department of Anthropology, Union College, Schenectady, NY 12308. Application deadline is December 30, 1998.**

CHEMISTRY: ORGANIC/GENERAL - Visiting Assistant Professor (1 Yr. Renewable). Teaching responsibilities will be principally in organic chemistry, with additional obligations in general chemistry courses. The candidate is expected to have a Ph.D. in organic chemistry. Applicants with postdoctoral, industrial, and/or previous teaching experience are preferred. Applicants should have the potential for excellence in undergraduate teaching and research. Applications should include a CV, a statement on the applicant's background and interests in teaching, an outline of research interests (three-page maximum, including major equipment needed and cost estimates), and three letters of recommendation. **Materials should be sent to Prof. James C. Adrian, Jr., Department of Chemistry, Union College, Schenectady, NY 12308. Application deadline is November 30, 1998, but review of completed applications will begin immediately.**

HISTORY: UNITED STATES - Assistant Professor (Tenure Track). Seeking nineteenth-century United States women's historian with ability to teach courses in the following areas: Civil War, Age of Jackson, or popular culture. Teaching duties include both halves of the American history surveys and upper-level courses in the area of specialization. Descriptions of the staff and program of the Union History Department are accessible via the Union College Web page (http://www.union.edu). Candidates should have Ph.D. in hand by September 1, 1999. Teaching experience preferred. **Please send a letter of application, resume, and letters of reference to Professor Robert V. Wells, American Search, Department of History, Union College, Schenectady, NY 12308. Application deadline is November 15, 1998.**

Union College is committed to a program of affirmative action and
equal employment opportunity. Women and minorities are encouraged to apply.

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3 FULL TIME INSTRUCTOR POSITIONS - CALIFORNIA COMMUNITY COLLEGE

NAPA VALLEY COLLEGE

ACCOUNTING, ADMINISTRATION OF JUSTICE, CHILD & FAMILY STUDIES. Tenure track positions responsible for teaching all courses in identified curriculum. Accounting and Child Family Studies require subject matter masters degree or the equivalent. Administration of Justice requires bachelors degree and two years experience or associate degree and six years experience. All openings require demonstrated experience working with individuals from diverse backgrounds. $32,789-$60,068. Initial salary placement for all positions commensurate with education and experience according to salary placement guidelines. Extensive fringe benefit package. Start date fall semester, 1999. For application packet contact **Office of Human Resources, Napa Valley College, 2277 Napa-Vallejo Highway, Napa, CA 94558. (707) 259-8020 (voice mail).**

FILING DEADLINE TUESDAY, DECEMBER 15, 1998.

Situated in the heart of California's wine country, the college is located 50 miles northeast of San Francisco and serves more than 10,000 students overall. **An Equal Employment Opportunity/Affirmative Action Employer**, the college maintains a drug-free workplace and requires that employees abide by that policy.

ST. MARY'S UNIVERSITY

Vice President for Student Development

St. Mary's University seeks a Vice President for Student Development who demonstrates leadership, vision, and a dedication to the overall development of each student as a person in the context of a university community. Applicants should be committed student development which extends beyond intellectual and professional growth, and includes emotional, social and spiritual growth as well.

The Vice President for Student Development serves as a member of the University's Executive Council and reports directly to the President of the University. Responsibilities include providing leadership in planning, implementing, assessing and improving student services and experiences which meet and support the University's mission and strategic plan. The Vice President provides direct supervision and leadership development for the administrators responsible for the following departments: Campus Ministry, Career Services, Counseling and Testing, Dean of Students/Student Life, Intercollegiate Athletics, Health Center, and Service Learning. Student Life involves the following areas: Athletic Convocation Center and University Center, Greek Life, International Student Services, Judicial Affairs, Orientation-Transition and Leadership Programs, Residence Life, Student Government, Services for Students with Disabilities and Wellness and Recreational Sports. Leadership is also called for in aspects of legal issues in higher education; campus communication and collaboration with faculty and administrative colleagues; budget development, planning and assessment.

Located in the multicultural and dynamic city of San Antonio, Texas, St. Mary's University is a comprehensive liberal arts university founded in 1852 by the Society of Mary (Marianists). The culturally diverse enrollment consists of approximately 4,200 students, including approximately 2600 undergraduates in the Schools of Business and Administration, Humanities and Social Sciences, and Science, Engineering and Technology; approximately 800 students in the Graduate School; and approximately 750 students in the School of Law. The ethnic diversity of the student population mirrors the demographics of San Antonio.

Candidates should possess the following essential traits:

- demonstrated personal/professional values/willingness and ability to provide leadership for the Catholic Marianist character of the University community through Student Development;
- demonstrated success in providing direct supervision, direction and support for administrators;
- successful management and leadership experience in student development in higher education; direct knowledge and experience in a broad spectrum of student development areas;
- an ability to interact with and relate to a diverse student population;
- an ability to work effectively with faculty, administration, staff, and students;
- successful collaboration and integration with academic programs and personnel;
- demonstrated knowledge in aspects of legal issues in higher education;
- demonstrated knowledge of student development field, developmental issues of college students, and demonstrated success in providing current and visionary leadership;
- demonstrated leadership in utilizing technology, budgeting, planning and assessment to improve student services;
- doctorate in Student Personnel Administration, Higher Education Administration or related field strongly preferred.

The position is available on January 1, 1999. Salary and benefit package is competitive. We will begin to review applications November 10, 1998. St. Mary's University is strongly committed to the hiring and advancement of women and minorities in higher education and such applications or nominations are encouraged. To apply send a letter of application, current resume, and three current letters of reference to:

Director of Human Resources
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78228-8565

Attn: Vice President for Student Development Search

St. Mary's University is an EEO/AA Employer

FDU
Fairleigh Dickinson
University

PRESIDENT

Fairleigh Dickinson University, one of the largest independent universities in New Jersey, is seeking a President to succeed Francis J. Mertz, who has served with distinction since 1990. The University occupies campuses in Madison and Teaneck with a total enrollment of 9,000 full-time and part-time students. Fairleigh Dickinson University is a comprehensive university (Master's I in the Carnegie classification) and offers associate, bachelor's, master's, and doctorate degrees in a range of fields. The student enrollment is divided about equally between undergraduate and graduate/professional programs. There are 265 full-time faculty. The annual budget is roughly $100 million.

The Board of Trustees is looking for an experienced administrator with a deep commitment to academic values, a successful record in fund-raising and management, and the communication skills required to serve the campus communities and the external constituencies of the University.

The University is being assisted in this process by Jean Dowdall and Robert Atwell of A.T. Kearney Executive Search. Dr. Dowdall can be reached at 225 Reinekers Lane, Alexandria, VA 22314; phone (703) 739-4761; fax (703) 518-1782; e-mail to: jean_dowdall@atkearney.com. Candidates are encouraged to review the search web site at www.fdu.edu/pres-search.

Applications and nominations should be forwarded in confidence to:

Joseph Weber, Ph.D., Chair of the Presidential Search Committee
Fairleigh Dickinson University
c/o A.T. Kearney Education Practice
225 Reinekers Lane
Alexandria, VA 22314

The confidential review of candidates will begin in December; materials received prior to that time will receive full consideration. The search will continue until the position is filled. The appointment will become effective July 1, 1999.

FDU is an EEO/AA employer committed to a diversified work force. M/F/D/V

ASSISTANT DEAN OF THE FACULTY

A senior-level member of the Office of the Provost/Dean of the Faculty, the Assistant Dean of the Faculty supports the Provost and the Dean for Academic Development on all matters connected with the academic program including the implementation of major initiatives such as the internship program, and the engineering and environmental program. The Assistant Dean also conducts research, drafts correspondence and reports on academic matters; oversees supervision and evaluation of support staff; coordinates best practices and communication among academic departments; advises the deans on academic and other campus issues; coordinates the development and evaluation of a variety of services supporting the faculty; and provides leadership for the office's initiative for the advancement of educational technology.

Requirements: Doctoral degree, preferably in a field taught at Smith; minimum of five years of relevant administrative experience in higher education; college-level teaching experience highly desirable. Excellent writing, research and budgeting skills; strong leadership/participant skills in work groups; outstanding presentation, communication and interpersonal skills; and the ability to work with diverse constituencies and maintain confidentiality.

For over 100 years, Smith College, the nation's largest liberal arts college for women, has been developing the minds and talents of its students and staff. Our libraries, museum, theatre, and athletic facilities, as well as our classes and workshops are part of our exceptional benefits. Located in the diverse and scenic city of Northampton, MA, Smith is a member of the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts).

Review of applications will begin immediately and continue until the position is filled. Preference will be given to applications received by October 23, 1998. Position begins January 1999. Forward a letter of application and resume to: **Human Resources; Smith College, Box 595; 30 Belmont Avenue; Northmapton, MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity

Smith

KEAN UNIVERSITY

DEAN OF GRADUATE STUDIES, RESEARCH AND CONTINUING EDUCATION
(Search Reopened)

Kean University invites applications and nominations for the Dean of Graduate Studies, Research and Continuing Education. Kean University, the oldest public comprehensive higher education institution in New Jersey, has an established and rapidly growing reputation for excellence in its graduate and undergraduate programs and services. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

RESPONSIBILITIES: The Dean of Graduate Studies, Research and Continuing Education reports to the Provost/Vice President for Academic Affairs, serves as a member of Deans Council and supervises and coordinates all aspects of graduate studies. The ideal candidate is expected to provide energetic leadership in all dimensions of graduate study and training, foster research and scholarly inquiry within the University community, work closely with four School deans in the development of new graduate programs, oversee and develop mechanisms for promotion and marketing of graduate programs and serve as representative to off-campus constituencies. The Dean will supervise the staffs of the Offices of Research and Grants, Continuing Education, Graduate Studies, and Graduate Admissions. The Dean will also chair the Council of Graduate Program Coordinators, serve as the administrative liaison to the Graduate Student Council, oversee graduate student affairs and administer programs that enhance the quality of graduate student life, including the appointment of over 100 graduate assistants and other graduate student awards.

QUALIFICATIONS: The successful candidate will have the following qualifications: a record of outstanding achievement in research and graduate education; experience in academic administration, resource management and program formulation and review; demonstrated commitment to shared governance; interest in applications of research; demonstrated excellence in oral, written and interpersonal skills; ability to deal innovatively with governmental agencies, business and industry; breadth of vision as exemplified by multidisciplinary awareness, international and multicultural experience, and sensitivity to diversity; a record of creativity and innovation in the infusion of technology into graduate education; alertness to current demographic, economic, scientific and philosophical trends and an awareness of their significance for higher education. An earned doctorate is required.

APPLICATION, SALARY, BENEFITS INFORMATION: Candidacy review will begin on November 9, 1998 and continue until appointment is made. The position is available beginning July 1, 1999. Send letter of interest, current resume, names, addresses and telephone numbers of three references who can comment on candidate's professional qualification. **Official transcripts** and a set of three **original** letters of reference written in the last twelve months required before appointment. **Apply directly to: Chair of Graduate Dean Search Committee, Office of the Provost/VPAA, Kean University, 1000 Morris Avenue, Union, New Jersey 07083.** Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. Kean University is an EEO/AA institution.

KEAN UNIVERSITY

Search For The Vice Provost For Research
Arizona State University

Arizona State University (ASU), in Tempe, invites applications and nominations for the position of Vice Provost for Research. This Vice Provost is the senior research officer of ASU and reports to the SVP/Chief Operating Officer of the Main Campus.

The Vice Provost for Research is responsible for working with faculty, deans, directors, chairs, and other constituencies to focus and enhance the University's capacity for innovative multi-disciplinary research and to develop large-scale initiatives in scholarship, teaching, and public service. The successful candidate will provide leadership for future directions of research and creative activity at ASU, including identifying and securing funding for these efforts. Additionally, this person is responsible for ensuring that the University's research efforts enhance the region's and the state's economic vitality and quality of life.

The Office of the Vice Provost for Research is responsible for the administration of the University's research policies and the central administration's research support programs. Reporting to this office in whole or in part are the offices responsible for sponsored programs; the Office of Technology Transfer and Industrial Liaison; the Center for Environmental Studies; and the various offices and committees overseeing compliance areas, such as animal care and human subjects. In addition, this position will share responsibility for economic development and federal relations.

The successful candidate must have a strong academic grounding, evidenced by an earned doctorate, substantial research management experience, and a record of scholarship and/or research leadership in academia, government, or industry as evidenced by an executive rank. The University desires candidates with demonstrated evidence of entrepreneurial skills: a track record of conceiving and leading complex research projects; leadership and management skills and experience in nurturing and motivating great intellectual institutions; significant experience working with teams, groups of peers, and academic executives; a knowledge of national policy issues; and experience in expanding cultural diversity and promoting affirmative action.

ASU has a faculty of over 1,800 and an enrollment of nearly 50,000 students, of which 10,000 are graduate students. As a multi-campus university, ASU serves the greater Phoenix metropolitan area of over 2 million people with a main campus located in Tempe, a west campus located in Phoenix, and an east campus located in Mesa.

Candidates must send a letter of interest, current curriculum vitae, and contact information for three references. Application deadline (postmark) is October 30, 1998. Applications received after the deadline will be reviewed on a bi-weekly cycle, as necessary, until the position is filled. This position is eligible for faculty appointment and compensation will be both competitive and commensurate with the successful candidate's experience. **Job Code: HO**

Nominations and applications, indicating appropriate Job Code, must be sent to: Dr. Ruth S. Jones, Chair, Vice Provost for Research Search Committee, c/o Senior Vice Presidents and Provost's Office, Box 872803, Arizona State University, Tempe, AZ 85287-2803. Arizona State University is an Equal Opportunity, Affirmative Action Employer. Additional information about ASU can be found on the Internet at http://www.asu.edu/

ASU
ARIZONA STATE
UNIVERSITY

Bates | College

DEPARTMENT OF EDUCATION

The Department of Education at Bates College invites applications for a tenure-track position. A Ph.D. or Ed.D., completed before September 1999, is required, along with a strong commitment to undergraduate education and the promise of continuing research. The position involves substantial responsibility as a member of faculty team for teaching and supervising student teachers in a year-long integrated program as well as responsibility for teaching courses in educational studies (primarily Perspectives on Education and Learning) and the liberal arts. The position is at the assistant professor level and commences with the 1999-2000 academic year.

The successful applicant will be familiar with public secondary schools, preferably through teaching experience and with some background in mathematics, science, and/or environmental education; have good interpersonal skills and the desire and commitment to work collaboratively with department colleagues and to build relationships with local educators and colleagues in other disciplines; be familiar with the professional skills required of beginning teachers, and with the demands and opportunities of student teaching; be committed to undergraduate teaching; be professionally active and show promise for developing her or his own scholarship; and be willing to work with other faculty to contribute to the continuous growth of a teacher-education program in a liberal arts atmosphere.

Bates College is a private, highly-selective and nationally-recognized liberal arts college located in central Maine.

The search will begin on Friday, December 4, 1998, and remain open until filled. If the pool of candidates is considered to be unacceptable by the Search Committee for affirmative action reasons or other reasons, the search may be readvertised with the inclusion of a limited period of time for response.

Please send letters of application, including curriculum vitae, statements on teaching and research, undergraduate and graduate transcripts, and three letters of reference to

Education Search Committee
c/o Secretarial Services
Bates College
2 Andrews Rd., 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

UNIVERSITY OF COLORADO AT BOULDER
College of Arts & Sciences

The College of Arts & Sciences at the University of Colorado at Boulder is accepting applications for the following tenure-track assistant professor (unless otherwise noted) faculty positions. Applications should be mailed to the appropriate department and departmental campus box listed below.

ATTN: Search Chairperson, University of Colorado at Boulder, Boulder, CO 80309.

For more application information, including search closing dates, please consult the WWW address *http://www.colorado.edu/ArtsSciences/ASJobPostings*

DEPARTMENT, SUBDISCIPLINE, CAMPUS BOX

Anthropology–
Mesoamerican Archeology, CB 233
Astrophysical & Planetary Sciences–
Instrumentation or Observational Astronomy, CB 391
Chemistry & Biochemistry–
Inorganic Chemistry, CB 215
(Assistant or Associate Professor)
Classics–*Greek History*, CB 348
Communication–
Interpersonal Communication, CB 270
Comparative Literature & Humanities–
Humanistic Basis in the Arts, CB 331
(Assistant or Associate Professor)
Environmental, Population & Organismic Biology–*Vertebrate Neuroendocrinology*, CB 334
Fine Arts–*Ceramics*, CB 318
French & Italian–*French Renaissance*, CB 238
Germanic & Slavic Languages & Literatures–
Russian, CB 276
(Assistant or Associate Professor)
History–*African-American History*, CB 234
International Affairs & Economics (multi-disciplinary)–*International Economics*, CB 256
Kinesiology & Applied Physiology–
Neuromuscular Physiology, CB 354
Mathematics–*Algebraic Geometry*, CB 395
Molecular, Cellular & Developmental Biology–*Molecular Biology*, CB 347
Philosophy–*History of Philosophy*, CB 232
(Assistant or Associate Professor)
Political Science–*American Politics*, CB 333
Political Science–*Comparative Politics*, CB 333
Psychology–*Behavioral Neuroscience*, CB 345
Religious Studies–*South Asian Religions*, CB 292
Theatre & Dance–
Acting & Voice/Speech, CB 261

The University of Colorado is committed to diversity and equality in education and employment.

Washtenaw Community College

POLITICAL SCIENCE INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Political Science Instructor. This individual will teach first and second year college-level courses in Political Science, primarily an American government survey course. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

Note: This position is contingent upon funding.

The successful candidate must possess a Masters degree in political science, or related discipline, with substantial coursework in American government and politics and a record of teaching experience at the college level.

Receipt of official WCC application form in the Office of Human Resource Management is 5:00 pm on December 15, 1998.

Anticipated date of appointment for this position is for the 1999 Fall semester. The initial annual base salary is $34,330-$45,980 dependent upon education and work experience, base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested person should send official completed WCC application form with credentials (transcripts) to **Washtenaw Community College, Office of Human Resource Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO BOX D-1, Ann Arbor, MI 48106** (313) 973-3497. Job Hotline (313) 973-3510. For job postings see our web site at **http://www.washtenaw.cc.mi.us/jobs/**

Note: Applicants must submit with the application documentation to establish minimum qualifications, specifically, all college transcripts (student copies acceptable), and documentation of clock hours of classroom teaching. Also please submit a letter of interest, a CV, two letters of recommendation, copies of first-day course handouts and copies of student evaluations. Complete all parts of the official application, failure to do so may affect your consideration for this position. Resumes will not meet this requirement.

Washtenaw Community College is an AA/EEO/ADA employer.

Bates | College

DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES AND LITERATURES

Visiting Lecturer/Assistant Professor of Spanish, Fall 1999. A possible replacement position for Fall 1999 with three courses, one of which may be a course on a Peninsular topic. ABD or Ph.D. preferred with demonstrated teaching ability. Superior proficiency in Spanish and English. The search will begin on November 20, 1998 and remain open until filled.

Please send letter of application, current c.v. and three letters of recommendation, one of which addresses teaching abilities to:

Visiting Lecturer/Assistant Professor
of Spanish Search
c/o Secretarial Services
Bates College
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

HAMILTON COLLEGE
Clinton, NY

HAMILTON COLLEGE seeks to fill a two year term position in **RELIGIONS OF THE INDIGENOUS CULTURES OF THE AMERICAS** beginning September 1999. **Rank:** Negotiable. Ph.D. preferred. Hamilton College is a four year liberal arts college with a five course per year teaching load. We have an historical connection to the Haudenosaunee: Six Nations Iroquois.

Please send full dossier to **Stephenson Humphries-Brooks, Chair, Department of Religious Studies, Hamilton College, 198 College Hill Road, Clinton, NY 13323.** Women and minorities encouraged to apply. Hamilton College is an Affirmative Action/Equal Opportunity Employer. **APPLICATION DEADLINE:** December 15, 1998. Applications accepted after that date until position is filled.

FARMINGDALE
STATE UNIVERSITY OF NEW YORK

Anticipated vacancy for Tenure Track Position(s) - Fall 1999. The Mathematics Department of SUNY - Farmingdale announces anticipated vacancy of tenure-track position(s) with a salary range of $38,000-$42,000. Minimum qualifications: Ph.D or D.A. in Mathematics/Applied Mathematics, at least two years of teaching experience on the undergraduate level, strong commitment to teaching of all levels of undergraduate mathematics, and interest in the reform curriculum. **Application deadline: Must be postmarked no later than JANUARY 15, 1999.** Send resume with a brief statement of your teaching philosophy, and the telephone numbers of three references (no letter letters of reference, please) to: **Dr. I. Neymotin, Chair of the Search Committee, Department of Mathematics, SUNY - Farmingdale, NY 11735-1021.** AA/EOE

MIAMI

MIAMI UNIVERSITY OXFORD OHIO

DEAN

College of Arts and Science

The University: *Miami University is a state-assisted university located in southwestern Ohio and is noted for its excellence in undergraduate education. Established in 1809, Miami has developed into a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal education with an increasingly strong record of scholarly achievement. Miami has an enrollment of more than 21,000 students on four campuses. The University awards baccalaureate degrees in about 70 fields, master's degrees in 60, and doctoral degrees in 9 disciplines. The central campus is in Oxford, a small city with a population of approximately 10,000 located 35 miles north of Cincinnati and 45 miles southwest of Dayton. The enrollment on the Oxford campus is limited to 16,000 with 7,000 students living on campus. Miami has regional campuses in two nearby cities, Hamilton and Middletown, and a European center in Luxenbourg.*

Responsibilities: The Dean is responsible for the academic leadership of the College including but not limited to academic planning, enhancement of programs and curriculum, accreditation, recruitment of faculty, faculty development and evaluation, student recruitment, advising and placement, improvement of physical facilities and equipment, and allocation of resources. The Dean is responsible for fundraising, for fostering diversity, and support of university-wide goals.

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Qualifications: Miami University will consider candidates who have demonstrated excellence in leadership in either an academic or professional setting. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff and alumni, and to the leadership of the larger community. Desirable qualifications include earned doctorate in one of the disciplines represented in the College, excellence in teaching, excellence in scholarship or creative activities, demonstrated commitment to diversity, significant administrative experience and proven ability to attract external support. Successful candidate must qualify for appointment at rank of Professor in one of the departments in the College.

Application: Applications should include a letter of application and a resume addressing the qualifications stated above. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number(s), if available. Please also provide 5 references whom the committee may choose to contact. All nominations and applications should be sent to

Karen K. Shaffer
Secretary of the University
101 Roudebush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610; Fax (513) 529-1737

To ensure full consideration, applications should be received by December 1, 1998. The search will remain open until a well-qualified appointee is identified. The position will become vacant July 1, 1999. The starting date is negotiable. Miami University offers equal opportunity in employment and education.

College of Arts and Science: The College has over 400 FTE faculty and more than 100 staff organized into 20 departments and several interdisciplinary programs on the Oxford Campus. There are 60 additional FTE faculty assigned to nearby regional campuses in Hamilton and Middletown, Ohio. The College enrolls approximately 5700 undergraduate majors and 700 graduate students and is the largest of the University's six instructional divisions. Graduate degrees are awarded in most departments and 8 departments offer the Ph.D. All departments and programs are on a 6-year program review cycle. The College supports major research facilities and instrumentation, museums, and an environmental research center. The Dean of the College reports directly to the Provost.

For more information, visit our Home Page:

http://www.muohio.edu

COMMUNITY
COLLEGE
SOUTHERN
NEVADA

The Community College of Southern Nevada is a comprehensive community college with an average enrollment of more than 27,000 students. Facilities include 5 campuses and approximately 40 learning centers disturbed throughout the four county districts. CCSN is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

The following faculty positions begin in January, 1999.

SPRING FACULTY POSITIONS

BIOLOGY
EDUCATION
ELECTRONICS/TELECOMMUNICATIONS-PC REPAIR
ESL
NURSING-MEDICAL/SURGICAL
PRACTICAL NURSING
SONOGRAPHY
SPEECH

FILING DEADLINE: Monday, November 16, 1998 - 5:00 p.m.

Open until filled. Completed packets will include: letter of interest with title of position, a resume, three letters of reference (dated within the last three years) with name, address and telephone number and copies of unofficial transcripts. A separate application package must be filed for each position. Submit materials to: **Human Resources Office, Community College of Southern Nevada, 3200 E. Cheyenne Avenue, North Las Vegas, NV 89030.** Telephone: (702) 651-4312, Fax (702) 651-4310, Website: http://www.ccsn@nevada.edu. CCSN employs only U.S. citizens and aliens authorized to work in the U.S.

AA/EOE/ADA

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University-Newark has approval to hire two tenure-track faculty members to join us in Fall 1999. For the first position, we seek a senior professor with a distinguished and ongoing program of original research. For the second, we seek an assistant professor of exceptional scholarly promise and commitment to excellence in teaching. The School's needs and interests are wide-ranging across the fields of criminology and criminal justice, with special needs in the area of corrections.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In 1999, the School will move into a new building on the Newark campus, which also will house the Rutgers-Newark Law School, the Center for Crime Prevention Studies, the secretariat for the World Criminal Justice Library Network, and the Criminal Justice/NCCD library. This library is widely regarded as the best specialized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows program. The campus at Rutgers-Newark is ranked by U.S. News & World Report as #1 in the nation for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Dr. Candace McCoy, Chair
Search Committee
School of Criminal Justice
Rutgers University
15 Washington Street, 12th floor
Newark, NJ 07102

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

Deadline for applications is December 1, 1998.

USF
UNIVERSITY of
SAN FRANCISCO

Irvine Minority Scholar

1999-2000 Dissertation Year Fellowship Program
Deadline Extended

The College of Arts and Sciences at the University of San Francisco invites applications for two participants in the Irvine Minority Scholar Dissertation Year Fellowship Program for the academic year 1999-2000. Appointments will be in one of the following programs: History, Politics, Systematic Theology, Sociology, Communication, Psychology, Nursing, Business, and Education.

PROGRAM: USF Senior Faculty serve as mentors and consultants while the Scholar completes the dissertation and initiates an ongoing program of scholarly or creative work, develops a repertoire of potential course offerings, and familiarizes him- or herself with the usual service responsibilities of a university faculty member

Scholars teach one undergraduate course in the discipline each semester, serve as resources to students and faculty, and contribute to USF's multicultural living/learning environment through activities that celebrate ethnic diversity and cultural pluralism.

COMPENSATION: Sponsored by the James Irvine Foundation, the Program provides a stipend of $24,500 and limited support for relocation and housing costs, and research-related expenses

QUALIFICATIONS: Irvine Minority Scholars are members of one of the following ethnic/racial groups: African Americans, Asian Americans, Hispanics/Latinos, or American Indians, and are U.S. citizens or Permanent Residents. Candidates must have completed all course work leading to the Ph.D. by Summer 1999, and must be considering a career in college teaching.
University teaching experience, evidence of scholarly promise, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, transcripts, dissertation prospectus or proposal and timeline, brief description of research plans, evidence of teaching ability (including student evaluations), and three letters of recommendation to:

Irvine Minority Scholar Search
c/o Gerardo Marín, Ph.D., Associate Dean
Coordinator, Irvine Minority Scholar Program
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Complete applications must be received by December 15, 1998, to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

Washtenaw Community College

COMPUTER OPENINGS

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for the positions listed below

Manager Systems Development-Has major responsibility for the design of the College's computer information. Bachelors degree in Computer Science, Data Processing or related field. Masters degree in same areas preferred, equivalent of five years of full-time work experience in programming, systems analysis and development, demonstrated ability to perform in higher level computer languages, and equivalent of two years full time work experience as part of a team effort in creating and implementing information systems to be used by more than ten concurrent users

Senior Helpdesk/Database Specialist-Responsible for resolving technical issues related to enterprise and desktop software applications and coaching to maximize productivity. Bachelors degree in a computer-related field or degree in a non-computer related field with two additional years of experience providing technical support services to users through a helpdesk system, equivalent of two years full time experience providing technical support services to users through a helpdesk system, and equivalent of two years full time experience developing applications and maintaining SQL databases and experience teaching/training on software applications. Competitive salary on a twelve month base with numerous fringe benefits

Database Analyst/Administrator-Will provide database administration of the institutions information systems environment. Bachelors degree in a computer related field, proficient in 3 levels of information architecture: external (user), conceptual (logical data model) and internal (physical schemas), and demonstrated ability to perform a full range of programming, system design, and system analysis.

Competitive salary on a twelve month base with generous fringe benefits for all positions

Applications will be accepted until the positions are filled

Interested persons should send completed application form, all college transcripts (student copies acceptable) and related certifications to **Washtenaw Community College, Office of Human Resource Management, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106** (734) 973-3497. Job Hotline (734) 973-3510. For job postings see our web site at: **http://www.washtenaw.cc.mi.us/jobs/**

Washtenaw Community College is an AA/EEO/ADA employer.

UNIVERSITY OF CALIFORNIA, BERKELEY

Chancellor's Postdoctoral Fellowship Program for Academic Diversity

The Program: The Chancellor's Postdoctoral Fellowship Program for Academic Diversity was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals who are members of ethnic minority groups that are underrepresented in American universities, but all qualified applicants will be considered without regard to race, gender, color, or national origin. Special consideration will be given to applicants committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus

Awards and Tenure: Awards will be made to applicants who show promise for tenure-track appointments on the Berkeley campus. The Fellowship will be for two academic years, in residence in the Bay Area

Stipend: $31,000 for the 1999-2000 academic year (11 months plus one month vacation). Costs associated with one-way transportation to Berkeley for the Fellow and immediate family members and removal expenses are reimbursable up to $2,000. Funds are available each year for supplies and expenses ($500), research-related expenses ($1,000), and health insurance ($1,000)

Eligibility: Applicants must be U.S. citizens or permanent residents and must have received a doctorate within two years of the start of the appointment on September 1, 1999

Application: An application form is not required. Send two copies of the following: curriculum vitae, a statement of proposed research (one to five pages), sample publications, and one dissertation chapter. In addition, three letters of reference are required; one letter must be from the dissertation advisor. A mentor need not be selected prior to applying. Application material must be postmarked by December 1, 1998. Awards will be announced in March. Inquiries regarding the program may be directed to (510) 642-1935

Send application materials to:

Chancellor's Postdoctoral Fellowship Program for Academic Diversity
Office of the Chancellor
200 California Hall
University of California, Berkeley
Berkeley, California 94720-1500
http://www.chance.berkeley.edu/fea

The University of California is an Equal Opportunity, Affirmative Action Employer

BEST COPY AVAILABLE

The George Washington University

ANNOUNCEMENT OF OPENING FOR DIRECTOR, CENTER FOR EXCELLENCE IN MUNICIPAL MANAGEMENT AND FACULTY MEMBER

Applicants are invited for appointment as the Director of the Center for Excellence in Municipal Management in George Washington University's School of Business and Public Management. Depending upon academic credentials, the appointment may include a contract faculty position at the associate or full professor level in the School's Department of Public Administration or another department in the School.

The Center is an administrative unit established primarily to develop and deliver various executive education programs and other related advisory and analytical services to the District of Columbia government and other local governments. It is funded almost entirely from private contributions and government grants. The Director's responsibilities include: developing plans and budgets for executive education programming; identifying and organizing faculty for the Center's various programs; designing and overseeing the delivery of a comprehensive, training curriculum for senior D.C. managers; serving as an instructor in that curriculum as needed; evaluating the quality of the curriculum on behalf of the city and the founders; and assisting in fund raising and development activities.

Candidates should demonstrate established records of excellence in curriculum development, executive training and development, executive training and development, and organizational development. Graduate training in a relevant field is required. Applicants with a doctoral degree in public administration or another related field may be considered for a faculty position as well.

Review of the applications begins immediately and continue until the position is filled.

Interested candidates should submit a letter of application and include a full curriculum vita and three references. For further information and to apply for the position please contact:

Kathryn E. Newcomer, Chair
Department of Public Administration
George Washington University
302 Monroe Hall
2115 G Street, NW
Washington, D.C. 20052
Fax: 202-994-6792
Email: newcomer@gwis2.circ.gwu.edu

The George Washington University is an Equal Opportunity/Affirmative Action Employer

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DIRECTOR OF DEVELOPMENTAL EDUCATION

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

Leads the reorganization and reconceptualization of our development education program. Ninety percent of our incoming students are placed in developmental courses.

Doctorate degree required. This position requires experience appropriate for a tenure-track position in any of our departments. A record of teaching and scholarship in developmental education required. Outstanding ability to lead faculty from different disciplines, both full-time and part-time. Experience working with Spanish-speaking students desired. This position is contingent upon funding. For more information, visit our web site at http://www.utb.edu/~rmdrieu

Please send a letter of intent, a curriculum vitae, a list of five references familiar with your work in developmental education, and a position paper on what the characteristics of a successful developmental education should be, to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, handicap, age or veteran status. Women and minorities are encouraged to apply.

BRYN MAWR COLLEGE

Faculty Positions 1999

ARCHITECTURAL/URBAN HISTORIAN-tenure track–assistant professor–Ph.D. or equivalent-teaching experience required–a specialist in history of architecture and urban design, principal expertise in modern Europe, sub-fields in earlier periods and/or non-European areas–an unusually versatile and effective teacher who demonstrates extraordinary scholarly potential. Candidate will be expected to teach at all undergraduate levels including the senior research seminar, and graduate teaching in History of Art-5 courses/year.
Cities is an interdisciplinary program combining history of architecture and global urban design with socio-cultural studies.
Send application, curriculum vita, list of three recommenders, sample publication.
Deadline–December 4, 1998. (Search Committee Chair-Gary McDonogh)

BIOLOGY-tenure track–assistant professor. Ph.D. required and postdoctoral research experience desirable–a strong commitment to research and teaching-broadly-trained GENETICIST who uses modern molecular biological techniques and whose research intersects with one or more of the following fields of existing departmental strengths: cell and developmental biology, neural and behavioral sciences, ecology and environmental sciences–teach comprehensive genetics course with lab, participate in team-taught introductory biology course, and an advanced course in a specialty area-development of an active research program involving undergraduate and graduate students is expected. Candidate will be expected to demonstrate a strong commitment to both research and teaching activities.
Send application, curriculum vita, statement of teaching and research interests, lists of three recommenders, copies of key publications/or preprints.
Deadline–November 6, 1998. (Search Committee Chair, Margaret Hollyday)

EAST ASIAN STUDIES: Chinese Language and Culture-tenure-track, assistant professor, Ph.D. required in Chinese language or culture, substantial language teaching experience and native or near-native fluency in written and spoken Mandarin Chinese and English. Candidate should be able to direct the Chinese Language Program, teach Chinese language courses from first to fourth year, teach culture courses and contribute to the Senior Conference and demonstrate commitment to both research and teaching. Applicants must be eligible for employment in the USA.
Send application, curriculum vita, three letters of reference, a 10-20 page writing sample (in English) and an audio cassette tape of a 5-minute informal self-introduction in both English and Chinese to **Richard Hamilton, East Asian Studies, Thomas Library, Bryn Mawr College, Bryn Mawr, PA 19010 (phone 610-526-5399; fax 610-526-7475; e-mail rhamilto@brynmawr.edu).**
Deadline-December 12, 1998.

ECONOMICS-tenure-track–assistant professor–new Ph.D.'s and individuals with teaching and research experience–strong commitment to teaching and research requires. Candidate will be expected to teach intermediate macroeconomics theory, a one-semester introductory course-additional courses could be money and banking, financial markets, the history of economic thought, economic history, preferably that of the United States.
Send application, curriculum vita, three letters of recommendation, evidence of excellence in teaching, a writing sample to **L. Kirschner, Department of Economics.**
Deadline–December 7, 1998. (Search Committee Chair, Noel J. J. Farley)

HISTORY-tenure track–assistant professor–Ph.D. required–**MEDIEVAL COMPARATIVE HISTORY** (before 1500) focus on migrations of people and ideas (including intellectual history and history of science), cultural encounters, comparative state formation, or economic formation and trade relations–geographical area open. Candidate will be expected to contribute to department's introductory courses in Global History or Western Civilization, as well as offer courses in her/his specialty.
Send application, curriculum vita, three letters of reference, recent writing sample, syllabus of course in your specialized field and appropriate survey course.
Deadline–November 23, 1998. (Search Committee Chair, Jane Caplan)

-tenure track–assistant professor–Ph.D. required-**ATLANTIC WORLD** (before 1800) focusing on the circulation and migration of peoples, cultures, and ideas within the region bounded by West Africa, South America, Caribbean and Iberian peninsula. Candidate will be expected to contribute to department's introductory course in Global History.
Send application, curriculum vita, three letters of reference, recent writing sample, syllabus of course in your specialized field and appropriate survey course.
Deadline–November 23, 1998. (Search Committee Chair, Jane Caplan)

RUSSIAN–non-tenure-track–Lecturer–three-year appointment with possible renewal. M.A. or equivalent, native level fluency, Russian language teaching experience required; subspecialty in Russian cultural studies desirable. Candidate will teach undergraduate Russian at all levels.
Send application, curriculum vita, three letters of recommendation.
Deadline–November 16, 1998. (Search Committee Chair, Elizabeth Allen)

TEACHER EDUCATION PROGRAM DIRECTOR
-tenure track–assistant professor–Ph.D. in Education or related field required–teaching experience at college level required–teaching experience at secondary level desirable–Candidate will be expected to direct a bi-college (Bryn Mawr College and Haverford College) program designed to prepare students interested in careers in secondary education, coordinate curriculum, advise students, oversee collaborative program with local schools, teach four courses per year and supervise students teachers.
Send application, curriculum vita, three letters of reference, a recent writing sample, syllabus of one course in your field, records pertaining to teaching experience.
Deadline–December 1, 1998. (Search Committee Chair–P. Briggs)

Bryn Mawr College is an equal opportunity affirmative action employer. The College particularly wishes to encourage applications from individuals interested in joining a Multicultural and international academic community. Minority candidates and women are especially encouraged to apply.

Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010-2899
http://www.brynmawr.edu/Admins/Provost/

FACULTY POSITIONS

NEW MEDIA STUDIES/PRODUCTION

Candidates will use critical and/or institutional methods in the study of new media, paying close attention to the ways in which digital media are affecting existing media and their relationship to aesthetics, audience and culture. Candidate should be able to combine the critical analysis of new media with design and production skills. In addition to theoretical and critical skills, the ideal candidate will also have experience in new media design, production, and management. Terminal degree or professional equivalency required.

TELEVISION/VIDEO PRODUCTION

Candidates must have strong studio production experience and expertise in at least one of the following areas: digital post production, graphics, writing for television, production management, or field production. Terminal degree or professional equivalency required.

SCREENWRITING

Candidates must be able to teach creative writing for film, television and/or new media from beginning to advanced levels and have expertise in one or more of the following: feature screenwriting, dramatic writing for television, situation comedy, or documentary. Candidates must also show initiative in developing a writing curriculum for the media concentration within the department. Applicants must have college level teaching experience and an established record of creative work. Terminal degree or professional equivalency required.

Emerson College offers a highly competitive salary and benefits package. Interested candidates should send a cover letter, curriculum vitae, and contact information for three references to: **Emerson College, Visual & Media Arts Search, c/o Dr. Arthur Barron, Chair, 100 Beacon Street, Boston, MA 02116.** Application deadline is November 30, 1998. Emerson College is an equal opportunity/affirmative action employer focused on workforce diversity. Visit our Web-site: www.emerson.edu

EMERSON
COLLEGE

ASSISTANT PROFESSOR DEVELOPMENTAL/ EDUCATIONAL PSYCHOLOGY

Tenure-Track, Fall 1999 - To teach undergraduate and graduate courses in exceptional children, introductory psychology, lifespan development, educational research methods, and possibly other topics. Ph.D. in Psychology with expertise in developmental psychology, educational psychology, or related areas, required. Experience working with diverse populations and community programs strongly preferred. Active research in an applicable area is expected. Prior teaching experience and experience working with special population is preferred. Credentials and experience substantially comparable to the above will also be considered.

Please send letter of application, curriculum vita, 3 letters of reference, and representative reprints/preprints to: Dr. Lauren Perdue, Chair, Psychology Search Committee, Department of Psychology, Central Connecticut State University, New Britain, CT 06050-4010. Review of candidates will begin December 15, 1998.

CCSU aggressively pursues a program of equal employment and educational opportunity and affirmative action. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

STATE UNIVERSITY OF NEW YORK
1948

ASSOCIATE PROVOST CAMPUS LIAISON

(Comprehensive Colleges)

The State University of New York, the nation's largest system of public higher education, invites nominations and applications for the position of Associate Provost for Campus Liaison (Comprehensive Colleges). This position is based in Albany, New York at the University's System Administration office.

The Associate Provost will have primary responsibility for enhancing communication and programmatic coordination between System Administration and the University's 13 comprehensive arts and sciences colleges. He or she will work closely with the colleges' leadership to enhance the quality, visibility, and strength of their institutions. This will require a thorough understanding of the academic, financial, and political environment in which the arts and sciences colleges operate.

The Associate Provost will be actively involved in System-wide academic strategic planning and other programs and initiatives intended to enhance academic quality across the University. Current efforts include working with campuses to assess student learning outcomes; the identification and promotion of opportunities for inter-campus collaboration; enrollment planning; providing increased support for faculty scholarship; and the development of performance measures. The Associate Provost will also assist other staff in conducting program reviews.

This position will involve frequent travel to campuses. In addition to regular liaison responsibilities, the Associate Provost will also represent the Office of the Provost in a variety of contexts (e.g., acting as the System Administration's representative on University-wide committees).

The Associate Provost will be part of the Campus Liaison Group within the Office of Academic Affairs. He/she will report to the Provost through the Senior Associate Provost.

Qualifications and Background

The successful candidate must have

- A terminal degree in his/her discipline
- A strong record of accomplishment in teaching, scholarship, and academic administration

The successful candidate should also have:

- Broad familiarity with:
  - national issues in higher education
  - public higher education in New York State
  - the role of a system administration in a multi-campus system
- Extremely strong written and oral communication skills
- Quantitative and analytical skills
- Ability to work effectively and comfortably with senior campus and System administrators and diverse campus constituencies
- Ability to get things done. The successful candidate will have strong leadership skills, lots of energy, and the ability to motivate by example

Please send applications and nominations to:

Associate Provost for Campus Liaison Search Committee
c/o Georgianne Crabill, State University of New York
State University Plaza, Room S-301, Albany, NY 12246

Review of applications will begin immediately and will continue until the position is filled.

The State University of New York is an EEO/AA employer. Applications from women, minority persons, disabled workers and/or Vietnam Era Veterans are especially welcome.

MCTC MANCHESTER
COMMUNITY-TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges, serving about 9,000 students at any one time. The MCTC Center for Student Development is seeking candidates for the following position:

COUNSELOR

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mctc.commnet.edu/per**, or call (860)647-6153.

Send letter of intent, resume, transcripts, the names of three references to:
Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than November 13, 1998.

EOE/AA/M/F

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for four

ENDOWED PROFESSORSHIPS

The Maurice V. Russell Professorship in Social Policy and Social Work Practice. The appointee to the Russell Professorship must have a distinguished record of teaching, research and practice in social policy or in clinical or advanced generalist practice. Candidates must have a master's and/or a doctoral degree in social work. The appointment may be either on a visiting or permanent basis.

The John Smart Centennial Professorship. The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master's and/or a doctoral degree in social work.

The Ruth Harris Ottman Professorship in Family and Child Welfare. The appointee to the Ottman Professorship must have a distinguished record of teaching, research and practice in family, youth and children's services. Candidates must have a master's and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work. The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate this expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidate should be able to mentor students and junior faculty in ways that enhance the profession. Endowed Professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean

COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Columbia University is an affirmative action/equal opportunity employer.
Minority and women candidates are especially urged to apply.

CORNELL
UNIVERSITY

ASSOCIATE DIRECTOR, ILR EXECUTIVE EDUCATION

Cornell University's School of Industrial and Labor Relations is the foremost institution of its kind in the world, devoted entirely to the study of workplace issues. Its Executive Education department provides public and custom programs for mid- and senior-level executives in human resources and general management from leading organizations.

Responsibilities: Manage the design, development, selling, and delivery of state-of-the-art public and custom executive education programs. Strong emphasis is placed on the application of research and leading-edge concepts to critical strategic and operating business issues. The successful candidate may reside in the ILR School's NYC office or at Cornell's main campus in Ithaca, NY.

Qualifications: Master's or Ph.D. in HR or related field or equivalent combination of education and experience. Ten to fifteen years experience in HR management, consulting, platform education and training with senior executives, or in a similar university/college position. Progressive knowledge of HR, leadership, change management, and best practices.

Application Process: Application closing date is 12/15/98. Please submit a letter of application and resume to:
Sally Klingel, Chair, Search Committee, Cornell University, ILR Extension Bldg., Ithaca, NY 14853-3901.

Cornell is an affirmative action, equal opportunity employer

Bates | College

DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES AND LITERATURES

Lecturer in French. To begin in September 1999. Two language courses per semester, most likely language courses at different levels. M.A. minimum with ABD or Ph.D. preferred. Superior proficiency in French and English and demonstrated ability to teach various levels of French language and culture. Possible continuation for 2000-2001. The search will begin on November 20, 1998 and remain open until filled.

Please send letter of application, current c.v. and three letters of recommendation, one of which addresses teaching abilities to:

Lecturer in French Search
c/o Secretarial Services
Bates College
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

Law

CSU Cleveland State University

Visiting Assistant, Visiting Associate, or Visiting Full Professor of Law

Cleveland State University, Cleveland-Marshall College of Law, seeks three visiting faculty positions starting in the 1999-2000 academic year. We will consider those with teaching interests in any areas but have particular needs in the areas of business and corporations, civil procedure and federal jurisdiction, trusts and estates, torts, evidence, environmental law, and health law.

Qualifications include a J.D. or equivalent degree with a good academic record from an accredited university, teaching or practice experience, and evidence of teaching ability or potential. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience at a leading law school, and an excellent record of scholarly research and publications. The duties include teaching, scholarly research and writing, student counseling, and law college committee service.

Salaries are negotiable, and competitive. Deadline is until the positions are filled. Starting date is August 16, 1999. Please send resume and statement of teaching and scholarly interests to: **Professor Linda L. Ammons, Cleveland State University, Cleveland-Marshall College of Law, 1801 Euclid Avenue, Cleveland, OH 44115-2223.**

Please visit our website at
http://www.law/csuohio.edu/faculty_appointments

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Director—
Division of Education

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Director—Division of Education. The Director reports to the Provost through the Vice Provost for Academic Personnel, and has responsibilities equivalent to those of a dean, including academic planning, program management, policy development, personnel evaluation, and collaborative administration.

Established in 1988, the Division supports several innovative programs that link research, instruction, and service to K-12 schools, including a campus-wide Ph.D. program that is administered jointly by a group of 34 faculty from the Division and other UC Davis departments, an Ed.D. program offered jointly with CSU Fresno and four other UC campuses, the CRESS Center, home to a wide range of collaborative research and development projects with K-12 schools; and experimental teacher-education programs, one offered collaboratively with CSU Sacramento. The Division also offers courses for undergraduates, an undergraduate minor and a master's degree program.

In addition to several dozen faculty from other campus departments—and from other campuses—who participate in these programs, the Division itself has 15 full-time ladder faculty, 11 non-ladder faculty, and over 35 professional staff. Major research programs in the Division include thrusts in second language acquisition and in science education. The selected candidate would be encouraged to provide leadership to expand upon these programs as well as lead us into other areas that build on campus strengths.

We seek candidates with a deep commitment to academic excellence who have the vision to lead the Division in its continuing development. Applications are sought from individuals in other disciplines who have background training and have done research in the broad issues concerning education as well as those whose primary scholarly work has been in education.

Qualifications include credentials appropriate for a tenured professorial appointment in the Division of Education, a record of effective administrative experience, particularly in collaborative environments, and strong leadership skills.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 1999 or as negotiated.

Screening of files will begin November 30, 1998; the position will remain open until filled. Nominations and applications, including a curriculum vitae and the names of five references, should be submitted to

Barry M. Klein, Vice Provost for Academic Personnel
Office of the Provost, University of California
One Shields Avenue, Davis, California 95616

The Division of Education at UC Davis is committed to building a more diverse faculty, staff, and student body as it responds to the changing population and educational needs of California and the nation. The University of California is an affirmative action/equal opportunity employer.

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†USF
UNIVERSITY *of* SAN FRANCISCO

DEAN
COLLEGE OF PROFESSIONAL STUDIES

The University of San Francisco invites applications for the position of Dean of the College of Professional Studies, anticipated to begin July 15, 1999 or as mutually agreed to.

The College of Professional Studies (CPS) was established in 1975 to meet the needs of working adults. With 15,000 alumni and a current enrollment of 1400, CPS offers undergraduate and graduate degree programs in organizational studies and public management at the main campus and five regional campuses.

The Dean, reporting to the Academic Vice President, serves as an Executive Officer of the University, provides vision and leadership, and participates in strategic planning and budgeting. As Chief Academic Officer of CPS, the Dean guides the learning community of faculty, students and staff within a milieu characterized by a spirit of inquiry and a commitment to lifelong learning. The College is poised to embark on a new phase of growth and change, and seeks an individual to lead this participatory process.

Qualifications include:

- Understanding of and appreciation for the Jesuit, Catholic tradition of higher education
- Earned doctorate
- Demonstrated experience in academic administration (department chair or above), including budgeting and enrollment management
- Demonstrated experience in recruitment, development, and support of full and part-time faculty
- Demonstrated excellence in teaching and scholarship; eligible for appointment as a tenured professor
- Demonstrated achievements in creative and entrepreneurial leadership
- Knowledge of and interest in educational technologies and distance learning
- Familiarity with educational assessment issues
- Willingness to participate in fundraising activities

We particularly encourage minority and women applicants for this position. The University of San Francisco is an Equal Opportunity and Affirmative Action Employer, and provides reasonable accommodations to qualified individuals with disabilities upon request. Review of applications will commence on 11/1/98. Applicants should submit a letter of application, curriculum vitae, and statement of educational philosophy and vision concerning leadership of an adult learning community to:

David Fox, PhD
Chair, Search Committee:
Dean of the College of Professional Studies
University of San Francisco
College of Professional Studies
2130 Fulton Street
San Francisco, CA 94117-1080

Established as San Francisco's first Institution of higher learning in 1855, the University of San Francisco presently serves 8,000 students in arts and sciences, business, education, nursing, law and professional studies. The University is a private Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

Director of Public Relations

Bloomfield College, a 130 year old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multiracial, multicultural society.

We seek an experienced professional for the Office of College Relations. Responsibilities include public, government and media relations, marketing programs, and publications.

Requirements for qualified candidates include a Bachelor's degree preferably in journalism, communications, or marketing with 3 or more years of related experience. The successful candidate will have high level writing and editing skills. Media contacts and proven effectiveness as a spokesperson are critical. Knowledge of information technology and computer fluency in Microsoft Word are required.

Salary is competitive and commensurate with experience; excellent benefits package. Qualified candidates should send cover letter summarizing interest in the position, resume, three writing samples and three references to:

Betty K. Heinig, Vice President
for College Relations,
Bloomfield College,
Bloomfield, NJ 07003.

Review of applications will begin immediately and will continue until an appointment is made.
NO CALLS PLEASE.

Bloomfield College

See our website at
www.bloomfield.edu

Affirmative Action/Equal Opportunity Employer.
Women and minorities are encouraged to apply.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

ASSISTANT PROFESSOR OF SOCIOLOGY

The Department of Sociology at Hunter College announces a search for an Assistant Professor of Sociology, to begin employment in the Fall of 1999. The areas of specialization are open, although the Department has a particular interest in candidates in Urban Issues, Criminology, Medical Sociology, International and Comparative Sociology and qualitative methods. Candidates should be interested in teaching in an Urban University with a highly diverse student body. Documented successful teaching experience and an active research agenda are expected.

SALARY: $30,829-$53,779 depending on qualifications and experience. Centrally located in Manhattan, Hunter College is a unit of the City University of New York. The Department grants both a B.A in Sociology and an M.S. in Applied Social Research, and is affiliated with the Doctoral program in Sociology at the CUNY Graduate Center. Please send vitae, cover letter and the names and addresses of three references by November 27, 1998 to: **Professor Charles Green, Chairman, Department of Sociology, Hunter College, 695 Park Avenue, New York, NY 10021.**

An Equal Opportunity/Affirmative Action/IRACA/ADA Employer

Director of the Maryland Applied Information Technology Initiative (MAITI)

The University of Maryland invites applications and nominations for the position of Director of the Maryland Applied Information Technology Initiative (MAITI).

MAITI is an initiative designed to make Maryland a national center for information technology business development. Principal goals of MAITI include 1) doubling the number of information technology (IT) professionals produced by Maryland's institutions of higher education to meet the needs of Maryland IT companies over five years and 2) strengthening our IT research and development activities at Maryland's higher education institutions to enable them to serve the R&D needs of existing Maryland IT companies and to attract new IT companies to the State.

The higher education institutions currently involved in MAITI are the University of Maryland, College Park (lead institution), Johns Hopkins University, the University of Maryland, Baltimore, the University of Maryland Baltimore County, Morgan State University, Bowie State University, Towson University, and the Maryland Association of Community Colleges. It is possible that additional institutions will be added in the future.

The Director of MAITI will be expected to work with Co-Directors from all of the participating institutions under the guidance of a MAITI Board of Directors with a majority of members drawn from the private sector. The Director will also be expected to interact positively with the Maryland Higher Education Commission and with the Maryland Department of Business and Employment Development. The Director will report annually to the MAITI Board of Directors and to MHEC and DBED on progress toward MAITI goals. State funding for MAITI is $1,320,000 for FY99 and is projected to grow to as much as $10M by FY03. The Director will also be responsible for working toward the generation of additional funding for MAITI from State, federal, corporate, and private sources in amounts comparable to State funding. At the University of Maryland, the Director of MAITI will report to the Vice President for Academic Affairs and Provost.

The successful candidate for this position will likely be an individual with a background in information technology and significant administrative experience. Women and minority candidates are especially encouraged to apply. Applications or nominations should be submitted by November 1, 1998, to:

Dean William Destler, Chair
MAITI Director Search Committee
1137 Engineering Classroom Building
University of Maryland
College Park, MD 20742

UNIVERSITY OF
MARYLAND

Bates College

DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES AND LITERATURES

Lecturer in Spanish Language. To begin in September 1999. Two language courses per semester. M.A. minimum with ABD or Ph.D preferred. Demonstrated ability to teach various levels of language courses and superior proficiency in Spanish and English. Possible continuation for 2000-2001. The search will begin on November 20, 1998 and remain open until filled.

Please send letter of application, current c.v. and three letters of recommendation, one of which addresses teaching abilities to:

Lecturer in Spanish Language Search
c/o Secretarial Services
Bates College
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

Law

CSU Cleveland State University

Assistant, Associate or Full Professor of Law

Cleveland State University, Cleveland-Marshall College of Law seeks to fill a full-time permanent teaching position starting in the 1999-2000 academic year. We will consider those with teaching interests in any areas but have particular needs in the areas of business and corporations, civil procedure and federal jurisdiction, trusts and estates, torts, evidence, environmental law, and health law. The position is for an entry-level tenure track faculty member at the rank of Assistant Professor of Law. We will also consider a lateral hire at the rank of Assistant, Associate, or Full Professor of Law. Qualifications for the entry-level position include a J.D. or equivalent degree with a good academic record from an accredited university, teaching or practice experience, and evidence of teaching ability or potential and scholarly potential. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience at a leading law school, and scholarly research and publication experience. Qualifications for the lateral position include a J.D. or equivalent degree with a good academic record from an accredited university, teaching experience, and an excellent record of scholarly research and publication. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience at a leading law school and an excellent record of scholarly research and publication. The duties for this position include teaching, scholarly research and writing, student counseling, law college and university committee service, and professional and community service. Salary is negotiable and competitive. Deadline is until the position is filled. Starting date is August 16, 1999. Please send resume to **Professor Linda L. Ammons, Cleveland State University, Cleveland-Marshall College of Law, 1801 Superior Ave., Cleveland, OH 44115-2223.** Please visit our web site at **http://www.law.csuohio.edu./faculty_appointments**

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Associate Vice Chancellor—Resource Management and Planning

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Associate Vice Chancellor—Resource Management and Planning. The Associate Vice Chancellor reports to the Provost and Executive Vice Chancellor and has primary responsibility for campus financial planning and analysis in support of the operating and capital budgets. The Associate Vice Chancellor will assist the Chancellor, Provost and Executive Vice Chancellor, vice chancellors, vice provosts, academic deans, and department heads with campus resource management and planning.

The Davis campus is a research university consisting of three colleges (Agricultural and Environmental Sciences, Engineering, Letters and Science), four professional schools (Graduate School of Management, School of Law, School of Medicine, and School of Veterinary Medicine), the Division of Biological Sciences, and a University Medical Center in Sacramento. The Davis campus fall 1998 enrollment is 24,500 students and the annual budget is $1.2 billion.

The Associate Vice Chancellor's specific responsibilities include financial planning and budgetary operations, facilities planning and capital budgets, and institutional studies and statistical information management. These functions encompass preparing the strategic plan for the campus operating budget including projecting revenue streams; preparing the Campus Target Budget including the annual Detail (operating) Budget and the Capital Improvement Budget; coordinating planning studies related to the development of the Long-Range Development Plan; providing staff support for physical planning activities that address land use, environmental, and facilities issues; coordinating development of the Capital Outlay Program (Major and Minor Capital Improvement Programs); performing space planning and analysis and maintaining the Campus Space Plan; preparing the strategic plan for the Campus Capital Program; maintaining historical data on students, faculty and staff for projecting enrollment and faculty FTE and for budgetary and space planning; maintaining an up-to-date inventory of available space; developing workload criteria for campus activities; coordinating comprehensive statistical reports; serving as the "data bank" for official statistics and the office responsible for official release of statistical information to other organizations and the media; and creating and managing campus data administration and data warehouse programs.

We seek candidates with considerable administrative experience in a research university; exceptional understanding of complex financial and budget planning matters; ability to conceptualize broad institutional goals; ability to systematically analyze complex issues and data; ability to plan well; excellent speaking and writing skills; excellent interpersonal skills and a deep understanding of organizational dynamics. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. Review of candidates will begin November 16, 1998. The position will remain open until filled. Nominations and applications should be addressed to:

Gerald R. Hallee
Assistant Executive Vice Chancellor
Office of the Provost
University of California, Davis
One Shields Avenue
Davis, CA 95616

UC Davis an affirmative action/equal opportunity employer

Southern Connecticut
State University
SCSU

COMMUNICATION:

The Communication Department at Southern Connecticut State University is seeking three talented new colleagues.

Position 1: Assistant/Associate Professor in Organizational Communication to teach from among the following courses: Interpersonal, Small Group, Professional Presentations, Fundamentals of Managing Communication, Organizational Communication, Communication Theory, and Research Methods. Search # 98-401A.

Position 2: Assistant/Associate Professor in Organizational Communication to teach from among the following courses: Small Group, Professional Presentations, Fundamentals of Managing Communication, Decision-Making, Conflict Resolution, Training and Development, and Communication Consulting. Search # 98-401B.

Position 3: Assistant/Associate Professor in Advertising and/or Promotional Communication to teach from among the following courses: Communication Concepts in Advertising, Product Information, Creative Message Construction, Creating Persuasive Copy, Professional Presentations, and Research Methods. Applicants for this position must be conversant with emerging communication technologies. Search # 98-402.

2-3 years teaching experience required. Applicants must demonstrate experiential teaching expertise. Ph.D. preferred. Applied experience highly desirable. In addition to teaching approximately 500 majors in improved BA and BS programs, student advisement and committee work is required.

These are tenure-track positions beginning in August, 1999. Send a letter of application, CV, statement of teaching philosophy, and three letters of reference to: **Dr. Bonnie Farley-Lucas, Search Committee Chair, Department of Communication, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06501-1330.** Please indicate search number on CV. Application closing date is January 15, 1998.

Visit our web site at www.com.scsu.ctstateu.edu.

SCHOOL OF EDUCATION

Assistant Professor of Secondary Education

Loyola Marymount University is currently accepting applications in the Graduate Division's School of Education, for a tenure-track position as Assistant Professor/Assistant Coordinator, which will be available in the Fall 1999. Candidates must possess an earned doctorate in Education, teaching experience in secondary multicultural urban educational settings, ability to teach graduate and undergraduate courses, a commitment to research and publication, eligibility for California Single Subject Credential and compatibility with the University and the School of Education mission, goals and conceptual framework. Desired qualifications in one or more of the following areas: Multicultural education, curriculum and instruction, teaching and supervision.

A letter of application, current curriculum vitae and four letters of reference, with phone numbers, should be submitted no later than December 15, 1998, to:

Brian P. Leung, Ph.D.
Director, Search Committee
School of Education
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8425

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. With Graduate Programs in Education, Business, Communication Arts, Engineering, Marital and Family Therapy, over 6,000 students, both graduate and undergraduate, are enrolled in the University. Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. Salaries are competitive and commensurate with background and experience. Women and Minorities are strongly encouraged to apply.

Equal Opportunity/Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

BEST COPY AVAILABLE

The University of New Mexico

PRESIDENT

The University of New Mexico invites nominations and expressions of interest for the position of President. The President is the chief executive officer of the University and is directly responsible to the UNM Board of Regents for directing the programs and administration of the University under policy established by the Board. The Board of Regents is seeking a president whose leadership experience, skills, and qualifications are uniquely suited to the University of New Mexico and the challenges it faces in the coming years.

The University of New Mexico, a Carnegie Research I university, is the largest and most comprehensive of the state's institutions of higher education. Founded in 1889, the University serves a diverse student population of nearly 30,000 on five campuses (approximately 24,000 at its Albuquerque main campus) and operates on a budget of nearly $1 billion, about half of which is devoted to the Health Sciences Center. UNM has 11 degree-granting schools and colleges including the state's only schools of Medicine, Law, Pharmacy, and Architecture & Planning. It offers more than 165 undergraduate and graduate degree programs and includes nationally recognized programs in several disciplines. UNM is one of the fastest-growing research universities in the country, having more than doubled its research funding in the past seven years to approximately $175 million in FY1997-98, and is ranked in the top 50 libraries by the Association of Research Libraries. In addition to its long-time national prominence in a variety of fields including those related to Latin America and the Southwest, UNM is also known for its health care, public service and leading-edge scientific and engineering research, which includes a number of cooperative programs with the federal laboratories located in New Mexico, including Sandia and Los Alamos.

Candidates for the position of President should have the ability to lead a diverse, complex, public research university that has an extensive range of academic, public service and patient care activities and serves the entire state. The University seeks a proven leader with a distinguished record of scholarly and professional achievement, superior leadership and management skills, a commitment to diversity and excellence, strong external relations capabilities, outstanding personal integrity, and dedication to achieving the University's goals for scholarship, leadership and stewardship. Candidates should possess the ability to work collaboratively and effectively with state legislative and executive officials to articulate the mission of the University and obtain support for its programs. The University actively seeks and encourages nominations and expressions of interest from candidates who are members of under-represented groups.

The Search Committee will begin screening candidates on or about November 30, 1998 and continue until the position is filled. The new President is expected to take office by July 1, 1999. Nominations and letters of interest should be submitted to:

R. William (Bill) Funk
Korn/Ferry International
3232 Lincoln Plaza
500 North Akard Street
Dallas, TX 75201

Additional, information about the University of New Mexico and the Albuquerque community as well as a more detailed description of the responsibilities of the president and the qualifications for the position may be obtained from the address above or from the Office of Equal Opportunity, University of New Mexico, Albuquerque, NM 87131, 505-277-5251, **pressrch@unm.edu**, or on the University's web page: **www.unm.edu**.

(Equal opportunity/affirmative action statement)

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS

The Cinema and Photography Department at Ithaca College invites applicants for two faculty, tenure-eligible positions starting August 15, 1999.

POSITION 1: FILM PRODUCTION

MFA in filmmaking or related discipline and a strong record as a practicing filmmaker are required. An ideal candidate should also demonstrate evidence of: **1)** teaching effectiveness appropriate for an undergraduate film program with a mission of integrating theory and practice; **2)** thorough background knowledge in traditional analog 16mm synch-sound film production technology and techniques, and; **3)** a strong commitment to and a primary teaching interest in encouraging filmmaking as a creative practice. Primary assignments will be across the range of film production courses which include the techniques of 16mm synchronous sound film production and traditional double system film postproduction. Depending on the candidates' areas of expertise, additional teaching responsibilities may include courses in one or more of the following specialized areas: directing, production sound recording, digital postproduction, traditional and computerized animation, documentary, experimental, hybrid narrative, and new-media. It is required that the candidates demonstrate qualifications to teach at all skill levels. The candidate appointed to this position will also act as academic advisor to students and serve on department, school and college committees. Tenure-eligible position; Assistant/Associate Professor rank and salary open, depending upon experience and qualifications.

Applicants should forward a résumé/vita and statement of interest including areas of teaching and professional experience, along with names and telephone numbers of at least three references to: **Pierre H. Désir, Assistant Professor and Chair, Film Production Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251.** Sample of creative works and any applicable publications will be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin October 30, 1998 and will continue until the position is filled.

POSITION 2: SCREENWRITING

PhD/MFA in film and/or related discipline and strong record as a practicing screenwriter required. An ideal candidate should also demonstrate evidence of: **1)** teaching effectiveness appropriate for an undergraduate film program with a mission of integrating theory and practice; **2)** exceptional record in screenwriting and creative writing with a knowledge of critical studies, and; **3)** a commitment to teaching screenwriting as a creative practice. Primary assignments will be across the range of screenwriting courses which include: introduction to the theory and practice of screenwriting, advanced screenwriting (an analysis of both classical and contemporary screenplays) and screenwriting workshop (an upper level course in writing fiction/non-fiction scripts). There may also be an occasional opportunity to teach critical studies in the Department and Park School. In addition to teaching assignments, the candidate appointed to this position will also act as academic advisor to students and serve on department, school and college committees. Tenure-eligible. Assistant Professor rank. Salary competitive, dependent upon experience and qualifications.

Applicants should forward a resume/vita and statement of interest including areas of teaching expertise and two writing samples: a screenplay and an additional creative writing sample, along with names and telephone numbers of at least three references to: **Janice Levy, Associate Professor and Chair, Screenwriting Search Committee, Cinema and Photography Department, Roy H. Park School of Communications, Ithaca College, Ithaca, New York 14850-7251.** Additional samples/materials may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening will begin October 30, 1998 and will continue until the position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Television-Radio, Cinema and Photography, and Corporate Communication); a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. These programs are located in an 80,000 square foot building which was dedicated in September 1989. For the past two years the Ithaca College Los Angeles Communications Program has offered an internship-based full-semester program to its junior and senior students. The Graduate Studies program offers an M.S. in Communications. A recent grant from the Park Foundation and a bequest from James B. Pendleton have positioned the Roy H. Park School of Communications to continue to evolve a curriculum that is one of the strongest in the nation and to maintain state-of-the-art support facilities in audio, video, film, photography, multi-media and telecommunications.

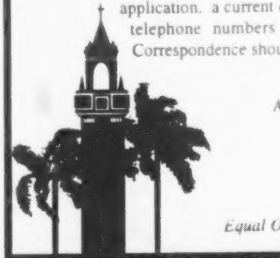
ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Chair in Bioethics

Loyola Marymount University and St. John's Hospital and Health Center invite applications for the position of Chair in Bioethics. The Chair is part of the Bioethics Institute, a professional educational institute jointly funded and operated by the two institutions. Applicants must have a Ph.D. in a field related to Bioethics, a distinguished record of scholarship and publications in the field, a familiarity with the Catholic traditions and the legal issues arising from Bioethics, an understanding of the Hospital's clinical concerns, and an ability to manage activities related to both the Chair and the Institute. The successful candidate will have an appointment in an appropriate department of Loyola Marymount University, will teach a minimum of three classes per academic year and will direct the Bioethics Institute.

The Bioethics Institute was created in 1993 with a following mandate: "to identify and respond the needs of health care professionals in Southern California; to provide continuing education services to the professional staff of St. John's Hospital and Health Center in Santa Monica, to respond to the needs of the general public in understanding the ethical and legal issues in health care, such as the rights of patients, appropriate treatment at the end of life, and the meaning and reality of death.

The position is available July 1, 1999. The salary range is highly competitive and dependent upon qualifications and experience. Applications for the position should be received by December 15, 1998. Applicants should submit a letter of application, a current curriculum vitae, and the names, addresses and telephone numbers of at least three professional references. Correspondence should be addressed to



Dr. Joseph G. Jabbra
Academic Vice President and Chair
Bioethics Search Committee
Loyola Marymount University
7900 Loyola Boulevard,
Los Angeles, CA 90045-8316

Equal Opportunity/Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA

Dean of Education and Human Services

The College at Oneonta invites applications for the **Dean of Education and Human Services**. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is on technology and community service across all disciplines. The campus will have a universal computer access program in Fall 1999 for entering students. The college has 5500 students and 225 full-time faculty, and is located in the scenic Catskills, three and one/half hours from New York City. See Oneonta home page (http://www.oneonta.edu)

The Dean reports directly to the Provost. The Division of Education and Human Services consists of Educational Psychology, Counselor Education, Elementary Education, Advising and Field Experience, Secondary Education, Dietetics, Food Service and Restaurant Administration, and Human Ecology. The Professional Education Unit and College are currently in NCATE candidacy.

Required Qualifications: Earned doctorate in Education, thorough working knowledge of the new NCATE accreditation standards, high energy level, currently tenured with a record of teaching, service and scholarly research and academic achievement for appointment at the rank of full professor. **Preferred qualifications:** Administrative experience including budget management, demonstrated leadership, experience in pre K-12 education including leadership in technology-based learning, ability to work collaboratively with faculty, staff, students, administration, and public school personnel.

To apply: Submit letter of application and resume to **Dr. Loraine Tyler, Chair, Education and Human Services Search Committee, Box H, SUNY College at Oneonta, Oneonta, NY 13820-4015.** Review of applications will begin immediately and continue until the position is filled. The target appointment date is July 1, 1999.

SUNY Oneonta is an EEO/AA employer.
Women and minorities are encouraged to apply.

TRANSFORMATIONS

A Resource for Curriculum Transformation and Scholarship

The New Jersey Project Journal

Fall 1998

"How Could You Not Hear It?": Writings on Race * Color * Whiteness

Featuring:
Meena Alexander: An Intimate Violence: Race, Gender, and the Making of Poems
Farah Jasmine Griffin: "Spell #7": Complicating Race in the Classroom at the Turn of the Century
Peter Nien-chu Kiang: Writing from the Past, Writing for the Future: Healing Effects of Asian American Studies
Jane Lazarre: Race, Memoir, and the Transformation of the Self
Amy Ling: Whose America Is It?
Richard Morris: "Worldwalker"
Maureen Reddy: Invisibility/Hypervisibility: The Paradox of Normative Whiteness
Ramon Reyes: "Locas": Human, Transgendered, Transhuman
Demetria Royals: All I Gotta Do Is Stay Black and Die
and many more

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☐ Single copies of Fall 1998 Issue - *Writings on Race * Class * Whiteness* - are available at $10 each. ___ number of copies $_____ total enclosed

✓ For information about multiple copies for classroom use, please call [illegible] of the Project office - (973) 720-2296.

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Make check or money order payable to: The New Jersey Project
Return to: The New Jersey Project, William Paterson University, 300 Pompton Road, Wayne, NJ 07470
or fax to: (973) 720-2974

CHAIR
DEPARTMENT OF EDUCATION

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland invites applications and nominations for the tenure-track position of Chair of the Department of Education. The position includes primary responsibility for leading a complex department of two dozen faculty and administrators which enjoys a position of prominence in the mid-Atlantic region. The Department offers bachelors and masters degrees. The Chair will direct the implementation of the Department's new doctoral program.

Applicants must possess an earned doctorate, an extensive record of teaching excellence at the college level, and a record of scholarly activity consistent with appointment as Chair. In addition, applicants should have a strong record of experience in faculty development, program development, and curriculum.

The position includes oversight and leadership of graduate and undergraduate programs, budgets, professional development schools, outreach to regional school systems, and interaction with the higher education community on issues regarding primary and secondary education. Candidates must have a clear vision of the purpose and goals of teacher and counselor education in the context of Jesuit, Catholic higher education.

Loyola College is a Jesuit, Catholic institution which welcomes applicants from all backgrounds who can contribute to our unique educational mission. A highly selective school, Loyola is a leading independent comprehensive university in the mid-Atlantic region. Loyola enrolls approximately 3,300 students in its undergraduate programs and 3,000 students in its graduate programs.

Applications should include a current c.v., a personal statement of interest in the position, official certified transcripts, and three letters of recommendation. Please direct applications, nominations, and inquiries to:

John Hollwitz, Ph.D.
Dean, College of Arts and Sciences
Loyola College in Maryland
4501 North Charles Street
Baltimore, MD 21210
(410) 617-2563
Internet: jhollwitz@loyola.edu

Review of applications will begin immediately until the position is filled.

Loyola College in Maryland is an equal opportunity/affirmative action employer/educator. Applications from women and minorities are encouraged. Please visit our web site at http://www.loyola.edu.

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ADMINISTRATIVE OPENINGS

Manhattan College is a Catholic LaSallian College located in the Riverdale section of NYC.

AREA COORDINATOR-Live in position reporting to Dean of Students, resp for administration, supervision and programming for approximately 400 resident students. Bachelor's Degree, Master's degree highly preferred with 1-2 years F/T Residence Life exp. Some Secondary educ exp will be considered. Sal: mid $20's.

COORDINATOR CAREER SERVICES & COOPERATIVE EDUCATION- Liasion to five schools within the college. Counsel students & alumni, testing, conduct workshops, job development and marketing. Master's Degree required, 3-5 yrs exp, microsoft, spreadsheets and graphics exp a plus. Sal mid $20's.

PUBLICATIONS OFFICER- Professional with knowledge of production and printing of publications. Excellent writing and proofreading skills. Bachelor's degree, 2-4 years exp with Quark, Photoshop, Illustrator on Mac-based platform a must.

Excellent Benefits package which includes Free Tuition for employee, spouse and dependents. Please send resume to **Vicki M. Cowan, Associate Director of Human Resources/Affirmative Action Officer.**

MANHATTAN COLLEGE
Riverdale, NY 10471
AA/EO Employer M/F/D/V

ASSOCIATE OR FULL PROFESSOR OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS
SCHOOL FINANCE (K-12)

Qualifications:
Earned doctorate in Educational Administration or related area with concentration in educational finance
Experience teaching courses in educational finance
Research agenda focusing on educational finance

Preferred Qualifications: Demonstrated capacity for achieving excellence in teaching
Experience in student advising, directing and serving on doctoral dissertation committees
Evidence of accomplishments in school finance regionally and nationally
Understanding of NCATE and ISLLC standards related to preparation and licensure of school administrators
Demonstrated expertise in working with legislators, educators and other constituencies concerned with financial aspects of public education
Experience using a variety of technologies to design and deliver instruction

Duties: Teach school finance and related areas within Educational Administration. Direct and serve on doctoral dissertation committees. Conduct studies in the Center for Higher Education and Educational finance in school finance and related areas. Implement an active program of research and scholarship. Participate in NCATE related responsibilities regarding administrative certification and professional development in school finance. Serve on department, college, and university committees. Perform external service related to school finance including liaison opportunities with professional associations.

Review of applications will begin November 13, 1998 and continue until a qualified applicant is selected.
To assure full consideration, applicants should submit a letter of application, a curriculum vitae, official transcripts, and three letters of reference to **Dr. Ed Hines, Chair Recruitment Committee, Illinois State University, Campus Box 5900, Normal, IL 61790-5900 by November 13, 1998.** Applications will be accepted until the position is filled.

Illinois State is an equal opportunity/affirmative action university encouraging diversity.

Search Announcement: Dean of the Undergraduate College and Graduate School of Arts and Sciences.

The University of St. Thomas invites nominations and applications for the position of Dean of the undergraduate College and the Graduate School of Arts and Sciences. The dean works with over 5000 undergraduate students in 31 departments and 74 major programs, and graduate students in three masters programs, plus a full-time faculty of 266.

The qualified candidates must:

- possess an earned doctorate and be eligible for senior rank and tenure in one of the departments of the College.
- be strongly committed to liberal education.
- have successful teaching experience at the college level.
- provide evidence of scholarly achievement.
- have had successful administrative experience in an academic setting.
- possess an understanding of and commitment to Catholic higher education.
- be able to relate to and effectively lead faculty in both traditional and professional disciplines.

The successful candidate will possess a vision of education which encourages the creative integration of the intellectual, emotional, and physical development of the faculty and students who learn together at the University of St. Thomas.

The University of St. Thomas is a private, Catholic, urban, co-educational, comprehensive, diocesan university with over 10,000 students. It was established in 1885 in St. Paul on the banks of the Mississippi River. A second major campus was opened in 1992 in downtown Minneapolis. In addition to the undergraduate College and the Graduate School of Arts and Sciences, the university includes the Graduate School of Business, Graduate School of Applied Science and Engineering, Graduate Department of Professional Psychology, School of Education, St. Paul Seminary School of Divinity, School of Social Work, and School of Continuing Studies. The university is a member of the Associated Colleges of the Twin Cities (ACTC), a local five college consortium which facilitates undergraduate cross-registration. More information about the university may be found at www.stthomas.edu.

The search committee will begin reviewing applications and nominations on December 1, 1998, and continue to accept them until the position is filled. Candidates should submit a letter in which they express their interest in the position, (refer to #102003) their qualifications for it, a current vita, and a list of references to:

Dr. Ralph Pearson, Vice President for Academic Affairs
Department of Human Resources (Mail #AQU217)
University of St. Thomas
2115 Summit Avenue
St. Paul, Minnesota 55105

The university is an equal opportunity employer and is committed to a program of Affirmative Action. Women and persons of color are strongly encouraged to apply.

ST. THOMAS

MICHIGAN STATE UNIVERSITY

Michigan State University Career Services & Placement seeks individuals with experience in job development/recruiting, student advising and related experience for the position of Career Services Coordinator to develop job opportunities and assist students and alumni, particularly Latino and Asian American students, with job placement. Position requires an MA in student personnel, higher education administration or related field, and 3-5 years related experience in career planning and development. MSU offers a challenging, diverse environment and excellent benefits. **Contact Human Resources at 517/432-1662 to request application for position #P80496.**

MSU is an affirmative action, equal opportunity institution.

FACULTY POSITION
NORTHEASTERN UNIVERSITY SCHOOL OF LAW

Northeastern University School of Law, located in Boston, Massachusetts, anticipates an entry level tenure track position commencing in the 1999-2000 academic year. Candidates should possess a J.D. or equivalent degree, be qualified by interest, experience and training in teaching and research in the areas of Intellectual Property and Computers and the Law, possess outstanding academic and professional qualifications, and demonstrate a strong commitment to teaching, scholarship and community service.

Applicants should send a curriculum vitae and letter of application outlining their areas of expertise and teaching interest to Professor Deborah Ramirez, Chair, Faculty Appointments Committee, Northeastern University Law School, 400 Huntington Avenue, Boston, MA 02115 or dramirez@nunet.neu.edu. Applications from members of minority groups, women and others of diverse background are strong encouraged.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer

Northeastern University

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STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

The College at Oneonta invites applications for seventeen Tenure Track positions at the rank of Assistant Professor SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students The College, with 5500 students and 225 full-time faculty, is located in the scenic Catskills, three and one/half hours from New York City See the Oneonta home page for additional information (http://www.oneonta.edu)

The expectations of all positions include teaching, research, advisement and college service All positions begin with Fall, 1999 Semester Review of applications begins immediately and continues until positions are filled. Send application letter, resume, names, addresses and telephone numbers of three professional references, transcripts, and additional material as specified below to **Chair Search Committee, Box H, SUNY Oneonta, Oneonta, New York 13820-4015. SUNY Oneonta is an EEO/AA employer.** ***Women and minorities are encouraged to apply.***

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DEPARTMENT OF ART

Qualifications: Ph D or MFA in appropriate field to teach computer art and sculpture Experience with Macintosh and standard graphic design software and college teaching required Teaching and exhibition records in sculpture are preferred **Duties:** A per semester four-course teaching load including introductory and advanced courses, advise students, college service, maintaining currency and activity in the field, manage and supervise sculpture studio

Applications

Submit to: Dr Allen Farber, Department of Art Include 20 slides of your own and 20 of your students work

DEPARTMENT OF BIOLOGY

Qualifications: Ph D in molecular biology or molecular genetics or related field and a zoological background required Evidence of ability to teach departmental courses at all levels to students with wide range of interests, ability to integrate computer-based technology into the curriculum preferred **Duties include:** Develop new courses or redesign existing courses such as molecular biology/genetics, developmental biology, or general physiology and teach general biology

Applications

Include three letters of recommendation to: Dr William Pietraface, Department of Biology

DEPARTMENT OF CHEMISTRY

ACS accredited program. Qualifications: Ph D in chemistry or related area and strong background in analytical chemistry; extensive knowledge/experience with analytical instrumentation used in undergraduate analytical courses required Expertise to support development and teaching of introductory courses and encouragement of undergraduate research expected **Duties include:** Undergraduate analytical chemistry courses and large enrollment courses for non-science majors

Applications

Include statement of teaching philosophy and research plans; have three letters of recommendation sent to: Dr Lawrence Armstrong, Department of Chemistry

DEPARTMENT OF ECONOMICS AND BUSINESS

One position.

Accounting. Qualifications: Credentials acceptable for meeting academic qualifications according to AACSB standards, and earned doctorate degree in accounting required Teaching experience, a record of published research in the area, and license as a Certified Public Accountant preferred. **Duties:** Teach undergraduate and/or graduate courses, research leading to publications in refereed journals, advise students, college service

Or

Management Information Systems or Operations Research and Production Management. Qualifications: Credentials acceptable for meeting academic qualifications according to AACSBstandards, and earned doctorate in the appropriate specialty required Teaching experience and a publication record in the appropriate specialty preferred **Duties:** Teach undergraduate and/or graduate courses, research leading to publications in refereed journals, advise students, college service

Applications

Submit to: Dr Wade L Thomas, Department of Economics and Business

DEPARTMENT OF EDUCATION

Three positions in Reading and Literacy. Qualifications: Dynamic team members to teach undergraduate and graduate courses in Reading and Literacy Appropriate doctorate (e g , Reading, Literacy, Curriculum and Instruction with Reading emphasis, etc), teaching certificate, and three years of public school experience required Backgrounds in assessment/diagnostic skills, children's literature, special education, or multicultural education are preferred, as is experience with NCATE and integration of technology into the curriculum and teaching College teaching experience and a research record are desired

One position in Elementary Science Methods. Qualifications: Dynamic team member to teach undergraduate and possibly graduate courses in Elementary Science Methods Appropriate doctorate (e g , Science Education, Science discipline, Curriculum and Instruction with Science emphasis etc), teaching certificate, and three years of public school experience required Experience with NCATE, science education, the integration of technology into the curriculum and teaching, or special education preferred College teaching experience and a research record are desired **Duties:** 12 s h per semester teaching load, student advisement, college service research

Applications

Submit to: Dr Ronald R Cromwell Department of Education

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Educational Psychology. Qualifications: Doctorate in Educational Psychology required Specialization in cognition and three years school experience or school-based research preferred College teaching and research record desired **Duties:** Four course per semester teaching load including at undergraduate level psychological foundations of education and related courses, graduate level courses, advising students, college service, research and publication

Applications

Submit to: Dr Richard K Staley, Department of Educational Psychology

Counseling. Qualifications: Doctorate in Counselor Education from an accredited university program required (CACREP and NCC preferred) Graduate level college teaching, three years public school experience including counseling experience, experience supervising practicum/internship students in public school settings required **Duties:** Graduate and/or undergraduate instruction, 12 s h per semester, advising students, college service, research and publication

Applications

Submit to: Dr Joan Marshall, Department of Educational Psychology and Counseling

DEPARTMENT OF ENGLISH

Qualifications: Ph D in English and Multicultural literature background required Expertise in literay theory and one other literature area preferred **Duties include:** Teach Multicultural literature and broad range of undergraduate English courses

Applications

Submit to: Dr Paul Lilly, Department of English

DEPARTMENT OF FOREIGN LANGUAGES

Qualifications: DML in Spanish, native or near native fluency in both English and Spanish, demonstrated teaching ability, and experience in computer equipped language laboratories required Fluency in second romance language, and interest in development of courses (s) in translation desirable **Duties include:** Teaching of Spanish language courses and operation of language laboratory

Applications

Include transcripts and three letters of recommendation to: Dr David L Anderson, Department of Foreign Languages

DEPARTMENT OF HUMAN ECOLOGY

Two positions. 1) Qualifications: Ph D in Child Development and Family Studies required **Duties:** Teach undergraduate courses such as Parent Education, Children in Crisis, Infant/Toddler Education, and Family in Perspective, advise students, college service, and research **2) Qualifications:** Ph D in Consumer Studies/Family and Consumer Science Education required **Duties:** Teach undergraduate courses in Consumer Resource Management, Consumer Policy, Family and Consumer Science Education, and Family and Perspective, advise students, college service, and research

Applications

Submit to: Dr Loraine L Tyler, Department of Human Ecology

DEPARTMENT OF MATHEMATICAL SCIENCES

Two positions. 1) Qualifications: Ph D or A B D in Statistics with strong background in Mathematics required Demonstrated collegiate teaching excellence and ability to teach diverse courses in undergraduate Statistics major preferred **Duties include:** support of campus' Statistics and Mathematics programs and teach a wide range of courses in Statistics major **2) Qualifications:** Ph D or A B D in Computer Science or related field with strong background in Mathematics required Strength in database systems, artificial intelligence, and/or computer graphics, demonstrated collegiate teaching excellence and ability to teach diverse courses in undergraduate Computer Science major program preferred **Duties include:** Support of campus' Computer Science and Mathematics programs and teach a wide range of courses in Computer Science major

Applications

Include transcripts and three letters of recommendation to: Dr Leo Alex, Department of Mathematical Sciences E-mail alexlj@oneonta edu

DEPARTMENT OF SPEECH COMMUNICATION AND THEATER

Theater. Qualifications: Ph D and/or MFA evidence of strong commitment to teaching, artistic and academic collaboration, team management skills required Experience in teaching Non-Western Theater and/or Contemporary Theater, and theater management skills desirable **Duties:** Teach core courses in Theater History, Theater Appreciation, Introduction to Acting Direct at least one play every year

Applications

Submit to: Dr Ali R Zohoon, Department of Speech Communication and Theater

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The University of
Puget Sound

FACULTY POSITIONS

The University of Puget Sound invites applications for the following tenure-line Assistant Professor positions for the 1999-2000 academic year:

Accounting: Teach introductory, intermediate, and advanced undergraduate accounting courses. Ph.D. in Accounting, or in another area of business with a strong emphasis in accounting (ABD considered if completion anticipated within a year). Teaching and business experience preferred. Experience in case teaching and ability to teach in another area of business desirable. Submit interest letter, resume and three reference letters by November 16, 1998 to: Accounting Search.

Education - Cultural Foundations and Human Development: Assistant or Associate Professor. Teach courses in post-baccalaureate, MAT teacher preparation and counselor and principal preparation programs to include courses in human development and classroom learning with a strong component of cultural diversity and a course in program evaluation. Possibility of teaching in undergraduate Arts and Sciences program. Will include summer session courses. Doctorate in education or related field. Must be willing to work collaboratively with other faculty in a highly integrated program and with students in the field to assure integration of theory/practice. K-12 experience highly desirable. Submit interest letter, resume and three reference letters by December 4, 1998 to: Cultural Foundations Search.

Education - Secondary Curriculum/Foundations: Assistant or Associate Professor. Teach integrated, secondary curriculum methods, including social studies, and selected foundations courses in post-baccalaureate MAT teacher preparation program. Foundations areas must include philosophy; social foundations highly desirable. Will include summer session courses. Doctorate in education or related field. Must be willing to work collaboratively with other faculty in a highly integrated program and with students in the field to assure integration of theory/practice. K-12 experience highly desirable. Submit interest letter, resume and three reference letters by December 4, 1998 to: Secondary Curriculum Search.

French: Teach all levels of language, culture, and pre-1800 French literature. Ph.D. (or near completion) in French. Preferred specialization in Medieval, Renaissance, or Classical period. Native or near-native command of French and English. Must be lawfully employable in this country as a result of citizenship, visa, or resident alien status. Submit interest letter, resume and placement file (or transcript and three reference letters) by November 20, 1998 to: French Search.

International Relations: Teach introductory and advanced courses in international relations and contribute to international political economy program. Ph.D. in political science (ABD considered). Ability to teach a comparative course in areas of the Middle East, Africa, or Central/Eastern Europe preferred. Submit interest letter, curriculum vitae, graduate transcript, writing sample, three reference letters and evidence of a commitment to excellence in teaching (syllabi, evaluations, etc.) by November 23, 1998 to: International Relations Search.

Marketing: Teach introductory, intermediate, and advanced undergraduate marketing courses. Ph.D. in Marketing (ABD considered if completion anticipated within a year). Teaching and business experience preferred. Experience in case teaching and ability to teach in another area of business desirable. Submit interest letter, resume and three reference letters by November 16, 1998 to: Marketing Search.

Molecular Biology: Teach junior-level genetics course with lab and advanced elective in area of specialty. Participate in teaching introductory biology. Conduct active research program involving undergraduates. Ph.D., strong preparation for teaching genetics from molecular and classical perspectives, and commitment to continued research in molecular biology with focus on molecular mechanisms in, but not limited to, cell biology, development, immunology or microbial genetics. Postdoctoral research and previous undergraduate teaching experience desirable. Submit teaching statement (including philosophy, course descriptions and research interests), curriculum vitae, and three reference letters by November 2, 1998 to: Molecular Biology Search.

Organizational Communication: Teach undergraduate courses in organizational communication, business and professional communication, group communication and areas of special interest including one or more of the following: intercultural communication, international studies, bargaining/negotiating, health communication, family communication. Ph.D. (or near completion) in communication studies with emphasis in organizational and business/professional communication. Previous teaching experience in organizational communication, business/professional communication, and group communication desirable. Submit interest letter, resume, teaching materials and three reference letters by December 18, 1998 to: Communication Search.

Psychology - Animal Learning and Behavior: Teach lab course in animal learning/behavior or related field that incorporates a small animal lab; team taught interdisciplinary course in area of expertise; occasional upper and lower division elective courses in psychobiology, animal behavior, or sexual behavior; and introductory psychology. Ph.D. in Psychology (ABD considered), with emphasis in animal learning, motivation, psychobiology, or related field. Submit interest letter, curriculum vitae, evidence of teaching excellence, reprints, and three reference letters by January 4, 1999 to: Animal Learning/Behavior Search.

Psychology - Cognitive Science: Teach lab course in cognitive science (emphasis in a field related to sensation/perception, neuroscience, or artificial intelligence); team taught interdisciplinary cognitive science course; occasional elective courses in area of expertise; and introductory psychology. Ph.D. in Psychology (ABD considered), with emphasis in cognitive science or related field. Submit interest letter, curriculum vitae, evidence of teaching excellence, reprints, and three reference letters by January 4, 1999 to: Cognitive Science Search.

Theatre History and Criticism: Teach courses in theatre history including Contemporary Theatre and Performance, Playwriting, and humanities courses integrating theatre with other major intellectual/cultural traditions. Maintain/develop Theatre Survey courses. Mentor student writers; develop relationships with Northwest theatres. Occasional directing possible. Ph.D. in Theatre. Broad preparation in theatre history essential. Interest in new play development preferred. Submit interest letter, resume and three reference letters by January 4, 1999 to: Theatre Search.

Victorian Literature: Teach advanced courses in Victorian literature; sophomore-level survey course in British literature 1840 to present, and freshman seminars in writing. Ph.D. in English with emphasis on Victorian literature. Submit interest letter, resume and three reference letters by November 13, 1998 to: Victorian Literature Search.

Send requested application materials to:
(Specify Search)
University of Puget Sound
P.O. Box 7297
Tacoma, Washington 98407

For additional information about the University of Puget Sound, visit **http://www.ups.edu**
An Equal Opportunity, Affirmative Action Educator/Employer.

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UNIVERSITY OF
NORTHERN COLORADO

VACANCY ANNOUNCEMENT

Dean, College of Education **Position # 81648**

The University of Northern Colorado, which is NCATE accredited, invites applications and nominations for the College of Education Dean. The college delivers a variety of nationally recognized high quality graduate degree and licensure programs to more than 3000 students. Some indicators of high quality include a Grade Point Average minimum of 2.75 for admission into the preservice teacher education preparation programs, three Fulbright Scholars over the past two years, the selection of two faculty members over the last three years for the highest level university award for faculty excellence, and a Graduate Record Examination score of 1,650 required in several doctoral programs. The college works with 24 Partnership Schools for the delivery of preservice and inservice programs with a legislative mandate to be the lead institution for the delivery of education related programs throughout the State of Colorado. The university has a unique campus-wide commitment to teacher education with over 27% of undergraduate students enrolled in teacher licensure programs. Further information about the college of Education is available at www.edtech.unco.edu

Position Description: The dean is responsible for the programs and faculty within the college and reports to the provost. The dean is directly responsible for eighty faculty members and indirectly responsible for an additional eighty teacher education faculty members in the cooperating colleges. The dean provides visionary leadership to the college, particularly in support of graduate education, and encourages diversity of thought. The dean is in a position to exert statewide leadership as Colorado focuses on State standards, statewide assessment and accreditation. The position demands sustained interaction with the legislature and governors office and other political entities that impact all levels of education in the state and the nation.

Qualifications and Experience: Candidates must hold an earned doctorate in education or a closely related field. The candidates must have administrative and supervisory experience and evidence of effective leadership. The candidate must have a strong research record, including publications and presentations demonstrating a commitment to scholarly excellence, and must have an academic record that qualifies for appointment at the rank of professor in an academic program of the college. The candidate must have demonstrated national leadership experience in areas such as accreditation, licensure, and research relevant to teacher education, graduate education, educational assessment and instructional technology applications.

Salary and Benefits: Commensurate with qualifications and experience. Benefits include health, life and dental insurance as well as a selection of several defined contribution retirement programs.

Starting Date: June 1, 1999 or as soon as possible thereafter.

Contact and Application Deadline: Candidates are requested to submit a letter of application, a current curriculum vitae, and the names, addresses and phone numbers of five references. Screening will commence by December 1, 1998 and continue until the position is filled. Send applications and nominations to:

Attention: **Office of Academic Affairs-Carter Hall, Room 4007**
Chair of Search and Screen Committee, Dean Sandra Flake for Dean of the College of Education
University of Northern Colorado
Greeley, CO 80639
FAX # 970-351-1880

Federal regulations require that all documents submitted by applicants be retained by the University. Materials will not be returned or copied for applicants.

Location and Environment: The University of Northern Colorado is a Carnegie Doctoral I institution enrolling 10,670 graduate and undergraduate students. The College of Education is one of five colleges in the university. The university founded in 1889 is located in the City of Greeley with a growing population of 72,500. Greeley is an hour north of Denver and 25 miles east of the Rocky Mountains. Further information about UNC and Greeley is available at www.unco.edu

This position is contingent on funding from the Colorado State Legislature, approval by the Board of Trustees and subject to the policies and regulations of the University of Northern Colorado.

The University is an Affirmative Action Equal Opportunity Employer. Women, minorities, veterans, and disabled persons are encouraged to apply.
Affirmative Action Equal Opportunity Office, Carter Hall, Room 2011

AMERICAN UNIVERSITY

Tenure Track Position

ASSISTANT PROFESSOR

(Reading/Language Arts)

The School of Education of the American University seeks applicants for tenure track position to begin in the Fall, 19[illegible] to support its undergraduate and graduate teacher education and Ph.D. programs.

RESPONSIBILITIES. The new faculty member will be responsible for teaching undergraduate and graduate courses and practica, advising, working with students in the Ph.D. program, and will be expected to pursue an active program of research and scholarly writing.

QUALIFICATIONS. Requirements for this position include: an earned doctorate, elementary or secondary classroom teaching experience, evidence of scholarly ability and potential, and university teaching experience. The successful candidate will have a doctorate level specialization in reading and language arts, substantial study and experience in the use of industrial technology, and additional expertise in one of the following: childrenis literature, multi cultural education, or literacy. Review of applications will begin immediately and continue until the position is filled.

Send letter of application, c.v., and three letters of references to:

Charles Tesconi, Dean
School of Education
American University
4400 Massachusetts Avenue, NW
Washington, DC 20016

American University is an affirmative action/equal opportunity employer committed to a diverse faculty, staff, and student body.
Women and minority candidates are encouraged to apply.

MANAGER
RECRUITMENT AND RETENTION

The Gem Consortium

The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM), headquarterd at the University of Notre Dame, has as its primary mission enhancement of the value of the nation's human capital in engineering and science by increasing the participation of under-represented minorities at the masters and doctoral levels. Through comprehensive nationwide programs which include fellowships, mentoring workshops, academic enhancement activities, and publications, GEM works to identify, recruit, enroll and retain minority science and engineering students in graduate programs.

The GEM Consortium seeks an experience admissions/recruitment professional to recruit and counsel students and promote strategies which improve the effectiveness and impact of GEM programs. As part of these responsibilities, this position assists in the design, development and implementation of programs which encourage and prepare undergraduates to enter graduate school and which promote the retention of existing fellows. The Manager also takes a leading role in developing strategies and materials which market the GEM Consortium to current and prospective organizational constituents in the business and academic fields, with primary responsibility for the Southwest region.

Applicants should have a Master's or higher level degree in engineering, science, higher education, or student personnel services. Experience should include 3-4 years in admission/recruitment or other student personnel experience. University faculty experience is especially desirable. Candidates should be computer literate and familiar with use of standard business software applications. Excellent communication and interpersonal skills are essential to deal with a variety of clients and publics. Please submit resume and cover letter to:

GEM R&R Manager Search
Job #8010-311
Department of Human Resources
University of Notre Dame
Notre Dame, IN 46556

EEO/AA

ANNOUNCEMENT OF VACANCY
ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA 85287

Arizona State University invites applications and nominations for the following

DIRECTOR
CENTER FOR LEARNING AND TEACHING EXCELLENCE

CATEGORY:

Faculty, Academic Professional, Administrative Assignment, tenure continuation track, 100% FTE, Fiscal Appointment

Essential Functions: Champion University excellence in learning and teaching, develop/conduct programs, workshops, and training to enhance teaching skills that promote active learning, promote uses of advanced learning and teaching technologies, assist academic units to promote and assess learning and innovative teaching, assist in securing external funding for faculty research in instruction, coordinate faculty exchange of ideas and research related to learning and teaching, facilitate the coordinated efforts of various university offices, centers, and programs to effect these goals, develop and administer budget, hire, supervise, and evaluate staff.

Qualifications Required: Earned doctorate, excellence in College/University teaching and research appropriate to rank and position (i.e., faculty or academic professional), knowledge of learning theory and effective pedagogical and technological practices, ability to communicate with faculty clearly, experience in pedagogical and curricular innovation in higher education, strong interpersonal and organizational skills, ability to work with diverse faculty interests, disciplines, and cultures.

Desired: Administrative and faculty-development experience, experience working with diverse units (e.g., Information Technology, Research and Sponsored Projects, University Evaluation, Writing Across the Curriculum, Service Learning, colleges and schools) to provide synergistic, cost-effective, value-rich faculty development programs, workshops, and/or services. Preference is to hire as tenured associate or full professor; however, full consideration will be given to any applicants qualified to be hired as a continuing-status academic professionals (i.e., nonfaculty research/administrative category with status similar to tenure).

Application Deadline: Materials must be postmarked by November 6, 1998, or the 1st and 15th of each month until the position is filled.

Application Procedure: Submit letter of application, vita/resume/philosophy statement (not to exceed one page), and names/addresses/phone numbers of three references to Professor Duane Roen, Search Committee Chair, Director, Center for Learning and Teaching Excellence, Arizona State University, Office of the Senior Vice President and Provost, PO Box 872803, Tempe, AZ 85287-2803.

General Information: The Center for Learning and Teaching Excellence is a comprehensive unit dedicated to promoting a faculty culture of continuous improvement in learning and teaching. The center director and staff work in concert with other university programs. This is an administrative assignment, 100 percent FTE, fiscal appointment.

Arizona State University Main Campus, which enrolls nearly 44,000 students, is part of the Phoenix metropolitan area, with a population of over 2.5 million. Phoenix offers the resources of the nation's sixth largest city and the climate and amenities of one of the nation's best-known resort destinations. ASU Main is a Research I University with 3.1 million library volumes, open computer stations at a ratio of 1 for every 14 students, and national recognition as a Truman Scholarship University. ASU Main is in the planning stages for a major mediated classroom building, scheduled to open 2001, to carry teaching and learning into the new century.

ARIZONA STATE UNIVERSITY

An Equal Opportunity/Affirmative Action Employer

Full-Time Employment Opportunities

HARFORD COMMUNITY COLLEGE, a dynamic and progressive institution for higher education committed to excellence in all of its programs and services, systemic change in a collegial environment, and life long learning is seeking applicants for the following positions. HCC seeks applicants whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classrooms.

Assistant to the VP for Institutional Advancement-Requires a master's degree and 5 years experience in increasing levels of responsibility and leadership working in a multi-task environment, preferably in a higher education or other academic setting. Preferred experience includes working with business expansion and development, facilities planning, construction, maintenance, rehabilitation, and renovation, management of budgeting, accounting, and reporting functions, developing and maintaining relationships with external community agencies, teaching and leadership activities with students, fellow workers, and subordinates.

Director for Finance-Requires a master's degree in accounting or business management and 6 years of progressively responsible experience in accounting or finance. CPA or similar credentials preferred. Must have leadership and management experience in a multi-task environment. Preference will be given to candidates with significant experience in public finance and fund accounting and experience in an academic setting, preferably in a community college environment.

Software Support Specialist for Internet Commerce-Requires a bachelor's degree and one year experience with Novell 4.x, NT, TCP/IP and web site development or an associate degree and 3 years experience with Novell 4.x, NT, TCP/IP and web site development. Must possess knowledge of Novell 4.x and NT networks, UNIX internals, TCP/IP protocols, Internet navigation, C++ programming, and web authoring software. Familiarity with implementing firewalls and other security measures also required. Preference will be given to candidates with certification in web authoring software HTML, Java, and CGI scripting.

For **REQUIRED** application and **detailed position description**, contact the Harford Community College Human Resources Office, 401 Thomas Run Road, Bel Air, MD 21015, by calling (410) 836-4415, by calling the HCC Job line at (410) 836-4202, or e-mail Vavlmer@harford.cc.md.us or Csanders@harford.cc.md.us. **RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF THE APPLICATION.**

HCC is an Equal Opportunity, Affirmative Action Employer

ONLY THOSE CANDIDATES RECEIVING FURTHER CONSIDERATION WILL BE CONTACTED

www.harford.cc.md.us

UNCW

Provost & Vice Chancellor for Academic Affairs

The University of North Carolina at Wilmington seeks applications and invites nominations for the position of Provost and Vice Chancellor for Academic Affairs to assume office by July 1, 1999.

UNCW is in Wilmington, North Carolina—an historic, coastal, seaport community of 160,000 between the Cape Fear River and the Atlantic Ocean. Founded in 1947 as Wilmington College to serve the needs of the region, the institution became UNC Wilmington in 1969 with the consolidation of the University of North Carolina system.

UNC Wilmington is a Comprehensive Level I institution with approximately 9,500 students seeking bachelor's and master's degrees in Arts & Sciences, Business, Education, and Nursing, as well cooperative doctoral degrees in marine science. The university honors a commitment to planed growth and excellence in undergraduate education, marine science, graduate, research, and professional programs; regional public service; international education; the application of technology to teaching and learning; and diversity in enrollment and employment.

The Provost reports to the Chancellor and is responsible for implementing and administering academic programs, overseeing faculty recruitment, promotion, and tenure, and planning and administering academic affairs budgets. Working with the Deans' Council, the Provost provides academic leadership for the university, functions as the chief academic officer, and represents the university's academic programs to external constituencies. The Provost & VCAA also supervises Enrollment Affairs, Library Services, the Center for Marine Science Research, the Honors Scholars Program, International Programs, the Center for Teaching Excellence, the Technology College, Information Technology, Management Information Support, and the Science & Mathematics Education Center.

The successful candidate must have an earned doctorate or terminal academic degree and academic credentials sufficient to justify the award of tenure as a professor. A distinguished record of teaching, research, publication, and scholarship is required, as is proven ability in academic administration. Dynamic and creative leadership informed by initiative and vision, superior communication and interpersonal skills, and a working knowledge of the use of educational technology are vital attributes.

Interested candidates should forward a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of five references. Inquiries, nominations, and applications should be addressed to **Mr. Sam Connally, Secretary to the Provost Search Committee, UNCW Human Resources, 601 S. College Road, Wilmington, NC 28403-3297, phone 910-962-3855; e-mail "connally@uncwil.edu."** Screening of applications will begin November 2, 1998, and continue until the position is filled.

UNC Wilmington is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply.

Illinois State University
Normal/Bloomington

DIRECTOR OF DEVELOPMENT
JOB ADVERTISEMENT

Illinois State University is seeking three experienced professionals to serve as Directors of Development. The positions report to the Executive Director of Development. Responsibilities include identifying, cultivating, and soliciting major and planned gifts from individuals and major gifts from corporations and foundations. The Director will be a development liaison to an academic college or division and will assist the vice president, dean, department heads, faculty, and staff with planning, designing, and implementing a comprehensive major gifts program. Frequent travel may be involved, mostly in Illinois and surrounding states. The current openings are for new positions for the College of Fine Arts and the Division of Student Affairs, and an established position in the College of Business.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree and progressive experience in development or related field
- Demonstrated success in applying fund-raising principles
- Strong interpersonal communication, administrative and leadership skills

Also highly desirable are an advanced degree and higher education development or equivalent experience; success in building professional relationships with a large number of constituents; active volunteer involvement in civic and charitable organizations; and, ability to work effectively in a collaborative environment.

Salary commensurate with experience and qualifications; competitive benefits package. To assure full consideration, application materials should be received by November 16, 1998. Positions begin January 4, 1999 or when filled. Please send a current resume, brief writing sample, salary history, and names and addresses of three references; also, indicate which of the three positions you are interested in, to:

Larry Morlan
Executive Director of Development
Institutional Advancement
Illinois State University
Campus Box 3200
Normal, Illinois 61790-3200
email: ldmorla@ilstu.edu

Illinois State University is an equal opportunity/affirmative action university encouraging diversity.

ITHACA

Roy H. Park School of Communications

Tenure-Track Assistant Professor in Organizational Communication

Beginning August 15, 1999

The Department of Organizational Communication, Learning, and Design prepares future leaders of communication in organizations through a unique interdisciplinary approach. Our curriculum provides a comprehensive education in the theory and practice of both media-based and human communication in organizations. Undergraduate majors take a common core of courses which introduce three focus areas of electives: workplace communication, organizational media design and production, and learning and performance systems.

MINIMUM QUALIFICATIONS: Ph.D. in organizational communication required; advanced ABD considered. Successful teaching along with some evidence of professional experience essential. Applicants must be able to teach undergraduate and graduate courses in the area of organizational communication. A commitment to working in a multidisciplinary program that integrates theory and practice, liberal arts education and professional preparation is expected.

DESIRED/PREFERRED QUALIFICATIONS: Subspecialties in one or more of the following areas: impact of technology, qualitative/quantitative research methods, conflict management, participatory leadership, organizational culture, workplace diversity, speechwriting. A record of scholarly accomplishments is desired.

DUTIES: Teach undergraduate and graduate courses in organizational communication as well as other core and capstone courses in the graduate and undergraduate curricula. Engage in a systematic program of scholarship, advise students, serve on department and college committees as appropriate.

PROCEDURE: Send letter of application addressing qualifications, current vita, and three letters of recommendation to: **Dr. Sandra L. Herndon, Chair, Search Committee, OCLD Department, Roy H. Park School of Communications, Ithaca College, Ithaca, NY 14850. Phone 607/274-3698; fax 607/274-1664; e-mail <herndon@ithaca.edu>.** Check department webpage for additional information: **<www.ithaca.edu/ocld/>.**

DEADLINE: Position open until filled. Review of applications to begin November 30, 1998. Information exchanges at NCA annual convention in New York.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,600 students. It is located in the Finger Lakes Region of Central New York.

The Roy H. Park School of Communications is one of four professional schools within the College and enrolls approximately 1,200 students in the majors of three undergraduate departments (Organizational Communication, Learning, and Design; Television-Radio; Cinema and Photography). Additional degree programs include a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications, which is administered by the Department of Organizational Communication, Learning, and Design. Recent grants and requests from the Park Foundation and the estate of James B. Pendleton, totaling over $27million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the-art support facilities in audio, video, film, photography, multimedia, and telecommunications, in addition to undergraduate scholarships, graduate fellowships, endowed chairs, and special program support.

Ithaca College is an Equal Opportunity/ Affirmative Action Employer

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ASSOCIATE DIRECTOR
THE GEM CONSORTIUM

The National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (GEM), headquartered at the University of Notre Dame, has as its primary mission enhancement of the value of the nations human capital in engineering and science by increasing the participation of under-represented minorities at the masters and doctoral levels. Through comprehensive nationwide programs which include fellowships, mentoring workshops, academic enhancement activities, and publications, GEM works to identify, recruit, enroll and retain minority science and engineering students in graduate programs.

Within this organization, the Associate Director supervises the Consortium's administrative and business management functions and has primary responsibility for day-to-day management of the GEM Central Office. The Associate Director oversees qualitative and quantitative assessment activities, and assists the Executive Director with the development and coordination of a comprehensive program. Principal responsibilities include coordinating the development, operation and refinement of GEM activities as they relate to budget and finance, marketing, publications and media relations, and proposal/grant writing.

Qualified candidates for this position will possess, at minimum, a Master's degree or equivalent experience in the natural sciences, engineering, or higher education administration; a Ph.D. is preferred. Candidates should have at least four years of progressive managerial responsibility, including at least three years managing professional staff. Experience interacting with public and private fellowship providers and administrators, graduate deans, and research supervisors is essential, as is demonstrated awareness of public policy issues in the design and administration of fellowships. Experience in budgeting and program planning, excellent communication skills, computer literacy, and the ability to motivate others and work in a collaborative and collegial fashion are expected.

Applications will be accepted until the position is filled. Applications received by November 15, 1998 will be given preference. Apply with cover letter, resume, salary and reference information to:

GEM Associate Director Search
Department of Human Resources
University of Notre Dame
Notre Dame, IN 46566

EEO/AA

BEST COPY AVAILABLE

Eastern Michigan University
ASSOCIATE DEAN, COLLEGE OF EDUCATION

The associate dean is the university's certification officer and is in charge of the COE Office of Academic Services, and also works cooperatively with the associate dean for administration and department heads in the college, and represents and acts for the dean in his absence. At present the Office of Academic Services includes the major functions of admission to and retention in the teacher education program, pre-student teaching field experiences, student teaching, the state-mandated teacher testing program, recommendation for initial and continuing certification (licensure), and minority teacher recruitment. The functions of this office (and that of the associate dean) are under study and are thus subject to possible additions or deletions.

Eastern Michigan University is the nation's largest producer of special education personnel, teachers of mathematics and science, and school administrators. The teacher education programs have received numerous awards and alumni have achieved many notable positions and recognitions. Professional education programs are fully accredited by NCATE and approved by the Michigan Department of Education. EMU was the first institution in the country to exercise "the electronic alternative" for state and national accreditation. In addition, professional education programs are recognized by numerous national disciplinary groups. In fall 1999 the COE will move into the state-of-the-art John W. Porter College of Education Building. For more information, visit **http://www.emich.edu/public/coe/coepage.html**

Qualifications: earned doctorate in an area related to teacher education and credentials commensurate with the rank of at least associate professor. Higher education administrative experience related to teacher education is essential. Direct experience with each function now included in the Office of Academic Services is highly desirable. The successful candidate must also demonstrate

Evidence of appreciable involvement in teacher education organizations and activities at both state and national levels. Communication skills such as to represent the College of Education and the University effectively before multiple local, state, and national audiences. Leadership and vision as to the nature of high-quality professional preparation and how to accomplish this involving a large faculty in a unionized environment.

Review of applications will begin on or about October 25, 1998 and continue until finalists have been identified. Interviews will begin in November with anticipated starting date between January 1 and July 1, 1999, depending on candidate availability. For consideration, submit letter of interest, cv and list of at least four references (with telephone numbers) to:

Chair, Search Committee
Position APAA9904
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Applications are especially solicited from members of traditionally under-represented groups.
EMU is an Equal Opportunity Employer

ART HISTORIAN

Wellesley College: Full time Assistant Professor, tenure track. Begin September 1999. PhD (or ABD) preferable with some teaching experience. Primary teaching area: Asian art with an emphasis on China and a secondary field in another area of Asian art or architecture. Must participate in art history survey course including Western traditions and Asian art. Wellesley College is an EO/AA educational institution and employer; successful candidates must be able to work effectively in a culturally diverse environment. Applications from women, minorities, veterans and candidates with disabilities are encouraged. Send letter of application, resume, and three letters of recommendation by 15 January 1999 to **Chair, Department of Art, Wellesley College, Wellesley MA 02481-8203.**

WOMEN'S STUDIES IN RELIGION PROGRAM
HARVARD UNIVERSITY, THE DIVINITY SCHOOL

Harvard Divinity School announces several full-time positions as research associate and visiting lecturer in Women's Studies in Religion for 1999-00. Full-time residence during the 99-00 academic year while conducting proposed individual research projects for publication, design and teaching of a one-semester course related to research project in the appropriate Divinity School department: Hebrew Bible, New Testament, History of Christianity, History of Religion, Theology, Ethics, or Religion and Society. The positions are open to candidates with doctorates in religion, to those with primary competence in other fields of the humanities and the social sciences who have serious interest in religion, and to leading religious professionals with equivalent achievements. Salary: $40000 plus benefits. Completed applications must be received by December 15, 1998. Information and application forms may be requested from **Ann Braude, Director of Women's Studies in Religion, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.** [illegible]

http://www.wsrp.harvard.edu

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

COORDINATOR FOR THE PERFORMING ARTS

HUNTER COLLEGE, CUNY-Departments of Music and Theatre. **DUTIES:** Serve as Coordinator for performance and stage production activities in Music, Dance, and Theatre. Specific responsibilities include coordination of rehearsals and performances; acquisition of performance properties and rights; management and booking of Loewe Theatre and Lang Recital Hall; coordination of technical staff; contracting for maintenance and purchases; supervision of financial accounts, purchases and check requests; generation of publicity. **QUALIFICATIONS:** Baccalaureate degree (specialization in Arts Administration highly desirable) and a minimum of four years of Arts Management experience. Candidates must be proficient with computer programs such as WordPerfect, Lotus, Microsoft Publisher, and Quicken. **CONTRACT:** One-year renewable. **SALARY:** $29,931-$40,440. **ANTICIPATED APPOINTMENT DATE:** January 1, 1999. **APPLICATIONS:** Application letter, detailed resume and the names, addresses, and telephone numbers of three references should be sent to: **Performing Arts Search Committee, Department of Music, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021. APPLICATION DEADLINE:** November 15, 1998.

An Equal Opportunity/Affirmative Action/IRACA/ADA Employer

R·I·T

Rochester Institute of Technology
Faculty Position in English Department

Applications are now being accepted for a full-time, 10-month, tenure-track faculty position in the English Department at the National Technical Institute for the Deaf (NTID), a college of the Rochester Institute of Technology (RIT).

RIT is a privately endowed educational university composed of seven colleges with over 12,000 full-time and part-time students. NTID is a federally funded institution created by an Act of Congress in 1966. NTID is the largest post-secondary program in the world offering mainstreamed higher education opportunities to deaf and hard-of-hearing students and has more than 1,100 students enrolled in undergraduate and graduate programs.

NATURE OF THE POSITION: The successful applicant will provide English language instruction with an emphasis on reading skills development, and reading comprehension.

REQUIRED QUALIFICATIONS:
- Master's degree in English, reading, linguistics, ESL, or a closely related field.
- Experience in teaching reading to deaf students.
- Skill in American Sign Language.

STRONGLY PREFERRED QUALIFICATIONS:
- Doctoral degree in one of the fields above.
- Experience with computerized instruction.
- Experience with language assessment methodology.
- Experience teaching English language structure.

Applicants should be able to contribute in meaningful ways to the college's continued commitment to cultural diversity, pluralism, and individual differences. People who are deaf or hard of hearing, with a disability, or are members of a minority group are encouraged to apply.

DEADLINE: Jan. 4, 1999. Reference #0367 when applying.

Send a letter of application, curriculum vitae, two letters of reference, and examples of professional and curriculum work to:

Dr. Eugene Lylak, Search Committee Chairperson
Department of English
National Technical Institute for the Deaf
52 Lomb Memorial Drive 60/2237
Rochester, New York 14623-5604

RIT EOE/AA

ASSISTANT PROFESSOR FOR EDUCATIONAL ADMINISTRATION AND FOUNDATIONS
COLLEGE STUDENT PERSONNEL

Qualifications: Earned doctorate in Student Personnel, Higher Education, Educational Administration or related area (individuals who are actively pursuing a doctorate and who reasonably expect to complete the degree by May 1999 will be considered).
Capacity to provide leadership to successful master's program in College Student Personnel.

Preferred Qualifications: Demonstrated capacity for achieving excellence in teaching.
Experience teaching in higher education in student personnel.
Developing a research agenda related to student personnel.
Experience using a variety of technologies to design and deliver instruction.
Experience advising students.

Duties: Teach graduate courses in College Student Personnel as well as graduate courses in Higher Educational Administration doctoral program. Direct master's program in College Student Personnel. Contribute to doctoral concentration in Higher Educational Administration. Develop a focused agenda of scholarship appropriate to College Student Personnel. Develop linkages with student affairs units and organizations within the University. Provide leadership for the professional development of students in associations, professional organizations, and activities both statewide and nationally. Participate in service activities in the Department, College, University and the Profession.

Review of applications will begin November 15, 1998 and continue until a qualified applicant is selected.
To assure full consideration, applicants should submit a letter of application, a curriculum vitae, official transcripts, and three letters of reference to **Dr. Ed. Hines, Chair Recruitment Committee, Illinois State University, Campus Box 5900, Normal, IL 61790-5900 by November 13, 1998.** Applications will be accepted until the position is filled.

Illinois State is an equal opportunity/affirmative action university encouraging diversity.

Peralta Community College District

Business Instructor
English/Basic Skills Instructor
Physical Science/Mathematics Instructor
Librarian
Vista Community College, Closes 11/3/98

English Instructor (2 positions)
Chemistry Instructor
Laney College, Closes 11/3/98

English Instructor (2 positions)
Physical Education Instructor (.5 FTE)
College Nurse
College of Alameda, Closes 11/3/98

For information, contact Peralta Community College District Personnel in Oakland, CA
(510) 466-7297
www.peralta.cc.ca.us

IRCC

Indian River Community College
Fort Pierce, Florida

ASSISTANT DEAN OF HEALTH SCIENCE

Earned doctorate degree in a health-related field, prior teaching experience, and a minimum of five years of relevant experience in an academic setting with at least five years experience in an administrative and supervisory capacity is required. The ability to articulate a vision for health science education in a changing healthcare environment is also required. Additionally, the successful applicant must provide evidence demonstrating the necessary strategic and operational skills, including consensus and team building, to carry out that vision. Applications will be accepted until the position deadline of November 6, 1998. Interested applicants should **contact (561) 462-4806** to request job description and employment application.

An EEO/ADA/Drug-Free Workplace Employer.

LOYOLA COLLEGE IN MARYLAND

DIRECTOR OF DEBATE & FORENSICS

ASSISTANT PROFESSOR: Entry-level, tenure-track appointment as founding Director of Debate and Forensics beginning August, 1999. The Director will establish a Parliamentary/LD debate program within the Department of Writing & Media Studies. The Director will recruit students for national and international competition in Parliamentary and L.D., sponsor on-campus debate program, and develop other activities commensurate with the position. Secondary specialty sought in organizational, interpersonal, or applied communication. Applications (including letter of interest, c.v., and the names and addresses of at least three professional references) are due by January 8, 1999 to **Prof. Andrew Ciofalo, Dept. of Writing and Media Studies, Loyola College in Maryland, 4501 North Charles St., Baltimore, MD 21210.**

Loyola is a Jesuit, Catholic institution which welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an AA/EO employer which encourages women and minorities to apply.

Springfield

School of Human Services
Wilmington Campus

Admissions/Recruitment Coordinator

Springfield College School of Human Services, a growing multi-campus program, invites applications for the position of Admissions/ Recruitment Coordinator at its Wilmington campus. Responsibilities include recruitment and admissions of BS and MS adult students, interviewing prospective students; providing academic advisement; chairing Admissions Committee. Bachelor's degree required. Master's degree preferred. Minimum of three years' experience in the field of human services and/or higher education; or the equivalent in combined education and experience. Experience in admissions and marketing; records maintenance and retention; making public presentations and interviewing. **Job Code ARC**

Prior Learning Assessment Coordinator

We are also inviting applications for the position of Prior Learning Coordinator at our Wilmington campus. This position requires a person familiar with human services and a commitment to social justice, community work and academic excellence. Responsibilities include advising students in all facets of portfolio development; creating and conducting workshops; evaluating transcripts; establishing administrative procedures and systems to assist students; assigning advisors/reviewers and monitoring all stages of portfolio process. Bachelor's degree required. Master's degree preferred. Minimum of three years' experience in the field of human services and/or higher education; or the equivalent in combined education and experience. Experience in adult education and transcript evaluation; records maintenance and retention; interviewing; effective oral and written communication skills a must. Knowledge of CAEL guidelines. **Job Code PLAC**

If you are prepared to meet the challenges of these opportunities, please send a letter of application and your resume to: Maria F. Bush, Assistant Director of Administration, Job Code 60, Springfield College, 501 Shipley Street, Wilmington, DE 19801.

ADVERTISING INDEX

POSITIONS

American University	DC	52
Arizona State University	AZ	47, 63
Ball State University	IN	44
Bates College	ME	47, 48, 53, 55
Bloomfield College	NJ	55
Bryn Mawr College	PA	51
Central Connecticut State University	CT	52
Cleveland State University	OH	53, 55
Colorado School of Mines	CO	68
Columbia University, School of Social Work/CUNY	NY	53
Columbia University, Teachers College	NY	34, 35
Community College of Southern Nevada	NV	49
Cornell University	NY	42, 53
Eastern Michigan University	MI	65
Emerson College	MA	52
Fairleigh Dickinson University	NJ	46
Gainesville College	GA	44
Hamilton College	NY	41, 48
Harford Community College	MD	63
Hartford Connecticut School Board	CT	36
Harvard University	MA	65
Hunter College/CUNY	NY	55, 65
Illinois State University	IL	59, 64, 66
Indian River Community College	FL	66
Ithaca College	NY	41, 57, 64
Kean University	NJ	47
Loyola College in Maryland	MD	37, 58, 66
Loyola Marymount University	CA	56, 58
Manchester Community Technical College	CT	52
Manhattan College	NY	59
Miami University	OH	49
Michigan State University	MI	44, 59
Napa Valley College	CA	45
Nebraska Wesleyan University	NE	68
North Carolina State University	NC	42
Northeastern University	MA	59
Peralta Community College District	CA	66
Rochester Institute of Technology	NY	65
Rutgers, The State University of New Jersey	NJ	49
Salem State College	MA	38
Sarah Lawrence College	NY	68
Seton Hill College	PA	44
Smith College	MA	46
Southern Connecticut State University	CT	37, 56, 68
Springfield College	DE	66
St. Lawrence University	NY	41
St. Mary's University	TX	46
SUNY/Albany	NY	52
SUNY/Fulton-Montgomery Community College	NY	45
SUNY at Farmingdale	NY	48
SUNY at Oneonta	NY	58, 60
SUNY at Plattsburgh	NY	2
The George Washington University	DC	51
The University of Michigan	MI	43
The University of Texas at Brownsville and Texas Southmost College	TX	36, 51
Union College	NY	45
University of California, Berkeley	CA	40
University of California, Davis	CA	54, 56
University of Colorado at Boulder	CO	48
University of Illinois at Chicago	IL	36
University of Illinois at Urbana-Champaign	IL	37, 40
University of Maine	ME	33
University of Maryland, College Park	MD	40, 55
University of Nebraska at Omaha	NE	41
University of New Mexico	TX	57
University of North Carolina at Wilmington	NC	63
University of Northern Colorado	CO	62
University of Notre Dame	IN	32, 62, 64
University of Puget Sound	WA	61
University of San Francisco	CA	54
University of South Carolina Spartanburg	SC	42
University of St. Thomas	MN	59
University of Vermont	VT	36
University of Washington	WA	39
University of Wisconsin-Madison	WI	43
Washtenaw Community College	MI	37, 48, 50
Wellesley College	MA	43, 65
Williams College	MA	39
Worcester Polytechnic Institute	MA	43
Yakima Valley Community College	WA	45

RECRUITMENT

University of Maryland School of Nursing	MD	32
Walden University	MN	33

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

National Research Council	DC	32
Nova Southeastern University	FL	33
University of California, Berkeley	CA	50
University of San Francisco	CA	50

CONFERENCES

National Association of Hispanic and Latino Studies		32

OTHER SERVICES

CollegeNet		67
The New Jersey Project	NJ	58

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"Top 5%" - Lycos

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Nebraska WESLEYAN University

Nebraska Wesleyan announces assistant professor, tenure-track positions beginning August 1999 in the following areas:

Department of Business Administration/Economics:
(1) Accounting: Ph.D. in accounting with CPA preferred. ABD considered. (2) Marketing: Ph.D., emphasis in marketing, preferred; ABD considered. Send letter of application, statement of educational philosophy, curriculum vitae, names of three references to: Dr. Thomas K. Hudson, Department Chair.

Department of Education, Department Chair/Elementary-Middle Grades:
(Asst. or Assoc.): Ph.D. or Ed.D.; three years of K-6 teaching; college teaching; expertise in Math/Science and Multi-cultural Education. Experience as department chair and proficiency in instructional technology desirable. Send letter of application, vita, three letters of recommendation, official transcripts to: Dr. Timothy Anderson, Department Chair.

Department of Health and Human Performance:
(1) Athletic Training Specialist: Ph.D. or Ed.D., or ABD in HHP or related area preferred; college teaching experience; NATABOC certified. (2) Curriculum and Pedagogy: Ph.D. or Ed.D. in HHP, emphasis in pedagogy/curriculum; college teaching; three years of K-12 teaching. Send letter of application, vita, three letters of recommendation, official transcripts to: Dr. Patricia Dotson Pettit, Department Chair.

Department of Political Science, Department Chair/Assistant Professor:
Ph.D., teaching experience preferred; expertise to complement current faculty. Send curriculum vitae, brief statement of teaching/research interests, three letters of recommendation to: Dr. Ian Vermeer, Department Chair.

Review of applications begins December 1 (Pol Sci-Nov 1). Nebraska Wesleyan is an undergraduate liberal-arts institution, ranked nationally for the quality of its academic programs. The University, an equal opportunity employer, actively seeks a culturally diverse faculty and encourages applications from women and persons of color.

Nebraska Wesleyan University
5000 Saint Paul Avenue
Lincoln, NE 68504-2796

www.nebrwesleyan.edu

The Colorado School of Mines (CSM) is a public university which is devoted to engineering and applied science related to the Earth's resources. CSM is currently seeking to hire faculty members in a variety of departments and divisions. The departments or divisions, areas of specialization, and ranks are listed below.

Department of Chemistry and Geochemistry: Assistant or Associate professor (inorganic materials synthesis)
Division of Economics and Business: Assistant Professor (management science/operations research/operations management); Assistant, Associate, or Full Professor (Finance); Associate or Full Professor (mineral, energy or environmental economics)
Division of Engineering: Paden Distinguished Professor of Engineering (sensing, signal-processing, controls, computation); Full Professor (structural engineering, civil infrastructure systems); Assistant or Associate Professor (Power electronics-utility applications, biomedical devices, industrial systems, switch-mode applications, transportation systems); Assistant Professor (chemically-reacting fluid flow)
Division of Environmental Science and Engineering: Assistant or Associate Professor (applied environmental microbiology)
Department of Geophysics: Professor or Department Head (exploration geophysics)
Division of Liberal Arts and International Studies: Assistant, Associate, and/or Full Professor (philosophy and profession ethics); Hennebach Visiting Professor in the Humanities for 1999-2000
Department of Mathematical and Computer Sciences: Assistant, Associate, and/or Full Professor (two positions, applied computer science)
Department of Mining Engineering: Assistant Professor (earth-systems engineering)
Department of Physics: Instructor and Laboratory Coordinator; Assistant or Associate Professor (applied optics); Assistant Professor (applied nuclear physics)
Interdisciplinary: Keck Foundation Endowed Chair in Basic Exploration Science

For detailed information, please contact the CSM website at **www.mines.edu** and refer to the specific department's web page, or write to: **Colorado School of Mines; Office of Human Resources, 1500 Illinois Street, Golden, CO 80401**. Fax: (303) 384-2025. Any correspondence should reference the specific position.

CSM is an AA/EEO employer. Women and minorities are encouraged to apply.

CHEMISTRY ***Sarah Lawrence College,*** **a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained chemist for a tenure-track position beginning August 1, 1999.** The successful candidate will teach general chemistry, other undergraduate courses of interest to liberal arts students, and some upper-level courses, preferably including biochemistry. An interest in working closely with students on an individual basis is essential. A Ph.D. and teaching experience are required. Please send resume, copy of graduate transcript, and three letters of recommendation to: **Dr. Mali Yin, Sarah Lawrence College, Bronxville, NY 10708.** Deadline for receipt is November 15, 1998. ***An equal opportunity employer. Sarah Lawrence College encourages applications from minorities and women.***

Southern Connecticut State University
SCSU

MATHEMATICS DEPARTMENT

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University of Mexico Author Molles Hispanic Leadership Institute Cabot Awards

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THE HISPANIC Outlook IN HIGHER EDUCATION

ESTHER MADRIZ'S FEMINIST ANALYSIS

THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

CALL FOR APPLICATIONS AND NOMINATIONS FOR FELLOWSHIPS

The Institute for the Advanced Study of Religion at Yale invites applications and nominations for Junior and Senior Fellows for the 1999-2000 academic year.

THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

The Institute for the Advanced Study of Religion at Yale is directed by Harry S. Stout, Jonathan Edwards Professor of American Christianity and John B. Madden Master of Berkeley College, and Jon Butler, William Robertson Coe Professor of History.

The Pew Charitable Trusts established the Institute in September, 1998 with a grant of $2.2 million. Its four-fold mission is to:

- encourage and coordinate the study of religion in American life and history;
- increase awareness of the role and importance of religion in the life of our country and world;
- address moral and spiritual concerns of leadership in national and international contexts; and
- remedy the relative inattention to and ignorance of the role of religion in American history and contemporary life among policy-makers, scholars, and practitioners.

1999-2000 RESIDENTIAL FELLOWSHIPS

Three advanced scholars will be invited to Yale to pursue individual research and writing within an interconnected environment of seminars, symposia, lectures, and scholarly presentations. Fellows will interact with Yale faculty fellows and a wide panoply of staff, students, academic centers and departments throughout Yale.

Fellows will be expected to be in residence ordinarily from September through May and to attend all Institute functions and to produce significant scholarship individually or in conjunction with the other fellows, and will be given the option of teaching an undergraduate or graduate course.

The theme for the 1999-2000 academic year will be American Religion, Race and Ethnicity.

2000-2001 FELLOWSHIPS: RESIDENTIAL AND NON-RESIDENTIAL

In addition to welcoming a second class of residential fellows in 2000-01, the Institute will also award non-residential dissertation and post-doctoral fellowships on a semester- or year-long basis. Awards will range from $17,000 for dissertation fellows to $34,000 for post-doctoral fellows.

Non-residential fellows will be expected to complete their dissertation or first book during their tenure as fellows. They will also be expected to visit Yale twice during their fellowship year, first for the Fall Fellows Seminar and again for a national conference during the spring term. As participants in the conference, fellows will share their work with their colleagues and invited critics.

The theme for the 2000-2001 academic year will be Religion and Economic Policy.

ELIGIBILITY

Candidates from varied disciplines are invited to apply, so long as their research interests involve religion as a key component or variable. Research must also relate to the chosen yearly theme.

AWARD

Senior scholars will be awarded up to $75,000 and junior scholars up to $55,000. All fellows will be entitled to a housing subsidy, travel expenses, and a $1,000 research account.

APPLICATION PROCESS AND DEADLINES

Applicants should send a letter of intent, a copy of their c.v., and a brief description (3-5 pages) of their research topic(s).

The application deadline for residential fellowships for the 1999-2000 academic year is December 1, 1998.

The application deadline for residential and non-residential fellowships for the 2000-2001 academic year is November 1, 1999.

Whitney Humanities Center | 53 Wall Street, Rm 230 | P.O. Box 208298 | New Haven, CT 06520 | Phone 203 432-4040

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CONTENTS

FEATURES

Esther Madriz: Compassionate Criminologist 5

The USF professor shares her views on women, crime and fear.

Juan Andrade: Planting the Power 8

The Hispanic Leadership Institute's ambitious empowerment goals.

Teaching Spanish to Hispanics 11

Different strategies are called for when Spanish is not "foreign" to the students.

Courageous and Compassionate Reporting 14

Columbia University honors four journalists who report on Latin America with Cabot Awards.

HONOR ROLL

Florida International University 17

It opened its doors with the largest enrollment in U.S. history and continues to amaze.

Ecology Textbook Breaking Publisher's Records 20

University of New Mexico professor Manuel C. Molles, Jr. talks to HO about his teaching and writing.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

ERIC Digests–Endless Fountain of Information.

SUCCESS STORIES

22

Hispanic Headliners in Kansas

Staff and students of Garden City Community College garner praise.

People, Places, Publications, Conferences 25

Cover: Students at University of Texas-San Antonio

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A CAPITOL VIEW

ERIC Digests: Endless Fountain of Information

BY GUSTAVO A. MELLANDER

Knowledge, if not literally exploding, certainly grows exponentially. Keeping up with the literature on a subject we are interested in can be difficult.

But there is help. The Education Resources Information Center, ERIC, is a repository system of documents related to education. A searchable database containing abstracts of items available in the ERIC system as well as relevant journal articles is accessible online at: <www.ERIC_>.

If an item in an *ERIC Digest* or one mentioned in the ERIC Database begins with a ED, it is usually available in the ERIC system.

Many universities have the complete series of ERIC documents on microfiche. If access to a microfiche collection is not possible or practical, it is possible to order a document over the phone by calling: 1-800-443-ERIC.

A good place to start for information about ERIC is: <http://www.aspensys.com/eric/faq/faq.html>.

More than 1,800 *ERIC Digests* have been collected by the Department of Education. They provide a quick, useful way to gain information or current thinking on a wide variety of topics. An *ERIC Digest* presents a summary of the major ideas on a topic prepared by a knowledgeable person.

Digests are short but comprehensive–1,000- to 1,500-word reports. Written without jargon, they provide a succinct introduction, an overview, together with major pertinent references on a wide variety of education-related topics.

Targeted specifically to teachers, administrators, policy makers, and other practitioners, they can be useful to the general public. They cover pre-kindergarten as well as postgraduate issues and virtually every topic in between.

Each *Digest* provides a bibliography containing up-to-date references as well as significant previously published research sources. Some of the bibliographic entries are books and journal articles, but many publications are also available through ERIC. The Department of Education issues new *Digests* every six months or so.

Types of Digests

The Department of Education has identified six types of *Digests*. They are not mutually exclusive, and many *Digests* contain elements of two or more.

1) "Overview"–Serves as an "introduction to the topic." Its target audience is both professionals and the general public.

2) "Fact Sheet"–Provides current information of a factual nature for policy makers, administrators, and other decision makers.

3) "Issue"–Defines and describes a controversial topic. It doesn't resolve the issues but presents various perspectives to those who wish to consider alternative educational issues.

4) "Practice Application"–Designed for educational practitioners; these provide specific, concrete examples of how practitioners can apply research results in practical settings.

5) "Research Findings"–University professors, researchers, graduate students find these *Digests*, which "report on the current status of research" particularly relevant.

6) "Synopsis of Syntheses Paper"–This type of *Digest* is based on one or more primary publications, which provide "a review and synthesis of many publications."

The *Digests* can be viewed on the World Wide Web. Links to the new *Digests* as well as links to all the previously issued *Digests* are available at: http://www.ed.gov/databases/ERIC_Digests/index/

To provide *Hispanic Outlook* readers with an idea of the range of topics available in *ERIC Digests*, the following were among the 100 most recently released *Digests*.

ESL and Language

ED407881 *Myths about Language Diversity & Literacy in the United States.*

ED407882 *Needs Assessment for Adult ESL Learners.*

ED409746 *Improving ESL Learners' Writing Skills.*

ED409747 *Citizenship Preparation for Adult ESL Learners.*

ED410227 *Content Assessment in the Native Language.*

Parental Involvement

ED408032 *Los Pactos entre Padres y Maestros (Teacher-Parent Partnerships).*

ED408033 *El Papel de los Padres en el Desarrollo de la Competencia Social (The Role of Parents in the Development of Peer Group Competence).*

ED408143 *Parent & Community Involvement in Rural Schools.*

Education and Minority Students

ED402146 *Multicultural Mathematics & Science: Effective K-12 Practices for Equity.*

ED409660 *Underachievement among Gifted Minority Students: Problems & Promises.*

ED410322 *How Well Are Charter Schools Serving Urban & Minority Students?*

ED410323 *Strategies for Identifying the Talents of Diverse Students.*

ED410367 *The Education of Latino Students: Is School Reform Enough?*

ED410368 *Staff Development in Multilingual Multicultural Schools.*

Female Students

ED408031 *El Apoyo a las Niñas en la Temprana Adolescencia (Supporting Girls in Early Adolescence).*

ED410369 *Career Development for African American & Latina Females.*

Higher Education and Careers

ED411873 *Growing a Diverse Workforce in the Library & Information Science Professions.*

ED412862 *Early Intervention Programs: Opening the Door to Higher Education.*

Dr. Mellander is a professor and dean emeritus at George Mason University.

Esther Madriz: Compassionate Criminologist

University of San Francisco Professor Interviewed by HO

BY PATRICIA HANSON

A passionate, articulate, and deeply spiritual woman in her early 50s, Esther I. Madriz, author of *Nothing Bad Happens to Good Girls: Fear of Crime in Women's Lives*, is a professor at the University of San Francisco. A picture of her fifteen years ago with César Chávez hangs on her wall. As a graduate student at Vanderbilt, for a brief time she studied with American farmworkers.

She holds a master's degree in criminal justice administration and a Ph.D. in sociology. Her 12-page resume details eight academic awards and honors, and more than 50 publications and invitational presentations at professional organizations. Her well-documented, fascinating, and thoroughly readable book draws on interviews and focus groups that she conducted over a five-year period with Latina, African American, and White women in New York City and surrounding areas while she taught at Hunter College in New York. It frames women's fear in the context of past research and explores the sources of that fear in media and in reality.

Esther Madriz, assistant professor of sociology, University of San Francisco

It is a compelling feminist analysis of how women's perception of fear controls their behavior, keeping them in subservient and self-limiting social positions. Madriz draws on official statistics to inform readers about the types, frequencies, and likely victims of crime, but also asks and answers more important qualitative questions about "why" instead of "how many." She examines the images embedded in women's fears and demonstrates how these are constructed to reinforce existing structures of power.

The title of the book was inspired by a phrase Esther's mother used to repeat to her: *Si eres una niña buena, nada malo te pasará* ("If you are a good girl, nothing bad will happen to you").

Madriz offers this book to criminology students and the general public in hopes that..."it will help restore the reputations of some of the brave 'bad girls' who refuse to let the fear of crime rule their lives."

Madriz draws on official statistics to inform readers about the types, frequencies, and likely victims of crime, but also asks and answers more important qualitative questions about "why" instead of "how many." Her book is a compelling feminist analysis of how women's perception of fear controls their behavior, keeping them in subservient and self-limiting social positions.

HO interviewed Esther last fall at her office high atop a hill in San Francisco.

HO: ***Please tell me about your background. How did you get to where you are today?***

MADRIZ: I was born in Venezuela, daughter of a mother who never went to college but who really instilled in me the love for education. My mother was a teacher at a time when women only went to ***escuelas normales*** (normal schools) for higher education. She understood very clearly that women especially needed to be educated. Of course at the time when she lived, her philosophy was "you never know what will happen to your husband, so you should be educated." But it was really her love of knowledge, of learning, that she instilled in us. When she died in her late 70s, she was still studying French. She loved learning for the sake of learning. I think I owe my success to her.

HO: ***What drew you to the field of Criminal Justice and to the theme of your book, crime in women's lives?***

MADRIZ: I always considered myself an advocate for social justice. That's my purpose in life. As a very young girl, my mother used to tell me, "You are always looking for injustices, for places where justice needs to be served." In many ways, I think my choice of criminal justice as a major in college maximized that. If you look at injustices in society, criminal justice theory can help you examine it through a microscope. All the little injustices become magnified: the racism is increased, the class issues, and now the gender issues seem greater. So this field is a great magnifier. I began to work in criminal justice under the leadership of a wonderful Latina woman, Rosa Del Olmo, who is a very well known Venezuelan criminologist. She was my mentor. She'd say, "Read this" and then "read that," and I found myself reading what was happening in the United States.

I began to explore more social and radical criminology. Then I'd say, "Wow! Now I understand why this is happening!" I began with the practice and learned what's behind the theory of all this.

HO: ***Were there any other mentors at any point in your career?***

> ***"I want to document scapegoating. I am especially interested in the identity of Latino immigrants and the enormous hardships the new immigration laws are imposing on them."***

MADRIZ: Ruth Sidel inspired me to write this book. She is a widely known sociologist who wrote *On Her Own* and *Keeping Women and Children Last: America's War on the Poor*. I do believe we all need a guide. I don't think anyone does it on his or her own. I think we all need someone. In my life, at many different points in time, someone has always been there for me, and each time that person has been a woman. My mother, my first mentor, Ruth Sidel–all supported me at the precise moment I needed them. I never dreamed I could write a book. Vanderbilt University in Tennessee was a very conservative school. You were supposed to write articles. I'd write them, and at first they weren't too radical. Criminology is a male-dominated field. My articles on feminism, racism, and gender weren't accepted very well. They didn't know what I was talking about.

But one day at Hunter where Ruth Sidel and I worked side by side, she took me to a restaurant on Lexington Avenue and asked me, "Why are you writing these silly articles for these male magazines? They will never appreciate them." She told me that my interest in crime and women was the best subject she could imagine for a book. Every time I talk about fear of crime, and tell people of its effect on women's lives, I am grateful that Ruth told me, "Just write a proposal and send it to five publishers and see what happens." I did, and they jumped! I actually had to choose between publishers. And right now the book is doing very well in college markets and starting to get visibility in the popular press.

HO: ***What is your impression of the current fascination of the media with the fear of crime?***

MADRIZ: I think that the media is one of the major elements that exacerbates and misrepresents crime. Print and television and movies make it look more likely that women are about to be attacked on the streets by a stranger, when in reality you and I are more likely to be attacked by someone we love or have loved, by someone who knows us. The media feeds on fear of strangers, fear of the dark, fear of the streets, anything that sells. Popular culture feeds on fear of crime in women's lives.

HO: ***Do you think there is any hope for the media portraying women as less victimized and more empowered, such as you suggest in* Nothing Bad Happens to Good Girls*?***

MADRIZ: Yes, I do. Let me give you a very specific example. Very recently I was interviewed by Ray Suárez for *Talk of the Nation*. I love his show. He began by citing some carefully researched statistics and then showed examples of poor media representation of women.

But I am not sure the blame for fear of crime in women's lives lies completely with the media. That's only one aspect. Politicians try to gain our votes. They use fear of crime as an issue and recount the horror happening in the streets of America. But interestingly enough, crime rates are actually going down while fear of crime is on the rise.

Politicians benefit from our fears; they make it appear crime is increasing, and suggest they can do something about it. They promise..."if you vote for me, I can make you free of this." That's simply not true.

Another source of women's fears is fairytales, stories we all heard as small children. Remember the story of Little Red Riding Hood? A little girl, walking through the woods, is suddenly swallowed by this dark figure coming from the darkness. Danger is often represented by men of color coming from the darkness, and women are portrayed as innocents. In reality, men are more likely to be victims of street crimes than are women.

I do believe there are a couple of good programs where women are perceived as strong and that portray women as taking control of their lives and not keeping them in specific isolated roles. But at this moment I cannot think of any good realistic major movie that has taken the position of portraying women strongly.

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There are some very good examples in South America of women taking a very strong position, the Mothers of La Plaza De Mayo, for instance. Rigoberta Menchu from Guatamala, and of course the millions of women as mothers who defend their kids every day. In New York City, a Latina woman named Irene Báez founded a group called Mothers Against Police Brutality. I interviewed her, and I tell you, when I was sitting in her house in the South Bronx, her presence filled the room. Her son was killed by a bullet, and she founded this organization to protect all the children.

HO: ***Your book is a feminist analysis of crime. What do you think about women's studies and feminism? How do you see the evolution of the acceptance of those words in Latina culture now as contrasted with 20 years ago? Is there more acceptance of feminism in your generation or in young women coming of age today?***

MADRIZ: Latina women have a different kind of feminism than U.S. feminists. In some ways, we Latinas feel we are permanently pregnant. By that I mean that we feel we are the mothers of many kids, all kids everywhere. These women are strong, able to defend themselves and their family when they need to. There is a strength that comes from motherhood, and these younger mothers also find strength in their own form of community.

I teach a course in feminist criminology, and I still see a lot of rejection of that word. The University of San Francisco where I currently teach was a Catholic male institution until very recently. I tell the students that "feminist" means the radical notion that women are people!" [She laughs.] I think that's true, but many people think feminists are angry young women who don't care about men. These stereotypes are a distortion. Sometimes you have to break through fear and ignorance just to get students to take a feminist course. Sometimes, just for the sake of argument, I say I am a womanist, a "mujerista."

HO: ***As it concerns fear and ways to break through fear, how do you encourage women to face their fears, break through them, and move beyond?***

NOTHING BAD HAPPENS TO GOOD GIRLS

MADRIZ: I was a very fearful person my whole life. I believe that the only way to break through fears is to walk through them to see how many of those fears are real. Many fears are very well-founded. Women should be afraid of acquaintance rape. There is a very high incidence of assault and battery at home, of domestic violence. We all need to look at these fears face to face and ask what the reality is, why this is so, and examine these fears.

I believe that fear of crime is an assault on women's rights, a violation of your right and my right of freedom. If you need to leave some place early because you are going to be afraid of driving by yourself at night, or if you lose or have to change a job or move because of fear of crime, that is a violation of your rights. If you have to take cabs, and pay more to do it, because you're afraid of the subway, that's a violation of your rights. I could go on and on. So instead of looking as these fears as your problem, perhaps we need to examine the culture and the policies that create the conditions we fear.

Let me give you an example. Remember the woman who was jogging in Central Park and was raped? I recall that the first comment I heard from a newscaster was, "How did she come to be jogging by herself?" My question is "Why is it that women don't have a place where they are safe?" The answer to that question places the responsibility on the social system or the government.

HO: ***Moving from the political to the personal, what do you think is the role of spirituality in handling fears?***

MADRIZ: Very high. Let me tell you something on a personal level. My husband died three weeks ago. I am now living by myself for the first time in my life. I have always been a very fearful person. I have many friends, but the only thing that has sustained me is my spiritual beliefs. I believe I am protected. To give you an example, on Tuesday I came back home from a lecture at St. Mary's at 10 at night. I opened my door and, in spite of my early fearful conditioning, because I have a spiritual core, I felt fine and comfortable coming home late at night alone. I feel this comes from believing that I'm part of something larger than myself.

I know that I am not alone really, that who we are, you and I, we are part of the universe. You may want to call it God or Goddess, whatever. I have faith that everything in my whole life has happened for a reason. My husband was very committed socially; he contributed a great deal to this world. I feel I have a strength that has come from all the people in my life, including him. These people I've known and loved, my husband, my mother and father–they all were and still are part of my spiritual life.

Nowadays each of us can construct our own type of spirituality. Mine concerns this feeling that we're all part of something much bigger. Yesterday I was feeling very sad so I walked on the beach. I took my shoes off and walked in the sand and looked and said, "This is life; this is the universe. I'm part of it; my husband, wherever he is, is part of it," and at that moment, I felt very much in tune. Sometimes love can make you feel connected with everything on a grand scale.

HO: ***What's the next book about?***

MADRIZ: I want to document scapegoating. I am especially interested in the identity of Latino immigrants and the enormous hardships the new immigration laws are imposing on them. I'm interviewing community leaders, community activists, trying to discover how these people are hurt by the rejection and stereotypes of their people.

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Juan Andrade: Sowing Power Seed by Seed

The U.S. Hispanic Leadership Institute

BY
MICHELLE ADAM

First you clear the weeds, then you plant the seeds, and finally, after extensive hard labor, you've got a great harvest.

For farmers, that's a solid method of securing a good yield. For Juan Andrade, president of the United States Hispanic Leadership Institute, it's an effective way to build Latino empowerment and representation in this country. As a one-time farmer himself, helping his family on their land as a young boy in Texas, Andrade learned how to patiently and diligently harvest crops. And now he's farming something much bigger.

He is cultivating a field–one seed at a time–of Hispanics practicing democracy and leadership in a country where they've been sorely underrepresented. His organization, formerly called the Midwest Voter Registration Education Project, is running a two-year campaign to register 30 million new Latinos and develop 150,000 Latino leaders by the turn of the century, with 50,000 of them to be public officials by 2025. Although many describe Andrade as ambitious, he's confident that his experience and know-how will pay off.

> ***"We have looked at this as a lifetime vision...changing things from the ground up," said Andrade. "It means taking one step at a time...one voter at a time...one election at a time."***
>
> JUAN ANDRADE,
> PRESIDENT, U.S.
> HISPANIC LEADERSHIP
> INSTITUTE

Dr. Juan Andrade, Jr., U.S.H.L.I. President

"As long as we keep clearing the weeds and planting seeds....when the day comes there will be a great harvest," he said.

Andrade's an endangered species, though. There aren't many like him–people who are willing to build change from the ground up. Many are out for a quick fix. Fewer can patiently nurture and maintain a grassroots organization–root by root.

"We have looked at this as a lifetime vision...changing things from the ground up," said Andrade. "It means taking one step at a time...one voter at a time...one election at a time."

Who exactly is Andrade, and what makes him so sure the institute can accomplish his demanding campaign, called "Partnership for Democracy"?

Andrade launched the Midwest Voter Registration Education Project in 1981, after completing research that demonstrated Latino underrepresentation and potential voting power throughout the country, especially in the Midwest. "Our vision was to increase the number of Latino registered voters in the Midwest and to increase the number of elected officials," said Andrade.

What began as a seemingly straightforward task became more complicated, however. To begin with, "there was a lot of weeding to do," said Andrade. While the institute

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worked hard to register new Latinos in Chicago, their numbers were not appearing on the official roster of eligible voters. It took years of research to discover that ward committeemen were canvassing voters and selectively purging from the roster those that didn't support the preferred political leaders.

"It was one of the real political problems we had to overcome," said Andrade. The institute worked with the board of election commissioners to change the political game, at which time Latino registration numbers finally increased. Andrade recalled similar barriers Latinos succesfully challenged in his home state of Texas, from fighting laws requiring literacy tests and homeownership in order to vote, to removing poll taxes and one-year-in-advance registration requirements that hindered Mexican Americans from voting.

"The electoral process was a lot like having to clear the weeds in order for us to grow–to breathe," said Andrade.

Since the organization began, registration of Latinos has nearly doubled in its home town of Chicago, from 82,000 to 150,000. The Midwest Voter Registration Education Project also grew twofold in name since its inception, becoming the Midwest Northeast Voter Registration Education Project in 1987, and then the United States Hispanic Leadership Institute in 1996. The name changes serve as accurate reflections of the growing responsibilities and accomplishments of the organization.

During its 18 years, the institute has registered 1.3 million voters through 890 local campaigns, disseminated printed material on U.S citizenship to 500,000 immigrants, and trained 25,000 local volunteers in organizing and conducting registration, voter education, and get-out-the-vote campaigns. With an important emphasis on youth, it has spent $183,000 on ten-week internship programs for 20-30 college students, teaching them the hands-on dynamics of social change, as well as $51,000 in financial aid for college students since 1994. From organizing the largest Hispanic conference in the nation, with over 30,000 present and future leaders attending since its inception, to publishing 310 studies and reports on Hispanic demographics, the Institute has grown to become a center of inspiration and support for Hispanics throughout the country.

The Hispanic Leadership Institute has also been training leaders throughout the Midwest and Northeast to give back to their communities and build a more powerful Latino voice. Already, 2,000 public officials and grassroots community leaders have participated in its leadership training programs.

1997 United States Hispanic Leadership Conference: U.N. Ambassador Bill Richardson addresses International Symposium

Andy Hernández, former president of Southwest Voter Registration Education Project and active participant in the institute's mission, described the shift as the following: "It's not about voting any more. It's about it meaning something...."

The leadership courses last nine weeks and are developed in cooperation with local city officials and key members of the community. Local Latinos, who are often unrecognized leaders outside their community, meet with key people such as the mayor and the school superintendent to learn what it takes to become influential partners in the larger community. And often, as Hernández described, this mere opening of dialogue begins a process of local Latino empowerment. Within a matter of time, Latino leaders are active on committees and local boards, and running for offices they would have earlier ignored.

"Building these relationships helps us build social capital," said Hernández. "We think that as you do this, you build a community-based movement. You are creating a culture of participation."

There are towns in the Midwest where few would expect large Hispanic populations. But it is in places like Garden City in Kansas, with 35 percent Latinos, that leadership programs are held. Lydia Gonzáles, who's been involved with the institute there for over half a decade, has seen the benefits first-hand.

"They had a lot to do with us becoming more active. They are the ones that provided tools and training to achieve our rights," said Gonzáles. Although Garden City has numerous Latino leaders, said Gonzáles, they lacked sufficient political awareness.

Gonzáles has volunteered with the institute in its registration drives, and in the past three years has both participated in and gathered participants for the leadership programs. She finds 20 to 25 Latino leaders and invites them to the free nine-week leadership course–three weeks with county officials, three weeks with school officials, three weeks with city officials–and soon they're asked to bring in their resumes and begin more active involvement in the community.

"We have a team effort out here," said Gonzáles.

She was recognized for her hard work at the Institute's 16th annual Leadership Conference. The USHLC prides itself on being the largest national Hispanic conference in terms of registered participants, with annual attendance now of more than 7000 people from 37 states. Participants include 2,000 high school and 1,500 college students, 1,000 young Hispanic professionals, and 2,500 elected and appointed officials, corporate and labor leaders, entrepreneurs, senior citizens, and representatives of local, state and national organizations. In 1997 alone, 20 presidential appointees and 5 members of President Clinton's Cabinet were invited as speakers to the conference, as well as many other prominent Hispanic leaders.

For many, the conference is their first introduction to the institute, one that brings them back each year for inspiration and advice. During a four-day weekend in October, community members, as well as students, attend leadership seminars, workshops, forums, exhibits, dinners, and speeches. The college fair, for which students are bused in, makes up a large portion of the conference as well. More than 200 volunteers prepare workshops and seminars with topics of technology, employment, and education in relation to Latino empowerment. The conference itself is both a fundraiser for the organization and a meeting ground where Latinos learn, inspire, and take back to their communities.

Last spring the institute held its first Hispanic Youth Leadership Conference for students from various states.

While former students such as Eduardo Garza and Juan Rodríguez became involved with the larger conference many years ago, today's youth will have an opportunity to attend a conference for their age group.

"I have come to the conference since 10th grade," said Garza, a recent college graduate and institute employee. "My grandfather was involved with the Institute back then. He took my brother and me because he had extra tickets to come to the dinners."

Garza also attended a few workshops back then, and from the very beginning was inspired by Andrade and by Andrade's belief in an empowered Hispanic community. "I was impressed. He talked about Latinos in the U.S. and our potential as leaders...I though[illegible]aybe I would be a leader."

Garza saw a lot of n[illegible]t and problems in his community. From his vantage point of selling newspapers on the street corner, he saw it all at an early age–teenage pregnancy, gangs, poor education, and–at home–his roof caving in, and him unable to do anything about it. "A lot of leaders attended the conference....This inspired me. What really sparked me was getting back to the community."

Juan Rodríguez, now director of governmental and community affairs at an advertising agency, also discovered the benefits of the conference as a college student. "I got to see Latinos in other parts of the country and see what they were doing. I got to learn and teach," said Rodriguez. "Now that I look at it...that was a turning point in my life. Everything I learned I took back to my community."

Rodríguez since ran for precinct committeeman and won in Rock Island County, Illinois, at 22 years of age. He also worked as a congressional legislative aide for six years on Capitol Hill. In his current job, he now makes it his point to support institute's such as Andrade's.

Indiana statewide meeting to discuss "Partnerships for Democrac[illegible]" on August 6 1998

"I hate to see these programs stop," he said. "Not a day goes by I don't think of them."

Many volunteers give time to make the conference possible every year. Ruthie Maldonado, a volunteer for eight years, said, "I've gotten involved in so many organizations and they lose their focus. But here I get insulted if I'm not called."

During last year's conference, the institute announced it's Partnership For Democracy Campaign, and since then its workload has doubled. With a bare-bones staff of five to seven people, the Institute is working hard to accumulate funds and personnel to make its ambitious mission come true.

"We have a lot of work to do," said Garza. "I believe in him [Andrade]. I believe in our institute, and I think we are going to do it."

To begin with, the institute will need to raise $5 million to successfully run its campaign. A minimal part of the expenses will cover the Southwest Voter Registration Education Project's participation in the campaign. Another portion will be used to hire staff so that the entire country can be targeted.

What is in place, however, is strategy–something that years of experience should make effective this time around. In order to register 30 million new Latinos, the institute will have to do a lot of networking "from the ground up." The plan is to form partnerships with a thousand groups across the country, from predominantly Latino labor organizations, publications, financial institutions, and churches to high schools, college groups, and Latino organizations. "We want to penetrate every level of the Latino community," said Andrade.

A second, even more ambitious goal is to develop 150,000 new leaders by the year 2000, and increase Latino officials from the current 5,000 to 50,000 by the year 2025. The answer: more leadership programs that by the year 2000 exist in every state throughout the country. While the institute primarily targets the Midwest and Northeast, the goal is to spread "deep," as Hernández put it. It is expected that offices will be opened in key Hispanic areas, such as California, Florida, and Rhode Island.

"We want these programs to have a life of their own," said Hernández, who has seen many communities implement programs on their own, once established.

Andrade calls it "leadership within various spheres of influence," and says, "we need leaders in the workplace, in high schools, on campus, in professional associations and community-based organizations."

The leadership programs will also expand to include high schools and colleges, primarily in the Midwest and Northeast, teaching students the importance of voting, engaging in the political process, and impacting decisions. Other areas of outreach will be community programs in policy development, candidate training, and campaign management. Although many community members and students learn from seminars and workshops at the conferences, the institute wants to bring more of its programs into home towns and cities.

Many would say that Andrade's vision is a big stretch of the imagination, that strategy may be one thing, but getting there is another. To that, Andrade responds, "When they've seen what we've done, people have given us the benefit of the doubt."

Asked what he considers his true successes, Andrade was likely to describe them quantitatively, adding, "What I have seen is people making decisions about what they want to do with themselves. When I see young people wanting to lead, giving to their community...really taking this to heart...this is so gratifying."

After all, Andrade's greatest wish, after 30 years of politicking and educating, is for new leaders to continue his vision. "I see more of our young people believing we can control our destiny," he said.

"We could run this country. After all...why shouldn't we?"

Teaching *Spanish* to *Hispanics*

Good Programs Need Replicating

BY
NELLY MELLANDER

I recall with mixed emotion those who tell me how beautifully their grandparents spoke French or Italian or what have you. They apologize for not speaking or understanding the language of their ancestors. There is a sense of loss.

It is even more painful to me, being Hispanic, when Hispanic Americans or, more precisely, Americans of Spanish or Latin American heritage, proudly proclaim the fluency of their forebears. More often than not, they, themselves, can't speak Spanish. Not well enough to preclude embarrassment when they try. They have lost part of their heritage.

A Growing Population

The number of Hispanics in this country is not insignificant. Due to continued immigration and a prolific natural increase, those numbers are destined to rise. It has been projected that U.S. Hispanic population figures will increase from approximately 27,692,000 in 1995 to 34,818,000 in the year 2000. Young Hispanics, ages 19 or lower, are already the largest subgroup of America's youthful population.

It is also estimated that Spanish–the world's fourth-largest language–will have 400,000,000 speakers by the year 2000. It will then have as many native speakers as English.

Given the normal desire of immigrants and first generation children to "integrate" as fully and as completely as possible, many wish to learn English as quickly as possible. Their desire to learn and speak English is strong and pervasive.

There are many other reasons why they drift away from Spanish. If they are born in this country, they attend English-language schools. So they could hardly learn formal Spanish in their elementary years. Later, when they are in high school, many are not permitted to enter regular Spanish-as-foreign-language classes because they are

> ***"Chicanos, Cubans, and Puerto Ricans enjoy their own different ways of doing things, of organizing their thoughts, and of expressing their realities."***
>
> FRANCES APARACIO

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too proficient.

"Proficient," for many have learned to speak Spanish, albeit with a high degree of slang. Unfortunately, what has been termed Spanglish (a mixture of English and Spanish words), therefore, incorrect and incomplete as their knowledge of Spanish may be, many are not permitted to study Spanish in high school.

A logical solution, employed by far too few high schools, is to offer Spanish classes for native speakers or for those whose verbal skills deny them entrance into regular foreign language Spanish classes.

College Teaching

Those of us who teach at the college level always have a collection of Spanish-speaking Hispanics in our classes. They come for many reasons.

A few believe it will be an easy class. After all, they speak Spanish at home so they think they can float by. But for many, their inability to read Spanish, much less understand grammar, classifies them not that far ahead of non-natives in the class who had the benefit of studying Spanish in high school. In fact, they are sometimes painfully behind.

Many students study Spanish in college because they realize that it is an important part of their heritage. They know their lives can be enriched when they learn the native tongue of their grandparents or parents. They have a passionate yearning to know, to understand, to connect.

Others are more pragmatic. They know there are business advantages internationally and also domestically. There is a growing market for Spanish-speaking businesspersons.

In most of our colleges and universities, Spanish is taught as a foreign language, just like any other foreign language, and it is geared to non-native speakers. Well-designed programs for Hispanic bilingual students rarely exist.

The few that do have well-articulated programs are located in heavily Hispanic-populated areas. Exceptional ones can be found at the University of Miami, Florida International University, Miami-Dade Community College, the University of Florida at Gainesville, the University of Nevada at Las Vegas, and the University of Arizona at Tucson. These courses are frequently dubbed "Spanish for native speakers."

But the majority of our colleges and universities have not designed programs to meet the specific needs of these students. I am sure that Spanish teachers throughout the country have learned that different approaches have to be developed and utilized with these students. Yet, definitive procedures and guidelines have not been widely adopted. Each teacher adapts as best she or he can.

Key Elements

But the issue has become of such moment that teachers, researchers and authors have begun to address it. Their recommendations fall into three general categories.

1. The Teacher

Perhaps the most important ingredient in successfully helping native speakers is the effectiveness and empathy of their teacher. If a teacher is critical of varying linguistic styles or regional differences, the student is not well served.

I remember teachers who worked with me in California who embarrassed Chicano students over their regionalisms. Other teachers ridiculed students by asking such question such as, "You mean you are Mexican and you have never heard of Octavio Paz?" Puerto Ricans and Cubans have long been criticized for their pronunciations and syntax.

Those attitudes are uncalled for and counterproductive.

Teachers of English do not, by and large, denigrate nor make fun of native English students who bring their mid-western, southern, or "Brooklyn" accents, and linguistic variations to the classroom.

Grammar and correct usage must, of course, be emphasized. But regionalisms are neither a sign of, nor characteristic of, uneducated persons. As Professor Frances Aparicio has noted, teachers "should be sympathetic to all Hispanic groups and their differences, flexible toward regional linguistic differences, nonimposing of his/her own dialect or mode of speech." (Aparicio, 1983)

2. Proficiency

These students' levels of expertise vary widely. Some are orally articulate and quite proficient but many others aren't. Even among those who can speak effectively, many can neither read nor write–at even an elementary school level. Grammar and syntax are as alien to them as one can imagine.

3. Similarities and Differences

Hispanic-Americans are united by customs, languages, religion, and values. That is a given–and it is accurate. However, there are also many differences. Students' particular cultural heritage influences their specific variety of Spanish, a point made elegantly by Professor Aparicio when she wrote, "Chicanos, Cubans, and Puerto Ricans enjoy their own different ways of doing things, of organizing their thoughts, and of expressing their realities."

Teachers wishing to help those students are well-advised to acquaint themselves with the learning styles and cultural differences of their students.

Teaching Materials

Another scholar, Ana Roca, has surveyed the variety of textbooks specifically designed to teach Spanish to native speakers. She points out that since Spanish has traditionally been taught as a foreign language, most of the textbooks and other teaching materials were prepared in that format.

What little has been produced for this discrete population of Spanish speakers has highlighted the linguistic variables, the culture, and the literature of Mexicans first and Puerto Ricans second. Specific teaching materials for Cuban Americans and other more recent immigrant groups, i.e., Nicaraguans, Guatemalans and Salvadorans hardly exists.

Teachers have been forced to scramble–to improvise–to meet the needs of students desirous of learning Spanish, who bring a wide variety of reading, speaking, and writing skills. Degrees of motivation and at times a latent resentment of the majority culture impregnates the classroom dynamics.

A few textbooks have been developed for them. A highly respected one is *Español Escrito*, by Guadalupe Valdes and Richard V. Teschener. The expanded fourth edition includes a student workbook, a cassette, and other additions.

Another popular text is *La lengua que heredamos*, by S. Marques.

Ana Roca has pioneered efforts on how best to serve these students. She has developed a series of pragmatic suggestions on teaching Spanish to native speakers at various levels of instruction. She recommends the following:

- Dialogue journals. Students can keep a journal in which they communicate in writing with the teacher. Dialogue journals provide the student with writing practice and show the teacher how the student is progressing in the development of writing skills.
- Vocabulary expansion assignments. These are exercises that allow students to use new words, through activities such as creating sentences that include the new vocabulary.
- Translations. Students can develop writing skills and learn vocabulary through translation of literature and other materials. Translation "offers students the opportunity to discuss linguistic differences between both languages at the written level and to realize that there are alternatives, or various ways of expressing an idea" (Aparicio, 1983).

Ana Roca has developed a series of pragmatic suggestions on teaching Spanish to native speakers at various levels of instruction.

Regionalisms are neither a sign of, nor characteristic of, uneducated persons.

- Composition writing. Individual and group edition of sample compositions can provide students with writing practice and allow feedback from peers.
- Oral and aural practice can be provided through class discussions and oral presentations, opportunities to listen to guest speakers, interviewing and reporting in Spanish, and use of audiovisual materials, such as films on video. (Sample films include *El norte*; *Yo soy Pablo Neruda*; *El hombre mirando hacia es sudeste*; *Mujeres al borde de un ataque de nervios*.) Also, several Spanish language television stations are available in the United States.

- Satellite television can also internationalize the class through live transmissions from Spanish-speaking countries.

(For details on these and other recommendations, see Roca, 1992.)

Conclusion

The need exists to help Hispanics learn Spanish. There are cultural, societal, as well as pragmatic reasons to do so. A few good textbooks exist to address the issue. Perhaps more colleges and universities will now understand the uniqueness of this need and move to address it. If more or new courses are offered, it is important to remember that the attitude and the empathy of teachers are the most important ingredients in helping Hispanics recapture part of their heritage.

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Courageous, Comprehensive, and Compassionate Reporting

Columbia University Awards Cabot Prizes

BY
KIM BROCKWAY AND
VIRGIL RENZULLI

Four journalists from Mexico, Peru, and the United States have been selected by Columbia University to receive the 1998 Maria Moors Cabot Prizes for courageous, comprehensive, and compassionate reporting on Latin America.

In their 60th year, the awards are presented to those who have reported on the southern hemisphere with a longtime commitment to inter-American understanding and freedom of the press.

Blancornelas was brutally ambushed on November 27, 1997, by a half-dozen gunmen, who sprayed his car with bullets, killing his driver and critically injuring the editor.

J. Jesus Blancornelas, 1998 Cabot Winner

Prizes were presented October 22 by Columbia President George Rupp and Journalism Dean Tom Goldstein to:

J. Jesus Blancornelas, editor-in-chief and co-founder of the weekly newspaper *ZETA* of Tijuana, Mexico; Edmundo Cruz Vilchez, investigative reporter for *La República*, Lima, Perú; Andrés Oppenheimer, foreign correspondent and columnist, *The Miami Herald*, Miami, Fla.; William Lawrence (Larry) Rohrter, Jr., Caribbean and Central American correspondent of *The New York Times*.

Founded in 1938 (and first awarded in 1939) by the late Godfrey Lowell Cabot of Boston as a memorial to his wife, the Maria Moors Cabot prizes are administered by the Columbia University Graduate School of Journalism. Each winner receives a Cabot gold medal and a $1,500 honorarium. With this year's awards, 218 prizes and 49 special citations will have been conferred on journalists from more than 30 countries.

The prizes, the oldest international awards in journalism, are awarded by the Trustees of Columbia on the recommendation of the dean of the Journalism School. An advisory committee of journalists and educators concerned with hemisphere affairs assists the dean. Nominations are also sought from news organizations and individuals throughout Latin and North America. Director of the advisory committee is Frank N. Manitzas, who has reported from Latin America since 1960 as correspondent for the Associated Press, McGraw Hill News Service, CBS, NBC and ABC. Minitzas, former Latin American Bureau Chief for *ABC News*, is himself a Cabot Prize medalist.

J. Jesus Blancornelas, 61, of Mexico, has consistently pushed during four decades as a journalist to uncover wrongdoing by corrupt government officials, drug traffickers, and plotters of political homicide. His courage and willingness to face personal risk almost cost him his life last year, when he was gunned down by triggermen of a leading drug car-

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tel who were angered by revelations in his articles.

Born in San Luis Potosí, Blancornelas began his career in 1956 as a sports reporter at *El Sol de San Luis* and then joined *El Mexicano* in Tijuana, where he became editor of the *Center de Baja California* edition. In 1964, he went to work for *La Voz de la Frontera* of Mexicali and four years later was named editor-in- chief.

There his reporting on corruption began to draw fire. He was ousted from his post at *La Voz de la Frontera* in 1974 and from his subsequent jobs as editor of *El Imparcial* of Hermosillo, Sonora, in 1975 and editor of *Noticias of Tijuana* in 1976. He decided he had to create his own publication and helped found, as chief editor, ABC of Tijuana, the first daily in Baja, California, to share ownership with its workers. He published a book, *BIEBRICH: Crónica de una infamia*, an expose of a young protege of then-president Luis Echeverria. Within the year, police assault troops entered the *ABC* offices and threw the editor out. Blancornelas fled to exile in the U.S., where he remained for the next two years.

In 1980, he co-founded *ZETA*, which initially was printed in the U.S. and distributed in Mexico. When the government withdrew its charges against him in 1982, Blancornelas moved *ZETA* to Tijuana, but threats continued. The paper's machines and automobiles were seized by the government, bullets ripped through the front of *ZETA* offices in 1987, and, in 1988, his partner and co-founder, Hector Felix Miranda, was assassinated.

Blancornelas was brutally ambushed on November 27, 1997, by a half-dozen gunmen, who sprayed his car with bullets, killing his driver and critically injuring the editor. The bullets traversed his liver and lungs, and a fragment lodged in his spinal column near his heart. The attack nearly killed him, but it did not break his spirit: within three months, he again began writing his weekly column in *ZETA*, often about the grip that drug traffickers have on Tijuana.

Blancornelas has received many honors, including the International Press Freedom Award by the Committee to Protect Journalists, the Freedom to Write Award by the PEN Club of Los Angeles, and the Media Freedom Award by the San Diego Press Club.

He is writing his fourth book on Mexico's politics, *Caso Colosio (The Colosio Case)*, about the promising political career of Luis Donaldo Colosio Murrieta, who was killed in 1984. Last year, his third book, *Una vez nada mas (Once, Not More)*, also about politics and corruption, was published.

Edmundo Cruz Vílchez, 60, of Peru, has covered military and intelligence issues for more than a decade. His work has discovered and documented corruption in arms purchases, military assassinations of suspected civilian leftists, and executions of intelligence officers within the ranks. He has also covered Peru's border conflicts.

Edmundo Cruz Vilchez, 1998 Cabot Winner

Edmundo Cruz Vílchez, of Peru, has discovered and documented corruption in arms purchases, military assassinations of suspected civilian leftists, and executions of intelligence officers within the ranks.

Graduated in 1960 from the Universidad Nacional Mayor de San Marcos in Lima with a degree in journalism, Cruz was named editor of the Marxist weekly *UNIDAD* in Lima and also taught journalism at the Escuela Superior Jaime Bausate y Meza and at the University San Martín de Porres.

His career began at the daily *La Razón*, where he became co-editor in 1986, and the weekly *Sí*, where he was an investigative reporter from 1989 to 1994. From 1995 he worked at the prestigious daily *El Mundo* and at *El Sol*, moving to *La República* in 1996.

Among his major reports, Cruz uncovered the abortive coup d'etat in 1990 against then-President Alan García; revealed in 1992 the embezzlement of money for arms purchases by naval officers in the Peruvian embassy in Washington; disclosed in 1993 the sale of military secrets of Peru to Ecuador by alleged American spy Frederick Hamilton; pieced together in 1993 the identity of the secret intelligence unit that executed nine young persons in retaliation for a terrorist act that they had not committed; revealed in 1996 a plan to assassinate a well-known television commentator and constant government critic César Hildebrandt; and documented with photographs in 1997 the army's tunneling under the Japanese embassy in Lima, which had been captured by terrorists.

Cruz has won the National Journalism Award in Human Rights, given by the National Coordinator of Human Rights in Peru, and the Gold Pencil Award by the Press Club of Lima.

Andrés Oppenheimer has covered Latin America for more than 20 years and is widely known throughout the Americas for his books on Cuba and Mexico. His biweekly column, a cutting-edge analysis of the hemisphere's contemporary affairs, appears in *The Miami Herald* and in the Spanish publication *El Nuevo Herald*, which is syndicated to 30 newspapers in Latin America.

Born in Buenos Aires, Oppenheimer studied law at the University of Buenos Aires and left Argentina after the military coup in 1976. He received a fellowship from

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Andrés Oppenheimer, 1998 Cabot Winner

William Lawrence Rohter, Jr., 48, has been Caribbean and Central American correspondent for *The New York Times* since 1994 and will become bureau chief early next year in Rio de Janeiro. He has covered Latin America for the past 25 years, serving as Mexico City bureau chief for the *Times*, Brazil correspondent and Latin America bureau chief for *Newsweek*, and correspondent for a Brazilian communications company.

Topics of his recent reporting have included the exhumation of mass graves in Guatemala, the continuing problems of United States bases in Panama, the impact of deporting Salvadoran gang members home from American jails, investigations of the Cuban exile community in Miami, and the abortive efforts by exile leaders to overthrow or assassinate Fidel Castro.

Rohter began at the *Times* as a metropolitan reporter in 1984. Three years later, the paper named him bureau chief in Mexico City. He became a cultural correspondent in the Los Angeles bureau in 1990 before beginning his present post in July 1994.

Before joining the *Times*, Rohter worked in the New York bureau of *Rede Globo*, the Brazilian communications conglomerate, from 1971 to 1974, contributing to news and entertainment programs. He moved to *The Washington Post* in 1974 as cultural reporter and arts critic. In 1977, he went to work for *Newsweek* in Brazil as correspondent and then bureau chief, later transferring halfway around the world to China to become its Peking bureau chief and Asian regional editor.

Rohter was born in Oak Park, Ill., and studied politics and modern history at the Columbia University School of International and Public Affairs and East Asian Institute.

the World Press Institute and in 1978 earned a master's degree at the Columbia University Graduate School of Journalism. That same year he wrote an op-ed article for *The New York Times* criticizing the human rights abuses of the ruling military junta in Argentina. That, he says, blocked his entry to Argentina for several years.

Oppenheimer began his reporting career in the United States as a translator for the Associated Press in New York, on the overnight shift. He then went to work for *The Miami Herald* and served as its bureau chief in Mexico City, a business writer in Miami, and, finally, a foreign correspondent and columnist.

Oppenheimer was a member of *The Miami Herald* team that shared the 1987 Pulitzer Prize for its reports on the Iran-Contra scandal. He also has won Inter American Press Association (IAPA) awards for investigative reporting and columns in 1989 and 1994, Spain's Ortega y Gasset Award in 1993, as well as the print reporting prize from the National Association of Hispanic Journalists in 1997.

He is the author of two books: *Castro's Final Hour: An Eyewitness Account of the Disintegration of Castro's Cuba*, in 1993, and *Bordering on Chaos, on Mexico*, in 1996.

Andres Oppenheimer has covered Latin America for more than 20 years and is widely known throughout the Americas for his books on Cuba and Mexico.

William (Larry) Rohter, 1998 Cabot Winner

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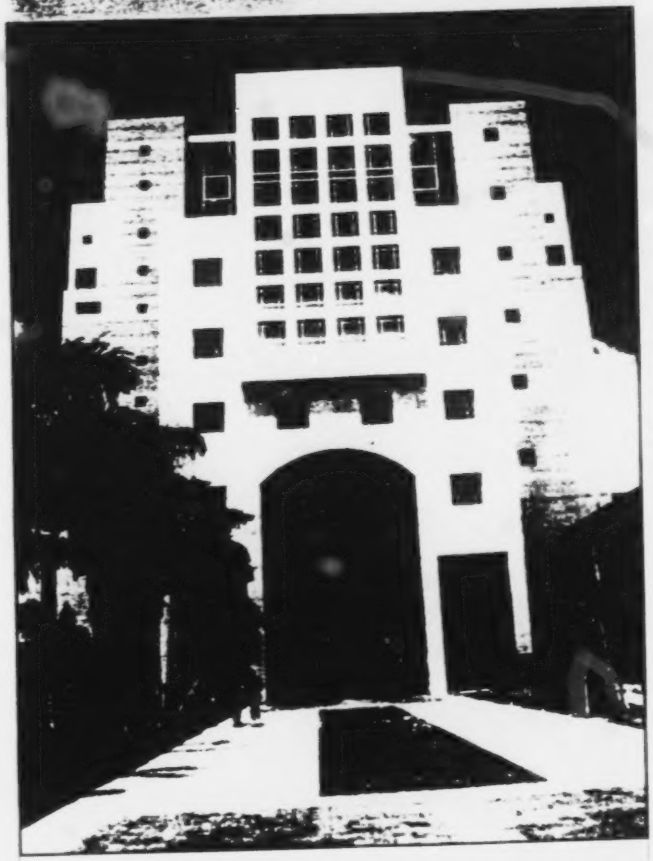
The Honor Roll

Florida International University

Art, Architecture, Aerospace...and Affordable

BY ROGER DEITZ



Florida International University Green Library

Modesto A. Maidique, the fourth president of Florida International University (FIU), proudly offers an anecdote from the occasion of FIU's 25th anniversary. He recalls that Butler Waugh, professor of English and the first university employee hired by founding President Charles Perry in 1969, reminisced at the ceremony about FIU's early days. Maidique says he was heartened to hear Waugh observe, "FIU is one of the most diverse universities in the United States. It's no accident. FIU's diversity was planned from the beginning."

Maidique cites Waugh's first-hand personal recollection to illustrate that diversity is not an afterthought at FIU, that inclusiveness came from a blueprint as exacting as those drawn up for the university's many beautiful buildings. Maidique agrees with Waugh's assessment, adding, "The diversity of the FIU community, students, faculty, staff, and alumni, is one of the university's greatest strengths, and we have designated diversity as one of the strategic management philosophies guiding the university's operations."

Few locations in the United States have a greater Hispanic presence than do Miami and South Florida. Maidique further reminds us that no institution can match Miami's Florida International University for reflecting and serving its community. For a phenomenal quarter century of growth and for community service, we welcome Florida International University to the *Hispanic Outlook* Honor Roll.

President Maidique believes that another key strength of FIU is the close relationship that the school has enjoyed throughout its history with the residents of Greater Miami. "When we opened our doors in 1972," Maidique remembers, "we were fulfilling a vital community need: Miami was the largest city in the country lacking a public baccalaureate-granting institution. Over the years, we have done all we can to ensure that our programs of teaching, research, and service

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Modesto A. Maidique, president, Florida International University

help solve the problems of our diverse, urban community. The College of Education's programs with the Miami-Dade County Public Schools, the Southeast Florida Center on Aging, the Small Business Development Center, the Immigration and Ethnicity Institute—these are but a few examples of programs that reach out to enhance the quality of life throughout South Florida."

Florida International University is one of Florida's 10 state universities. This public doctoral-granting institution offers nearly 250 degree programs, conducts basic and applied research, and provides public service. For the past three years, *U.S. News and World Report* has ranked FIU among the top 100 public national universities in its annual survey of "America's Best Colleges." FIU has also been recognized as one of the nation's top 10 public commuter universities by *Money* magazine. Perhaps of greater interest to those who must foot the higher education bill, the September 1998 issue of Kiplinger's *Personal Finance Magazine* designated FIU among the top 20 "Best Values" in U.S. higher education.

FIU is a member of the National Association of State Universities and Land-Grant Colleges, one of the nation's oldest and most prestigious higher education associations.

Florida International University opened its doors for classes in 1972 with 5,667 students. That's the largest opening-day enrollment in U.S. collegiate history. Today, the school enrolls more than 30,000 students, has 900 full-time faculty, and boasts approximately 80,000 alumni. That makes the institution the largest university in South Florida, with the largest university alumni group in Dade County. That enrollment figure also places the school among the nation's top 25 largest colleges and universities.

Today, more than half of all degrees awarded by universities in Dade County are conferred by FIU.

Honor Roll Facts in Brief

INSTITUTION:
Florida International University

LOCATION:
University Park
Miami, FL 33199
(305) 348-2000

ESTABLISHED:
1965

ENROLLMENT:
Over 30,000

DEGREE OFFERINGS:
Certificate
Associate's
Bachelor's
Master's
Doctorate

ANNUAL TUITION:
$1,875 (in-state, tuition and fees)

NUMBER OF FACULTY:
1,083

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Accounting
Biology
Chemical Engineering
Cuban & Cuban American Studies
Logistics
Music Education
Performing Arts

INTERNET (Website) ADDRESS:
http://www.fiu.edu

The school has two campuses–the 344-acre University Park Campus in western Miami-Dade County and the 195-acre North Campus on Biscayne Bay in northeast Miami-Dade County. There are also two educational sites that serve neighboring Broward County. In addition, Florida International offers classes on the Homestead Campus of Miami-Dade Community College and recently established a major research facility, the 40-acre Center for Engineering and Applied Science, near University Park. The school has grown in other ways as well. The university's 1996-97 operating budget has grown to $286 million. Its 2,500 full-time employees now make the institution Dade County's 20th largest employer with an estimated economic impact of more than $1 billion on the South Florida economy.

In the Spring of 1997, the Florida Board of Regents approved the establishment of a School of Architecture at FIU. The new school offers a bachelor's degree in architectural studies and in interior design, a master's of architecture, and a master's of landscape architecture. The school enrolls approximately 300 students. FIU's Future Aerospace Science and Technology Center (FAST) for Space Cryoelectronics is a program created by the College of Engineering to provide career opportunities, particularly for undergraduate minority students, to get involved in the high-tech field of scientific research. The program offers hands-on experience and focuses on low-temperature microwave electronics and advanced materials for space applications. The center is made up of approximately 30 percent Hispanic students, 22 percent women, 20 percent African Americans, and 24 percent representing other nationalities. University-wide, Hispanic students make up 50 percent of the FIU student body. The ample percentage grows to 56.7 at the University Park Campus. African Americans account for 14.5 percent of the student body. 57 percent of FIU students are female. According to reports of its Office of Institutional Research, FIU awarded 2,716 degrees to minorities (68 percent of the graduating class) for the 1997-98 academic year. Statistics also show that FIU is a leader among U.S. institutions of higher education in the number of Hispanics it graduates. Students can select from 103 bachelor's, 102 master's, or 42 doctoral programs in 15 colleges and schools. Ninety percent of the university's faculty hold doctorates or terminal degrees in their field. The ratio of full-time students to faculty is 18:1.

Research, a major component of the FIU mission, is becoming a more important part of the FIU picture. Sponsored research funding such as grants and contracts from external sources grew nearly five-fold over the last decade, from $6 million in 1985-86 to more than $30 million in 1996-97.

Everything about the school reflects unprecedented growth. A quarter century ago, FIU art students found themselves painting and sculpting inside old airplane hangars that had been hastily converted to classroom space. The hangar doors were kept wide open to take advantage of faintly stirring breezes because there was no air conditioning. Today, FIU is raising funds to build a $10 million art museum that will showcase the works of world-renowned artists, students, and faculty.

Eduardo Hondal, director of the Office of Alumni Affairs, agrees with President Maidique that FIU has come a long way in its first 25 years. Both suggest that the next 25 years should be even more dynamic. Maidique and Hondal predict the establishment of new professional schools, including a law school and a medical school; an increase in sponsored research and recognition as the premier research university in the region; a student body of 45,000 students; and even a Division-IA football program.

FIU's intercollegiate athletic teams compete in the National Collegiate Athletic Association (NCAA) Division I, the nation's most competitive sports division, and in the Sun Belt Conference. At present, 16 sports programs are offered, including basketball, track and cross country, golf, tennis, soccer, volleyball, softball, and baseball. The university's primary sports facilities include Golden Panther Arena, a building that seats 4,500, the FIU Community Stadium, and lighted baseball and soccer fields.

Maidique envisions an FIU future as phenomenal as its past. By its 50th year, he predicts, "FIU will climb into the top five or ten of the largest universities in the United States."

"The math is simple. If we've accomplished in 25 years what it has taken other institutions over 200 years..., then at the rate FIU is moving now, it's going to happen sooner [rather] than later."

He then adds whimsically, "What I wouldn't give for immortality! If I had FIU for just a hundred years more..."

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Ecology Textbook Breaking Publisher's Records

University of New Mexico Author Molles Talks about His Work

BY
CAROLYN GONZALEZ AND
ADALYN HIXSON

A new textbook, *Ecology: Concepts and Applications*, is setting records for sales and adoption by universities. McGraw Hill tells its author, Manual C. Molles, Jr., "we've never had a new book do so well" in the early stages of its distribution.

The publishers tell him too that people find the book "accessible and interesting" and that it's exceeding all their expectations.

Molles' e-mail tells him that it's being adopted as a textbook at the University of Wisconsin, at San Diego State, and at points in between–one of them very close. An associate at the University of New Mexico, Bruce Milne, is using it for Biology 310: Principles of Ecology.

"It feels good to produce something respectable and accepted by colleagues," says Molles, who expresses surprise at the book's success. "Biostatisticians are excited about it. It removes the mystique of the mathematical side of the study–both through the prose and the graphics."

One outcome of the book's readability is that Molles has been invited to work on the nature of scientific evidence for the National Center for Ecological Analysis and Synthesis.

Molles, the grandson of Portuguese immigrants, has been on the faculty of the UNM biology department since 1975, and has taught general biology for 14 years.

"My undergraduate work," he tells *HO*, "was at Humboldt State University in California, my Ph.D. work was at the University of

> ***McGraw Hill tells its author, Manual C. Molles, Jr., "we've never had a new book do so well" in the early stages of its distribution.***

Author Manuel Molles shows off the layout and design of his new book

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"The course [Field Ecology] attracts more students than any other course in our department."

Arizona in Tucson, and then I did my graduate research in Guyamas, Mexico, at the University of Monterey's marine lab."

"One of my objectives in writing this book was to write something that anyone could sit down and read, understand, and enjoy. I wanted to communicate clearly to as broad a spectrum of people as possible. That is one of the goals that I have in my own teaching, and I've tried to do that in the book."

Molles had worked as an apprentice on the widely used text *Biology*, by Curtis and Barnes. And he paid attention to the questions students had about other texts.

Each section in his own textbook begins with a quote. Initially Molles sought quotes from the sciences, then found that people in the arts and in the humanities, as well as students from his classes, also expressed with eloquence his thoughts and sentiments.

Asked about his teaching experience, Molles tells *HO* he has taught general biology, field ecology, general ecology, oceanography, and more, and that his favorites are general biology, "which deals with the most basic, fundamental aspects of the field," and field ecology, "which is centered on the ecology of the Rio Grande. The course is called *Bosque*, which means forest in Spanish. It is the local New Mexican name for the riverside forest that grows along the Rio Grande here. Everyone calls it the *bosque*. "I had spent a lot of time taking students down to Mexico and Jamaica and, some years ago, decided to focus on a local ecosystem, in particular the ecosystem that I spend most of my time working on as a researcher. It really has been a great thing for the students and for my own research.

"I wanted to show the students here at UNM what an amazing and fascinating and complex place was right in their back yard. You don't have to cross to the other side of the world to find really interesting systems."

Molles says his course is open to "everyone from the typical undergraduate student to local artists, interested community members, and graduate students. And in my course this semester are two women responsible for managing a whole Rio Grande State Park. They're taking the course just to find out how academic types think about the place. They're the people who issue me my Special Use Permit. And it's really useful to the students to have their management perspective....

"The course attracts more students than any other course in our department. I have to turn students away because we have to limit it to about 20, and I have about 60 or so that try to sign up every semester. It is the kind of course that just grows and helps me and the students to grow."

Molles says he has two major objectives for the course: one is to teach the ecology of the particular ecosystem, and the other is to teach students "how to do science–how to formulate hypotheses, design experiments, gather data, manage data, write professional papers, give professional talks." He finds that using a local ecosystem of special significance as a vehicle makes the course seem easy to the students, as well as enjoyable.

HO talked with Molles about the traditional exclusion of minorities from historical accounts. He notes that in his book, "I allow the people who have created the discipline to come forward and stand by their work. And I use them to help tell the story."

"I think we are fortunate in ecology in particular that women have made major contributions since the earliest times–not only in North American ecology but in other parts of the world as well. The other thing I tried to do is give it more of an international focus, so there are examples drawn from all over the world."

Molles spent five years working on the book, and says that it was only through the support and encouragement he received from the university community that publication was made possible.

"To everyone–from Bill Gordon stopping me in the mornings to ask, 'How's the book going?' to the people in CSEL who gave me a carrel to work in–I want to say thank you. The book's success is attributed to the good working conditions that fostered it."

The book is, of course, printed on recycled paper.

"In ecology in particular...women have made major contributions since the earliest times–not only in North American ecology but in other parts of the world as well."

PROFESSOR MANUEL C. MOLLES, JR.

Hispanic Headliners in Kansas

Families and Faculty at Garden City

BY
STEVE QUAKENBUSH

> ***"Lydia has worked with the LULAC Education Service Center for 20 years, has received numerous awards, and has been a role model for all generations."***
>
> TI CRUZ, GARDEN CITY COMMUNITY COLLEGE COMMISSIONER

A Lifetime of Unselfish Commitment

In October, Lydia Gonzales, director since 1978 of the LULAC Education Service Center in Garden City, Kansas, traveled to Chicago to receive a Lifetime Achievement Award from the United States Hispanic Leadership Conference.

"This award is presented to individuals whose lifetime of unselfish commitment to serving humanity has improved the quality of life for others," said USHLC president Dr. Juan Andrade.

Gonzáles, who recently became assistant director of the Talent Search federal grant program at Garden City Community College, has served at the LULAC center, based on the college campus, since it opened. LULAC stands for League of United Latin American Citizens.

Lydia Gonzales, assistant director of the Talent Search federal grant program at GCCC

"Over the years, Lydia has been incredibly involved with educational issues as well as with political issues on a local as well as a national level," said Yvonne Vázquez, Kansas-Missouri director of the LULAC National Education Service Center. Vázquez was one of three people who nominated Gonzáles for a place in the LULAC National Women's Hall of Fame, an award that she received in March.

Kansas LULAC Director Michael L. Martinez cited González for her service in voter registration and senior housing as well as for other activities.

"The respect and admiration of her fellow Kansas LULAC members is something she has earned through years of hard work in the areas of civil rights and civic involvement," he said.

Garden City Commissioner Ti Cruz cited Gonzáles for establishing scholarships for students, boosting voter registration, implementing a community Hispanic leadership program, helping through petition efforts to defeat English-Only legislation in Kansas, serving on the National Hispanic Council on Aging, and playing an instrumental role in starting and helping to oversee Garden City's Mira Vista senior housing project.

"Lydia has worked with the

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LULAC Education Service Center for 20 years, has received numerous awards, and has been a role model for all generations," Cruz said.

"Working with young people in Southwest Kansas–that's what has really been the most rewarding," said Gonzáles. "This award isn't just my award. I think it's a recognition of Garden City and Southwest Kansas. It's a team effort as we work to expand the opportunity for education to young people, because this is an effort that involves so many individuals."

The LULAC center has helped Hispanic students stay in school and advance to college, take career-inventory tests, attain financial aid for college, involve themselves in educational field trips, manage fees for ACT testing, and receive individual counseling for education and career decisions. Her new job, based on the GCCC campus, will also be aimed at helping young people stay in school and attain maximum success.

Gonzáles added that she considers it gratifying to be involved in HALO. She sponsored the HALO chapter at GCCC, which is among the most active student organizations on the Garden City campus. HALO has also benefitted from the honoree's support at all levels.

Among the high profile activities involving LULAC and HALO is an annual Hispanic Student Day that draws hundreds of Southwest Kansas high school students to Garden City.

Gonzáles earned an associate's degree from GCCC in 1977, and a bachelor's in education from St. Mary of the Plains College, Dodge City, in 1980.

She was appointed by the Kansas governor to the White House Conference on Families, was named the Garden City Business and Professional Woman of the Year, earned the Outstanding Service Award of the Kansas Advisory Council for Vocational Education, was listed in a Kansas journal of Hispanic profiles called *The King's Highway*, was named the GI Forum Woman of the Year, earned recognition for service to students from the University of Kansas, received a recognition award from the Hispanic Youth Empowerment project of the United States Hispanic Leadership Institute, and was selected as a role model for all generations by earning a 1997 Buena Gente Hispanic Leadership Summit Award.

> ***"...I had an image of my small, delicate mother as a maid, as a field laborer. I had an image of her working for 10 long years in the beef plant. I realized that it is because of my mom's hard-working hands that I've become the person I am today."***
>
> COMMENCEMENT KEYNOTER GABRIELA AMADA VEGA

Gabriela Amada Vega, GCCC graduate

• • •

Mamacita, This Plaque Is for You

During her keynote address at the 78th annual commencement ceremony of Garden City Community College, new graduate Gabriela Amada Vega recalled a memory from her seventh year. Her parents were laborers who struggled to earn a living in the farm fields of Colorado.

"My mother, a delicate woman, worked very hard," said Vega. "On one occasion I proudly proclaimed...that when I was older, I would work and help them out."

"She turned to me, gently caressed my cheek, and said something that has followed me throughout life.

"Mi querida hija, my beloved daughter. I don't care about material possessions. All I want is for you to go to school and become an educated ~~and~~ enlightened lady. A person who works not just with her hands, but with her mind, is more precious than one who works with her hands alone."

Vega, who was headed for Washburn College with a scholarship, wore the cap and gown that symbolizes the accomplishment that her mother had always hoped she would attain. Draped over her gown was the gold stole signifying membership in Phi Theta Kappa, a selective academic honor society.

Vega also captained the GCCC forensics team, and competed at the national level; earned numerous scholarships; took an active role in the Hispanic American Leadership Organization; served as student government vice president; and balanced her studies with a dispatching job in the communications division of the Garden City Police Department.

"Traveling the unworn path has not been a simple task," Vega explained. "It has taken additional tutoring, dedication, time, and the devotion of all the people at our college."

She reminded her listeners that it also took others to create success for each of the graduates in the crowd–those who had completed college degrees as well as a corps of students who had come to receive GED equivalency high school diplomas.

And she had another recollection to share with the crowd.

"Three weeks ago, I got home from work, told my mom that I had been chosen to speak at graduation, and showed her the plaque I received for being selected," Vega recounted. "She was ecstatic. She told me excitedly that she wanted to put it in the living room so everybody could see how talented her Gabby was."

"I started to tell her that I was taking it when I moved," Vega continued, "but in mid-sentence I had an image of my small, delicate mother as a maid, as a field laborer. I had an image of her working for 10 long years in the beef plant. I realized that it is because of my mom's hard-working hands that I've become the person I am today. It is because of her lifelong struggle to educate and enlighten me that I have achieved my goals. It is because of her devotion and love that I forge ahead in search of new dreams."

"It is true, your options are wider when you can work both mentally and physically," said the determined future attorney, "but it often takes the work of one person's precious body to make us appreciate the value of the mind."

Vega then pulled the award from behind the podium and held it high for all to see.

"Mamacita," she said as she focused on the face of Rose Acosta, her mother, seated deep in the crowd, "this plaque is for you."

• • •

Grateful for an Even Start

"Two years ago, I began because a friend invited me, and I'm grateful because I had very poor skills in English," a young father told the Board of Trustees one evening at Garden City Community College as his wife and family stood quietly behind him.

Luis Reyes, who emigrated to the U.S. four years ago from Mexico, had come to the trustee meeting to explain how he had benefitted from the Even Start Family Literacy program, which makes parents and children team members together in building their speaking and writing skills.

In the process, Even Start also addresses one of four key objectives the board has established for the college–development of essential skills.

"I came from Mexico and spoke almost no English, and now I think I'm getting better," Reyes said with a grin at his progress. "It has been a lot of help."

LUIS REYES

In the process, Even Start also addresses one of four key objectives the board has established for the college–development of essential skills.

"I came from Mexico and spoke almost no English, and now I think I'm getting better," Reyes said with a grin at his progress. "It has been a lot of help."

"What helps is that they take care of the children, so you don't have to worry about them while you're learning," added Claudia Reyes, who stood near the door of the board room, holding the hands of the couple's two small daughters.

During the meeting, the college trustees also focused on concerns ranging from state-of-the-art learning technologies to cooperative efforts with other community agencies, to campus construction possibilities and a series of contracts. But they reserved the evening's only round of applause for the quiet determination of the Reyes family.

They and 113 other families are participants in a GCCC Adult Learning Center partnership program with USD 457 that uses classrooms at Garden City elementary schools throughout the year.

The mothers, fathers, and children gather several evenings a week, learning separately and together as they tackle a language that's new to parent and child alike, according to Even Start Coordinator Cheryl Sweley.

The program moved to the college campus for the summer, due to seasonal space needs, but returned to USD 457's classrooms in the fall.

Funded by a $100,000 grant, Even Start operates nine programs at seven Finney County sites, allowing parents to work toward their GED degrees or learn ESL while their sons or daughters participate in early childhood education. Sweley explained that each program has group activities involving family members together, as well as a component of parent education.

"Learning English makes the parents more comfortable about coming in to talk to the teachers and get involved in the schools," said Janie Medrano, who works in the family literacy program and also serves as parent coordinator at Garden City's Buffalo Jones Elementary School.

"It takes the worry off the parents, so they can learn and know that their children are there with them," said Medrano, adding that the group activities are conducted in bilingual fashion so each family can take home lessons to share together.

"I know this program is working," Medrano said. "I knew Luis when we worked together two years ago at IBP, and he spoke almost no English then."

Just days before they arrived at the board meeting, both Luis and Claudia Reyes, wearing graduation caps and gowns, walked across the stage at GCCC's commencement ceremony and picked up their GED certificates.

People-Places-Publications-Conferences

PEOPLE

Mora, Colón Receive Tomás Rivera Book Award

Author Pat Mora and illustrator Raúl Colón are to receive the third annual Tomás Rivera Mexican American Children's Book Award, given by Southwest Texas State University (SWT), for *Tomás and the Library Lady*.

Established in 1995, the award recognizes and honors writers and illustrators of Mexican American children's literature. Books submitted must authentically represent the Mexican American experience of the Southwest.

The award is named for Rivera, a Mexican American author and educator and the first minority chancellor in the University of California system. He earned a bachelor's degree and a master's from SWT.

Mora has published 11 children's books in English and Spanish, as well as five collections of poetry and two volumes of nonfiction.

She has been a recipient and judge of poetry fellowships from the National Endowment for the Arts, and recipient of and advisor on the Kellogg National Leadership Fellowships, and has received four Southwest Book Awards and many children's book awards.

Excellence Awards to Alvarez and Vázquez

Josefina Alvarez, professor of mathematical sciences, and Luis A. Vázquez, assistant professor of counseling and educational psychology, received awards of excellence at New Mexico State University (NMSU).

Alvarez, recognized nationally for her achievements in teaching mathematics appreciation to non-science majors, received a $3,000 El Paso Energy Foundation Faculty Achievement Award, which recognizes faculty members for extraordinary efforts to assure that students receive a high-quality education.

Vázquez, described by students as an inspirational mentor, received a $500 Patricia Christmore Faculty Teaching Award, named for a former faculty member and given to junior tenure-track faculty members for excellence in teaching.

Pizarro Researches Unsuccessful Chicana/o Students

Research shows that failure in school is common for Chicana/o students. Marcos Pizarro, Washington State University (WSU) Comparative American Cultures faculty member, has been trying to find out why and hopes to develop an intervention program that can be used in Chicana/o communities throughout the western U.S.

"Despite decades of investigation into their school failure, as many as half of the Chicana/o students in a given class drop out of school....Addressing this failure has become a matter of urgency," said Pizarro.

Pizarro has been conducting, at UC-Berkeley, a comparative analysis of data he collected over the past three years.

His mentor at Berkeley is Eugene García, nationally known and honored linguistic and cultural diversity expert and dean of the UC-Berkeley Graduate School of Education.

Pizarro has received a $25,000 Ford Foundation Postdoctoral Fellowship for Minorities.

Eva Maya Art Exhibit at USIU

"El Verde de Mexico," an exhibit of Mexican landscapes painted by Latina artist Eva Maya, was shown recently at United States International University (Calif.). The exhibit featured 40 vivid, colorful works created since 1994 by the self-taught native of Jalisco, Mexico.

Born Eva Cisnero de la Torre, Maya has lived and worked in Los Angeles since 1971. She has exhibited since 1993 in California, Utah, Washington, Oregon, Texas, and Florida.

Her work has been featured in shows for the Mexican Cultural Institute in Los Angeles, the Consulate General of Mexico in Salt Lake City, the Daytona Museum in Florida, and the Consulate General of Mexico in Los Angeles.

Serna Named to Legislation and Finance Committee

San Joaquin Delta College (Calif.) trustee María Elena Serna has been named to the 1998-99 Advisory Committee on Legislation and Finance of the California College League of California.

The committee works on the development of advocacy strategies as well, and members provide position recommendations.

In November 1990, she became the first Hispanic woman elected to the board of trustees, and has since served as board president, vice president, and clerk, and chair of its Committee on Relations with Minority Communities. Serna is president of the California Association of Community College

Trustees and a member of the National Latino Trustees Association.

A professional educator since 1973, she earned a bachelor's degree and a teaching credential from the University of the Pacific. At CSU-Sacramento, she earned a bilingual, cross-cultural specialist credential.

San Juan Chairs Cultural Program

An internationally recognized scholar in ethnic and cultural studies, Epifanio San Juan, Jr. has assumed the chairmanship of the Department of Comparative American Cultures (CAC) at Washington State University (WSU).

Working with campus groups, including the Chicano, Asian American, Native American, and African American centers, and expanding and integrating CAC activities with the Women Studies and American Studies programs are among San Juan's primary goals.

San Juan comes to WSU from Bowling Green State University (Ohio), where he was professor of ethnic studies for five years. For 25 years, he taught English and Comparative Literature at the University of Connecticut, with brief appointments at Brooklyn College (N.Y.), the University of Trento, Italy, and the University of the Philippines as a Fulbright lecturer.

He earned his bachelor's degree from the University of the Philippines and his master's and doctorate from Harvard University.

Meléndez Director of Research Center

Dr. Edwin Meléndez has been appointed director of the Milano Graduate School's Community Development Research Center (CDRC) in New York. He will also become a professor in the school's Urban Policy Analysis and Management Program.

The CDRC, established in 1986, develops awareness of and interdisciplinary research in strategies to revitalize poor urban communities. Meléndez, a leader in community development research, was founding director of the Mauricio Gaston Institute for Latino Community Development and Public Policy at the University of Massachusetts in Boston, and has been active in community projects in the Boston area.

He is author and editor of many books, including *Borderless Borders: U.S. Latinos, Latin Americans, and The Paradox of Interdependence* (co-editors, Frank Bonilla, Rebecca Morales, and María de los Angeles Porres), and *Economic Effects of the Political Options for Puerto Rico* (co-editor Angel Ruiz). His most recent research projects addressed Latino leadership opportunity programs and assessment of the HACU demonstration project.

His undergraduate work was done at the University of Puerto Rico; he earned a master's degree at UC-Santa Cruz, and a doctorate at UMass at Amherst.

Stevens-Arroyo to Survey Latino Religion

A national survey of Latino parishes and congregations, conducted by Brooklyn College (N.Y.) Professor Anthony Stevens-Arroyo, Department of Puerto Rican and Latino Studies, will examine the role of religion in Latino society and culture.

The study, funded by a $570,000 grant from the Lilly Endowment and matching grants from the Ford Foundation and the Pew Charitable Trusts, $1.4 million in total, is the first of its kind to survey Latino religion nationally, he says.

The five-year, cross-denominational study will survey pastors, lay leaders, and individuals in its search to determine what motivates religious people to participate in community activities, how effective churches are in reaching new immigrants, and which denominations most successfully promote social responsibility among their members. The results will provide information about the efficacy of religious institutions in dealing with social problems.

Saavedra to Direct Honors Studies

Dr. Dora Saavedra, assistant professor of communication, has been named director of the Honors Studies Program at The University of Texas-Pan American.

The program offers special honors classes at the first-year-student and sophomore level, independent study at the upper level, and events such as guest speakers, development seminars, and educational travel as basic curriculum.

Saavedra expects to work the first semester gathering information on honors programs throughout the country and meeting with people on campus to learn of their hopes for the program.

She earned a doctorate from the University of Kansas and master's and bachelor's degrees from UT-Pan American, where she has taught for five years.

Lugo Receives Instituto de Puerto Rico Education Award

LaGuardia Community College (N.Y.) Dean of Student Affairs and Enrollment Management Dr. Ruth E. Lugo, along with 11 others, recently received The Instituto de Puerto Rico's Education Award, cited for leadership in American higher education in college and university administration.

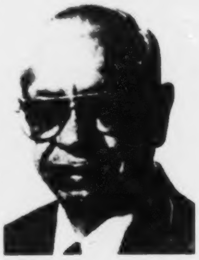
Instituto de Puerto Rico is a 52-year-old organization whose purpose is to honor Puerto Rican achievers. It also awards scholarships.

María M. Rodríguez, Instituto de Puerto Rico's president, said her organization cites distinguished Puerto Ricans in education, the arts, dance, and science each year.

Lugo, graduate of the University of Puerto Rico, earned a master's degree from Middlebury College and a Ph.D. from SUNY at Stony Brook. She is also a graduate of Harvard University's Institute of Educational Management and the John F. Kennedy School of Government Executive Program of Public Management. She has been a National Hispana Leadership Institute fellow.

Other 1998 Instituto de Puerto Rico award winners include: Lucy Boscana, actress; Dr. Frank Estrada, science; Gloria Piza de Riefkohl, poetry; Dr. Annette Espada, cello; Magda Nieves, opera; Madelyn Vega, television; José Morales, painting; Jay Emmanuel, popular music; Peter Bloch, brotherhood; and Jon Seda, actor.

Valerio and Samora Newsmakers at USC



Dr. Luis Valerio (pictured here), professor of teaching education at the University of Southern Colorado (USC), has been named interim director of the Center for Teaching, Learning and Research.

Valerio was cited for his work in teacher certification and his knowledge of a standards-based curriculum. His areas of expertise and research include Native American and bilingual education, distance learning and program development.

Valerio joined USC in 1975 as an associate professor of teacher education. He earned his bachelor's degree from USC, master's from New Mexico Highlands University, and Ph.D. from the University of Northern Colorado.

USC Children's World Learning Center educational coordinator Rita Samora has been recognized nationally, for the third time, as an Honor Teacher.

The Honor Teacher program recognizes teachers who demonstrate exceptional teaching skills and a thorough understanding of practices that are developmentally appropriate.

Samora, who has been with Children's World for 11 years, has held positions as substitute teacher, assistant teacher, and educational coordinator.

She received her Child Development certificate from the National Association for the Education of Young Children.

GCC's Ugalde Travels Abroad

What is it like to meet Fidel Castro? Ask Carlos Ugalde, associate professor of Latin American Studies at Glendale Community College (Calif.), back from an enlightening sabbatical.

Ugalde's travels took him to Mexico, Brazil, Bolivia, Cuba, and Andalucia, Spain. He set out with the purpose of documenting the political, social, and economic conditions of these countries and to photograph a series of historical events.

His photographs have been exhibited in the U.S. and abroad. During seven months of travel, he captured images of the arrival of more than 1,000 delegates of the Mexican Zapatista Liberation movement into Mexico City, the 30th-year commemoration funeral services for Che Guevara, and the arrival of the Pope in Cuba. He also interviewed survivors of the massacre in Chiapas, Mexico.

A week after the Pope's visit, he had a photography exhibit at the International Book Fair in Havana, Cuba. That is where he met Castro.

PLACES

Cuarto Centenario Celebration at UNM

Matachines danced, scholars debated, effigies burned, and 24 Chimayo actors atop horses recreated a battle between the Christians and Moors at the University of New Mexico's (UNM's) Centenario festival.

"Moros Y Cristianos, Comanches and Matachines: Four Centuries of Indo-Hispano Folk Celebrations in New Mexico" emphasized the rich culture that has blossomed in New Mexico since the arrival of the Spanish colonists. While other commemorations throughout the state have honored the Spanish triumphs of 1598, the UNM festival centered on how the people learned to live together and how their cultures evolved.

A delegation from Valencia, Spain, joined UNM's festival, staging a bonfire celebration and contributing exhibits, food, and entertainment.

There was also an exhibit of works by well-known photographer and UNM Associate Professor Miguel Gandert.

UNM's goal was to promote a deeper understanding of the cultural achievements of the Native and Spanish Mexican people of New Mexico by presenting and discussing their legacy of folk drama and ritual, according to Enrique Lamadrid (pictured here), UNM professor of Spanish and coordinator of the celebration.

Symposium on Latino Healthcare

La Salud Hispana Inc. recently sponsored the Second Annual Regional Educational Symposium on the "Healthcare Needs of Latinos," in Fort Lee, N.J.

The focus was on disease prevention and other factors that contribute to the health status of Latinos. Crosscutting issues such as the ability to pay for care and culturally competent care delivery were addressed as well.

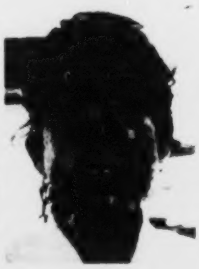
The keynote speaker was Dr. Emilio Carrillo, Harvard University graduate and expert in the development and delivery of primary care medicine, health promotion, and disease prevention.

Emcee at the symposium was Sandra Guzmán (pictured here), editor-in-chief of *Latina* magazine. She was formerly a segment producer at *Good Day New York*, one of New York's top-rated morning television programs; assignment manager and public affairs producer at WNJU, Telemundo's New York affiliate, where she won an EMMY award from the New York Chapter of the National Academy of Television Arts and Sciences; and reporter at *El Diario/La Prensa*, New York's oldest and most widely circulated Spanish-language newspaper.

She received a bachelor's degree from Rutgers University.

RHC Extended Opportunity Program

In California, Rio Hondo College's (RHC) Extended Opportunity Program and Services (EOPS) offers local high school students a chance to prepare for educational success through the college's Summer Readiness



Program. The mission of this full-time program for low-income and educationally disadvantaged students is to recruit, retain, and transfer/transition an underrepresented, disadvantaged population into higher education.

RHC's students are traditionally high risk. Rosalba Gallegos (pictured here), EOPS assistant director and summer program coordinator, says the program acclimates the students to the college environment and gives them the tools to succeed in college.

The Summer Readiness Program enrolls 60 to 100 high school graduates in two weeks of intense college readiness and self/career exploration taught by RHC counselors. There is an additional two-week Learning Strategies Class that counts as 1.5 units toward a college degree. The school maintains a retention rate of about 80 percent, says Gallegos.

Minority Enrollment at UH Law Center

Preliminary admissions figures for the 1998 University of Houston (UH) Law Center appear to indicate that minority enrollment is holding steady in the wake of the 1996 *Hopwood* decision, which ended the use of race in determining admissions, scholarships, recruitment, and retention in state universities.

Minorities comprise 21 percent of the class.

Of the 314 Hispanic and Mexican American students who applied, 82 were accepted into the Law Center. Thirty-six enrolled.

These numbers compare favorably to Fall 1996, the last year in which race was permitted to be an admissions factor. In both 1996 and 1997, minorities accounted for 20 percent of the Law Center enrollment.

Laura Rothstein, law professor and chair of the Law Center Admissions Committee, said she believes that their minority enrollment could increase if a private scholarship fund were available to accepted students, making it financially feasible for them to attend UH.

Quaker Oats Sponsoring Minority MBA Fellowship Organization

The Quaker Oats Company has donated $25,000 to the Consortium for Graduate Study in Management's Fellowships for Talented Minorities. For more than 30 years, this unique initiative has been playing a key role in the diversity effort by helping minority students attain MBAs and enter American business.

The Consortium is a national nonprofit group of 11 graduate business schools dedicated to providing management education opportunities to Hispanic Americans, Native Americans, and African Americans seeking business careers. With support from American corporations and foundations, the Consortium provides merit-based, full-tuition scholarships to enable its Fellows to enroll in MBA programs at its member universities.

Founded in 1966, the consortium has produced approximately 3,000 alumni to date. The organization typically awards scholarships to more than 350 first- and second-year Fellows each year, providing approximately $5 million in scholarship aid. Though not required to work for sponsoring companies, approximately 95 percent of consortium fellows do at some point in their careers. Approximately 85 percent of all consortium alumni are employed by former or current sponsors.

UTEP Hosts ESPAL Research Teams

Several industrial partners–including Levi Strauss, Johnson and Johnson, Delphi Steering Systems of General Motors, Jazmon Technologies, NASA, Boeing, and the National Science Foundation– donated dollars and equipment to the University of Texas at El Paso (UTEP) for the set-up of research labs, which were used this past summer by local middle school students along with engineering undergraduates. Most of the research involved looking for ways to improve safety and productivity in the workplace.

The students' goal was to study the ergonomic soundness of various pieces of factory equipment so they could answer the question: "How can we make this machine safer and the whole process easier, simpler and, plainly, better?"

The projects were set up in a pyramid supervisory structure: middle school students were supervised by undergraduates and led by a project leader who was a junior or senior engineering student.

Rolando Quintana (pictured here), the assistant professor of mechanical and industrial engineering and director of ESPAL, pointed out the uniqueness of this research opportunity being given to undergraduates at UTEP, saying that at other universities, this type of research is usually offered only to graduate students.

Among the undergraduates involved were Javier Martínez and Verónica Martínez.

1990's Cuban Art Exhibit at Chicago Art Institute

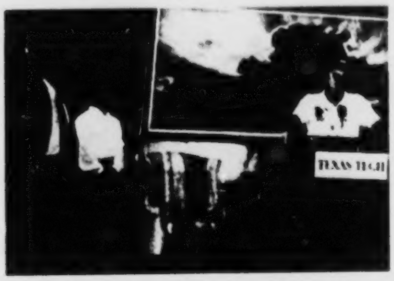
"1990's Art from Cuba: A National Residency and Exhibition Program" recently ended its run at the School of the Art Institute of Chicago.

The effect of Cuba's political system on its people as well as the current political tension between Cuba and the U.S. was explored in work that was created as part of the first nationwide residency and exhibition program sponsored by U.S. arts organizations for artists from Cuba. The program's exhibition component displayed new work by (pictured l. to r.) Sandra Ceballos, Manuel Piña, Lázaro Saavedra, Abel Barroso, and Tania Bruguera, and in computer-generated prints, drawings, installations, multimedia, photography, sculpture, and woodcuts that reflect the artists' first-hand experiences with personal and social oppression in their homeland.

The program provided, for the first time, an opportunity for a group of contemporary visual artists from Cuba to participate in a multi-residency studio program reaching audiences in regions throughout the U.S. Each of the five artists was invited to be an artist-in-residence at one of five visual arts organizations, simultaneously spending seven weeks creating and developing work intended to stimulate an exchange of ideas among artists, arts communities, and the general public about political and economic tensions between Cuba and the U.S.

Texas Tech Football in Spanish

The partnership between Ramar Hispanic Media, owned by Ramar Communications, and Texas Tech University to broadcast Tech football games in Spanish on the radio was announced at a recent press conference.



Pictured left to right: Chuck Heinze, General Manager for Ramar Hispanic Media, Vince Carrillo, Morning Show Co-host for Magic 93.7 and Texas Tech Head Football Coach William "Spike" Dykes.

Texas Tech made history last year with the appointment of a chancellor-level position to head the university's cultural diversity initiatives.

Cathy Allen, vice chancellor for cultural diversity, said that Texas Tech is committed to diversity and welcomes the opportunity to embrace its Spanish-speaking football fans.

Texas Tech Red Raider Head Football Coach William "Spike" Dykes and Tech's athletic director, Gerald Myers, expressed their excitement at the conference. Dykes added, "No matter the language, no one wants to listen to a game if you are losing, so we hope to have a great season."

ASU Hosting "Contemporary Art from Cuba" Exhibit

At Arizona State University, "Contemporary Art from Cuba: Irony and Survival on the Utopian Island," a groundbreaking exhibition of contemporary Cuban art, which began Sept. 27 and runs through Dec. 13, is providing a window, otherwise closed, through which Americans can view that society.

The exhibit is one of the first major shows in the United States dedicated entirely to the work of the current generation of Cuban artists, and approximately 20 artists working on the island today are represented.

Curator Marilyn Zeitlin says of the exhibit, "This is a Golden Age of Art in Cuba. Cuba's isolation has produced an artistic output that is fresh and independent. Nothing seems jaded or self-indulgent, but rather full of vitality and relevant to the core issues of living."

The artists exploit metaphor to circumvent the censor and comment on shortages, surveillance, incipient racism, Miami, and the tragedy of the "balseros" (boat people) who left on makeshift rafts.

International Banking Program at UM

Banking executives from throughout Latin America gathered in Miami, Fla., in September for INTERBAN XVII, a six-day program on international banking issues hosted by the University of Miami (UM) School of Business Administration. The program was held entirely in Spanish.

INTERBAN XVII was a joint effort of the UM School of Business, the Florida International Bankers Association, the Federation of Latin Banks, and several local banks. The certificate program was taught by industry professionals and business faculty from several universities, including UM, University of the Andes, and American Graduate School of International Management-Thunderbird Campus. Sessions focused on international bank marketing, the Eurodollar, analysis of credit risks, and using international capital markets for Latin American financing.

Yesenia Sevilla, assistant director of the James W. McLamore Executive Education Center at the UM School of Business, said the program offered banking executives a "leg up on what is happening all over the world."

St. Mary's Helps Minorities Succeed in Sciences

St. Mary's University (Texas) School of Science, Engineering and Technology will receive up to $1.7 million over the next five years from the National Institute of General Medical Sciences to help train outstanding minority students for careers in biomedical research.

The Minority Access to Research Careers (MARC) grant was renewed for a third five-year period and will provide tuition and stipends for junior and senior minority students entering this special two-year program. To date, St. Mary's has received more than $3 million from the institute since it started MARC in 1983.

"As a result of this program, students will be qualified to pursue doctoral studies in chemistry, biochemistry, molecular biology, physiology, microbiology, and other biomedical sciences," said Miguel Cimadevilla (pictured here), Ph.D., professor of biology and MARC program director.

According to Cimadevilla, the Association of American Medical Colleges has ranked St. Mary's in the top 10 nationally for more than a decade for the number of Mexican American students accepted into medical schools.

Loyola University Chicago Celebrates Latino Heritage Month

Loyola University Chicago's (Ill.) Latin American Student Organization (LASO) recently held events to celebrate Latino Heritage Month.

Mónica Ramírez, LASO president, said the events would help students reflect on the contributions that Latin Americans have made to society and on the impact of Latino culture.

Besides taking part in Chicago's Mexican Independence Day Parade, LASO sponsored the speaker series, "A New Vision of America," which featured prominent Chicago Latin Americans discussing evolving aspects of Latino culture.

Among the events–National Public Radio's Ray Suárez gave a motivational lecture about Latin Americans in the field of communications; U.S. Rep. Luis Gutiérrez presented "The Politics of Immigration," a lecture on the Latino Vote 2000 Voter Registration Project and changes in immigration law; attorney Rosa Abreu led a panel discussion, "The Politics of Affirmative Action"; a presentation, "The Evolution of Latino Politics in Chicago," was given, featuring city councilmen Juan Andrade (D) and Vincent Rangel (R); and educators Armando Almendárez and Norma López Reyna led a panel discussion, "Bilingual Education."

UTEP Students Attend Alaskan Research Program

UTEP The University of Texas at El Paso's (UTEP's) Pan-American Center for Earth and Environmental Studies sent seven students to attend a research program in Fairbanks, Alaska–about 150 miles south of the Arctic Circle–this summer. The junior and senior engineering and geology students, most of them Hispanic, went to build and launch a sub-orbital rocket to collect atmospheric data.

They were to use the data they collected to help track the "greenhouse effect" caused by burning fossil fuels. The geology students also gathered and studied rock samples to help characterize and date land formations.

All collected more than atmospheric data. They came back with priceless memories, including encounters with moose and a bear with her cubs, and a new sense of camaraderie.

Benjamín Valencia, junior electrical engineering student, said that the group grew close and that he grew as a human being while studying and hiking among the wildlife.

Alfonso Muñoz, senior geology student, enjoyed the long daylight hours of the Alaskan summer, and another student relished seeing the Aurora Borealis (Northern Lights) while on the plane going home.

Irene Guajardo, Ivonne Trujano, and Richard Zamudio were among the other students who attended.

NMHU President's Lecture Series '98

New Mexico Highlands University is conducting President's Lecture Series '98 throughout the 1998-99 school year.

The Sept. 29 offering was "A Visit with Rudolfo Anaya" (pictured here), author of *Bless Me Ultima* and many other works.

On Oct. 10, Gregorio Luke, former Consul for Cultural Affairs, Mexican Consulate, Los Angeles, Calif., spoke about "Sor Juana Inés de la Cruz: First Feminist of the Americas."

Both presentations were free and open to the public.

"Diez y Seis de Septiembre" at UNM

A public program celebrating Mexico's independence from Spain, "El Día de la Independencia: 16 de Septiembre," recently took place at the University of New Mexico (UNM).

Sponsoring UNM organizations were the Chicana/o Studies Program, Southwest Hispanic Research Institute, El Centro de la Raza, and the College Enrichment Program.

The program began with the raising of the Mexican flag. Speakers were David Luján and Verónica Méndez-Cruz.

"El Lonche," consisting of green chile stew, was served in the afternoon at El Centro de La Raza. The event featured music and poetry and guest speakers Dr. Charles Truxillo and Jeanne Guana.

"Bienvenidos," an open house at UNM Chicana/o Studies, featured music by Mariachi Lobo and an opportunity to meet the faculty of the Chicana/o Studies Program.

Hispanic MBA Conference in Dallas

More than 2,000 people, among them representatives of the nation's top corporations, attended The National Society of Hispanic MBA's (NSHMBA's) 9th Annual Conference & Career Expo in Dallas, Texas last month.

The conference, featured keynoters Alvaro A.C. de Souza, executive vice president of Citicorp and Citibank; and José Cofiño, vice president, The Disneyland Center, for the Disneyland Resort.

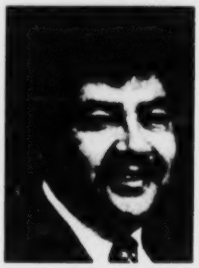
For recognition of outstanding commitment to the goals and mission of NSHMBA and service to the Hispanic community. The Boys & Girls Clubs of America, a not-for-profit agency, won a Brillante Award. Christy Haubegger, president of Latina Publications, L.L.C., won the individual award; The Anderson School at UCLA received the educational institution award; and Maggie Peña, a founding member of the society, won in the member category.

Continuing Professional Education hours were available to professionals who attended the conferences.

NSHMBA Board chairman Ramiro J. Atristain-Carrión (pictured here) said that they wanted all attendees to gain valuable knowledge and insight from the conference.

Texas A&M-Kingsville Honors Hispanic Heritage

Texas A&M-Kingsville celebrated Hispanic Heritage Month recently with several activities.



Art and/or photography were exhibited at The Rosario Cabrera Art Exhibit, with a lecture on Cabrera's artwork by Dr. Juan Casillas and Lic. Blanca Garduño; "The Peruvians" photography exhibit; and the "Día De Los Muertos" exhibit, featuring the work of Irma de Bijou.

A speaker series included Sylvia Rodriguez, Chicano anthropologist from the University of New Mexico, who spoke on "Acequis, Identity and Place of the Upper Rio Grande Valley"; Sylvia Orozco, founder of the Mexic-Arte Art Gallery in Austin; and Dr. Felipe Chávez-Ramírez (pictured here), assistant professor, Caesar Kleberg Wildlife Research Institute at Texas A&M- Kingsville, who spoke on the eagle in Mexican culture and mythology.

The Spanish Language Film Festival showed *Mecánica Celeste*, a Venezuelan film by Fina Flores; *Details of Duel*, a Columbian film by Sergio Cabrera; and *The Uprising*, a Nicaraguan film by Peter Lilienthal and Antonio Skarmeta.

Other events included performance artist Guadalupe García-Vásquez's interpretation of "Coatlicue's Call"; a performance by the Texas A&M-Kingsville Ballet Folklorico and Mariachi Javelina; a dance featuring "Los Chamacos"; and a multimedia lecture entitled, "The Inkas and Modern Kechwa Peoples: Surviving the Continuing Conquest of the Andes."

PUBLICATIONS

The following books are available from Scarecrow Press. To order, call (800) 462-6420.

A Guide to Latin American, Caribbean and U.S. Latino Made Film and Video

Karen Ranucci and Julie Feldman, eds.

This unique directory helps educators, media users, and researchers locate more than 400 films and videos made by Latin American and Latino film/video makers that are available in the United States. It provides descriptions of these works from a U.S. user's point of view.

1998
384 pgs.
ISBN 0-8108-3285-2
$74.50 Cloth

Latin American Studies: A Basic Guide to Sources, 2nd ed., revised and enlarged

Robert A. McNeil and Barbara G. Valk, eds.

Winner, José Toribio Medina Award for 1992, SALALM.

1990
470 pgs.
ISBN 0-8108-2236-9
$45.00 Cloth

A Sourcebook for Hispanic Literature and Language: A Selected Annotated Guide to Spanish, Spanish-American, and United States Hispanic Bibliography, Literature, Linguistics, Journals, and Other Source Materials, 3rd ed.

by Donald W. Bleznick

Encompasses a broad spectrum of references to general bibliographic guides, bibliographies of Hispanic literature, literary dictionaries and encyclopedias, histories of Hispanic literatures, linguistics, and a guide to scholarly journals. Includes author and title indexes.

1995
322 pgs.
ISBN 0-8108-2981-9
$60.00 Cloth

Contemporary Latin American Fiction: An Annotated Bibliography

by Keith H. Brower

Magill Bibliographies.

1989
218 pgs.
ISBN 0-8108-2810-3
$42.00 Cloth

Women Authors of Modern Hispanic South America: A Bibliography of Literary Criticism and Interpretation

by Sandra Messinger Cypess, David R. Kohut, and Rachelle Moore

Lists references to critical and interpretive studies of the literary output of 169 major and minor Hispanic South American women writers active from the turn of the Twentieth Century to 1989.

1989
168 pgs.
ISBN 0-8108-2263-6
$24.00 Cloth

Mexican Literature: A Bibliography of Secondary Sources, 2nd ed., enlarged and updated

by David William Foster

A registry of criticism on 78 writers of Mexico in all genres and periods.

1992
698 pgs.
ISBN 0-108-2548-1
$76.00 Cloth

The Chilean Novel: A Critical Study of Secondary Sources and a Bibliography

by Jorge Roman-Lagunas

A study of the Chilean novel as well as a comprehensive annotated bibliography of secondary sources on the Chilean novel, with bibliographical information on 60 Chilean novelists.

1995
578 pgs.
ISBN 0-8108-2868-5
$94.00 Cloth

The United States and Latin America: A Select Bibliography

by John A. Britton

Appropriate for the beginning researcher, this book is meant to provide the reader with a convenient description of the content of books and articles in the area of United States-Latin American relations. The six chapters provide the reader with a solid overview of the background and present history of U.S.-Latin American relations.

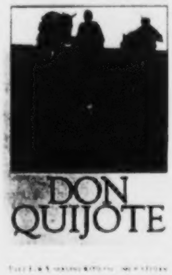
1997
288 pgs.
ISBN 0-8108-3248-8
$38.00 Cloth

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126 or (609) 275-1400

Don Quijote



Here at last, says the publicist, is the Don Quijote that Cervantes wrote–not some neo-Freudian effort to reinterpret Quijote or a cartoonized version that pretends this is a children's tale, but a true and faithful interpretation of one of the bulwarks of world literature and a grandly conceived and beautifully executed visual epic solidly rooted in Cervantes' own words. (5 hrs., 10 min.)

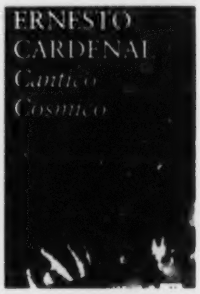
Item # FFH 4035

Gabriel García Márquez: Magical Realism

This major film delves into the world of *One Hundred Years of Solitude* and *The Autumn of the Patriarch*–the world of García Márquez–where historical riots and levitating grandmothers appear to be equally real (or unreal). Shot on the Colombian coast in Aracataca (Macondo), the Banana Zone, Ciénaga, and Barranquilla, and incorporating rare archival footage, the film features the author himself and

the people of whom he writes. (60 min., color)
Item # FFH 176E

Ernesto Cardenal: Cántico Cósmico



This program uses computer imagery and on-screen Spanish text to explore Ernesto Cardenal's mystical masterwork of political cosmology. Rare interviews with the Nicaraguan poet are interwoven with excerpts from the legendary poem, "Cántico Cósmico." (Spanish, 30 min., color)

Item # FFH 6807

Octavio Paz: An Uncommon Poet

OCTAVIO PAZ
An Uncommon Poet

Octavio Paz, dean of Latin American writers and intellectuals, reveals his thoughts on poets, poetry and language; discusses his career as a political observer and activist; and draws sharp distinctions between politics and poetry (and between politicians and poets). (29 min., color)

Item # FFH 147

Christians, Jews, and Moslems in Medieval Spain

Europe in the Middle Ages
Christians, Jews, and Moslems in Medieval Spain

This program describes the history of Spain from 711, through the nearly 800-year-long war that ended in the expulsion of both Moors and Jews in 1492; the development of a culture whose people spoke various Spanish dialects while the official language was Arabic; the role of the School of Toledo in preserving, translating, and making known the ancient Greek scientific texts as well as Arabic treatises on philosophy and science; the rabbinic center in Toledo; and the history of the Jews in Spain. (52 min., color)

Item # FFH 1958

Segovia: Mirror of Spanish History

SEGOVIA:
Mirror of
Spanish History

Built as a fortress by the Romans, watered by their great aqueduct, Segovia came into its own in the Middle Ages. This program documents the city's history through its homes, its churches, the rooms where Alfonso el Sabio wrote his astronomical treatise and ordinary fullers plied their trade. (35 min., color)

Item # FFH 2148

El Greco

This program looks at the art, life, and times of this famous 14th-century painter. The social, religious, and political environment in which he developed helps us understand and appreciate his works. Graphics and diagrams illuminate El Greco's unique style–elongated figures reminiscent of Byzantine art. (29 min., color)

Item # FFH 6805 (Spanish)
Item # FFH 6806 (English)

Goya: His Life and Art

Goya: His Life and Art

An introduction, not only to Goya's work, but to the critical period in Spanish history which he recorded. In a period largely bereft of major literary masterpieces, it is to Goya that we look to find out what Spain was like in the period spanning the decline of neo-classicism, the devastation of the Napoleonic Wars, and the rise of Romanticism and Impressionism. (44 min., color)

Item # FFH 169

Velázquez

A portrait of the extraordinary painter who chronicled the life and times of his friend King Philip the Fourth, who built the core of the Prado collection (which today houses almost all of his work)–and who, with El Greco, Goya, and Picasso, comprises the quartet of the greatest painters of Spain. (50 min., color)

Item # FFH 2215

The Spanish Civil War

THE SPANISH
CIVIL WAR

This program covers the Spanish Civil War from beginning to end, including: the roots of the war, the battles, the human cost, the intervention of the totalitarian powers, the nonintervention of the democracies, the withdrawal of Soviet support, and the entrance of Nationalist forces in Madrid. (25 min., b&w)

Item # FFH 2597

CONFERENCES

Diversity and Learning: Identity, Community, Intellectual Development

November 12-15

Hosted by the American Association of Colleges and Universities (AAC&U). At the Sheraton University City Hotel, Philadelphia.

Contact: AAC&U, (202) 387-3760; e-mail, <meetings@aacu.nw.dc.us>; Web site, <www.aacu-edu.org>.

Círculo de Cultura Panamericano

November 13-15

The annual convention. Special sessions on Federico García Lorca in the centenary of his birth, the 100th anniversary of the ending of the Spanish-Cuban-American War, and the centennial of the '98 Spanish Generation. Co-sponsored by William Paterson University (N.J.). At the Holiday Inn in Totowa, N.J., and WPU.

Contact: Círculo de Cultura

Panamericano, 16 Malvern Place, Verona, N.J. 07044-2554.

24th Annual TACHE State Conference

November 16-17

The 24th annual conference of the Texas Association of Chicanos in Higher Education. Leaders from higher education, business, and the community will discuss the implication of the *Hopwood* decision and join in exploring strategies for increasing the representation of Chicano students, faculty, and staff. Over 45 workshops/presentations. At the Wyndham Warwick Hotel, in Houston.

Contact: Ed C. Apodaca, (713) 743-9567.

Building Leadership for Workforce 2000 and Beyond

November 17-20

Executive leadership development and diversity training and recruitment conference, hosted by NAFE, the National Association of Hispanic Federal Executives. At the Holiday Inn Rosslyn Westpark Hotel, Arlington, Va.

Contact: NAFE, (703) 787-0291; e-mail, <103400,2016@Compuserve.Com>; Web site, <www.nahfe.org>.

Modern Language Association Annual Convention

December 27-30

1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.

Contact: visit the MLA Web site at <www.mla.org>.

The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millenium

March 4-8

Meeting of the National Association of Hispanic Publications. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

"The Academic Calling: Changing Commitments and Complexities"

January 21-24, 1999

Hosted by the American Association for Higher Education (AAHE), the conference will take place at the Sheraton San Diego Hotel and Marina.

Contact: AAHE, (202) 293-6440; or fax (202) 293-0073, Web site, <www.aahe.org>.

National Association For Bilingual Education

January 26-30, 1999

The National Association for Bilingual Education (NABE) is scheduled to have a four-day conference in Denver, CO.

For information call: (202) 898-1829; or fax (202) 789-2866, Web site, <www.nabe.org>

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Applications are accepted on a continuous basis throughout the year. Postmark deadlines are January 15, April 15 and October 15 for reviews in February, June and October respectively.

For application materials and further information contact:

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NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW, Washington, DC 20418
FAX: (202) 334-2759 **EMAIL:** rap@nas.edu
INTERNET: http://rap.nas.edu/

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin

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CALL FOR PAPERS

National Association of Hispanic & Latino Studies
National Conference
February 9-13, 1999
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25minutes/45 minutes).

Abstracts *must* be postmarked by: November 28, 1998

SEND ABSTRACTS TO:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351

Telephone: (606) 783-2650
Fax: (606) 783-5046

RANDOLPH-MACON WOMAN'S COLLEGE

Jessie Ball duPont Visiting Scholar of American Culture

Randolph-Macon Woman's College, a selective liberal arts college for women, announces the establishment of a visiting minority scholar of American Culture funded by the Jessie Ball duPont Foundation.

The position will contribute to the diversification of perspectives within the disciplines and within the College's innovative semester-long American Culture Program. The American Culture Program features a team of faculty from different disciplines who collaborate to offer four spring-semester courses explore in depth what it means to be an American. The students and faculty probe great themes in American culture, including liberty, democracy, capitalism, race and religion. Resources for the program include historic sites, workplaces, government agencies, churches, and museums both in Virginia and in other parts of the United States, including the College's Maier Museum of Art.

The College seeks a visiting scholar whose field of expertise can contribute to the American Culture Program. Level is open-two-year position at the assistant professor level or one-year at the senior level.

Qualifications: Ph.D. or equivalent, a record of scholarly achievement, and undergraduate teaching experience. Duties include teaching two courses in the fall and, in the spring semester, include joining the interdisciplinary faculty team to teach the American Culture Seminar and travel with students in the program (including some weekend excursions and one 11-day trip) and conducting a four-week faculty development colloquium. Rank and salary commensurate with experience. Review of applications will begin on December 1, but applications will be accepted until the position is filled. Send letter of interest, curriculum vitae, and three letters of reference to:

Anita Solow
Dean of the College
Randolph-Macon Woman's College
Lynchburg, VA 24503

THE UNIVERSITY OF IOWA

COLLEGE OF LIBERAL ARTS

Iowa City, Iowa

CHAIR

AFRICAN-AMERICAN WORLD STUDIES PROGRAM

The University of Iowa African-American World Studies Program seeks a distinguished senior scholar as Chair, at associate or full professor rank with tenure, beginning 1999-2000. Preferred research emphasis is African Americans in the U.S.

Screening begins December 1, 1998.

Further information is available at the College's web site, www.uiowa.edu/~libarts.

The University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Tenure Track Faculty Positions
Starting Date: August 30, 1999

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. To achieve this goal, we aggressively seek to recruit minority faculty members who will be given serious consideration for filling 31 tenure track positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The University is an equal opportunity, affirmative action employer encouraging diversity.

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching must be demonstrated by presenting a seminar or lecture during an on-campus interview. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Rank and salary are commensurate with experience. For further information, including complete job descriptions, visit our Web Page at: http://www.wcupa.edu/vacancies/ or call Human Resource Services (610) 436-2800.

Departments With Positions Available:

Art
Biology
Chemistry
Communication Studies
Communicative Disorders
Computer Science
Counseling and Educational Psychology
Criminal Justice
Early Childhood and Special Education
English
Foreign Languages
Geology/Astronomy
Instrumental Music
Keyboard Music
Kinesiology
Management
Marketing
Mathematics
Music Education
Nursing
Philosophy
Physics
Professional & Secondary Education
Psychology
Social Work

GS UC

THE GRADUATE SCHOOL AND UNIVERSITY CENTER
THE CITY UNIVERSITY OF NEW YORK

MAGNET/HUMANA FOUNDATION DOCTORAL FELLOWSHIPS
For African American and Hispanic Students

To encourage African American and Hispanic students to pursue academic careers, the Humana Foundation provides support for fellowships under the Minority Access/Graduate Networking (MAGNET) Program at the Graduate School and University Center of the City University of New York.

Four-year fellowships are offered to entering students in any of the 32 doctoral programs at CUNY. Awards are contingent upon acceptance into a program and satisfactory progress. Applicants must be US citizens or permanent residents. Stipends are $16,000 per year plus full tuition. Fellows meet monthly for academic discussions, mentoring, and peer support. Application deadline: February 1, 1999. For application, contact:

Office of Educational Opportunity & Diversity Programs, CUNY Graduate School,
33 West 42 Street, Box 160, New York, NY 10036; 212/642-2848;
e-mail: OEODP@email.gc.cuny.edu; HTTP://web.gsuc.cuny.edu/oeodp

R·I·T

DEAN OF THE COLLEGE OF IMAGING ARTS AND SCIENCES

RIT is a private, technological university comprised of seven colleges, with an enrollment of 13,500 students, a balanced budget, and an endowment of $400 million. RIT's degree programs emphasize career education, and students typically participate in cooperative work experience as part of their studies.

The Dean of the College of Imaging Arts and Sciences is the chief academic, fiscal, and administrative officer of that college and reports to the Provost/Vice President for Academic Affairs. The dean oversees a college of internationally renowned programs of art, design, crafts, photography and printing which lead to BFA, BS, MFA, and MS degrees. The college has 2,300 students, 173 faculty and staff, and six endowed chairs.

RESPONSIBILITIES OF THE DEAN:

- Expresses the vision of the college in a way that inspires faculty, staff, and students
- Fosters an exciting, challenging learning environment
- Represents the college within and beyond RIT, generating financial and broader support for the college
- Promotes the college's commitment to cultural diversity, pluralism, and individual differences
- Maintains a presence, both nationally and internationally, with new and developing technologies and advances the interrelationships of technology and the arts
- In consultation with the faculty
  -Develops short-term and long-range plans to fulfill the college's vision and achieve the mission statement
  -Promotes excellence in teaching, scholarly activities, and service
  -Supports and promotes enrollment management activities
  -Supports curriculum development and academic programs
  -Helps formulate university-wide academic policy as a member of the Academic Council

PROFESSIONAL QUALIFICATIONS:

- Doctorate or other appropriate terminal degree in a discipline relevant to the college and experience relevant to the college
- Sustained record of professional accomplishments appropriate to an appointment as a tenured faculty member
- Proven effective leadership, including administrative work with faculty, staff, other administrators and the broader community
- A record of promoting diversity
- Experience in securing funding and resources for academic purposes

PERSONAL QUALIFICATIONS:

- Proven inspired leadership
- Exceptional communication skills with an ability to stimulate dialogue between faculty, administration, staff and students and be responsive to and respect diverse points of view inherent in a multidisciplinary college
- Ability to manage and guide a changing organizational environment in a collaborative, participatory style
- Proven record of encouraging and supporting excellence in teaching, scholarship, creative activities, and professional service
- Ability to communicate and collaborate effectively with other colleges and external constituencies to advance the strategic objectives of the college and the Institute
- Record of sensitivity to diversity

Review of applications will begin November 15th and continue until the position is filled. Nominations and applications with resumes should be sent to:

Search Committee for the Dean of the College
of Imaging Arts and Sciences
Office of the Provost, George Eastman Building
Rochester Institute of Technology
6 Lomb Memorial Drive
Rochester, NY 14623-5604

Minority and women candidates are encouraged to apply.
RIT is an EEO/AA employer.

ANTICIPATED TENURE-TRACK FACULTY POSITIONS

FALL 1999

BIOLOGY: Assistant Professor. Geneticist with research interest in molecular genetics. ***Degree Requirements:*** Ph.D.; postdoctoral experience desired. ***Application Procedures:*** Submit curriculum vita, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts and a list of three references including telephone numbers to: Dr. Francis Rose, Chair, Department of Biology, SWT, San Marcos, TX 78666. ***Review of applications begins: December 1, 1998.***

BIOLOGY: Assistant Professor of Science Education. Earth Science specialization. ***Degree Requirements:*** Ph.D. in Science Education, 18 graduate hours or a master's degree in one of the natural sciences, three or more years teaching experience in K-12 public schools. ***Application Procedures:*** Submit letter of application summarizing qualifications, research and teaching philosophies, and a packet containing current curriculum vita, up to five reprints, unofficial transcripts and a list of three references including telephone numbers to: Dr. Francis Rose, Chair, Department of Biology, SWT, San Marcos, TX 78666. ***Review of applications begins: December 1, 1998.***

BIOLOGY: Assistant Professor. Molecular Systematist who uses DNA/RNA technology to investigate phylogeny and evolution. ***Degree Requirements:*** Ph.D. required, postdoctoral experience desired. ***Application Procedures:*** Submit curriculum vita, copies of up to five publications, statements of teaching and research philosophies, copies of transcripts and a list of three references including telephone numbers to: Dr. Francis Rose, Chair, Department of Biology, SWT, San Marcos, TX 78666. ***Review of applications begins: December 1, 1998***

COMPUTER SCIENCE: Assistant Professor (Three positions). ***Degree Requirements:*** Must have an earned doctorate in computer science, computer engineering, or closely related field, and potential for excellence in teaching, research and service. ***Application Procedures:*** Submit printed resume, a list of at least three references with telephone numbers, e-mail and postal addresses to: Chair, Recruitment Committee, Department of Computer Science, SWT, San Marcos, TX 78666-4616. ***Review of applications begins: February 15, 1999.***

CURRICULUM AND INSTRUCTION: Assistant Professor, Elementary Reading/Language Arts. ***Degree Requirements:*** Earned doctorate (ABD candidates will be considered) in reading education or curriculum and instruction with a minimum of 18 graduate hours in reading/language arts and a minimum of three years teaching experience at the elementary/middle school level. ***Application Procedures:*** Submit letter of application, vita and a list of three references including telephone numbers to: Chair, Elementary Reading/Language Arts Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. ***Review of applications begins: December 4, 1998.***

CURRICULUM AND INSTRUCTION: Assistant Professor, Elementary Education (3 positions). ***Degree Requirements:*** Earned doctorate (ABD candidates will be considered) in elementary education, curriculum and instruction, or special education, with a minimum of 18 graduate hours in elementary education, and a minimum of three years of teaching experience at the elementary/middle school level. Expertise in educational technology is expected, preference given to candidates who also have a minimum of 18 graduate hours in early childhood education, science education, reading, or special education. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Chair, Elementary Education Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. ***Review of applications begins: December 4, 1998.***

CURRICULUM AND INSTRUCTION: Assistant Professor, Elementary Education with an Emphasis in Gifted/Talented Education. ***Degree Requirements:*** Earned doctorate (ABD candidates will be considered) in elementary education, curriculum and instruction, with a minimum of 18 graduate hours in gifted/talented education or gifted/talented education, and a minimum of three years of teaching experience at the elementary/middle school level. Expertise in educational technology is expected. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Chair, Elementary Gifted/Talented Education, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. ***Review of applications begins: December 4, 1998.***

CURRICULUM AND INSTRUCTION: Assistant Professor, Secondary Education. ***Degree Requirements:*** Earned doctorate (ABD candidates will be considered) in secondary education, curriculum and instruction with a secondary emphasis, or in a related field, such as reading, or special education, with a secondary emphasis. A minimum of three years of teaching experience in the schools required. Expertise in the use of educational technology expected. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Chairperson, Secondary Search Committee, Department of Curriculum and Instruction, SWT, San Marcos, TX 78666. ***Review of applications begins: November 1, 1998.***

ECONOMICS: Assistant Professor of Economics (2 positions). ***Degree Requirements:*** Preference given to Ph.D. in Economics holders demonstrating macroeconomics, international economics, money and banking, regional economics and public finance (other fields will be considered) teaching and research experience. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. A. Steven Holland, Chair, Department of Finance and Economics, SWT, San Marcos, TX 78666. ***Review of applications begins: January 1, 1999.***

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Assistant Professor, Counseling. ***Degree Requirements:*** Earned doctorate in counseling or related field. Experience in practicum and internship supervision required. ***Application Procedures:*** Submit letter of application, current vita and a list of three references including telephone numbers to: Dr. John Garcia, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Assistant/Associate Professor. ***Degree Requirements:*** Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. Leadership and experience as a school administrator (pre K-12) are required. ***Application Procedures:*** Submit letter of application, current vita, and a list of three references including telephone numbers to: Dr. Mike Boone, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Rank: Open. ***Degree Requirements:*** Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. Leadership and experience as a school administrator (pre K-12) are required. ***Application Procedures:*** Submit letter of application, current vita, and a list of three references including telephone numbers to: Dr. Mike Boone, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Rank: Open. ***Degree Requirements:*** Earned doctorate in Educational Administration, Educational Leadership, or a related field with an extensive background in school improvement. ***Application Procedures:*** Submit letter of application, current vita, and a list of three references including telephone numbers to: Dr. Mike Boone, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

EDUCATIONAL ADMINISTRATION AND PSYCHOLOGICAL SERVICES: Assistant Professor, NASP approved School Psychology Specialist-level Program. ***Degree Requirements:*** Earned doctorate in school psychology from a recognized school psychology program accredited by the National Association of School Psychologists or the American Psychological Association. Applicant must be eligible for state licensure and NASP certification. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: School Psychology Search Committee, Dr. Alicia Scribner, Search Committee Chair, Department of Educational Administration and Psychological Services, SWT, San Marcos, TX 78666. ***Review of applications begins: February 1, 1999.***

ENGLISH: Assistant/Associate Professor. Specialty in Technical Communication. Expertise in one or more of the following technical communication areas: visual communication and information design, tools and technology, theory and research, writing and editing, education. Experience in directing internships and cooperative programs desirable. ***Degree Requirements:*** Ph.D. in Technical Communication or the equivalent. ***Application Procedures:*** Submit letter of application, vita and dossier to: Dr. Lydia Blanchard, Chair, Department of English, SWT, San Marcos, TX 78666. Position contingent upon funding. ***Review of applications begins: November 15, 1998.***

FAMILY AND CONSUMER SCIENCES: Assistant Professor, Fashion Merchandising. ***Degree Requirements:*** Earned doctorate in fashion merchandising or a closely related field. ***Application Procedures:*** Submit letter of intent outlining professional experiences, vita, and a list of three references including telephone numbers to: Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences, SWT, San Marcos, TX 78666. ***Review of applications begins: February 1, 1999.***

FAMILY AND CONSUMER SCIENCES: Assistant/Associate Professor, Family and Child Development. ***Degree Requirements:*** Earned doctorate in family and child development or closely related field. ***Application Procedures:*** Submit letter of intent outlining professional experiences, vita, and a list of three references including telephone numbers to: Dr. B. J. Friedman, Chair, Department of Family and Consumer Sciences, SWT, San Marcos, TX 78666. ***Review of applications begins: February 1, 1999.***

FINANCE AND ECONOMICS: Assistant Professor of Finance. ***Degree Requirements:*** Preference given to holders of Ph.D. in Finance having managerial finance teaching/research experience. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. A. Steven Holland, Chair, Department of Finance and Economics, SWT, San Marcos, TX 78666. ***Review of applications begins: November 1, 1998.***

HEALTH, PHYSICAL EDUCATION AND RECREATION: Assistant Professor. ***Degree Requirements:*** Recreation degree, doctorate completed by August 31, 1999. ***Application Procedures:*** Submit letter of intent, resume and a list of three references including telephone numbers to: Dr. Michal Anne Lord, Committee Chair, Department of Health, Physical Education and Recreation, SWT, San Marcos, TX 78666. ***Review of applications begins: January 18, 1999.***

HEALTH, PHYSICAL EDUCATION AND RECREATION: Assistant Professor, Exercise Science. ***Degree Requirements:*** Doctorate completed by August 31, 1999. ***Application Procedures:*** Submit letter of intent, resume and a list of three references including telephone numbers to: Dr. Bobby Patton, Committee Chair, Department of Health, Physical Education and Recreation, SWT, San Marcos, TX 78666. ***Review of applications begins: January 18, 1999.***

HEALTH, PHYSICAL EDUCATION AND RECREATION: Assistant Professor (2 positions) with strong pedagogy background. An emphasis is needed in adapted physical education for one position, and the other position needs an additional area such as motor learning, kinesiology/biomechanics, or measurement and evaluation. Public school experience is desirable. ***Degree Requirements:*** Doctorate completed by August 31, 1999. ***Application Procedures:*** Submit letter of intent, resume and a list of three references including telephone numbers to: Dr. Paul Paese, Committee Chair, Department of Health, Physical Education and Recreation, SWT, San Marcos, TX 78666. ***Review of applications begins: January 18, 1999.***

HEALTH SERVICES AND RESEARCH: Assistant /Associate Professor. Specialties of interest include medical statistics, epidemiology, or medical geography. ***Degree Requirements:*** Doctorate preferred, ABD considered. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. Charles Johnson, Department of Health Services and Research, SWT, San Marcos, TX 78666. ***Review of applications begins: November 1, 1998.***

MANAGEMENT AND MARKETING: Assistant Professor, Organizational Behavior, Human Resource Management and other generalized courses in the management discipline. ***Degree Requirements:*** Ph.D. in Management preferred, ABD in Management considered. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. John K. Ross, III, Search Committee Chair, Department of Management and Marketing, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

MATHEMATICS: Assistant Professor, Discrete Mathematics. ***Degree Requirements:*** Ph.D. in Mathematics by August 1999 and outstanding research potential in combinatorics, computational group theory, graph theory, or related areas of discrete mathematics. ***Application Procedures:*** Submit letter of application, vita, and a list of three references including telephone numbers to: Dr. Ricardo Torrejon, Recruitment Committee Chair, Department of Mathematics, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

MODERN LANGUAGES: Assistant Professor. ***Degree Requirements:*** Ph.D. in French by December 1998. Native or near-native fluency. ***Application Procedures:*** Submit current dossier including vita and a list of three references including telephone numbers to: Chair, French Search Committee, Department of Modern Languages, SWT, San Marcos, TX 78666. Authorization to work in USA required. ***Review of applications begins: November 13, 1998.***

MODERN LANGUAGES: Assistant Professor. ***Degree Requirements:*** Ph.D. in Spanish by December 1998 with a Latin American specialization. Native or near-native fluency. ***Application Procedures:*** Submit a current dossier including vita and a list of three references including telephone numbers to: Chair, Spanish Search Committee, Department of Modern Languages, SWT, San Marcos, TX 78666. Authorization to work in USA required. ***Review of applications begins: November 13, 1998.***

MODERN LANGUAGES: Assistant Professor. ***Degree Requirements:*** Ph.D. in Spanish by December 1998 with a preferred specialization in linguistics or applied linguistics. Native or near-native fluency. ***Application Procedures:*** Submit current dossier including vita and a list of three references including telephone numbers to: Chair, Spanish Search Committee, Department of Modern Languages, SWT, San Marcos, TX 78666. Authorization to work in USA required. ***Review of applications begins: November 13, 1998.***

PHYSICAL THERAPY: Assistant Professor, Graduate Program in Physical Therapy. ***Degree Requirements:*** Ph.D. or post-professional master's degree in Physical Therapy or related field. Eligible for Texas physical therapy licensure. ***Application Procedures:*** Submit letter of intent, vita and a list of three references including telephone numbers to: Dr. Barbara Sanders, Department of Physical Therapy, SWT, San Marcos, TX 78666. ***Review of applications begins: May 31, 1999.***

POLITICAL SCIENCE: Assistant Professor, Public Administration. ***Degree Requirements:*** Ph.D. or DPA is required at the time of appointment. ***Application Procedures:*** Submit letter of application, vita, graduate transcript, a list of three references including telephone numbers, samples of scholarly work and any other related materials (e.g. syllabi, evaluations, etc.) to: Chair, MPA Search Committee, Department of Political Science, SWT, San Marcos, TX 78666. ***Review of applications begins: January 15, 1999.***

PSYCHOLOGY: Assistant/Associate Professor, Health Psychology (pending program approval). ***Degree Requirements:*** Ph.D. preferred. ***Application Procedures:*** Submit vita, evidence of effective teaching, such as student evaluation summaries, course syllabi, etc.; evidence of scholarship such as reprints, copies of papers presented, grant proposals submitted, and a list of three references including telephone numbers to: Dr. Theron Stimmel, Search Committee Chair, Department of Psychology, SWT, San Marcos, TX 78666. ***Review of applications begins: February 1, 1999.***

RADIATION THERAPY: Assistant Professor. ***Degree Requirements:*** Master's degree minimum, ARRTT certification, valid Texas license, a minimum of three years clinical experience, and two years of teaching experience. ***Application Procedures:*** Submit letter of application, vita and a list of three references including telephone numbers to: Mr. Ronnie Lozano, Search Committee Chair/Director, Radiation Therapy Program, SWT, San Marcos, TX 78666. ***Review of applications begins: October 19, 1998.***

SOCIAL WORK: Assistant/Associate Professor. ***Degree Requirements:*** Master's degree from an accredited social work program, two years post master's practice experience, and social work teaching experience required. ABD or Ph.D. in Social Work preferred. ***Application Procedures:*** Submit letter of application, vita and a list of three references including telephone numbers to: Dr. Karen Brown, Chair, Department of Social Work, SWT, San Marcos, TX 78666. ***Review of applications begins: March 31, 1999.*** Position contingent on funding.

SOCIOLOGY: Assistant Professor with expertise in applied sociology and internship supervision. Secondary specializations are open, and private sector experience is desirable. ***Degree Requirements:*** Ph.D. in Sociology preferred. ABD's nearing completion of the degree will be considered. ***Application Procedures:*** Submit letter indicating suitability for the position, a curriculum vita, statement of teaching philosophy, and a list of three references including telephone numbers to Dr. Ramona Ford, Professor of Sociology, Department of Sociology, SWT, San Marcos, TX 78666. ***Review of applications begins: February 2, 1999.***

SOCIOLOGY: Assistant Professor. Specializations should include sociological theory and statistics. ***Degree Requirements:*** Ph.D. in Sociology completed by September 1, 1999. ***Application Procedures:*** Submit letter of application, vita, philosophy of teaching, and a list of three references including telephone numbers to: Dr. Ramona Ford, Search Committee Chair, Department of Sociology, SWT, San Marcos, TX 78666. ***Review of applications begins: February 2, 1999.***

SPEECH COMMUNICATION: Assistant Professor. Specialty in instructional communication. ***Degree Requirements:*** Ph.D. ***Application Procedures:*** Submit letter describing your qualifications including experience in directing and teaching a basic speech communication course, and a current vita that includes telephone numbers of references to: Dr. M. Lee Williams, Department of Speech Communication, SWT, San Marcos, TX 78666. ***Review of applications begins: February 15, 1999.***

THEATRE: Assistant/Associate Professor. Head of Design and Technology. ***Degree Requirements:*** M.F.A. or Ph.D. required, five to six years experience preferred. ***Application Procedures:*** Submit letter of application, vita and a list of references including telephone numbers to: Dr. Richard Sodders, Search Committee Chair, Department of Theatre, SWT, San Marcos, TX 78666. ***Review of applications begins: February 15, 1999.***

Letters of application should be sent to the Search Committee of the appropriate department, Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666 unless otherwise noted. Candidates may contact the chair of the appropriate search committee for a position announcement that provides additional detailed information. Job postings can be found at **http://www.swt.edu/academicaffairs/** The University reserves the right not to proceed with any appointments for financial or programmatic reasons.

Although no other tenure-track vacancies are known at this time, applications are always welcome for consideration. The University continues to seek applications in the departments listed above as well as in the departments of Accounting, Agriculture, Anthropology, Art and Design, Chemistry, Clinical Laboratory Science, Communication Disorders, Computer Information Systems & Quantitative Methods, Criminal Justice, Geography & Planning, Health Administration, Health Information Management, History, Mass Communication, Music, Philosophy, Physics, Respiratory Care, and Technology.

SWT is an affirmative action, equal opportunity educational institution and as such does not discriminate on grounds of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or status as a disabled or Vietnam era veteran. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.
Southwest Texas State University is a member of the Texas State University System.

Southwest Texas State University

Indiana University
seeks nominations and applications for
Dean
School of Education

Indiana University is seeking a new Dean of the School of Education. Candidates should be scholars with achievements that warrant appointment to full professor and with accomplishments that have earned them a leadership position in the profession. Administrative experience and an earned doctorate or equivalent in Education or a related discipline is required. This position offers exciting educational possibilities including opportunities

- to provide leadership and set directions as the faculty and staff deal with a particularly successful endowment campaign, growing numbers of international graduate students, and increasing demands for involvement in interdisciplinary research and development efforts
- to support collaboratively an ever-growing number of faculty and staff as they re-imagine public education, address diversity, and create exemplary programs of teacher education.
- to expand the idea of "campus" through innovative programs of distance education and to address a new relationships between and among education, technology and learning through a recently created Center for Education and Technology.
- to become involved in an Educational Seminar Series which attracts internationally known scholars to the campus for purposes of broadening perspectives and enhancing the intellectual life of the school and campus.

The Dean reports to the Chancellor/Vice-President of Indiana University-Bloomington and has primary responsibilities for all education programs on the Bloomington and Indianapolis campuses. This joint School of Education serves 2500 undergraduate and 1800 graduate students with 130 faculty members. The new dean will bear the title "University Dean" and be the primary spokesperson for education on the Bloomington (36,000 students) and Indianapolis (25,000) campuses as well as have some coordination and review responsibilities relating to education on other campuses of the University system, which is comprised of eight campuses serving nearly 90,000 students.

In addition to seven academic departments (five in Bloomington and two in Indianapolis), the school incorporates externally-funded clearinghouses, research projects, development centers, and various professional, technical, instructional, and student service units. The School of Education, on both the Bloomington and Indianapolis campuses, is housed in modern facilities with advanced technological resources.

Bloomington, situated in the picturesque rolling hills of southern Indiana, offers a quality of life that has earned it acclaim as one of the country's most desirable places both to live and retire. It is one of the major cultural and recreational centers in the state, offering a rich diversity of musical, artistic, and intercollegiate athletic events.

Indianapolis, 50 miles north of Bloomington, is a dynamic and growing metropolitan area. Proud of its cultural resources and traditions, Indianapolis has established itself as a professional and amateur sports capital.

Nominations or letters of application, accompanied by two copies of a curriculum vitae, should be sent to:

Jerome C. Harste, Chair
Dean's Search & Screen Committee
Education 3044
Indiana University
Bloomington, IN 47405

IU is being assisted in this search by Educational Management Network/Witt/Kieffer. Confidential inquiries and a copy of the position prospectus may be directed to ***Gary J. Posner (Telephone:** 615/665-3388; **E-Mail:** GPosner@EMNEMN.Com).* *Additional information about IU and the School of Education is available on the web at* ***http://www.indiana.edu****.*

For full consideration, please submitted materials by November 15, 1998.

Indiana is an Affirmative Action, Equal Opportunity employer.

CARLETON COLLEGE
Northfield, Minnesota
TENURE-TRACK POSITIONS
Open for Fall 1999

BIOLOGY–Invites applications for two tenure-track positions at the rank of Assistant Professor.

Neurobiolog - Cell Biology. Teaching responsibilities will include an upper-level course in eurobiology with lab, a sophomore-level course in Cell Biology with lab, involvement in the introductory Biology sequence, and a junior/senior seminar course in candidate's area of expertise.

Ecosystems Ecology. Teaching responsibilities will include an upper-level course in Ecosystems cology with lab, a course in the Biology of Global Change with lab, involvement in the introductory Biology equence, and a junior/senior seminar course in candidate's area of research. We are particularly interested in expertise in primary productivity or wetland/aquatic systems.

The successful candidates for both positions will be expected to maintain an active research program involving undergraduates. Send letter of application, curriculum vitae, statement of teaching philosophy, summary of research experience and goals, undergraduate and graduate transcripts, and three letters of reference to **Mark McKone, Department of Biology, by October 23, 1998**.

ENGLISH–Assistant Professor in eighteenth-century British literature. Candidates should have Ph.D. by time of appointment (September 1999) and a strong commitment to teaching in a liberal arts college. Teaching responsibilities include six courses per year in three terms: two writing seminars, two introductory literature courses, two upper-level courses in area of specialty. Preliminary interviews at MLA. Send letter of application and c.v. to **Constance Walker, Chair, Department of English, by November 30,1998**.

GEOLOGY–Assistant Professor in volcanology, geochemistry, and/or geochronology. We seek an individual with strengths in volcanology, geochemistry (low-temperature and environmental), and/or geochronology, and extensive field experience. Teaching responsibilities include four courses and associated labs each year, including introductory courses, core courses for majors, advanced courses, and interdisciplinary courses. We are especially interested in someone who can occasionally teach mineralogy or petrology, two of our core courses. We seek someone who will be actively engaged in a strong research program that can include undergraduate students and who will help students design and carry out their own research. Send letter of application, a statement of teaching and research interests (the letter addressing how undergraduate students will be incorporated) plus c.v. with the names and addresses of at least three references (we will request letters for applicants passing the initial selection) to **David M. Bice, Chair, Department of Geology, by October 15, 1998**.

HISTORY–Invites applications for two tenure-track positions at the rank of Assistant Professor. **For both positions, we will be interviewing candidates at the AHA in Washington, DC, January 7-10, 1999**.

East Asian History. Teaching responsibilities will be two courses in each of three terms, including a survey course on China, a survey course on Japan, a first-year seminar (designed to help students develop writing and reading skills) and upper-level courses on special topics or periods in East Asian history—especially Chinese and Japanese history. Send letter explaining your suitability for the position, c.v., course syllabi, and placement file to Professor Clifford Clark, Director of the East Asian History Search, Department of History, by **November 30, 1998**. Carleton has a strong Asian Studies program.

Medieval History. In addition to western European history, we are also interested in developing courses in areas such as Crusader, Islamic, or comparative medieval history; we value interdisciplinary teaching. All department faculty teach a first-year seminar (designed to help students develop writing and reading skills.) Send letter explaining your suitability for the position, c.v., course syllabi, and placement file including at least three letters of recommendation by Monday, **November 30, 1998** to **Professor Diethelm Prowe, Chair, Department of History**.

MUSIC–Piano. Seeking a piano teacher artist with a breadth of performing experience ranging from traditional to contemporary solo and chamber music literature. Teaching responsibilities include studio piano, keyboard harmony, and courses in one or more of the following areas: music fundamentals, theory, history and literature, or performance. Other responsibilities include: supervising the piano program and equipment maintenance, coordinating part-time piano faculty and student accompanists. Send cover letter describing teaching and research interests, c.v., and three confidential reference letters (no tapes or Cds now) to **Piano Search Committee, Department of Music by January 1, 1999**.

POLITICAL SCIENCE–Constitutional Law/Judicial Politics/Political Theory. Teaching responsibilities include courses on American legal topics and in political theory, preferably including American political thought, as well as the introductory political theory course. An ability to teach introductory American government is also highly desirable. Send cover letter describing teaching and research interests, c.v., writing samples and reference letters to **Steven Schier, Chair, Political Science Department, by November 20, 1998**.

General Information for all openings: All positions at Assistant Professor level (Ph.D. or terminal degree required by time of appointment). In extraordinary circumstances, appointment at higher rank may be considered. Carleton is a highly selective liberal arts college with 1,800 students located 45 miles south of Minneapolis and St. Paul, Minnesota. The Carleton calendar includes three 10-week terms and the standard teaching load is six courses, two per term, although first-year faculty teach five. A strong commitment to research and teaching at the undergraduate level is a primary qualification. Carleton is engaged in efforts to attract, retain, and nurture underrepresented groups in the sciences and other disciplines; we seek candidates with particular interest and strength in these areas.

Carleton College is an Equal Opportunity/Affirmative Action Employer
Women and minority candidates are strongly encouraged to apply.

Carleton College, One North College Street, Northfield, MN 55057

For additional information, visit Carleton's website at
http://www.carleton.edu/

Faculty Positions for 1999-2000

Boston College, a co-educational Jesuit University of 9,000 undergraduates and 5,500 graduate and professional students, is committed to the ideal of excellence and service to others. Affirmative Action candidates, those of African, Latino, Asian and Native American descent and women (including women of color), are invited to apply for tenure-track positions available in 1999. The University is actively seeking faculty who will enrich its cultural and ethnic diversity.

COLLEGE OF ARTS AND SCIENCES

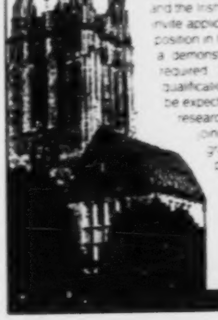
COMMUNICATION - Assistant Professor. Application for a tenure-track position teaching Rhetorical Theory, Communication Criticism and courses in Argumentation and Persuasion. Should have Ph.D. in Communication, teaching experience, and an active research program. Send letters of application, curriculum vitae, selected articles or papers, teaching evaluations and a list of references to **Dale Herbeck, Chair, Communication Search Committee. Application review beginning November 2, 1998; applications accepted until position is filled. Email: herbeck@bc.edu; Website: http://www.bc.edu/bc_org/avp/cas/comm/Comm.html**

CHEMISTRY - Assistant Professor, Biochemistry or Chemistry applied to the understanding of biological processes. Outstanding applications for more senior levels also welcomed. Applicants at the Assistant Professor level should send a resume, a summary of research plans, and arrange to have three letters of recommendation transmitted. Established investigators should send a letter of application and appropriate supporting materials. The Chemistry Department is housed in a superb, award-winning facility. **Deadline: November 1, 1998. Contact: Chair, Faculty Search Committee, Department of Chemistry. Website: http://ch03.bc.edu**

ECONOMICS - Applications are invited for senior level and junior faculty positions in microeconomics and macroeconomics, starting in Fall 1999. Preference will be given to candidates in the areas of **game theory and bargaining theory, theoretical industrial organization, monetary economics, and open economy macroeconomics**. Applicants should have a distinguished research record and strong interest in both graduate and undergraduate teaching. Salary is open. Candidates should send a curriculum vitae, 3 letters of reference, and a research paper to **Richard Tresch, Chair, Department of Economics.**

ENGLISH - Two tenure-track openings at the Assistant Professor level. (1) Assistant Professor of **Drama**. We seek a tenure-track assistant professor (Ph.D. required), whose primary field is drama, and whose interests include one or more of these areas: modern and contemporary drama, Shakespeare, history of drama. Candidates should also have special training in at least one of these allied fields: film, theatre studies, performance theory, play writing. To begin September, 1999. Normal teaching load 3/2, includes undergraduate electives, graduate courses, introductory major courses and some freshman Core. (2) Assistant Professor of **Ethnic American Literatures and Cultures**. Tenure-track Assistant Professorship in Ethnic American Literatures and Cultures. Ph.D. required, to begin September, 1999. We seek especially candidates who think across traditions, work with theories of race and ethnicity, and offer a range of teaching interests. We have a special interest in Asian American literature, but will give full consideration to all applications. Normal teaching load 3/2, includes undergraduate electives, graduate courses, introductory major courses and some freshman Core. Applications should include letter, c.v., writing sample and dossier, postmarked by November 5, 1998, and addressed to **Rosemarie Bodenheimer, Chair, Department of English; Email: bodenhei@bc.edu**. Please include self-addressed postcard for acknowledgment.

HISTORY - Latin America. Applications and nominations for a tenure-track appointment as assistant professor are invited. (In exceptional circumstances, a more senior candidate might be considered.) Preferences include specialization in South America or the Colonial Period. Teaching responsibilities involve participation in core curriculum on modern history, Latin American survey, advanced electives, and graduate courses in area of specialization. Send full dossier, including c.v., letters of reference, transcripts, and if available, syllabi to **Prof. Deborah Levenson-Estrada, Chair, Latin American Search Committee, Department of History. Deadline November 30, 1998.**



HISTORY - Irish History. The History Department and the Irish Studies Program of Boston College invite applications and nominations for a senior position in Irish History. Publications, Ph.D. and a demonstrated interest in Irish Studies are required. Rank and salary dependent upon qualifications. The successful candidate will be expected to present a substantial record of research and publication. He or she will be joining an established Irish Studies program and will be expected to participate in both graduate and undergraduate aspects of the program. Specialists in all periods and aspects of Irish history are encouraged to apply. Send applications and nominations to **Dr. Kevin O'Neill, Chair, Irish History Search Committee, Department of History**. The Search Committee will begin its review of applications in December.

MATHEMATICS - Assistant Professor. Under exceptional circumstances would consider hiring at a higher level. Requirements include a doctoral degree, demonstrated success or strong potential in research and a commitment to effective teaching at the undergraduate and graduate levels. At least two years' teaching experience beyond the doctoral degree preferred. The Department of Mathematics has twenty-one full-time faculty. Current research interests include algebra, analysis, applied mathematics, dynamical systems, geometry, number theory, probability, statistics and topology. Applicants should include with their cover letter and resume, a description of their research plans and a statement of teaching philosophy, and should arrange to have at least four letters of reference with at least one letter focusing on teaching effectiveness and potential. Email inquiries may be directed to **search.math@bc.edu** or may be answered at our web page **http://fmwww.bc.edu/MT/**. Electronic applications will NOT be accepted. Review of applications will **begin December 1, 1998, and continue until position is filled**. Send all materials to: **Math Search, Chair, Department of Mathematics, Boston College, Chestnut Hill, MA 02467-3806.**

MUSIC - Ethnomusicology. An ethnomusicologist for a full time tenure track position to teach in a small department sought. Expertise in Irish and Celtic music is necessary, as well as some experience teaching world music, and/or another area in ethnomusicology at the undergraduate level. Applicants should possess a Ph.D. in Ethnomusicology or its equivalent. The Music Department of Boston College, founded in 1989, is a small but growing department within a large undergraduate liberal arts program. We have a large chorale (150 voices), a small symphony orchestra and chamber music society, as well as numerous smaller a cappella singing groups and bands. The music major and all our courses are open to students who come from varied musical backgrounds. Applicants should submit a curriculum vitae and three letters of recommendation by November 15, 1998 to **Professor T. Frank Kennedy, S. J., Chair, Search Committee, Music Department.**

POLITICAL SCIENCE - Entry level tenure-track position at the Assistant Professor level in **comparative politics**. Candidates should be qualified to do scholarly research in and teach undergraduate and graduate students about social and institutional factors in the politics of Eastern Europe and the former Soviet Republics. Preference given to candidates with strong skills in the theories and methods of comparative analysis as well as those who demonstrate an interest in contributing to wider university activities in Slavic studies. Ph.D. is required at time of appointment. Send letter of application, curriculum vitae, three letters of recommendation, graduate transcript and writing sample to **Professor Kenji Hayao, Comparative Politics Search Committee, Political Science Department. Deadline: November 1, 1998.**

PSYCHOLOGY - Behavioral Neuroscience. Assistant/Associate Professor level. Candidates should have Ph.D. and postdoctoral experience. Although we welcome applications in all areas of behavioral neuroscience research, we are particularly interested in: (1) neural and hormonal bases of behavior related to fear, stress, or anxiety states in animals; (2) neurobiology and learning and memory in animals. Additionally, we are interested in individuals who integrate developmental and/or molecular neurobiological approaches into their research. The successful candidate will also teach courses at the undergraduate and graduate levels. Send curriculum vitae, three letters of reference, a statement of research and teaching interests, and representative publications to **Dr. Michael Numan, Search Committee, Department of Psychology, McGuinn Hall**. Review of applications will begin immediately and will conclude once the position is filled. For more information, see **http://www.bc.edu/bc_org/avp/cas/psych/psych.html**

THEATER - Assistant Professor. Tenure-track designer/teacher in undergraduate liberal arts theater department. Terminal degree required and several years of academic teaching experience preferred; professional experience desirable. Responsibilities include teaching a variety of theater classes (two per semester), including stagecraft and introductory design; working in a design capacity on four productions per year; and supervising student design program. Department of five faculty plus support staff which includes technical director, costume designer/shop supervisor and lighting designer/master electrician. Strong commitment to undergraduate teaching a must. Strengths in scenic design preferred (including scene painting); secondary design area desirable. Salary commensurate with experience. Application deadline: December 20, 1998. Send letter of application, current curriculum vitae and three letters of recommendation to **Stuart J. Hecht, Search Committee, Department of Theater, Robsham Theater Arts Center.**

CARROLL SCHOOL OF MANAGEMENT

ACCOUNTING - Applications for two tenure-track positions are invited. Qualifications include a demonstrated interest in and capacity to do publishable scholarly research, and a high level of teaching competence and innovation. Individuals with an openness to diverse intellectual outlooks and research methodologies, and an appreciation for Boston College's liberal arts tradition and strong Jesuit education philosophy that emphasizes a social justice perspective sought. We offer a collegial environment, an energetic faculty with a variety of intellectual interests and close ties to the Boston financial and academic communities. Deadline: December 1, 1998. Contact: **Jeffrey Cohen, Department Chair, Department of Accounting.**

FINANCE - The Wallace E. Carroll School of Management seeks an exceptional scholar for the fully endowed John L. Collins, S.J., Chair in Finance. The applicant must possess a distinguished record of research publications and strong evidence of continuing research performance. The chairholder should also have strong teaching record in the finance area and an interest in fostering interaction between the academic and business community. The chair offers a competitive compensation package plus a research support and teaching load necessary for continuing high level academic research productivity and interaction with the business community. The chair's efforts will be complemented by the highly accomplished existing finance faculty so that the school can further strengthen both its undergraduate and graduate programs including the Ph.D. program in Finance. Please send nominations and applications by February 1, 1999 to: **Professor Alan Marcus, Wallace E. Carroll School of Management, Finance Department, Fulton Hall 312.**

SCHOOL OF LAW

INTERNATIONAL LAW - Boston College Law School is continuing the search begun in the 1997-98 academic year for a tenured or tenure-track faculty member primarily interested in international law. The process of selection of candidates has already begun, so interested applicants should submit their materials immediately to **Professor Alfred C. Yen, Chair, Faculty Appointments Committee, Boston College Law School, 885 Centre Street, Newton, MA 02459.**

LEGAL REASONING, RESEARCH & WRITING - Applications for the full-time, long-term contract position of Assistant Professor of Legal Reasoning, Research & Writing are invited. Assistant Professors of Legal Reasoning, Research & Writing teach an intensive, five credit course to first-year students. Appointment is for ten months, September 1, 1999 to June 30, 2000, with the possibility of renewal for successive two-year contracts. Salary is competitive. Applicants should have a record of high scholastic achievement in law school and substantial law practice or other similar work experience. Teaching experience, especially in a law school context, is strongly preferred. Also desirable are knowledge of using technology in the classroom as well as interest in becoming involved in the national law school and legal writing associations. Applicants must furnish general biographical information, a law school transcript, a list of three references, and an unedited writing sample. A cover letter must explain in-depth why the applicant desires to teach Legal Reasoning, Research & Writing at Boston College Law School. Interested applicants are encouraged to submit these materials soon, since the selection of those to be interviewed will begin early in the Fall 1998. Contact: **Jane Kent Gionfriddo, Associate Professor and Director of Legal Reasoning, Research & Writing; Email: gionfrid@bc.edu, Boston College Law School, 885 Centre Street, Newton Centre, Massachusetts 02159; (617) 552-4358.**

SCHOOL OF NURSING

NURSING ETHICS - Candidates must have a doctoral degree in Nursing or a related field, a Master's in Nursing, substantial expertise in Nursing Ethics, and an established record of achievement in practice, teaching and research. Forward letter of application and resume by January 15, 1999 to: **Barbara Brush, Ph.D., MSN, NP, Chairperson of the Search Committee, Boston College School of Nursing, Cushing Hall, Room 420; (617) 552-4927. E-mail: brushb@bc.edu; Website at http://www.bc.edu/nursing**

GRADUATE SCHOOL OF SOCIAL WORK

POLICY/RESEARCH - Candidates for a tenure line Policy/Research position at the associate professor or assistant professor level sought. MSW and doctorate required. Experience requirements include capacity to teach courses at the MSW and doctoral levels, proven ability to secure research/training grants, publications in refereed journals, strong research capability, and considerable substantive knowledge in a field of practice or in special populations. Rank and salary flexible and competitive, depending on applicant's qualifications. Send curriculum vitae and names of three references to: **Dr. Demetrius Iatridis, Chair, Personnel Committee, Graduate School of Social Work; (617) 552-4041.**

Send letters of interest, curriculum vitae, supporting materials (samples of scholarship) and three letters of reference to the person and department/School indicated at Boston College, Chestnut Hill, MA 02467.

Boston College is an affirmative action/equal opportunity employer.

BOSTON COLLEGE

A Jesuit Catholic University

Washtenaw Community College

Faculty Openings

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for several faculty openings

AUTOMOTIVE INSTRUCTOR-This individual must possess a Bachelor's degree in education, technology, or a field related to Automotive Service, equivalent of two years full time work experience as a line mechanic in automotive service, equivalent of one year full time successful teaching experience (equates to 450 student contact hours) and be ASE certified. Applications will be accepted until the position is filled. Anticipated date of appointment is for the 1999 Winter semester or until the position is filled. The initial base salary is $33,330-$44,640, base load of 32 weeks/160 days/450 contact hours per academic year

ACCOUNTING INSTRUCTOR-This individual must possess a Master's degree in a business or education field, minimum of 18 hours in Accounting, equivalent of two years successful teaching experience at the community college level (equates to 900 student contact hours), and two years full time work experience with primary emphasis in accounting. Applications will be accepted until the position is filled. Anticipated date of appointment is for the 1999 Winter semester or until the position is filled. The initial base salary is $33,330-$44,640, base load of 32 weeks/160 days/450 contact hours per academic year

COMMUNICATIONS INSTRUCTOR-This individual must possess a Masters degree in communications, speech or related discipline, equivalent of two years successful college teaching experience (equates to 900 student contact hours). Deadline for receipt of WCC application form is December 18, 1998. Anticipated date of appointment is for the 1999 Fall semester. The initial base salary is $34,330-$45,980, base load of 32 weeks/160 days/450 contact hours per academic year

ASSOCIATE LIBRARIAN-This individual must possess a Master's degree in library science or information studies form an American Library Association accredited program, minimum of two years full time equivalent experience in a library, and experience using electronic bibliographic tools, network navigation tools, CD ROM products and basic productivity tools. Applications will be accepted until the position is filled. The initial base salary is $33,330-$44,640, 2080 hours on a twelve month base

All position include generous fringe benefits.
for job postings see our web site at
http://www.washtenaw.cc.mi.us/jobs/

Interested persons should send completed application form with credentials (student copies acceptable) and statement of number of clock hours to

Washtenaw Community College
Office of Human Resource Management
4800 E. Huron River Dr.
Ann Arbor, MI 48106
(734) 973-3497
Job Hotline (734) 973-3510

WCC is an AA/EEO/ADA employer.

UNIVERSITY OF MARYLAND

College of Library and Information Services

Assistant, Associate or Full Professor in School Library Media

The College is seeking a full-time, tenure-track faculty member to begin in Fall 1999 or Winter 2000. The appointee will have responsibility primarily in the College's School Library Media Program and will also have opportunities and responsibilities in other programmatic areas in the College

The College is an ALA-accredited institution that offers highly regarded programs at the M.L.S. and Ph.D. levels. At the M.L.S. level, the School Library Media Program is fully accredited by the National Council for the Accreditation of Teacher Education (through a joint arrangement with the College of Education) and the Maryland State Department of Education. Graduates are qualified to assume a full range of positions in public and private schools

Candidates should have an understanding of the issues involved in designing, conducting, and managing K-12 school library media programs for the information age. They should have knowledge and expertise in the concepts and processes of "teaching and learning, information access and delivery, and program administration" (*Information Power: Building Partnerships for Learning*).

The appointee will be expected to develop and maintain an active research program, to teach courses in a variety of topics related to the field, particularly the management of school library media programs; to advise Ph.D. and M.L.S. students; to have a commitment to professional service; and to supervise students in their practicum experience

A doctorate in library/information science, instructional design/technology, or a related field is required. A demonstrated record in research and publication and experience as a practicing school library media specialist will be considered advantages

The appointment covers 9-1/2 months each year with the opportunity for summer teaching. Rank and salary at appointment will be commensurate with qualifications and experience

Applications will be accepted until February 1, 1999 or until appropriate candidates have been identified. Inquiries and applications should be sent to the Search Committee Chair

Dr. Delia Neuman
College of Library and Information Services
4105 Hornbake Library Building
University of Maryland
College Park, MD 20742-4345
(301) 405-2054
mn9@umail.umd.edu

The University of Maryland is located in a suburb of Washington, D.C., about 30 miles from Baltimore, MD. Further information about the College is available at **www.clis.umd.edu.**

The University of Maryland has a policy of being responsive to the needs of dual career couples

The University of Maryland is an affirmative action and equal opportunity employer

UNIVERSITY OF MARYLAND

UNIVERSITY OF CALIFORNIA, DAVIS

Associate Director of Development

$54,700 - $82,000/ANNUALLY

The Associate Director of Development manages the day to day operation of the development office and is responsible for supervising the Annual Fund, Davis Chancellor's Club, Development Research, Ceremonies and Special Events, and Development Communications. The Associate Director oversees the budget for the central Development Office and serves as the unit's technology liaison to Advancement Services and the campus as a whole. Serves as the central Development office's Human Resources Officer

Responsibilities: Assists the Executive Director of Development in the preparation and monitoring of the annual budget for the central Development Office, and coordinates preparation of Development Office's one, three and five-year strategic plan. Serves as the central Development Office information technology and human resources officer. Supervises direct reports in establishing goals, objectives, operating policies and procedures, and evaluation processes to monitor progress in achievement of assigned goals. Develops and implements on-campus professional development and training programs designed to increase faculty, staff and volunteer understanding of fund raising practices and techniques. Provides policy oversight of UC Davis' support groups. For assigned special projects, develops and implements fund raising plan. Coordinates donor relations and stewardship programs designed to develop long-term commitment of donors to the University. Acts as Executive Director of Development in his/her absence

Qualifications: Five or more years of management and administrative experience, preferably in a university environment. Familiarity with various types of fund raising programs, particularly annual giving, special events, stewardship, prospect research, and communications. Excellent management, leadership and interpersonal skills. Excellent written and oral communication skills. Demonstrated experience in the development of policies and procedures for the effective operation of a large, complex organization. Demonstrated expertise in strategic and long range planning. Demonstrated ability to develop and manage a large and complex budget, to analyze data from a wide variety of sources, and to present statistical information in appropriate and understandable formats. Knowledge of information systems and technology used to support fund raising efforts. High personal integrity. Bachelor's Degree. An appreciation of the mission of UC Davis

Application Procedure: To apply, send cover letter and resume to

Sue A. Francis
Executive Director of Development
UC Davis Development Office
One Shields Avenue
Davis, CA 95616-8574
(530) 757-3208, FAX (530) 757-3230

Position open until filled.

University of California
is an Equal Opportunity Employer

THE UNIVERSITY OF IOWA
COLLEGE OF LIBERAL ARTS
Iowa City, Iowa

A LEADER IN

Equality ⁘ Diversity ⁘ Excellence

TENURE-TRACK FACULTY POSITIONS

The University of Iowa values diversity among students, faculty, and staff. The University believes that a rich diversity of people and their many points of view enhance the quality of the educational experience and work environment.

During 1998-99, 22 departments in the College of Liberal Arts are searching to fill 33 faculty positions at both senior and junior ranks, with appointments to begin 1999-2000.

Information on each faculty position is available at the College's web site, www.uiowa.edu/˜libarts. The UI is an Affirmative Action/ Equal Opportunity Employer. Women and minorities are encouraged to apply.

DEAN
BUSINESS, SCIENCE AND TECHNOLOGY DIVISION

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Dean, Business, Science and Technology Division. The Division serves 14,000 students per semester supported by 250 full and adjunct faculty and an annual budget of approximately 13 million dollars. The Division includes 32 programs in the academic areas of science, math, technologies, design, health careers, business and computer studies. This senior-level position reports directly to the Vice President for Academic Affairs and oversees 18 departments. The Dean provides academic and administrative leadership to the Division to support the mission of the College, directs daily operations and supervises department heads and administrative staff in the management of their areas of responsibility.

Qualifications:

- Doctorate strongly preferred; Master's required
- Five years of directly related progressively responsible academic administrative experience
- College teaching experience
- Ability to work collaboratively with various constituencies
- In-depth familiarity with regional and specialized programmatic accreditation
- Understanding and support of community college mission

Excellent salary and fringe benefits.

Qualified candidates must submit resume, cover letter and three letters of recommendation by Nov. 30, to: **Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130.** We are committed to a workforce reflective of our community. AA/EOE

Community College of Philadelphia

University at Buffalo
State University of New York

School of Law

The University at Buffalo (State University of New York at Buffalo) School of Law announces the opening of a position as a Lecturer in Law, responsible for teaching legal research and writing in the first-year program. This position is for one academic year non-tenure-track appointment, renewable for up to three years. Salary for the first year is $30,000 with a $3,000 summer payment. Excellent employment benefits are also provided by the State of New York. In addition to a law degree, applicants should have a strong law school record and excellent research and writing skills.

The teaching obligations include designing and conducting a two semester research and written course that progressively develops students' research, writing and doctrinal and factual analytic skills and provides students with numerous research and writing exercises and substantial individual feedback.

To apply send the following materials: **(1)** a cover letter expressing reasons for interest in the position and when during the summer of 1999 you would be able to start full-time, **(2)** resume, **(3)** law school transcript, and **(4)** names, addresses and phone numbers of three references familiar with your research and writing and oral communication skills. Mail these materials to:

Professor Frank Munger, Chair
Appointments Committee
University of Buffalo Law School
422 O'Brian Hall
Buffalo, NY 14260-1100

The University at Buffalo Law School is an equal opportunity/affirmative action employer. Women, minority and individual candidates with disabilities are encouraged to apply. In accordance with federal and state law, no person shall be subject to discrimination on the basis of age, creed, color, disability, national origin, race, religion, ethnicity, sex, sexual orientation, marital or veteran status.

R·I·T
COLLEGE OF SCIENCE
FACULTY POSITIONS

The RIT College of Science invites applications for two tenure track positions at the rank of Assistant Professor, one each in the Department of Physics and the Department of Biological Sciences. Both positions begin September 1, 1999.

RIT is an equal opportunity, affirmative action employer.
Applications from minorities and women and strongly encouraged.

PHYSICS: Applicant qualifications include a Ph.D. in physics or a closely related field, evidence of excellence in teaching lecture and laboratory courses in a US college or university, a commitment to sustained research involving both undergraduate and graduate students, and initiative in utilizing and/or developing alternative teaching methods. Applicants should be capable of making contributions to current Department of Physics research projects and strengthening the Department's interaction with the master's program in Materials Science and Engineering. A complete description of the position and the application procedure are located on the Department's web page **(http://www.rit.edu/~674www/)**

BIOLOGY: The department seeks a Plant Scientist. A Ph.D. is required and demonstrated teaching and post-doctoral experience is desirable. The applicant should be broadly trained with knowledge and skills in plant cell/molecular biology, plant physiology, plant cell & tissue culture. The successful applicant will supervise the department's greenhouse, teach botany and plant biotechnology courses, participate in foundation course instruction and be encouraged to develop new courses of interest. Research in specialty area is encouraged. Applications are accepted and reviewed until the position is filled. Applicants should submit a curriculum vitae and arrange to have three reference letters sent to: **Chair, Search Committee, Department of Biological Sciences, Rochester Institute of Technology, 85 Lomb Memorial Drive, Rochester, NY 14623-5603.**

PRESIDENT …………………………………… **OLIVET COLLEGE**

Olivet College seeks an innovative leader to build on its successes of the past five years. Considered an **emerging model** for **transformation in higher education**, the College has received recognition and/or funding for this process from the W.K. Kellogg Foundation, the John Templeton Foundation, ACE and AACU.

The Olivet Plan, adopted in 1994, is the modern day expression of the College's historical mission and current vision, "Education for Individual and Social Responsibility." The plan has at its core a focus on character as well as competence and service as well as career. Curriculum and co-curriculum are integrated through a required portfolio in which students demonstrate evidence of learning in five major outcome areas. Active learning, peer learning, diversity education and service learning are required elements of the Olivet experience.

Founded in 1844, Olivet College has been, from inception, coeducational and open to students of all races. The College is committed to these principles and to the democratic values of the founding denominations, the United Church of Christ and the Congregational Christian Churches, with whom it is still affiliated.

Olivet College is located in central Michigan, 30 miles south of Lansing, the state capital. Enrollment has grown from 700 to over 900 (the largest on record) and includes 23% students of color and 7% international students. The 125-member faculty/staff are 29% people of color. The academic program is primarily undergraduate. A Masters of Arts in Teaching based on the portfolio model also enrolls over 60 students.

The next president will play a significant role in developing the resources and relationships necessary to achieve the full expression of the Olivet Plan. S/he will lead the transformation of the culture of education and learning at Olivet. The College seeks a new leader who is well prepared for and enthusiastic about the challenges faced by private colleges in the 21st century.

Nominations and applications should be directed in confidence to:

Olivet College Presidential Search
c/o Educational Management Network/Witt/Kieffer
2015 Spring Road Suite 510
Oak Brook, IL 60523

For additional information and a copy of the Position Prospectus please contact our consultants. E. Kay Dawson at 734.665.2411 or Gary J. Posner at 615.665.3388 or via e-mail at olivet@emnemn.com. Olivet College has an Internet Web site at http://www.olivetnet.edu.

Olivet College is an equal opportunity employer.
Women and persons from traditionally under-represented groups are encouraged to apply.

Education

DEPAUL
UNIVERSITY

DePaul University, **Chicagoland's largest Catholic University, is a private urban** institution of over 17,000 students on five Chicago area campuses. We are currently seeking candidates for the following position:

Coordinator of Educational Activities

As the Coordinator of Educational Activities, you will be responsible for the management of the STARS (Students Together Are Reaching Success) program, a first-year-student retention initiative, and all Multicultural Student Affairs (MSA) educational seminars and related events associated with this initiative. You will oversee all aspects of STARS.

Responsibilities include recruiting/training/evaluating peer-mentors, planning educational events, providing appropriate intervention for program-participants and maintaining critical and confidential records. Some weekend and evening hours are required components of this position.

Requirements: As this position focuses on the retention of students-of-color, the selected candidate should possess an appreciation for, a sensitivity to, and successful professional experience improving issues such as "diversity", "campus-climate" and "community". An outgoing, energetic personality and a keen eye for detail in programming/events-planning are a must. Experience supervising college students is also required. Candidates with a Master's Degree in Counseling, Education, or a related discipline will be given preference.

Interested candidates should forward their resume to: DePaul University, Human Resources, 25 E. Jackson Blvd., Chicago, IL 60604. FAX: (312) 362-5116. E-mail: resumes@wppost.depaul.edu. DePaul University is committed to diversity and equality in education and employment.

BUSINESS LAW
Assistant or Associate Professor

The Robert H. Smith School of Business, University of Maryland, announces an opening for a tenure track faculty member at the Assistant Professor or Associate Professor level to begin Fall 1999. J.D. required. Joint degree, J.D./Ph.D. or J.D./M.B.A., and/or law review experience preferred. Preference for background and expertise in the areas of high technology, including the legal and business issues associated with intellectual property, telecommunications, computers, electronic commerce, and the Internet. Salary competitive.

Send vita, research papers, three letters of reference, and summaries of teaching evaluations to **Professor Daniel T. Ostas, Chair, Search Committee, Robert H. Smith School of Business, University of Maryland, College Park, MD 20742-1815.** For full consideration, applications should be received by December 15, 1998.

The University of Maryland is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are strongly encouraged.

See the School's web page at

www.rhsmith.umd.edu.

UNIVERSITY OF
MARYLAND

DIRECTOR OF NEW STUDENT ORIENTATION AND COMMUTER SERVICES
DIVISION OF STUDENT AFFAIRS
NORTHEASTERN UNIVERSITY, BOSTON, MA

Plan, coordinate and implement all undergraduate new student orientation programs for incoming students and their parents to include quarter and summer orientation programs. Duties include: supervision of staff, coordination of logistics, development and facilitation of budget and fee structure, coordination of database support, development and production of publications, coordination of committees. Work with Center for Effective University Teaching in coordination of efforts to ensure smoother transition from summer orientation programs to freshman seminars. Oversee coordination of Parent and Family services and programs including Parent and Family Summer Orientation, Family Weekend, Parent and Family Advisory Board, parent newsletters, ongoing services and support of parents and families of Northeastern University students. Plan, coordinate and implement services and programs for commuter students to include off-campus housing assistance for graduate and undergraduate students, Commuter Student Association, apartment hunting workshops and fairs. Master's degree in Student Personnel, Higher Education or related fields, five to seven years' related experience in Student Personnel Administration with progressively increasing range of responsibility in New Student Orientation Programs, excellent verbal and written communication skills, strong management and budget capabilities, commitment to working with and for students. Experience in Commuter Services strongly preferred. Salary range beginning at $40,000. **Send resume and name, address and phone number of three references, including current immediate supervisor, to Ms. Fran Roberts, Search Coordinator, 104 Ell Hall, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Complete applications received by November 18 will receive primary consideration. Applications will be accepted until the position is filled. Target start date: January 4, 1999.**

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX institution committed to cultural, ethnic, and racial diversity.

De Anza College

Dean, Counseling and Matriculation

De Anza College, located in the heart of Silicon Valley in Cupertino, California, is currently accepting applications for an innovative and student-oriented individual that will provide vision, leadership and supervision of the Counseling and Matriculation Division. The Dean oversees Counseling, Orientation, the Transfer Center, Health Services, related student services programs, and organizes and oversees the planning process for matriculation. Master's degree in Counseling or related field, or the equivalent.

First Review: November 20, 1998 ***Job #99034***

Applications and complete job descriptions may be obtained from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(650) 949-6217
employment@fhda.edu
http://www.fh.fhda.edu/district/hr/employment.html
TTY: (650) 949-5813

A resume may ***not*** *be substituted for a completed District application.* *AA/EOE*

San Mateo County Community College District

(located on the beautiful San Francisco Bay Peninsula)

CHIEF BUSINESS OFFICER

(Associate Chancellor)

for three colleges and administrative services.

$99,816 to $110,316 (for 1997-98)

plus excellent fringe benefits package. Recruitment open until position is filled. First Committee screening of applicant materials: November 2, 1998

FULL-TIME, TENURE-TRACK FACULTY POSITIONS AND OTHER OPPORTUNITIES ALSO OPEN NOW!

Visit our Web Page for full announcements and application information:
www.smcccd.cc.ca.us/smcccd/jobs/jobs.html

EOE/ADA

Position Available

DEAN OF THE SCHOOL OF EDUCATION

Grand Valley State University invites applications and nominations for the position of Dean of the School of Education. Grand Valley is the fastest growing comprehensive, public supported institution (16,700 students) in the state of Michigan. The University has demonstrated a strong commitment to liberal, professional, and international education. We are located in west Michigan near Grand Rapids, the center of the state's second largest population area and the region's business and industrial center. See our web site at http://www.gvsu.edu

The School of Education is committed to excellence in teaching, scholarship, and service to create a difference in increasingly diverse communities. The School of Education is an upper-division and graduate unit. Programs are approved by the Michigan Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE). The School of Education undergraduate division offers programs leading to the bachelor's degree and Michigan Provisional Certification. Certification is available in elementary general education, secondary general education, or elementary education with special education endorsements. The School of Education graduate division offers the Master of Education degree (M.Ed.), Michigan Provisional and Professional Certification, certification renewal and programs leading to approvals, endorsements, and professional development.

Applicants should have an earned doctorate in a relevant discipline, and a record of accomplishments in teaching, research, and service to the education community sufficient to qualify for tenure in the School. Requirements for the position include the energy and creativity to provide dynamic collaborative leadership with the School's faculty and educational communities, superior interpersonal and motivational skills, evidence of commitment to diversity, and demonstrated administrative experience including the effective management of resources. The Dean reports to the Provost/Vice President for Academic Affairs and is responsible for the academic and administrative leadership of the School of Education. Women and minorities are encouraged to apply.

Salary is competitive. Review of candidates will begin October 15 and will continue to the time of appointment. Candidates must submit a letter of interest addressing the selection criteria, a resume, and the names, addresses, and telephone numbers of five references. The new dean will assume office on or about July 1, 1999.

Nominations and expressions of interest should be submitted to:

School of Education Dean Search Committee
Office of the Provost
Grand Valley State University
Allendale, Michigan 49401

Grand Valley State University is an Affirmative Action Equal Opportunity Employer

GRAND VALLEY
STATE UNIVERSITY

FLORIDA
GULF COAST
UNIVERSITY

MATHEMATICS

College of Arts & Sciences

Florida Gulf Coast University invites applications for two faculty positions available August 1999. The College of Arts and Sciences offers an innovative degree program in Liberal Studies and is dedicated to quality undergraduate teaching in an inquiry-based, interdisciplinary setting. Candidates will possess a commitment to excellence in teaching, the ability to teach a broad range of undergraduate math courses, experience with computer algebra systems in teaching, experience or interest in developing distance learning courses, and the ability to interact positively with faculty across all Arts and Sciences disciplines and to contribute to interdisciplinary curriculum development. **Appointments will be made on 9-mo., multi-yr contract basis.**

ASSISTANT PROFESSOR, Pos. #12302. Req'd: Ph.D. in Math conferred by August 1999. **Prefer**: Prior faculty experience. Area of specialization open. Ability to direct undergraduate research projects is a plus. Continued scholarly activity is expected at a level commensurate with the mission of the university.

INSTRUCTOR, Pos. #12304. Req'd: Master's degree in either math or closely allied discipline with substantial graduate credits in math. **Prefer**: Some graduate coursework in probability and/or statistics. Prior full-time teaching experience is desirable.

To apply, submit **two** packages for each position. Each package must include a cover letter, curriculum vita, and a list of 5 references postmarked by the deadline date of **February 1, 1999** to **FGCU, Position #, HR Dept., 10501 FGCU Blvd. South, Ft. Myers, FL 33965-6565**. For add'l information, visit our web site at admin.fgcu.edu/hr/index.html or call 941-590-1111. Under Florida's Public Records Law, applications submitted are available for public review upon request.

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FGCU is an EO/EA/AAI which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

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COLLEGE OF SAINT BENEDICT/SAINT JOHN'S UNIVERSITY

FACULTY VACANCIES - FALL, 1999

The College of Saint Benedict and Saint John's University are two Catholic Benedictine liberal arts colleges located four miles apart in Central Minnesota's lake country, 70 minutes northwest of Minneapolis/St. Paul. Saint Benedict's is a college for women and Saint John's is a college for men. The students of these two colleges share one common education, as well as coeducational social, cultural and spiritual programs.

Saint Benedict's and Saint John's have a common core curriculum, identical major requirements, and a common academic calendar. All academic departments are joint. There is one admissions office, a single registrar's office, a combined library system, academic computer services, and a myriad of joint student activities and clubs.

The Colleges enroll 3,600 students from 38 states and 32 countries. The combined faculty consists of approximately 260 and includes Benedictines and lay professors with diverse religious and cultural backgrounds.

Additional information is posted on our website **www.csbsju.edu.**

BIOLOGY - Tenure track - Biochemistry. The successful applicant will be expected to teach an upper-division course in biochemistry (including laboratory), teach introductory biology, participate in our Core curriculum, and teach a course during January Term. Candidates must demonstrate an interest and ability in teaching at the undergraduate level and in helping undergraduates identify and work on their research projects. Ph.D. is required to start. The Biology Department has just moved into a state-of-the-art science facility with new research labs and classrooms. Submit letter of application including a statement of teaching and research interests, curriculum vitae, transcripts, and three recent letters of recommendation. Applications received after November 18, 1998 cannot be guaranteed consideration.

COMMUNICATION - Tenure track - Journalism. Successful applicant must be ABD in journalism by starting date. Ph.D. is preferred and required prior to tenure review. Professional experience as a journalist is also required. A commitment to undergraduate teaching, some prior teaching experience, and evidence of appropriate scholarship are essential. The successful applicant will be expected to teach courses in Mass Media and Society, Introduction to Journalism, Introductory and Advanced Media Writing, and in our Core curriculum. Opportunities to teach Media Law and Ethics, Media Criticism or special topics courses of particular interest to the faculty member are also possible on occasion. Advising of students and departmental and university service are expected. Submit letter of application including a statement of teaching and research interests, curriculum vitae, transcripts, and three recent letters of recommendation. Applications received after December 18, 1998 cannot be guaranteed consideration.

Members of the search committee will be available to meet with applicants in the Placement Service at NCA (New York). Appointments may be available outside the service. Direct questions about the position to **Dr. Joan Steck, Chair, Communication Dept. via e-mail JSTECK@csbsju.edu.**

COMPUTER SCIENCE - Tenure track. Successful candidate will teach a wide range of computer science courses to majors, minors, and general education students, and will teach in our Core curriculum. Successful applicant must be ABD in computer science or a related field by starting date. Ph.D. is preferred and required prior to tenure review. A commitment to teaching and mentoring undergraduate research is required. Expertise in software engineering, databases, robotics, programming languages, and/or operating systems is preferred. The computer science department is one of the premier liberal arts computer science departments in the upper Midwest, with a growing department and enthusiastic faculty. Equipment includes research and teaching laboratories of networked Silicon Graphics workstation as well as several PC labs, with whiteboard capture and display units. Submit letter of application, curriculum vitae, graduate transcripts, and three recent letters of recommendation. Applications review will begin February 1, 1999 and continue until the position is filled.

For more information contact **Andrew Holey, chair of the search committee, at JHOLEY@csbsju.edu.**

ECONOMICS - Tenure track. Successful candidate will possess a strong general background in economics, a specialty in macroeconomics, a desire to teach in a liberal arts environment, and a commitment to women's and men's education. Teaching will include introduction to economics, macroeconomic theory, and one or more of the following fields: economic growth, development, and urban and regional economics. Interdisciplinary interests are appreciated because all department members periodically teach core courses in the liberal arts curriculum. Ph.D. preferred, ABD and evidence of teaching excellence required. Send letter of application, curriculum vitae, graduate transcripts, three recent letters of recommendation, and evidence of teaching effectiveness. Successful applicant must be ABD in economics by starting date. Ph.D. is preferred and required prior to tenure review. Applications received after November 20, 1998 cannot be guaranteed consideration.

EDUCATION- Tenure track. Qualified candidates must have a doctorate in literacy education, extensive course work in language arts, at least three years of teaching in grades K-8, and licensure to teach elementary and middle school. Experience teaching college as well as knowledge of the Minnesota Graduation Rule and instructional technology are preferred. Successful candidate must be an effective communicator in both oral and written language. Personal characteristics should include initiative, well-honed interpersonal skill, and willingness to be part of a team. Teaching responsibilities include **1)** Reading Writing and Language Growth 4-8, and **2)** Middle School Literacy and Pedagogy all of which require a clinical/teaching experience for the students. Additionally, supervision of a clinical experience during the January Term is required as is student advising. Send letter of application, vita, graduate transcripts, three recent letters of recommendation, and evidence of teaching effectiveness. Applications received after November 20, 1998 cannot be guaranteed consideration.

The Education Department operates in the belief that learning should be active, constructive and developmentally appropriate, and happen in an atmosphere that promotes personal growth and well-being.

MANAGEMENT (3 positions):

Tenure track. Applicants should be prepared to teach courses in undergraduate CORPORATE FINANCE and INVESTMENTS.

Tenure track. Applicants should be prepared to teach courses in ORGANIZATIONAL BEHAVIOR and HUMAN RESOURCE MANAGEMENT as well as INTRODUCTION TO MANAGEMENT.

Tenure track. Applicants should be prepared to teach courses in COMPUTER APPLICATIONS IN BUSINESS along with functional area courses in OPERATIONS OR FINANCE.

MBA or equivalent required. Ph.D. or DBA preferred. Undergraduate teaching experience strongly desired. Submit letter of application, vita, three recent letters of recommendation, undergraduate and graduate transcripts, along with supporting materials explaining your teaching philosophy and summarizing any available student feedback about your previous teaching. Applications received after November 20, 1998 cannot be guaranteed consideration.

The Management Department offers a generalist management degree integrated with a liberal arts education. Active and innovative pedagogy is a hallmark of our faculty. For more information contact **Virginia Arthur, chair of the search committee, at VARTHUR@csbsju.edu.**

MODERN AND CLASSICAL LANGUAGES - SPANISH (3 positions): Two (2) Tenure Track positions and one (1) One-year position. The successful candidates will be expected to teach courses in Spanish language and literature and/or civilization as well as Core curriculum courses taught in English. Candidates with qualification in Computer Aided Instruction or Elementary or Secondary Foreign Language Teaching Methods are especially encouraged to apply. Ph.D. preferred, ABD and evidence of teaching excellence required. Send letter of application, curriculum vitae, transcripts, and three recent letters of recommendation. Applications received after November 25, 1998 cannot be guaranteed consideration.

MUSIC - Tenure track - Music Theory Specialist. The successful candidate will possess expertise in undergraduate music theory and labs (ear-training, sight-singing and keyboard). Responsibilities include teaching undergraduate courses which may include all levels of musicianship and accompanying labs, form, analysis, counterpoint, orchestration and composition. Candidates will also be expected to demonstrate or develop proficiency in the use of Macintosh lab systems and music software. Ability in electronic music composition is desirable, as is interest in teaching core course offerings within the liberal arts curriculum. Evidence of teaching excellence is required. Masters level degree in music is required, with a preference given to doctorate level. Doctorate required for tenure. Send letter of application, scores (if applicable), curriculum vitae, graduate transcripts, and three recent letters of recommendation. Applications received after December 15, 1998 cannot be guaranteed consideration.

The joint Music Department has twelve full-time and twelve adjunct faculty members with approximately 80 majors. The department is located in the Benedicta Arts Center at the College of Saint Benedict and the Stephen B. Humphrey Theatre at Saint Johns University.

PSYCHOLOGY - Tenure track - Behavioral Neuroscience. The successful candidate will possess expertise in behavioral neuroscience and animal behavior. Responsibilities include teaching three undergraduate courses per semester and one January term course per year which may include introductory psychology, research methods, principles of behavioral neuroscience, psychology as a natural science, psychopharmacology, animal behavior, health psychology, and senior seminar topics of the candidates' choosing. Candidates will also be expected to develop and to participate in an active research program involving undergraduate students. Ph.D. in psychology and evidence of teaching excellence required. Send letter of application, scores (if applicable), curriculum vitae, graduate transcripts, and three recent letters of recommendation. Applications received after November 30, 1998 cannot be guaranteed consideration.

The Psychology Department has eleven faculty members that graduate approximately 70 majors per year. The Science Center at Saint John's University has recently been renovated an possesses a start-of-the-art animal facility.

All application materials, with reference to position applying for, should be sent to:

CSB/SJU Director of Human Resources
Saint John's University
Collegeville, MN 56321

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply. EEO/AA Employers

Dean

College of Health & Human Performance

UNIVERSITY OF MARYLAND, COLLEGE PARK

The University of Maryland invites applications and nominations for the position of Dean of the College of Health & Human Performance. The College is composed of the Departments of Family Studies, Health Education, and Kinesiology. The College houses a Wellness Research Lab for Faculty and Staff and the Family Service Center for area families.

The Dean has responsibility for approximately 65 faculty, 930 undergraduate students, and 233 graduate students in the three departments. Health Education offers bachelor's, master's, and doctoral degrees and a Gerontology Certificate through the Center of Aging housed within that department. Kinesiology, which has been constantly ranked in the top 20 programs nationally since 1980, offers bachelor's, master's and doctoral degrees. Family Studies offers a bachelor's degree and two master's degree programs, a program in Family Studies and an accredited Marriage and Family Therapy program. The College has an annual budget of approximately $51 million and has experienced substantial growth in research productivity over the past several years, with currently $4 million per year in research support. The College is housed in modern facilities and possesses state-of-the-art experimental laboratories and facilities.

The Dean has responsibility for approximately 65 faculty, 930 undergraduate students, and 233 graduate students in the three departments. Health Education offers bachelor's, master's and doctoral degrees and a Gerontology Certificate through the Center on Aging housed within that department. Kinesiology, which has been consistently ranked in the top 20 programs nationally since 1980, offers bachelor's, master's, and doctoral degrees. Family Studies offers a bachelor's degree and two master's degree programs, a program in Family Studies and an accredited Marriage and Family Therapy program. The College has an annual budget of approximately $51 million and has experienced substantial growth in research productivity over the past several years, with currently $4 million per year in research support. The College is housed in modern facilities and possesses state-of-the-art experimental laboratories and facilities.

The Dean is expected to provide innovative leadership to build upon the excellent research and educational activities within the College. The primary responsibilities of the position include academic leadership, maintaining and enhancing relations with alumni and government and industrial partners, and administrative oversight and direction. Candidates should have qualifications for a tenured full professorship in one of the College's departments, a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, demonstrated administrative ability, a demonstrated record of promoting diversity, and excellent interpersonal and communication skills. The Dean reports directly to the Vice President for Academic Affairs and Provost, the chief academic officer for the University.

College Park is the flagship campus of the University of Maryland System with over 2000 faculty, 24000 undergraduate and 9000 graduate students and has a proud tradition of academic excellence. The University is located in College Park, Maryland approximately 7 miles from the Capitol.

The preferred starting date for this position is July 1, 1999. Review of applications will continue until the position is filled. For best consideration, applications should be received by December 15, 1998. Applications and nominations, including a cover letter, curriculum vitae, and the names of at least three references should be sent to: **Search Committee, Dean for Health and Human Performance, 1119 Main Administration Building, University of Maryland, College Park, MD 20742.**

For more information about the College of Health and Human Performance, please visit their web site at

(www.inform.umd.edu/HLHP/)

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply.

UNIVERSITY OF
MARYLAND

LESLEY

PROVOST

Lesley College

Educating for the professional in which people come first is the core of the mission of Lesley College. Founded in 1909, the College offers graduate and undergraduate programs in education, human development, management, liberal studies and the arts on the attractive Cambridge, Massachusetts campus as well as regional, national and international locations. Lesley College has a total of 6,200 students, 165 faculty, a budget of $57 million. It occupies a unique place in education with 123 sites off campus and international exchange programs in Israel, Japan, Netherlands, England and Sweden.

An outstanding academic leader, with the desire to perpetuate the mission of the College, the Provost will serve as the chief academic officer for all academic activities of the institution. Lesley College offers programs in Education, Human Services, Liberal Studies, Management, and the Arts, conferring Associates, Bachelors, Masters, CAGS, and the Ph.D. degrees.

Among those reporting to the Provost will be the Director of Off-Campus Academic Services; Associate Provost; Director of Math, Science and Technology Center; Director of Library; Executive Assistant; Deans of the Undergraduate and Graduate schools.

The Provost reports directly to the President and is the chief academic officer of the College. This individual will provide a record of leadership in academic administration, teaching and scholarship or creative activity with at least five years in a senior administrative academic position; and demonstrated commitment to educational equity goals and appreciation of the value of ethnic and gender diversity in the curriculum and in the institution.

The ideal candidate will provide vision and creative leadership to all academic areas of the college; provide leadership in team-building through consensus decision-making; administer and help create academic polices and procedures; demonstrate a balance commitment to the liberal arts, sciences and applied professional programs; demonstrate an understanding of the issues in educational technology.

Review of applications will begin immediately and will continue until the position is filled. Applications including a letter of interest and resume are requested, preferably by November 20, 1998, and should be sent to the consultants supporting this search.

Provost, Lesley College
c/o Educational Management Network/Witt/Kieffer
3 Park Avenue, 29th Floor
New York, N.Y. 10016

Confidential inquiries and requests for the comprehensive Position Prospectus may be directed to **Sally-Ann Hard at 212-686-2676** or **Gary J. Posner at 615-665-3388** or via e-mail: **lesley@emnemm.com.**

"Strongly committed to affirmative action Lesley College conducts recruitment without regard to race, color, sex, religion, age, disability, marital status, sexual orientation or national origin."

Wheelock
COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Trustees and President of Wheelock College in Boston, Massachusetts, seek nominations and expressions of interest for the position of Vice President for Academic Affairs. Founded in 1888, Wheelock College is a premier institution preparing students for careers in education, social work, and the field of child life and has approximately 800 undergraduate students and 500 students enrolled in its graduate degree programs.

The Vice President for Academic Affairs is the senior academic officer of the College. Reporting directly to the President, s/he provides leadership for the faculty; is responsible for all aspects of faculty development, evaluation, promotion, and tenure; and chairs the Academic Council. In addition, the Vice President for Academic Affairs is responsible for curriculum development and evaluation, as well as for the direction and coordination of the College's presentation of curriculum and programs for accreditation and review. The Office of the Vice President includes the Undergraduate and Graduate School Deans, the Dean of the Social Work Programs, the Associate Vice President for Academic Resources/Director of the Library, and the Registrar.

Principal qualifications for the position include a deep commitment to liberal education and to close and effective work with faculty and administrators; demonstrated evidence of academic excellence, effective leadership, and responsible financial management; a deep understanding of and belief in the College's basic academic fields; and experience in higher education, having worked successfully with both administration and faculty. S/he will present documented evidence of ability to work and to lead in collegial collaboration with others. A terminal degree in a relevant field, or a similar advanced graduate degree plus commensurate experience, is required.

Credential review is underway and will continue until the position is filled. Requests for a copy of the Criteria Statement and questions may be directed to the consultants supporting Wheelock College in this process, Nancy C. Whitcomb or Jane E. Courson, via e-mail at: **wheelock@emnemn.com.** Additional information about Wheelock may be viewed on its Web site, www.wheelock.edu. Letters of nomination or application should be submitted to:

Vice President for Academic Affairs
Wheelock College
c/o Educational Management Network/
Witt/Kieffer
98 Old South Road
Nantucket, MA 02554

Wheelock College is an Affirmative Action, Equal Opportunity Employer.

323

University of Southern Maine

The University of Southern Maine, with campuses in Portland, Gorham, and Lewiston-Auburn, is the largest of the seven campuses in the University of Maine System, with a graduate and undergraduate enrollment of more than 10,300. The student body is the most diverse in the State: half of the students are full time; nearly 60% are women; and the average age of an undergraduate is 27. As a comprehensive public university, it is a major educational force in the New England region committed to excellence in teaching, research and public service. The Greater Portland area, located on the ocean two hours north of Boston, offers a full range of cultural activities, sports, historical settings and scenic beauty.

All jobs are nine-month, tenure-track Assistant Professor positions (unless stated otherwise). **We are looking for candidates who show a strong commitment to undergraduate teaching, who value diversity and are supportive of a welcoming classroom/work environment.**

College of Arts and Sciences

Environmental Science and Policy (Associate Professor/Director)
Geography/Anthropology -
Political Science - American Politics
Social Work/Fieldwork Coordinator
Social Work (Associate/Full Professor/Director) (12 month)
Sociology (2 positions) (contingent upon funding)
speciality areas: race and ethnicity, environment, culture, political sociology, health/medicine, religion, complex organizations or other areas which complement department strengths will be considered
Grant Specialist (non-faculty)

College of Nursing

Advanced Practice Faculty Positions: NP/CNS
expertise in the primary care and the acute care areas including women's health, gerontology, adult health, and psych-mental health

School of Applied Science

Computer Science (2 positions) (contingent upon funding)
Environmental Safety and Health

School of Business

Finance - International
Business Administration (IS/IT)

Lewiston-Auburn College

Teacher Education (Math/Physics) (3 year non-tenure)
Occupational Therapy

For complete job information and required application materials refer to our University website at:

www.usm.maine.edu/hrs/ jobs/faculty.htm

OPPORTUNITIES FOR RESEARCH ON VIOLENCE

CARNEGIE MELLON UNIVERSITY

The National Consortium on Violence Research (NCOVR) invites applicants to its faculty collaborator program. NCOVR, which is based at the Heniz School of Public Policy and Management at Carnegie Mellon University, is a multi-disciplinary, multi-institutional Consortium comprised of a diverse team of researchers representing several disciplines including sociology, psychology, criminology, public policy, statistics and operations research. NCOVR's faculty collaborator program provides opportunities for faculty (especially those at institutions serving large numbers of students from groups historically under-represented among violence researchers) to enhance their technical and research skills for purposes of carrying out violence research. Collaborators work closely with NCOVR members in formulating research proposals which complement on-going NCOVR sponsored research projects, and in mentoring under-graduate students. NCOVR will support the faculty collaborator's violence research with funds which will enable collaborators to meet with fellow NCOVR members, obtain data sets, and procure research assistance in collecting, coding and analyzing data. Qualified applicants must hold a doctorate in a relevant field and be affiliated with an academic institution. Applicants must be strongly motivated and committed to pursue advanced training in some aspect of violence research.

NCOVR strongly encourages members of racial and ethnic minority groups to apply

The deadline for receipt of your completed application packet is **February 1, 1999.**

For additional information and application forms please visit the Consortium's Web-site at http://www.ncovr.heinz.cmu.edu

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HILLSBOROUGH COMMUNITY COLLEGE

(HCC) has several immediate openings in Tampa, Florida. Positions available now. Submissions should be sent by November 13, 1998, however, applications may be accepted until positions are filled.

DEAN OF ASSOCIATE IN ARTS, $51,380 TO $84,777

HCC seeks a professional with a Masters degree and five years of comparable supervisory experience in the delivery and management of all campus instructional programs. Incumbent will be responsible for the assessment, planning, implementation and evaluation of the Associate of Arts Degree Curriculum and Programs.

EXECUTIVE DIRECTOR FOR ECONOMIC DEVELOPMENT, $51,380 TO $84,777

HCC seeks a professional with a Masters degree and seven years of specialized experience in private sector business and education programs. Incumbent serves in leadership role designing and implementing successful action plans to create and expand joint partnerships between the college and private industry.

DIRECTOR OF STUDENT SERVICES, $51,380 TO $84,777

HCC seeks a professional with a Masters degree and five years of specialized experience developing, managing and supervising others towards implementing a complete range of student services. Incumbent is responsible to ensure increases in college enrollment, financial and opportunities, and student publications plus also represents the college on other national, regional and local matters.

LIBRARIAN, $51,380 TO $84,777

HCC seeks a professional with a Masters degree in library science or a Master's degree in a related area. Incumbent works with faculty and student customers in library programs with need to both evaluate and apply electronic resources in meeting library objectives.

NURSING INSTRUCTOR, (MULTIPLE VACANCIES), $28,165 TO $52,143

BSN and Master's degree in Nursing. One or more years of teaching experience with clinical experience in nursing specialty such as maternal-child, medical surgical, obstetrics, or other related specialties is required. Applicants must be a registered professional nurse, licensed or eligible to be licensed in Florida.

MATH, STATISTICS, PREP LINE INSTRUCTOR, $28,165 TO $52,143

HCC seeks an instructor with a Bachelor's degree with 18 hours in Mathematics to teach primarily Mathematics, Statistics, and Prep Line.

To apply, send a letter of interest, resume, copy of education transcripts, and three references as follows:

HCC-Human Resources, P.O. Box 31127, Tampa, FL 33631
EOE/ADA/AA

Director, Instructional Development and Outreach
UNIVERSITY OF NORTHERN COLORADO

The University of Northern Colorado invites applications for the Director of the Center for Instructional Development and Outreach. The Director is responsible for providing leadership for the planning, implementation, and facilitation of professional development opportunities for the delivery of effective instruction both on and off-campus.

Candidates must have an earned doctorate or appropriate terminal degree and substantial experience as a faculty member. Successful candidates will have experience in and/or professional expertise in on and off-campus faculty development initiatives and alternative instructional delivery approaches. Administrative experience is desirable.

Position to start July 1, 1999. Candidates are requested to submit a letter of application, a current curriculum vitae, and the names, addresses, and phone numbers of five references to **Dr. Robbyn Wacker, Chair of Search and Screen Committee, University of Northern Colorado, Office of Academic Affairs, Carter Hall, Room 4007, Greeley, CO 80639.** The search committee will begin reviewing applications December 10, 1998 and will continue to receive them until the position is filled.

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty, and staff. AAEO Office, Carter 2011.

QUALITY • DIVERSITY • PERSONAL TOUCH
COMMITTED TO AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

Director,
Graduate Management Institute

Union College seeks a Director of the Graduate Management Institute (GMI) to oversee its graduate programs in business and management. MBA and MS degrees are offered in accounting, management, health systems administration, international management, computer management systems, and industrial administration. The Director functions as GMI's chief academic and administrative officer. The Director is responsible for planning, budgeting, recruitment, fund-raising, and focusing the efforts of faculty, staff, and students on GMI priorities including the final phase of AACSB accreditation.

An earned doctorate in either a business discipline or higher education administration and substantial managerial experience are desired. While the Director position is a full-time administrative appointment, MBA teaching opportunities are also available. Familiarity with AACSB accreditation and success developing and implementing graduate student recruitment strategies are qualifications of particular relevance to the short-term priorities of the position.

Union College offers an exceptional benefits package including medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission.

The position is available on January 1, 1999, or as soon thereafter as possible. The selection process will begin on October 15, 1998 and will continue until the position is filled. Submit a letter of application, resume, and the names, addresses, and telephone numbers of three references to **Prof. Arnold, GMI Director Search, Union College, Lamont House Graduate Center, Schenectady, NY 12308. Professor Arnold is available via telephone (518-388-6302) or e-mail (ArnoldD@union.edu) to provide further information about the position.**

Union College is committed to a program of affirmative action and equal opportunity. Women and minorities are strongly encouraged to apply.

University at Albany
State University of New York
Department of Educational and Counseling Psychology

COGNITION AND LEARNING PSYCHOLOGY, ASSISTANT PROFESSOR (tenure track). Faculty position in cognition and learning psychology. Responsibilities include teaching master's and doctoral level courses, advising dissertations, and maintaining a strong programmatic research effort related to principles of learning and cognition and their applications. A doctorate (by August 1999) is required; preference will be given to candidates with prior teaching experience and publications.

COUNSELING PSYCHOLOGY, ASSISTANT PROFESSOR (tenure track). Faculty position to teach in the APA accredited doctoral program in Counseling Psychology, and Master's programs in Community, School, and Rehabilitation Counseling. Qualifications include: doctorate in counseling psychology, preferably from an APA accredited program; the potential to develop a strong research program; and be licensed, or license eligible, in New York State. We are most interested in candidates with a specialization in vocational and career psychology, who can teach courses at the doctoral and master's level, conduct research, and supervise doctoral dissertation in this domain. The candidate must also be prepared to supervise doctoral level practica at the University's training clinic. In addition to the duties above, candidates who are able to teach doctoral and master's level courses in group intervention and research, or who have expertise in rehabilitation or school counseling would be favorably regarded.

SCHOOL AND EDUCATIONAL PSYCHOLOGY, ASSISTANT PROFESSOR (tenure track). Faculty position in school psychology and educational psychology. Responsibilities include: graduate teaching and active research in psychotherapeutic interventions with children and adolescents; undergraduate and graduate teaching in educational psychology, development, or learning; clinical supervision of school psychology students; doctoral dissertation supervision; and student program advisement. Candidates must possess a doctorate in school psychology, preferably from an APA-accredited program and be eligible for licensure as a psychologist in the State of New York and national certification as a school psychologist. Demonstrated research productivity, previous graduate teaching experience in school psychology and educational psychology, and experience as a school psychologist are preferred. Individual, post-doctoral supervision is available from licensed faculty to fulfill post-doctoral experience requirements for applicants.

SCHOOL PSYCHOLOGY, CLINICAL SUPERVISOR (tenure track). Full time, 12-month professional position. Responsibilities include: field supervision of graduate students in school psychology in all aspects of professional practice; teaching the associated supervision seminar; and assisting the Director of Field Training in developing, implementing, and coordinating the continuum of field experiences. Qualifications include: a doctorate in school psychology, preferably from an APA accredited program; eligibility for licensure as a psychologist in the State of New York and national certification in school psychology; experience as a school psychologist; and experience supervising pre-service school psychologist. Individual, post-doctoral supervision is available from licensed program faculty to fulfill post-doctoral experience requirements for applicants.

All positions begin September 1, 1999; salary commensurate with qualifications and experience. Send letter of application, vita, and 3 letters of reference to **Dr. Michael Green, Assistant Dean, ED239, University at Albany, Albany, NY 12222.** Review of applications will begin on receipt, and applications received after January 15, 1999 may not receive full consideration.

The University at Albany is an Equal Opportunity/Affirmative Action employer.

EASTERN MICHIGAN UNIVERSITY

Faculty Vacancies

Eastern Michigan University is accepting applications for the tenure-track faculty positions below. These positions will be available fall 1999 with rank anticipated as assistant professor unless otherwise noted. For complete descriptions of position responsibilities, required and preferred qualifications, and application instructions, please contact Frank Gacioch, Employment/ Affirmative Action Specialist, 202 Bowen, Eastern Michigan University, Ypsilanti, MI 48197; telephone (313)487-0076; e-mail frank.gacioch@emich.edu.

Accounting (Position F9900): PhD/DBA in accounting preferred, advanced doctoral candidates considered. CPA certification, teaching experience at a collegiate school of business desired

Art/Graphic Design: Associate/full professor (Position F9901), responsibilities include directing graphic design program; assistent professor (Position F9902). Both require MFA in graphic design, record of professional design activity, teaching experience Managerial skills required for F9901

Communication: (Position F9903): PhD in Communication strongly preferred by fall1999 Minimum ABD and two years teaching experience at instructor level

Video/Multimedia Production (Position F9904): Minimum ABD or MFA plus two years teaching experience. PhD preferred

English/Creative Writing and Literature (Position F9905): Seeking poet to teach poetry writing and literature courses in modern poetry and/or Latino literatures PhD or MFA by fall 1999

English/Medieval Literaure (Position F9906): PhD by fall 1999 evidence of excellent teaching, promise of research and publication

ESL/TESOL (Position F9907): Doctorate with concentration in TESOL, second language acquisition or applied linguistics K-12 or CALL/teaching technologies highly desirable

History/Social Studies Teaching Methods (Position F9908): Doctorate, substantial graduate coursework in history, previous HS teaching experience interest in issues of race, ethnicity and gender an asset

History, Latin American (Position F9909): Instructor or assistant professor PhD or near completion by fall 1999

Music/Percussion (Position F9910): Doctorate preferred, master's plus 18 required, with evidence of success in teaching and performance

Biology: Microbial Ecologist (Position F9911) and Invertebrate Biologist (F9912). PhD, teaching experience and productive research

Chemistry - Organic chemistry or chemical education (Position F9913): Doctorate, ability to teach introductory/advanced courses, commitment to conducting research with students Chemistry education applicants also need HS experience

Computer Science: Positions F9914/F9915): Doctorate or equivalent required Teaching interests in operating systems, networking, and distributed and parallel systems

Earth Science (Position F9917): PhD preferred Expertise in meteorology, oceanography, or other field of geology/physical geography, experience in earth science education (K-12) and ability to teach science education labs desirable

Psychology (Position F9918): PhD in Psychology with expertise in cross-cultural and/or multi-cultural issues

Sociology (Position F9919): Teaching and research interests in Social Psychology. PhD/ABD, ability to teach statistics preferred

Wellness (Positions F9920 and F9924): Master's + 18 considered for assistant professor, master's for instructor rank Should have college teaching experience in lifetime fitness and wellness

Dance (Position F9921): Master's or MFA, college teaching experience, strong technical background/performance in ballet or modern dance required Ability to teach jazz and/or tap desirable

Health Education (Position F9922): Doctorate in health education strongly desired. Master's + 18 considered Should have or be eligible for CHES, have three years college teaching and/or public school teaching experience in health education

Exercise Science (Position F9923): Specialization in clinical, biochemical and/or epidemiologic exercise physiology Doctorate strongly desired, MS plus 18 minimum

Speech Pathology (Position F9925): PhD preferred (MA + 18 minimum), CCC-SLP required, with experience in adult neurological disorders of speech and language preferred

Special Education (Position F9926): Master's + 18, teacher certification and endorsement to teach students with mental retardation/impairment, both elementary and secondary preferred, five years teaching experience, at least three with students with mental retardation PhD/EdD preferred

Curriculum and Instruction (F9927): Earned doctorate or ABD, K-12 teaching experience required Preference given candidates who have experience teaching in a culturally or economically diverse setting, have background in integration of technology into teaching/learning process

Educational Media and Technology (Positions F9928 and F9929): Expertise in educational applications of technology required Doctorate in Education with specialization in instructional technology preferred (ABD considered) K-12 teaching experience preferred

Human Nutrition/Dietetics (Position F9930): Minimum MS + 18, doctorate in nutrition or related field and RD preferred Expertise in clinical and/or community nutrition required, plus recent practice and college teaching experience

Apparel, Textiles and Merchandising (Position F9931): MS/MA + 18, doctorate or ABD with two degrees in apparel/textile field preferred, college teaching/scholarly activity also desired

Nursing - Adult Health Nursing (Position F9932), and Child-Rearing Nursing (Positions F9933 and F9934). MS in clinical speciality, doctorate in Nursing or related field preferred (MS plus 18 hours minimum), current nursing license, graduate level teaching experience desired

Technology Education (Position F9935): Doctorate or doctoral candidacy and successful secondary teaching experience in field required Thorough grounding in contemporary technology education and vocational education programming essential

Legal Assistant Faculty/Assistant Program Coordinator (Position F9937): Earned JD degree, practice experience, teaching experience, professional involvement, successful experience with legal assistants, experience with Internet and computer-assisted legal research

Mechanical Engineering Technology (Position F9938): Assistant professor/instructor Doctorate with master's degree in mechanical engineering technology preferred, master's plus 18 minimum for assistant professor, master's for instructor, college teaching and/or related experience in MET required Experience with and interest in Mechatronics preferred, professional engineering certification a plus

Quality (Position F9939): Assistant professor/instructor Doctorate with master's degree in quality preferred, master's plus 18 minimum for assistant professor, master's for instructor Experience in statistical quantitative methods, quality implementation in service sector, quality systems and quality audits preferred, industrial experience required Publication and college teaching in field highly preferred Professional certification a plus

Electronic Engineering Technology (Position F9940): Assistant professor/instructor Doctorate with master's in electrical/electronic engineering or engineering technology preferred, master's plus 18 minimum for assistant professor, master's for instructor, college teaching experience and/or related experience in electronic engineering technology required Professional engineering certification a plus

Industrial Distribution (Position F9941): Doctorate preferred, master's +18 required Wholesale/industrial distribution experience preferred, previous teaching experience required

German (Position F9942): Doctorate/ABD, concentration in German literature or linguistics teaching experience Experience in testing, research, and technology for the classroom desirable Cultural Geographer/Historic Preservationist (Position F9943) PhD/ABD Teach historic preservation, U.S. geography, cultural landscape interpretation

Early Childhood Education (Position F9944): Earned doctorate or ABD with specialization in Early Childhood/Child Development required Early childhood teaching experience required, teacher certification preferred

Educational Leadership (position F9945): Doctorate in educational leadership or related field and experience as a school administrator desired

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We encourage applications from women and members of minority groups. Eastern Michigan University is an affirmative action/equal opportunity employer.

FELLOWSHIP OPPORTUNITIES FOR VIOLENCE RESEARCH

CARNEGIE MELLON UNIVERSITY

The National Consortium on Violence Research (NCOVR) invites applicants to its post-doctoral research program. NCOVR, which is based at the Heinz School of Public Policy and Management at Carnegie Mellon University, is a multi-disciplinary, multi-institutional Consortium comprised of a diverse team of researchers representing several disciplines including sociology, psychology, criminology, public policy, statistics and operations research. NCOVR's post-doctoral program emphasizes the development of strong technical and research skills critical for carrying out empirical studies on violence. Trainees work under the mentorship of two Consortium members, each from a different discipline. Through multi-disciplinary training, fellows gain exposure to different theoretical and methodological approaches to the study of violence. Because NCOVR members are affiliated with over 50 institutions in the United States and abroad, fellows may be in residence at any institution in the Consortium or may divide their time between two institutions. The fellowship supports recipients as full-time researchers for two years, with an annual stipend of $30,000. Additionally, limited funds are provided for travel to other member sites to maintain cross-disciplinary collaboration, facilitate participation in NCOVR's Summer Workshop and in other designated activities. Qualified applicants must hold a doctorate in a relevant field or be assured of obtaining their degree before the start of the fellowship on September 1. Applicants must be strongly motivated and committed to pursue advanced training in some aspect of violence research. Excellent communication and analytic skills are required.

NCOVR strongly encourages members of racial and ethnic minority groups to apply.

The deadline for receipt of your completed application packet is
February 1, 1999.

For additional information and application forms please visit the Consortium's Web-site at: http://www.ncovr.heinz.cmu.edu

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REED COLLEGE

Vice President/Dean of Student Services

Reed College, a highly selective, distinctive institution located in Portland, Oregon and with an enrollment of approximately 1200 students is seeking a new Vice President/Dean of Student Services. Reed seeks a Dean who believes in its mission and who can understand, appreciate and work effectively within its particular culture.

RESPONSIBILITIES: The Vice President/Dean reports to the President. She/he is responsible for a wide variety of services and programs including Academic Support Services, Residence Life, Health and Counseling, Community Safety, Financial Aid, Career Services, Sports Center, Student Activities, Community Services, International Students Services, and Food Services. The Vice President/Dean serves as an adviser to the President, and Board of Trustees on all student life issues and concerns.

QUALIFICATIONS: The successful candidate must have extensive knowledge of highly selective liberal arts colleges, their faculty, students, and student services programs. Candidates must have excellent communication skills, extensive knowledge of group and individual behavior, and a command of the modern principles and practices of management and supervision. We prefer candidates with a minimum of a Master's degree and ten years of progressively responsible experience within the field of student services, but will consider candidates with any combination of experience, and education that provides the candidate with the skills, knowledge, and ability required to perform the job.

Nominations and applications should be sent to:
Professor Robert S. Knapp
Chair, Search Committee
Reed College
3203 S.E. Woodstock Boulevard
Portland, OR 97202-8199
(e-mail address: knapp@reed.edu)

Applicants should include letter, resume, and names of three references. Applications will be maintained confidentially. The committee will begin the screening process in early November and will continue until the position is filled. The anticipated appointment date is June 1, 1999. Further information about the college and position may be found at

<http://web.reed.edu>
<http://web.reed.edu/community/employment/dean/>

Reed College is an Equal Opportunity Employer
Applications from minority and women candidates are encouraged.

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

DEAN OF THE SCHOOL OF ALLIED HEALTH PROFESSIONS

DEADLINE FOR APPLICATIONS: NOVEMBER 30, 1998

POSITION DESCRIPTION: The School of Allied Health Professions of the University of Wisconsin-Milwaukee (UWM) seeks a Dean with academic vision and a proven record of leadership and accomplishments in research, teaching and administration.

The University of Wisconsin-Milwaukee, a Research II university and one of two doctoral institutions in the University of Wisconsin System, is an urban university located on a modern campus in a pleasant residential neighborhood near Lake Michigan. UWM has a strong tradition of shared faculty governance, and is organized into twelve schools and colleges, with a total enrollment of 23,000 students.

The School of Allied Health Professions is a vibrant and progressive component of the University with approximately 50 full-time faculty and professional academic staff. The School offers seven undergraduate degree programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Health Information Administration, Health Care Administration, Kinesiology, Occupational Therapy, Recreation) and five masters programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Human Kinetics, Occupational Therapy, Physical Therapy) and has an active and visible presence in the community through highly successful clinic centers and outreach programs. Further information about the School of Allied Health Professions is available on our webpage at http://www.uwm.edu/sahp

RESPONSIBILITIES: The Dean is expected to provide leadership for the School and exercise responsibility for its academic and administrative operations, including its personnel, budget, programs, and physical facilities. The Dean's areas of responsibility include programmatic development and leadership at both undergraduate and graduate levels, as well as for outreach and continuing education, leadership for established and developing research, clinical practice and educational programs, development of extramural funding for School programs, fundraising and alumni relations and effective representation of the School within the University and community.

QUALIFICATIONS: The position of Dean requires an earned doctoral degree and a distinguished academic record commensurate with appointment at the full professor level in a School of Allied Health Professions department or a closely related department in the University. The committee is especially interested in candidates whose records demonstrate strengths in the following areas:

- Strong commitment to outstanding undergraduate and graduate instruction
- Strong commitment to and leadership for sustained development of scholarly research
- Strong commitment to affirmative action and equal opportunity
- Ability to provide intellectual leadership
- Demonstrated record of administrative accomplishments
- Demonstrated management skills and ability
- Ability to develop the human resources of the School
- Ability to develop and maintain partnerships and connections with the community, health care facilities and other educational institutions
- Demonstrated ability for fundraising and alumni relations

STARTING DATE: July 1, 1999 Preferred

SALARY RANGE: Competitive, and commensurate with qualifications

APPLICATION PROCEDURE: Nomination of potential candidates is encouraged. Applications must include a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of five references. Completed applications must be postmarked by November 30, 1998. Submit nominations/applications to:

Robert D. Borchelt, Chair
Search & Screen Committee for the
Dean of the School of Allied Health Professions
University of Wisconsin-Milwaukee Library
2311 East Hartford Avenue
P.O. Box 604
Milwaukee, WI 53201
(414) 229-6728; FAX (414) 229-5038
Email: searchal@uwm.edu

UWM is an affirmative action/equal opportunity employer.
The names of the nominees and applicants who have NOT requested in writing that their identities be withheld, as well as the names of all finalists for the position, will be released upon request.

Northeastern Illinois University

Northeastern Illinois University invites applications and nominations for two key positions:
Dean of the College of Arts and Sciences, and Dean of Students.

Nationally recognized as having the most ethnically diverse student body in the midwest. Northeastern is a metropolitan commuter university of 10,400 students located in a residential neighborhood on the northwest side of Chicago.

DEAN, COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the largest of the University's colleges with 181 tenured/tenure track faculty. It is comprised of 15 departments (23 undergraduate and 15 graduate programs), and is responsible for the general education program which serves the University's undergraduate students.

The Dean reports to the Provost; is responsible for College curricular, budgetary, and personnel matters; and provides academic, administrative, and visionary leadership in fulfilling the College and University missions.

An earned doctorate is required, preferably in a discipline within the College of Arts and Sciences. Candidates must demonstrate an excellent record of achievement in teaching, research, and service appropriate to appointment to senior faculty rank; excellent fiscal management and communication skills; ability to collaborate with multiple internal and external constituencies; and significant and appropriate experience in academic administration, with knowledge in the areas of assessment, technology, grant procurement, and evaluation of ranked faculty. Candidates should demonstrate sensitivity and commitment to issues of diversity and preferably provide evidence of experience working in a collective bargaining environment.

Send application materials to Ms. Terri Rothstein, Assistant Provost.

DEAN OF STUDENTS

The Dean of Students reports to and works closely with the Vice President for Student Affairs/Public Affairs and provides overall leadership in the implementation of a variety of student programs and services including: orientation, alcohol/substance abuse prevention, student research and needs assessments, mentoring, student volunteerism, the National Student Exchange, and judicial affairs. The Dean of Students is an advocate whose office is the starting point for student complaints and grievances. In addition, the Dean works collaboratively with other areas of the university to enhance the overall quality of the student experience.

An earned doctorate and seven years of progressively responsible experience in student affairs administration are required. Candidates must demonstrate a clear commitment to enhancing the relationship between the academic and student affairs sectors to advance student learning; strong analytical and communication skills; a record of fostering and improving the quality of student life in a culturally diverse environment; excellent managerial and organizational skills; and knowledge of assessment tools and methodologies to determine student needs. Experience with information technology and its application to student services is highly desirable.

Send application materials to Dr. Melvin C. Terrell, Vice President for Student Affairs/Public Affairs.

Screening of applications for both positions begins December 1, 1998 and continues until the positions are filled. Salaries are commensurate with experience. Applicants should submit an application letter, resume, and the names of three references to the contact person identified for each position at:

Northeastern Illinois University
5500 N. St. Louis Ave.
Chicago, IL 60625-4699

Northeastern Illinois University is an equal opportunity/affirmative action employer and encourages women and minorities to apply.

THE UNIVERSITY OF NORTHERN COLORADO

Associate Vice President for Research and Graduate Studies and Dean of the Graduate School

The University of Northern Colorado invites applications and nominations for the position of Associate Vice President for Research and Graduate Studies and Dean of the Graduate School. The Associate Vice President reports to the Provost and provides academic leadership for all matters related to research and graduate studies, including administering the personnel and fiscal matters of the graduate school, directing and evaluating academic program reviews, and promoting research initiatives. The Associate Vice President also serves as an ex officio member of the UNC Research Corporation Board of Directors.

Qualifications: Candidates must possess an earned doctorate, have an academic and research record to qualify for graduate faculty status and for tenure and rank as a full professor in an academic department, experience in obtaining/administering extramural funding, academic administrative experience, and strong communication and interpersonal skills.

Candidates are requested to submit a letter of application, current curriculum vitae and the name, addresses and phone numbers of five references. Screening will begin on December 1, 1998 and continue until the position is filled. Send applications and nominations to:

Dr. Vinnie Scalia, Chair
Search and Screen Committee
Associate Vice President for Research and Graduate Studies
and Dean of the Graduate School
Office of Academic Affairs
Carter Hall, Room 4007
University of Northern Colorado
Greeley, CO 80639
Fax # 970-351-1880

The University of Northern Colorado is a Carnegie Doctoral I institution enrolling 10,500 undergraduate and graduate students in five colleges and is located in Greeley, a community of 70,000 located 50 miles north of Denver.

This position is contingent on funding from the Colorado State Legislature, approval by the Board of Trustees, and subject to the policies and regulations of the University of Northern Colorado.

The University is an Affirmative Action Equal Opportunity Employer
Women, minorities, veterans and disabled persons are encouraged to apply
Affirmative Action Equal Opportunity Office, Carter Hall

The Evergreen State College
Olympia, Washington

Vice President for College Advancement and Executive Director of The Evergreen State College Foundation

College Profile: The Evergreen State College, a progressive public college of arts and sciences, has established a national reputation for leadership in developing innovative interdisciplinary, collaborative and team-taught academic programs.

The Vice President for College Advancement reports to the president and has primary responsibility for leading programs in the areas of development (annual fund, deferred giving, grants, corporate and foundation relations, research); alumni and community relations; public relations (publicity, publications, advertising); other marketing and college relations functions assigned by the president. The vice president is also the executive director of the college foundation.

Qualifications: Required — Proven leadership and a successful record in fundraising, excellent communication, interpersonal and administrative skills, and a baccalaureate degree. **Preferred** — Development experience in a college or university, a creative approach to problem solving, multicultural experience or expertise, and an advanced degree.

Application Procedure: Contact the search committee chair, Lee Lambert, for additional information and a complete application packet. Mail inquiries to The Evergreen State College, Library 3103, Olympia, WA 98505, or E-mail to lambertl@evergreen.edu. Review of applications will begin November 9, 1998.

Committed to equal opportunity and affirmative action, Evergreen is working to build a diverse learning community. Please refer to Evergreen's Web site at www.evergreen.edu for more information about the college.

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

Provost and Vice Chancellor for Academic Affairs

Position: The University of Massachusetts Dartmouth invites applications and nominations for the Provost and Vice Chancellor for Academic Affairs. Review of applications will commence November 13, 1998 and continue until the position is filled.

Responsibilities: The Provost and Vice Chancellor for Academic Affairs, the chief academic officer, reports directly to the Chancellor, may act on the Chancellor's behalf in his absence, and provides leadership and administrative support to the academic divisions of the University: the Colleges of Arts and Sciences, Business and Industry, Engineering, Nursing, and Visual and Performing Arts; the Library, the Registrar, Enrollment Management, Graduate Studies, Research and Sponsored Programs, Continuing Education, Computing and Information Technology Services, and a variety of student academic services. She/he may also act as the Executive Vice Chancellor with broad responsibilities for the internal management of the campus. Primary responsibilities include oversight of academic affairs and academic centers, program and personnel development and evaluation, budget and resource development, leadership of the Councils of Academic Deans and Directors, supervision of other academic support services, and encouragement and support of grant writing efforts. The Provost and Vice Chancellor collaborates with the academic leadership of the other campuses in the University of Massachusetts system, works with the leadership of UMass Dartmouth's other divisions to ensure the effectiveness of services and support programs, serves on the Chancellor's Executive Advisory Council, and assumes other duties as assigned by the Chancellor.

Qualifications: The candidate should have an earned doctorate; an academic record sufficient to be granted advanced rank and tenure in one of our academic departments; a proven record of achievement as a teacher, scholar, researcher, and administrator at a university; demonstrated evidence of strong leadership and decision-making skills in program development, curriculum and academic planning and assessment, personnel evaluation, and budget resource development; dedication to academic excellence; demonstrated effective skills in interpersonal relations and written and oral communication; general understanding of information technologies; the ability to work effectively within a multicultural collegial environment and a system of shared governance; proven effectiveness in promoting diversity and a commitment to the goals of affirmative action and equal opportunity; and sensitivity to the needs and importance of the external community. Experience at a University with a sizeable research program and demonstrated excellence in resource development and fund raising is preferred.

The University: The University of Massachusetts Dartmouth is one of five institutions in the University of Massachusetts system. Developing Master's and Ph.D. programs in selected areas of strength and continuing excellence in undergraduate education are central to the university's academic mission. In addition, the university is committed to fostering economic development, serving as a catalyst for regional initiatives, providing research and consultation to the local community, and addressing the cultural and educational needs of a diverse population. Located 60 miles south of Boston and 30 miles east of Providence, its modern, 710 acre suburban main campus is complemented by a downtown branch campus, and a marine science research laboratory. It serves 6600 full and part-time students, has a full-time faculty of 340, and offers 38 Baccalaureate majors, 17 Master's programs, one stand-alone Ph.D. and several joint UMass Ph.D. programs.

Affirmative Action: The University of Massachusetts Dartmouth is an equal opportunity, affirmative action employer, and will make a serious, focused effort to attract affirmative action candidates.

Applications: A complete application packet consists of a statement of interest in the position, a current curriculum vitae, and the names and addresses of four references. Send materials to Provost Search and Screen Committee, c/o Human Resource Office, University of Massachusetts Dartmouth, North Dartmouth, MA 02747-2300. Telephone: (508) 999-8060; Fax: (508) 999-8869; EMail: HumanResources@umassd.edu

UMass Dartmouth

Anticipated Vacancy-

Assistant Professor of Psychology -

State University of New York at Farmingdale, tenure track position. Academic year commencing Fall 1999. **Unique opportunity to build an undergraduate program in Human Factors Psychology.** Ph.D. in **Human Factors Psychology** or closely related field, with demonstrated ability to develop and teach Human Factors Engineering and related courses as well as teach several sections of Introductory Psychology day and evening. Must be willing to participate in student advisement and campus governance. Contract renewal is predicated on demonstrated achievements in teaching effectiveness, scholarship, and college service. Salary Range: $40,000 - $45,000. Submit resume with names and telephone numbers of three references (no letters of recommendation please) to: **Dr. Gene Indenbaum, Department of Psychology, Knapp Hall, SUNY Farmingdale, Broadhollow Road, Farmingdale, NY 11735.** *Applications must be postmarked by* ***1/31/99.*** AA/EOE

FARMINGDALE
STATE UNIVERSITY OF NEW YORK

University of Alaska Anchorage

Position Openings

- **Asst/Assc Professor Advanced Generalist MSW Program** PCN# 301292
- **Asst/Assc Professor of Aviation Technology** PCN# 730562
- **New Asst Professor of Ed** PCN# 300525
- **Asst/Assc Professor Managment Information Systems** PCN# 300600
- **New Asst/Assc Professor of Computer Science** PCN# 300140

For information call (907) 786-4608, or our Job Hotline (907) 786-4887, or visit our employment website: "www.finsys.uaa.alaska.edu/uaahrs".

UAA IS AN EEO/AA EMPLOYER AND EDUCATIONAL INSTITUTION

NORTHERN ARIZONA UNIVERSITY

CHIEF INFORMATION TECHNOLOGY OFFICER
(CIO)-#4170-99

Northern Arizona University seeks an experienced and dynamic leader for the position of Chief Information Technology Officer (CIO). The CIO reports directly to the president of the university and will be a member of the university's senior leadership team consisting of the provost, the senior vice president for advancement, vice president for administration, the academic deans, and senior student affairs staff.

The CIO heads the Information Technology Services organization, which is responsible for the planning, implementation, operation and maintenance of the university's telecommunication infrastructure, academic applications, administrative applications, numerous LANs, and internet and intranet applications. The CIO is expected to provide vision and direction to the university's technology services.

The university is moving from a MVS and VAX environment to a distributed environment for both academic and administrative systems. New systems are being developed in a SUN UNIX/Oracle environment but several legacy systems remain in the old environment. PeopleSoft systems are being implemented in HR/Payroll and SAS. Experience in such a transition project would be helpful.

While the CIO should have a good level of technical expertise in the environment described, management skills and leadership ability are more important than specialized technical knowledge in this position. The CIO should be a proactive individual committed to working in a multi cultural environment and have a proven record of collegial development of technology applications with diverse groups and interests.

Qualifications: A baccalaureate degree and a minimum of five years' experience in senior levels of management of IT organizations in a large non-profit or corporate setting are required. Expectations are that applicants will have advanced expertise and knowledge with UNIX and NT, relational databases (Oracle experience preferred), SQL-based reporting tools, desktop application, client/server applications development and operation, internet and intranet applications, and the management of large-scale systems projects. Additionally, an advanced degree and experience in a college or university are preferred.

Salary is competitive. A detailed job description will be posted on the university's web site www.nau.edu along with information about the university's telecommunications and computational environment.

Nominations and applications: Resume and a minimum of three professional references should be sent to **Dr. J. Michael Mullen, Vice President for Administration, Northern Arizona University, Box 4088, Flagstaff, AZ 86011-4088.** Screening of applications will begin November 1, 1998, however the position will remain open until further notice.

Northern Arizona University is a Doctoral I institution, one of three public universities in a rapidly growing state. NAU consists of a strong residential campus on the scenic Colorado Plateau and more than 20 instructional sites statewide. The university is a national leader in the use of technology for distance learning and in partnerships with community colleges and K-12 schools. NAU is located in Flagstaff, Arizona, at an elevation of 7,000 feet and a few hours from the Hopi, Navajo, and Apache reservations.

NAU is an Equal Opportunity/
Affirmative Action Institution
Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

AFRICANA STUDIES POSITIONS: 1998-1999

The University of Arizona

Political Science/Political Economy: The Africana Studies Program at The University of Arizona invites applications for a tenure-track/open rank position in Africana Politics beginning in the fall of 1999. The successful candidate must have a Ph.D. degree and have primary specialization in the area of African American Politics and Comparative Politics, and a secondary emphasis on Politics of the Black World with particular reference to the African Diaspora. Applicants research areas and teaching interests will include areas of politics and social change, socio-cultural transformation and popular culture, arts and politics, public policy, urban planning, and gender/class dimensions. Send letter of interest, vitae, three references, statement of teaching philosophy, course evaluations, and copies of publications.

Aesthetics and the Arts: The Africana Studies Program at The University of Arizona, Tucson, Arizona invites applications for a tenure-track/open rank position in Africana Aesthetics and the Arts. Candidates must have a Ph.D./terminal disciplinary degree and have as his or her area of specialization, African American aesthetics and the arts, with particular focus on the history of African American theater/film/dance/and on contemporary African American film and popular culture. Secondary areas of specialization must include African/Caribbean/Third World arts and culture, with particular emphasis on theater/dance film. Knowledge of French/Spanish would be an added advantage. Send letter of interest, vitae, three references, statement of teaching philosophy, course evaluations, and copies of articles/productions.

Forward materials requested above (indicate position sought) to: **The Chair, Search Committee, Africana Studies, The University of Arizona, Martin Luther King Jr. Building, Room 305, P.O. Box 210128, Tucson, Arizona, 85721. Application review will begin on December 18, 1998.** The University of Arizona is an EEO/AA employer-M/W/D/V.

FREDONIA State University of New York College at Fredonia

Seeking 25 tenure-track faculty

Join this growing, nationally-ranked university

A comprehensive state university awarding both baccalaureate and master's level degrees in more than 80 programs. ***Fredonia*** *is a leading member of the State University of New York system. Repeatedly cited as one of America's best colleges in national surveys.* ***Fredonia*** *ranks among the top 10 institutions in the Northeast and Top 100 in the nation. It serves a largely residential, growing, undergraduate population of nearly 5,000 students and is committed to cultivating a culturally diverse environment.* ***Fredonia*** *is distinguished by programs in the liberal arts and sciences, in the creative and performing arts and in selected professional fields. The attractive campus is located in a picturesque Chautauqua County village 60 minutes from Niagara Falls.*

Accounting
Art--Graphic Design
Biology--Molecular
Business--Management Information Systems
Communication--Public Communication
Communication--Video Production
Computer Science (3 positions)
Education--Early Childhood/Special Education
Education--Early Literacy
Education--Educational Administration
Education--Psychology Foundations (2 positions)
English
History/Social Studies
Mathematics
Media Arts--Interactive Designer
Music--Director of Bands
Music--Instrumental Music Education
Music--Sound Recording Technology
Music--Violin
Political Science
Social Work
Spanish/Women's Studies

SUNY *Fredonia is an equal opportunity, affirmative action employer, and actively seeks and encourages nominations of and expressions of interest from minorities, females, and persons with disabilities.*

**Send letter of application, vita and three letters of reference along with additional material if indicated on website to the departmental contact at SUNY Fredonia, Fredonia, NY 14063. Review of applications begins Nov. 15, 1998.*

For more information visit Fredonia on the Web at *http://www.fredonia.edu/humanresources/jobs/25.htm*

DIRECTOR OF GRANTS AND SPONSORED PROGRAMS

New Jersey City University is a culturally diverse urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program and an expanding continuing education program.

The Director will be responsible for developing and executing a strategic plan to expand the University's external funding base to support faculty research, curriculum development, and community initiatives. This person will identify potential sources of funding, assist faculty and staff in writing/editing proposals, and coordinate post-award activities with outside agencies and the University's budget office.

The Director reports to the Vice President for Academic Affairs.

The Director is expected to have a record of excellence as an effective leader within a team context. A minimum of three to five years of relevant experience is required, along with graduate education to the Master's level. Candidates must have excellent writing skills, the ability to communicate well with a variety of groups, and experience with budgeting and information technology. Candidates should submit a letter of interest, resume, and a writing sample to:

Vice President
for Academic Affairs
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

Closing date for receipt of all materials
November 25, 1998. EOE

DIRECTOR PERFORMING ARTS

Serving more than 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn campus and featuring 90 neighborhood learning sites, C.O.D.'s "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

We are seeking a full-time Director, Performing Arts in our Liberal Arts Division, to be responsible for all phases of the performing arts including College productions and presentations. Position begins March 1999.

QUALIFICATIONS: Master's Degree in a related field with current arts administration experience or an equivalent combination of education and experience. Arts administration experience includes knowledge of artistic and professional trends, grantsmanship, supervision and evaluation of personnel, and contract negotiations and management. Excellent interpersonal skills and computer literacy is also required.

Starting salaries normally range from $54,761 to $62,847 but are dependent on education and experience. For this 12-month assignment, College of DuPage offers a generous benefits package. To apply, please call, write or e-mail for an application packet. Screening for this position begins December 1, 1998. However, to maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible, to:

College of DuPage
630-942-2800, x6330
Office of Human Resources
Attn: Administrative Recruiting
College of DuPage
425 22nd Street
Glen Ellyn, IL 60137
cdhumres@cdnet.cod.edu

equal opportunity employer
Minorities are encouraged to apply

College of DuPage

The University of Kansas

Lawrence, KS

Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major comprehensive research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers the cultural opportunities of a major university.

College of Liberal Arts and Sciences

Biological Sciences-Molecular Biosciences-Chairperson (open rank); Two Assistant Professor positions: cellular neurobiology and microbial pathogenics; one Assistant/Associate Professor in structural biology; **Ecology and Evolutionary Biology-**One Assistant Professor position in plant ecology and one Assistant/Associate Professor in some area of fungal biology.

Chemistry-Two positions. Adams Distinguished Professor in bioanalytical chemistry and one Assistant Professor in physical chemistry.

Communication Studies-Two positions. Asst./Assoc. Professor in organizational communication (with technology emphasis); Assistant Professor in interpersonal communication.

Economics-Two Oswald Scholar Assistant Professorships: macro economics and econometrics.

French and Italian-Assistant Professor in French language pedagogy and coordinator of elementary/intermediate language courses.

Germanic Languages & Literatures-Assistant Professor in German language pedagogy.

Government-Political Science-Assistant Professor in U.S. politics.

History-Assistant Professor in pre-modern Japan.

Human Development and Family Life-Two Assistant Professors: developmental psychology and early childhood education.

Mathematics-Assistant Professor in dynamical systems.

Philosophy-Two Asst. Professor positions: epistemology and metaphysics.

Physics and Astronomy-Two Assistant Professor positions: condensed matter and atmospheric physics (remote sensing).

Psychology-Assistant Professor in clinical health.

Clinical Child Psychology-Assistant Professor in clinical child pediatric psychology.

Theatre & Film-Two Assistant Professor positions: Latin American and film production.

Women's Studies-Program Director at Associate/Full Professor level.

For the above positions: Start date is August, 1999. Candidates should have the Ph.D., other appropriate terminal degree, or the equivalent in hand at the time of appointment. In searches for assistant professors, exceptional candidates at higher ranks may in some cases be considered. Candidates should present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement, contact the department of interest (KU Directory Assistance (785) 864-5000), or Assistant Dean Erin Spindigliozzi, The College of Liberal Arts and Sciences, 200 Strong Hall, The University of Kansas, Lawrence, Kansas 66045. FAX: (785) 864-5331 or Email: erin@clasmain.clas.ukans.edu. CLAS Website: www.clas.ukans.edu.

School of Business

Accounting/Information Systems-Assistant Professor. Required: Ph. D., D. B. A., or doctorate in information systems or related field. Contact: James Heintz, School of Business, University of Kansas, 350 Summerfield Hall, Lawrence, KS 66045-2003. (785) 864-4500. Review of applications begins: November 10, 1998.

Management Science-Assistant Professor. Required: Ph. D., D. B. A., or doctorate in management science or allied science. Contact: Dean's Office, School of Business, University of Kansas, 203 Summerfield Hall, Lawrence, KS 66045-2003. (785) 864-7574. Review of applications begins: November 20, 1998.

For the above: start date is August 1999. Application includes application letter, CV, and three reference letters. Website: www.bschool.ukans.edu

School of Education

Chairperson, Special Education-Associate or Full Professor. Beginning August 1, 1999. Required: Doctorate in special education or related field. Review of applications begins: December 1, 1998.

Health, Sport & Exercise Sciences-Assistant Professor, Nutrition/Energy Balance. Beginning August 18, 1999. Required: Earned doctorate in nutrition or allied field appropriate for the study of energy intake and energy balance. Review of applications begins: January 8, 1999.

Teaching and Leadership-Assistant Professor, Educational Communication & Technology. Beginning August 18, 1999. Required: Earned doctorate in education with a focus in educational technology, distance learning, instructional design or similar discipline. Review of applications begins: January 8, 1999.

Teaching and Leadership-Assistant Professor, Science Education. Position contingent on funding from National Science Foundation grant, beginning March 1999, or as soon as possible thereafter. Required: Earned doctorate in education or sciences with strong academic background in science and science education. Review of applications begins: December 1, 1998.

For complete position descriptions, visit www.soe.ukans.edu or contact Asst. to the Dean, Alisa Branham at (785) 864-9612 or abranham@ukans.edu.

School of Engineering

Chemical Engineering-Assistant Professor with preferred research specialization in: catalysis/surface science; materials; computational chemical engineering including process design; and bio-related engineering. Contact: Don Green. Review of applications begins: January 11, 1999.

Civil and Environmental Engineering-Two positions. Asst./Assoc. Professor in Hydrology and Water Resources and a second in Environmental Engineering. Contact: Steven L. McCabe. Review of applications begins: January 15, 1999.

Electrical Engineering and Computer Science-Two positions. Asst./Assoc. Professor in electrical engineering or computer engineering. Expertise in remote sensing systems and applications with emphasis on optical and IR, or in practical electronic hardware design and implementation of digital systems and networking hardware. Contact: Glenn Prescott. Review of applications begins: January 18, 1999.

Mechanical Engineering-Chairperson. Appointment as Full Professor is possible. Industrial experience preferred. Contact: Stan Rolfe. Review of applications begins: January 15, 1999.

The above contact persons can be reached at the School of Engineering, (785) 864-3881. Start date is August, 1999. Detailed position announcements are available through www.engr.ukans.edu/fac_jobs.htm.

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status.

Visit the University of Kansas Website:	www.ukans.edu
Visit the Equal Opportunity Office Website:	www.ukans.edu/~equalop

University of Illinois at Urbana-Champaign

POSITION ANNOUNCEMENT

RANK AND TITLE:

Assistant Dean, Professional Development, College of Agricultural, Consumer and Environmental Sciences (ACES), University of Illinois at Urbana-Champaign (UIUC)

COLLEGE DESCRIPTION:

The College of Agricultural, Consumer and Environmental Sciences includes seven departments which offer undergraduate and graduate programs, the University of Illinois Extension Service, and the Illinois Agricultural Experiment Station. The College has approximately 250 faculty on the Urbana-Champaign Campus, plus approximately 300 faculty and professional staff located throughout Illinois in various locations of Illinois Extension and the Agricultural Experiment Station. More than 2,000 undergraduate and 550 graduate students are enrolled in the College.

The Assistant Dean, Professional Development is a 100% full-time position to provide leadership in professional development for faculty, academic professionals, staff, graduate students, paraprofessionals and volunteers in the various programs of the College. The Assistant Dean has responsibility across the entire College for interdisciplinary coordination of professional development and reports directly to the Associate Dean for Academic Programs. The Assistant Dean works closely with the Associate Deans for Extension and Outreach and for Research, the Assistant Deans and Department Heads of the College, and the Regional Directors of Extension. A tenured faculty position in an academic unit of the College of ACES may be available based on experience, background and mutual interest.

QUALIFICATIONS:

Doctoral degree preferred (or a master's degree with a minimum of 5 years experience) and demonstrated excellence in human resource development, education, or related field. Desired qualifications include a record of administrative or leadership experience programs and an understanding of the broad mission of a land-grant university.

MAJOR RESPONSIBILITIES:

- Design and implement a comprehensive professional development program for faculty, academic professionals, staff, graduate students, paraprofessionals and volunteers, including
    - needs assessment
    - new Extension personnel orientation
    - inservice professional education opportunities for ACES faculty and staff
    - workshops that address teaching and learning
    - coordinating with others within UIUC and beyond
- Initiate and maintain policies, procedures and resources for professional development
- Seek external funding for professional development programs

SALARY: Competitive and commensurate with experience

DATE AVAILABLE: As soon after February 1, 1999 as a suitable candidate is identified

APPLICATION DEADLINE: In order to ensure full consideration, applications must be received by November 30, 1998

NOMINATIONS AND APPLICATIONS:

Applications should include a letter of application, a curriculum vita, and the names, mail and e-mail addresses and phone numbers of three references. Nominations and applications should be sent to

Search Committee for Assistant Dean for Professional Development
c/o R. Kirby Barrick, Associate Dean
College of Agricultural, Consumer and Environmental Sciences
122 Mumford Hall
1301 West Gregory Drive
Urbana, IL 61801
Telephone: 217-333-0460
Telefax: 217-244-2911
E-mail: kbarrick@uiuc.edu

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

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PURDUE UNIVERSITY

Director, Diversity Resource Office

Purdue University invites nominations and applications for the position of Director, Diversity Resource Office.

Responsibilities

Reporting to the Vice President for Human Relations, the Director will be responsible for leadership in improving the University climate for individuals from racial and ethnic groups that have been historically excluded and under-represented in institutions of higher learning (Under-represented Groups). The Director will provide advocacy and support for members of these groups by initiating, developing, and administering programs and services that address the needs and concerns of all members of Under-represented Groups at Purdue University. In cooperation with other University offices and community organizations, the Director will

- help create a campus environment that encourages and values the full participation of individuals from Under-represented Groups.
- heighten sensitivity to Under-represented Groups by developing programs and services to enlighten members of the campus and the community.
- provide advocacy and support for the concerns of Under-represented Groups within the campus community.
- assist faculty committees, department heads, directors, deans, and vice presidents to improve the recruitment and retention of administrators, faculty, and staff from Under-represented Groups.
- make policy and program recommendations with regard to recruiting and retaining students from Under-represented Groups.
- build and strengthen the University's relationship with Under-represented Groups, their communities and professional organizations.
- make recommendations on policies of special concern to members of Under-represented Groups; and
- provide information, advice, and referral to members of Under-represented Groups seeking assistance.

This is a 12-month administrative position, salary and benefits are competitive.

Qualifications

- Extensive knowledge of, and demonstrated success in, the development and administration of programs which address concerns of racial and ethnic groups and cultural diversity issues, required.
- Experience in a university desired; ability to work with faculty, staff, and students in an academic setting required.
- Leadership ability to build and maintain campus-wide support for the Diversity Resource Office, ability to collaborate with other offices and individuals in program development and problem solving, and effective oral and written communication required.
- Experience with grant writing, community outreach, and public relations desired.
- Terminal degree and faculty experience desired. A faculty appointment in a relevant academic department is possible, depending upon qualifications.

Purdue University

Purdue University is Indiana's Land Grant University, and one of the nation's leading institutions of higher education and research. Purdue University at West Lafayette enrolls approximately 36,000 students in its 10 schools and over 60 graduate programs, and employs approximately 2,300 faculty. The University is committed to increasing diversity throughout the campus and in its academic programs. Purdue is located in historic Tippecanoe County, home to a broad base of high-tech industry and agriculture. Rich with cultural opportunities, Purdue is just an hour from Indianapolis and two hours from Chicago.

Nominations/Applications

Please submit nominations or letters of application with vita and the names of three professional references to

Deborah D. Lewis
Human Resource Specialist
Personnel Services
Purdue University
1126 Freehafer Hall
West Lafayette, IN 47907
(765) 494-0834 FAX (765) 494-6138

The Search Committee will begin its review of applications on November 13, 1998, and will continue until the position is filled.

Purdue University is an Equal Opportunity/Affirmative Action Employer

BEST COPY AVAILABLE

WESTERN NEBRASKA COMMUNITY COLLEGE

Western Nebraska Community College is accepting applications for the reopened position of **Diversity Programs and Services Director.** **RESPONSIBILITIES:** Development, implementation, and administration of institutional diversity program that includes recruitment, advising, and retention of multiethnic and multicultural students, act as institutional representative to various community and area groups, assist in recruitment and training of staff, and coordination of activities with internal college departments and outside agencies.

QUALIFICATIONS: Five years of increasingly responsible experience in educational administration, diversity/affirmative action programs, student services, or related field, including two years of administrative and supervisory responsibility; and a Master's degree in a related field or any equivalent combination of education and/or experience that provide the required knowledge, skills and abilities to perform the duties will be considered. **SALARY:** Commensurate. **START DATE:** Immediate. **APPLICATION DEADLINE:** November 6, 1998. **APPLICATION PROCEDURE:** Send letter of application, current resume, credentials and/or academic transcripts and three letters of reference to

Human Resources Director
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361-1899

EEO/Affirmative Action Employer

ADMINISTRATIVE OPENING

NAPA VALLEY COLLEGE

A member of the California community college system, Napa Valley College is dedicated to excellence in education. The college serves more than 10,000 full- and part-time students in credit, non-credit, and community services day and evening programs. Situated on a beautiful 180-acre campus in the heart of California's wine country, Napa Valley College is located 50 miles northeast of San Francisco. The college is seeking qualified applicants for the following administrative position.

EXECUTIVE DIRECTOR, NAPA VALLEY COLLEGE FOUNDATION

Develop and implement, fund raising programs and strategies to acquire community and private sector support and resources for the college foundation and college programs and services. Provide leadership and direction for corporate, foundation, and individual giving activities. Requires bachelor's degree, 3 yrs paid fund-raising exper. Full-time. $52,000-$65,000/year; excellent fringe benefits. For application packet contact:

Office of Human Resources
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 259-8020 (voice mail)

FILING DEADLINE FRIDAY, JANUARY 8, 1999

PLEASE NOTE: THE COLLEGE WILL BE CLOSED DECEMBER 19, 1998, THROUGH JANUARY 3, 1999.

Napa Valley College, an Equal Employment Opportunity/Affirmative Action Employer, maintains a drug-free workplace, and requires that employees abide by that policy.

FACULTY POSITIONS

Founded in 1888, Wheelock College is an urban-based higher education institution whose mission is to improve the quality of life for children and families by providing its students a sound liberal and professional education; contributing to the knowledge of experienced professionals in the field; and influencing the development of social policy as it impacts children and families. Graduate School programs in education, leadership, health care and human service emphasize the interaction of theory and practice and the successful application of knowledge in the professional domain. The College has a national reputation in the field of early childhood education and brings a service perspective to its training of professionals. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

All positions are ten-month, tenure track faculty positions. Summer employment is possible for all positions.

Early Childhood Education and Elementary Education (2 POSITIONS)

Responsibilities to include teaching courses in early childhood and/or elementary education on-campus and/or at off-campus sites, supervising the student teaching experience, advising graduate students and assisting in curriculum renewal and program development in collaboration with an extensive network of professional development sites.

Requirements include an earned doctorate in education and successful teaching experiences at the early childhood and/or elementary level. Expertise in literacy and/or science education as well as previous college teaching experience preferred.

Teaching Students with Special Needs

Responsibilities to include both teaching (courses in the impact of special needs, curriculum, research), program administration, assisting in curriculum renewal and program development in collaboration with an extensive network of public and private professional development sites, and advising graduate students.

Requirements include an earned doctorate in special needs or related field, successful college teaching experience and evidence of scholarship in an area of special needs. Previous K-12 teaching preferred.

Please send 1) cover letter, 2) curriculum vita, 3) statement of professional experiences and suitability for the position, and 4) three references that may be contacted to: ***Ms. Linda Barnes, Wheelock College, 200 The Riverway, Boston, MA 02215.***

Wheelock
COLLEGE

Wheelock College is an Equal Opportunity/Affirmative Action Employer

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HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

ASSISTANT DIRECTOR OF RESIDENCE LIFE

The Office of Residence Life is recruiting a staff member to assist in the overall administration of a 600 bed residence hall; work with Campus Services and Security to provide a safe, secure and sanitary residence; respond to emergencies; mediate conflicts; community development; implement visitation and disciplinary policies; represent Residence Office on Hunter Brookdale Residence Student Council; inventory rooms, assess damage fees, maintain database of furniture and keys; coordinate check-in/checkout and room change; on call coverage; duties as assigned.

Master's degree preferred in academic or appropriate professional field (Student personnel administration, Higher Education, Counseling); 2-5 years experience in residence life, student services, human services: strong interpersonal and communication skills, a working knowledge of Microsoft Word and Word Perfect.

SALARY RANGE: $24,804-$45,516 (Commensurate with experience), plus 1 bedroom apartment.

Resume should be sent by November 20, 1998 to: **Pamela Burthwright, Director of Residence Life, Hunter College, 425 East 25th Street, Box 964 (Attention Job Search), New York, NY 10010.**

An Equal Opportunity/Affirmative Action/IRACA/ADA Employer

Dean of Natural & Social Sciences

Dean of Humanities & Theological Studies

Wheaton College seeks to appoint two new deans who, with the Dean of the Conservatory and Fine Arts, will be responsible to the Provost for administrative leadership of Wheaton College's undergraduate and graduate academic program.

The **Dean of the Natural and Social Sciences** will oversee the traditional natural and social science disciplines, including graduate programs in Education (M.A.T.) and Clinical Psychology (M.A. and Psy.D.; APA accredited).

The **Dean of the Humanities and Theological Studies** will oversee the traditional humanities, theological, and ministry disciplines, including graduate programs in Biblical and Theological Studies, Educational Ministries and Evangelism, and Missions and Intercultural Studies.

Wheaton College seeks inquiries from and nominations of candidates who were trained in one of the divisional disciplines and who, ideally, are accomplished as teachers, scholars, and administrators. Persons interested in either position should send a complete vita with a cover letter summarizing their qualifications and commitment to Christian higher education to:

Director of Human Resources
Wheaton College
501 College Avenue
Wheaton, IL 60187-5593

Suitable candidates will be asked to complete a more extensive application process.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply.

DIRECTOR OF CO-CURRICULAR LIFE

Drew seeks dynamic, creative Student Life professional to build program combining residential living and student activities areas into innovative, seamless living-learning experience. Director will work with faculty, students and student life staff to develop academic and leadership programs outside the classroom which will foster experiential learning throughout university life. Position includes supervision of residence life and student activities staffs; budget oversight for department and student clubs; coordination of leadership training curriculum, new student orientation and multicultural awareness initiatives; oversight of student clubs and organizations. Requirements: MA plus 3-5 years of experience in student services. Drew is a small, independent, highly selective university located in Madison, NJ, less than an hour from New York. Send cover letter, resume and references to: **Human Resources Director, Drew University, 36 Madison Avenue, Madison, NJ 07940.** EOE/AA

DREW UNIVERSITY

WESTERN NEBRASKA COMMUNITY COLLEGE

Dean of Student Services

Western Nebraska Community College is accepting applications for the position opening for **Dean of Student Services**. The College was founded in 1926 and is located in the Panhandle of Nebraska with sites in Scottsbluff, Sidney, and Alliance. The central administrative offices are located in Scottsbluff. Current credit headcount enrollment is approximately 2,500 students. **RESPONSIBILITIES:** Report to Vice President of Educational and Student Services and serve as a member of the Executive Planning Team. Provide leadership and administrative direction to a comprehensive Student Services program. Work in a collaborative environment. Must have experience in diversity, team-building, problem solving, and organizational effectiveness. Provide supervision and oversee planning, development, organization, coordination, management, and evaluation to ensure the effective operation of programs, services, activities, personnel, and resources within the Student Services Office. Specific areas of responsibility include: marketing/recruiting, admissions, registration, retention, counseling, Title IV grants, advising, financial aid, housing, foreign student admissions, veterans affairs, multi cultural affairs, and student activities. In addition, this person will work with the Dean of Instruction to coordinate the class schedule and college catalog activities. **QUALIFICATIONS:** Master's Degree (Doctorate preferred) in Student Personnel Administration or related field; minimum of four years experience in an administrative position of increasing responsibility in the student services area; or any equivalent combination of education and experience which provides the required knowledge, skills, and abilities to perform the duties. Salary: Commensurate with education and experience. **START DATE:** Negotiable. **APPLICATION DEADLINE:** November 15, 1998. **APPLICATION PROCEDURE:** Send letter of application, resume, transcripts, and three letters of reference to:

Human Resources Office
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361-1899

Only complete applications will be considered.

EEO/Affirmative Action Employer

Tenure-Track Faculty Position in Physics

Sarah Lawrence College, a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained physicist for a tenure-track position beginning August 1, 1999. The successful candidate will teach general physics and other undergraduate courses of interest to liberal arts and science division students. The ability to work closely with students on a daily basis, to supervise individual student projects, and to design interdisciplinary courses is essential. Outstanding teachers in all areas of specialization will be considered. Sarah Lawrence College is located 15 miles north of New York City. Please send resume, copy of undergraduate and graduate transcripts, three letters of recommendation (at least one addressing candidate's teaching strengths), and a statement of teaching interests to: **Dr. Daniel King, Chair, Physics Search; Sarah Lawrence College; Bronxville, NY 10708.** Deadline for receipt is December 15, 1998. *An equal opportunity employer. Sarah Lawrence College encourages applications from minorities and women.* **http://www.slc.edu**

ASSISTANT PROFESSOR IN PSYCHOLOGY

The Ohio State University at Newark is seeking applications for a 9-month, tenure-track Assistant Professor in Psychology. The Newark Campus is an extended campus in The Ohio State University system and is located about 30 miles east of the central Columbus campus.

Duties: Maintain a strong research program involving undergraduates, teach introductory psychology and statistics as well as other courses in the candidate's domain of expertise that meet undergraduate curriculum requirements and departmental needs, contact with psychology faculty members on the Columbus campus and participation in departmental and university-wide service activities is encouraged.

Qualifications: Area of specialization open, although a Developmental Psychologist with a specialization in Child and Adolescence is preferred. Candidate should be committed to and competent in undergraduate education and have strong research credentials, including a record of significant theoretical-empirical research.

Salary: Competitive with a comprehensive benefits package.

Terms: Full-time, 9 month tenure-track position with a starting date of September 1999.

Application Procedure: To assure consideration send a curriculum vitae, three letters of reference, three representative reprints and a personal statement describing teaching, research, and service to:

OSU-Newark, Human Resources, Search #98-29,
1179 University Drive, Newark, Ohio 43055,
by January 5, 1999.

OSU-N is an Equal Opportunity/
Affirmative Action employer

THE
OHIO
STATE
UNIVERSITY

Southern Connecticut
State University

SC
SU

Department of Economics and Finance

Associate/Assistant Professor of Finance

The Position: Southern Connecticut State University invites applications for the position of Associate or Assistant Professor of Finance. Principal areas of teaching interest should include investments, portfolio management, venture capital and commercial banking. Additional teaching is also anticipated in corporate finance and capital markets. Instruction is primarily undergraduate; some MBA teaching is available. Student advisement, research and institutional service activities are also required.

QUALIFICATIONS: Ph.D. or DBA required. ABD will be considered if degree completion can be met within the first semester of employment. Prior teaching experience preferred. Other appropriate experience will be given consideration.

The University: The University of Southern Connecticut State University is a comprehensive metropolitan public university of some 12,000 students. Located in historic New Haven, Southern affords access to cultural and educational advantages in one the highly-rated living areas of the nation. The SCSU Finance Program is one of only four in New England approved by the Treasury Management Association to offer a Certified Cash Manager (CCM) Program. The Business School had made a commitment to seek AACSB accreditation.

The Process: Screening of candidates will begin on January 31, 1999 and continue until the position is filled. Anticipated starting date is August 23, 1999. Applications should include a resume and a letter which includes detailed description of qualifications and experience for the position. Please also provide three recent letters of recommendation. Send applications to:

Dr. Samuel Andoh
Chair, Department of Economics and Finance
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515

Southern Connecticut State University is an affirmative action/equal opportunity employer.
Women and members of minority groups are strongly encouraged to apply.

Conference Attendance: FMA yes (Dr. R. M. Eldridge)
ASSA yes (Dr. Andoh, Dr. Eldridge)
EFA possible

AU

AMERICAN UNIVERSITY
WASHINGTON DC

Dean
School of Public Affairs

The School of Public Affairs at American University is seeking candidates for the position of Dean. The School of Public Affairs is housed in a newly renovated, state-of-the-art educational facility. It consists of three departments—Government; Justice, Law and Society; and Public Administration—that offer BA, MPA and other masters degrees, and the Ph.D. the School has an outstanding full-time faculty of fifty, and a student body of approximately 1200. The School of Public Affairs contains a number of centers, institutes, and programs for mid-career education, including the Center for Congressional and Presidential Studies, the Justice Projects Office, the Key Executive Program, and the Institute for the Study of Transnational Crime and Corruption. The University is located in an ideal academic residential neighborhood in Northwest Washington, DC, but with easy access to national governmental institutions.

The successful candidate will have a national/international record of scholarship, deep commitment to higher education, and demonstrated ability to develop and support research programs. Effective teaching is central to the School's mission; and the Dean will be expected to promote excellence and diversity in pedagogy, including the use of appropriate learning technologies. Experience in higher academic administration is essential, including demonstrable skills in managing effective programs for student recruitment and retention. The Dean is expected to represent the School and University to the external community, including those professional associations related to SPA's academic units.

American University is an EEO/AA employer committed to a diverse student body, faculty, and staff. Minority and women candidates are encouraged to apply.

Applications and nominations should be sent to:
Dr. David H. Rosenbloom, Distinguished Professor of Public Administration, School of Public Affairs, American University, 4400 Massachusetts Avenue, NW, Washington, DC 20016-8070; Tel: 202-885-2361/Fax 202-885-2347; E-mail: rbloom@american.edu.
Consideration of credentials will begin on November 1, and continue until the search is successfully concluded.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

DEAN
SCHOOL OF LAW-NEWARK

Rutgers, The State University of New Jersey, invites applications and nominations for the position of Dean of the School of Law-Newark. Starting date for this position is July 1, 1999.

The School of Law-Newark conducts a full-time and part-time program of legal education leading to the J.D. degree, with a student body of 500 full-time and 200 part-time students. In late 1999, the School will move to a new building featuring state-of-the-art classrooms, moot courtrooms, and library. The School of Law-Newark offers a rich and varied curriculum including many in-house clinical enterprises and interdisciplinary programs with Rutgers' graduate faculties in Criminal Justice, Management, Philosophy, Urban Planning, and Alternative Dispute Resolution. The School boasts a strong and diverse student body including a thriving program for minority and disadvantaged students comprising 30% of the student body. Five student-run journals are published: *The Rutgers Law Review*; *The Rutgers Computer and Technology Law Journal*, the *Womens Rights Law Reporter*, the *Rutgers Race and the Law Review*, and the *Rutgers Law Record* (and on-line journal). The faculty is able, energetic, and productive, with strong teaching and publication records.

As chief administrative officer of the School of Law-Newark, the Dean bears responsibilities for leadership, strategic planning, fund raising, budgeting, faculty recruitment and development, student/alumni relations, and day-to-day operations. The Dean represents the faculty to the university, to the professional community, and to the public.

Candidates must demonstrate, through experience and accomplishment, administrative and leadership ability. Candidates must have scholarly credentials commensurate with appointment to senior tenured faculty rank. Prior law school teaching and administrative experience are highly desirable.

The School of Law-Newark is committed to diversity and welcomes applications from women and minorities. Salary is open and competitive. Applicants should send a cover letter, resume, and names, addresses and phone numbers of two references. Confidentiality of an application will be maintained until mutually agreed otherwise. All correspondence should be addressed to:

Professor Norman L. Cantor, Chair
School of Law Dean Search Committee
Provost's Office, Rutgers, The State University of New Jersey
15 Washington Street, Newark, New Jersey 07102
FAX: 973/353-1048

An Affirmative Action/Equal Opportunity Employer

Tenure-Track Position in Computer Science

Sarah Lawrence College a small liberal arts college dedicated to teaching students in small classes is seeking to fill a tenure track position in Computer Science beginning August 1, 1999. Possible areas of specialization include theory of languages, artificial intelligence, human-computer interaction, graphics and simulation and modeling. Candidates should have a Ph.D. in Computer Science, although outstanding teachers with experience working at the college level will be considered. The position involves teaching open courses for non-majors as well as the more traditional curriculum. The ability to work closely with students on a daily basis, to supervise individual student projects, and to design interdisciplinary courses is essential. Please send CV, statement of teaching philosophy and research interests, and detailed descriptions of two courses your would like to teach along with three letters of recommendation at least one of which addresses teaching experience to **Sarah Allen, Mathematics Department, Sarah Lawrence College, Bronxville, NY 10708-5999**. Deadline for receipt is December 31, 1998. An equal opportunity employer. Sarah Lawrence College encourages applications from minorities and women.

http://www.slc.edu

SARAH LAWRENCE COLLEGE

SCSU

Southern Connecticut
State University

Faculty Position in Management. The School of Business has one opening for tenure-track appointment at the Assistant or Associate level, effective September 1999. Preferred qualifications include an earned doctorate in Management from an AACSB accredited institution, business practitioner experience, a record of teaching excellence and recent scholarly research and publication within one or more of the following Management specializations: General Management, Strategy and Policy, Small Business, Entrepreneurship, Organization and Management Theory, Organizational Behavior, Organization Development, Human Resources, Careers, Negotiation, Organization knowledge and information. Southern is one of the four units of the Connecticut State University system. It is an urban, comprehensive, teaching-oriented university which functions as a regional institution involved in the economic and social development of the State through quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects. The School of Business grant approximately 300 baccalaureate and master degrees annually. The School has recently launched a new team-taught, modular MBA, and substantial growth in evening classes is projected during the next 5 years. A letter of interest, including curriculum vitae and names, titles, addresses and telephone numbers of 3 professional reference, should be sent to **Dr. Maddan Nangia, Department of Management, School of Business, Southern Connecticut State University, 501 Crescent Street (SE 301), New Haven, Connecticut 06515**. Positions are subject to board approval and funding. Screening of applications will begin on April 15 and will continue thereafter until position is filled. *The University is an equal opportunity, affirmative action employer.*

University of Maryland School of Social Work

Applications are now being accepted for four (4) 10-month tenure track faculty positions, at junior through senior levels, at the University of Maryland School of Social Work. This School is located in downtown Baltimore on a Health and Human Services Professions campus with a threefold mission: education, research and community service. The only MSW-granting institution in Maryland, we are a large, nationally ranked School, rich in promise and opportunity, with a research focused Ph.D.

Candidates for these four openings should have a Ph.D., DSW, (or ABD), in social work or a closely related field, and have a minimum of two years post-MSW practice experience, scholarly promise or achievement, eligibility for a Maryland social work license, and an ability to teach courses in foundation, advanced curriculum, and a field of specialization (EAP, Mental Health, Families & Children). Specialization expertise may include either a management or clinical emphasis.

Two positions are to provide leadership in further developing and building a Human Services Management program. Applicants must have experience and education in Program Management, Fiscal Management, Information Systems, and Personnel Management. Community and Organizational practice is also an asset.

Two positions, 1 each, in:

CLINICAL PRACTICE-APPLICANTS must have experience and ability to teach clinical methods with individuals, families and groups in the advanced curricula.

RACISM AND DIVERSITY-APPLICANTS must have experience in and ability to teach about diverse populations and provide strong intellectual leadership to the curriculum for its relevance to practice with individuals, families and communities.

In addition to these four positions, consideration will also be given for an anticipated faculty opening in **RESEARCH AND HUMAN BEHAVIOR & SOCIAL ENVIRONMENT.**

Rank is open and salary is competitive and commensurate with qualifications and experience. For best consideration, submit application by December 1, 1998; search will continue until positions are filled. To apply, submit letter of interest, curriculum vitae, and names with address and telephone numbers of three references to:

Chair, Search Committee
University of Maryland, Baltimore
Louis Kaplan Hall
525 West Redwood Street
Baltimore, MD 21201-1777

Women and minorities are encouraged to apply. The University of Maryland, Baltimore is an AA/EEO/ADA employer.

ASSISTANT DIRECTOR

Bergen Community College
Sidney Silverman Library

Librarian Administrator to provide leadership in planning and development of innovative, proactive reference and access services. Supervises operations and staff for Reference Desk, Circulation Unit, Library User Education and medi units.

Required Qualifications: ALA-accredited MLS, at least seven years of academic library or equivalent experience, reference, supervisory and library instructional experience, knowledge/background in print and electronic resources, organizational leadership, communication and interpersonal skills, demonstrated ability to work with all campus constituencies and commitment to working within a diverse community. Occasional weekend and evening work.

Preferred Qualifications: Knowledge and/or background in various educational technologies including HTML and Internet resources. Experience working with microcomputers in a networked environment.

Send letter of application, resume, salary requirements and names, addresses and telephone numbers of 3 professional references to:

Department of
Human Resources

Bergen
COMMUNITY COLLEGE

400 Paramus Road
Paramus, NJ 07652 AA/EOE

The Search Committee will begin reviewing applications after November 16, 1998

PRESIDENT

Alamance Community College

Applications and nominations are invited for the presidency of Alamance Community College, Graham, N.C. The college is located in the Central Piedmont Crescent region between the Triad and Research Triangle, and serves approximately 18,000 students per year with a total annual budget of $ 16,000,000. ACC is part of the North Carolina Community College System which serves 800,000 students per year.

Screening of applications will begin November 1, 1998. Applicants may request an application form and a complete listing of information and qualifications through the sources below. Applicants' minimum qualifications include a proven record of leadership and a commitment to the mission of a comprehensive community college, and an earned doctorate from a regionally accredited university. All positions at ACC require drug screening and public records screening.

ACC is an equal opportunity/affirmative action employer; women and minorities are encouraged to apply.

Contact:

The Presidential Screening Committee
c/o President's Office
Alamance Community College
P.O. Box 8000
Graham, NC 27253-8000

Phone (336) 578-2002, Ext. 4100
Fax (336) 578-8090
E-Mail McCarter@alamance.cc.nc.us
http://www.alamance.cc.nc.us

1742

MORAVIAN COLLEGE

Moravian College invites applications for the following tenure-track positions to begin August 1999. Complete applications should be sent to the appropriate chair, Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650.

ECONOMICS AND BUSINESS

This position is at the Assistant or Associate Professor level. The primary teaching responsibility is in human resource management at both the undergraduate and MBA levels. Secondary teaching fields might include organizational behavior, business law, or management theory, strategy, or other management specialties depending on the successful candidate's interests. Faculty are also expected to maintain an active professional development program and to participate actively in the College's life. A completed Ph.D. by **September 1, 1999** is required. Complete applications will be considered beginning **January 15, 1999** until an appointment is made. A complete application includes a letter of application, curriculum vitae, sample of written work, and the names of 3 references. They should be submitted to: **Dr. James West, Chair.**

BIOLOGY

This position is at the Assistant Professor level. Applicants must have a Ph.D., some teaching experience, and a commitment to undergraduate education. Candidate should be a broad-based biologist with a strong background in molecular biology. Teaching assignments will include biochemistry and molecular biology, and may also include developmental biology, microbiology, immunology, or other areas relevant to modern biology. It is expected that faculty be responsible for academic and career advising, as well as professional development appropriate for an undergraduate college. Applications received by **December 15, 1998** will be assured of full consideration. Please send letter of application, vitae, statements of teaching and research philosophy, and 3 letters of reference to: **Dr. Donald Hosier, Chair.**

MUSIC EDUCATION SEARCH EXTENDED

This position is at the Assistant or Associate Professor level. Duties include teaching undergraduate courses in secondary and elementary music education and other courses based on interests, abilities, and departmental need (i.e., world music and interdisciplinary studies); supervising student teachers, serving as department liaison to the education department; and recruiting and advising students. Qualified applicants must have a record of successful teaching in general, choral, or instrumental music in K-12 public schools and strengths as a musician and a teacher. Doctorate preferred; doctorate required for tenure. Deadline for applications is **February 15, 1999**. Submit a letter of application, curriculum vitae, and 3 letters of recommendation to: **Professor James E. Barnes, Chair, Music Education Search Committee.**

Moravian College is a selective liberal arts and science college in the beautiful Lehigh Valley of Pennsylvania with 19 academic departments and 92 full-time faculty. It typically enrolls 1200 students in its regular day session and another 500 in the evening division. Founded in 1742, it is the 6th oldest college in the country. As a member of the Lehigh Valley Association of Independent Colleges, Moravian is engaged in a variety of cooperative programs with Lehigh University and with Allenton, Cedar Crest, Lafayette, and Muhlenberg Colleges. Moravian's proximity to New York and Philadelphia presents unusual opportunities for professional and cultural enrichment. In seeking candidates for positions, the College looks for those who can contribute to one or more of its strategic goals, which support student development, creative teaching, community and diversity, global engagement, institutional history and traditions, and affordability.

Moravian College is an equal opportunity employer.
Women and minorities are encouraged to apply.

AMERICAN UNIVERSITY

Tenure Track Position
Assistant Professor
(Reading/Language Arts)

The School of Education of the American University seeks applicants for tenure track position to begin the Fall, 1999 to support its undergraduate and graduate teacher education and Ph.D. programs.

RESPONSIBILITIES. The new faculty member will be responsible for teaching undergraduate and graduate courses and practica, advising, working with students in the Ph.D. program, and will be expected to pursue an active program of research and scholarly writing.

QUALIFICATIONS. Requirements for this position include: an earned doctorate, elementary or secondary classroom teaching experience, evidence of scholarly ability and potential, and university teaching experience. The successful candidate will have a doctorate level specialization in reading and language arts, substantial study and experience in the use of instructional technology, and additional expertise in one of the following: children's literature, multi cultural education, or literacy. Review of applications will begin immediately and continue until the position is filled.

Send letter of application, c.v., and three letters of references to:

Charles Tesconi, Dean
School of Education
American University
4400 Massachusetts Avenue, NW
Washington, DC 20016

American University is an affirmative action/equal opportunity employer committed to a diverse faculty, staff, and student body. Women and minority candidates are encouraged to apply.

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual, diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

ASSISTANT DIRECTOR/DATABASE MANAGER

The Assistant Director/Database Manager, working closely with Data Processing, is the project leader for and the administrator of the computerized Alumni/Development System (ADS). Duties include assuring records are accurate and up-to-date; providing support by supplying lists, mailing labels, reports, and receipts; managing work flow and training clerical staff in overseeing all aspects of large mailings, including computer generated letters, receipts, and reports.

Bachelor's degree and a minimum of two years experience with expertise in working with large databases and statistical software required. Knowledge of on-line Alumni Development Systems such as ADS is preferable. Must possess organizational skills required to direct support staff in multiple clerical projects. Minimum starting salary is $33,000 with a comprehensive benefits package included.

Please forward letter of application and resume to: Richard P. Reiss, Vice President, Institutional Advancement, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

PENN
UNIVERSITY of PENNSYLVANIA

ACADEMIC SUPPORT POSITIONS

The Department of Academic Support Programs at the University of Pennsylvania. Division of University Life, is seeking dynamic, qualified candidates to fill the following two positions:

Associate Director for Educational Opportunity Center (EOC) and Talent Search

Responsible for providing leadership and effective management of educational programs designed to enable a wide range of students to pursue postsecondary education. The Associate Director serves as Project Director for two federally funded programs, Educational Opportunity Center (adults) and Talent Search (middle/high school). As grants administrator, the Associate Director is responsible for ensuring full compliance with federal and University regulations, policies, and procedures. (This position is grant-funded.)

Qualifications: Master's degree in education, administration, liberal arts or related field required. doctorate preferred; at least five years administrative and supervisory experience required, preferably in higher education; strong organizational, managerial, budgetary and leadership skills; experience in grants administration, particularly in TRIO programs, preferred; demonstrated experience in curriculum development; extensive experience with issues of urban, low-income, and first-generation students; ability to interact with all constituencies within the University and the local community, including students, faculty, alumni, parents, etc.

Associate Director for PENNCAP

Responsible for overseeing the design and implementation of innovative comprehensive advising services for approximately 500 targeted students in need of academic support. The Associate Director serves as the Project Director for the federally funded (TRIO) Student Support Services and the state funded ACT 101 grant projects. The Associate Director is also responsible for monitoring the accomplishment of program objectives and the retention of Program students ensuring exemplary performance. (This position is partially grant-funded.)

Qualifications: Master's degree in a liberal arts, education or counseling field required, with at least five years administrative experience, preferably in higher education; doctorate preferred; experience with externally funded, federal or state academic support programs (particularly TRIO and/or ACT 101 programs) highly desirable; strong organizational, managerial, budgetary and supervision skills necessary to lead a complex organization; strong interpersonal, written and electronic communication skills; must be self-initiating and highly motivated; demonstrated commitment to diversity.

Send resumes to: **Terri White, Director, Department of Academic Support Programs, University of Pennsylvania, 3820 Locust Walk, Suite 209, Philadelphia, PA 19104-6134.** Application deadline: November 15, 1998. AA/EOE.

UNIVERSITY OF MAINE

RESIDENCE LIFE COORDINATOR

The Department of Residential Life at the University of Maine is seeking qualified applicants to fill a professional position in our residence program.

The Residence Life Coordinator will provide leadership for community and student development programs in the residence halls. He/She will apply human development theory to educational practices and foster an environment that supports diversity. He/She will supervise 8-10 Graduate Assistant Resident Directors and 35-50 Resident Assistants. The successful individual is expected to use a high level of creativity and enjoy an active involvement in campus life. Requirements: Master's Degree in related field; several years full-time experience, including some in residence halls; excellent verbal and written communications skills; and demonstrated leadership abilities. Experience in working with students from a diverse background is helpful. Fiscal year position with a start date of January 4, 1999. Remuneration: $23,000-$26,000, general university benefits, furnished apartment, meals when resident meal plan is offered. Send letter of application, current resume, and three letters of reference to: **Residence Life Coordinator Search Committee, 5734 Hilltop Commons, Orono, ME 04469-5734.** Review of applications begins November 15, 1998. Position open until filled.

The University of Maine is an Equal Opportunity, Affirmative Action Employer.
Applications from women and minorities are strongly encouraged.

AMERICAN UNIVERSITY

Arts Management

American University's Department of Performing Arts seeks an Assistant Professor in Arts Management for a full time Tenure Track appointment, beginning August 1999. five to ten years arts management experience is required. The Ph.D. degree is preferred, but applicants with terminal M.A. or M.F.A. degrees may apply. Responsibilities: Coordinate interdisciplinary undergraduate degree, teach undergraduate and graduate courses, scholarship, service to the university, service on thesis committees, supervise internships and cooperative education. Review of applications will begin January 1999. Submit a letter of application, curriculum vitae and three letters of reference to: **Naima Prevots, Chair, Department of Performing Arts, American University, Washington, DC 20116-8053.** *American University is an EEO/AA University committed to a diverse faculty, staff and student body.*

ST. OLAF COLLEGE

Assistant Professor of English, Medieval/Early Modern
Beginning assistant professor, tenure track, in early British literature (to 1650), particularly drama. **Responsibilities** include team-teaching the first survey course in our innovative major, Literatures in English. Candidate must have training in medieval languages. Subspecialties of interest include linguistics and teaching in one of the college's many interdisciplinary or off-campus studies programs. **Starting date:** Sept. 1999. A liberal arts college of the Lutheran church (ELCA), St. Olaf College is an equal opportunity employer and actively seeks diversity in its students, faculty, and staff. Ph.D. in English by August, as well as outstanding research and teaching credentials. Preference given to candidates who send letter of application and c.v. to **Olivia Frey, Chair, English Dept., Saint Olaf College, 1520 St. Olaf Ave., Northfield MN 55057, postmarked by Nov. 13.** No electronic or faxed applications please. For more information about St. Olaf see Web site **http://www.stolaf.edu**

Since 1860
For Christ and
His Kingdom
Wheaton College
WHEATON, ILLINOIS 60187-5593

Faculty Positions

The following positions are available beginning August 1999.

- **Biology:** Assistant Professor tenure-track; experience in field biology or terrestrial ecology.
- **Conservatory:** Assistant/Associate Professor of Voice tenure-track; studio/class voice, vocal literature/pedagogy; soprano/tenor.
- **English:** Assistant Professor tenure-track; concentration in 19th & 20th Century American Literature; expository writing. Visiting Instructor/Assistant Professor; two positions-one concentration in American literature and one in classical literature.
- **Foreign Languages:** Visiting Assistant Professor of Spanish; native or near-native fluency in Spanish.
- **Mathematics/Computer Science:** Assistant or Associate Professor tenure-track in computer sciences.
- **Psychology:** Assistant Professor tenure-track; concentration in cognitive psychology.

Send letter of interest and curriculum vita to:

Office of the Provost
Wheaton College
501 College Avenue
Wheaton, IL 60187-5593

Application deadline for most positions is December 15, 1998.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply.

Faculty Positions-Spring 1999
Fashion Institute of Technology®-SUNY
Seventh Avenue at 27 Street, New York City 10001-5992
Application deadline: November 20, 1998

F.I.T.®, an internationally known leader in career education, is a college of art and design and business and technology of the State University of New York offering 30 career-related majors leading to A.A.S., B.F.A., B.S., and M.A. degrees.

Division of Art & Design

Full-Time Tenure Track Faculty Positions

Fashion Design-Art Department seeks professional fashion designer with strong illustration skills including flats and specs with a minimum of six years design/illustration industry experience for the womens wear market. College-level teaching experience and B.F.A. preferred. Submit resume, letter of interest and two color copies of current work to Linda Tain, Fashion Design-Art Department Search Committee Chair, F.I.T., Seventh Avenue at 27 Street, Rm. B-801, New York City 10001-5992.

Illustration Department seeks a professional fashion/general illustrator with a minimum of 10 years industry experience. Knowledge of computer/software programs such as Photoshop, Illustrator, Fractal Painter is desirable. College-level teaching experience and B.F.A. preferred. Submit resume, letter of interest and three industry references accompanied by non-returnable samples of current work and/or slides (20 max) to Karen Santry, Illustration Department Search Committee Chair, F.I.T., Seventh Avenue at 27 Street, Rm. D-332, New York City 10001-5992.

Photography Department seeks a commercial photographer with a minimum of six years published work experience in advertising and/or editorial photography including extensive studio and location lighting design skills. Knowledge of color and b&w processes required, familiarity with digital imaging computer programs, college-level teaching experience and B.F.A. preferred. Responsibilities include committee/administrative duties. Submit resume, letter of interest and non-returnable printed examples or slides of professional work to Max Hilaire, Photography Department Search Committee Chair, F.I.T., Seventh Avenue at 27 Street, Rm. D-343A, New York City 10001-5992.

Part-Time Faculty Positions

Minimum of six years of appropriate professional industry experience required, college-level teaching experience and B.F.A. preferred.

Accessories Design: Footwear, Handbags, Belts
Advertising Design: Advertising Design, Graphic Design, Packaging Design
Display & Exhibit: Mechanical Drawing/Perspective, Graphic/Computer Design: Illustrator, Photoshop, Quark Express, Point of Purchase Design, Visual Merchandising, Event & Promotion Design, Studio Design
Fashion Design-Apparel: Draping, Patternmaking, Sewing, Knitwear, Computer-aided Design
Fashion Design-Art: Womens Wear Apparel
Fine Arts: Drawing, Painting, Design, Sculpture, Printmaking
Illustration: General Illustration, Fashion Illustration
Interior Design: Design, History, Technical Drawing, Presentation, Computer Technology, Design/Construction Technology
Jewelry Design: Design Studio, Gemology
Restoration: Chemistry as it pertains to the conservation and restoration of objects
Textile/Surface Design: Hand and Computer Weaving, Rug and Carpet Design, CAD for Textiles/Surface Design, Screen Printing, Hand Painting on Fabric, Paper Products, Fiber Arts, Knit Design

To apply for part-time positions: Send letter of application, resume, and names and phone numbers of three professional references to: (Department name), c/o Michael Frauenglass, Acting Dean for Art & Design Division, F.I.T., Seventh Avenue at 27th Street, Rm. D-350, New York City 10001-5992. Please specify in your letter the department and discipline for which you are applying.

Division of Business & Technology

Full-Time Tenure Track Faculty Positions

Advertising & Marketing Communications Department seeks an instructor with a minimum of ten years executive experience in the marketing communications industries (advertising, direct marketing, public relations, sales promotion, media management). Bachelors and masters degrees required, college-level teaching experience preferred. Submit resume and letter of interest to Roberta Elins, Chairperson, Advertising & Marketing Communications Department, F.I.T., Seventh Avenue at 27 Street, Rm. B-403, New York City 10001-5992 or fax to 212-217-7593.

Fashion Merchandising Management Department seeks an instructor with a minimum of ten years executive merchandising experience in the apparel industry; retail or wholesale backgrounds qualify. Computer competency and bachelors degree required, masters degree preferred. Submit resume and letter of interest to Diann Valentini, Chairperson, Fashion Merchandising Management Department, F.I.T., Seventh Avenue at 27 Street, Rm. B-331, New York City 10001-5992 or fax to 212-217-7096.

Manufacturing Management Department seeks an instructor with a minimum of five years managerial experience in sewn products manufacturing including strong background in production technology, industrial engineering, computer-based costing and technical applications as they relate to manufacturing. Working knowledge of and ability to teach business applications software programs required. Bachelors degree required; masters degree and college-level teaching experience preferred. Submit resume and letter of interest to Saul Smilowitz, Chairperson, Manufacturing Management Department, F.I.T., Seventh Avenue at 27 Street, Rm. B-403, New York City 10001-5992 or fax to 212-217-7593.

Division of Liberal Arts

Full-Time Tenure Track Faculty Positions

Foreign Languages Department/Spanish seeks instructor with a minimum of five years of college-level experience teaching the Spanish language. Sixty appropriate graduate credits in Spanish including a master's degree or ABD required, doctorate preferred. Experience in the use of audio language laboratory required. Department Chair: Professor Nicole Ruinny.

History of Art Department seeks art historian. Sixty appropriate graduate credits including master's degree or ABD required, doctorate preferred. College-level experience teaching general art history surveys required. Department Chair: Dr. Marcia Wallace.

Part-Time Faculty Positions

Sixty appropriate graduate credits including master's degree or ABD required, doctorate and college-level teaching experience preferred.

Educational Skills: Developmental Reading and Writing, ESL
English & Speech: Speech, Business Writing
Foreign Languages: French, Italian, German, Spanish, Japanese
Health & Physical Education: Tai Chi, Fencing
History of Art: General Art History Surveys
Political Science: Western Europe, Latin America, Comparative Politics
Social Sciences: Sociology, Psychology, Economics

To apply: Send letter of application, resume, and names and phone numbers of three professional references to Department Chair (full-time positions) or Department (part-time positions) in care of Dr. Jacqueline Lakah, Acting Dean for Liberal Arts, F.I.T., Seventh Avenue at 27 Street, Rm. B-623, New York City 10001-5992.

Division of Graduate Studies

Full-Time Tenure Track Faculty Positions

Cosmetics & Fragrance Marketing and Management seeks instructor in a new master of professional studies program intended to meet the needs of the cosmetics and fragrance industry for cross-disciplinary professional management training. The person selected for this faculty appointment will be expected to provide leadership in curriculum and course design, specifically in such general management areas as strategic planning, organizational design, corporate finance, human resource management, production and supply-chain management, and global marketing. The appointee will also be expected to work directly with the Dean for Graduate Studies in shepherding the program through the college and State University approval process, and in maintaining on-going conversations with an energetic and committed industry advisory board and with key college faculty. Appointment will begin in February, 1999, with a projected startup date for the program of June, 2000. MBA or other appropriate graduate degree required. Experience in the cosmetics and fragrance industry highly desirable. Graduate-level teaching experience and scholarly publications also desirable.

Gallery and Retail Art Administration seeks instructor in this master's program. The Gallery and Retail Art Administration program provides training for professional careers in private art dealing, auction houses and art market services, as well as in the related fields of corporate consulting, public art administration and museum curatorship. Emphasis is placed on the contemporary art market. Master's degree required, doctorate or comparable degree preferred. Graduate-level teaching experience, relevant professional experience and scholarly publications highly desirable.

Part-Time Faculty Positions

Master's degree required, doctorate and college-level teaching experience preferred.

Museum Studies: History of decorative arts and/or costume and textiles; costume and textile conservation; storage and exhibition preparation; exhibition planning, design and implementation; collections management; museum education.

Gallery and Retail Art Administration: Retail art gallery and auction house management; exhibition planning, design and implementation; corporate and public art administration.

To apply: Send resume, cover letter indicating position desired, the names and telephone numbers of three references, as well as any supporting materials to Dr. Bruce W. Chambers, Dean for Graduate Studies, F.I.T., Seventh Avenue at 27 Street, Rm. E-315, New York City 10001-5992 or fax to 212-217-5156.

F.I.T. IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

UNIVERSITY OF MARYLAND

The Department of Electrical Engineering at the University of Maryland, College Park (www.ee.umd.edu) expects to have several openings for tenure-track and tenured faculty positions starting August 1999.

The Department is seeking candidates in Information Technology and Small Smart Systems, two broad research activities selected for expansion by adding distinguished faculty under the University of Maryland Flagship Initiative. In both areas we are seeking faculty who can build links between established research programs in systems and devices.

"Smart Small Systems" refers to distributed, often mobile, physical systems of sensors and actuators, integrated with advanced computational and communications capability. In this area we are seeking candidates in (i) sensors/actuators/control systems, especially MEMS-based; (ii) semiconductor devices and circuits, emphasizing applications to sensors and actuators, novel devices, RF and low-power devices, mixed mode circuits and embedded systems.

In Information Technology, we are seeking candidates in (i) communication networks, emphasizing hardware implementation, including optical communications and RF communications; (ii) video processing and multimedia systems; (iii) wireless communications, emphasizing the physical layer, including error control coding, modulation, and signal processing for wireless systems; (iv) circuit design, especially analog and mixed mode VLSI, and HF and RF circuits for applications in communications and signal processing, controls or computer systems; and (v) real-time and embedded computing systems, hardware/software co-design, high performance computer architectures, and low-power VLSI systems. Specific interests are for applications to specialized microarchitectures and processors, mobile computing, communications, and control systems.

There are strong possibilities for joining appointments between the Department and the Institute for Systems Research, the Institute for Advanced Computer Studies, and the Department of Computer Science. In addition, candidates in the area of circuits and semiconductor technology may be eligible for a Ward Professorship in Semiconductor Science and Technology.

Appointments at all ranks will be considered but preference will be given to applicants at the Assistant Professor level. Prior experience in industry is desirable. Candidates for the rank of Assistant Professor should have a high potential for both teaching and research. Candidates for the ranks of Associate and Full Professor should have distinguished records in research and a strong interest in educational programs.

For best consideration, applications should be received by January 31, 1999. Please send resume, list of publications, and the names of at least four references to:

Professor Nariman Farvardin, Chairperson
Department of Electrical Engineering
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity affirmative action employer with a strong commitment to the principle of diversity. In that spirit, applications from minority groups and women are especially invited.

UNIVERSITY OF
MARYLAND

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

Nominations and applications are invited from qualified individuals who are committed to providing leadership and guiding the institution into the next century for three administrative positions: Dean of the College of Humanities and Social Sciences, Associate Dean of Enrollment Management, and Director of Instruction and Research Technology.

DEAN, COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

(Search Extended)

The Dean is the chief academic, fiscal, and administrative officer of the College, and reports directly to the Provost and Executive Vice President. The College offers undergraduate and graduate degrees and minors in 18 programs and includes the Departments of African, African-American, and Caribbean Studies; Anthropology; English; History; Languages and Cultures; Philosophy; Political Science; Psychology; Sociology; and Women's Studies. The successful candidate must have significant experience in program development (especially international, global, and/or interdisciplinary programs), in administrative activities relating to the development of foundational programs that support student success, in General Education, and in collaboration with teacher education programs; experience with assessment and evaluation, particularly as it relates to the program review process; and the ability to bring together faculty members and students of the College to pursue the evolving mission of the humanities and social sciences in a diverse global and technological environment.

Requirements for this position include an earned doctorate or appropriate terminal degree from an accredited institution in a field represented in the College; commitment to academic excellence and ability to develop and articulate a constructive vision for the College in cooperation with faculty; at least five years of full-time teaching experience in a four-year college or university; at least five years of successful administrative experience in higher education at the level of department chair or higher; a strong record of scholarship and service commensurate with appointment at the rank of professor at the University; commitment to the use of technology in teaching and learning; strong commitment to and experience with diversity issues in higher education; a leadership style that fosters team-building and inclusive working relationships with members of the University community; and excellent communication and interpersonal skills with proven ability to work collaboratively with faculty, students, staff, and other administrators.

ASSOCIATE DEAN OF ENROLLMENT MANAGEMENT

Reporting to the Assistant Provost and Dean of Student Development, the Associate Dean of Enrollment Management spearheads an innovative and collaborative approach to improving the University's recruitment and retention efforts. The successful candidate provides vision, leadership, and strategic direction in the development and implementation of a comprehensive enrollment management plan that will involve all sectors of the University in the process of attracting, enrolling, and retaining students. Offices reporting to the Associate Dean include Admissions, Financial Aid, Academic Support, Advising, Testing, Career Development, and Scholarships. Requirements for the position include at least five years of progressively responsible administrative experience in higher education including demonstrated experience in enrollment planning and management; ability to develop and implement a comprehensive retention plan that integrates academic, student, and administrative services; capacity to coordinate multiple activities; evidence of ability to apply technology in enrollment management functions; demonstrated experience in working collaboratively with faculty, students, and staff in a diverse campus environment. Master's degree required; doctorate preferred.

DIRECTOR OF INSTRUCTION AND RESEARCH TECHNOLOGY

(Search Extended)

The Director of Instruction and Research Technology provides vision, leadership and management in support of the use of information technology in teaching and research for more than 300 full-time faculty in the five Colleges of the University (Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health). Reporting to the Associate Vice President for Library Services and Information Technology, the Director works with the academic community to enhance curricular and research activities through the use of information technology. Responsibilities include management of public access computing facilities; training programs for faculty; oversight and administration of the unit budget, and preparation of related grant proposals and other documents. The four functionally defined departments in the unit are Student Technology, Instructional Design, Media Services, and Video Communications (satellite up/downlinks, and broadcast, cable, and interactive facilities to support video and teleconferencing). The Director advises administrative leaders of developments and trends in the application of information technology to teaching and learning.

Requirements include at least five years related professional experience in higher education and experience working directly with faculty in this context; evidence of a strong user-service orientation; evidence of scholarship and excellent written, oral, and interpersonal skills required. Experience with use of the Internet (Web, e-mail, and other delivery methods); experience as a teaching faculty member helpful; knowledge of the use of statistical software for research (SAS, SPSS); and a doctorate in an academic discipline with experience in the use of technology to support teaching and learning is preferred (ABD considered).

Salary is negotiable and commensurate with expertise and experience. A comprehensive benefits package is included. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: ***Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Additional information about the University may be found at http://www.wilpaterson.edu. The review of applications will begin immediately upon receipt and continue until the positions are filled.*

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

An Equal Opportunity Institution Committed to Diversity

DEAN

COLLEGE OF EDUCATION

The Ohio State University invites nominations and applications for the position of Dean of the College of Education. The Dean is the chief administrative and budgetary officer of the College and reports directly to the Senior Vice President and Provost. The College has approximately 135 regular faculty members in three schools. There are also several interdisciplinary centers associated with the College. In addition to instructional programs on the Columbus Campus, the College has teacher education programs on the four regional campuses of the University.

The College of Education is an innovator in community/school and university partnerships, teacher education reform, urban education, and educational policy studies. Peer institutions and professional organizations recognize the College's standards of excellence, and its graduate programs have been among the top tier of the U.S. News and World Report surveys for the past five years. The Ohio State University is a major research institution and the flagship university of the state's higher education system. It is located in the state capital, Columbus-a growing but highly affordable metropolitan area of about 1.5 million people. Columbus has been ranked as one of the country's best places to live and work.

The new dean must have excellent vision for the future, a strong commitment to scholarship and research, outstanding leadership skills and a drive to move the College forward. **Qualifications** for the position include a distinguished record in research, teaching, and service; demonstrated excellence in leadership and administration, and a clear record of effective commitment to and support of cultural and ethnic diversity. Candidates' records should provide evidence of strong abilities to relate to and work effectively and collaboratively with the faculty of the College, the University administration, and other constituent groups both within and outside the University. Candidates should be qualified for appointment as Professor in one of the units of the College.

The position will be available July 1, 1999. Salary and other considerations will be consistent with the commitment of The Ohio State University to recruit the best qualified individual. To assure full consideration, applications and nominations should be received by November 30, 1998. The Search Committee will begin screening dossiers on that date and will continue to review applications until the Dean is selected. Applicants should send a letter, a curriculum vitae, and the names and addresses of at least three references to:

Alan G. Goodridge, Chairperson
Search Committee for College of Education Dean
105 Biological Sciences Building
484 West 12th Avenue
Columbus, OH 43210-1292

The Ohio State University is an Equal Opportunity/ Affirmative Action Employer. Qualified women, minorities, Vietnam-era Veterans, disabled veterans and the disabled are encouraged to apply.

THE OHIO STATE UNIVERSITY

UIC

DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTER SCIENCE FACULTY POSITIONS

The EECS Department invites applications for tenure track faculty at all levels, as well as instructors. A Ph.D. degree in Electrical Engineering, Computer Engineering, or Computer Science or its equivalent is required for tenure-track positions. Outstanding candidates in all areas of EECS will be considered but we are especially interested in the following areas: computer networks, communication systems, wireless systems, multimedia systems, operating systems, computer systems security, hardware/software co-design, MEMS, CAD, power electronics, computer architecture, object-oriented design and systems, computer graphics, HCI, collaborative design, intelligent agents, interactive learning environments, VLSI, high-assurance systems, robotics and control systems. All the candidates should have outstanding research and teaching potential.

UIC is a growing research university and the largest institution of higher education in the Chicago area. The EECS Department has 50 faculty members and 500 graduate students, and offers BS, MS, and PhD degrees. The department has annual research expenditures of over $6 million and a faculty that consists of twelve IEEE or ACM Fellows. The department's computing resources include over 200 workstations, and over 25,000 square feet of research space, much of it in a new engineering research building. For more information about the department, visit our web page at http://www.eecs.uic.edu.

The UIC campus is located near downtown Chicago, and is close to other research institutions and universities. Chicago offers all the cultural amenities of a major city and a wide range of affordable housing.

For full consideration, send a vita and the names and addresses of at least three references by March 15, 1999 to:

Prof. Jeffrey J. P. Tsai, Search Committee Chair, Department of EECS (M/C 154),
851 S. Morgan Street, Room 1120 SEO, Chicago, Illinois 60607-7053.

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for

ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS OR PROFESSORS

TENURE AND TENURE TRACK

Applicants must be able to teach in one or more of the following areas:

- **ADVANCED GENERALIST PRACTICE & PROGRAMMING**
- **FOUNDATION PRACTICE**

Preference will be given to candidates who also have expertise in one or more of the following: **Services at the Workplace; International Social Welfare and Services for Refugees and Immigrants; and, Human Behavior and the Social Environment.**

A **master's** degree in social work is required for all of the above-noted appointments. A **doctorate** in social work, social welfare, or related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street, New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted early are best assured of receiving full consideration.
Columbia University is an affirmative action/equal opportunity employer. Minority and women candidates are especially urged to apply.

341

CENTRAL MICHIGAN
UNIVERSITY

DEAN OF THE COLLEGE OF EDUCATION AND HUMAN SERVICES

CENTRAL MICHIGAN UNIVERSITY is a comprehensive state university with over 800 faculty serving an enrollment of approximately 26,000 students. The institution is nationally recognized for offering one of the most extensive off-campus learning programs in North America. The program serves more than 10,000 off-campus students in North and South America utilizing an additional 1,200 adjunct faculty. The university has eight colleges and offers more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan.

The college is searching for an outstanding leader with the vision to assist the university's efforts to move into the next century as an exemplary model of a modern, technologically-based institution with a major focus on student learning outcomes. The dean is the chief academic officer of the college and reports directly to the provost. The successful candidate will be expected to provide vision and leadership in the planning and delivery of high quality instructional, research and service programs. The dean is accountable for managing college resources and curricula to achieve the mission of the college and the university. The dean should be outcomes oriented and promote effectiveness and efficiency in the pursuit of college and university goals.

The college includes the departments of Counseling and Special Education, Educational Administration and Community Leadership, Human Environmental Studies, Recreation, Parks & Leisure Services and Teacher Education and Professional Development. The dean serves as the official head of the unit for the university's NCATE accredited teacher preparation programs. The university's Office of Charter Schools also reports to the dean. Instruction in the college is offered through the doctoral level. There are approximately 125 regular and temporary faculty and 1,700 undergraduate and 600 graduate students in the college.

Qualifications for the position include an earned doctorate; a record of academic excellence in teaching and scholarly activity sufficient to achieve tenure within a department in the college; a record of outstanding leadership and administrative skills: budgetary, planning, and fiscal management experience; and a record clearly demonstrating the dean's commitment to participatory decision-making, diversity and affirmative action.

REVIEW OF APPLICATIONS for the above vacancy begins November 16, 1998 and will continue until the position is filled. The anticipated starting date will be July 1, 1999. Candidates should send a letter of application, resume, statement of their educational and administrative philosophy, and the names, addresses and phone numbers of three to five references. Inquires, nominations and applications should be forwarded to **Office of the Provost, Dean's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859 Tel (517) 774-3932 Fax (517) 774-2042.**

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html)

Chair

Ethnic Studies Department

HUMBOLDT STATE UNIVERSITY

Humboldt State University in Arcata CA is seeking applicants for the full-time, tenure track position of Chair, Ethnic Studies Department. The first review of applicant files is 11/30/98, and the anticipated starting date is August, 1999.

Please review our announcement at:

http://www.humboldt.edu/~ah/

Ferris State University

Educational Counselors in University College, Ferris State University. Two positions available, one 12-month tenure track (JOB CODE O-12761) and one 1-year temporary (JOB CODE O-18787). Intensive educational and career counseling utilizing various records, tests, and inventories. Recommend student academic denial and probation. Teach FSUS Seminar classes. Must have Masteris Degree in Guidance/Counseling, meet Michigan licensure standards, have knowledge of academic programs and experience in college academic advising. Send letter stating qualifications, copies of transcripts, and resume (including names of three current references) to **JOB CODE_____, Human Resource Development, Ferris State University, 420 Oak St., Prakken 150, Big Rapids, MI 49307.** Phone (616) 592-2150. For more information on Ferris, see our Web page at **http://www.ferris.edu.**

*AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER*

MICHIGAN STATE UNIVERSITY

PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Julian Samora Research Institute of **Michigan State University** invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be jointly appointed by Psychology, the tenure home department, and the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered; women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute's mission, to promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate's qualifications and experience. Review of applications will begin December 1, 1998 and continue until a suitable candidate is identified. Send a letter of application, vitae, reprints and three letters of reference to: **William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.**

MSU is an AA/EO employer

LOGISTICS

"Teaching Professor"

The Robert H. Smith School of Business, University of Maryland at College Park, has an opening for a long-term, non-tenure track faculty member to begin Fall '99. Requirements include Ph.D. in Logistics or related area. The appointment will be as a lecturer with a 1 year renewable contract, subject to performance review. Emphasis will be on high quality teaching, with a teaching load of 3-4 courses per semester. Certain student support and service responsibilities will be expected.

Reply to **Curt Grimm, Chair, Search Committee, Robert H. Smith School of Business, University of Maryland, College Park, MD 20742-1815.** For full consideration, applications should be received by Nov. 30, 1998. Please send vita, letters of reference and evidence of teaching ability.

For more information about the College, Logistics department and programs, please consult our Web Site:

www.rhsmith.umd.edu

The University of Maryland is an Equal Opportunity/Affirmative Action employer. Applications from women and minorities are strongly encouraged.

UNIVERSITY OF
MARYLAND

Plattsburgh State University of New York

invites applications for Fall 1999 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, and three letters of recommendation to: **Chair, Search Committee (PJ#___), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600.**

WOMEN & RACIAL MINORITIES ENCOURAGED TO APPLY.

BUSINESS & ECONOMICS

Accounting (PJ# 2210-808) ASSISTANT PROFESSOR- Qualifications: a doctoral degree (or near completion) in Accounting from an AACSB accredited school. CPA, CMA and other certifications desired. **Responsibilities:** a commitment to teaching excellence, understanding of and sensitivity to minority and gender concerns, ability to publish high-quality research. Primary teaching interest should include Accounting Information Systems.

PROFESSIONAL STUDIES

Counselor Education (PJ# 2233-808) ASSISTANT PROFESSOR- Qualifications: Earned doctorate in Counselor Education or closely related field, graduation from a CACREP accredited program, NCC credential, relevant experience in the profession, especially student affairs practice (counseling, teaching, involvement in professional organizations), and evidence of potential for skilled teaching and scholarly activity. **Responsibilities:** Teach core courses in CACREP accredited student affairs practice, community counseling, and school counseling graduate programs; coordinating the Student Affairs Practice Program, student advisement, program development, committee work, scholarly activity, community service, and possibly teaching an undergraduate course.

EDUCATION

Student Teaching Supervisor (PJ# 2234-808) ASSISTANT PROFESSOR- Twelve month position with possibility of continuing appointment supervising students of teaching in elementary, secondary and special education. **Qualifications:** MS degree required, Ph.D. and certification or degree in special education preferred; experience in college-level student teaching supervision, professional credentials in the field of K-12 education and demonstrated expertise and preparation in supervision required. **Responsibilities:** Assisting the Office of Field Experiences with placements and requires some functional utility with computer based information management systems; student advisement; college and community service.

Educational Technology (PJ# 2235-808) ASSISTANT PROFESSOR- Qualifications: Earned doctorate in an appropriate discipline or professional field; experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and other multimedia technologies; expertise in the educational uses of multimedia/hypermedia, authoring languages, and presentation software. **Responsibilities:** Teaching undergraduate and graduate educational technology courses that integrate with the elementary, secondary, and special education curriculum; serve as a consultant to Center faculty with respect to integrating educational technology into their resources, including a fully networked electronic classroom available within the Center; advising students; engaging in professional research and writing.

Elementary Education – Curriculum and Instruction (PJ# 2236-808) ASSISTANT PROFESSOR-Two positions. **Qualifications:** Earned doctorate in appropriate discipline or professional field; interest in and ability to contribute to the social/psychological foundations program component, or in special education, technology, reading, early childhood, social studies or urban studies as related to elementary education. **Responsibilities:** Undergraduate elementary curriculum and instruction course (with a field component); graduate courses in area of specialization, research methods and/or curriculum development, and advising students.

Special Education (PJ# 2237-808) ASSISTANT PROFESSOR - Non-categorical BS and MS teacher preparation programs in Special Education. **Qualifications:** Doctorate in Special Education or closely related field by September 1999; recent public-school teaching experience with school-age learners with disabilities required. **Responsibilities:** Curricular and instructional practices in special education; introduction to the profession of special education and exceptional children; supervision of field experiences, and advising students.

Elementary Education – Educational Psychology (PJ# 2238-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in appropriate discipline or professional field, interest in and ability to contribute to the curriculum and instruction program component or in special education, technology, reading, social studies or urban studies as related to elementary education. **Responsibilities:** Undergraduate course in child development and learning theory (with a field component), graduate courses in area of specialization, research methods, and/or curriculum development, and advising students.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Visit our website, http://www.plattsburgh.edu

AMERICAN UNIVERSITY

Dean
College of Arts and Sciences

American University invites applications and nominations for the position of Dean of the College of Arts and Sciences. The Dean is the chief academic and administrative officer of the College and reports to the Provost.

The University seeks an outstanding, innovative academic leader. The successful candidate will be: 1) an experienced administrator with strong management skills and a record of success in academic administration; 2) an accomplished scholar-teacher who will provide strong leadership in both teaching and scholarship and whose record of achievement will qualify the candidate for appointment at the rank of professor; 3) a leader who will work effectively and collegially with the college's and university's many diverse constituencies; 4) an educator who possesses an understanding of the increasingly important role of experiential education, interdisciplinary inquiry, and new information technologies; and 5) an individual deeply committed to American University's goal of preparing students to lead successful and ethically responsible lives in a highly diverse, rapidly changing global environment.

The College of Arts and Sciences is the largest academic unit in the university. It consists of departments of Anthropology, Art, Biology, Chemistry, Computer Science and Information systems, Economics, Education, Health and Fitness, History, Language & Foreign Studies, Literature, Mathematics and Statistics, Performing Arts, Philosophy & Religion, Physics, Psychology, and Sociology. The College also houses programs in Women and Gender Studies, Jewish Studies, American Studies and Environmental Studies. It offers 44 bachelor's programs, 42 master's programs and [illegible] doctoral programs.

American University is an independent, coeducational university with more than 11,000 students enrolled in undergraduate, master's, doctoral and professional degree programs. The university attracts students from many different backgrounds from all 50 states, the District of Columbia, Puerto Rico, and more than 130 countries. Uniquely positioned in the nation's capital, AU is located in a beautiful residential neighborhood in northwest Washington, a short distance from the city's centers of government, business, research and art.

American University is an EEO/AA employer committed to a diverse student body, faculty, and staff. Minority and women candidates are encouraged to apply.

Send letter of application and current vita along with the names, addresses and telephone numbers of five references (who will be contacted only with the candidate's approval) to:

Search Committee for Dean of CAS
Professor Mary Gray, Chair
Eagle Station Box 281
American University
4400 Massachusetts Avenue, N.W.
Washington, DC 20016-8054

Review of applications will begin on November 15, 1998, and continue until the position is filled. Anticipated starting date is July 1, 1999.

DEAN - School of Law

Northeastern University invites applications and nominations for the position of Dean of the School of Law.

Located in Boston, Northeastern is a Carnegie Research II university that is student-centered, practice-oriented, and urban. Founded in 1898, the University is a world leader in cooperative education, offers diverse curricula and research programs and has an overall student enrollment of 27,500. Northeastern University operates the largest cooperative education program in the country.

The Dean is the chief academic and administrative officer of the School and reports to the Provost and Senior Vice President for Academic Affairs. The Dean is responsible for long range planning, academic leadership, curricula, budgets, personnel matters, and representing the School of Law within and outside the University and promoting its national and international reputation.

Northeastern University's School of Law, founded in 1898, is committed to addressing the needs of students and of society. It has a reputation for academic excellence and is a nationally recognized leader in public interest law. The School offers the following clinical programs: Certiorari/Criminal Appeals, Criminal Advocacy, Domestic Violence, Poverty Law and Practice, and Prisoners' Rights. It is home to the following institutes and research centers: Urban Law and Public Policy Institute, Domestic Violence Institute, Tobacco Products Liability Project/Tobacco Control Resource Center. The faculty is composed of scholars and practitioners who are committed to teaching excellence.

The School of Law offers the only Law Co-op Program in the country. In this unique cooperative education program, law students receive their JD in a three-year time period and also graduate with the equivalent of one full year of legal experience. The school has been highly successful in placing its graduates in a wide array of settings.

The successful candidate must possess a JD or equivalent law degree and an outstanding record of research, experience practicing and/or teaching law and scholarship appropriate for appointment at the rank of Professor with tenure in the School of Law. The candidate should have an established record of substantial administrative experience. The position requires a demonstrated ability to be an innovative leader, to effect change and establish direction, and to assist faculty and students in defining and achieving their goals. Candidates should have strong interpersonal and communications skills and the ability to represent the School of Law both within the University and in the community. The position also requires expertise in attracting external support and a commitment to the cooperative education program of the School of Law. It requires an understanding of and a commitment to diversity of faculty, administrative and student populations and the goals of a large, private university in an urban setting.

Salary and benefits are highly competitive and commensurate with qualifications. Nominations are welcome and should be directed to the Search Chair. Applicants should submit a complete resume including vitae, list of publications, record of scholarship and creative activities, and the names and addresses of three references. Permission from the applicant will be sought prior to references being contacted. Full consideration will be given to applications received by December 1, 1998. Women and minorities are encouraged to apply. Appointment is expected to be effective on or before July, 1999. All materials, including nominations and inquiries, should be directed to: Professor Wendy Parmet, School of Law Dean Search Committee; c/o Faculty Senate Office, 442 Ryder Hall, Northeastern University, 360 Huntington Avenue, Boston, MA, 02115.

Northeastern University is an Equal Opportunity, Affirmative Action, Title IX Employer.

Northeastern University

ASSISTANT PROFESSOR
Molecular Genetics
Department of Biochemistry and Biophysics
TEXAS A&M UNIVERSITY

The Department of Biochemistry and Biophysics at Texas A&M University seeks applications for two tenure-track faculty positions. Applicants for these 12-month appointments must have a Ph.D. and appropriate postdoctoral experience, and will be expected to establish an independent research program. One position will focus on candidates whose research addresses fundamental problems in a well-established genetic system, although applicants with research interests in any area of biochemistry/molecular biology will be considered. Candidates for a second position in bioinformatics/genomic systems will be sought simultaneously (Search Committee Chair is Dr. John Mullet). In addition to research activities, participation in the Department's undergraduate and graduate teaching programs will be expected.

Completed applications should include: a curriculum vitae, a short description of research interests, reprints of significant publications, and three letters of recommendation. All materials should be sent to: **Dr. Gary R. Kunkel, Faculty Search Committee Chair (Molecular Genetic Systems), Department of Biochemistry and Biophysics, Texas A&M University, College Station, TX 77843-2128.** Review of applications will begin December 1, 1998. Texas A&M University is an Affirmative Action/Equal Opportunity Employer and Committed to Diversity. (www.tamu.edu)

BEST COPY AVAILABLE

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual, diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

Assistant Director/ Special Events & Stewardship

The Assistant Director/Special Events & Stewardship manages all aspects of special events coordinated by Institutional Advancement including donor relations, contract negotiations, and logistics for dinners, receptions, and lectures.

Bachelor's degree and a minimum of two years experience working in higher education or event management services required. Must possess proven organizational skills and be able to demonstrate excellent written and verbal skills. Minimum starting salary is $39,000 with a comprehensive benefits package included.

Please forward letter of application and resume to: Richard P. Reiss, Vice President, Institutional Advancement, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

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†USF
UNIVERSITY of SAN FRANCISCO

EXPOSITORY WRITING

Pending approval and funding, the University of San Francisco invites applications for a tenure track position in Expository Writing at the Assistant Professor level, anticipated for Fall 1999. **Responsibilities** include coordinating the undergraduate expository writing courses, teaching two expository writing courses per semester, and directing the USF Writing Center. **Qualifications:** University teaching experience, strong commitment to teaching, an earned doctorate by Fall 1999, academic program administrative experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate must develop an independent, ongoing research program.

We particularly encourage minority and women applicants.
USF is an EEO/AA Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Submit letter of application, curriculum vitae, graduate transcripts, description of research plans, copies of research papers, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, three letters of recommendation to:

Jennifer Turpin, Associate Dean
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Consideration of Applications will begin on **January 15, 1999**, and continue until the position is filled. USF is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

Since 1860
For Christ and His Kingdom
Wheaton College
WHEATON, ILLINOIS 60187-5593

Wheaton College is accepting applications for the following two positions:

Director for the Office of Christian Outreach is responsible for the supervision of all campus ministries including student-run ministries of Student Missionary Project, Youth Hostel ministry and National City Ministries. The Director will provide leadership, guidance and counsel for the student chairs, cabinet members and students in ministries. An effective candidate will have a minimum of three years experience in some form of Christian ministry. An MA is preferred, but will consider an applicant in process of completing a degree.

Director of Career Services is responsible for developing the students' sense of career awareness and assisting them regarding career concerns related to self assessment, career exploration, job search and application to graduate and professional schools. An effective candidate will have a minimum of three years experience in Career Services or related fields. An MA is preferred, but will consider an applicant in process of completing a degree.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority applicants are encouraged to apply. Resumes can be submitted to:

Director of Human Resources
Wheaton College, 501 College Avenue, Wheaton, IL 60187-5593

Latino Studies

Search Continued

The College of Arts and Sciences at Syracuse University seeks a Latino Studies scholar/teacher to direct its interdisciplinary program in Latino-Latin American Studies. The Director will hold appointment as Associate or Full Professor in a College department. Syracuse University boasts a vibrant and growing population of Latino/a students. We offer a major in Latino-Latin American Studies and a minor in Latin American Studies, and are developing a minor in Latino Studies. Applicants should have a Ph.D. in an A&S discipline and a strong record of teaching and scholarship. Applications accepted until position is filled. Syracuse University is an AA/EOE. Send application letter, c.v., and three letters of reference to: **Associate Dean Stewart Thau, 441 Hall of Languages, Syracuse University, Syracuse, NY 13244.**

FACULTY POSITIONS

THE AMERICAN UNIVERSITY IN CAIRO

Applications are invited for the following faculty openings at The American University in Cairo. For all teaching positions except language teachers, the normal load is three courses per semester; language teachers' load is 15 contact hours per semester. English is the language of instruction. Unless otherwise specified, the Ph.D. is required. Teaching experience is preferred. Two-year appointments (renewable) begin in September 1999. Salary and rank according to scale based on qualifications and professional experience. For expatriates, housing, roundtrip air travel for appointee and accompanying family, plus schooling for two children are included. In view of AUC's protocol agreement with the Egyptian Government which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens. MAIL letter of application specifying JOB NUMBER with resume and names and addresses of three references to:

Dr. Earl Sullivan
Acting Provost
The American University in Cairo
420 Fifth Avenue
FL 3HO
New York, New York 10018-2729
before December 1, 1998

AUC is an Equal Opportunity Employer.

ECONOMICS. Six openings for Assistant, Associate, or Full Professors to teach undergraduate and M.A. level courses in two or more of the following areas: economic planning and project evaluation, economics of Egypt, principles of economics, money and banking, economic policy, history of economic thought, economic growth and development, agricultural economics, statistics for economists, mathematics for economists, econometrics, international trade, and international economics. All positions require 1) teaching undergraduate micro and macro economics as well as in the Core Seminar, a broad-based interdisciplinary seminar required of all students, and 2) supvervising M.A. theses in applied economics. Applicants must have a minimum of two years post-Ph.D. teaching experience. **Job #1/6-ECON**

ADVERTISING AND PUBLIC RELATIONS. One opening to teach primarily beginning and advanced advertising and public relations courses. Ph.D. degree plus professional experience or M.A. degree plus substantial professional experience required. University teaching experience required. Foreign university teaching experience desirable. **Job # 1-JR**

JOURNALISM: DESIGN AND EDITING. One opening to teach primarily news publication and web page design and editing. M.A., M.F.A., or Ph.D. required. University teaching experience required. Foreign university teaching experience desirable. Ability to work in Quark Xpress or Pagemaker, Photoshop and Digital Imaging. Photography experience helpful. Includes opportunity to work in other areas of communication depending on background. **Job # 2-JR**

MANAGEMENT: MARKETING AND FINANCE. Two openings to teach undergraduate and M.B.A.-level courses, one in marketing and the other in finance. Ph.D. plus professional experience and undergraduate degree from U.S. college or university required. At least two years post-doctoral teaching experience is preferable. **Job #1/2-MGMT**

LITERATURE. One opening to teach Introduction to Literature, Critical Examination of Texts, Modern Literary Criticism, 20th Century Comparative Literature, and European/American or European/Arabic Comparative Literature. **Job #1-ECL**

FRESHMAN WRITING PROGRAM DIRECTOR. The Director will deal with all aspects of writing program administration for about 31 instructors and 800 students per semester, and teach one section in the Program. Previous experience teaching writing and rhetoric required; previous experience in writing program administration is an asset. M.A. degree required. Ph.D. in Linguistics or College Composition preferred. Rank with M.A. will be Writing Instructor, or with Ph.D. will be Assistant Professor. For more information: http://sas.auc.eun.eg/fwp/index.html **Job # 1-FWPD**

FRESHMAN WRITING INSTRUCTORS . One or more openings for experienced writing and rhetoric teachers to teach writing, rhetoric and research in the Freshman Writing Program. Experience in writing using computers would be a plus. M.A. in related fields in literature or the humanities is required. For more information: http://sas.auc.eun.eg/fwp/index.html **Job # 2-FWPI**

AMERICAN HISTORY. One opening for an Assistant Professor of History to teach history of American civilization, colonial to twentieth century, with emphasis on social, economic, political, and constitutional developments. Participation is also required in the Core Seminar, a broad-based interdisciplinary seminar required of all students. Ability to teach 20th century global politics would be an advantage. **Job #1-HIST**

ENGLISH AS A FOREIGN LANGUAGE. One or more experienced English language instructors to teach English as a Foreign Language. The M.A. in TEFL is required at the time of application. Several years teaching experience, including at least two years of international experience, are normally required, along with EAP experience and a commitment to instructional improvement. Experience in curriculum and materials development, CALL/instructional technology, or testing is highly desirable. Appointment will be made at the Instructor level. **Job # 1-ELT**

M.A. IN TEFL PROGRAM: FOREIGN LANGUAGE METHODOLOGY. Individual with strong background in methodology to teach foreign language teaching methods and supervise practicum in the M.A. in TEFL program. Additional experience is desirable in curriculum and materials development, instructional technology, psychology of language learning, and/or SLA. Experience in CALL/educational technology is a strong asset. Familiarity with Arabic and the Middle East is useful. Ph.D. in hand at the time of application is required, and experience in teaching TEFL/applied linguistics content courses is strongly preferred. Appointment to begin preferably in January 1999 or in September 1999. **Job # 1-MTFL**

M.A. IN TEFL PROGRAM: LINGUISTICS. One opening to teach structure of English, English syntax, undergraduate linguistics, and related areas. Expertise in SLA preferred. Additional expertise is desirable in phonology, morphology, Arabic language and linguistics. Experience in CALL/educational technology is a strong asset. Familiarity with Arabic and the Middle East is useful. Ph.D. must be in hand at the time of application, plus experience in teaching TEFL/applied linguistics content courses. **Job #2-MTFL.**

THEATRE CHAIR/ARTISTIC DIRECTOR . Possible opening for person to serve as Chair of the Department which includes Theatre, Music, Art, and Film, and as artistic director of the English language theatre, teaching in area of specialization (preferably directing, acting, dramatic literature, playwriting, or some combination thereof), supervising senior projects, and taking possible mainstage directing assignments. Applicants must have a terminal degree, college-level teaching experience, and appropriate exposure as a practicing director, actor, or playwright. Experience in academic departmental administration and professional theatre administration preferable. Initial appointment will be as Visiting Associate or Full Professor. Submit letter of intent, resume, and statement of teaching and administrative philosophy. **Job # 1-PVTH**

ACTING TEACHER. Possible opening to teach beginning and advanced acting, voice and movement (coordinated approach), introduction to theatre, and script analysis, along with supervising senior projects, and taking possible mainstage directing assignments. M.F.A. in acting, successful college-level teaching experience, and appropriate exposure as a practicing actor required. Initial appointment will be as Visiting Assistant or Associate Professor. **Job # 2-PVTH**

VOICE AND MOVEMENT TEACHER . Possible opening to teach a combined approach to beginning and advanced voice and movement, public speaking, oral interpretation, beginning and advanced acting, introduction to theatre, and script analysis, along with supervising senior projects. May also serve as choreographer, vocal coach, or director for mainstage productions. M.F.A., successful college-level teaching experience, and appropriate exposure as a theatre professional required. Initial appointment as Visiting Assistant or Associate Professor. **Job #3-PVTH**

DESIGNER . Possible opening to teach beginning and advanced set, costume, and light design and introduction to theatre, to supervise professionals and student shop crew, guide student designers, and serve as designer (set, costumes, and/or lights) for three mainstage productions each year. M.F.A. in design, successful college-level teaching experience, and appropriate exposure as a theatre professional required. Initial appointment as Visiting Assistant or Associate Professor. **Job #4-PVTH**

ARTIST/ART HISTORIAN. One possible opening to teach two-dimensional design, painting, drawing, and art history as well as to co-supervise senior projects. Applicants must have a terminal degree, college-level teaching experience, and appropriate exposure as a practicing artist. Initial appointment as Visiting Assistant or Associate Professor. With letter of intent and resume, submit statement of teaching philosophy, 20-slide portfolio, and 10 slides of student work. **Job #1-PVAR**

POLITICAL SCIENCE. Three openings in the following areas.

1) COMPARATIVE POLITICS OF THE MIDDLE EAST: specialist in comparative politics with a Middle East focus: an interest and background in comparative theory, and a special regional knowledge of Iran, Turkey an the Gulf would be desirable. Teach upper undergraduate and M.A. courses in comparative theory and method, Middle East politics and comparative politics of the Middle East. Job # 1-PS

2) DEVELOPMENT: specialist in development theory with practical experience in Third World development issues. Teach undergraduate and M.A. courses in development studies and international development organizations. **Job #2-PS**

3) INTERNATIONAL RELATIONS OR POLITICAL THEORY: one possible opening in international relations or political theory to teach courses in international relations theory, strategic theory, and international organizations. All applicants must show interest in and willingness to teach introduction to political science. Several department faculty are required to teach in the sophomore seminar, a broad-based interdisciplinary seminar required of all AUC students. **Job # 3-PS**

CULTURAL ANTHROPOLOGY. One possible opening to teach cultural anthropology in a multicultural environment and in the framework of a liberal arts curriculum, and to participate in the sophomore seminar, a broad-based interdisciplinary seminar required of all AUC students. Ability to teach courses on Arab society and culture is a definite plus. Other specialties may include theory, ethnographic method, medical anthropology, and/or nationalism and post-colonial cultures. **Job # 1-AN**

COMPUTER SCIENCE. One or more openings to teach upper division undergraduate and M.Sc. level courses in the areas of software engineering and artificial intelligence. **Job #1-CS**

ENGINEERING. All the Engineering degree programs are accredited by the Accreditation Board for Engineering and Technology (ABET).

1) CONSTRUCTION ENGINEERING. Several openings to teach undergraduate and M.Sc.-level courses and conduct research in the following areas: construction management and technology; structural analysis and design of steel and concrete structures, and hydraulics and sanitation. **Job # 1/3-CNGR**

2) MECHANICAL ENGINEERING. Several openings to teach undergraduate and M.Sc.-level courses and conduct research in the following areas: industrial engineering; materials and manufacturing; design of mechanical systems and components; and thermofluids processes and systems. **Job # 1/4-MNGR**

BIOLOGY. Two openings to teach undergraduate courses in the areas of cell biology/molecular biology, ecology/environmental biology, and microbiology/genetics. In addition to their specialty, appointees will be expected to teach courses in general biology and scientific thinking. **Job # 1/2 -BIOL**

PHYSICS. Two openings for physicists to teach all levels of undergraduate physics, including laboratories and electronics courses, and to conduct scholarly research involving students. Particular consideration will be given to candidates with a proven ability to participate actively in teaching a general core course on Scientific Thinking. **Job # 1/2-PHYS**

LIBRARY: UNIVERSITY ARCHIVIST. Appointee will be responsible for a program to develop, organize, preserve, and provide access to the University Archives according to standard procedures in an automated environment, and for supervising the processing of special archival collections acquired by the Rare Books and Special Collections Library. Applicants must have graduate degree in archival administration, library science/information management or the equivalent (second Master's degree desirable), minimum three years professional experience preferably in archival administration, and ability to communicate well in spoken and written English. Working knowledge of Arabic and other languages helpful; computer literacy and familiarity with contemporary archival standards and procedures essential. The position is open now, and will be filled as soon as possible, preferably by January 1999. **JOB #1-ARLB.**

THE AMERICAN UNIVERSITY IN CAIRO

USF
UNIVERSITY of SAN FRANCISCO

DIRECTOR, WRITING PROGRAM

Pending approval and funding, the University of San Francisco invites applications for a director of the Master of Arts in Writing Program, anticipated for Fall, 1999. **Responsibilities:** The Director provides leadership and support in the areas of admissions, advising, curriculum, teaching, program quality and visibility, and faculty recruitment and development. The Director will teach one course per semester plus a summer course. **Qualifications:** University teaching experience, evidence of scholarship, administrative experience, an M.A. or Ph.D. by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. Must possess strong academic and professional leadership qualities characterized by collegial decision-making, and outstanding interpersonal and communication skills. Must evidence special expertise and practical experience in developing high-quality academic programs in writing.

We particularly encourage minority and women applicants.
USF is an EEO/AA Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Submit letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, three letters of recommendation to:

Jennifer Turpin, Associate Dean
College of Arts and Sciences
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Consideration of Applications will begin on **January 15, 1999**, and continue until the position is filled. USF is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

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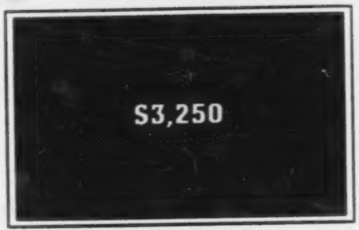

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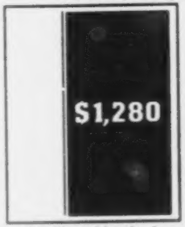

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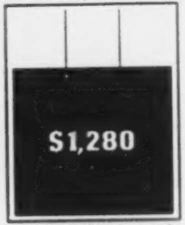

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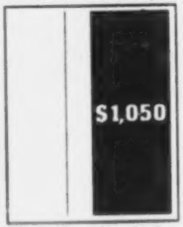

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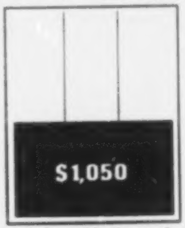

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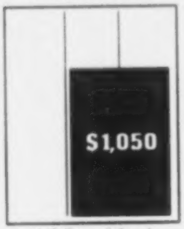

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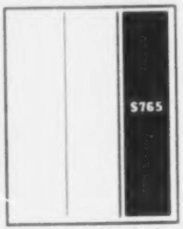

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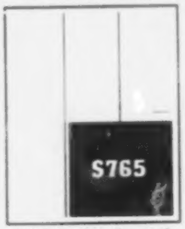

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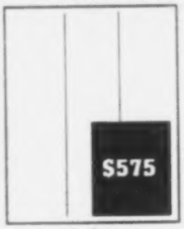

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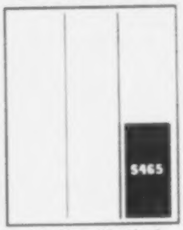

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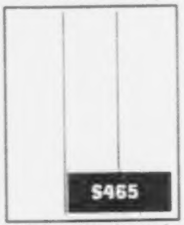

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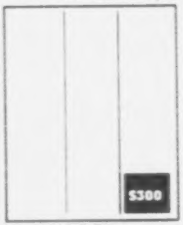

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PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 11	Aug. 25	**Back to School Issue**
September 25	Sept. 8	**Law School Issue**
October 9	Sept. 22	**Hispanic Heritage Month**
October 23	Oct. 6	**The College Board**
November 6	Oct. 20	
November 20	Nov. 3	**Publisher's Picks on Best Colleges for Hispanics**
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Assoc of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Graduate School Issue**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
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August 13	July 27	
August 27	Aug. 10	
September 10	Aug. 24	

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Hispanic Outlook in Higher Education; Display Advertising;
210 Route 4 East; Paramus, NJ 07652

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Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

ADVERTISING INDEX

POSITIONS

Alamance Community College	NC	58
American University	DC	57, 59, 60, 66
American University in Cairo	NY	68-69
Bergen Community College	NJ	58
Boston College	MA	39
Carleton College	MN	38
Central Michigan University	MI	64
College of DuPage	IL	52
College of Saint Benedict/Saint John's University	MN	44
Columbia University	NY	63
Community College of Philadelphia	PA	41
De Anza College	CA	43
Depaul University	IL	42
Drew University	NJ	56
Eastern Michigan University	MI	48
Ferris State University	MI	64
Florida Gulf Coast University	FL	43
Grand Valley State University	MI	43
Hillsborough Community College	FL	46
Humboldt State University	CA	64
Hunter College/CUNY	NY	55
Illinois State University	IL	71
Indiana University	IN	38
Lesley College	MA	45
Michigan State University	MI	64
Moravian College	PA	59
Napa Valley College	CA	55
National Consortium on Violence Research/ Carnegie Mellon University	PA	46, 49
New Jersey City University	NJ	52
Northeastern Illinois University	IL	50
Northeastern University	MA	42, 66
Northern Arizona University	AZ	51
Olivet College	IL	42
Palo Alto College	TX	72
Purdue University	IN	54
Reed College	OR	49
Rochester Institute of Technology	NY	35, 41
Rutgers/The State University of New Jersey	NJ	57
San Mateo County Community College District	CA	43
Sarah Lawrence College	NY	56, 58
Southern Connecticut State University	CT	57, 58, 72
Southwest Texas State University	TX	36-37
St. Olaf College	MN	60
SUNY at Albany	NY	47
SUNY at Buffalo	NY	41
SUNY at Farmingdale	NY	51
SUNY at Fredonia	NY	52
SUNY at Plattsburgh	NY	65
SUNY-Fashion Institute of Technology	NY	61
Syracuse University	NY	67
Texas A&M University	TX	66
The Evergreen State College	WA	50
The Ohio State University	OH	57, 63
The University of Arizona	AZ	52
The University of Iowa	IA	34, 41
The University of Kansas	KS	53
Union College	NY	47
University of Alaska Anchorage	AK	51
University of California, Davis	CA	40
University of Illinois at Chicago	IL	63
University of Illinois at Urbana-Champaign	IL	54
University of Maine	ME	60
University of Maryland, Baltimore	MD	58
University of Maryland, College Park	MD	40,42,45,62,64,72
University of Massachusetts, Dartmouth	MA	51
University of Northern Colorado	CO	47, 50
University of Pennsylvania	PA	60
University of San Francisco	CA	67, 69, 72
University of Southern Maine	ME	46
University of Wisconsin-Milwaukee	WI	49
Washtenaw Community College	MI	40
West Chester University of Pennsylvania	PA	35
Western Nebraska Community College	NE	55, 56
Wheaton College	IL	56, 60, 67
Wheelock College	MA	45, 55
William Paterson University	NJ	59, 62, 67

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

National Research Council	DC	34
Randolph-Macon Woman's College	VA	34
The Graduate School and University Center/CUNY	NY	35
Yale Divinity School	CT	2

CONFERENCES

National Association of Hispanic and Latino Studies	—	34

OTHER SERVICES

CollegeNet		69

Illinois State University
Normal/Bloomington

ASSOCIATE DIRECTOR OF FINANCIAL AID PROGRAM MANAGEMENT

Illinois State University invites nominations and applications for the position of Associate Director of Financial Aid-Program Management. The Associate Director is responsible for the daily internal operations of a financial aid office that includes 30 full-time staff members and 40-50 student employees. The office serves approximately 16,000 financial aid recipients and administers more than $80 million in financial aid resources annually.

QUALIFICATIONS:
Masters Degree, preferably in student personnel, business administration, or higher education, a minimum of 4-7 years of experience in higher education financial aid administration at increasing levels of responsibility.

APPOINTMENT TERMS:
Full-time twelve month administrative-professional appointment. Salary is competitive. The position is available 1/4/99.

APPLICATION PROCESS:
To assure full consideration, applicants must submit a letter of application and resume by November 30, 1998, to:

James M. Bauer
Director of Financial Aid
Attn: Associate Director Search
Illinois State University
Campus Box 2320
Normal, IL 61790-2320

Illinois State University is an equal opportunity/affirmative action university encouraging diversity

+USF
UNIVERSITY of SAN FRANCISCO

COLONIAL AND 19TH CENTURY AMERICAN LITERATURE

Pending approval and funding, the University of San Francisco invites applications for a full time one-year term position in Colonial and 19th Century American Literature at the Assistant Professor level, anticipated to begin in the Fall 1999. Teaching responsibilities may include inter alia American Literature I (to the 1900s), Early American Fiction, Early American Poetry, the American Novel before 1900, and other courses according to the candidate's specialty. **Qualifications:** University teaching experience, evidence of scholarship, an earned doctorate by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University.

We particularly encourage minority and women applicants.
USF is an EEO/AA Employer, and will provide reasonable accommodations to individuals with disabilities upon request.

Submit letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability including teaching evaluations, and three letters of recommendation to:

Carolyn Brown
Department of English
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by **January 15, 1999**, in order to ensure full consideration. USF is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment.

Dean of Arts and Sciences
(98229)
(Extended Search)

PALO ALTO COLLEGE

Palo Alto College, one of four colleges in the Alamo Community College District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's tenth largest city.

A comprehensive community college with an enrollment of 7,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with senior colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning resource technology, and is the site of a nationally recognized Natatorium which hosts local, state, and national swimming and diving competitive meets.

This position is expected to serve as a team leader in concert with the College President, faculty and staff. The successful candidate will have the vision and energy to address academic issues of the 21st century and have demonstrated commitment to diversity, innovation, international programs, and distance learning.

- Master's degree (Doctorate in a job-related area strongly preferred)
- 3 years full-time arts/sciences teaching. Instructional administrative experience preferably at a community college with a diverse population
- Budget and planning experience
- Knowledge of principles and practices related to curriculum and program development and evaluation
- Excellent communication and organization skills

Please deliver or postmark application package by November 20, 1998: (1) cover letter indicating position title and reflecting your views of the position's role in a culturally diverse community college and how you can make a difference, and how your background can serve as a positive influence for a diverse student population; (2) comprehensive resume, (3) three letters of recommendation, (4) legible copies of transcripts.

Alamo Community College District
Human Resources Dept
201 W. Sheridan, Suite A60
San Antonio, Texas 78204
www.accd.edu
emresume@accdvm.accd.edu
(210) 208-8051 • EOE

Southern Connecticut State University
SCSU

Department of Sociology/Anthropology, invites applications from Archaeologists for a tenure-track position at the Assistant Professor level beginning Fall 1999. Research interests in Latin America, Mesoamerica or Africa preferred. Applicants should demonstrate active scholarship and excellence in teaching. The successful candidate will be expected to teach introductory courses in Archeology and general anthropology and develop upper level archeology courses. He/she will also be expected to serve on committees, supervise internships and advise students. Applicants must have Ph.D by September 1, 1999. Women and minorities are especially encouraged to apply. Application deadline January 1, 1999. Send letter, vita, and names of three references to: **Marie M. Selvaggio, Chair, Anthropology Search Committee, Department of Sociology-Anthropology, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.**

THE UNIVERSITY OF MARYLAND'S Office of Continuing & Extended Education (OCEE) seeks a Director, Administrative Services for complex 3-facility org. Respons. include human resource, information tech, purchasing, inventory, & fiscal functions plus development, implementation of systems, policies & procedures to support academic & corporate partners. Qualifications: BA/BS, mgmt experience, excellent organizational, computational, administrative, communication skills. For best consideration, send letter, resume and 3 references by Nov 20 to:

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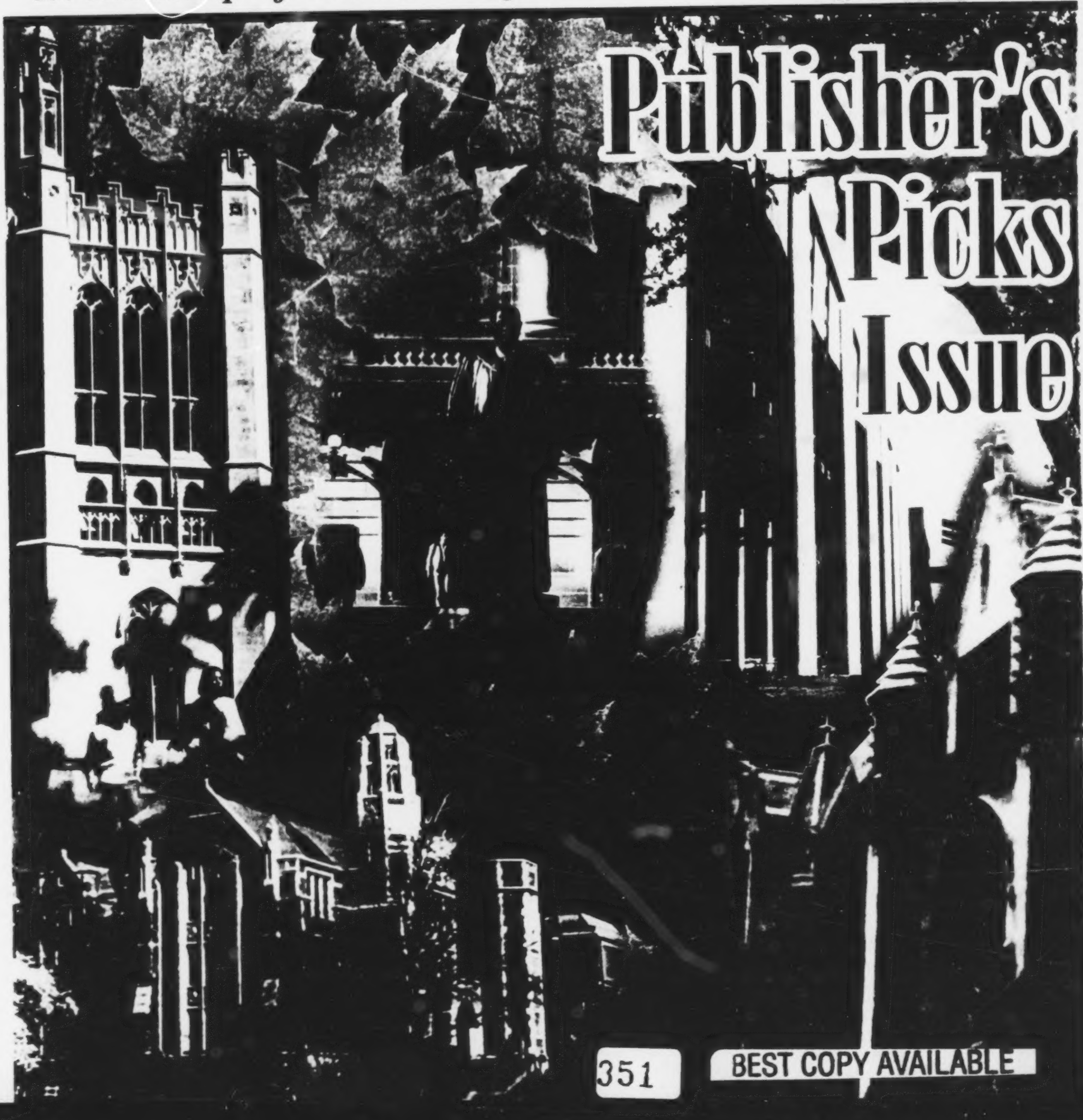

Publisher's Picks Issue

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CONTENTS

FEATURES

Publisher's Picks 1998 5

Hispanic Outlook *Publisher José Lopez-Isa presents a list of colleges and universities recommended for Hispanic students.*

ACE Reports Gains in Minority Enrollment and Graduation 13

Sixteenth Annual Report also suggests broadening the admissions process to assess noncognitive variables.

Endowed Chairs for Five Hispanic Professors at M-DCC 18

Cruz, Garcia, Martelly, Meza, and Montoya are among 13 professors honored.

CSU-Stanislaus Strengthens International Ties 23

Current links include an international conference co-hosted by the University of Costa Rica and an exchange agreement with Simon Bolivar University.

HONOR ROLL
William Paterson University 20

Named for a Supreme Court Justice appointed by George Washington, WPU has its own pioneering personality and prestige.

First Student Joins Board of Trustees at EWU 27

Who wouldn't be eager to shape the university's future, asks new trustee Aaron Gutierrez.

First Annual *Hispanic Outlook* Scholarship Recipients 28

Verónica Garcia and Lourdes Rebeca Perdomo are this year's award winners.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

A report by Villanova's John Immerwahr, commissioned by a new policy center, looks at public attitudes toward higher ed.

SUCCESS STORIES 25
Jeremy Valdéz: Engineer, Journalist, Comedian

An eclectic Aggie keeps his options open. WIDE open.

People, Places, Publications, Conferences

Cover Photo: Courtesy of University of Washington, University of Texas San Antonio, The Ohio State University, University of Chicago and New Jersey City University

A CAPITOL VIEW

College Education: The Ticket to the Middle Class

BY GUSTAVO A. MELLANDER

Seventy-five percent of Americans believe that getting a college education is more important today than it was ten years ago, according to a survey commissioned by the newly established National Center for Public Policy and Higher Education. The center has offices in San Jose, California, and Washington, D.C.

The report, *The Price of Admission: the Growing Importance of Higher Education*, is a follow-up of a 1993 survey of American attitudes toward higher education.

Public opposition to tuition increases is overwhelming. Eighty-five percent of survey respondents are convinced that students and families are currently doing all they can to pay for college. Americans are evenly divided–with little consensus–on who should do more to absorb additional costs–colleges and universities, taxpayers, or both. Furthermore, 89 percent of the American public believes that no qualified and motivated student should be denied a college education because of cost.

The study found that while Americans are still concerned about access to higher education, public anxiety about students' being shut out of college has diminished somewhat since the recession of the early 1990s, when the earlier survey about American attitudes toward higher education was conducted.

In addition, Americans believe that students from low-income families comprise the group most likely to be shut out of college.

"Middle-class Americans themselves are not without concern about the affordability of higher education for their children," said Patrick Callan, long a spokesperson for causes that affect Hispanics, and the President of the National Center. "However, they acknowledge that low-income groups face the greatest barriers to college opportunity."

"The findings also suggest that low income is more likely to be perceived as a problem for access to higher education than is race or ethnicity," Callan said.

An overwhelming percentage of Americans, 91 percent, believe that the benefit a student derives from college depends mostly on the amount of effort he or she puts into it, compared to 71 percent of respondents who thought so in 1993.

The National Center for Public Policy and Higher Education is an independent, nonprofit, nonpartisan organization. It has received funding commitments of nine million dollars from national philanthropic organizations, spearheaded by the Pew Charitable Trust. The National Center is not affiliated with any institution of higher education or any government agency. Callan said that it will focus particularly on the following questions:

- Who should be served by higher education?

- How should financial responsibility for college be shared among students and families, higher education institutions, and state and federal policy-makers?

- What are the most effective and productive ways for government to invest in higher education?

- How can public policies encourage cost effectiveness in higher education?

- How can state and federal policies stimulate and encourage increased quality?

Other survey findings include the following:

- Today 43 percent of Americans think that a college education is more difficult to obtain now than it was ten years ago. This number is down from 55 percent in 1993, when much of the country was mired in recession and when tuitions were rising sharply.

- 86 percent believe that high school graduates should go on to college because in the long run they will have better job prospects, compared to 79 percent in 1993.

- 85 percent think it is a fair or poor idea to raise college prices, up from 80 percent in 1993.

- 87 percent expressed concern that students are incurring too much debt to meet college costs, compared to 81 percent in 1993.

- 77 percent agree that students appreciate the value of a college education more when they have some personal responsibility for paying for it.

- When considering who should pay for increased costs and demands in higher education, 44 percent think that higher education should bear more of the burden through teaching more classes and cutting costs, and 46 percent believe that taxpayers and state government should absorb a greater share of the costs.

"What emerges from the research is a classic public policy dilemma," said John Immerwahr, the author of the report. "People don't want families and students to pay more. They don't like higher taxes. They see the goal, they believe the goal, but they aren't sure how to get there," he said.

Immerwahr is senior research fellow of Public Agenda and Assistant Vice President of Academic Affairs at Villanova University.

Copies of the report are available from the National Center for Public Policy and Higher Education, (408) 271-2699. The complete survey questionnaire and results can be ordered from Public Agenda for $20.00 by calling (212) 686-6610 or via <www.publicagenda.org>. The 1993 survey, *The Closing Gateway*, is available from the California Higher Education Policy Center's Web site at <www.policycenter.org>.

Dr. Mellander is a professor at George Mason University.

Letter from the Publisher

November 20, 1998

Dear Colleagues,

Welcome to the 1998 Publisher's Picks – a list of colleges and universities nationwide that in our view offer outstanding opportunities to Hispanic students. Started in 1995, the Publisher's Picks list is growing, as more and more institutions of higher education put in place those programs that help Hispanic students to persist and to prosper in academia.

To compile the list, Hispanic Outlook *consults both formal and informal information sources – surveys completed by the institutions themselves, information reflected in their catalogs and literature, statistics compiled by the U. S. government, and anecdotal evidence garnered from students, faculty, administrators, and advocates of both education and of Hispanic achievement.*

A challenging fact emerged in a recent report by the American Council on Education. Despite growth in Hispanic faculty hires and degrees conferred, the 1996 college participation rate for Hispanic high school graduates is nearly identical to the rate posted in 1976 – 35 percent compared to the earlier 35.8 percent.

As more colleges and universities put out the welcome mat to Hispanics, we believe more of our young people, their parents, and their counselors will begin to view higher education as an attainable dream.

The first winners of the Hispanic Outlook *Scholarship are identified in this issue (on page 28) and the scholarship now enters its second year.*

Our issues are filled with evidence of Hispanic achievement, often under adverse conditions. We salute all who refuse to yield to that adversity.

¡Les aplaudimos!

Jose Lopez Isa

The 1998 Publisher's Picks

ALASKA

- University of Alaska, Anchorage

ARIZONA

- Arizona State University, Main (T)
- Arizona State University, West
- Maricopa County Community College District
  - Chandler Gilbert Community College
  - Estrella Mountain Community College
  - Gateway Community College
  - Glendale Community College
  - Mesa Community College
  - Paradise Valley Community College
  - Phoenix Community College
  - Rio Salado College
  - Scottsdale Community College
  - So. Mountain Community College
- Northern Arizona University (T)
- Northland Pioneer College
- Pima County Community College (C)
- University of Arizona (T)
- University of Phoenix

New Jersey City University

ARKANSAS

- University of Arkansas

CALIFORNIA

- Azusa Pacific University
- Bakersfield College (C)
- California Lutheran University
- California Polytechnic State University, San Luis Obispo (T)
- California State Polytechnic University, Pomona (T)
- California State University, Bakersfield (T)
- California State University, Chico (T)
- California State University, Dominguez Hills (T)
- California State University, Fresno (T)
- California State University, Fullerton (T)
- California State University, Hayward (T)
- California State University, Long Beach (T)
- California State University, Los Angeles (T)
- California State University, Monterey Bay
- California State University, Northridge (T)
- California State University, Sacramento (T)
- California State University, San Bernardino (T)
- California State University, San Marcos
- California State University, Stanislaus (T)
- Cerritos College (C)
- Chabot-Las Positas Community College District
  - Chabot College
  - Las Positas College
- Chaffey College
- City College of San Francisco (C)
- Coast Community College District
  - Coastline Community College
  - Golden West College
  - Orange Coast College
- College of Marin
- College of the Desert
- College of the Sequoias (C)
- Concordia University

Western Washington University

- Contra Costa Community College District
  - Contra Costa College
  - Diablo Valley College
  - Los Medanos College
- El Camino College (C)
- Foothill-De Anza Community College
- Fullerton College (C)
- Grossmont-Cuyamaca Community College
- Hartnell College (C)
- Humboldt State University
- Imperial Valley College (C)
- Long Beach City College
- Los Angeles Community College District
  - East Los Angeles College (C)
  - Los Angeles City College
  - Los Angeles Harbor College
  - Los Angeles Mission College
  - Los Angeles Pierce College
  - Los Angeles Southwest College
  - Los Angeles Trade-Technical College
  - Los Angeles Valley College

  - West Los Angeles College
- Loyola Marymount University (T)
- Mount St. Mary's College
- Mt. San Antonio College (C)
- Mt. San Jacinto College
- National University
- Occidental College
- Oxnard College (C)
- Pacific Oaks College
- Palomar College
- Pasadena City College (C)
- Rancho Santiago Community College (C)
- Rio Hondo College (C)
- Riverside Community College (C)
- San Bernardino Valley College
- San Diego State University (T)
- San Francisco State University (T)
- San Jose/Evergreen Community College
- San Jose State University (T)
- San Mateo County Community College District
  - Cañada College
  - College of San Mateo
  - Skyline College
- Santa Clara University (T)
- Santa Monica College
- Southwestern College (C)
- Stanford University (T)
- State Center Community College District
  - Fresno City College (C)
  - Kings River Community College (C)
- University of California, Berkeley (T)
- University of California, Davis (T)
- University of California, Irvine (T)
- University of California, Los Angeles (T)
- University of California, Riverside (T)
- University of California, San Diego (T)
- University of California, San Francisco
- University of California, Santa Barbara (T)
- University of California, Santa Cruz (T)
- University of Laverne (T)
- University of Redlands
- University of San Diego (T)
- University of San Francisco
- University of Southern California (T)
- University of the Pacific
- Ventura College (C)
- Western University of Health Sciences
- Whittier College
- Yosemite Community College

Ramapo College

COLORADO

- Colorado Mountain College
- Colorado State University (T)
- Community College of Denver
- Front Range Community College
- Metropolitan State College of Denver (T)
- Red Rocks Community College
- University of Colorado
- University of Colorado at Boulder (T)
- University of Colorado at Colorado Springs
- University of Colorado at Denver
- University of Denver
- University of Northern Colorado (T)
- University of Southern Colorado (T)

Brooklyn College

CONNECTICUT

- Connecticut College
- Connecticut State University System
  - Central Connecticut State University
  - Eastern Connecticut State University
  - Southern Connecticut State University
  - Western Connecticut State University
- Manchester Community-Technical College
- Middlesex Community-Technical College
- Naugatuck Valley Community-Technical College
- Northwestern Connecticut Community-Technical College
- Trinity College
- University of Connecticut
- University of Hartford
- Yale University

DELAWARE

- Delaware Technical and Community College
- University of Delaware

DISTRICT OF COLUMBIA

- Gallaudet University
- Georgetown University
- George Washington University
- The American University
- The Catholic University of America

FLORIDA

- Barry University (T)
- Bethune Cookman College
- Broward Community College (C)
- Caribbean Center for Advanced Studies
  (Miami Institute of Psychology)
- Daytona Beach Community College
- Edison Community College
- Florida Atlantic University (T)
- Florida Community College at Jacksonville
- Florida Gulf Coast University
- Florida Institute of Technology
- Florida International University (T)
- Florida State University (T)
- Hillsborough Community College (C)
- Indian River Community College
- Lake City Community College
- Manatee Community College
- Miami-Dade Community College (C)
- Nova Southeastern University (T)
- Palm Beach Community College
- Santa Fe Community College
- Seminole Community College
- South Florida Community College
- St.Thomas University (T)
- Tallahassee Community College

- University of Central Florida (T)
- University of Florida (T)
- University of Miami (T)
- University of South Florida (T)
- University of West Florida
- Valencia Community College (C)

GEORGIA

- Agnes Scott College
- Darton College
- Emory University
- Georgia College
- Georgia Perimeter Colleges
- Georgia State University
- Savannah College of Art & Design
- University of Georgia

Cornell University

IDAHO

- Boise State University
- Idaho State University
- University of Idaho

ILLINOIS

- American Schools of Professional Psychology
- Black Hawk College
- Chicago School of Professional Psychology
- Chicago State University
- City Colleges of Chicago
  - Richard J. Daley College
- College of DuPage
- College of Lake County
- Concordia University
- DePaul University (T)
- Elgin Community College
- Elmhurst College
- Governors State University
- Harper College
- Illinois Institute of Technology
- Illinois State University
- Loyola University Chicago
- North Park University
- Northeastern Illinois University (T)
- Northern Illinois University (T)
- Northwestern University
- Oakton Community College
- Robert Morris College
- Saint Augustine College (C)
- Southern Illinois University at Carbondale (T)
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- University of Illinois at Chicago (T)
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- Indiana University, Kokomo
- Indiana University, Purdue
- Indiana University, South Bend
- Purdue University
- St. Mary's College
- Taylor University
- University of Notre Dame
- Valparaiso University

IOWA

- Grinnell College
- Iowa State University
- Southwest Community College
- University of Iowa
- University of Northern Iowa

KANSAS

- Garden City Community College
- The University of Kansas
- Wichita State University

KENTUCKY

- Morehead State University

LOUISIANA

- Tulane University

MAINE

- Bates College
- Bowdoin College
- Colby College
- University of Maine
- University of Southern Maine

California State University, San Marcos

MARYLAND

- Community Colleges of Baltimore County
  - Catonsville College
  - Dundalk College
  - Essex College
- Frederick Community College
- Frostburg State University
- Harford Community College
- Johns Hopkins University
- Loyola College in Maryland
- Montgomery College
- University of Maryland, Baltimore
- University of Maryland, College Park (T)

MASSACHUSETTS

- Amherst College
- Bentley College
- Boston College
- Boston University (T)
- Brandeis University
- Bridgewater State College
- Bunker Hill Community College
- Emerson College
- Framingham State College
- Harvard University
- Holyoke Community College

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Massachusetts College of Art
Massachusetts Institute of Technology
MGH Institute of Health Professions
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Michigan State University
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Oakland University
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University of Michigan, Dearborn
University of Michigan, Flint
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Wayne State University
Western Michigan University

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Metropolitan State University
Moorhead State University
Southwest State University
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St. Cloud Technical College
University of Minnesota, Duluth
University of Minnesota, Twin Cities
University of St. Thomas
Walden University

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Mercer County Community College
Middlesex County College
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New Jersey City University (T)
New Jersey Institute of Technology
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Passaic County Community College
Princeton University
Ramapo College of New Jersey
Raritan Valley Community College
Rider University
Rowan University
Rutgers, the State University of New Jersey (T)
Seton Hall University
The College of New Jersey
The Richard Stockton College of New Jersey
University of Medicine & Dentistry of New Jersey
William Paterson University

NEW MEXICO

Albuquerque T-VI A Community College (C)
Eastern New Mexico University
New Mexico Highlands University (T)
New Mexico Institute of Mining and Technology
New Mexico State University (T)
New Mexico State University at Alamogordo
Santa Fe Community College
University of New Mexico (T)
Western New Mexico University

CUNY-Lehman Colle

NEW YORK

Boricua College (T)
Broome Community College
Cazenovia College
City University of New York
Columbia University in the City of New York
Cornell University (T)
CUNY, Baruch College (T)
CUNY, Borough of Manhattan Comm. College (C)
CUNY, Bronx Community College (C)
CUNY, Brooklyn College
CUNY, City College (T)
CUNY, Herbert H. Lehman College (T)
CUNY, Hostos Community College (C)
CUNY, Hunter College (T)
CUNY, John Jay College of Criminal Justice (T)
CUNY, Kingsborough Community College (C)
CUNY, La Guardia Community College (C)
CUNY, New York City Technical College
CUNY, Queens College (T)
CUNY, Queensborough Community College (C)
CUNY, York College
Fashion Institute of Technology
Fordham University (T)
Long Island University, Brooklyn Campus
Long Island University, C.W. Post
Monroe Community College (C)
Nassau Community College (C)
Nazareth College
New School for Social Research
New York University (T)
Rochester Institute of Technology
Saint John's University (T)
Sarah Lawrence College
Skidmore College
St. Lawrence University
St. Thomas Aquinas College
Suffolk Community College
Sullivan County Community College
SUNY at Albany (T)
SUNY at Buffalo
SUNY at Farmingdale
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Union College
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NORTH CAROLINA

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NORTH DAKOTA

University of North Dakota

OHIO

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Clark State Community College
Cleveland State University
College of Wooster
Cuyahoga Community College
DeVry Institute of Technology
Kent State University
Miami University
The Ohio State University
The Union Institute
University of Cincinnati
University of Dayton
University of Toledo
Wilmington College
Youngstown State University

Foothill-De Anza Co

OKLAHOMA

Oklahoma State University
University of Oklahoma
University of Oklahoma Health Science Center
University of Tulsa

OREGON

Chemeketa Community College
Eastern Oregon State College
Lane Community College
Oregon State University
Portland Community College
Portland State University
University of Oregon
Western Oregon University

PENNSYLVANIA

- Bryn Mawr College
- Carnegie Mellon University
- Central Pennsylvania Consortium
  - Dickinson College
  - Franklin and Marshall College
  - Gettysburg College
- Clarion University of Pennsylvania
- Community College of Philadelphia
- East Stroudsburg University of Pennsylvania
- Eastern College
- Edinboro University of Pennsylvania
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- National College of Bus. & Tech., Bayamón (C)
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RHODE ISLAND

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- Rhode Island School of Design
- University of Rhode Island

SOUTH CAROLINA

- University of South Carolina

SOUTH DAKOTA

- Dakota State University

TENNESSEE

- The University of Tennessee
- Vanderbilt University

TEXAS

- Alamo Community College District
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  - St. Philip's College (C)
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  - North Lake College
  - Richland College
- Del Mar College (C)
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- Galveston College
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- Texas Christian University
- Texas Lutheran University
- Texas Southern University
- Texas Southmost College (C)

Texas State Technical College, Harlingen (C)
Texas State Technical College, Sweetwater
Texas Tech University (T)
Texas Tech University Health Science
Texas Wesleyan University
Texas Woman's University
University of Houston
University of Houston, Clear Lake
University of Houston, Downtown
University of Houston, University Park (T)
University of North Texas (T)
University of St. Thomas
University of Texas at Arlington (T)
University of Texas at Austin (T)
University of Texas at Brownsville (T)
University of Texas at Dallas
University of Texas at El Paso (T)
University of Texas at Tyler
University of Texas Health Science Center
at San Antonio
University of Texas, Pan American (T)
University of Texas, San Antonio (T)
University of The Incarnate Word (T)
West Texas A&M University

The University of New Mexico

UTAH

Salt Lake Community College
University of Utah
Utah State University

VERMONT

Saint Michael's College
University of Vermont

VIRGINIA

College of William & Mary
George Mason University (T)
Longwood College
Randolph Macon Womens College
University of Virginia
Virginia Polytechnic Institute
Virginia State University

WASHINGTON

Bellevue Community College
Cascadia Community College
Centralia College
Clark College
Eastern Washington University
Green River Community College
Heritage College
Highline Community College
Lower Columbia College
Shoreline Community College
Skagit Valley College
Tacoma Community College
The Evergreen State College
University of Puget Sound
University of Washington (T)
Washington State University
Western Washington University
Whitman College
Yakima Valley Community College

WEST VIRGINIA

Wheeling Jesuit University

WISCONSIN

Beloit College
Blackhawk Technical College
Cartage College
Lawrence University
Madison Area Technical College
Marquette University
University of Wisconsin, Green Bay
University of Wisconsin, La Crosse
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Parkside
University of Wisconsin, Platteville
University of Wisconsin, River Falls
University of Wisconsin, Stevens Point
University of Wisconsin, Stout
University of Wisconsin, Superior
University of Wisconsin, Whitewater

Florida Atlantic University

WYOMING

University of Wyoming

(T)- TOP 100 -Top 100 Schools Graduating Hispanics
(C)-TOP 50 Community Colleges Graduating Hispanics

(Campus photo on page 5: University of Central Florida)

ACE Reports Gains in Minority Enrollment and Graduation

And Suggests New Variables for Student Assessment

BY HÉCTOR GARZA

Héctor Garza, who holds a bachelor's, master's, and doctorate from the University of Michigan, has worked on behalf of minorities for more than two decades. Executive Director of Michigan's first Commission on Spanish Speaking Affairs, he moved on to Eastern Michigan University, the University of Michigan, and, in 1993, to the American Council on Education. His recent selection by *Hispanic Business Magazine* as one of the 100 Most Influential Hispanics in the U.S. was preceded by awards from La Raza, HACU, AAHE, three student organizations, the State of Michigan, several universities, the U. S. Department of Agriculture, and more. Recruitment, retention, educational reform, race relations, and empowerment are but a few of the issues on which he has lectured and published. At ACE, Garza oversees its Office of Minorities in Higher Education, the Office of Women in Higher Education, The HEATH Resource Center and Clearinghouse, and the Divisional Senior Fellows in the Office of the Vice President.

While for the past two decades Latinos have continued to make progress in enrollments and degree attainment, the numbers continue to lag behind their overall representation in the population. In 1997, Hispanics represented only 9 percent of all undergraduates, 4 percent of all graduate students, and 5 percent of all students at professional schools. The Latino population in postsecondary education remains relatively small, and these data suggest that most colleges and universities have yet to do an adequate job in recruiting and graduating Hispanic students.

That is why we at ACE continue to monitor the progress of minority student participation in higher education and continue to believe that we have a moral duty to ensure that students of all races have a chance to attend college, develop their skills, enter the economic mainstream, and make a real contribution to society. We also have a responsibility to educate the future workforce of this country.

Recently the Chairman of the Federal Reserve Board, Alan Greenspan, was quoted as saying: "We must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the 21st Century."

And Greenspan's message has been repeated many times by corporate leaders. Today, as America faces intense pressures to maintain her strong global economic hold, this imperative is ever more important.

We at the ACE will continue to make the case that diversity matters in college admissions. It matters who is sitting next to you in class–because it plays an essential role in receiving a high quality education. A diverse mix of students ensures a diversity of perspectives and opinions and life experiences, and these interactions create meaningful learning. We know that learning is a social process and that students learn by interaction with other people. It matters who lives next to you in the dorm because a diverse student population enriches a student's campus experience and education, and better prepares him or her to deal with the complexities of our multicultural society.

Let me say also that it is not just educators and business leaders who believe that diversity is important to student learning. Students also say that diversity makes for an excellent education. The research is very clear on this.

When colleges emphasize diversity, students report that they are more satisfied with their experience on campus, that they become more accepting of racial and cultural differences, and that they are much more likely to create friendships with people from other races and ethnicities. They have higher rates of academic achievement in all subjects and are more likely to stay in school and finish their degrees. And when there is diversity, it is not just minority students who benefit: the research shows that all students are positively affected by diversity programs on campus.

By emphasizing diversity, colleges help students to feel that they are participating in a legitimate democracy–that they truly belong to an American community.

The recent decision to end affirmative action admissions in some states is troublesome. We at ACE will continue to work with our member institutions to help them expand access and opportunities for women and people of color.

VP Héctor Garza on Diversity

More students of color are enrolling in colleges and universities and earning degrees, but the rate of growth has slowed in recent years, according to *The Sixteenth Annual Status Report on Minorities in Higher Education*, released recently by ACE, the American Council on Education.

"ACE, and our Office of Minorities in Higher Education, has for almost two decades advocated for the need to maintain student diversity at our nation's college and universities," says ACE vice president Héctor Garza. "The data provided in the *Status Report* suggests that while we have made some progress in achieving that goal, we have a lot more to do to ensure that ethnic minorities have full access to a good education."

According to the report, the enrollment rate for these students rose by 3.2 percent from 1995 to 1996 (the latest year for which data are available), up slightly over the 2.9 increase between 1994 and 1996, but lower than the 4.6 percent gain of 1993-94 and the 7.1 increase for 1991-92.

The data show that students of color also earned more postsecondary degrees in 1995 (the latest year for which degree data are available), posting an 8.5 percent increase in associate degrees earned; 6.6 percent in bachelor's; 9.3 percent in master's; and 6.8 percent in first-professional degrees. The gains, however, were smaller than those of 1994, when increases ranged from 11 percent for master's to 8.5 percent for bachelor's.

"The gains that students of color have made in higher education is good news for the future health of our nation," said ACE President Stanley O. Ikenberry, who, like Garza, noted that "much work remains to be done."

Last year, California's voter-approved Proposition 209 banned the use of affirmative action policies by all state agencies. A year earlier, the 1996 *Hopwood* legal decision prohibited all postsecondary institutions in Texas from considering race in college admissions decisions. The affirmative action bans in both states have had a negative impact on minority postsecondary enrollment.

The ACE report, written by Deborah J. Wilds, deputy director of ACE's Office of Minorities in Higher Education, and Reginald Wilson, ACE senior scholar emeritus, presents data on high school completion, college participation, and educational attainment rates of Whites, African Americans, and Hispanics. Similar data on Asian Americans and American Indians are not included as the survey sample is too small to provide reliable statistics. But the report contains information on enrollment, degree attainment, and employment rates for the four major ethnic minority groups. The analysis is based on data from the U.S. Department of Education, the U.S. Bureau of the Census, and the U.S. Equal Employment Opportunity Commission.

William E. Sedlacek, professor of education, director of testing, and assistant director of the counseling center at the University of Maryland-College Park, prepared the special focus section.

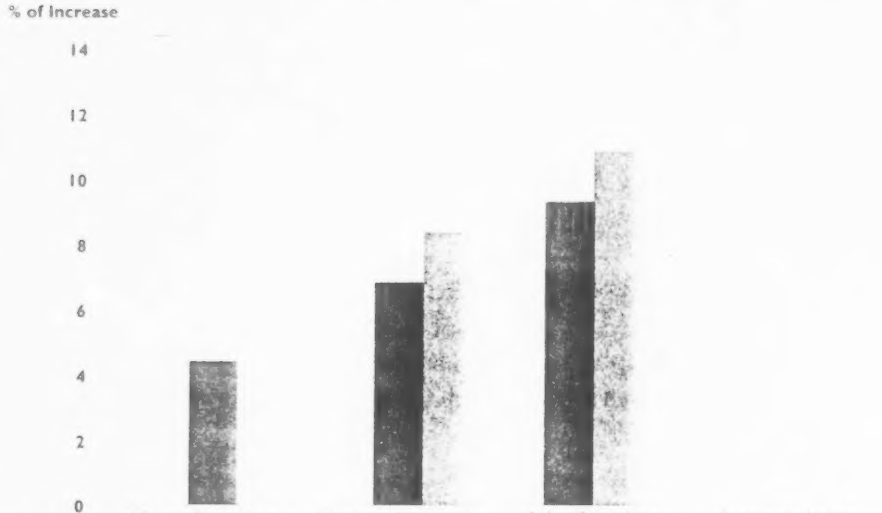
The Status Report was published with a grant from The Coca-Cola Foundation, which has made significant contributions to programs and scholarships for students of color, and will have contributed $100 million to education during the 1990s.

Among the findings:

FACULTY

- The number of full-time faculty of color at the nation's colleges and universities increased by 47.7 percent from 1985 to 1995.

GAINS IN MINORITY DEGREES CONFERRED IN 1995



	African American	Hispanic American	Asian American	American Indian
Associate	3.7	12.3	0.0	12.7
Bachelor's	4.3	7.9	8.7	0.0
Master's	0.0	8.3	10.3	0.0

compared to a 9.9 percent increase in White faculty. And by 6.9 percent between 1993 and 1995, compared with a 0.1 decline in White faculty.

- Despite these gains, persons of color remained severely under-represented among faculty, accounting for only 12.9 percent of full-time faculty and 9.6 percent of full professors in 1995.

- The number of faculty of color employed as full professors increased by nearly 7 percent between 1993 and 1995, while the rate for Whites remained largely unchanged.

- Faculty of color made 10 percent gains between 1993 and 1995 at the associate level and 8.6 percent at the assistant professor level.

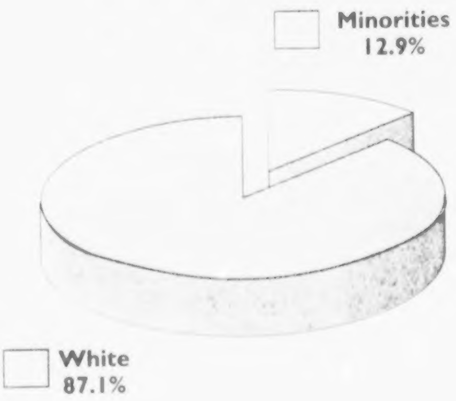
- The number of Hispanic full-time faculty increased by 7.2 percent from 1993 to 1995, but these persons represented only 2.4 percent of all full-time faculty in 1995, up only slightly since 1993.

- African Americans represented 5 percent of all faculty in 1995, about the same share they held in 1993.

- Asian Americans experienced the largest increase in full-time faculty (9.1 percent) between 1993 and 1995, and accounted for 5.1 percent of all full-time faculty, up from 4.7 percent in 1993.

- The number of American Indian full-time faculty surpassed 2,000 in 1995–an 8 percent increase from 1993 and a 46 percent increase over the past decade. But this group represented less than one half of 1 percent of all full-time higher education faculty in 1995.

FACULTY



HIGH SCHOOL COMPLETION

- In 1996, Hispanics continued to trail both Whites and African Americans. The completion rates for students 18 to 24 were: Whites, 82.3 percent; African Americans, 75.3 percent; Hispanics, 57.5 percent.

- The H.S. completion rate for African Americans has risen nearly 8 percentage points from 1976 to 1996, all attributable to pre-1990 gains. The rate for Hispanics has fluctuated significantly over the past 20 years, and the 1996 rate is only slightly higher than that of 1976 (55.6 percent).

COLLEGE PARTICIPATION 18 to 24

- Following a decade of decreases in the 1980s, the nation's traditional college-age population (18 to 24) has been relatively steady over the past six years. But the college participation rate for White students has risen more than 10 percent during the past two decades.

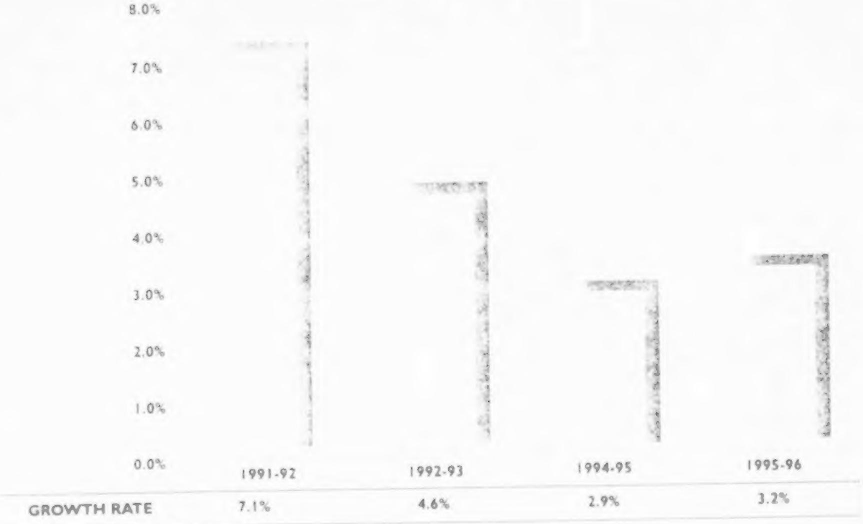
- The 1996 participation rate for Hispanic H.S. grads (35 percent) was nearly identical to that of 1976 (35.8 percent) and 1995 (35.3 percent). But the rate has fluctuated during the past 20 years, and Hispanics have experienced a gain of 6 percentage points since 1990.

- The African American rate was 35.9 percent in 1996, about 7 percentage points higher than a decade ago, but only slightly higher than the 1976 percentage of 33.5.

EDUCATIONAL ATTAINMENT 25 to 29

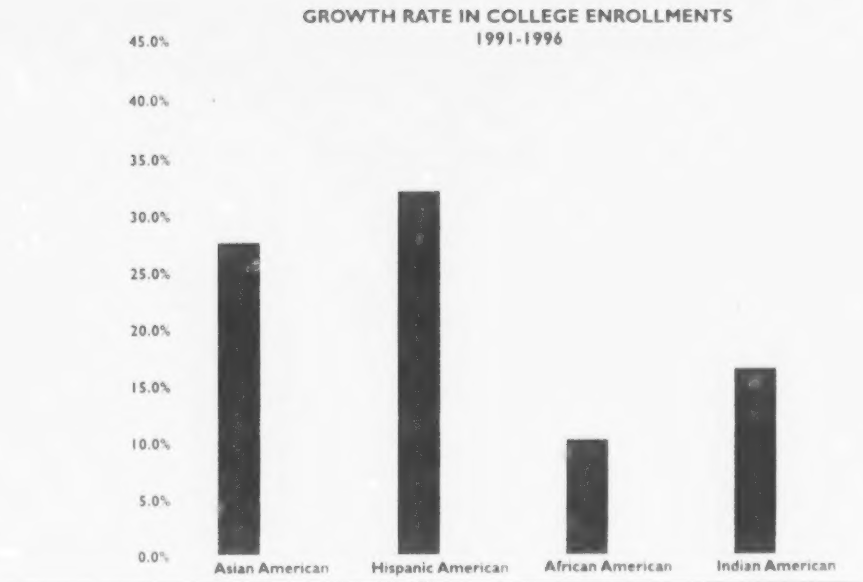
- Nationally, the 1996 proportion of adults 25 to 29 who had com-

MINORITIES IN HIGHER EDUCATION



pleted H.S. was largely unchanged from a decade ago (87.3 percent vs. 86.1.), while the proportion of adults who had completed four or more years of college rose modestly (27.1 percent, up from 22.4).

- Despite year-to-year fluctuations, African Americans have narrowed the gap with Whites: 87.5 percent for Whites vs. 85.6 for African Americans in 1996 and 87.4 vs 86.5 in 1995.
- Hispanics continued to significantly lag behind the two groups, posting a 61.1 percent high school completion rate in 1996.
- In 1996, 28 percent of Whites ages 25 to 29 had completed four or more years of college, 14.6 percent of African Americans, and 10 percent of Hispanics in this age group.


GROWTH RATE IN COLLEGE ENROLLMENTS
1991-1996

	Asian American	Hispanic American	African American	Indian American
■ Undergraduate	27.7%	32.5%	10.0%	16.2%
Graduate	37.2%	42.7%	41.1%	34.5%

COLLEGE ENROLLMENT

- Enrollment of students of color increased in 1996: by 3 percent for undergrads, by 5.7 percent for graduate students, and by 2.9 percent at the first-professional school level.
- Hispanics recorded the largest overall college enrollment gains among minority groups, 5.3 percent. African Americans continued to experience the smallest, 1.7. One-year gains for Asian Americans were 3.4 percent, and for American Indians, 2 percent.
- Hispanics also recorded the largest five-year gains–a whopping 32.5 percent; African Americans, the smallest, 10 percent. Asian Americans gained 27.7 percent; American Indians, 16.2.
- Hispanics also posted the largest one-year and five-year gains in graduate school enrollment (6.8 and 42.7 percent), followed by African Americans (5.8 and 41.1).
- Asian Americans had the lowest one-year gain in graduate enrollment, 4.5 percent, but over a five-year period, their rate rose by 37.2 percent. The one-year gain for American Indians was 5.1 percent, and the five-year gain was 34.5 percent.
- Students of color have made significant gains in enrollment in professional schools in recent years–a 35.7 percent increase between 1991 and 1996–but data indicate a leveling off or possible decrease in the near future. Only Asian American students experienced significant gains in this category (6.2 percent) between 1995-96. During this period, White enrollment decreased by 1 percent.

DEGREES CONFERRED

- Overall, students of color earned 18 percent of all bachelor's degrees awarded in 1995, up 1 percentage point.
- Hispanics recorded a 12.3 percent increase in associate degrees conferred; 7.9 for bachelor's; 8.3 for master's; and 3.1 percent at the first-professional degree level.
- American Indians experienced the largest one-year gain among the groups at the associate level.

> ***The number of Hispanic full-time faculty increased by 7.2 percent from 1993 to 1995, but these persons represented only 2.4 percent of all full-time faculty in 1995, up only slightly since 1993.***

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12.7 percent. However, American Indians earned 1 percent or less of degrees earned at all levels.

- Doctorates earned by students of color overall did not increase from 1994 to 1995, but did increase 74.1 percent over the decade.
- Doctorates received in 1996 by American Indians rose by 24.8 percent over 1995; by Hispanics, 3.4 percent; and by African Americans, 0.5 percent.

USING NONTRADITIONAL ASSESSMENT MEASURES IN ADMISSIONS

Higher education officials are urged to broaden their evaluation of potential students when making admissions decisions.

The special focus section of the ACE report explores the cognitive and noncognitive assessment variables in higher education admission. Noncognitive variables, such as leadership skills and self-esteem, refer to students' motivation, perceptions, and ability to adjust to circumstances and environments, and are not evaluated by traditional assessment measures. Cognitive variables, such as verbal and quantitative skills, are measured by grades and standardized test scores.

Research has shown that noncognitive variables can provide insight into a person's ability to succeed in postsecondary studies–especially for students of color and women, who are more likely than White males, it is held, to demonstrate their intelligence in ways not gauged by traditional assessment tools.

Their use in admissions decisions could result in a more equitable process and likely would increase the number of students of color admitted to higher education institutions, as well as the likelihood that these students would succeed academically, states the report.

Its author, William E. Sedlacek, professor of education, director of testing, and assistant director of the Counseling Center at the University of Maryland College Park, has conducted extensive research on the topic and is the creator of a questionnaire that assesses students' noncognitive skills, a tool already in use for admissions by some postsecondary institutions.

Hispanics recorded the largest five-year gains in college enrollment–a whopping 32.5 percent; African Americans, the smallest, 10 percent. Asian Americans gained 27.7 percent; American Indians, 16.2.

In the report, Sedlacek calls on college officials to develop more "holistic admissions" processes when deciding whom to reject and admit.

"Higher education institutions have a greater societal responsibility than to simply admit students who have the highest test scores and grades," Sedlacek states in the report. "Given the growing diversity of the U.S. population, postsecondary institutions must do a better job of educating the nation's diverse citizenry."

Although most colleges and universities use multiple criteria, the most common are high school GPA, standardized test scores, and high school curricula. However, in recent years, as competition has increased–particularly at highly selective schools–more admissions decisions have been based heavily on standardized test scores. The report does not suggest that test scores be removed from the admissions process but does advocate placing weight and value on noncognitive variables in the process.

Standardized tests were designed to predict a student's academic performance during the first year of postsecondary studies and provide little indication of a student's overall ability to succeed in college, particularly for students of color. Research has shown that some noncognitive variables can provide insight into a student's retention and graduation potential, the report states. These skills could be assessed through the use of questionnaires, personal interviews, or portfolios.

The special focus section discusses a number of noncognitive variables that could be incorporated into postsecondary admissions processes. Some are noted below.

- **Positive Self-Concept** (or self-esteem)

Studies have shown that students who are confident in their ability to succeed in college are more likely than are others to perform well academically and to graduate.

- **Realistic Self-Appraisal**

Students who can accurately assess their strengths and weaknesses are likely to do better in college than are those who do not have a realistic view of their abilities. Likewise, students of color who recognize, understand, and are able to deal with racism are more likely to succeed in postsecondary studies on predominantly White campuses than are their peers who are unable to do so.

- **Successful Leadership Experiences**

Students who have demonstrated leadership skills perform better in college than do those who do not possess such skills, research shows. The report encourages school officials to consider nontraditional evidence of leadership, noting that students of color might have developed skills through their involvement in community organizations or churches, or through informal interactions within their neighborhoods, if not at school.

The report also highlights colleges and universities that currently are assessing students' noncognitive skills as part of their admissions procedures.

ACE is the umbrella association for the nation's colleges and universities. Its membership includes about 1,600 accredited, degree-granting institutions from all sectors of higher education and nearly 200 national and regional higher education associations and organizations.

The Sixteenth Annual Status Report on Minorities in Higher Education *is available for $24.95 plus $3.50 shipping and handling, prepaid, from the Publications Department, American Council on Education, P.O. Box 191, Washington, DC 20055-0190. Call (301) 604-9073.*

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Endowed Chairs to Five Hispanic Professors at Miami-Dade Community College

Cruz, García, Martelly, Meza, Montoya Among 13 Honored

BY
BETTY SEMET

Five Hispanic teachers are among the 13 Miami-Dade Community College professors who have been named as the 1998 recipients of the college's highest honor, the Endowed Teacher Chair. Miami-Dade Community College (M-DCC) was the first community college in the nation to honor its faculty with endowed chairs to recognize excellence in teaching, beginning in 1992.

Endowed Teaching Chair award recipients each receive $75,000 a year for three years, allowing faculty to explore new teaching methods, develop new projects, purchase specialized teaching materials, enhance their technological expertise, and generally further their own knowledge in order to directly benefit their students.

The Endowed Chairs are made possible through the support of individuals, corporations, and organizations that have donated $45,000 each. The state provides a matching grant to bring the value of each endowment to $75,000. Miami-Dade has awarded 1,456 endowed chairs since the program's inception.

> ***The Endowed Chairs are made possible through the support of individuals, corporations, and organizations that have donated $45,000 each. The state provides a matching grant to bring the value of each endowment to $75,000.***

"The Endowed Teaching Chair represents this institution's highest recognition," said Eduardo J. Padrón, M-DCC president. "The recipients of this award have demonstrated excellence in every aspect of teaching. Further, they have made student learning their number-one priority and, in so doing, have fulfilled the central mission of the college. For their efforts, I congratulate them on this exceptional achievement."

This year's Hispanic recipients are:

Ana Cruz - The Southeast Banking Corporation Foundation Endowed Teaching Chair; Judith Garcia - The Dr. Robert H. McCabe Endowed Teaching Chair; Diana Martelly - The Anastasios and Maria Kyriakides Endowed Teaching Chair; Alberto Meza - The Citibank of Florida Endowed Teaching Chair; Rolando Montoya - The Carlos Arboleya/Barnett Bank Endowed Teaching Chair.

WOLFSON CAMPUS

Ana Cruz, Associate Professor, Accounting and Tax

Her students' assignments have included preparing actual tax returns through the Volunteer Income Tax Assistance (VITA) program, managing the budget of a small local organization, visiting *The Miami Herald*, and learning state-of-the-art electronic accounting procedures.

"I will try to help my students see the practical aspects of business in today's society, and help them understand the importance of being educated citizens," said Ana Cruz. "My goal is to find the equilibrium between theory and practice."

After more than a decade working for the IRS as well as in private practice, Cruz moved into the academic environment, and has earned quite a reputation for making the study of accounting both interesting and relevant. She has also incorporated service learning into her classes by asking her students to perform volunteer community service with VITA and other organizations. Cruz also assists her students in applying for scholarships and has arranged innovative book loans through educational publishers for students who cannot afford to purchase the often expensive accounting and tax textbooks.

An alumnus of M-DCC, Cruz holds an MBA from the University of St. Thomas of Villanova, and a bachelor's degree from Florida International University. She is currently pursuing a doctorate at Nova University.

NORTH CAMPUS

Rolando Montoya, Professor of Accounting, Finance, Economics, and Business Statistics

As an expert in international finance, Rolando Montoya brings extensive experience in foreign affairs and international trade into the classroom. This native of Camaguey, Cuba, was the former Consul and Trade Commissioner of Costa Rica in Miami at the Costa

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Rican Ministry of Foreign Affairs (1980-84), and has served as Finance Vice President for Aldo International Corporation, and as junior auditor for Price Waterhouse & Company in San Jose, Costa Rica.

Montoya has distinguished himself at M-DCC by creating and directing numerous new scholarships for students, serving on many college committees, and coordinating various Hispanic cultural and educational extra-curricular activities.

One of only a handful of professors to receive this award twice, Montoya is a previous recipient of the Sun Trust Bank Endowed Teaching Chair (1995). He was named "Outstanding Professor" and "Business Professor of the Year" for four years in a row by student honor societies.

Montoya is a Certified Financial Manager and Certified Management Accountant, and holds a master's degree from Florida International University, where he is currently completing studies toward his doctorate in higher education administration.

KENDALL CAMPUS

Judith Garcia, Associate Professor, English as a Second Language

The Swap Shop, Macintosh Corner, and Bacon Workbook might sound like great book titles, but they are really the titles of some of the most effective and innovative teaching methods for ESL, developed by Judith Garcia. She has also co-authored the *"I Speak English" Teacher Training Manual* and the *Heinle & Heinle Intermediate Writing Series*, in addition to many articles.

Garcia herself speaks six languages and uses that multilingual experience to teach more than 20 different courses and coordinate the campus' language labs. She also has designed and created software, and has developed Internet-based support for eight courses. As a result, she was designated as the technical liaison for her department and has taught technology workshops for the college's Training and Development program and microcomputer institute. She has also developed and implemented Internet-delivered distance education courses and several multimedia projects.

"I like to bring technology to students in new and more meaningful ways because I believe this use of technology will give students a skill they will be able to apply to any profession they enter once they learn how to speak English," Garcia says.

She received her bachelor's degree from the University of the Pacific and earned her master's degree from the University of California-Davis.

Alberto Meza, Senior Associate Professor or Art

Alberto Meza is an artist, poet, author, innovator, and teacher who not only introduces his students to the arts but also tries to "inflame them with the passion to share their artistic experiences."

Although he has earned local, national, and international accolades for his art work, he has concentrated much effort on bringing the arts to the children of Overtown. "By helping students learn to turn art into community service, they become aware of the importance of art as communication," says Meza.

Some of the community art projects include involving Overtown elementary school students in a dramatic play about AIDS, building a scale model of Overtown's historic Lyric Theater, writing a play about homelessness, and creating a 154-foot mural.

Meza, an internationally recognized artist in many genres, recently had some of his works accepted by the San Juan International Print Biennial in Puerto Rico, and he also received the 1997 Florida Artist Book Award for his *Leonardo's Phobias*–a work that combines etched images on zinc, printed on both handmade and embossed paper with a handwritten story.

He earned his bachelor's degree from the University of Chile, another B.A. and a master's degree from Syracuse University, and a Master of Fine Arts degree from Northern Illinois University.

HOMESTEAD CAMPUS

Diana Martelly, Professor, Natural Sciences and Mathematics

"I love teaching, and I believe that enthusiasm carries over to the students and helps them find their own motivation for learning," says Diana Martelly.

Recognized by her peers as both an outstanding professor and administrator, Diana Martelly has a reputation for accessibility: she can be seen often in the advisement area counseling students one-to-one, and her door is always open to colleagues.

Since 1992, when the Homestead Campus was destroyed by hurricane Andrew, Martelly admits that her greatest challenges as an administrator have been the tremendous expansion of her department of natural science and math. She had a leadership role in the physical expansion of the campus, including the addition of six new buildings and three science laboratories, as well as in the development of new courses in biology, chemistry, microbiology, and physiology.

In the classroom, Martelly has created many new and innovative ways to teach mathematics, and acquired several grants to introduce additional methods of teaching. She is listed in ***Who's Who Among America's Teachers***, and has received several awards for innovative excellence in teaching and community service, including M-DCC's Distinguished Professor Award in 1995.

Martelly is an alumnus of M-DCC, and earned her bachelor's, master's, and doctoral degrees at Florida International University.

369

The Honor Roll

William Paterson University

BY ROGER DEITZ

William Paterson was an immigrant from Northern Ireland who came to the colonies when he was two. Paterson served as New Jersey's first attorney general, from 1776 to 1783, joined the first U.S. Senate in 1788, and was second governor of the State of New Jersey, from 1790 to 1793. President George Washington named him to the Supreme Court, where he served from 1793 to 1806.

The institution that takes his name, William Paterson University, part of the public-supported New Jersey State System, has developed a pioneering personality and prestige all its own. It is distinguished by variety everywhere you look. From its fields of study and student activities to the students themselves, William Paterson University presents a diverse texture rarely found in an institution of its size.

It is situated in a spacious, beautifully wooded setting featuring the congeniality and comfort of small-town friendliness–yet with the world-renowned academic and cultural resources of New York City just minutes away. William Paterson University offers students an affordable education with no compromises. *Hispanic Outlook* welcomes this Publisher's Pick inductee to the Honor Roll.

University president Arnold Speert acknowledges that by any measure, the past academic year has been remarkable. University status was granted on June 27, 1997, by the New Jersey Commission on Higher Education. The 300-acre campus has such a tranquil, rural feel that many are surprised to notice the faint profile of the Manhattan skyline 20 miles away and, closer at hand, abstract sculptures of stone, steel, and iron.

The Meadowlands Sports Complex is a half-hour drive; skiing, an hour north; and the celebrated Jersey shore, a hundred miles of recreational beachfront, starts an hour to the south.

President Speert characterizes WPU as a "rich and complex community of educators, scholars and students." It resides in a rich and complex state, both a melting pot and a collage of cultures and colors.

"While there are many common threads that bind us together," says Speert, "none is more important than the people who make up the university family...the individuals who brought about university status, who challenge our students, and who continue to make a William Paterson education rewarding."

"With the advent of university status," says Speert, "our schools became colleges, and one new

President Arnold Speert, William Paterson University

Honor Roll Facts in Brief

INSTITUTION:
William Paterson University

LOCATION:
300 Pompton Road
Wayne, New Jersey 07470-2103
1-888-4WILPAT

ESTABLISHED:
1855

ENROLLMENT:
9,500

DEGREE OFFERINGS:
Bachelor's
Master's

ANNUAL TUITION:
$4,150 - tuition and fees (in-state, full-time, undergraduate)

NUMBER OF FACULTY:
342 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
African American & Caribbean Studies
Applied Clinical Psychology
Business Administration/Finance
Environmental Science
Music Management
Women's Studies

INTERNET (Website) ADDRESS:
www.wilpaterson.edu

college, the College of Business, was added. Student enrollment is increasing, and degrees are offered in 28 undergraduate and 14 graduate areas. It's a great time to be part of William Paterson University."

According to a *U.S. World & News Report* survey, William Paterson has the highest alumni donor participation rate among New Jersey's state universities.

This year the Carnegie Foundation for the Advancement of Teaching named Carole Sheffield of WPU's Political Science Department the New Jersey Teacher of the Year.

WPU was founded in 1855 as the Paterson City Normal School, set up to train teachers for the emerging free public schools of Paterson, the "Silk City," famous for its textiles, a city that now boasts two large ethnic communities–Hispanic and African American–and is laced with pockets of Middle Easterners as well as the descendants of earlier European settlers.

The school was incorporated by the State Board of Education in 1923 and designated as the New Jersey State Normal School at Paterson. In 1937 the name was changed to the New Jersey State Teachers College at Paterson. In 1951, the school relocated to its present site in Wayne on Ailsa Farms, former estate of the family of Garret A. Hobart, U. S. Vice President under William McKinley.

In 1958 the institution became Paterson State College and was accredited by the Middle States Association of Colleges and Middle Schools. In 1967, all New Jersey State teachers colleges were mandated by statute to make the transition to "multipurpose liberal arts institutions." In 1971, the institution's name was changed to William Paterson College of New Jersey, honoring its birthplace and worthy namesake.

The essential thrust of the university goes beyond teaching, research, creative activity, and service. WPU is one of only 15 institutions in the nation to receive a Ford Foundation grant to increase minority recruitment, retention, graduation, and graduate school placement. Its dedication to diversity is made clear in its Mission Statement: "The university values diversity and equity as essential to educational excellence, with an obligation by everyone in the university community to create and maintain a climate in which respect and tolerance are recognized as part of the institutions commitment to educational quality."

Last fall's total enrollment reached 9,207, and that number rose to 9,500 this term. Hispanics made up 12.2 percent of the class, and African Americans, 9.7 percent. Another 3.3 percent were Asian Americans, and 0.2 percent, Native Americans.

William Paterson carries the small-community atmosphere into a very important area, the classroom. The average class size is 25 students, and no course is taught by teaching assistants. The student/faculty ratio is 14 to 1. This fall 342 full-time faculty serve students by mentoring and personally assisting them with their curriculum and career planning. Eighty-one percent of faculty have a Ph.D. or highest degree offered in their field.

Students are encouraged early in their academic careers to visit the Career Development Center, where counselors work with them one-on-one to ensure that their academic preparation dovetails with their career ambitions. Center counselors also help students write resumes, prepare for job interviews, locate paid internships and part-time summer employment, and plan for graduate school.

WPU's Office of Minority Education, directed by Lester McKee, assiduously tracks academic performance of students of color and sponsors three ongoing programs specifically directed to minorities: the Pre-University-Academy, the Alliance for Minority Participation Program in Science and Mathematics (AMPS), and Student Empowerment through Academic Mentoring (SEAM). OME also advises and supports ethnic student campus organizations.

Among the dozens of SGA-sponsored student clubs and organizations are OLAS, NAACP, CARIBSA, IMPACT (Involving Minorities Productively in Arts and Communication Technology), SABLE (Sisters for Awareness, Black Leadership and Equality), the Spanish Club, WCRN Radio Station, and WPC-TV.

SAPB, the Student Activities Programming Board, includes a Multicultural Committee that schedules programs to entertain and educate the university community about different cultures through dance, comedy, lecture, and music.

Workshops, job fairs, and on-campus recruiting are part of every semester. Internships offered through the communications department alone connect students with major television networks, well-known television shows, and advertising and public relations firms in New Jersey and in Manhattan–one of the most important and competitive markets in the U.S. The intense focus on postgraduate preparation pays off. In one survey of recent graduates, more than 95 percent of respondents were either employed or enrolled in graduate school.

William Paterson's program in womens studies, started 25 years ago, is one of the oldest such curricula in the country. And is newly expanded as an undergraduate interdisciplinary major rather than minor.

New, too, this year are master's degree programs in history, applied clinical psychology, sociology, and music.

Among the older programs, one in the Department of Music has been especially effective in drawing people throughout New Jersey and New York and beyond to the college campus–the jazz series, initiated long before the current renaissance of this major American art form. Jazz artists of the caliber of Sonny Rollins, Marian McPartland, Joe Williams, Etta Jones, Houston Person, Jon Faddis, and Dave Valentin are invited on campus to work with directors David Dempsey and Rufus Reid and the music students and to perform with them for a discriminating audience.

Several dozen officially sanctioned music groups, from a Concert Choir and Opera Workshop to Latin Jazz Ensemble and Brass Quintet, and a host of student-generated combos, enrich the life on campus.

The university's long-running Midday Artist series presents noontime music from opera to new age; its Art at Lunch lectures discuss antiquities as well as the avant garde. Evening programs of theater and music and lectures–such as last month's talk by Leon Panetta, seen nationwide via C-SPAN–round out the programming. State-of-the-art production equipment and ample studio space enable WPU to offer hands-on training to media students and to serve as a multimedia site for interactive cyber-conferencing far beyond the Ailsa Farms.

Earlier this month, WPU hosted, as it has in the past, the annual convention of Circulo de la Cultura Panamericano, a longstanding national group of scholars who paid special tribute this year to Federico García Lorca and the Spanish '98 generation.

The university is also home for more than ten years to the New Jersey Project, the first and still the only statewide, state-funded faculty-development project in the nation working to make higher education more inclusive, working to transform scholarship, curriculum, and pedagogy along the lines of race/ethnicity, gender, sexuality, class, and culture. The New Jersey Project conducts conferences, residential institutes, student essay contests, and campus lectures, and publishes a nationally circulated journal, *Transformations*.

What does all this diversity of options and of community mean to an individual student's growth and future? An example is Roy Garcia, sworn in last year to a two-year term as one of two student representatives to the Board of Trustees. In addition to this semester's 15-credit load, Garcia works as a resident assistant in the Hillside Dormitory, responsible for 45 students. Born in Colombia and raised in Anchorage, Alaska, Garcia is the first in his family to attend a university.

"Getting involved in extracurricular affairs," says García, "teaches you things that the books don't teach you–invaluable learning experiences." To foster such involvement for others, García has created Business L.I.N.K. (Latinos Initiating Networking Konnections), an organization that encourages Hispanic students to reach out to business professionals.

Allan Gorab, president of the WPU Alumni Association, sums up the WPU story: "From a teacher-training school in a simple brick building located in Paterson to a five-college university on a 300-acre campus, William Paterson continues to meet the academic and cultural needs of a growing region... Through ongoing planning, self-evaluation, and hard work, the university community is positioned to continue its success..."

Strengthening International Ties

CSU-Stanislaus Hosts Latin Americans

A portion of the exchange agreement with Simón Bolívar University will provide a $40,000 Fullbright scholarship for 13 professors to go to Venezuela for five weeks. CSU Stanislaus President Marvalene Hughes said the University will strive to find ways to strengthen the program in coming years.

California State University-Stanislaus has announced the renewal of an exchange program with one of Latin America's top institutions of higher education, Simón Bolivar University in Venezuela. In 1991, the two institutions signed an agreement to provide for an exchange of faculty and students.

Since then, "Just like a little ball of snow, it keeps getting larger and larger," Dr. Enrique López-Contreras, CSU-Stanislaus professor of modern languages, said proudly.

"Our faculty get more of a global perspective," López-Contreras said. "Modern universities," he continued, "need teachers who know more than one language, who are familiar with another culture." A portion of the latest exchange agreement will provide a $40,000 Fullbright scholarship for 13 professors to go to Venezuela for five weeks. CSU-Stanislaus President Marvalene Hughes said the University will strive to find ways to strengthen the program in coming years.

"It has taken a lot of dedicated work to make this exchange work, and I look forward to its becoming much more in the future," President Hughes said during the signing ceremony. "We want to expand on the opportunities we've had up to this point."

Visiting CSU-Stanislaus for the signing ceremonies and to better familiarize themselves with American education and culture were three emissaries from Simón Bolívar: Niurka Ramos, Professor of Mathematics; Francisco Martínez, Professor of English; and William García, Professor of

Dr. Julia Cruz, Enrique López-Contreras, and Fernando Alegria

Enrique Lopez-Contreras

English stayed in California for three weeks in order to study the university, surrounding schools, and culture.

"We can't say thank you enough to all the people who have shown us kindness," Martínez said. "The hospitality is overwhelming."

The three took numerous tours throughout the Central Valley and the Bay area to study diversity in the California school system and rapidly changing bilingual education programs.

López-Contreras, a member of the faculty at Simón Bolívar University in Venezuela for 25 years and president of the Coastal Campus for the past four years, served as chair of CSU-Stanislaus' Department of Modern Languages. A visiting professor in the department from 1989 to 1991, he has since returned to the region each summer to teach high-intensity Spanish-language training classes.

High on López-Contreras's list of priorities are building a teamwork atmosphere in the department, responding to the community's needs, and offering increased opportunities for language and cultural understanding to the region. Just as English has been adopted as a necessary second language taught in Venezuela's schools, he envisions a growing need for Spanish language instruction at CSU-Stanislaus.

"I feel that any Spanish department has a tremendous responsibility, considering the demographics of this state," López-Contreras said, noting that California's Hispanic population will be the majority in the 21st Century. "Mastery of the Spanish language has become an economic necessity and an enormous factor in our future. I hope to be a facilitator so we can meet that responsibility and achieve goals as a team."

Endeavors such as the exchange program are of great benefit, he believes, as students need a greater understanding of other languages and cultures if they are to compete in a global market.

"My opinion is that nobody can be isolated anymore," he said. "Information technology is the industrial revolution of this era, and many people can't even begin to comprehend how big of an impact that is going to happen. I am so excited that at this campus, I see people with a vision of what's going to happen in the future."

A native of Venezuela, López-Contreras comes from a distinguished family that has served in the public arena and sought to establish democracy and cultural understanding. His grandfather, Eleazar López-Contreras, initiated a push toward democracy after succeeding a long run of dictators as democratically-elected President of Venezuela from 1936-41. When López-Contreras's father, Fernando, served as Venezuela's consul-general in San Francisco from 1957-67, his association with American education and the English language began.

López-Contreras became a soccer star, leading a junior-level team from San Francisco to a national title and helping the University of San Francisco to its first NCAA championship in 1966.

A love for learning and teaching language and culture swept López-Contreras into his career in higher education. He earned a master's from Virginia Tech and last year completed his doctorate at Simón Bolívar. He has published three books on language and bilingual issues, the latest this year.

López-Contreras was joined in Turlock by his wife and two sons, both of whom have enrolled at the university.

This summer, Dr. Julia Cruz, CSU Professor of Modern Languages, organized at the college an International Conference for Distinguished Scholars in Hispanic Literature. The event, held in the United States for the very first time, was co-hosted by the University of Costa Rica.

Open to the public, it included morning and afternoon sessions, most of them conducted in Spanish, evening book-signing sessions, a banquet, and a side trip to Yosemite National Park. Headliners were award-winning writers Don Fernando Alegría and Rima de Vallbona. Alegría, a native of Chile and professor emeritus at Stanford University, has been internationally acclaimed as a poet, critic, writer, and educator. He started his career at the University of Chile in 1939 before coming to the U.S., where, he taught at UC-Berkeley and Stanford. Author of 13 scholarly publications, he began the conference with a presentation entitled, "The Creative Memory: The Autobiographical Novel and Poetry in Latin America."

Rima de Vallbona's talk, "The Lieutenant Nun's Life and Events," closed the conference. A native of Costa Rica and professor emeritus at the University of St. Thomas, de Vallbona has written 13 publications and won a number of writing and literary awards. They include The 1983-84 Ancora Award for the Best Book in Costa Rica; the Lady's Ribbon of the Order for Civil Merit by His Royal Majesty, D. Juan Carlos I of Spain, for contributions to Hispanic culture; and election by the New York Chapter to the Spanish Royal Academy.

Cruz reported that participants came to the Turlock campus from the United States, Denmark, France, Romania, Spain, Argentina, Brazil, Costa Rica, and Venezuela.

Book-signing sessions were held with Costa Rican writers Jorge Kattan Zablah, author of *Through the Carnival of Life*, and Carlos Villalobos, author of *Rituals for Rain*.

Presenters from U.S. institutions included Teresa L. Myintoo, CSU-Hayward; Luis Jiménez, Florida Southern College; Cecilia Ojeda, Northern Arizona University; Joseph Vélez, Baylor University; Enrique Giordano, University of Cincinnati; Elena De Costa, Carroll College; and Estrella Ogden, Villanova.

Those from abroad included Belford More, Alvaro Contreras, and Sobeida Nunez of the University de los Andes; Doina Damaceaunu, Iasi, Romania; Martin Zerlang, University of Copenhagen; Francisco A. Ribeiro and Deneval Siqueira, Universidade Federale do Espiritu Santo; Jorge Chen Sham, Universidad de Costa Rica; Dante Barrientos Tecun, Universite de Perpignan; Vicente Cervera, Universidad de Murcia; and Lidia Pinkas of Argentina.

Jeremy Valdéz: Engineer, Journalist, Comedian

Texas Aggie Keeps Options Open

BY
MIKE L. DOWNEY

Jeremy Valdéz might be the only member of the American Institute of Chemical Engineers ever invited to perform stand-up comedy at a New York night club.

But then, Valdéz, a senior at Texas A&M University, might also be the only stand-up comic performing at Catch a Rising Star who has ever cooked pig manure.

The El Paso native has also written columns for the student newspaper, worked in a semiconductor laboratory for two semesters, spent a summer tutoring grade school kids in trigonometry, and produced a music show that he hosted for the campus radio station.

What he really wants to do, however, and do today–is be a lawyer.

"I watch *Court TV* all the time," Valdéz says. "I really like intellectual property law and high-concept science. I could use my verbal skills in the courtroom."

His goal at the moment is to finish his degree, score well on the law exams in September, and go to law school someplace where he can perform in local comedy clubs. He's got some talent. Two years ago, he won the Texas A&M competition for the USA Network's "Up All Night" College Comedy Tour. The prize was that Manhattan performance at Catch a Rising Star, a show also broadcast on the USA Network.

But goals can change, he notes.

"Life is a series of 'A plans' and 'B plans' that could work out if you just got up on the other side of the bed one day," Valdéz says.

Valdéz had considered majoring in computer science and political science but opted for engineering after his civil engineer father mentioned it one day. He chose chemical engineering because he'd been good in chemistry in high school. He added journalism as a double major his junior year.

Over the past six years, he's received about a half-dozen scholarships, including a National Merit Scholarship and the Lindsay Chemical Engineering Scholarship. Valdéz, a member of the student chapter of the American Institute of Chemical Engineers, has hit some snags, though.

Two years ago, he won the Texas A&M competition for the USA Network's "Up All Night" College Comedy Tour. The prize was that televised Manhattan performance at Catch a Rising Star.

"Differential equations are just beyond me; they kill me," he laments. "My heat transfer class surfaces in my head when I'm on stage telling jokes. I'll find myself doing convection currents in my head."

In Texas A&M's cooperative education, or co-op, program, Valdéz worked for two semesters as an engineer for Advanced Micro Devices in Austin. He did liquid particle counting and delivery of bulk ultrapure chemicals in semiconductor labs.

"The best part was getting to run the forklift," Valdéz said.

His chemical engineering interests are in semiconductors and bioengineering, the latter being where he worked with pig manure and other interesting materials. The lab work under Dr. Mark Holtzapple involved the chemical engineering professor's award-winning research converting waste biomass–municipal waste, sewage sludge, manure, and agricultural residue–into useful products.

"There is nothing worse than the smell of burning pig manure," Valdéz says. "It would clear the lab every time."

Holtzapple says Valdéz is one of the most eclectic, well-rounded chemical engineers he's taught.

"He's full of surprises," Holtzapple said. "I've had Jeremy in two classes: freshman engineering and a laboratory course. He's interested in the material and asks questions."

Holtzapple recalled that in doing extra reading for the first-year-student course, Valdéz became captivated with an article about how engineers are depicted in films. He's now writing a major report on the topic.

Writing fills a big part of Valdéz' day. He carries a little notebook with him all the time to write down possible jokes and things for his other writing. "I could write jokes all day," Valdéz says.

But not everything he writes is funny. He recently finished a column for the student paper on political correctness–perceptions and reality that stemmed from being assaulted at a concert.

"I was telling a friend a joke that I was trying to work up for my act. Someone overheard it and took offense. I tried to explain and apologize, but long story short, he beat the crap out of me. It's an occupational hazard, I guess."

Hazards aside, becoming a comic was never a Plan A or B, but it was always there somewhere below the surface.

"When I was 15 or so, I used to sneak into comedy clubs because I really liked hearing the stand-up comics," Valdéz recalled. "I didn't like the repetition of the same jokes and themes, though."

He credits a disastrous recitation of "The Gettysburg Address" in a seventh grade contest with curing any performance anxiety he might ever have.

"I stumbled in the last third of it, lost it completely, ran off stage crying and hid outside under a bush until my parents came to get me," Valdéz said.

Surviving that convinced him never to worry about being in front of people again.

Valdéz recalls that he was never the class clown, was even something of a teacher's pet. However, during his sophomore year in high school, he did his first stand-up comedy routine at a talent show in San Antonio. While he enjoyed the experience and the notoriety that followed, he didn't pursue it again until college and another somewhat disastrous on-stage experience.

In 1995, he and some friends were at a show by local improvisational comedy troupe Freudian Slip when he was shoved on stage as a "volunteer" for a skit. It didn't go well at all.

"Two weeks later, I read a poster about the USA Network's stand-up competition for college comedians," Valdéz said. "I saw it as a chance to redeem myself."

He wrote five minutes worth of stand-up comedy material that he performed to win the Texas A&M competition and a trip to New York. In April 1996, he did the standard 10-minute routine on stage before a live audience and the USA Network cameras.

"It was a whole lot of fun, and with a few exceptions, everyone was very laid-back and made suggestions to improve my act," Valdéz said.

Since then, Valdéz has performed locally at Caffe Capri's Comedy Corner, the Copasetic Cafe, the Crooked Path Ale house, and others. A performance late last year with the Austin Comedy Club earned him an invitation back there, and he's booked to play the Velveeta Room in Austin soon.

Rami Cerone, owner of Caffe Capri's Comedy Corner, says Valdéz finds humor in real life.

"He takes everyday settings that you wouldn't think were funny, gives them a twist, and makes you laugh," Cerone said. "He makes fun of himself a lot, what he's doing at work and school, what he wants to do with becoming a lawyer. He just makes you laugh at him and with him."

Valdéz admires the observational abilities of comic Jerry Seinfield, but says his own comedy is closer to a hard-edged Jeanne Garofalo. He likes Bill Hicks and has grown to respect the comedy of Paul Rodriguez.

"On TV, Rodriguez always gets distilled into the token Hispanic, but live, he's something else altogether," Valdéz said.

Valdéz doesn't want to be categorized either. His comedy material is personal, but he says he avoids overdone topics like relationships. A good comic can't be too politically correct, he believes.

"A stand-up comedian can't survive worrying about what people think," Valdéz said. "I'm a heterosexual Catholic Hispanic engineer who likes to redecorate his apartment every now and then."

Valdéz takes his comedy and his engineering very seriously.

"Engineers can laugh at themselves–they might not laugh at anything else, but they can laugh at themselves," Valdéz says.

Valdéz doesn't worry too much about what he'll do next. He notes that he attended the same private school that Supreme Court Justice Sandra Day O'Connor went to. There's got to be a joke in there somewhere.

Aaron Gutiérrez, First Student to Join Board of Trustees

BY
STEFANIE PETTIT

EASTERN
WASHINGTON
UNIVERSITY

Under legislation signed this past spring by the governor of the state of Washington, college students may serve one-year terms on the institutions' boards of trustees, with full voting privileges on all issues except personnel matters. Their terms end May 31, 1999.

Aaron Gutiérrez of Bothell, Wash., a senior philosophy-communications major, knows exactly what he intends to do as the first student ever named to the Eastern Washington University Board of Trustees.

"I'm not on the board just to address student issues but to serve general university matters from a student perspective," said Gutiérrez, 21. "I hope I can show that this kind of perspective can be valuable to a governing board."

He said he believes it is important that a student from each of the state's universities and colleges has been named to the governing boards.

James Kirschbaum, chair of the EWU Board of Trustees, said that Gutiérrez is clearly a good choice, as he is well qualified and deeply interested in the university. "On behalf of the entire board, we welcome him and look forward to his participation," Kirschbaum said.

College students may serve one-year terms on the institutions' boards of trustees, with full voting privileges on all issues except personnel matters.

Why would a student such as Gutiérrez, who already has a busy campus life at Eastern, be interested in serving on the board of trustees? "Gee, who wouldn't be interested?" he said. "This is a great opportunity to help shape this university."

Gutiérrez, a 1994 graduate of Bothell High School, was born in the Spokane Valley and moved to Bothell early in his childhood. Both of his parents, Barbara and Larry Gutiérrez, earned baccalaureate degrees from Eastern, which inspired their son to carry on the family legacy. The family name, he said, comes from his paternal grandfather, who came from Mexico.

At Eastern, he has served in several capacities with the Associated Students of EWU. He is currently an ASEWU council member, student member of Eastern's Undergraduate Affairs Council and Academic Senate, and a member of Pi Lambda Phi fraternity.

"I tell my friends that I was raised in Bothell but I grew up at Eastern," he said. "Much of how I've matured has to do with what I have gained through my fraternity, a group of people who believe in me, who I can count on, and who help me to believe in myself."

Gutiérrez has participated in several Eastern music groups, playing bass trombone. This summer he did promotional work for the Spokane Symphony. HO

First Annual *Hispanic Outlook* Scholarship Award Recipients

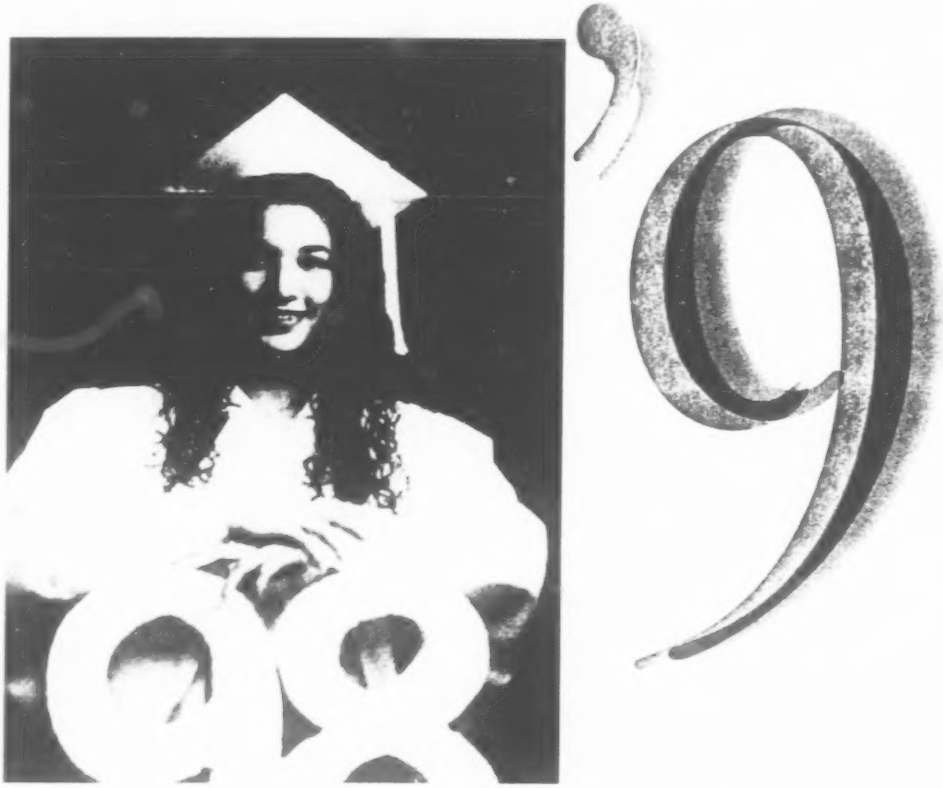
BY
MARI CARMEN SARRACENT

Launching its own scholarship tradition, this year HO selected two college-bound high school seniors – Verónica García and Lourdes Rebeca Perdomo – to receive the Hispanic Outlook *Scholarship, a merit-based award for eligible Hispanic students. Candidates are required to have a B average or a cumulative grade point average of 3.0. Eligibility is limited to acceptance and enrollment in a school listed on the 1997 Publisher's Pick List. Each winner received $1000 to be used toward tuition and books. If award recipients maintain a 3.0 GPA, they may reapply.*

> ***While her plans are to complete her bachelor's degree, Garcia can't help but think ahead. "I might take an extra year and get a masters."***

Verónica García, originally from Pacoima, Calif., entered Massachusetts Institute of Technology in Cambridge, Mass. this fall. Her acceptance to MIT was the culmination of diligence and hard work in high school and an impeccable academic record, not to mention that she has made history in the García family, which has made her family very proud. "I'm the first to leave the house and go to college," says García. Her parents, both born in Mexico, have four other children.

García attended San Fernando High School in San Fernando, Calif., where she was involved in the Math, Science and Technology Magnet Program, considered



Verónica García, graduate of San Fernando High School in San Fernando, California.

- 1998 Class valedictorian
- Attending Massachussetts Institute of Technology (MIT)
- Planned Major: Mechanical Engineering

BEST COPY AVAILABLE

one of the most rigorous programs offered to college prep students.

Out of 748 students, García graduated first in her class. According to her college counselor Harold Soo Hoo, she excelled in both honors and advanced placement courses. García also participated in the Space Settlement Competition sponsored by the Jet Propulsion Laboratories this past spring. The contest allowed participants to research and work together to develop a space settlement on Mars. García's team won the competition.

Now a freshman in college, Garcia says, "There's so much to do. I will figure it out while I'm here. This semester I'm taking four classes."

While her plans are to complete her bachelor's degree, Garcia can't help but think ahead. "I might take an extra year and get a masters."

For now it seems that she will major in Mechanical Engineering but with so many interests, it would not be unusual for García to add a few more to her list.

Lourdes Rebeca Perdomo was recently accepted to the University of Florida in Gainesville. She attended American High School in Hialeah, Fla., where she was president of the senior class. According to her high school counselor, Mary Haslam, Perdomo's "leadership has made a floundering senior class into a well run, efficient and functioning group. As an independent learner, she utilized her unique analytical and synthetic techniques that will assure her academic success."

At the University of Florida, Perdomo plans to major in architecture, with a minor in sociology and engineering. "I have always loved math. Since I was little, I designed houses and layouts. When we'd move into a new house, I'd draw it out," said Perdomo.

Perdomo's hobbies include drawing and martial arts. She has studied four years of Tae Kwon Do and is a first degree black belt.

Born of Cuban parents, Perdomo is proud to say that she is bilingual, as both Spanish and English were spoken at home. In high school, she studied French and may continue to do so in college. Perdomo plans to live on campus and get involved in extracurricular activities once she gets settled.

> ***"I have always loved math. Since I was little, I designed houses and layouts. When we'd move into a new house, I'd draw it out," said Perdomo.***

8

UNIVERSITY OF FLORIDA

Lourdes R. Perdomo, graduate of American High School, Miami, Florida.

- No. 1 in a graduating class of 419 students
- President of Senior class
- Attending the University of Florida
- Planned Major: Architecture

People-Places-Publications-Conferences

PEOPLE

Quintanilla Speaks at Lewis and Clark

Lupe Quintanilla, a member of the National Hispanic Hall of Fame, came to Lewis and Clark College (Ore.) recently to speak on "Success in Education: An Ongoing Challenge."

Labeled retarded, Quintanilla dropped out of school in the first grade. By the time she was 16, she was married, and by the time she was 21, she was raising three children. But she returned to school when her own children were labeled slow learners because they couldn't speak English.

She has gone on to earn a bachelor's degree, a master's, and a doctorate. President Reagan appointed her as alternate ambassador to the United Nations, and President Bush asked her to help him create laws that would be fair to all cultures. She co-chaired the National Institute of Justice, was elected to the National Hispanic Hall of Fame, and was named one of Houston's Top Ten Leaders and one of 24 Hispanic Women in Power. Today she teaches at the University of Houston, where she previously served as assistant vice president for academic affairs. Quintanilla is president of Cross-Cultural Communication Center of Houston and is the subject of books and dozens of articles.

Her lecture was part of a two-day conference: "Developing Programs for Hispanic Youth: Administrative Challenges and Responsibilities."

CCNY's Vásquez Named to Honor Committee

María Vasquez, Director of City College of New York's Office of Academic Advising, has been named to the Committee of Honor for the first U.S. traveling exhibition to offer a panoramic view of Spanish folk art and its influence throughout Latin America and the Spanish-speaking Caribbean.

Entitled "El Alma del Pueblo," or "The Soul of the Community," the exhibit offers a panoramic view of Spanish folk art and its influence on art throughout Latin America and the Spanish-speaking Caribbean.

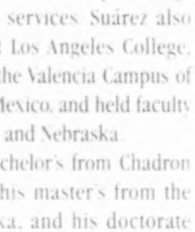
The exhibit, which opened in September, will be on display through Dec. 31 at the Americas Society: The Spanish Institute (N.Y.).

"This exhibition has significant artistic and educational value," Vásquez said, "because it sheds light on the development of Spanish art in the Western Hemisphere. I highly recommend it for Latinos as well as members of the non-Spanish-speaking community."

Committee members are individuals who have distinguished themselves in the Latino community and who have demonstrated strong commitment to Latino causes.

Suárez Chancellor of Grossmont-Cuyamaca Community

Last month Dr. Omero Suárez became chancellor of the Grossmont-Cuyamaca Community College District (Calif.).



Suárez returned to California from a position as deputy chancellor for the Community Colleges of Chicago, where he had been since 1994, serving first as vice chancellor, academic affairs, planning, research and student services. Suárez also was president of East Los Angeles College, founding president of the Valencia Campus of the University of New Mexico, and held faculty positions in Oklahoma and Nebraska.

He received his bachelor's from Chadron State College (Neb.), his master's from the University of Nebraska, and his doctorate from the University of Oklahoma.

An active participant in his community, he served on the City of Chicago Workforce Board and the Cook County Welfare Reform Board.

Lehman Students Win Scholarships

Lehman College (N.Y.) students Trish Olmeda (l.) and Cándida Santos (r.) are receiving $2500 scholarships from the National Hispanic Business Group, an advocacy and networking organization that awards scholarships based on students' grades, community involvement, and career goals. Olmeda, an accounting major, plans to become a CPA. Santos, a psychology major, hopes to work as a psychotherapist with children. Both live in the Bronx.

Olmeda's family comes from Puerto Rico. Santos emigrated to New York from the Dominican Republic in 1994.

Award-Winning Director Pérez in San Marcos

SWT Award-winning director Sevéro Pérez was in San Marcos, Texas, in September for a special screening of his film adaptation of Tomás Rivera's classic novel *...and the earth did not swallow him.*

The film and novel depict the lives of a South Texas family of migrant farm workers during the 1950s. Rivera's novel, published in 1971, is widely considered a modern classic and is taught in literature courses around the country. Pérez's quiet yet powerful film has won international acclaim, including top honors at several film festivals. Both Pérez and Rivera are alumni of Southwest Texas State University.

Pérez's productions have won more than 50 awards, including three CINE Golden Eagles. A successful playwright, he has worked extensively with Luis Valdez's El Teatro Campesino.

He received a bachelor's from the University of Texas.

The screening coincided with the Southwestern Writers Collection's exhibit, "Mythic Journeys: The Film Archives of the Southwestern Writers Collection."

Martha López Gilpin at BCC

Actress and Puppeteer Martha López Gilpin recently presented a lecture/demonstration on holistic acting featuring the masks of Ralph Lee at Burlington County College (N.J.).

Gilpin has toured extensively with the Mettawee River Theater Company of Salem, N.Y., an acclaimed puppet theatre, under award-winning director Ralph Lee, one of the foremost puppet artists in the U.S., has worked on numerous scripts off-off-off Broadway, and is currently creating a one-woman show entitled *Monkey Mind, a Girl's Guide Through Madness*.

Born and raised in Santa Fe, New Mex., she received a BFA in Theatre from the University of New Mexico and an MFA from Rutgers University.

Colón-Valle Speaks at Bloomfield

Miriam Colón-Valle, Latina arts activist, actress, producer, and director, delivered the Convocation address at Bloomfield College (N.J.) and received the Silver Medal from its president for her contributions to American culture.

Colón-Valle created the Puerto Rican Traveling Theatre Company, a well-known training ground for aspiring Hispanic actors and writers, in 1967. She also founded Nuevo Circulo Dramatico, the first Spanish-language arena theatre in New York City.

As a community leader, she served on the New York State Council on the Arts for more than 10 years and as a panelist on the Expansion Arts Panel of the National Endowment for the Arts, and on the Institutional Advancement Pilot Program Panel. She was also a member of the National Hispanic Task Force.

The first Puerto Rican accepted at the Actor's Studio, where she has been a member for the last 25 years, Colón-Valle has acted in films starring Marlon Brando, Sally Field, and Al Pacino, and acted on television and Broadway.

She has received many awards for her contributions to the arts, including the Puerto Rican Coalition's "Lifetime Achievement Award" from President Reagan, as well as honorary degrees from several colleges and universities.

Rodríguez Wins Presidential Award

Armando Antonio Rodríguez, associate professor of electrical engineering at Arizona State University (ASU), received a 1998 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring at the White House in September. Of the 10 individuals honored, Rodríguez was the only Hispanic.

ASU is the first university to have two professors named to the prestigious list. Math Professor Joaquin Bustoz won the honor in 1996, the first year of the awards.

For five years, Rodríguez has directed a student research program that has involved more than 60 underrepresented minority undergraduate and graduate students. All have gone on to challenging careers and/or graduate school.

His program is dubbed MoSART, with modeling, simulation, animation, and real-time control of dynamical systems as a central theme. Projects include the automatic control of robotic systems, semiconductor processes, and advanced aerospace systems.

"Such projects are intended to capture the imagination of students early on," Rodríguez said. "The projects also help put their studies into proper perspective by giving them a sense of the big picture and demonstrating possible career directions, which they may never have otherwise considered."

Novello Wins Mujer Award

The National Hispana Leadership Institute recently awarded Dr. Antonia C. Novello the 1998 Mujer Award, which pays tribute to the lifetime achievements of a Hispanic woman who has served her community in the U.S. in accordance with the philosophy and values of the institute.

Novello was sworn in as the 14th Surgeon General of the U.S. in March 1990. The historic event marked two firsts: Novello became the first woman and the first Hispanic ever to hold the position.

After her surgeon general tenureship (1993-1996), she served as United Nations Children Fund Special Representative for Health and Nutrition where she advised the executive director on issues pertaining to women, children, and youth. In particular, Novello provided leadership towards the global efforts related to iodine and vitamin A deficiency disorders, immunizing the world's children, and preventing smoking and substance abuse in youth.

Currently, she is Visiting Professor of Health Policy and Management at the John Hopkins University School of Hygiene and Public Health and Special Director of Community Health Policy.

Born in Puerto Rico, she earned a bachelor's and a doctorate from the University of Puerto Rico and a master's from Johns Hopkins University.

Orrego Links Science to Human Rights

Dr. Cristian Orrego, professor of biology and genetics at San Francisco State University, spoke at Ramapo College of New Jersey in September. His talk, "Molecular Genetics and the Search for the Disappeared," addressed human rights issues from a scientific perspective. It was the second lecture in the series, Human Rights: Human Responsibilities, which commemorates the 50th anniversary of the Universal Declaration of Human Rights.

"The topic of the application of science to human rights, particularly in the search for the disappeared, is very much present in mind and heart," says Orrego. He discussed the history of the application of molecular genetics to human rights work from its beginnings in Argentina in 1984, the remarkable techniques that we now have to recover DNA and identify human beings, and the future of science applied to human rights work.

Guedes Helping FIU

There are plans for renowned Hispanic humorist Guillermo Alvarez Guedes, who has an entire lifetime dedicated to the art of making people laugh, to use his creative talent to help bright poor students find their way to Florida International University (FIU).

Guedes' original scheduled performance at the school had to be postponed, but is being rescheduled.

Proceeds will benefit local students who have outstanding GPAs and high SAT scores but are not eligible for federal financial aid or most scholarships because they are not U.S. residents. Tuition at state universities such as FIU is heavily subsidized by the State of Florida; therefore, non-residents must pay approximately four times as much as Florida taxpayers.

"There are many students in that predicament here at Miami High," said Alicia Rivas, Miami Senior High School's head counselor. "We felt that the community had to be aware of this problem, and we are pleased to have Alvarez Guedes and FIU come to the forefront and help some of these exceptional students."

Guedes is to donate his time and performance while FIU donates the auditorium and the staff power for the scholarship fundraiser.

Leon Chairs Cuban Studies at UM

Through the end of the spring semester, University of Miami (Fla.) Professor Luis Aguilar Leon will continue as Emilio Bacardi Moreau Chair in Cuban Studies at the School of International Studies. The chair was inaugurated in 1986 with a gift from Amalia Bacardi and her family for the study of Cuban history and the understanding of Cuban culture.

Last month, Aguilar Leon began leading a two-month-long adult education seminar on "Cuba and Its Circumstances." In the spring semester, he will teach a seminar for graduate students on "Cuba and the Revolution in Latin America."

"Professor Aguilar Leon knows and understands well Amalia Bacardi's vision for this, her last project honoring the memory of her father, Emilio Bacardi Moreau," said Manuel Jorge Cutillas, chairman of Bacardi and co-chair of the University of Miami International Advisory Board.

Born in Cuba, Aguilar Leon is Professor Emeritus at Georgetown University in Washington, D.C.

A prolific writer, he has published several books, *Todo Tiene Su Tiempo* being the most recent. He has also written extensively for several Latin American newspapers and magazines on Cuban-related issues.

Quintero New WNCC ESL Coordinator

Miguel Quintero, the new Western Nevada Community College (WNCC) Adult Basic Education and ESL coordinator, will direct basic skills education as well as English programs for non-native speakers, and will work with area businesses to train workers and develop bridge classes to help students move from basic skills to college-level courses.

"My interests in education have been in the areas of multicultural education–English as a second language, bilingual education, whole language education, and curriculum development," Quintero said.

He attended school in Mexico City and graduated with a degree in elementary education. Shortly afterward, he moved to the United States and began to teach migrant workers in adult basic education programs and migrant education programs in Utah, Arizona, and California.

He earned an associate's, a bachelor's, and a master's at Brigham Young University. He recently completed the doctoral program at the University of Utah, Salt Lake City, and is now working on his dissertation.

Morey Wins Law Student Award

William Morey, a third-year evening student at Southwestern University School of Law (Calif.), has received the American Bar Association Law Student Division's "1997-98 Volunteer Income Tax Assistance (VITA) Program Lt. Governor of the Year" award.

During 1997-98, Morey served as the Lt. Governor for the Ninth Circuit (which covers Southern California and Hawaii). Under his leadership, the number of law schools providing VITA programs expanded from two campuses in 1997 to eight this year. This provided hundreds more people with access to free tax counseling.

Morey previously directed Southwestern's 1996-97 VITA Program, which won the ABA/LSD "Rookie Site of the Year Award" for assisting more than 150 tax-payers and offering services in three languages (English, Korean, and Spanish).

He earned his bachelor's from California Polytechnic University-Pomona.

Rodríguez to Chair Trial Advocacy Board

Todd Rodriguez, a resident of Los Angeles, Calif., has been appointed to chair the Southwestern University School of Law (Calif.) Interscholastic Trial Advocacy Program's Board of Governors.

The International Trial Advocacy Program sends students to national competitions where participants demonstrate their skills in case preparation, opening and closing arguments, direct and cross examination, and use of expert witnesses, in mock trials.

A second-year student at Southwestern, Rodriguez earned a bachelor's from St. Andrews College in North Carolina.

UNF's Díaz, Future Politician

University of North Florida Student (UNF) Government Association Vice President Alexander Díaz plans to embark on a career in public service, including one day becoming governor of Florida.

No stranger to public service, Díaz had devoted more than 7,000 hours of community service by the time he graduated from high school in 1996.

Right now, the 20-year-old political science major is immersing himself in student government issues and pledging to work hard to make UNF a fun school with more activities for students.

Díaz also plans to focus some of his attention on the minority groups on campus.

"I believe that by having a diverse student body, you can enrich the community in which we all live, whether it be on campus or off," said Díaz.

He is a member of the UNF Presidential Search Advisory Committee, the parking committee, the food services advisory committee, and the student advocate committee.

He plans to enter the master's program in public administration at UNF after he receives his bachelor's degree in 2000.

Griego and Maestas Recognized at CCD

For the second year in a row, Orlando Griego received recognition as Community College of Denver's (CCD) Administrator of the Year. Sophie Maestas, assistant teacher (child care aide) at the TEC West Child Development Center, is the Classified Employee of the Year.

Griego is co-director of Proyecto Access, a new summer program to prepare Denver middle school students in math, science, and engineering, and lead them into science and technology careers. It is a model program of the Hispanic Association of Colleges and Universities, funded by the National Aeronautical and Space Association.

He wrote the Colorado AmeriCorps Literacy Initiative Grant proposal. CCD will train 21 AmeriCorps members who will recruit volunteers to participate in literacy initiatives in the community. He continues his work with the Denver Education Network and the Westside Advocacy Team, building a bridge for students from middle and high schools to college.

Maestas says she thinks she was nominated for Employee of the Year. "Because I'm responsible. I'm at work every day, giving 100 percent every day. I believe in being a team worker, and I work well with the head teacher and the other teachers."

Maestas is a single parent who will receive her associate's degree this semester. She may continue work toward a four-year degree in behavioral science, social services, or early childhood education, or she may obtain a teaching certificate.

PLACES

NCEOA Becomes Council for Opportunity in Education

OPPORTUNITY
IN EDUCATION

The National Council of Educational Opportunity Associations recently became the Council for Opportunity in Education. A spokesman said the name change will help to better emphasize their mission and the students they serve to represent–Americans from low-income families.

Since 1981, the Council for Opportunity in Education has been working in conjunction with administrators, counselors, and teachers at colleges, universities, and agencies that host federally-funded TRIO Programs. The TRIO Programs (Upward Bound, Upward Bound Math Science, Veterans Upward Bound, Talent Search, Student Support Services, Educational Opportunity Centers, and the Ronald E. McNair Post-Baccalaureate Achievement Program) help students to overcome class, social, academic, and cultural barriers to higher education.

Sixteen percent of TRIO students are Hispanic. Some of the more well-known former TRIO college graduates include: Franklin Chang-Díaz, first NASA Hispanic Astronaut; John Quinones, ABC Correspondent for Prime Time Live; and Henry Bonilla, Congressman, 23rd district of Texas.

Hispanic Heritage Month at SUNY Rockland Community College

ROCKLAND

SUNY Rockland Community College (N.J.) celebrated Hispanic Heritage Month with a 6-weeks-long series of events with the theme "Voices of Hispanics/Latinos in Our Community."

Dr. José López-Isa, publisher of *The Hispanic Outlook in Higher Education*, was the kick-off speaker on September 15th. Among the events that followed were:

A panel discussion on "Latinas: The Right Stuff," moderated by Rockland's vice president for student affairs, Dr. María Vallejo (pictured here).

A photography exhibit called "Voices of Hispanics/Latinos."

"Latinos: Who We Are and Where We're Going," a lecture/discussion by Karen McGovern of the Rockland English Department.

"Latinos in Education," a program for ASPIRA students.

A performance by Ballet Los Pampas, featuring Argentine tango, folklore, and music.

"The Imprisonment of Young America," a lecture/discussion with guest speakers the Honorable Joseph Suárez, Esq., and William Engelbracht of Rockland's Criminal Justice Department.

HACU Holds 12th Annual Conference

"Hispanic Challenges in the 21st Century: Leadership, Vision, and Compassion" was the theme of the 12th Annual Hispanic Association of College & Universities (HACU) Conference held in late September in San Diego.

HACU President Antonio Flores told the Opening Plenary audience that HACU is working to build momentum and its membership base. The Association has adopted a new logo that better reflects the organization's strength and mission as it builds its national and international presence.

The Reverend John Moder, S.M., president of St. Mary's University (Texas), the oldest and largest Catholic university in the Southwest, and chairman of the Board of Trustees of HACU, addressed the conference attendees.

Among the many other conference events were sessions on post-affirmative action admissions strategies, and federal and research opportunities for HSIs (Hispanic Serving Institutions) and their students; and a Town Hall Meeting entitled "The Americano Dream: Point/Counterpoint," moderated by Adriana Martinez, director of governmental relations for the Hispanic Radio Network.

Nearly 70 exhibitors we[illegible]n attendance. Pictured here at *The Hisp[illegible] Outlook in Higher Education*'s exhibit are (l. to r.) Lourdes Cruz, Southern Connecticut State University; Orlando López-Isa, Vice President, HOHE; and Awilda Saavedra-Reasco, Central Connecticut State University.

Two Reports Find Latino TV Characters Scarce

Michigan State University has released a report that highlights the scarcity of Latino television characters. Released last February, the report says that on primetime television in 1996, only 3.2 percent of all characters were Latino, compared to 16 percent African American and 80 percent White.

According to the report, out of the primetime shows that did have Latino characters, 77 percent were about crime.

As mentioned in the *Hispanic Link Weekly Report*, a national publication of Hispanic Link News Services Inc., this is one of several similar reports to come out on the subject.

In 1996, the National Council of La Raza issued a report stating that out of all the characters portrayed on television, only 2 percent were Latino.

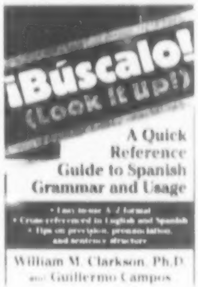
Last year, a nonprofit organization dedicated to bringing educational opportunities to Latinos interested in careers in the arts, the National Hispanic Foundation for the Arts (NHFA), was formed by Félix Sánchez, the CEO of TerraCom, a Washington, D.C.-based consulting firm, and actors Jimmy Smits and Esai Morales.

According to the *Hispanic Link Weekly Report*, Sánchez is pairing this effort with his work in preparing Latino stars to become effective spokespersons in Washington and elsewhere for worthy causes.

The NHFA hosted its second annual gala in the capital on Sep. 22.

SAC Faculty Team Publishes Spanish Guide

San Antonio College (Texas) foreign language professors William Clarkson and Guillermo Campos, who previously published the textbook *Aquí nomás: Spanish for Spanish Speakers*, have now co-authored *¡Búscalo! (Look It Up!): A Quick Reference Guide to Spanish Grammar and Usage*, published by John Wiley & Sons, Inc.


¡Búscalo!
(Look It Up!)
A Quick Reference Guide to Spanish Grammar and Usage
William M. Clarkson, Ph.D. and Guillermo Campos

"*¡Búscalo!* is a user-friendly guide and reference tool designed specifically to provide quick, concise, and reliable answers to common problems that confront the language learner," explain the authors in their introduction.

They add that while traditional textbooks may eventually answer a problem (such as how to express the English "may" in Spanish), the reader may have to search hard for it and then find the information scattered throughout the text. To simplify this search process, entries are listed in alphabetical order and often cross-indexed.

Nuevo Compañía Tangueros at DuPage

Nuevo Compañía Tangueros recently performed the tango ballet "Milonga Boulevard" at the Arts Center at College of DuPage (Ill.).

This tango ballet in two acts, with a company of 10 and a live orchestra, was produced and directed by Mariachiara Michieli and Marco Castellani, and adapted from the 1951 short story of Julio Cortazar, "Las Puertas del Cielo (The Heaven's Doors)."

Set during the late 1940s, during tango's golden era, "Milonga Boulevard," with its nearly two dozen dances, displays not only the talents of the Tangueros, but also a recollection of those earlier practitioners of this style of dancing.

Wrote Cortazar: "They show up at eleven o'clock, coming down from mysterious realms of the city, calmly and slowly, one by one or in couples. They know and admire each other in silence, they don't let themselves be noticed: it is their dance and their encounter. Lacing in grave respect, ball after ball, slowly turning without speaking, many of them, eyes closed, enjoy at last the parity, the completeness."

A contemporary of the writer Jorge Luis Borges, Cortazar lived in Buenos Aires during the height of tango dancing until he moved to Paris, where he died in 1984. He was also a poet, translator, essayist, and amateur jazz musician.

$2 Million Gift for NYU Latin American Chair

Venezuelan President Rafael Caldera; Luis Urdaneta, the chairman of CITGO Petroleum Corporation; Luis Giusti, president of Petróleos de Venezuela; and Venezuelan Ambassador Enrique Tejera-Paris were honored by New York University (NYU) at a luncheon celebrating the announcement of a $2 million gift that will establish the Andrés Bello Chair in Latin American Culture and Civilization at the King Juan Carlos I of Spain Center of NYU.

The gift, presented by Urdaneta, will enable NYU to invite an eminent Latin American scholar or cultural or political leader to campus each year as a visiting professor and researcher. The newly established Chair is being named in honor of Andrés Bello (1781-1865), the Venezuelan-born poet,

Pictured left to right: Dr Luis Giusti, president Petroleos de Venezuela; NYU president emeritus John Brademas; President Caldera; and NYU president Jay Oliva.

scholar, and diplomat, one of the most influential figures in the history of the Americas. Bello was one of the educators of Simon Bolívar and the drafter of the Latin American civil code of law. Caldera is the author of an important biography of Bello.

The creation of the Andrés Bello Chair will serve as a magnet for funds to enrich Latin American Studies at NYU.

USF Latino Scholarship Awards

To help bright, ambitious Latino students finish their education, the University of South Florida's (USF's) Latino Advisory Committee formed a partnership four years ago with individuals and public and private businesses to provide renewable, four-year scholarships to local Hispanic scholars in need of financial assistance. It also includes a mentoring component in which donors become involved in their protege's academic career.

Since the program started, it has awarded more than $375,000 in scholarships and by the end of the year, it will have produced 25 Hispanic alumni. Donna Parrino, USF's director of Latin Community Advancement, says the perseverance of the students and the program's continuing success have encouraged other donors to pledge their support.

At the seventh annual USF Latino Scholarship Awards ceremony this past August, all of the scholars were recognized and new gifts were announced. Pictured here at the ceremony are (l. to r.) Dr. and Mrs. Hernan León, Student Recipient Glenda Rodriguez, and USF President Betty Castor.

The gifts included the establishment of a planned gift in the form of a $300,000 charitable remainder trust by Dr. and Mrs. León, the Tampa Bay Latin American Medical Society's $100,000 endowment for scholarships, and a $5,000 donation presented to President Castor by the Mayor's Hispanic Advisory Council.

The civic group, Tampa Hispanic Heritage, Inc., won the Lt. Baldomero López Award, for its contributions to the betterment of the community.

Amoco Awards Roosevelt U. Scholarship Money

Amoco Corporation announced last September that it has awarded Roosevelt University (Ill.) $290,000 to create the Amoco Honors Scholar Program, which will provide scholarships for outstanding African American, Hispanic, and Native American students studying business or hospitality management at the university.

As members of Roosevelt's Honors Program, the Amoco Scholars will take special courses focusing on community, political, business, and cultural issues of the metropolitan region; work with distinguished mentors from the city's leading corporations and organizations; and intern at Chicago or suburban institutions.

Doug Ford, vice president of Amoco Petroleum Products, said, "Through our Amoco Foundation and programs like the Amoco Scholars, we're able to help foster effective education and provide outstanding employment opportunities. Programs like this also help expand the pool of potential employees who possess the critical skills we'll be looking for in tomorrow's work force."

Charleston Establishes Graduate Certificate

The University of Charleston, S.C. Bilingual Legal Interpreting Program has added a new graduate certificate option to its current offerings. The graduate certificate program will allow students to attain foundational skills in legal interpreting in an abbreviated time frame, generally in one summer.

The curriculum will be made up of courses currently offered as part of the university's M.A. program in Spanish/English legal interpreting. The required courses can be taken during an eight-week summer session or two summer sessions for a total of eight weeks.

Application requirements are that students currently hold a baccalaureate degree and/or are currently enrolled in a graduate program in a related field. Students must also take an entrance interpreting aptitude examination to demonstrate fluency in both English and Spanish.

The University of Charleston's M.A. program in Bilingual Legal Interpreting was established in 1996 to address the shortage nationally of qualified, professionally trained judicial interpreters.

Minority Enrollment Increases at GVSU

Grand Valley State University (GVSU), in Michigan, has reported solid gains in minority enrollment this fall. GVSU admissions officials have reported that the number of Hispanic students has increased by 10.8 percent. Minorities make up nearly 9 percent of GVSU's student body.

"What I'm hearing from the ethnic minority population is that seeing is believing," said Oliver Wilson, assistant director of admissions for minority recruitment at GVSU. "They're coming to campus and feeling that Grand Valley provides a campus community that is conducive to learning and also a home away from home, that there's a sense of belonging among minority populations."

Wilson said efforts to reach out to minority populations in Detroit and Chicago as well as other communities across the state has helped attract more minority students to Grand Valley.

For the second year in a row, and only the third time in its history, the overall fall enrollment at GVSU has jumped by more than 1,000 students.

Enormous Gift for USC School of Education

Two educators, Barbara J. and Roger W. Rossier, whose expertise with emotionally delayed children laid the groundwork for a multimillion-dollar enterprise, have committed $20 million to the University of Southern California's (USC) School of Education. The gift is believed to be by far the largest ever given to a school of education at an American college or university.

In recognition of their gift, the USC board of trustees voted to rename USC's 90-year-old School of Education in the couple's honor.

They both earned Ed.D. degrees at USC.

Other urban educational activities involving School of Education faculty and students include the USC Latino and Language Minority Teacher Project, a School of Education program providing social and academic support to bilingual teacher's aides who work in public schools, enabling them to continue their studies and become full-time teachers.

Research interests among USC School of Education's faculty members include approaches to multicultural teaching and learning, particularly in reading and language acquisition; and risk factors for teen drug use, teen pregnancy, and violence among youth, as well as counseling programs designed to protect against these social problems.

Crafton Hills Celebrates Mexican Independence

Crafton Hills College (CHC), located in California, recently staged a Mexican Independence Day Celebration on its campus.

Mayda Gómez, president of the CHC MEChA, said the purpose of the cultural event was "to raise money for student scholarships and to have a good time and some good food."

The local Aztec dance troupe Danzantes de Aztlan, consisting of six dancers and a drummer, staged various ancient dances for CHC students and the community. Pictured here are drummer Víctor Uribe, director of the Danzantes de Aztlan, and traditional Aztec dancer Priscil Uribe.

News from Universidad Interamericana de Puerto Rico

La Universidad Interamericana de Puerto Rico (UIPR) recibió un donativo de $50 mil por parte de la Junta de Directores de El Comandante Operating Company, Inc. (ECOC), siendo reconocida por su labor comunitaria como centro de estudios superior del País. La entrega de la aportación se llevó a cabo en una cálida actividad en el Salón Gobernador del hipódromo.

El donativo será entregado a la UIPR en cuatro plazos anuales de $10,000, $10,000, $15,000 y $15,000 durante el primer trimestre de los años 1998, 1999, 2000 y 2001, respectivamente.

El Dr. José R. González, presidente de la UIPR (pictured here), agradeció a nombre de la UIPR y de la Junta de Síndicos por tan significativa aportación e indicó, "garantizamos que este dinero será incluido en el fondo de beca para los estudiantes de escasos recursos económicos de la Interamericana, para que todos tengan igual oportunidad de alcanzar sus metas de estudios."

Gaztambide exhortó a los presentes en el evento a unir esfuerzos ya que entidades como las beneficiadas laboran arduamente por el bienestar social de Puerto Rico.

La Universidad Interamericana de Puerto Rico recibió el premio "Distinguished Information Sciences Award" en el área de la Educación, por su laboratorio de ingeniería para el diseño tridimensional CATIA, ubicado en el Recinto de Bayamón.

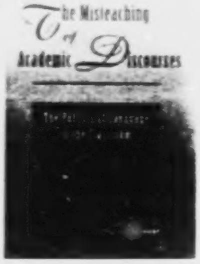
Este premio lo otorga la "Data Processing Management Association" a las organizaciones que están a la vanguardia en la tecnología de computadoras y comunicaciones, a la vez que utilizan las técnicas gerenciales más avanzadas en el área de Sistemas de Información.

La "Data Processing Management Association" es la organización más grande en los Estados Unidos que representa los admi-nistradores profesionales en el área de la tecnología de la información. Representantes del área de la banca, el gobierno, la manufactura y los seguros, también fueron premiados en esta ocasión por la DPMA.

PUBLICATIONS

The Misteaching of Academic Discourses

by Lilia I. Bartolomé



A must-read for those educators who are faced with issues of language, race, and class. This is the story of one teacher's attempt to teach working-class minority students the mainstream academic ways of speaking necessary for success in school.

1998

139 pgs.

ISBN 0-8133-3144-7

$55.00 Cloth

Westview Press

(800) 331-3761

Descenso A Los Infiernos: Biografía Novelada De Pablo Picasso

by Carlos A. Johnson

Descenso A Los Infiernos
BIOGRAFIA NOVELADA DE PABLO PICASSO

A novel on Pablo Picasso's life–*Descenso A Los Infiernos* was a runner-up in the Miami "Letras de Oro" Literary Contest in 1986.

1998

154 pgs.

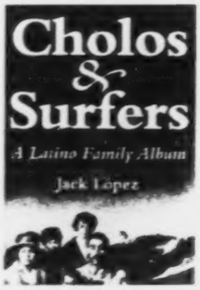
$14.00 Paper

Spanish, Right Away!

(718) 956-3240

Cholos & Surfers: A Latino Family Album

by Jack López



A collection of essays, which reflects the author's own early life, growing up Chicano amid the surfers of Huntington Beach, Calif.

April 1998

386

205 pgs.
ISBN 0-88496-4299
$1595 Paper
Capra Press
(805) 966-4590

Survival Kit for Multicultural Living

by Ellen Summerfield

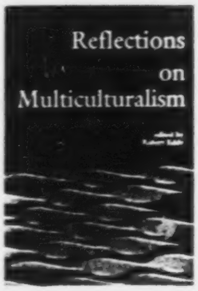
Survival Kit for Multicultural Living

Ellen Summerfield explores major issues confronting multicultural America, such as stereotypes, hate groups and hate crimes, prejudice and discrimination. She also offers concrete steps readers can take toward successful multicultural living.

1997
196 pgs.
ISBN 1-877864-49-8
$1595 Paper
Intercultural Press
(800) 370-2665

Reflections on Multiculturalism

Robert Eddy, ed.



Robert Eddy brings together ten authors whose sharply focused, penetrating essays make a significant contribution to the literature on multiculturalism. It is Eddy's view that we as Americans have regressed from the goal of multiculturalism in its truest form: mutual respect for differences and social and economic justice.

1996
240 pgs.
ISBN 1-877864-45-5
$1995 Paper
Intercultural Press
(800) 370-2665

American Cultural Patterns: A Cross-Cultural Perspective

by Edward C. Stewart and Milton J. Bennett

Craig Storti

Since its original publication in 1972, *American Cultural Patterns* has been used extensively as a text in courses and as a handbook in cross-cultural training.

1991
208 pgs.
ISBN 1-877864-01-3
$1795 Paper
Intercultural Press
(800) 370-2665

The Art of Crossing Cultures

by Craig Storti

A compelling analysis of the personal challenges inherent in the cross-cultural experience. Craig Storti bases his analysis of cross-cultural adaptation not only on psychological and communication theory but also on the perceptions of some of the world's greatest writers and the literature they have produced.

1990
136 pgs.
ISBN 0-933662-85-8
$16.95 Paper
Intercultural Press
(800) 370-2665

VIDEOS

The following video recordings are available from:

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Caudillo: The History of the Spanish Civil War

Caudillo
THE HISTORY of the SPANISH CIVIL WAR

The Spanish Civil War was among the most exhaustively photographed modern bloodbaths, for both sides received not only military assistance but superb documentary camera crews from outside. There is no editorial commentary in this film; there is no need–the footage speaks for itself. (1 hr., 51 min., b&w)

Item #FFH 150

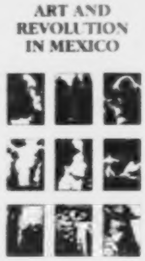
Miró: The Catalan Master

Miró
The Catalan Master

20th-century surrealist Joán Miró talks about his life and the various influences on his work. It features a selection of his masterpieces, with each piece brought to life through expert commentary. Known primarily for his abstract paintings, his other works include murals, sculptures, tapestries, and ballet sets. (55 min., color)

Item #FFH 6804

Art and Revolution in Mexico



Nowhere but in Mexico has history been painted as superbly; nowhere else have outspokenly polemical painters, such as Rivera and Siqueiros, produced such great art. The art of revolution and the revolution of art seem, in this time and place, to have nurtured one another. (51 min., color)

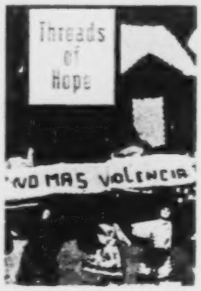
Item #FFH 179

School of Assassins

This Academy Award-winning program looks at a United States institution that trains Latin American military officers. Few Americans have heard of the school–the U.S. Army School of the Americas–nor are they aware that some of its graduates have gone on to become dictators and violators of human rights in their home countries. (19 min., color)

Item #FFH 6293

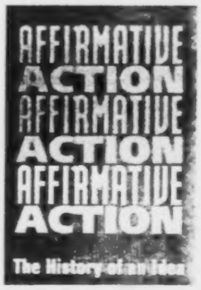
Threads of Hope



This program tells the powerful story of a group of women who banded together and dared to defy the brutal dictatorship of Chile's Gen. Augusto Pinochet. They set to work to tell their stories by creating arpilleras, colorful handmade tapestries that chronicled the horror and justice of Pinochet's reign of terror. Narrated by Donald Sutherland. (51 min., color)

Item #FFH 6549.

Affirmative Action: The History of an Idea



This program explores the historical roots of affirmative action and the current debate over its usefulness. The program looks at several different affirmative action programs today. It includes archival footage and features interviews with a wide array of academic scholars. (56 min., color)

Item #FFH 6552

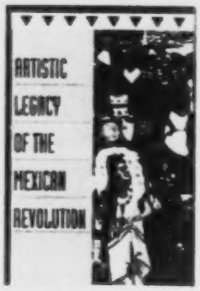
Women of Hope: Latinas Abriendo Camino

Women of Hope

This program tells the story of Latina women in the U.S. through portraits of twelve unusual women who have broken new ground in their lives and achievements. Among those featured in the program are Miriam Colón, actress and founder of the Puerto Rican Traveling Theater; Nydia Velázquez, the first Puerto Rican Congresswomen; and Sandra Cisneros, Chicana novelist and poet. (29 min., color)

Item #FFH 6558

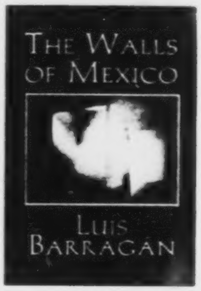
Artistic Legacy of the Mexican Revolution



This program traces the 1910 Mexican Revolution's impact on Mexican American communities in the Southwest. The lasting impact of the Mexican American culture is discussed with historians, artists, and eye-witnesses to the changes the revolution created. (30 min., color)

Item #FFH 5701

The Walls of Mexico: Luis Barragán



This beautifully filmed program looks at the wall paintings of some of the most famous Mexican muralists—Diego Rivera, Juan O'Gorman, José Clemente Orozco—and at the work of Luis Barragán, the greatest Mexican architect of this century. They all used the wall to create something distinctively new and vital, but they all found their guiding force in the roots of Mexican art and culture, in traditions grounded in the pre-Columbian era. (56 min., color)

Item #FFH 6273

Ruíz: El Libro Buen Amor

RUIZ
EL LIBRO
BUEN AMOR

This rendition of the greatest Spanish troubadour ballad and one of the high points of Spanish medieval literature puts special emphasis on the clear, accurate enunciation of Spanish verse. (60 min., color)

Item #FFH 160

CONFERENCES

Modern Language Association Annual Convention

December 27-30

1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.

Contact: visit the MLA Web site at <www.mla.org>.

National Association for Bilingual Education Annual Conference

January 26-30

"Bilingual Education: More Than Just Talk!" is the NABE conference theme. In Denver, Colo.

Contact: NABE, (202) 898-1829; Web site <www.nabe.org>.

Ethnic Studies National Conference

February 9-13

Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.

In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr., (606) 783-2650.

The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millenium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site <www.aahe.org>.

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Hispanic Outlook 1998 Scholarship Fund

T***he Hispanic Outlook*** Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2 or 4 year accredited U.S. college recommended in the **PUBLISHERS PICK LIST** as printed in the **November 20, 1998** issue of ***The Hispanic Outlook in Higher Education Magazine.***

Scholarship is renewable annually by students maintaining a 3.2 GPA.

Scholarship amount $1,000.

Application deadline is **May 1, 1999.** Scholarship recipients will be notified by **August 1, 1999.**

***To request an application send a self addressed stamped envelope to:**

The Hispanic Outlook
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P.O.Box 68
Paramus, NJ 07652

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Walden University is proud to rank among the nation's leaders in graduate degrees awarded to minority students. In a competitive ranking that included top U.S. research universities, Walden came out a winner. Our students represent one of the country's most culturally diverse learning communities.

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- 27th for Total Ph.D.s to Hispanic Americans
- 37th for Total Ph.D.s to All Minorities

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Frederick Douglass Teaching Fellowships Summer 1999

West Chester University

West Chester University of Pennsylvania is offering teaching fellowships to graduate students entering the final year of terminal degree programs and preparing to be college teachers, for the purpose of attracting graduate students from historically underrepresented and underserved populations. Students selected will teach one course during a five-week term June 28-July 30.

The fellowships are designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglass' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are: Master's degree completed and currently enrolled in a terminal degree program; academic background in one of the fields taught at West Chester University; and at least three favorable letters of recommendation from faculty or professionals in the student's field, including the student's advisor. Preferred: experience teaching or as teaching assistant.

Applicants must successfully complete interview process to be considered as a finalist. Compensation will be as adjunct faculty, $2674 (subject to taxation). On-campus housing in an apartment also will be provided at no charge.

Applications are due December 4. For information/application, contact: Associate Provost office, 143 Bull Center, West Chester University, West Chester, PA 19383. Phone (610) 436-3557, mhyder@wcupa.edu, or visit our web site at www.wcupa.edu/_information/douglass.fellow/

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The university is an equal opportunity, affirmative action employer encouraging diversity.

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Gaius Charles Bolin Fellowships for Minority Graduate Students

1999-2000 Academic Year

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. in the humanities or in the natural, social of behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 1999-2000 is $26,000. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $2,500 for expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one one-semester course.

APPLICATION: Candidates should submit two full copies of each of the following materials, postmarked by January 1, 1999:

- a full curriculum vitae
- a graduate school transcript and three confidential letters of recommendation
- a copy of the dissertation prospectus, preferably limited to 10-15 pp.
- a description of teaching interests

RESPOND TO:
David L. Smith
Dean of the Faculty
Hopkins Hall
Williams College
Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by early March, 1999.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

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Southern Connecticut State University

Southern Connecticut State University invites applications for faculty positions to begin in the Fall 1999 semester. This pool of vacancies represents a significant opportunity for the University to enhance curricular vitality and refresh faculty perspectives.

SCSU is a comprehensive metropolitan public university, located in historic New Haven. Enrolling some 12,000 students, SCSU offers 46 undergraduate programs and 40 graduate programs at the master's and sixth year professional level.

Each position listed is a tenure track appointment. Rank and filing deadline are stated below in the specific position descriptions. Searches will continue until positions are filled. Applications should include a curriculum vita; a letter describing the candidate's qualifications and experience for the position; a statement of teaching philosophy and research interest; undergraduate and graduate transcripts; and at least three current letters of reference, with phone numbers. Send materials to the appropriate Chairperson as noted, at: Southern Connecticut State University, 501 Crescent Street, New Haven, Connecticut 06515.

SCSU is an equal opportunity, affirmative action employer. The University seeks to enhance the diversity of its instructional staff. SCSU actively encourages women and minorities to apply.

ACCOUNTING:

ASSOCIATE OR ASSISTANT PROFESSOR

RESPONSIBILITIES: teach in at least two of the three following areas: managerial accounting, accounting information systems, and international accounting; engage in professional development and collegial activities; advise students. **QUALIFICATIONS:** PhD or DBA required, although ABD's nearing completion will be considered. Industry experience and a CMA are desired. Send materials by **March 1, 1999** to: Professor Carey C. Curtis, Chair, Accounting Search Committee. Search 98-414

ANTHROPOLOGY:

ASSISTANT PROFESSOR OF ARCHAEOLOGY

RESPONSIBILITIES: teach introductory courses in Archaeology and general anthropology; develop upper level archaeology courses; supervise internships and advise students; engage in scholarly research and professional and collegial activities. **QUALIFICATIONS:** PhD by September 1, 1999. Applicants should demonstrate active scholarship and excellence in teaching. Research interests in Latin America, Mesoamerica or Africa preferred. Send materials by **January 1, 1999**, to Professor Marie Seivaggio, Chair, Anthropology Search Committee, Department of Sociology-Anthropology. Search 98-394

ART:

ASSISTANT PROFESSOR-SCULPTURE EMPHASIS/FOUNDATIONS

RESPONSIBILITIES: teach sculpture courses as well as foundation courses. Three course load each semester. Engage in creative and professional activities and in department/university governance. **QUALIFICATIONS:** MFA and active exhibition record required; college level teaching experience preferred. To application add course syllabi plus 15-20 slides of your work and an equal number of student work if available. Send materials and SASE by **January 15, 1999** to Professor Wiley Carr, Chair, Search Committee, Art Department. Search 98-388

ART:

ASSISTANT PROFESSOR-DRAWING/FOUNDATIONS

RESPONSIBILITIES: teach all levels of drawing as well as foundation courses. Three course load each semester. Engage in creative and professional activities and in department/university governance. **QUALIFICATIONS:** MFA and active exhibition record required; college level teaching experience preferred. Department of Art. To application add course syllabi plus 15-20 slides of your work and an equal number of student work if available. Send materials and SASE by **January 15, 1999** to Professor Wiley Carr, Chair, Search Committee, Art Department. Search 98-400

CHEMISTRY:

ASSISTANT PROFESSOR OF ANALYTICAL/ENVIRONMENTAL CHEMISTRY

RESPONSIBILITIES: teach General Chemistry, Analytical Chemistry, and upper level courses in Environmental Chemistry. Some research is expected. Engage in professional and collegial activities. **QUALIFICATIONS:** Doctorate in Chemistry; demonstrated strong commitment to undergraduate teaching. Send materials by **January 15, 1999,** to Professor James R. Barrante, Chair, Department of Chemistry. Search 98-413

COMMUNICATION:

ASSOCIATE OR ASSISTANT PROFESSOR/ORGANIZATIONAL COMMUNICATION

Responsibilities: teach approximately 500 majors in improved BA and BS programs, from among the following courses: Interpersonal, Small Group, Professional Presentations, Fundamentals of Managing Communication, Organizational Communication, Communication Theory, and Research Methods. Student advisement and committee work is required. **QUALIFICATIONS:** PhD preferred. 2-3 years teaching experience required. Applicants must demonstrate experiential teaching expertise. Applied experience highly desirable. Send materials by **January 15, 1999**, to Professor Bonnie Farley-Lucas, Chair, Search Committee, Department of Communication. Please indicate search 98-401A

COMMUNICATION:

ASSOCIATE OR ASSISTANT PROFESSOR/ORGANIZATIONAL COMMUNICATION

RESPONSIBILITIES: teach approximately 500 majors in improved BA and BS programs, from among the following courses: Small Group, Professional Presentations, Fundamentals of Managing Communication, Decision-Making, Conflict Resolution, Training and Development, and Communication Consulting. Student advisement and committee work is required. **QUALIFICATIONS:** PhD preferred. 2-3 years teaching experience required. Applicants must demonstrate experiential teaching expertise. Applied experience highly desirable. Send materials by **January 15, 1999,** to Professor Bonnie Farley-Lucas, Chair, Search Committee, Department of Communication. Please indicate search 98-401B

COMMUNICATION:

ASSOCIATE OR ASSISTANT PROFESSOR/ADVERTISING AND/OR PROMOTIONAL COMMUNICATION

RESPONSIBILITIES: teach approximately 500 majors in improved BA and BS programs, from among the following courses: Communication Concepts in Advertising, Product Information, Creative Message Construction, Creating Persuasive Copy, Professional Presentations, and Research Methods. Student advisement and committee work is required. **QUALIFICATIONS:** PhD preferred. 2-3 years teaching experience required. Applicants must demonstrate experiential teaching expertise. Applied experience highly desirable. Applicants must be conversant with emerging communication technologies. Send materials by **January 15, 1999,** to Professor Bonnie Farley-Lucas, Chair, Search Committee, Department of Communication. Please indicated search 98-402

COMPUTER SCIENCE:

ASSISTANT PROFESSOR

RESPONSIBILITIES: teach computer science courses including introductory, non-major and evening classes. Scholarship and professional activities are strongly encouraged; expected to establish an active research program. **QUALIFICATIONS:** PhD in Computer Science or closely related field. Strong background in computer networking preferred. Send materials by **December 1, 1998,** to Professor Winnie Yu, Chair, Computer Science Department. Search 98-307

ECONOMICS AND FINANCE:

ASSOCIATE OR ASSISTANT PROFESSOR OF FINANCE

RESPONSIBILITIES: teach in principal areas including investments, portfolio management, venture capital and commercial banking. Additional teaching is also anticipated in corporate finance and capital markets. Instruction is primarily undergraduate; some MBA teaching is available. Student advisement, research and institutional service activities are also required. **QUALIFICATIONS:** PhD or DBA required. ABD will be considered if degree completion can be met within the first semester of employment. Prior teaching experience preferred. Other appropriate experience will be given consideration. Send materials by **December 1, 1998,** to Professor Sam Andoh, Chair, Economics and Finance Department. Search 98-391

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FOREIGN LANGUAGES:

Associate or Assistant Professor/TESOL -Bilingual Education

Responsibilities: coordinate an MS Program in TESOL/Bilingual education; supervise TESOL teacher certification; teach graduate courses in TESOL, second-language acquisition, and bilingual education. Engage in scholarly research and professional/collegial activities. **Qualifications:** PhD in TESOL or applied linguistics by official date of appointment. Competence desirable in linguistics and a language offered by the Department. Teaching experience strongly preferred. Send materials by **February 1, 1999,** to Professor Janice Samoeil, Chair, Search Committee, Department of Foreign Languages. Search 98-409

FOREIGN LANGUAGES:

Assistant Professor/Language Lab Director

Responsibilities: coordinate support technology, including audio and video equipment; advise and train faculty and students in use of software and equipment and introduce them to new materials; maintain department web-site; teach two elementary courses each year in a language offered by the Department. **Qualifications:** Ph.D. or MA in instructional technology, linguistics, or foreign language/literature; knowledge of current technology and language teaching methods. Administrative and college teaching experience strongly preferred. Send materials to Prof. Linda Olson, Department of Foreign Languages. Preliminary interviews will be held at the MLA Convention in San Francisco. Applications received by **February 1, 1999** will receive full consideration. Search 98-416

HISTORY:

Associate or Assistant Professor—African-American History

Responsibilities: teach undergraduate and graduate courses in African-American history with the ability to teach undergraduate courses in the African Diaspora and American Slavery. Must be able to teach the U.S. History survey courses. Engage in scholarly research and professional/collegial activities. **Qualifications:** Doctorate and some teaching experience required. Send materials by **February 1, 1999,** to Dr. Lewis House, Chairperson, Department of History. Search 98-418

MANAGEMENT:

Associate or Assistant Professor of Management

Responsibilities: teach courses within one or more of the following Management specializations: General Management, Strategy and Policy, Small Business, Entreprenuership, Organization and Management Theory, Organizational Behavior, Organization Development, Human Resources, Careers, Negotiations, Organization Knowledge and Information. Engage in scholarly research and professional/collegial activities. Qualifications: earned doctorate in management from an AACSB accredited institution; business practitioner experience; a record of teaching excellence and recent scholarly research and publication. Send materials by **April 15, 1999,** to Prof. Madan Nangia, Chair, Department of Management. Search 98-277

MATHEMATICS:

Assistant Professor-Two Positions

Two positions. One in discrete mathematics, with preference given to applicants with interest in applications. The other in applied mathematics with preference given to applicants with interests in mathematical modeling and in developing student/faculty relationships with business and industry. **Responsibilities:** teach undergraduate and graduate courses in mathematics and participate in department and university activities. Engage in scholarly research and professional/collegial activities. **Qualifications:** Doctorate in mathematics required; evidence of quality teaching, and potential for scholarly growth. Send materials to Professor Leo F. Kuczynski, Chair, Department of Mathematics. Please identify application for discrete math as Search 98-406; for applied math as Search 98-407

MUSIC:

Assistant Professor-University Choir and Vocal Ensembles

Responsibilities: recruit and direct the University Choir, chamber choir and vocal ensembles. Preference given to candidates with experience in any of these secondary areas: music education; voice class; independent voice instruction; musicianship/ear training; directing gospel/Jubilee choir. Engage in research and serve as team player in university and professional activities. **Qualifications:** Doctorate preferred; ABD will be considered. Experience teaching both majors and non-majors. Ability actively to enhance and promote the music program. Send materials by **March 31, 1999,** to Professor Tilden A. Russell, Chair, Music Department. Search 98-410

PSYCHOLOGY:

Assistant Professor-Developmental Psychology

Responsibilities: teach twelve credits per term in undergraduate and graduate courses in child and adolescent psychology; student advising, supervision of undergraduate and graduate research projects. **Qualifications:** Ph.D. or Ed.D. in psychology-possibly ABD. Advantages: an active research program (child development highly desirable), teaching and supervisory experience; interest in teaching research methods and statistics; background in assessment and/or tests and measurements; background in neuropsychology. Send materials to Search Committee, Psychology Department. Please identify Search 98-290

PSYCHOLOGY:

Assistant Professor-Educational Psychology

Responsibilities: teach twelve credits per term in undergraduate and graduate courses in educational and developmental psychology; advise majors in psychology who are working toward teacher certification. **Qualifications:** Ph.D. or Ed.D. in psychology-possibly ABD. Advantages: an active research program; teaching and supervisory experience; interest in teaching research methods and statistics; background in assessment and/or tests and measurements; background in neuropsychology. Send materials to Search Committee, Psychology Department. Please identify Search 98-289

PUBLIC HEALTH:

Associate or Assistant Professor
Community Health Education

Responsibilities: teach in MPH and BS public health programs, including research courses; graduate thesis advisement; secure/conduct funded research; active participation in department committees and service projects and university committees. **Qualifications:** Doctorate in Public Health or Health Education; specialization in community health education; evidence of successful teaching, publication and contract/grant procurement. Screening begins **December 15, 1998**. Preliminary interviews will be held at the 1998 National APHA Convention/Career Mart. Send materials to Professor William Stohler, Chair, Department Personnel Committee, Department of Public Health. Search 98-395

PUBLIC HEALTH:

Associate or Assistant Professor-Environmental Health

Responsibilities: teach in MPH and BS public health programs, including research courses; graduate thesis advisement; secure/conduct funded research; active participation in department committees and service projects and university committees. **Qualifications:** Doctorate in Public Health or Health Education; specialization in environmental health; evidence of successful teaching, publication and contract/grant procurement. Screening begins **December 15, 1998.** Preliminary interviews will be held at the 1998 National APHA Convention/Career Mart. Send materials to Professor William Stohler, Chair, Department Personnel Committee, Department of Public Health. Search 98-197

SCIENCE EDUCATION/ENVIRONMENTAL STUDIES:

Assistant Professor-Marine Studies

Responsibilities: teaching undergraduate courses in marine studies and environmental studies; coordination of a growing undergraduate marine program. Engage in research and participate in department/university and professional activities. **Qualifications:** Ph.D. in Marine Science or related field, with strong experiences in education and in the marine sciences. Academic background should include a strong science component, and an understanding of ecological principles as they relate to the marine environment. Experience in marine policy and/or nautical skills a plus. Send materials by **February 1, 1999,** to Professor Susan Hageman, Chair, Department of Science Education and Environmental Studies. Search 98-412

SPECIAL EDUCATION AND READING:

Associate or Assistant Professor

Responsibilities: teach introductory level courses in exceptional child populations and related areas such as curriculum development, classroom management and academic remediation; supervise student teaching; student advisement; department and university service; research and scholarship. **Qualifications:** Doctorate in special education or related area; minimum of 3 years pre-K-12 teaching experience; higher education teaching experience preferred; record of or strong potential for scholarly activity; computer literacy. Send materials by **January 15, 1999,** to Professor Stephen Feldman, Chair, Search Committee, Department of Special Education and Reading. Search 98-325

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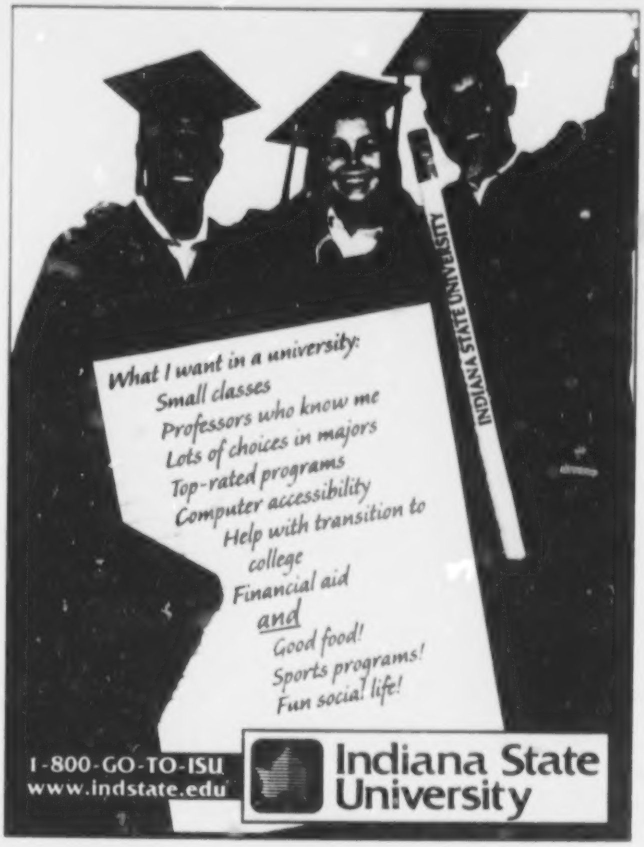

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Honors student

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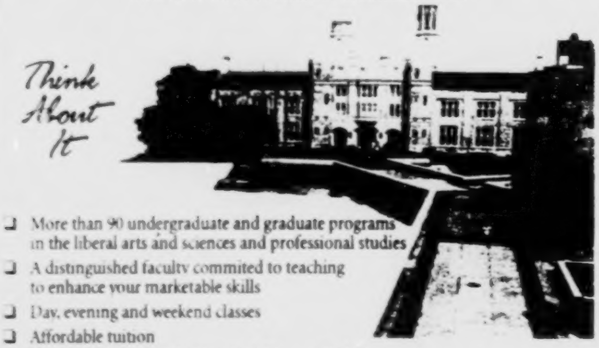

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Abstracts *must* be postmarked by: November 28, 1998

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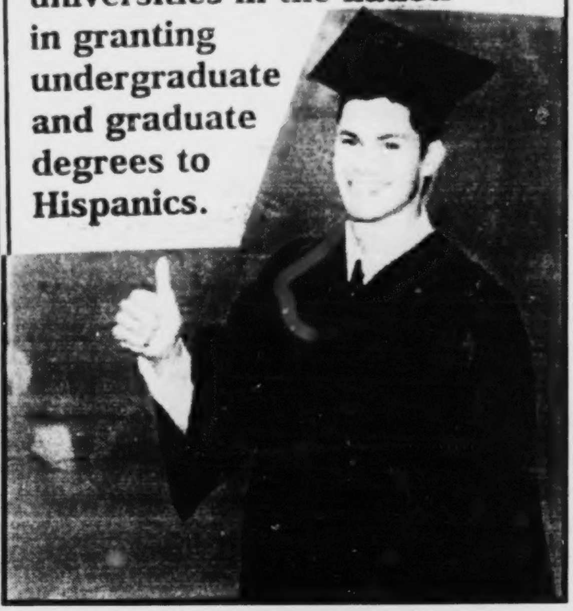

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La Dra. Idna Corbett, profesora asociada de servicios educativos y directora del Centro de Tutoría, recibió una beca Fulbright en 1997. En 1996 fue elegida coordinadora del Comité Organizador de la Conferencia para Estudiantes Latinos y presidenta de la Junta Asesora de Programas de la Oficina de Vivienda y Desarrollo Comunitario del Condado de Chester.

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Competitive salary/benefits package commensurate with experience. Start date - September 1999. Submit cover letter, resume and three letters of reference to Ms. Catherine Mealey, Executive Assistant to the President, Wheelock College, 200 The Riverway, Boston, MA 02215.

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OSU

OKLAHOMA STATE UNIVERSITY

PRESIDENT

Nominations and applications of qualified and interested candidates are sought for the presidency of OSU-Tulsa

The President is the chief administrative officer for OSU-Tulsa, a branch campus of Oklahoma State University located just north of downtown Tulsa The Tulsa area is experiencing rapid growth with a current population of over half a million The main campus of Oklahoma State University is located in Stillwater, Oklahoma, approximately 60 miles west of Tulsa

OSU-Tulsa is a dynamic, culturally diverse metropolitan campus created by the Oklahoma Legislature in 1998 as a branch institution offering upper division undergraduate courses and baccalaureate degree programs, with a predominately non-traditional student body The campus was first established in 1982 as a consortium of four participating public universities This consortium will continue under the management of Oklahoma State University until the fall semester of 2001, at which time baccalaureate degrees earned at OSU-Tulsa shall be designated as awarded through Oklahoma State University Details regarding the establishment of OSU-Tulsa are included in Oklahoma Senate Bill 1426 which may be obtained through the OSU-Tulsa web page on the internet **(http://Tulsa.okstate.edu/sb1426.htm)**.

OSU-Tulsa provides a broad range of academic degree programs designed especially to offer the citizens of the Tulsa metropolitan area quality higher education opportunities It is one of five campuses in the Oklahoma State University system, a comprehensive research and land-grant university serving over 26,000 students and offering nearly 200 undergraduate and 130 graduate and professional programs Major collegiate units include Arts and Sciences, Business Administration, Engineering, Architecture and Technology, Agricultural Sciences and Natural Resources, Human Environmental Sciences, Education, Veterinary Medicine, Osteopathic Medicine, and two technical branches located in Oklahoma City and Okmulgee

The President of OSU-Tulsa reports directly to the President of Oklahoma State University and is responsible for ensuring that the functions assigned to OSU-Tulsa by the Oklahoma State Regents for Higher Education and the OSU/A&M Board of Regents are effectively performed The President shall meet regularly to solicit the advice of the OSU-Tulsa Trustees The President will identify the higher education, continuing education, and conferencing program needs of the metropolitan Tulsa area, and develop educational facilities and services to meet such needs The President should possess an earned doctorate or comparable academic credentials, demonstrate considerable leadership and administrative ability, including fiscal management, present a strong commitment to experience with development of diversity, have a solid record of institutional development experiences, exhibit a commitment to academic excellence, and possess the ability to communicate the mission and needs of the campus to faculty, students, alumni, and other constituencies

To be assured full consideration, completed applications should be received by January 4, 1999 Screening will begin on that date and will continue until the position is filled Applications should include a letter of interest, a statement of philosophy, curriculum vita, and the names, addresses, and telephone numbers of at least five professional references All nominations and applications (with supporting materials) should be addressed to

OSU-Tulsa President Search Committee
700 North Greenwood Avenue
Tulsa, Oklahoma 74106-0700

OSU is an Affirmative Action/Equal Opportunity Employer For more information about Oklahoma State University, please visit ***http://pio.okstate.edu***

ASSOCIATE DEAN OF RESEARCH

The Mandel School of Applied Social Sciences, Case Western Reserve University is soliciting applications for an Associate Dean of Research The position provides leadership for efforts to increase the amount of governmental research funding This includes gathering and distributing information on sources of research grant funding and grant proposal requirements, providing technical support and consultation to faculty in the development of grant proposals, reviewing proposal drafts, and organizing and supervising support staff to provide secretarial, budgetary, and other technical assistance to faculty in the submission of research grant proposals The Associate Dean will also plan and organize opportunities for faculty to enhance their knowledge of research methodology, provide oversight and management of research development funds, work with faculty to coordinate the dissemination of research activities and research findings to the broader social work community and specific constituencies, and represent the research interests of the School

Requirements include a Ph.D. in social work or a related field, qualifications for an appointment as a senior faculty member (associate or full professor), expertise in social science research, experience with federally funded research projects, interest and ability to work with faculty on a collegial basis, and ability to work as part of the administrative leadership team of the school

The Mandel School of Applied Social Sciences currently offers Master's and Doctoral degrees to approximately 500 students. MSASS offers joint degrees in Social Welfare and Social Work, Law and Social Work, Nonprofit Management and Social Work, and Business and Social Work Our mission reads: MSASS provides and integrates professional social work education, research, and practice locally, nationally, and internationally

Please send applications to: Victor K. Groza, Ph.D., Mandel School of Applied Social Sciences, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7164; E-mail: vkg2@po.cwru.edu Applications will be accepted until the position is filled

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Dean

Boston College

College of Arts and Sciences

Boston College invites nominations and applications for the position of Dean of the College of Arts and Sciences Boston College is a national Catholic University with enrollment of 14,700 graduate and undergraduate students It was ranked 36th among national universities in a recent public survey Consistent with its Catholic, Jesuit roots, Boston College seeks the formation of men and women who will use their talents in the service of society

The University draws 16,500 undergraduate applicants annually from a national pool for 2,200 openings and is listed among Barron's 52 most competitive undergraduate colleges Twenty percent of freshman matriculants are annually from minority groups

The College of Arts and Sciences is the original and remains the largest of Boston College's four undergraduate schools, enrolling 5,600 of the University's 8,900 full-time undergraduates It is composed of 22 academic departments and its 350 full-time faculty members make up 60% of faculty university-wide Graduate programs in Arts and Sciences enroll 1,100 students, including students pursuing doctorates in 15 disciplines A single Arts and Sciences faculty is responsible for both the undergraduate and graduate programs In the selection and evaluation of faculty, the College emphasizes a balance among excellence in teaching, research, and service

The College of Arts and Sciences represents the University's commitment to liberal education in the Jesuit tradition both through its own programs and the 15-course core curriculum it provides for its own students and undergraduates in the University's professional Schools of Management, Education, and Nursing The College has also developed a variety of innovative programs that use integrated, cross-disciplinary approaches and is interested in expansion of its interdisciplinary and international programs

Boston College also enrolls 3,300 full-time undergraduates in its professional schools in Management, Education, and Nursing and 900 students in its part-time college In addition to Arts and Sciences graduate programs, 3,700 graduate and professional students are enrolled in the School of Education, Law School, the Carroll School of Management, the School of Nursing, and the Graduate School of Social Work

Boston College seeks a dean with an outstanding academic record, and with the vision, leadership and administrative ability both to contribute to the University's distinctive Catholic, Jesuit tradition and to move the College of Arts and Sciences to the next level of excellence in the 21st century Important challenges for the dean will be a review of the organizational structure of Arts and Sciences, the recruitment and retention of an outstanding faculty, planning and careful management of the University's largest unit, and collaboration with the central management team, including development efforts The College is expected to have a central role in implementing Boston College's recent five-year plan which commits an additional $260 million to academic goals

The University is located immediately west of the educational, cultural, and historical resources of Boston

Review of applications will begin on **December 1, 1998** with a view to **July 1, 1999** as the starting date for the new dean Nominations or applications (accompanied by a *curriculum vitae*) should be forwarded to

David R. Burgess
Academic Vice President and Dean of Faculties
Boston College
Chestnut Hill, MA 02467-3838

Potential applicants are invited to visit the Boston College web site *www.bc.edu*

Boston College is an affirmative action, equal opportunity employer Women and minority group members are encouraged to apply

BOSTON COLLEGE
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DEPAUL
UNIVERSITY

Department of Communication DePaul University

The Department of Communication invites applications for two-tenure track positions at the rank of assistant professor beginning September 1999. Candidates able and willing to teach in interdisciplinary programs will be advantaged.

MEDIA STUDIES

Tenure-track, assistant professor to teach a mix of undergraduate and graduate courses. Background and training in television genres, analysis and criticism required. Other possible courses: culture and media, video production, research methods, history of broadcasting, mass communication history and criticism. Familiarity with new technologies a plus. Successful candidate will help shape our future course offerings in mass communication Ph.D. or near.

COMMUNICATION STUDIES

Tenure-track, assistant professor to teach a mix of graduate and undergraduate courses. Background and training in rhetorical theory, history and criticism. Interest in debate a plus. Candidate with rhetorical background and emphasis on critical theories, cultural studies and postcolonial discourse will be advantaged. Possible courses include: contemporary issues in multicultural contexts, rhetorical theory, history and criticism, persuasion and argumentation. In addition to instructional responsibilities, the position includes supervision of the debate coach. Ph.D. or near.

The department currently serves approximately 400 undergraduate majors and 95 graduate students with an integrated curriculum for undergraduates that includes 1) media: history, theory, criticism and production; 2) speech communication; and 3) language and culture offerings. The graduate offerings are in the areas of multicultural communication and corporate communication. The department has 18 full-time faculty.

DePaul University is a private, Catholic institution with a total enrollment of approximately 18,000 students. DePaul has five campuses in both urban and suburban locations. The university has a strong commitment to providing a comprehensive liberal arts education and emphasizes both teaching and scholarship. The university is committed to building a faculty that matches the diversity of our students and the Chicago community. The university's main campus in the heart of Chicago offers a stimulating and diversified range of cultural and educational opportunities.

Send a letter of application, CV, letters of recommendation, copies of teaching evaluations (including student comments), sample syllabi, official transcripts and writing samples to: Dr. Donald R. Martin, Chair, Search Committee, Communication Department, Job Code- HOHE, DePaul University, 2320 N. Kenmore Ave., Chicago, IL 60614-3298. We specifically solicit applications from women and people of color. Deadline for applications: January 5, 1999 or until position is filled.

CASCADIA COMMUNITY COLLEGE

Bothell, Washington

FACULTY POSITIONS

Start Date: February 1, 1999

Cascadia Community College invites applications for four full-time temporary, renewable (non-tenured) faculty positions to participate in a collaborative, intensive interdisciplinary process to design the course of study for the college and develop the core curriculum. Located in the state of Washington, ten miles east of Seattle, Cascadia is Washington State's newest community college. Construction of the campus, which will be co-located with the University of Washington, Bothell, is underway and the college will begin offering classes in the Fall of 2000.

The positions require experience in teaching in learning communities, alternative pedagogies, or broad interdisciplinary training and practice. Knowledge of and experience in the application of technologies (on-line, distance education, telecommunications, etc.) for enhanced learning is highly desirable as is instructional curricular design experience.

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- Information Technologies
- Philosophy
- Economics
- Business
- Anthropology
- Geography
- Political Science
- Developmental Math or English

APPLICATION PROCESS

A position announcement and required application materials can be obtained by calling Cascadia Community College at (425) 398-5532 or by email to ltaylor@cascadia.ctc.edu. For additional information about Cascadia Community College and these positions, visit our website at http://www.cascadia.ctc.edu.

Positions open until filled
Start Date: February 1, 1999

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Call, write or e-mail for an application packet. Screening for this position begins January 11, 1999. However, to maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible.

College of DuPage
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Attn: Faculty Recruiting
425 22nd Street
Glen Ellyn, IL 60137
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cdhumres@cdnet.cod.edu

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College of DuPage

CHAIR

Department of Engineering Management
UNIVERSITY of MISSOURI-ROLLA

General Information

The Engineering Management Department founded in 1968 and one of six departments in the School of Engineering, currently has 20 full-time faculty members and an enrollment of approximately 225 students on campus with approximately 50 graduate students The department confers the degrees of B S , M S , and Ph D with emphasis areas in management of technology, industrial engineering, quality engineering, manufacturing engineering, and packaging engineering The department also participates in the National Technological University and the University of Missouri Video Network

UMR, founded in 1870, is one of the four campuses of the University of Missouri System. Enrollment on campus is approximately 4,500 students, with over 90 percent majoring in engineering or science When it comes to awarding engineering degrees, UMR is considered one of the top 20 universities in the nation Our students ACT and SAT scores are among the highest of any public university. Further information about the department and campus is available on the Internet at http://www.umr.edu/~emgt

Responsibilities

The chair will be responsible for the continued development of the faculty, the undergraduate and graduate programs, and the research activities within the department

Required Qualifications

Required qualifications include an undergraduate degree in engineering or science, and the appropriate credentials for the requirements of professor in engineering management which includes a Ph D Preferred qualifications include experience with graduate continuing education programs, ability to represent the department effectively both on campus and in interactions with public and private sectors in a positive and professional manner and a record of effective, innovative and collaborative leadership in research and engineering education The chair would need to enable the department to become proactive to developing changes in higher education

Nomination/Application Procedures

Interested persons should send a resume with the names of three references to

Human Resources Services
1202 N. Bishop
1870 Miner Circle
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Resume information also can be sent to denises@shuttle.cc.umr.edu as an attachment Please indicate position number R50185

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Qualifications: Master's degree in Social Work or related discipline required, D S W or Ph D in related discipline preferred Professional experience needed are two years of post-graduate practice in Human Service positions, preferably working with diverse populations, and interns Previous undergraduate teaching experience is required in human services, or a related field Teaching responsibilities include possible assignments in Introduction to Human Services, Community Mental Health Issues and Services, Childhood Disorders, Intervention Strategies, Rehabilitation Services and Internship Seminar Development, coordination, and supervision of Human Services field placement sites will also be required

Faculty members at Cazenovia College participate in the governance and planning structures of the College

Rank and salary will be commensurate with experience Candidates should submit a detailed letter of application, current curriculum vita, the names and telephone numbers of three references, and a statement of teaching philosophy Deadline for applications is January 11, 1999 Anticipated appointment on September 1, 1999 Send application to

Human Services Search
Personnel Office
Cazenovia College
Cazenovia, NY 13035

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Vice President for Research
and
Dean of the Graduate School

The University of Maryland, College Park invites applications and nominations for the position of Vice President for Research and Dean of the Graduate School

The Vice President for Research is a member of the senior leadership team of the campus and reports to the President of the University while working closely with the Senior Vice President for Academic Affairs and Provost. The Vice President is expected to provide the leadership needed to sustain the strong growth in the University's research programs and to assume a position of leadership in formulating and interpreting research policy and representing the university to national and international research and educational agencies, business and industry, and in the national and international research community The Vice President will lead the campus in the development of new multi-disciplinary research activities and units, particularly those working across university campuses, government agencies and the business sector, and is charged with promoting policies that support a large and diverse faculty in the conduct of their research, scholarship, and creative work

As the principal academic officer of the Graduate School, the Dean reports to the Senior Vice President for Academic Affairs and Provost and is responsible for policy development and administration of a decentralized Graduate School offering over 70 advanced degree programs and enrolling over 8,000 students. The Dean plays an important role in shaping graduate curriculum, must approve any new graduate programs, and is also in charge of the review and modification of existing programs and the recruitment, admission, support and education of graduate students

The University of Maryland, College Park, is a Carnegie I category comprehensive research-oriented, public university with almost 35,000 students in baccalaureate, master's and doctoral programs It is located on a 350 acre campus just outside Washington, D C

QUALIFICATIONS include the doctoral degree in an appropriate area of specialization and a substantial record of scholarly accomplishment, research leadership, and the recruitment of extramural funding Qualified applicants must merit appointment at the Professor rank and have successful administrative experience Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of at least four persons whom the search committee can contact for references Nominations are encouraged and will be accepted at any time Review of nominations and applications for this position will commence on November 15, 1998, and continue until the position is filled All materials should be sent to

Search Committee: VP for Research
and Dean of the Graduate School
Attention: Sheila Mahaffy
2119 Main Administration Building
University of Maryland
College Park, MD 20742

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities Women and minority candidates are encouraged to apply

UNIVERSITY OF
MARYLAND

Faculty Positions for 1999

Boston College, a co-educational Jesuit University of 9,000 undergraduates and 5,500 graduate and professional students, is committed to the ideal of excellence and service to others. Affirmative Action candidates, those of African, Latino, Asian and Native American descent and women (including women of color), are invited to apply for tenure-track positions available in 1999. The University is actively seeking faculty who will enrich its cultural and ethnic diversity.

COLLEGE OF ARTS AND SCIENCES

ECONOMICS - Applications are invited for senior level and junior faculty positions in microeconomics and macroeconomics, starting in Fall 1999. Preference will be given to candidates in the areas of **game theory and bargaining theory, theoretical industrial organization, monetary economics, and open economy macroeconomics**. Applicants should have a distinguished research record and strong interest in both graduate and undergraduate teaching. Salary is open. Candidates should send a curriculum vitae, 3 letters of reference, and a research paper to **Richard Tresch, Chair, Department of Economics.**

HISTORY - Latin America. Applications and nominations for a tenure-track appointment as assistant professor are invited. (In exceptional circumstances, a more senior candidate might be considered.) Preferences include specialization in South America or the Colonial Period. Teaching responsibilities involve participation in core curriculum on modern history, Latin American survey, advanced electives, and graduate courses in area of specialization. Send full dossier, including c.v. letters of reference, transcripts, and, if available, syllabi, to **Prof. Deborah Levenson-Estrada, Chair, Latin American Search Committee, Department of History. Deadline November** 30, **1998.**

HISTORY - Irish History. The History Department and the Irish Studies Program of Boston College invite applications and nominations for a senior position in Irish History. Publications, Ph.D. and a demonstrated interest in Irish Studies are required. Rank and salary dependent upon qualifications. The successful candidate will be expected to present a substantial record of research and publication. He or she will be joining an established Irish Studies program and will be expected to participate in both graduate and undergraduate aspects of the program. Specialists in all periods and aspects of Irish history are encouraged to apply. Send applications and nominations to **Dr. Kevin O'Neill, Chair, Irish History Search Committee, Department of History**. The Search Committee will begin its review of applications in December.

MATHEMATICS - Assistant Professor. Under exceptional circumstances would consider hiring at a higher level. Requirements include a doctoral degree, demonstrated success or strong potential in research and a commitment to effective teaching at the undergraduate and graduate levels. At least two years' teaching experience beyond the doctoral degree preferred. The Department of Mathematics has twenty-one full-time faculty. Current research interests include algebra, analysis, applied mathematics, dynamical systems, geometry, number theory, probability, statistics and topology. Applicants should include with their cover letter and resume, a description of their research plans and a statement of teaching philosophy, and should arrange to have at least four letters of reference with at least one letter focusing on teaching effectiveness and potential. Email inquiries may be directed to: **search.math@bc.edu** or may be answered at our web page: **http://fmwww.bc.edu/MT/**. Electronic applications will NOT be accepted. Review of applications will **begin December 1, 1998, and continue until position is filled**. Send all materials to: **Math Search, Chair, Department of Mathematics, Boston College, Chestnut Hill, MA 02467-3806**.

PHILOSOPHY - Tenure-track position, rank open. Area of concentration: history of modern philosophy from Descartes to the Enlightenment. Area of specialization: one major philosopher in the modern period. The department offers a full range of graduate and undergraduate courses. The department also supports an interdisciplinary study of major philosophical and religious texts (Perspectives) and a program of ethical and political analysis for students engaged in service projects (Person and Social Responsibility); ability to contribute to these would be an asset. Send complete dossier to: **Richard Cobb-Stevens, Chair, Philosophy Department.** Deadline for applications is **December** 10, **1998.**

PHYSICS - Novel Electronic Materials. Candidate for a tenure-track position in the area of experimental condensed matter/materials physics sought. Exceptionally qualified applicants will be given consideration at a tenured level. The successful candidate will compliment and enhance the Department's recent focused expansion in novel electronic materials (www.physics.bc.edu). She/he will occupy a new laboratory in an $80M state-of-the-art building scheduled for completion in Y2K. Individuals of all relevant research backgrounds are encouraged to apply, including those with expertise in materials growth and preparation. Substantial setup funds and competitive salary will be available. **Application review will begin in January 1999 and continue until the position is filled.** Applications, including a curriculum vitae and arrangements for at least three letters of recommendation, should be sent to **Prof. M.J. Naughton, Chair, Search Committee, Department of Physics, (617) 552-3598; naughton@bc**.edu

PSYCHOLOGY - **Behavioral Neuroscience.** Assistant/Associate Professor level. Candidates should have Ph.D. and postdoctoral experience. Although we welcome applications in all areas of behavioral neuroscience research, we are particularly interested in: (1) neural and hormonal bases of behavior related to fear, stress, or anxiety states in animals; (2) neurobiology and learning and memory in animals. Additionally, we are interested in individuals who integrate developmental and/or molecular neurobiological approaches into their research. The successful candidate will also teach courses at the undergraduate and graduate levels. Send curriculum vitae, three letters of reference, a statement of research and teaching interests, and representative publications to **Dr. Michael Numan, Search Committee, Department of Psychology, McGuinn Hall.** Review of applications will begin immediately and will conclude once the position is filled. For more information, see **http://www.bc.edu/bc_org/avp/cas/psych/psych.html**

THEATER - Assistant Professor. Tenure-track designer/teacher in undergraduate liberal arts theater department. Terminal degree required and several years of academic teaching experience preferred; professional experience desirable. Responsibilities include teaching a variety of theater classes (two per semester), including stagecraft and introductory design, working in a design capacity on four productions per year, and supervising student design program. Department of five faculty plus support staff which includes technical director, costume designer/shop supervisor and lighting designer/master electrician. Strong commitment to undergraduate teaching a must. Strengths in scenic design preferred (including scene painting); secondary design area desirable. Salary commensurate with experience. Application deadline: December 20, 1998. Send letter of application, current curriculum vitae and three letters of recommendation to **Stuart J. Hecht, Search Committee, Department of Theater, Robsham Theater Arts Center.**

WALLACE E. CARROLL SCHOOL OF MANAGEMENT

ACCOUNTING - Applications for **two** tenure-track positions are invited. Qualifications include a demonstrated interest in and capacity to do publishable scholarly research, and a high level of teaching competence and innovation. Individuals with an openness to diverse intellectual outlooks and research methodologies, and an appreciation for Boston College's liberal arts tradition and strong Jesuit education philosophy that emphasizes a social justice perspective sought. We offer a collegial environment, an energetic faculty with a variety of intellectual interests and close ties to the Boston financial and academic communities. Deadline: December 1, 1998. Contact: **Jeffrey Cohen, Department Chair, Department of Accounting.**

FINANCE - The Wallace E. Carroll School of Management seeks an exceptional scholar for the fully endowed **John L. Collins, S.J., Chair in Finance.** The applicant must possess a distinguished record of research publications and strong evidence of continuing research performance. The chairholder should also have strong teaching record in the finance area and an interest in fostering interaction between the academic and business community. The chair offers a competitive compensation package plus a research support and teaching load necessary for continuing high level academic research productivity and interaction with the business community. The chair's efforts will be complemented by the highly accomplished existing finance faculty so that the school can further strengthen both its undergraduate and graduate programs including the Ph.D. program in Finance. Please send nominations and applications by February 1, 1999 to: **Professor Alan Marcus, Wallace E. Carroll School of Management, Finance Department, Fulton Hall 312.**

SCHOOL OF LAW

INTERNATIONAL LAW - Boston College Law School is continuing the search begun in the 1997-98 academic year for a tenured or tenure-track faculty member primarily interested in international law. The process of selection of candidates has already begun, so interested applicants should submit their materials immediately to **Professor Alfred C. Yen, Chair, Faculty Appointments Committee, Boston College Law School, 885 Centre Street, Newton, MA 02459.**

LEGAL REASONING, RESEARCH & WRITING - Applications for the full-time, **long-term contract** position of Assistant Professor of Legal Reasoning, Research & Writing are invited. Assistant Professors of Legal Reasoning, Research & Writing teach an intensive, five credit course to first-year students. Appointment is for ten months, September 1, 1999 to June 30, 2000, with the possibility of renewal for successive two-year contracts. Salary is competitive. Applicants should have a record of high scholastic achievement in law school and substantial law practice or other similar work experience. Teaching experience, especially in a law school context, is strongly preferred. Also desirable are knowledge of using technology in the classroom as well as interest in becoming involved in the national law school and legal writing associations. Applicants must furnish general biographical information, a law school transcript, a list of three references, and an unedited writing sample. A cover letter must explain in-depth why the applicant desires to teach Legal Reasoning, Research & Writing at Boston College Law School. Interested applicants are encouraged to submit these materials soon, since the selection of those to be interviewed will begin early in the Fall, 1998. Contact: **Jane Kent Gionfriddo, Associate Professor and Director of Legal Reasoning, Research & Writing; Email: gionfrid@bc.edu, Boston College Law School, 885 Centre Street, Newton Centre, Massachusetts 02159; (617) 552-4358.**

SCHOOL OF EDUCATION

BOSTON COLLEGE SCHOOL OF EDUCATION prepares undergraduate and graduate students to serve diverse populations in education, professional psychology and human services. The faculty is committed to research and professional preparation that is based on reflective practice and the scientist-practitioner models. Applications are especially encouraged from persons who would enhance the ethnic, linguistic and cultural diversity of the School of Education. Applicants should possess an earned doctorate, scholarly experience strengthening the educational and psychological well-being of children, families, and communities, especially in urban areas. Teaching and administrative experience in schools, teaching at the college level, and successful grant-writing experiences are desirable. Applicants should send a letter of interest, curriculum vitae, 3 letters of recommendation, and 2 samples of their scholarship to the **search committee chair (see below). School of Education, Boston College, Campion Hall, Chestnut Hill, MA 02167. Deadline for applications is January 1, 1999.**

THE DEPARTMENT OF TEACHER EDUCATION, SPECIAL EDUCATION, CURRICULUM & INSTRUCTION - Two tenured/tenure-track positions, rank open. Candidates interested in working collaboratively with school-based educators and faculty toward the goal of teaching teacher education for social justice and whose scholarly and teaching activities link theory, policy, and practice sought.

Bilingual Education and Qualitative Research Methods. Must have an earned doctorate, a well-defined research agenda, experience with K-12 schools, and expertise as a research methodologist. Candidates may have special interest in the following: sociolinguistics, linguistic diversity, English as a Second Language, educational ethnography, interpretive/critical research methods, or case study methods. **Contact: Dr. Curt Dudley Marling, Search Committee Chair**

Educational Technology and its implications for learning, instruction and educational policy. Must have experience with K-12 schools, and expertise with technology in various educational contexts. Candidates may have special interests in technology in schools, use of technology to enhance math and science achievement, curriculum development, and/or school reform. **Contact: Dr. Alec Peck, Search Committee Chair**

THE DEPARTMENT OF COUNSELING, DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY - Two tenure track positions. We prepare professionals to conduct research, teach, develop educational and community programs, and engage public policies to enhance the development of individuals across the life span. We also provide psychological foundations for students in teacher education.

Developmental/Educational Psychologist with interests in the educational applications of psychology among developmentally, socially, and culturally diverse students. Candidates may have interests in resiliency research and best practices as they pertain to achievement of children and youth in schools, cognitive development and learning, social and educational policy, and school achievement. **Contact:** Dr. **Maureen Kenny, Search Committee Chair**

Health Psychologist/Educator with expertise in health as it pertains to enhancing human development, learning and psychological well-being of children and youth in urban contexts. Candidates may have special interests in resiliency research, comprehensive childcare and education reform efforts, and experience establishing school-linked services and resources for urban communities and families. Contact: Dr. **Mary Walsh, Search Committee Chair**

SCHOOL OF NURSING

NURSING ETHICS - Candidates must have a doctoral degree in Nursing or a related field, a Master's in Nursing, substantial expertise in Nursing Ethics, and an established record of achievement in practice, teaching and research. Forward letter of application and resume by January 15, 1999 to: **Barbara Brush, Ph.D., MSN, NP, Chairperson of the Search Committee, Boston College School of Nursing, Cushing Hall, Room 420; (617) 552-4927. E-mail: brushb@bc.edu; Website at http://www.bc.edu/nursing**

GRADUATE SCHOOL OF SOCIAL WORK

POLICY/RESEARCH - Candidates for a tenure line Policy/ Research position at the associate professor or assistant professor level sought. MSW and doctorate required. Experience requirements include capacity to teach courses at the MSW and doctoral levels, proven ability to secure research/training grants, publications in refereed journals, strong research capability, and considerable substantive knowledge in a field of practice or in special populations. Rank and salary flexible and competitive, depending on applicant's qualifications. Send curriculum vitae and names of three references to: **Dr. Demetrius Iatridis, Chair, Personnel Committee, Graduate School of Social Work, (617) 552-4041.**

Send letters of interest, curriculum vitae, supporting materials (samples of scholarship) and three letters of reference to the person and department/School indicated at Boston College, Chestnut Hill, MA 02467.

Boston College is an affirmative action/equal opportunity employer

BOSTON COLLEGE

A Jesuit Catholic University

MICHIGAN STATE UNIVERSITY
PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Julian Samora Research Institute of **Michigan State University** invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be jointly appointed by Psychology, the tenure home department, and the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered. women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute's mission, to promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate's qualifications and experience. Review of applications will begin December 1, 1998 and continue until a suitable candidate is identified. Send a letter of application, vitae, reprints and three letters of reference to: **William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.**

MSU is an AA/EO employer.

FACULTY POSITION

THE MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES, CASE WESTERN RESERVE UNIVERSITY is soliciting applications for a tenure track faculty position. The position focuses on mental health practice from a sociocultural perspective. It includes teaching courses in mental health and psychopathology at foundation and advanced levels. Candidates should have the ability to develop and conduct a program of scholarly activity.

Requirements include a D.S.W. or Ph.D. in social work or a related field. A Master's degree in Social Work with two years post-master's practice experience is required. We are interested in individuals who are committed to the field of social work and have demonstrated skills in research, teaching, and service.

MSASS currently offers Master's and Doctoral degrees to approximately 500 students. The School is committed to innovative, interdisciplinary, and community-based approaches to practice. The Mandel School also has a mental health research institute, which provides an opportunity for faculty to collaborate with their colleagues in conducting mental health services research. Our mission reads: MSASS provides and integrates professional social work education, research, and service to promote social justice and empowerment in communities through social work practice locally, nationally, and internationally.

Please send applications to: Paul Adams, Ph.D., Associate Dean for Academic Affairs, Mandel School of Applied Social Sciences, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, Ohio 44106-7164; E-mail: pla@po.cwru.edu. Applications will be accepted until the position is filled.

CASE WESTERN RESERVE UNIVERSITY

Case Western Reserve University is an equal opportunity/affirmative action employer.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Tenure-Track Positions

RELIGIOUS STUDIES
THEATRE

Visiting Position

RUSSIAN STUDIES

These positions are being posted jointly with the **Five Colleges of Ohio Consortium**. For complete job descriptions, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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INSTRUCTIONAL POSITIONS

TALLAHASSEE COMMUNITY COLLEGE

Tallahassee Community College (TCC) announces openings for continuing positions as **Criminal Justice Instructor (#FCACRJ01)** and **Humanities Instructor (#FCCHUM07)** for academic year 1999-00.

CRIMINAL JUSTICE INSTRUCTOR

Requires a Master's Degree from a regionally accredited institution with a major in Criminal Justice, Criminology, or related field. Successful teaching experience at the postsecondary level also required. Prefer Doctorate in Criminology, Criminal Justice, or related Criminal Justice field; also prefer experience with computer and crime scene technology.

HUMANITIES INSTRUCTOR

Requires a Master's Degree in Humanities or the minimum of a Master's Degree in one of the following disciplines: Art History, Comparative Literature, Philosophy, Religion, Music History, or Classics. Must be able to teach Humanities I and II integrated courses (Ancient Culture through Renaissance and Baroque through 20th Century). Successful teaching experience required. Must be conversant with computer technology.

Salary Range for a two semester contract is $35,320-$46,643, per position.

A completed TCC instructional application with supporting documents is required. Resumes are supplemental to the application. Official or unofficial transcripts and letters of reference should be forwarded as outlined on the last page of the TCC application. **Applications must be received no later than Monday, January 25, 1999, or postmarked no later than January 22, 1999.**

If an ADA accommodation is needed in order to participate in the application/selection process, please notify: **Human Resources by January 19, 1999; TDD (850) 921-2014 or Fla Relay (800) 955-8771. Applications may be obtained from and must be submitted to: Tallahassee Community College, Human Resources, 444 Appleyard Dr., Tallahassee, Fl 32304-2895. Telephone #: (850) 922-8104. HR hours: 8AM-5PM, Monday-Friday. TCC will be closed November 26-27, December 18-January 3, and January 18.**

Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF FLORIDA

The College wishes to ensure that these searches identify qualified women and minority candidates. Applicants belonging to these groups are encouraged to identify themselves if they wish. Affirmative Action/Equal Opportunity Employer.

ASSISTANT/ASSOCIATE PROFESSOR. Position is tenure-accruing and primarily involves teaching, research, and service in CACREP-accredited Mental Health Counseling program. Assigned initial academic rank will be contingent upon professional qualifications in the areas of teaching, research, and professional service. Salary is open and competitive and dependent upon professional qualifications and experience. **QUALIFICATIONS:** Applicants eligible for consideration for this position must have experience in mental health counseling in either community agencies or schools and substantiate potential for excellence in teaching, research, publication, and professional service. A demonstrated commitment to diversity is essential. Applicants for this position must have an earned doctorate in Counselor Education or a closely-related field and be willing to seek licensure as a mental health counselor in the State of Florida. **PREFERRED:** Preference will be given to applicants having academic and/or teaching experience in psychodiagnostics and/or substance abuse counseling and/or career development. Preference also will be given to graduates of a CACREP-accredited doctoral program. Familiarity with the use of computers and other technology in counseling and teaching is highly desirable. **APPLY TO: Search Committee Chairperson, Department of Counselor Education, PO Box 117046, University of Florida, Gainesville, FL 32611-7046. DEADLINE:** Applicants should submit **1)** current professional vita (include email address if available); **2)** three letters of recommendation; **3)** documentation that the doctoral degree was or will be awarded by August, 1999; **4)** a letter of interest that includes a description of professional and personal qualifications and their match to the position-specific requirements and references; and **5)** a statement of the applicant's philosophy of counselor education. Applications not including all parts (including references) of the required five components will not be considered. All application materials must be postmarked by January 19, 1999.

ASSISTANT PROFESSOR MEASUREMENT AND EVALUATION. Tenure-track position in the Department of Foundations of Education. Primary responsibilities include teaching undergraduate and graduate courses in classroom assessment and graduate courses in evaluation and research methods; developing a program of research and scholarly publication in measurement, evaluation, and/or research methods; providing consultation to faculty and students; and supervising graduate student research and teaching. The minimum educational qualification is an earned doctorate with a specialization in measurement, evaluation, and research methods. **APPLY TO: Dr. James Algina, PO Box 117047, University of Florida, Gainesville, FL 32611-7047. DEADLINE:** Applicants should submit an introduction letter stating research and teaching interests, a vita, a transcript of doctoral work, and examples of professional writing, postmarked no later than January 19, 1999. Applicants should arrange for three letters of recommendation to be mailed to Dr. Algina.

ASSISTANT PROFESSOR PHILOSOPHY OF EDUCATION. Full-time tenure track position to teach Foundations of Education courses in undergraduate teacher preparation programs, teach graduate courses in the philosophy of education and related areas, serve on doctoral committees, and maintain a successful record of research and publication. **QUALIFICATIONS:** An earned doctorate by August, 1999; a specialization in Philosophy of Education; a record of successful college teaching, a commitment to pre-service and graduate education; and evidence of an emerging program of research. Demonstrated interest in a second foundations discipline such as Comparative Education, History of Education, Policy Studies, Social Foundations, Sociology of Education, or Qualitative Research Methods is a plus. **APPLY TO: Dr. Rodman Webb, Chair, Philosophy of Education Search Committee, Foundations of Education Department, PO Box 117047, University of Florida, Gainesville, FL 32611-7047. DEADLINE:** Applicants should submit a letter of application (indicating your research and teaching interests and qualifications for this position), a curriculum vita, and examples of scholarship, postmarked on or before January 15, 1999. Applicants should arrange for three letters of recommendation to be mailed to Dr. Webb.

ASSOCIATE OR FULL PROFESSOR SCIENCE EDUCATION: Teach undergraduate and graduate courses in science education; provide leadership in planning and implementation of a coordinated science/math/technology component in elementary education program; conduct and publish research; direct doctoral research; provide leadership in seeking extramural funding for research and development in science education; perhaps direct a center for research and development in science education. **QUALIFICATIONS:** Earned doctorate with preparation in K-12 Science Education; equivalent of a master's in one of the sciences, preferably physical or earth science; successful teaching experience in elementary, middle, and/or high school science; demonstrated teaching effectiveness with undergraduate and graduate students; record of success in conducting research and in obtaining and managing grants and contracts; ability to collaborate with other professionals in teacher education; experience and interest in use of technology in science education programs; understanding of and commitment to public education; active involvement in appropriate professional organizations and activities. Preferred: Background in physical or earth science. **APPLY TO: Dr. Mary Grace Kantowski, Department of Instruction and Curriculum, PO Box 117048, University of Florida, Gainesville, FL 32611-7048. DEADLINE:** Letters of application, accompanied by resume; at least two samples of research and publication; other supporting materials as appropriate; and names, addresses and telephone numbers of at least three references whom you have asked to write a letter of recommendation must be received by January 15, 1999.

ASSISTANT PROFESSOR EDUCATION TECHNOLOGY. Teach undergraduate and graduate courses in education technology; collaborate with colleagues in a thriving department and program; provide leadership in planning and implementation of a coordinated science/math/technology component in elementary education program; maintain a personal program of interdisciplinary research and creative activity; advise graduate students in education technology. **QUALIFICATIONS:** Earned doctorate in education technology; teaching experience, preferably at K-12 level in public schools; demonstrated potential for research and creative activity; proven expertise in new media and multimedia on multiple platforms; understanding of and commitment to public education; active involvement in relevant professional organizations and activities. **PREFERRED:** Background in mathematics or science education or proven ability to collaborate with colleagues in mathematics and/or science education; experience teaching and maintaining laboratories at a college or university. **APPLY TO: Dr. Mary Grace Kantowski, Department of Instruction and Curriculum, PO Box 117048, University of Florida, Gainesville, FL 32611-7048. DEADLINE:** Letters of application accompanied by resume, three representative reprints of research and scholarly publications; other supporting materials as appropriate; and names, addresses and telephone numbers of at least three references whom you have asked to write a letter of recommendation must be received by January 15, 1999.

ASSISTANT PROFESSOR EARLY CHILDHOOD EDUCATION. Teach and advise undergraduate and graduate students in a collaborative, inclusive, five-year Unified Early Childhood Teacher Education program; supervise field experiences; teach, advise, and supervise doctoral students; maintain an active program of research and publication. **QUALIFICATIONS:** Earned doctorate; at least two years' successful teaching experience birth-age 8; a record of scholarly publications; potential for conducting research and obtaining and managing extramural funding; understanding of and commitment to public education; active involvement in relevant professional organizations and activities. **PREFERRED:** Background in mathematics and/or science in early childhood education; experience in inclusive early childhood settings; experience teaching early childhood education at a college or university. **APPLY TO: Dr. Kristen Kemple, Department of Instruction and Curriculum, PO Box 117048, University of Florida, Gainesville, FL 32611-7048. DEADLINE:** Letters of application, accompanied by resume; up to three representative reprints or preprints of scholarly publications; other supporting materials as appropriate; and names, addresses and telephone numbers of at least three references whom you have asked to write a letter of recommendation must be received by January 15, 1999.

Chair, Department of Theatre

The Department of Theatre at the University of Maryland, College Park, seeks a Chair to lead it during its move to a new state-of-the-art performing arts center.

The Department of Theatre has a significant presence in the Baltimore-Washington DC metro area for its strong programs in production and scholarship. The Department offers a full range of undergraduate courses within the B.A. Degree, and the graduate program currently offers the M.A. and Ph.D. in theatre studies and the M.F.A. in production design; it participates as well in an interdisciplinary M.F.A. in arts management.

There are twelve full-time faculty and a staff of six in the Department.

A new performing arts center is currently under construction, and the Department is one of three teaching units to be housed there. The successful candidate will possess the necessary qualities to guide the Department effectively through this move to the new center and into its next stage of development.

The successful candidate must have the qualifications to support appointment at the rank of Professor and, ideally, will hold the Ph.D. or M.F.A. Experience within the University setting and a demonstrated commitment to a balanced program within theatre (scholarly and artistic) are required together with an ability to lead a Department with a strong commitment to self-government.

Applications from women and minority candidates are particularly encouraged.

A statement of interest and the names, addresses, telephone numbers, and email addresses of four references should be sent to:

Professor Richard Price, Chair
Department of Theatre Search Committee
College of Arts and Humanities
1102 Francis Scott Key Hall
University of Maryland
College Park, Maryland 20742

For best consideration, applications should be submitted by December 1, 1998, but they will be received and reviewed until the position is filled.

UNIVERSITY OF MARYLAND

The University of Maryland is an AA/EO employer

NORTH PARK UNIVERSITY

Chicago, Illinois

Faculty Positions

Full-time, tenure-track, beginning Fall, 1999

Athletic Training-Program Developer/Director (accredited major)
Biblical & Theological Studies-Old Testament (doctorate required)
Biology (pending funding)-Genetics, Zoology, General Education
Business (Marketing)-Graduate/Undergraduate Teaching
English (pending funding)-American Ethnic Literature, General Education
Music-Orchestra Conductor plus History and/or Theory
Occupational Therapy-Master's Program Developer/Director
Philosophy (pending funding)-Introductory Courses, Logic, Philosophy of Religion, Aesthetics
Physical Therapy-Master's Program Developer/Director
Social Work-Master's Program Developer/Director

Qualifications: Doctorate or A.B.D., commitment to integrating learning with Christian faith and to liberal arts education in an urban context. Rank and salary negotiable per qualifications. North Park University is affiliated with the Evangelical Covenant Church. Women and minorities encouraged to apply. Send letter and vitae to:

Dean Ebner
Vice President for Academic Affairs
North Park University
3225 W. Foster Avenue
Chicago, IL 60625

EOE/M-F

FORT HAYS STATE UNIVERSITY

College of Education

The College of Education, Fort Hays State University is seeking to fill the position of chair of the Department of Teacher Education. A Kansas Regents University, FHSU is located midway between Denver and Kansas City. The College of Education offers coursework on campus as well as off campus through technology. Faculty participates in both on-and-off campus teaching. Undergraduate and graduate programs are offered. The College is NCATE accredited. Position description available at www.fhsu.edu/htm/pages/fhsu/col_of_ed.html

REQUIREMENTS
Education: Earned doctorate in Curriculum and Instruction or comparable field
Experience:

- Five or more years of involvement in University pre-service teacher preparation programs,
- At least 3 years experience in Pre-K-12 schools,
- Experience with professional development schools/field-based teacher education programs,
- Knowledge of inclusion program elements in teacher education

Application enhanced by nationally recognized, publication/presentation record; knowledge of and experience with students and program assessment approaches and practices; and experience with distance learning programs.

Individuals possessing the qualifications for the position described above, who are of diverse cultural, ethnic, linguistic or racial background are especially invited to apply.

Deadline: Please submit a letter of interest in the position along with a resume reflecting qualifications and names and addresses of three (3) references to Teacher Education Chair Search Committee, c/o Dean of College of Education, Fort Hays State University, 600 Park Street, Hays, KS 67601. Priority will be given to applications received before 1 December 1998 and review will continue until the position is filled. Fax (785) 628-4447

FHSU is an AA/EOE. Women, minorities, disabled persons and veterans are encouraged to apply.

Economics Faculty Opening

Located in New York's Capital District, Union college is a private and highly selective 4-year liberal arts college. Our Economics Department is a seeking applications for a tenure-track position at the assistant professor level. A successful candidate is expected to offer courses and to undertake research in the areas of labor and either macroeconomics or open economy macroeconomics. All majors in the department are required to complete a two-term senior thesis.

Union College offers an attractive teaching load in a department of 11 faculty, a highly competitive salary and an exceptional benefits package including: medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission. More information is available on the web at: http://www.union.edu.

Applicants should possess a strong commitment to scholarly research and excellence in undergraduate teaching. PhD should be in hand by the starting date of September 1, 1999.

To apply, please submit a letter of application, a current curriculum vita, a writing sample, summaries of teaching evaluations or other evidence of teaching ability, and three letters of recommendation by December 10, 1998. Be sure to indicate how we can contact you during the last two weeks in December. We will interview at the ASSA meetings in New York. Please apply to: **Prof. Suthathip Yaisabarng, Chair, Department of Economics, Union College, 807 Union Street, Schenectady, NY 12308.**

Union College is committed to a program of affirmative action and equal opportunity. Women and minorities are strongly encouraged to apply.

BEST COPY AVAILABLE

University at Buffalo
State University of New York

TWO FACULTY POSITIONS
STATE UNIVERSITY OF NEW YORK AT BUFFALO
LAWRENCE SCHULMAN, DEAN

The School of Social Work at the State of New York at Buffalo invites nominations and applications at the Assistant Professor and Associate Professor levels. Candidates must have an earned doctorate in social work or closely related field and a strong commitment to scholarship/research and excellent teaching.

The University at Buffalo, a Carnegie Foundation Category I research university is New York's premier public center for graduate and professional education, and the state's largest and most comprehensive public university. The School of Social Work enrolls over 280 students and offers an M.S.W. and Ph.D. and a dual degree in social work and law. Faculty have established an outstanding record of research, scholarship, and community outreach in such areas as aging policy, child welfare, substance abuse, poverty, health/mental health services, and multicultural social work. The school recently launched the UB Center for Research on Urban Social Work Practice.

Deadline: December 15 or until the positions are filled. Please submit a letter of application, curriculum vitae, a sample of scholarship (e.g., published article, paper presented at a conference), and the names, addresses, and telephone numbers of three references to:

Andrew Safyer, Ph.D.
Chair, Personnel Committee
School of Social Work
University at Buffalo
359 Baldy Hall
Buffalo, New York 14260-1050
VISIT OUR WEBSITE AT: WWW.SOCIALWORK.BUFFALO.EDU

The University at Buffalo is an affirmative action, equal opportunity employer with a commitment to the principle of diversity. In that spirit, applications from women, minorities, and persons with disabilities are strongly encouraged. No person, in whatever relationship with the State University of New York at Buffalo, shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, marital or veteran status, or sexual orientation.

GEORGIA SOUTHERN UNIVERSITY

PROVOST

Georgia Southern University invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The University attracts its 14,000 students (13,100 EFT) from nearly every county in Georgia, 49 states and 82 nations. Georgia Southern is located in Statesboro, a community of 30,000 located 50 miles northwest of Savannah and 200 miles southeast of Atlanta. <http://www.gasou.edu>.

THE POSITION
As the chief academic officer of the University, the Provost and Vice President for Academic Affairs reports to the President and serves as the principal administrator in charge during the President's absence. Reporting to the Provost are the deans of the colleges, three associate vice presidents, the University Librarian, and directors of major academic services. Anticipated starting date: July 1, 1999.

QUALIFICATIONS
- Earned doctorate or other appropriate terminal degree, including a distinguished record as scholar and teacher that would qualify the candidate for the rank of Professor and tenure upon appointment.
- Successful performance as a senior academic administrator beyond the level of academic department chair; significant experience in management of budget and personnel is essential.
- A leadership style that facilitates strategic planning, teamwork, and coordination of academic programs.
- Commitment to equity and diversity.

APPLICATIONS
The Search Committee will continue to accept applications until the position is filled. Applications are encouraged prior to December 20, 1998, when screening will begin. Send a letter of application addressing the position description and qualifications, a current curriculum vitae, and the names, addresses and telephone numbers of at least five professional references to the search chair: **Dr. G. Lane Van Tassell, Chair, Provost/VPAA Search and Steering Committee, P.O. Box 8008, Georgia Southern University, Statesboro, GA 30460-8008.**

Electronic mail: lvantassell@gasou.edu

University of Illinois at Urbana-Champaign
Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in the Psychology of Physical Activity. Candidates will be expected to engage in interdisciplinary research within the Department, to seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement current faculty in this area. There currently exists within Kinesiology an interdisciplinary faculty with interests in the following research themes: Lifespan Physical Activity, Human Performance and Fitness; Disability, Disease and Rehabilitation; Human Factors; and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support interdisciplinary research in physical activity. Further information about the Department of Kinesiology and current faculty can be found by visiting **http://www.kines.uiuc.edu. Qualifications** include an academic background in Kinesiology and the ability to teach one or more courses in Kinesiology and the Psychology of Physical Activity. A doctorate is required. Teaching and post-doctoral experience are desirable. Women and minorities are especially encouraged to apply. **Salary** is commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by January 15, 1999. The appointment will be effective August 21, 1999. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Steven J. Petruzzello, Chair of Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
231 Louise Freer Hall
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer

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BOSTON UNIVERSITY
School of Education

SPECIAL EDUCATION

The Department of Special Education is seeking an assistant or associate, tenure track, faculty member, as part of its strategic plan to build a comprehensive program. The position involves teaching about and conducting research in the education of students with learning disabilities, mental retardation, and behavior disorders, and in the integration of such students in regular education settings. An earned doctorate is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level. Of particular interest are candidates who are knowledgeable about advances in the study of the causes of learning disabilities, and about research and theory pertaining to the instruction of students with learning difficulties.

The deadline for applications is February 1, 1999.

A letter of application, a current curriculum vitae, sample publications, and the names, addresses, e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
School of Education, Boston University
605 Commonwealth Avenue, Boston, MA 02215

An equal opportunity, affirmative action institution

407

MILLERSVILLE UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Millersville University, located in suburban Lancaster County, is one of 14 institutions of the Pennsylvania State System of Higher Education. Enrolling more than 7400 full and part-time students, Millersville is situated in southeastern Pennsylvania, a 90 minute drive from Philadelphia or Baltimore and four hours from New York City. Served by approximately 325 full-time faculty, the University offers associate, bachelor and master degrees in a wide range of majors in the arts and sciences, education, and professional fields. The School of Humanities and Social Sciences, the largest academic unit in the University, is an intellectual setting for the study of liberal arts, and houses over twenty-five undergraduate majors and ten master's programs. The School values initiative, scholarship, diversity, and creativity through a variety of traditional and innovative learning approaches, and it strongly supports its faculty's integrated role as teachers, scholars, practitioners, and stewards of intellectual life in the community. Additional information about the School is available on the Web site at: http://www.Millersv.edu/~deanhmss/

The School invites applications for the following ***12 full-time, tenure-track, Assistant Professor positions*** *to begin August 1999. Primary duties are listed below. Appointments to all positions require a successful interview and teaching demonstration.*

For all positions, send letter of application, vita, copies of all undergraduate and graduate transcripts, three current letters of reference and any additional materials requested in individual position descriptions by specified date to the named Search Committee Chair and Department at the address below. Applications received by the submission date will receive full consideration.

ART EDUCATION

Teach undergraduate and graduate art education methods courses, supervise student teachers, and supervise graduate research study. Required: ABD in Art Education (doctorate must be awarded by 9/1/99), three years full-time U.S. public school K-12 art teaching experience, college level teaching experience, evidence of a publication and/or exhibition record. Preferred: Experience teaching art education methods courses, supervision of student teachers, and examples of syllabi. Submission date 12/17/98. In addition to information noted above, applicants should submit a slide portfolio of personal work and/or examples of published writings. Reply to: **Brigid O'Hanrahan, Search Chair, Art Department/HS1127**

COMMUNICATION (Broadcast Production)

Teach range of radio and television production courses. Additional teaching responsibility in support of department general education mission. Required: Ph.D. in communication or broadcasting area by 8/1/99, college teaching experience in broadcasting, demonstrated ability to teach public speaking and digital, nonlinear video-audio production. Preferred: Professional and college broadcasting experience. Submission date: 12/1/98. Reply to: **Dr. Jamie M. Byrne, Search Chair, Communication and Theatre Department/HS1127A**

COMMUNICATION (Public Relations)

Teach a range of public relations courses including introduction, writing, case studies, and campaigns. Additional teaching responsibility in public speaking and support of department general education mission. Required: Ph.D. in communication, mass communication, or public relations by 8/1/99, college teaching experience in public relations, demonstrated ability to teach public speaking and a range of public relations courses, background in both the social science and humanistic perspective of public relations. Preferred: Professional public relations experience, familiarity with multi-cultural and/or international public relations, demonstrated ability to teach the public relations applications of current software packages. Submission date: 1/15/99. Reply to: **Dr. Jamie M. Byrne, Search Chair, Communication and Theatre Department/HS1127B**

ECONOMICS

Required: Ph.D. in Economics by 8/31/99, primary fields include labor economics and transition economies/comparative economic systems, evidence of college teaching experience and ability, active record of quality scholarship in specialty areas. Preferred: Secondary fields include quantitative economics and/or urban regional economics. Submission date: 1/10/98. In addition to information noted below, applicants should submit evidence of college teaching experience and ability, and a copy of a research paper showing an active record of Ph.D.-level scholarship in specialty areas. Reply to: **Dr. Kirsten Madden, Search Chair, Economics Department/HS1127**

ENGLISH/FILM

Teach introductory and advanced undergraduate film and general education writing courses (including freshman composition, advanced composition, or business and/or technical writing). Normal load is four courses per semester. Required: ABD in English, film studies, or relevant discipline, at advanced stage of dissertation (Ph.D. must be completed by 9/1/99), significant course work or teaching experience in film, and college teaching experience. Preferred: Ph.D., three years experience teaching writing at and beyond the freshman level. Submission date: 11/10/98. Reply to: **Dr. Alan Kelly, Search Chair, Department of English/HS1127A**

ENGLISH/RHETORIC (Two Positions)

Teach writing courses (including freshman composition, advanced composition and business and/or technical writing), possible development of new courses in emergent fields of rhetoric/composition. Normal load is four courses per semester. Required: ABD in English, at advanced stage of dissertation (Ph.D. must be completed by 9/1/99), specialization in rhetoric/composition, three years experience in teaching college level writing, including freshman composition, advanced composition, and business and/or technical writing. Preferred: Ph.D. Submission date: 11/10/98. Reply to: **Dr. Stuart Foreman, Search Chair, Department of English/HS1127B**

FOREIGN LANGUAGES/GERMAN

Teach language courses at all levels as well as Applied Linguistics and Foreign Language Methodology. Required: Native or near native fluency, Ph.D., college teaching experience, evidence of excellence in teaching, ability to teach German language at all levels, linguistics, and a methodology course for prospective foreign language teachers (French, German, Spanish, and Classics). Preferred: Knowledge of Instructional Technology and its role in teaching foreign languages, familiarity with ACTFL proficiency standards and oral proficiency testing, experience teaching at the elementary or secondary school level. Submission date: 12/15/98. Reply to: **Search Committee Chair, Department of Foreign Languages/HS1127**

HISTORY

Teach courses in United States political and constitutional history, Twentieth Century United States, and United States History surveys. Required: ABD in United States political or constitutional history since 1865. Ph.D. required by 10/1/00. Preferred: Ph.D. in United States political or constitutional history since 1865, teaching experience in United States political, constitutional or Twentieth Century history, willingness to teach Pennsylvania history survey, and record of scholarly publications. Submission date: 12/10/98. Reply to: **Dr. Linda Clark-Newman, Search Chair, History Department/HS1127**

MUSIC

Teach Music History to 1800 for music majors, International Music and American Music with emphasis on African-American music. Additional responsibilities could include teaching Popular Music, Music and Culture with an emphasis on world music, and applied instruction in candidate's area of expertise. Required: Master's degree in Music (music doctorate required for tenure), evidence of scholarly activity in music history and/or the study of diverse cultures, experience teaching. Preferred: Music doctorate, active performing experience, successful collegiate teaching experience in multi-cultural settings. Submission date: 12/7/98. Reply to: **Dr. Michael Houlahan, Search Chair, Department of Music/HS1127**

SOCIAL WORK

Teach a full range of courses in a CSWE-accredited generalist BA social work curriculum including social work research, and courses in a small gerontology program, serve as a field liaison, participate in program reaccreditation process, assist in developing curriculum for a possible MSW program, engage in successful scholarship, and provide service to the profession, University and community. Required: Master's of Social Work from a CSWE-accredited program, work toward a doctorate in Social Work or a related field, two years of full-time post-master's professional social work practice, teaching experience, and a record of research and scholarly publications. Preferred: An earned doctorate and two years teaching experience at a CSWE-accredited BSW program. Doctorate required for tenure. Submission date: 11/15/98. Reply to: **Dr. Carol A. Heintzelman, Search Chair, Department of Social Work/HS1127**

SOCIOLOGY/CRIMINOLOGY

Teach courses in Criminology, Research Methods, Quantitative Data Analysis, and either Introduction to Criminal Justice or Modern Corrections. Successful candidates will have a strong interest in teaching and mentoring undergraduate students. The opportunity also exists to teach courses in the Women's, Latino, African-American, and International Studies programs. Required: Ph.D. dissertation completed by August 1999 in Sociology, Criminology, or Criminal Justice, primary specialty in Criminology, and quantitative data analysis (with expertise in one of the following: comparative or cross-cultural criminology, police organization or culture, complex organization/correction management or another area consistent with the needs of the dept.), and evidence of successful college teaching experience in Sociology, Criminology or Criminal Justice. Preferred: Evidence of an active research agenda and professional involvement in the discipline. Submission date: 11/1/98. In addition to information noted above, applicants should submit evidence of teaching ability. Reply to: **Dr. Henry W. Fischer, Search Chair, Department of Sociology/Anthropology/HS1127**

MILLERSVILLE UNIVERSITY

P.O. Box 1002
Millersville, PA 17551-0302
http://www.millersv.edu
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408

STOUT

UNIVERSITY OF WISCONSIN

A member of the University of Wisconsin System, UW-Stout has 7,400 students enrolled in 16 graduate and 24 undergraduate programs. The University is located in Menomonie, a pleasant community 60 miles east of the Minneapolis-St. Paul area on Interstate 94. Beautiful lakes, streams and woods surround Menomonie, a city of 13,000. UW-Stout's location provides easy access to the cultural activities of the Twin Cities metropolitan area and at the same time, presents a wealth of year-round outdoor recreational activities nearby.

UW-Stout, an EEO/AA employer, values a diverse university community and seeks to ensure equal opportunity through a continuing and effective affirmative action program. The university invites inquiries for additional information regarding the following positions anticipated for 1998-99.

College of Arts and Sciences

Art and Design: 1) Art History, assistant professor, 2) Graphic Design, assistant professor, 3) Multimedia Design, assistant professor, 4) Ceramics, assistant professor, 5) Art Education, assistant professor, 6) Industrial Design, assistant professor, 7) Painting/Drawing/Life Drawing, assistant professor. **Contact:** Ron Verdon (715)232-1141, Fax (715) 232-1669, E-mail VerdonR@uwstout.edu.

Biology: 1) Physiologist, assistant professor, 2) Food Microbiologist, assistant professor. **Contact:** Lou Miller (715) 232-1138, Fax (715)232-2192, E-mail MillerLou@uwstout.edu

Mathematics, Statistics & Computer Science: 1) Mathematics, assistant professor, two positions, 2) Mathematics/Computer Science, assistant professor. **Contact:** Dr. Eileen Zito (715)232-2682, Fax (715) 232-1346, E-mail zitoe@uwstout.edu.

Physics: 1) Physics, assistant professor; 2) Physics, lecturer. **Contact:** Robert Foley(715) 232-1158, Fax (715)232-1437, E-mail foleyr@uwstout.edu.

Speech Communication, Foreign Languages, Theatre and Music: 1) Speech Communication Generalist/Assistant Director of Forensics, assistant professor, 2) Speech Communication Generalist/Director of Forensics, assistant professor. **Contact:** R.S. Hayes (715) 232-1238, Fax (715) 232-1346, E-mail Hayesr@uwstout.edu.

College of Human Development

Assistive Technology and Assessment Center: Vocational Rehabilitation or Technology, rehabilitation technologist. **Contact:** Al Noll (715) 232-2379, Fax (715) 232-5008, E-mail nolla@uwstout.edu

Education; School Counseling; School Psychology: 1) School Counseling, assistant professor, 2) School Counseling, assistant/associate professor, 3) School Psychology, assistant/associate professor. **Contact:** Dr. Mary Hopkins-Best (715) 232-1168, Fax (715)232-5008, E-mail Hopkinsbestm@uwstout.edu.

Food and Nutrition: 1) Food Science and Nutrition, assistant/associate professor, 2) Food Science and Nutrition, Department Chair/associate/full professor. **Contact:** Dr. Barbara Knous or Dr. Tira Pandolf (715)232-1994/(715) 232-1175, Fax (715) 232-2366, E-mail Knousb@uwstout.edu.

Hospitality and Tourism: 1) Lodging Administration, tenure track faculty, 2)Marketing/Management, tenure track faculty. **Contact:** Christine Clements (715) 232-2567, Fax (715) 232-2588, E-mail Clementsc@uwstout.edu.

Human Development, Family Living, Community Educational Services: 1) Early Childhood Educations, assistant/associate professor. **Contact:** Leslie Koepke (715)232-1463, Fax (715) 232-2524, E-mail Koepke@uwstout.edu.

College of Technology, Engineering and Management

Business: 1) Retail, assistant professor two positions. **Contact:** Stan Johnson, (715)232-2417, Fax (715) 232-5004, E-mail Johnsons@uwstout.edu

Industrial Management: 1) Manufacturing Management, Behavioral Sciences, assistant professor. **Contact:** Dr. Jerry Coomer (715) 232-2338, Fax (715)232-5004, E-mail Coomerj@uwstout.edu

Technology: 1) Apparel Design/Manufacturing, faculty, 2) CAD/Drafting, faculty, 3) Construction, faculty, 4) Product Development, faculty, 5) Welding and Manufacturing Processes, faculty. **Contact:** Jean Price (715) 232-1686, Fax (715) 232-1330, E-mail pricej@uwstout.edu

Other

Business and Financial Services: 1) Controller. **Contact:** Kimberly Vicek (715) 232-1683, Fax (715) 232-1527, E-mail vicekk@uwstout.edu

Residence Life: 1) Residence Hall Director, 2) Associate Residence Hall Director. **Contact:** Martin Fritz (715)232-3703, Fax (715) 232-1421, E-mail fritzm@uwstout.edu

Talent Search; Student Services: 1) Director, Educational Talent Search Program, 2) Academic Adviser for Educational Talent Search Program. **Contact:** Christine Vamavas (715) 232-2995, Fax (715) 232-2996, E-mail Vamavasc@uwstout.edu

Technology and Information Services 1) Chief Information Officer. **Contact:** Julie Furst-Bowe, (715) 232-2421, Fax (715)232-1699, E-mail Bowej@uwstout.edu

The positions are expected to be filled, but are contingent on funding. Since dates for screening of applications vary with position/department, place your inquiry as soon as possible. Visit our web site to learn more about UW-Stout and additional openings. Http://www.uwstout.edu

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Faculty Positions in the College of Education and Human Services

The University of Wisconsin Oshkosh

The College of Education and Human Services is pleased to announce the following tenure-track, academic year positions, at the Assistant/Associate Professor rank, beginning no later than September 7, 1999. All positions require completion, or near completion, of an earned doctorate. Successful candidates will show evidence of a commitment to teaching, research, publication and service.

Position 111b - Reading Education (Secondary)

Major responsibilities include teaching undergraduate and graduate courses in a self-contained department of Reading Education. An earned doctorate in reading education (focus on secondary classroom practices) required. At least three years of teaching experience at the secondary level required. Experience in administration and/or supervision of reading programs preferred. Experience in university teaching is also preferred.

Position 111c - Special Education (Learning Disabilities)

Major responsibilities include the teaching of undergraduate and graduate courses in mild/moderate disability areas with a preference for an emphasis in learning disabilities, and the supervision of related field experiences. Expertise in assessment, language development, and behavior management is preferred. The applicant is expected to have prior experience teaching individuals with disabilities. Knowledge about research-based teaching practices is desirable.

Position 111d - Special Education (Mental Retardation)

Major responsibilities include the teaching of undergraduate and graduate courses in mild/moderate disability areas with a preference for an emphasis in mental retardation, and the supervision of related field experiences. Expertise in assessment, assistive technology and augmentative communication, and instructional strategies is preferred. The applicant is expected to have prior experience teaching individuals with disabilities. Knowledge about research-based teaching practices is desirable.

Position 111e - Curriculum and/or Language Arts

Major responsibilities include teaching undergraduate and graduate courses in a department of Curriculum and Instruction. Assignments may include supervision of field experiences. Knowledge of connecting-the-curriculum, curriculum assessment and standards, and/or language arts for elementary/middle school is desirable. A minimum of three years of teaching experience at the elementary or secondary levels and university teaching experience is preferred.

Position 111f - Bilingual Education (Hmong/Spanish)/ESL and/or Curriculum

Major responsibilities include teaching undergraduate and graduate courses in a department of Curriculum and Instruction. Assignments may include supervision of field experiences. Knowledge of connecting-the-curriculum, curriculum assessment and standards is desirable. Prior experiences teaching bilingual education/ESL children or adolescents are desirable. A minimum of three years of teaching experience at the elementary or secondary levels and university teaching experience is preferred.

Applicants should submit a letter of application specifying position number, resume, statement of teaching philosophy, transcripts, and three current letters of recommendation to **Dr. Carmen I. Coballes-Vega, Associate Dean, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WI 54901-8662.** Applications will not be accepted after February 16, 1999. Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law.

The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Institution.

FLORIDA INTERNATIONAL UNIVERSITY
Dean College of Education

Florida International University invites nominations and applications for the position of Dean of the College of Education. The Dean reports to the Provost and Executive Vice President for Academic Affairs.

THE UNIVERSITY: FIU, located in Miami, is a research university and one of the fastest growing members of the State University System of Florida. Opened in 1972, FIU enrolls over 30,000 students on two major campuses. FIU has an established and rapidly growing reputation for excellence in research, and a strong history of diversity and minority representation among its students, faculty, staff and administrators.

THE COLLEGE: The College of Education delivers a variety of state and nationally recognized high quality undergraduate, graduate, and doctoral programs, engages in research and program development activities, and provides field services to the educational community throughout South Florida. These programs and services are offered through the College's six departments. The College is fully accredited by the National Council for the Accreditation of Teacher Education, the Florida Department of Education, the Florida Board of Regents and other professional accrediting agencies. The College seeks to expand its contribution to FIU's proposed goal of a Carnegie Research I status.

RESPONSIBILITIES: Ability to foster interdisciplinary collaboration, multiculturalism, and technology integration. Provide necessary leadership to promote participatory decision making, external research funding, maintenance of linkages with the community, collaboration with pre-K-16 educational institutions, and continuance of national accreditation of the unit and state and national accreditation of the College's programs.

QUALIFICATIONS: Doctorate in education or a related field and a substantive record of research and publications that warrant an appointment at the rank of Full Professor in one of the Departments of the College of Education. Excellent communication and interpersonal skills, broad-based understanding of formal and informal education at the pre-K-16 level, capability to foster partnerships, commitment to excellence in teaching, research/creative activities, and public service, integrity, and excitement about mentoring.

Value Academic freedom, have a vision for education that demonstrates knowledge of national trends and issues going into the 21st century, understand the nature of a College of Education that is in the process of transition and growth, and experience in advancing cultural and gender sensitivity and diversity. Prior administrative experience is required.

Applicants must include: 1) a letter describing experience and strengths as they relate to the position, **2)** a current resume or curriculum vitae, **3)** a descriptive statement of leadership style, vision, and beliefs about leadership in this position, and **4)** the names, addresses, titles, and phone numbers of three references who may be contacted.

Applications and nominations must be postmarked by December 11, 1998.

Dr. DeLois P. Weekes, Chair
COE Dean Search Committee
c/o College of Health Sciences
Florida International University
University Park Campus-CH 221
Miami, Florida 33199

The Search and selection process will be conducted in accordance with the "Government in Sunshine" laws of Florida. Meetings and all documents related to the search will be open to the public.

Florida International University is an Equal Opportunity/Affirmative Action, Equal Access Employer

HTTP://WWW.FIU.EDU

TEXAS LUTHERAN UNIVERSITY

History

Texas Lutheran University <www.txlutheran.edu> invites applications for a full-time, tenure-track, rank open, position in its Department of History and Geography, to begin August 1999.

Requirements for the position include a Ph.D. by date of appointment, the ability to teach effectively a wide range of introductory and advanced courses in history, and administrative and leadership skills appropriate for serving as chair of the department.

Salary is commensurate with experience and benefits are excellent. Send letter of application, curriculum vitae, copies of transcripts, statement of teaching philosophy, and five references (names, addresses, and telephone numbers) to

Frank Giesber, Ph.D.
Interim Executive Vice President and Provost
Texas Lutheran University
1000 W. Court St.
Seguin, TX 78155
fax (830) 372-8008
e-mail: fgiesber@txlutheran.edu

Review of applications will begin December 1, 1998, and continue until the position is filled.

Texas Lutheran University is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

MANHATTANVILLE
COLLEGE

Manhattanville College invites applications for the following positions beginning in the Fall 1999 semester. All are tenure track Assistant Professor rank and require an earned doctorate, excellence in teaching, significant student advising and professional development.

Biology: Broadly-based with ability to teach Introductory Biology, Microbiology, Immunology, Introductory Nutrition (developmental Biology and/or Biochemistry desirable). Candidacy for Fall 1999 and substitute position open for Spring 1999. **Chair: Annemarie Battica**

History, African Studies: Specialist in African History with ability to teach wide range of topics in small liberal arts college environment. Serve as Director of Interdisciplinary African Studies Program. **Chair: Lawson Bowling**

French/Italian: Teach both languages and literatures at all levels, beginners through major courses. Specialty in modern literature desirable. **Chair: Claude Roquin**

Psychology: Teach Introductory Psychology, Statistics, Research Methods, and in area of specialization (open). Supervise undergraduate internships and research.
Chair: Susan Gerrity

Physics: Teach undergraduate Physics including Introductory Physics, both non-calculus and calculus based. Oversee the development of an undergraduate Physics program.
Chair: Edward Schwartz

Applications including curriculum vitae, and names of three references to the respective chairperson, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577

Manhattanville College is an Equal Opportunity/Affirmative Action Employer

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VICE PRESIDENT FOR STUDENT AFFAIRS

The University of Maine seeks a creative, experienced leader to join the President's Cabinet as the chief campus official for student living and learning experiences outside of the classroom. Applicants should be knowledgeable and enthusiastic about the intellectual, emotional and social development of students, in the context of a growing undergraduate population on a campus committed to sustaining a living learning community.

Founded in 1865, the University of Maine is the state's land grant and sea grant institution. It serves as the flagship university of the seven-member University of Maine System and is responsible for providing high quality undergraduate and graduate education, basic and applied research, and outreach services to the people of Maine. UMaine's 1998 fall enrollment includes approximately 7,000 undergraduate and 2,000 graduate students.

The Vice President for Student Affairs is responsible for providing leadership in planning, implementing, assessing and improving student services and experiences, including the Center for Students and Community Life (managed by the Dean of Students), residential life, dining services, public safety, and health and counseling services. The successful candidate must be prepared to address several student life issues of particular importance to the campus: increasing the appreciation of diversity by all students, while enhancing the campus experiences of students of difference, strengthening collaboration between academic and student affairs, and managing expected growth in undergraduate enrollment while maintaining the best features of a small, land grant university.

Qualifications: Applicants must demonstrate substantial, successful experience developing, promoting, managing student-centered programs, preferably on a residential campus. Senior level experience in the areas of fiscal management, staff supervision, and work with diverse internal and external constituencies is required. Experience managing auxiliary enterprises is desirable, as is knowledge of relevant legal issues in higher education. Demonstrated sensitivity to issues of nondiscrimination, affirmative action, and diversity are strongly preferred. An advanced degree, preferably a doctorate, is required.

Candidates should address the above criteria in a letter of interest accompanying a resume and the names and telephone numbers of at least three professional references. Review of applications begins January 11, 1999. The position is available July 1, 1999.

Nominations and applications should be addressed to:

Dr. Evelyn Silver
Vice President for Student Affairs Search
University of Maine
Room 101
5754 North Stevens Hall
Orono, ME 04469-5754
http://www.maine.edu/

The University of Maine is an Equal Opportunity/Affirmative Action employer and is committed to increasing diversity in campus leadership positions.

Assistant/Associate Professor Positions

UNIVERSITY OF MISSOURI-ROLLA

Four new tenure-track, Assistant/Associate Professor positions are being created on the University of Missouri-Rolla campus through State Enhancement funding in the area of materials and manufacturing. Ideally a faculty member is sought who can complement the teaching and research activities of existing faculty working in the appropriate discipline area listed below, and who will participate in the campus interdisciplinary Materials Research Center. Previous experience and evidence of independent research activities in the area of films and coatings is preferred.

Metallurgical Engineering (Metallic Thin Films) #R52880, Ceramic Engineering (Nanostructures, Films and Coatings) #R52877, Physics (Experimental Condensed Matter Physics/Materials) #R52802, and Chemistry (Polymers, Coatings, and/or Materials Synthesis) #R52797. For further position and departmental information, access the center's home page at http://www.umr.edu/~mrc.

Applications, including curriculum vitae with publications list, the names and addresses of at least four references, and a brief description of research interest should be sent by January 15, 1999 to **Human Resource Services, #R (with appropriate reference number), University of Missouri-Rolla, 1202 North Bishop, Rolla, MO 65409-1050** for logging and acknowledgment prior to being forwarded to the department.

UMR is an AA/EEO employer and females, minorities and persons with disabilities are encouraged to apply.

THE UNIVERSITY OF WEST FLORIDA

Department of Computer Science

■ ASSISTANT PROFESSOR ■

Applications are invited for the tenure track position of assistant professor beginning August 1999. Applicants must hold a Ph.D. in computer science (or a related discipline) and should be able to teach a variety of graduate and undergraduate courses in computer science, computer information systems, and/or software engineering. Preference will be given to individuals that also have industrial experience. Salary range: $47,000-$55,000 on a 9 month basis.

The Department has 500 undergraduate and 150 graduate students enrolled in programs in CS, CIS, and software engineering. We offer BS degrees in CS and CIS, MS degrees in CS and software engineering, and support a BS in computer engineering offered by our ECE department. Our faculty have interests in the following areas: pattern recognition, artificial intelligence, computers in education, neural networks, image processing, software engineering, computer vision, graphics, and simulation.

The University of West Florida is an urban university with approximately 8,200 students, situated in a 1,000 acre wooded campus on the edge of Pensacola, and is part of the State University System of Florida. Pensacola is home to about 250,000 people and is about 50 miles east of Mobile, 200 miles east of New Orleans, and 325 miles southwest of Atlanta. Pensacola is well known for its beautiful beaches, wonderful seafood, and modest cost of living.

Applicants must provide documentation of the right to work in the United States. Applicants should send (not by e-mail) a resume, a list of three references, a statement of interests and goals to **Jim Bezdek, Search Committee Chair, Department of Computer Science, The University of West Florida, Pensacola, Florida 32514.** Review of applications will begin on February 1, 1999. UWF is an EO Access/AA employer. Women and minorities are encouraged to apply.

Visit us at http://www.cs.uwf.edu/

DIRECTOR OF THE OFFICE FOR MULTICULTURAL AFFAIRS AND ASSISTANT DEAN FOR STUDENT SERVICES

Multiculturalism and diversity are part and parcel of the educational mission of Trinity College. We seek a Director of Multicultural Affairs who is committed to this vision. The Director, who will also hold the title of Assistant Dean, reports to the Vice President for Student Services. The Director is charged with developing academic and mentoring programs, including [illegible] coordination of multicultural programming, promotion of multicultural awareness and education, advising students and organizations, developing leadership skills among students, assisting in evaluation and formulation of recruitment and retention strategies, and consulting with faculty and administrators on diversity issues both inside and outside the classroom. The Director regularly reviews the campus social/cultural environment and student satisfaction and promotes change where it is needed. The Director collaborates on projects with the offices of the Dean of Students, Dean of Faculty, Residential Life, Student Activities, and Career Services, and works with the Development and Alumni offices to stimulate personal and financial support from alumni(ae), corporations and foundations, and friends.

Review of applications will commence in November and continue until the position is filled. Anticipated starting date is [illegible] 1999. Candidates must have an advanced degree and substantial related experience. Please submit a resume, cover letter and the names, titles, and telephone numbers of three professional references to **Multicultural Affairs Search, c/o Donna D. Willson, Director of Human Resources, Trinity College, 300 Summit Street, Hartford, CT 06106.**

Trinity College is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply. [illegible]

TRINITY COLLEGE
Hartford, Connecticut

Harvard Law School

Coordinator of Externship Programs

Harvard Law School has one of the most extensive clinical legal education programs in the country administered by the Office of Clinical Programs. Our Externship component utilizes a variety of civil, criminal and governmental law agencies in the Boston area. Approximately 150 students participate in our Externship and Independent Clinical Work Program each academic year. We are seeking a new Coordinator of Externship Programs who will work with, and report to, the Administrative Director of Clinical Programs.

Communicates with faculty, investigates and develops appropriate placements, administers complex evaluation process including monitoring and evaluating placements and supervision, obtaining student feedback, conducting site visits and supervisor meetings. Continually evaluates overall quality of externship program. Develops and maintains data and produces regular reports. Participates in general program administration including academic planning, counseling students, clinical pre-registration.

BA required, JD preferred with 3-5 years' experience in student services or clinical education administration. Must have solid working knowledge of local civil, criminal and government legal communities or comparable experience; strong oral and written communication and interpersonal skills required; must be a self-starter and a creative problem solver.

HLS offers a unique work environment, comprehensive benefits and a generous tuition assistance program. Please send a letter of application, resume and names of three references to: Shirley Mulford, Harvard Law School Personnel Office, JOB CODE: HSOT 11/98, Areeda 138, 1545 Massachusetts Ave., Cambridge, MA 02138.

Learn more about our job opportunities:
www.law.harvard.edu

An equal opportunity employer

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411

IUSB

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Indiana University South Bend

Indiana University South Bend invites nominations and applications for the position of Vice Chancellor for Academic Affairs

THE UNIVERSITY - Indiana University South Bend is the third largest of eight state-wide Indiana University campuses. It is a non-residential, urban, comprehensive campus, enrolling over 7,300 students and is staffed by 246 full time and 273 part time faculty members. Indiana University South Bend offers 103 different degree and certification programs, with master's degrees in Business, Education, Music, Public and Environmental Affairs, Psychology, Social Work, Nursing and Liberal Studies.

RESPONSIBILITIES -The Vice Chancellor reports to the Chancellor, is the chief academic officer of the campus, and represents the campus on the All-University Academic Officers Committee. Reporting directly to the Vice Chancellor for Academic Affairs are the Associate Vice Chancellor for Academic Affairs, the Deans of five academic Divisions (Business and Economics, Education, Liberal Arts and Sciences, Nursing and Health Professions, and Arts), and more than a dozen other academic administrators.

QUALIFICATIONS

- Vision and energy to lead the faculty and staff of a diversified, comprehensive, growing, public university.
- Earned doctorate or terminal degree.
- Distinguished academic record commensurate with faculty appointment at full professor level with tenure.
- Significant record of effective teaching and substantial scholarly achievement.
- Demonstrated experience in research administration.
- Successful administrative experience as a Dean or in a major academic unit.
- Demonstrated expertise in budgetary, fiscal, and personnel management.
- Commitment to and experience in shared governance with faculty, staff, and students.
- Dedication to academic excellence and academic freedom.
- Ability to communicate effectively with all University constituencies.
- Commitment to equal opportunity and affirmative action.

SALARY - The salary is competitive, with a comprehensive fringe benefits package.

THE COMMUNITY - Indiana University South Bend is located in north central Indiana, 90 miles east of Chicago. With a population of more than 250,000, the South Bend area has the amenities of a metropolitan center with the personal warmth of a mid-sized community. South Bend is the home of five other colleges and universities and, with the community's exceptional cultural and recreational resources, offers an attractive quality of life.

APPLICATION - The position of Vice Chancellor for Academic Affairs will be available July 1, 1999. Review of applications will begin immediately and will continue until the position is filled. Completed applications received after January 15, 1999 cannot be assured full consideration. Nominations should include the name, address, and telephone number of the nominee. Applicants should submit a letter of interest, a Curriculum Vita, and the names, addresses, email, fax, and telephone contact information for 3 to 5 professional references.

Send nominations and application materials to:
John E. McEneaney, Co-Chair
Vice Chancellor for Academic Affairs Search Committee
Indiana University South Bend
Post Office Box 7111
South Bend, IN, 46634

Search Contact Information:
Voice: 219-237-4278
FAX: 219-237-6589
Email: PHrynko@IUSB.edu

Information about Indiana University South Bend is available online at http://www.iusb.edu.

Indiana University South Bend is strongly committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups.

UNIVERSITY REGISTRAR DIVISION OF STUDENT SERVICES

Florida Gulf Coast University

Responsibilities include the university calendar, registration, academic record keeping, veteran's services, schedule of classes, transfer of course work from other institutions, and commencement.

REQUIRES: MA/MS in an appropriate area of specialization and 5 yrs of progressively responsible experience in admissions, registration, records management, transfer articulation or related area; or a BA/BS and 7 yrs experience as noted above. **PREFER:** Experience in a growth university and SCT/Banner administrative software.

TO APPLY: Submit two copies of each: letter of interest, resume, & list of 5 references postmarked by December 14, 1998 to:

FGCU, Pos. #10177, HR Dept.,
10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565.

For add'l info call our jobline 941-590-1111
or visit our website at:
http://admin.fgcu.edu/hr/index.html

Under FL public records laws, applications will be made available upon request.

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

AU

AMERICAN UNIVERSITY

American University, Washington College of Law is seeking to fill four tenure-track faculty positions in a wide variety of curricular areas. The fields include: **Alternative Dispute Resolution, Clinical Legal Education, Constitutional Law, Intellectual Property Law, Law and Government, Legislation and Regulation, Federal Courts, Business Law, Communications Law, Health Law and Legal Ethics.**

The Washington College of Law is committed to a diverse faculty, staff and student body and encourages the application of women and minorities. Appointments will be for the 1999-2000 academic year.

The American University is an EEO/AA employer committed to a diverse faculty, staff and student body. The school encourages applications by minority and women candidates. All inquiries should be by mail. Applicants should submit a cover letter and resume to:

American University
Washington College of Law
Office of the Dean, Ste 366
4801 Massachusetts Avenue, NW
Washington, DC 20016

MESSIAH COLLEGE

Grantham, PA 17027

Position Openings for 1999-2000

- **Registrar**
  Contact: Human Resources
- **Librarian/Technical Services Coordinator**
  Contact: Jonathan Lauer, Director of Library

Full-time, tenure-track faculty positions available for 1999-2000; doctorate and teaching experience preferred.

- **Assistant Professor of Biology (Molecular Biology)**
- **Assistant Professor of Biology (Vertebrate Biology)**
  Contact: Gary Emberger, Chair, Natural Sciences
- **Assistant Professor of Family Studies**
- **Assistant Professor of Experimental Psychology**
- **Assistant Professor of Urban Studies (Philadelphia Campus)**
  Contact: Raeann Hamon, Chair, Behavioral Sciences
- **Assistant Professor of European History**
  Contact: Dean Curry, Chair, History & Political Science
- **Assistant Professor of Marketing**
  Contact: Terry Earhart, Chair, Management & Business
- **Assistant Professor of Graphic Arts**
  Contact: Ted Prescott, Chair, Visual & Theatrical Arts
- **Assistant Professor of Music (Orchestra)**
  Contact: Richard Roberson, Chair, Music
- **Assistant Professor of Exercise Physiology**
  Contact: Barbara Burwell, Chair, Health, Physical Education & Recreation
- **Assistant Professor of Engineering**
  Contact: David Vader, Chair, Engineering

Submit a letter of interest, vita, and the names, titles and phone numbers of three professional references to the respective Chair.

Application Deadline: December 15, 1998

Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. Messiah College is a teaching institution which emphasizes instruction but values research and public service. Strong support is given to faculty growth and scholarship. For additional information, contact:

Kim S. Phipps, Academic Dean
Messiah College
Grantham PA 17027
717-766-2511
www.messiah.edu

AA/EOE

William Rainey Harper College **is a comprehensive community college located in Chicago's northwest suburbs which enrolls over 20,000 students of all ages. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching. Full time tenure track faculty positions are available in the following areas for the 1999 Fall Semester:**

FACULTY POSITIONS

ACCOUNTING: MS in Accounting or MBA (with minimum 24 hrs in Accounting); CPA or CMA and three to five years accounting experience preferred.

ANTHROPOLOGY/SOCIOLOGY: Master's degree in Anthropology with substantial (MA equivalent) in Sociology. Competency to teach Introductory Sociology, Anthropology and Cultural Anthropology. Field work in either discipline preferred.

ART: MFA in a two-dimensional area and qualifications to teach drawing, figure drawing, painting, and printmaking. College level teaching experience preferred.

AUTOMATED MANUFACTURING SYSTEMS: Requires a degree in mechanical or electrical engineering or technology with a minimum of five years industrial experience and documented teaching experience with mechanical systems, hydraulics and pneumatics, electronic instrumentation, PLC's, sensors, and electro-mechanical interfacing. Verified work experience in electronics and computer technology a plus.

BIOLOGY: Master's degree in Biology and demonstrated teaching competence in general education Biology courses as well as health career support courses. Three years of college biology teaching with community college experience preferred.

CNC/CAM: Journeyman/toolmaker with significant industrial/technical and documented teaching experience required. Knowledge of SmartCam (or equiv. Software), conversational programming, machining processes, and a strong desire to teach. Proven experience in administering technical programs and curriculum a plus.

COMPUTER INFORMATION SYSTEMS: Master's degree in Information Systems or Computer/Business related field. Minimum of three to five years experience on mainframes and micro computers, plus systems analysis and design experience. Programming experience required in C++, C, COBOL, Assembler, or Visual BASIC with knowledge of and work experience in networks, client server, or Object-oriented Design desired.

CRIMINAL JUSTICE: Master's degree in Criminal Justice, Law Enforcement or closely related field. Juris Doctorate considered. Minimum of three years experience in law enforcement, private security/policing or closely related field; two years teaching experience preferred. Community college experience and extensive understanding of law enforcement at all levels, community policing, emergency and disaster procedures, computer literacy and demonstrated communication skills strongly desired.

DENTAL HYGIENE: RDH with master's degree in Dental Hygiene, education or related field. Teaching experience in a dental hygiene program, both clinical and didactic, preferred. Primary duties include second-level clinical instruction and program coordination responsibilities.

EARLY CHILDHOOD EDUCATION: Master's degree in Early Childhood Education or Human Development, two years teaching experience with children ages 0-5 years, and one year of college teaching experience with demonstrated teaching competency preferred. Experience directing a child care center and active participation in appropriate professional organizations preferred.

ELECTRONICS: Requires BS in Electronics Technology, Electronics, or equivalent. Three to five years verified industrial/technical experience within the Electronics, Electronics Manufacturing and/or Electronics Telecommunications industry. Three years of documented, successful teaching experience and current curriculum development projects. Working knowledge of National Instruments LabView software (or equivalent) or the ability to become a certified LabView Instructor is preferred. A combination of hardware and computer technologies a plus.

HISTORY: Master's degree in History with competencies to teach US and Latin American history.

MATHEMATICS - General: Master's degree in mathematics or equivalent and meet the AMATYC preparation guidelines. Three years teaching experience preferred. A full-range college mathematics teacher.

MATHEMATICS - Math Education: Master's degree in mathematics or equivalent and meet the AMATYC preparation guidelines. Three years teaching experience preferred. Course work or experience in math education research a plus. A full-range math teacher with emphasis on math education for pre-service elementary school teachers.

MATHEMATICS/COMPUTER SCIENCE: Master's degree in mathematics or equivalent and meet AMATYC preparation guidelines. Additional coursework in computer science required. Three years teaching experience preferred. A full-range math teacher with emphasis in computer science.

MUSIC: Instrumental Conductor. Master's required, doctorate preferred. Responsibilities include: expand & develop instrumental ensemble program (concert band, pep band, jazz band); 2) applied instruction (woodwinds preferred, others considered); 3) general music courses; 4) recruiting. High school and college teaching experience preferred. Send list of references, representatives concert programs and supporting materials. No tapes now! NASM accredited department.

NURSING: Master's degree with a major in nursing; two years nursing practice (medical surgical and/or orthopedic; also community/home health desirable). Current registered nurse licensure in Illinois or eligibility for Illinois license. Responsibilities include didactic and clinical instruction in medical surgical and community health nursing. Teaching experience preferred.

PHILOSOPHY: Master's degree and demonstrated teaching competency required. Should have proficiency in at least one of the following: Non-western Philosophy, Feminist Philosophy or Environmental Ethics. Other responsibilities include teaching interdisciplinary courses and development of a Critical Thinking course.

PHYSICS/PHYSICAL SCIENCE: Minimum of Master's degree in Physics or equivalent, with three years successful teaching experience preferred. Responsibilities include teaching physics, physical science, energy and society, and possibly astronomy courses at the freshman, sophomore and service-course levels. Experience in a microcomputer-based laboratory setting is preferred. Experience using multimedia in the classroom a plus.

SIGN LANGUAGE: Master's degree in field or related field with native or near-native fluency and an understanding of Deaf culture; two years successful teaching experience; professional certification from RID or ASLTA. Primary courses to be taught include beginning to advanced level ASL courses. Other related courses may include interpreting coursework.

SPANISH: Master's degree required with native or near-native fluency and an understanding of Spanish culture; teaching experience desired. Duties include teaching all instructional levels, from introductory Spanish grammar to literature.

To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement of educational/teaching philosophy, and three (3) letters of recommendation to:

Harper College
Employment Specialist
1200 W. Algonquin Rd.
Palatine, IL 60067

Applications will be reviewed beginning in **October 1998** and will continue to be accepted until the positions are filled. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

Harper College is an Equal Opportunity Affirmative Action Employer which encourages applications from women, minority group members, and persons with disabilities.

WESTERN
WASHINGTON UNIVERSITY

Provost / Vice President for Academic Affairs

The Western Washington University campus community invites applications and nominations for the position of Provost / Vice President for Academic Affairs. The Provost / Vice President for Academic Affairs is the chief academic officer of the university and has senior leadership, policy, and decision responsibility for academic programs, faculty, academic relations with other organizations, academic budgets, and academic facilities planning. The Provost also serves as a member of the senior management team, fulfills an important role in university-wide matters, represents the university to appropriate external bodies, and serves as President when the President is unavailable.

Required qualifications for the Provost / Vice President for Academic Affairs position include an earned doctorate or other terminal degree and academic leadership experience as a Dean, Academic Vice President, or other senior administrator. Candidates must also demonstrate a distinguished record of teaching and scholarship appropriate for an appointment as a tenured Full Professor in one of the university's academic departments. Desirable qualifications include:

- Evidence of extensive, effective planning and decision-making experience in curricular, personnel, and budgetary areas, a record of increasing line responsibility in academic management.
- A collegial leadership style that embraces shared faculty governance, accessibility, and a commitment to diversity.
- Evidence of excellent communications skills, an ability to work with diverse constituencies, and experience in managing change.
- A demonstrable understanding of the mission and environment of a public, comprehensive university.
- A record of support for undergraduate education and for inclusive approaches to pedagogy, as well as a record of successful undergraduate teaching.
- Evidence of a commitment to academic excellence in areas such as graduate education, faculty scholarship, undergraduate opportunities in research, and extended programs.

Western Washington University is a comprehensive university whose goal is to provide the highest quality undergraduate programs in the state along with a number of selected, strong graduate programs. Western is an institution of more than 11,000 students located on a beautiful campus in Bellingham, Washington (about 90 miles north of Seattle and 60 miles south of Vancouver, British Columbia).

The President and campus community seek to fill the position of Provost / Vice President of Academic Affairs by September 1999. The salary and benefits are competitive. All inquiries, nominations, and applications will be held in strictest confidence and should be addressed to:

Provost / Vice President of Academic Affairs
Search Committee
Professor Stephen Senge, Chair
Old Main 450 MS 9000
Western Washington University
Bellingham, WA 98225

Applications should include a letter of interest addressing the stated qualifications, a curriculum vitae, and the names and addresses of five referees. To insure full consideration, application materials must be received by December 7, 1998. WWU is an AA/EEO employer.

More information on the Provost / Vice President of Academic Affairs search is available at ***http://www.ac.wwu.edu/~provost.*** *This website provides the opportunity to send nominations electronically.*

USDA

United States Department of Agriculture
Cooperative State Research, Education, and Extension Service
(CSREES)

Administrator, CSREES

USDA is seeking to fill the position of agency Administrator for the Cooperative State Research, Education, and Extension Service. As Administrator, the incumbent is responsible for working with partners and customers to advance research, extension, and higher education in the food and agricultural sciences and related environmental and human sciences to benefit people, communities, and the Nation. Programs under the direction of the incumbent are financed by approximately $900 million in Federal funds and accomplished through the efforts of approximately 400 CSREES employees. The incumbent reports directly to the Under Secretary, Research, Education, and Economics and has frequent contacts with top officials of USDA, other government agencies, cooperative extension services, state agricultural experiment stations, colleges and universities, private organizations and corporations, national and international institutions, Departments and Ministries of Agriculture in other nations, and members of Congress and their staffs.

This is a Senior Executive Service position. Salary ranges from $106K to $125K (including locality pay), commensurate with experience. A Ph.D. in a discipline related to the position is highly desirable.

For information on the position, call **Betty Lou Gilliland at 202-720-7441;** for vacancy announcement/application procedures, call **Gwen Donovan at 301-504-1448.**

GAINESVILLE COLLEGE

Political Science Faculty Position (Tenure-Track)

Gainesville College invites applications for a tenure-track position in Political Science beginning January or August 1999.

THE POSITION
Primary teaching responsibility is American Government with preference given to candidates with credentials to teach in other sub-fields or a related discipline. Candidates must demonstrate a commitment to excellence in teaching, interdisciplinary endeavors and distance learning.

QUALIFICATIONS
Ph.D. in Political Science preferred with a strong commitment to teaching at the two-year college level.

THE COLLEGE
Gainesville College, a two-year college of the University System of Georgia, offers classes on and off campus including day, evening and weekend. It is committed to teaching, service, and support of professional development and campus diversity.

THE APPLICATION
Candidates should submit a letter of application, vita, unofficial copies of undergraduate/graduate transcripts (official copies will be required of those chosen for an interview), a statement of teaching philosophy, and three letters of recommendation to:

Human Resources Office
Political Science Search Committee
Gainesville College
PO Box 1358
Gainesville, GA 30503

Review of completed files will begin **December 1998** and continue until the position is filled.

Gainesville College is an Affirmative Action/Equal Opportunity Educational Institution

THE UNIVERSITY OF WEST FLORIDA

Department of Computer Science

CHAIR

Applications are invited for the position of Chair, Computer Science Department, beginning Fall 1999 applicants must hold the Ph.D in Computer Science/Computer Engineering/ CIS/ or a related discipline. The primary focus of our department, and at UWF more generally, is on teaching, but we also expect our faculty to engage in research and scholarly endeavors. We have a burgeoning enrollment, a smallish faculty, and good potential for growth. We expect to hire several faculty this year to meet the needs of our growing student body, making the chairperson's job exiting as well as demanding. Salary range: negotiable, depending on administrative experience, research and teaching background, and other factors relating to effective leadership of the department. Field of expertise is open.

The Department has 500 undergraduate and 150 graduate students enrolled in programs in CS, CIS, and software engineering. We offer BS degrees in CS and CIS, MS degrees in CS and software engineering, and support a BS in computer engineering offered by our ECE department. Our faculty have interests in the following areas: pattern recognition, artificial intelligence, computers in education, neural networks, image processing, software engineering, computer vision, graphics, and simulation.

The University of West Florida is an urban university with approximately 8,200 students, situated in a 1,000 acre wooded campus on the edge of Pensacola, and is part of the State University System of Florida. Pensacola is home to about 250,000 people and is about 50 miles east of Mobile, 200 miles east of New Orleans, and 325 miles southwest of Atlanta. Pensacola is well known for its beautiful beaches, wonderful seafood, and modest cost of living.

Applicants must provide documentation of the right to work in the United States. Applicants should send (not by e-mail) a resume, a list of three references, a statement of interests and goals to **Jim Bezdek, Search Committee Chair, Department of Computer Science, The University of West Florida, Pensacola, Florida 32514.** Review of applications will begin on February 1, 1999. UWF is an EO Access/AA employer. Women and minorities are encouraged to apply.

Visit us at http://www.cs.uwf.edu/

Consider Skagit Valley College
Mount Vernon, Washington

Dr. Lydia Ledesma-Reese

President

Skagit Valley College, located in Northwest Washington and dedicated to educating and serving students, is seeking applicants for the following full-time, tenure-track faculty positions. Starting date for faculty positions is September, 1999.

Mount Vernon Campus:
English Instructor
Math Instructor
Music Instructor
Physical Education Instructor
Physical Sciences Instructor
Physics Instructor
Speech Instructor

Qualifications: Master's degree in appropriate discipline required. Multicultural experience desired.

Salary: $31,400 for nine-month contract, plus benefits.

Application Procedure: Applications may be obtained from and returned to:

Skagit Valley College
Personnel Office
2405 East College Way
Mount Vernon, WA 98273
360-416-7800/TTY 416-7718/www.svc.ctc.edu

Applications must include: 1) official SVC application, **2)** resume with names and phone numbers of three professional references, and **3)** written response to supplemental questions (if required). Screening begins **November 30, 1998 (except for Physical Education and Speech Instructor positions, screening begins November 20, 1998).** Positions are open until filled.

EEO/AA Employer

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION

Division of Educational Leadership and Policy Studies

ASSOCIATE OR FULL PROFESSOR
Higher and Postsecondary Education Program

The Higher and Postsecondary Education Program of the Division of Educational Leadership and Policy Studies, College of Education, Arizona State University invites nominations and applications for one associate/full professor position. The person selected will join a nationally recognized graduate program in one of the leading colleges of education in the United States. Arizona State University is the third largest university in the country and is the only public university in the rapidly-growing Phoenix metropolitan area, now the seventh largest in the United States. Graduate faculty in this Research I university are noted for productive scholarship and service to the region, state and nation, as well as to their academic discipline. The Higher and Postsecondary Education program has a particularly strong emphasis on studies relating to college students and on preparation of student affairs administrators.

POSITION RESPONSIBILITIES:
The person selected will teach and advise graduate students in the Higher and Postsecondary Education program, primarily in the program emphasis on studies relating to college students and on preparation of student affairs administrators; collaborate with colleagues in recruiting, graduating and placing students; mentor doctoral students in dissertation completion and professional development; provide appropriate service to the program, division, college, university and discipline, and conduct research, publication and grant activities appropriate to the rank of associate or full professor in a Research I university.

REQUIRED QUALIFICATIONS:
To be considered for appointment to this position candidates must have an earned doctorate in Higher Education, College Student Personnel or other discipline appropriate to studies relating to college students and the preparation of student affairs administrators, and an established record of research and publication appropriate to rank.

DESIRED QUALIFICATIONS:
In addition to these requirements it is highly desired that candidates have recent experience in student affairs administration and in teaching and/or mentoring graduate students. Also desired is evidence of participation in service to the profession, successful external grant proposal activity and scholarly qualifications to chair Ed.D. and Ph.D. student advisory committees.

APPLICATION DEADLINE:
Review of applications will begin on November 1, 1998 and continue until January 16, 1999. Applications received after January 16, 1999 will be considered if a subsequent review cycle is necessary.

APPLICATION PROCEDURE:
Send a letter of application & curriculum vita (including names of at least three persons who may be contacted for references) to:

Chair, Search Committee Faculty Position
Higher & Postsecondary Education
Educational Leadership & Policy Studies
College of Education
Arizona State University
Box 872411
Tempe, AZ 85287-2411

GENERAL INFORMATION:
Arizona State University is an Equal Opportunity/Affirmative Action employer encouraging diversity.

BEST COPY AVAILABLE

UNIVERSITY OF HOUSTON
Cullen College of Engineering
Department Chair Positions

Applications and nominations are invited for the following openings. Candidates should have an established national and international reputation in research, and academic and professional leadership experience. Credentials appropriate to the rank of Professor are required.

Department Chair, Chemical Engineering. Detailed information is available at **http://www.chee.uh.edu.** The position requires an earned doctorate in chemical engineering or a related field. The Committee will accept and review applications until the position is filled. Send nominations and applications, including current vita, to **Dr. Martin Golubitsky, Chair, CHEE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814** (or e-mail to **kelledge@uh.edu or mg@uh.edu**)

Department Chair, Electrical and Computer Engineering. Detailed information is available at **http://www.egr.uh.edu/ece.** The position requires an earned doctorate in electrical or computer engineering. The Committee will begin reviewing applications on January 15, 1999, and continue until the position is filled. Send nominations and applications, including current vita and five references, to **Dr. Neal Amundson, Chair, ECE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814,** or e-mail to **kelledge@uh.edu.**

Department Chair, Industrial Engineering. Detailed information is available at **http://www.egr.uh.edu/ie.** The position requires an undergraduate degree in engineering and an earned doctorate in industrial engineering or closely related field. The search committee will accept applications until the position is filled, but will start reviewing applications on January 9, 1999. Send nominations and applications, including current vita, five references, and a philosophical statement on strategies for program and research opportunity development, to **Dr. Charles Dalton, Chair, INDE Search Committee, Cullen College of Engineering, University of Houston, Houston, TX 77204-4814,** or e-mail to **dalton@uh.edu.**

Positions are available beginning Fall 1999, with competitive salary and benefits.

UH is an equal opportunity, affirmative action employer.
Minorities, women, veterans, and persons with disabilities are encouraged to apply.

Old Dominion University
Darden College of Education
Norfolk, Virginia

The Darden College of Education is pleased to invite applications and nominations for the following tenure track faculty positions beginning July 25, 1999. Candidates are expected to have an earned doctorate in the appropriate area of specialization at the time of employment. The college is actively seeking applications from qualified minorities, women, and persons with disabilities.

The College: The Darden College of Education is the second largest college at Old Dominion University, a dynamic institution of approximately 19,000 students. The college, with 90 full-time faculty and approximately 3,500 students, offers programs at the Undergraduate, Masters, and Doctoral levels. Programs are offered on campus, at 4 satellite campuses, 11 military bases and 60 distance learning sites. The college holds membership in the Holmes Partnership and the Council of Great Cities Colleges of Education. The College is NCATE accredited and programs within the college are accredited by NRPA, NATA, ASHA, and CACREP.

Assistant and Associate Professor of Special Education (Mild to moderate disabilities)
Assistant Professor of Mathematics Education
Assistant Professor of Science Education/Instructional Technology
Assistant Professor of Social Studies Education
Associate Professor of Educational Research
Assistant Professor of Educational Leadership
Assistant Professor of Higher Education Administration
Assistant Professor of Athletic Training/Physical Education

Expanded position descriptions are available at the Darden College of Education web site, **www.odu.edu/~scholed/scholed.html** or by e-mailing **dhennell@odu.edu**, or call (757) 683-4559

Applications: Applicants should submit a letter of interest, a curriculum vita, and the names, addresses, and telephone numbers of five references to the appropriate search committee chair at The Darden College of Education, Old Dominion University, Norfolk, VA 23529. Review of applications begins January 4, 1999 and will continue until successful candidates are identified.

Old Dominion University is an equal opportunity/affirmative action institution and requires compliance with the Immigration Reform and Control Act of 1996.

COLLEGE OF

WOOSTER

VICE PRESIDENT FOR FINANCE AND BUSINESS

The College of Wooster invites applications for the position of Vice President for Finance and Business.

The Vice President for Finance and Business reports to the President of the College and works closely with the Chairs of the Finance, Investment, Audit, and Buildings and Grounds Committees of the Board of Trustees.

The Vice President supervises the management of the institution's budget, its financial services, and its physical plant and auxiliary enterprises. The Vice President also coordinates the institution's financial planning and the management of the endowment.

Candidates must have appropriate education and administrative experience and proven management abilities.

Position available September 1, 1999. Send nominations or letters of application and resume by December 15 to:

Deborah Hilty, Secretary of the College,
The College of Wooster, Wooster, Ohio 44691.

The College of Wooster is an equal opportunity/affirmative action employer.

For further info about the College of Wooster:
See the College's Web site at **http://www.wooster.edu**

FARMINGDALE
STATE UNIVERSITY OF NEW YORK

Anticipated vacancy, Fall 1999. Technical Communications. **ASSISTANT PROFESSOR**, tenure track position. **Responsibilities:** teaching 4 sections per semester (load to include one or more of the following: Communications Theory, Document Procedures, Writing and Editing). Reappointment based on achievements in teaching effectiveness, scholarship and service. **Minimum qualifications:** Ph.D. in Technical/Professional Writing or closely related field, the latter with a Master's in Technical/Professional Writing. Industry experience is required. College teaching experience desirable. **Salary:** $40-45K. **Deadline:** Dec. 15, 1998 postmark. Interviews begin mid/late January.

Resumes and references to: Search Committee, SUNY Farmingdale, Farmingdale, NY 11735; attn: Dr. Margery L. Brown.

EO/AA

UNIVERSITY OF NEW MEXICO

The University of New Mexico's Counselor Education Program invites applications for a tenure-track Assistant Professor position beginning August, 1999. Minimum qualifications required: doctorate in counselor education or counseling psychology by appointed start date, experience and/or training in the science or practice of counseling diverse populations, potential for conducting research and scholarly publication, potential for teaching, supervising, and advising graduate students in counseling. New Mexico licensure or license-eligibility as a counselor or psychologist. Best consideration given to applications received by January 6, 1999. A position description and application requirements are available by contacting **Virginia Shipman, Ph.D., College of Education, University of New Mexico, Albuquerque, NM 87131-1231** or at **http://coe.unm.edu.** *UNM is an Affirmative Action, Equal Opportunity Employer and Educator.*

Director of Marketing and Public Relations

Reporting to the President and the Dean of Institutional Development, the Director will be responsible for the planning and implementation of the College's marketing and public relations activities.

Minimum qualifications of a Master's Degree and five (5) years' progressively responsible experience, preferably within higher education.

Please contact our Human Resources Office or visit our web site for information and application. Review of completed applications will be ongoing until the position is filled, with submission strongly encouraged by December 4, 1998.

Quinsigamond Community College, Human Resources, 670 West Boylston Street, Worcester, MA 01606.
Phone: (508) 854-4259
Fax: (508) 854-4390

Quinsigamond Community College is an EOE/AA/ADA Employer

Quinsigamond Community College
Get There With Us
www.qcc.mass.edu

ASSISTANT PROFESSOR OF ENGLISH
African-American Literature

- Tenure-track appointment in lively English department in urban university with diverse student population (500 majors, 100 MA candidates) to teach advanced undergraduate and graduate courses in African-American literature as well as a range of American literature and beginning composition courses. Ph.D. required; active research in African-American literature expected; may consider applicants at higher rank. Application review will begin immediately and continue until the position is filled. Please send cover letter, curriculum vitae, names, addresses and telephone numbers of three references to: **Office of Human Resources, Search 215-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity Title IX employer.

U Mass Boston

The University of Michigan Ann Arbor

Dean, School of Art and Design

The University of Michigan seeks applications and nominations for the Dean of the School of Art and Design. The School enrolls approximately 500 undergraduates in BFA curriculums in both fine arts and design. The MFA degree is also offered and enrolls 50 students. The School is located on the North Campus of the University and has outstanding facilities. Located near by is the Media Union which is equipped with the latest technology including that used in the visual arts and design.

Qualifications for the deanship include a terminal degree or equivalent experience in the arts, and proven leadership skills. The candidate must be qualified to assume a tenured position at the University of Michigan. The candidate should have a demonstrated commitment to affirmative action, equal employment, and educational opportunities. He/she must possess a clear understanding of the educational role of the visual arts, including interdisciplinary programs, in a major research university.

The Dean is expected to provide intellectual and artistic leadership for the School, oversee the instructional program, supervise the budget and personnel administration, and assume a major role in fundraising. As the chief academic, administrative, and financial officer of the School, the Dean reports directly to the Provost and Executive Vice President for Academic Affairs.

Nominations and applications will be received until February 1, 1999. Candidates from underrepresented groups are encouraged to apply. Correspondence should be addressed to: **Dr. Paul Boylan, Vice Provost for the Arts, Office of the Provost, 3074 Fleming Administration Building, Ann Arbor, MI 48109-1340.**

A Non-Discriminatory, Affirmative Action Employer.

The University of Michigan

HAMILTON COLLEGE
Clinton, NY

The Computer Science department invites applications for a tenure-track position at the rank of Assistant Professor to begin July 1, 1999. We seek candidates with a serious commitment to teaching in a liberal arts environment, and will consider strong applicants with any area of specialization who can contribute to a progressive and evolving undergraduate curriculum. A Ph.D. in Computer Science or a related field is required. Please send vita, including the names of three professional references, and official transcripts to

Stuart Hirshfield, Chair, Computer Science Department, Hamilton College, 198 College Hill Road, Clinton, NY 13323.

Review of applications will begin January 15, 1999, and applications will be accepted until the position is filled. Women and minorities are encouraged to apply. *Hamilton College is an Equal Opportunity/Affirmative Action Employer.*

CALIFORNIA STATE UNIVERSITY, CHICO

The Dept. of Sociology and Social Work at California State University, Chico has the following full-time tenure track positions available

(1) two assistant professors of Social Work in policy, field, HB & SE and practice, **(2)** one associate professor of Social Work to develop a new MSW program, **(3)** one assistant professor of Women's Studies/Sociology in gender theory and program development, **(4)** one assistant professor of Sociology in family and additional areas. For details see **http://www.csuchico.edu/sosw/**, or e-mail **bkanter@oavax.csuchico.edu**. Mail letter of interest including position number(s), vita, evidence of teaching effectiveness, 3 letters of recommendation to: **Hiring Committee, Dept. of Sociology and Social Work, CSU, Chico, Chico, CA 95929-0445.**

EEO/AA/ADA Employer

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Two Chemistry Faculty Positions

UNIVERSITY OF NORTHERN IOWA

Due to expansion, the Department of Chemistry invites applications for two new tenure-track positions at the Assistant Professor level in the areas of biochemistry and inorganic chemistry beginning in August, 1999. Candidates with research and teaching interests that bridge these areas are also invited to apply. The Ph.D. degree is required and postdoctoral experience is preferred. The successful candidate must have a demonstrated commitment to teaching at both the undergraduate and graduate levels, an active research program involving undergraduate majors and masters students, and obtaining external funding. Teaching assignments will include the undergraduate and graduate courses in the area of specialization as well as general education chemistry courses. Applicants must submit a curriculum vitae, copies of transcripts, a statement of research plans and selected publication reprints, a statement of teaching philosophy, and arrange for three letters of recommendation to be sent directly to: **Chair, Search Committee, (Dr. Kirk Manfredi, inorganic chair; Dr. John Bumpus biochemistry chair) Department of Chemistry, University of Northern Iowa, Cedar Falls, IA 50614-0423.** The Department of Chemistry web page address is: **http://www.chem.uni.edu/.** Email inquires may be made to **manfredi@uni.edu** (inorganic) or **john.Bumpus@uni.edu** (biochemistry). Candidates are assured full consideration if all required materials are received by January 15, 1999. The department encourages applications from minority persons, women, disabled persons and Vietnam era veterans. The salary is commensurate with qualifications and experience. The University of Northern Iowa is a state-supported residential university located in the metropolitan area of Cedar Falls (pop. 35,000) and Waterloo (pop. 75,000), which together form a community that is the commercial, cultural, and political hub of northeast Iowa.

The University is an equal opportunity employer with a comprehensive plan for affirmative action.

American Council on Education

ACE

ASSOCIATE DIRECTOR

The American Council on Education, conveniently located near the Dupont Circle Metro in downtown Washington, DC, seeks an energetic, creative and collaborative individual to provide leadership in identifying major issues related to gender and higher education for the Office of Women in Higher Education (OWHE). In addition, the Associate Director works closely with the National Network of Women Leaders (NNWL) and serves as one of the principal contacts to state coordinators, and a 12 member executive board for the national volunteer network known as NNWL. Other responsibilities include: develop funding sources, plan advancement strategies and make initial contacts with funding entities. Along with the director, represent the American Council on Education in working with the executive board, state coordinators and planning committees to implement objectives of the OWHE and the NNWL and to develop additional strategies for advancing women administrators and addressing equity issues for all women in higher education. Individual will be responsible for shaping agendas and supervising the planning meetings, seminars and conferences within the aegis of NNWL. Interested applicants should have strong leadership, management, and communications skills, as well as a desire to work as part of a close knit team. Ability to work with higher education organizations as well as groups and agencies promoting gender and racial equity. Campus experience is desirable. ACE offers a competitive starting salary and benefits programs. Nominations and expressions of interest should be sent to:

Associate Director Search
American Council on Education
One Dupont Circle, NW-Suite 804
Washington, DC 20036

EEO/AA/H/V

Golden West College

VICE PRESIDENT, ADMINISTRATIVE SERVICES

Established in Huntington Beach in 1966, GWC (**www.gwc.cccd.edu**) is a fully accredited two-year community college offering 140 academic and vocational programs to more than 12,000 students each semester.

The Vice President will supervise and evaluate all administrative services programs including fiscal services, personnel services, facilities, community services and swap meet, student health services, maintenance/grounds/custodial services, child care center, graphics, mailroom and switchboard, bookstore, food services, and technology support services.

Minimum qualifications include a masters degree (or equivalent education and experience), two years of full-time administrative experience comparable to a division dean/director or higher in an educational setting, and qualified to teach in one of the college's instructional programs. The current annual salary range is $61,446 to $92,889, with an annual stipend of $1,779 for possession of an earned doctorate. A two year contract is offered.

To Apply: Application form may be obtained from the **District Personnel Office by calling (714) 438-4715.** The required application form (#6-G-99) must be submitted by 12/11/98.

Coast Community Colleges
1370 Adams Avenue
Costa Mesa, CA 92626

An Equal Opportunity/Affirmative Action Employer

Vanderbilt University

Peabody College of Education and Human Development

Assistant Professor
Higher Education Administration

The Department of Leadership and Organizations at Peabody College, Vanderbilt University, seeks a scholar at the assistant professor level who specializes in one or more of the following areas in the systematic study of higher education: college students, community colleges, curriculum, economics and finance, organization and administration, and public policy and higher education. The successful candidate should have a well-formed program of research and scholarship and record of scholarly productivity that indicates that she/he is likely to successfully attain tenure at Vanderbilt University. Moreover, the candidate's scholarship should be of such excellence that it will substantially contribute to maintaining and enhancing the national stature of the program in higher education administration in the Department of Leadership and Organizations at Peabody College, Vanderbilt University.

In addition to excellence in research, the successful candidate must also demonstrate the potential for excellence in teaching at both the undergraduate and graduate level. The successful candidate will be expected to teach graduate level courses in her/his area of specialization in the study of higher education, teach undergraduate courses in the Human and Organizational Development Program at Peabody College, advise students, and supervise the dissertations of doctoral students.

All applicants must have an earned doctorate in higher education as a field of study or a related academic discipline. The search committee will begin the review of applications on February 15, 1999. Submit nominations, letter of application, statement of research interests, and curriculum vitae to **John M. Braxton, Chair, Search Committee; Department of Leadership and Organizations; Box 514 Peabody College; Vanderbilt University; Nashville, TN 37203.**

Women and minorities are encouraged to apply. Vanderbilt University is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

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R·I·T

Dean of the College of Liberal Arts

Rochester Institute of Technology

RIT is an accredited, private, co-educational, technological university comprised of seven colleges, with an enrollment of 13,500 students, a balanced budget, and an endowment of $400 million. RIT's degree programs emphasize career education.

The Dean of the College of Liberal Arts is the chief academic, fiscal, and administrative officer of that college and reports to the Provost/Vice President for Academic Affairs. The Dean oversees a college that provides a core curriculum in the humanities and social sciences required of all RIT students, as well as curricula for students in the college's own baccalaureate degree programs: Criminal Justice, Economics, Professional & Technical Communication, Psychology, and Social Work, and a Master's degree program in School Psychology. The 90 full-time faculty in the College of Liberal Arts represent many disciplines in the Humanities and Social Sciences, including anthropology, fine arts, foreign languages, history, literature, philosophy, political science, science, technology and society, and sociology. Also, the college is home to four endowed professorships. For more information on the college, visit our website: **http://www.rit.edu/~690www/**

Responsibilities of the Dean as chief academic and administrative officer of the college

(1) In collaboration with the faculty:
- develops plans that insure the continued vitally of the college
- promotes continued excellence in teaching, scholarship, research, and service to the community
- supports and promotes enrollment management activities
- monitors and updates academic programs, policies, and procedures
- helps formulate university-wide academic policy as a member of the Academic Council

(2) Encourages faculty, staff, and student involvement and interaction through open discussion, acknowledging the primary responsibility of the faculty in matters related to teaching and scholarship, and advancing broad-based governance

(3) Oversees the management of fiscal resources

(4) Represents the college to internal and external communities

(5) Advocates liberal learning and the general education curriculum on behalf of the college

(6) Promotes the college's commitment to cultural diversity, pluralism, and individual difference

Professional Qualifications

- Ph.D. or equivalent in the Humanities or Social Sciences
- Qualifications consistent with appointment with tenure and senior faculty rank in one of the disciplines represented in the college
- A record of consistently exemplary teaching, scholarship, and service in the Humanities or Social Sciences
- A record of consistently exemplary administrative leadership--at the department chair level or higher--in a general education and/or Humanities/Social Sciences degree program, including the supervision, review, and evaluation of the work of faculty
- Experience in securing funding and other resources
- A demonstrable commitment to advancing the role of the Liberal Arts at a career-oriented university and in technological and business contexts
- A demonstrable commitment to shared governance
- A demonstrable commitment to diversity

Personal Qualifications

- Decisiveness
- Strong skills in communication, organization, and problem-solving
- A sense of humor

Review of applications will begin December 15th and continue until the position is filled. Nominations and applications with resumes should be sent to:

Search Committee for the Dean of the College of Liberal Arts
Office of the Provost, George Eastman Building
Rochester Institute of Technology
6 Lomb Memorial Drive
Rochester, NY 14623-5604

RIT is an Equal Opportunity/Affirmative Action Employer looking for individuals with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

WESTERN MICHIGAN UNIVERSITY

Dean, College of Fine Arts

Western Michigan University seeks nominations and applications for the position of Dean of the College of Fine Arts. Located in Kalamazoo, WMU is a Carnegie Doctoral I university with an enrollment of 26,500 students, 25% at the graduate level. Six colleges employ approximately 775 faculty.

The College of Fine Arts consists of the School of Music and the Departments of Art, Dance, and Theatre. Music and Art offer graduate as well as undergraduate programs. The College has 110 faculty and staff, more than 1,800 majors and minors, and 4,000 other students enrolled each year. The College has state-of-the-art facilities for rehearsal, production, and performance.

As the College's chief academic and executive officer, the dean reports to the provost and is responsible for instructional programs, maintaining accreditation, promoting the creative and scholarly work of the faculty, leading fund-raising efforts, and extending the college's outreach locally, in the state, in the nation, and abroad. The successful candidates will have an appropriate terminal degree (or equivalent background and experience), a record of scholarly and/or artistic achievement suitable for tenure and a full professorship in one of the units of the College, a strong grasp of the instructional, scholarly, artistic and performance components of the mission of a college of fine arts, and demonstrated administrative and leadership ability.

Send applications and nominations to:

Auerbach Associates/Western Michigan
65 Franklin Street, Suite 400
Boston, MA 02110

Review of applications will begin immediately and continue until the position is filled. WMU is an equal opportunity employer and encourages qualified women and members of under represented groups to apply.

CHIEF FINANCIAL OFFICER

Charles R. Drew University of Medicine and Science

The Charles R. Drew University of Medicine and Science, located in South Central Los Angles, includes a medical school, a School of Allied Health, a biomedical research center and a mental health faculty. The University is a sponsor of Headstart programs and collaborated with L.A. Unified School District to created a Medical Magnet High School on the university campus.

The University is seeking a Chief Financial Officer for overall financial management. The University's current operating budget is about $60 million and its endowment is approximately $2 million.

A seasoned financial executive with comparable experience in a healthcare organization, an academic institution or a related not-for-profit organization is preferred. Candidates from outside these fields will be considered providing their service is deemed to be of sufficient scope, scale and relevance. Significant management experience and appropriate financial education, training and or certification (MBA, MA, MS) are expected. BA or BS Degree required. A CPA is preferred.

PLEASE SEND RESUMES TO:

Carole J. Gilbert, Managing Director or Ira Krinsky, Ph.D.,
Managing Director % Korn/Ferry International,
1800 Century Park East, Suite 900, Los Angeles, CA 90067
Phone: (310) 552-1834; Fax: (310) 553-6452

STOUT
UNIVERSITY OF WISCONSIN

PROVOST AND VICE CHANCELLOR ACADEMIC AND STUDENT AFFAIRS

The University of Wisconsin-Stout invites applications and nominations for the position of Provost and Vice Chancellor for Academic Affairs

Responsibilities: The Provost and Vice Chancellor is the chief academic officer of the university who provides leadership to achieve the highest standards in teaching, scholarship, creative activities, and student services by:

- reporting to the Chancellor and serving as the ranking executive officer in the Chancellor's absence
- providing intellectual and ethical leadership, fostering a positive atmosphere and serving as a catalyst for educational excellence,
- working cooperatively and effectively with all university governance and policy-recommending bodies,
- working with diverse constituencies to establish, coordinate, and implement academic goals, educational policies, curriculum, planning and development, and program review,
- developing and administering academic budgets and resources,
- supporting efforts to enhance students' success,
- supporting university fundraising efforts,
- developing and maintaining relationships with business, industry, and local communities,
- maintaining liaisons with UW System Administration and academic affairs offices at other higher education institutions.

Qualifications:

- an earned doctorate from an accredited institution
- demonstrated accomplishments in teaching, scholarship and service
- at least three years of university administrative experience at the level of Dean or above
- eligibility for tenure in an appropriate academic department
- demonstrated experience with distance education and with enriching the learning environment through technology
- demonstrated experience with shared governance
- demonstrated commitment to diversity, principles of affirmative action and equal opportunity
- demonstrated leadership in academic planning, outreach activities, and the formulation and articulation of university goals
- demonstrated experience in developing and administering academic budgets and resources
- demonstrated understanding of the mission of a focused institution and administrative experience in a public, statewide university system are also desired

The Campus Community The University of Wisconsin-Stout is located in Menomonie, Wisconsin, a community of about 14,000 that surrounds the shores of Lake Menomin. Menomonie is 60 miles east of Minneapolis-St. Paul, Minnesota, and 25 miles west of Eau Claire, Wisconsin. The university enrolls over 7,000 students who prepare for careers in business, industry, technology, family and consumer sciences, education and human services and art and design at the bachelors and masters levels. Learn more about UW-Stout by visiting its home page at http://www.uwstout.edu

Applications A complete application should include a letter expressing the candidate's interest in and qualifications for the position, a curriculum vitae, and names, addresses and phone numbers of three references. To receive full consideration when screening begins, application materials should be received by November 30, 1998. Salary will be competitive and commensurate with qualifications. Women, minority candidates and persons with disabilities are encouraged to apply. Send nominations or applications to Mary E. Thompson, Ph.D., Chair, Provost Search and Screen Committee, c/o Chancellor's Office, 325 Administration Building, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

The University of Wisconsin is an equal opportunity, affirmative action employer

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EXECUTIVE ASSISTANT TO THE PRESIDENT AND DIRECTOR OF AFFIRMATIVE ACTION

Central Connecticut State University, the state's oldest public institution of higher learning seeks applicants for the leadership position of Executive Assistant to the President and Director of Affirmative Action. With a student head-count enrollment of some 11,700 students and faculty and staff of over 900 it is the second largest university in the state.

This dynamic senior level position is responsible for the preparation and administration of the University's Affirmative Action plan, as well as for University-wide leadership in all matters pertaining to equity and diversity for students, faculty and staff. The Executive Assistant advises the University President, monitors the University's efforts on behalf of all matters pertaining to equal opportunity, and interacts with the University community at large, including those constituencies that represent the wide spectrum of "protected classes."

The successful candidate will have demonstrated ability to understand, interpret and apply fair employment and human rights legislation and policies; experience in preparing and implementing affirmative action plans; ability to communicate and provide training on human relations and related issues; and strong supervisory skills. Candidates with the above qualifications and a master's degree with at least five years of relevant professional experience are invited to apply. An equivalent combination of education and experience will also be considered.

Review of applications will begin December 1, 1998. Send applications to: **Dr. Peter Rosa, Chair of Search Committee, Student Affairs, Central Connecticut State University, New Britain, CT 06050-4010.** CCSU aggressively pursues a program of equal employment and educational opportunity and affirmative action. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

TRITON COLLEGE

FACULTY TENURE TRACK

Triton College, a community college located in the western suburbs of Chicago, offering a comprehensive curricula of career and liberal arts education leading to associate degrees and occupational certificates, is seeking to fill full-time tenure track faculty positions starting August of 1999. Candidates should be student oriented, strong advocates of professional growth, practice creative/innovative teaching methods and technology oriented. Review of resumes will begin immediately and continue until filled.

Arts & Sciences
*Chemistry, #F-20
*English, #F-21
*Journalism/English, #F-22
*Spanish & Other, #F-23
*Math, #F-24
*Philosophy, #F-25
*Psychology, #F-26
*History/Political Science, #F-27

Health Careers
*Nursing, #F-28
Radiology, #F-29

Career Education
Architecture/Engineering, #F-30
Engineering, Design & Drafting, #F-31
Computer Info Sys./Office Tech, #F-32
Court Reporting, #F-33
Marketing with emphasis on
Transportation/Fashion Merch, #F-34

Student Support
*Librarian, #F-35
Advisor, #F-36
*Counselor, #F-37

***Requires master's degree**

Apply by sending resume and transcripts indicating number to:

Human Resources, #F____
Triton College
2000 Fifth Avenue
River Grove, Illinois 60171

Web site: http://www.trition.cc.il.us

Triton College is an Affirmative Action/Equal Opportunity employer

SPRINGFIELD COLLEGE

When determining your future, consider this:

- A vibrant campus community, featuring the Student Society for Cultural Diversity
- Extensive fieldwork opportunities—exposing you to practical experiences while you study
- Courses of study in fast-growing professional fields, such as athletic training, physical therapy, computer and information sciences, human services, education, and health studies
- A broad and balanced educational experience

We offer bachelor's degrees in more than 40 majors, and 14 graduate programs, including a doctoral program in physical education. Come visit our main campus in Springfield, Massachusetts, or one of our additional sites in Boston, New Hampshire, Vermont, Delaware, Florida, and California.

For more information —
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421

COASTAL PLANKTON ECOLOGIST

Environmental, Coastal and Ocean Sciences

- The **Department of Environmental, Coastal and Ocean Sciences** (ECOS) at UMass Boston seeks a tenure-track Assistant Professor in Coastal Plankton Ecology to start on 9/1/99. ECOS is an interdisciplinary graduate (M.Sc., Ph.D.) department with an emphasis on coastal and marine environments (see http://www.es.umb.edu). ECOS is continuing a multi-year expansion with new faculty expected to contribute to research on coastal processes and watersheds. Applicants should have a well-conceived research program, capable of supporting graduate research through external funding. Preference will be given to candidates whose research complements research by other UMB faculty. Teaching responsibilities include supervising graduate students and teaching graduate courses in a faculty member's discipline. An interest in developing undergraduate courses would be viewed positively. **QUALIFICATIONS:** Ph.D. in a field relevant to coastal plankton ecology (postdoctoral research and teaching experience preferred). Send a cover letter that includes a statements of interests and goals in research and teaching, curriculum vitae, and three letters of reference to: **Office of Human Resources, Search 190-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** Application review will begin on December 20th and continue until the position is filled. An Affirmative Action, Equal Opportunity, Title IX employer.

UMass Boston

Flexible Hours

INTERPRETER NEEDED

Mott Community College is searching for an Interpreter to work in its Learning Center/Disability Services Department.

Interpreters/transliteraters are professional staff whose primary role is to facilitate communication between deaf or hard of hearing student, faculty, staff and other students. Interpreters follow the Registry of Interpreters' Code of Ethics, which provides a standard where they can apply professional reasonable judgment. Works directly with the Support Services Coordinator for deaf and hard of hearing students.

MINIMUM QUALIFICATIONS: include a Registry for Interpreters for the Deaf Certification or Quality Assurance Certification or Interpreter Training Degree and 2,000 hours actual interpreting experience. Work hours will be determined by student demand and may vary from semester to semester. This is a part-time position with pro-rated benefits. A flexible schedule including evening hours may be required. The interpreter position is a semester to semester appointment. Working attire should present a contrast of the hands so that the latter are easily distinguishable.

If interested, please send a resume to: Mott Community College, CM 1024 Human Resources, 1401 E. Court Street, Flint, MI 48503. FAX #: (810) 762-0595. Visit our website at: www.mcc.edu

Mott Community College

Mott Community College is an AA/EEO Employer

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

ASSISTANT PROFESSOR
Department of Music

Hunter College is seeking an Assistant Professor in Music Theory.

RESPONSIBILITIES: teach undergraduate and graduate courses in Music Theory and Analysis; committee and placement exam assignment; and in time, direction of the Music Theory program or undergraduate and graduate studies.

QUALIFICATIONS: Doctoral Degree in Music Theory and evidence of success as a College teacher and emerging scholar required; advance piano skills and ability to read scores fluently at the keyboard, expertise with MIDI and music-publishing programs (such as Finale), and experience in composition highly desirable. This is a one-year renewable contract, with tenure track. The appointment date is September 1, 1999.

SALARY RANGE: $30,829-$53,779.

Letter of application, detailed resume and the names, addresses, and telephone numbers of three references should be sent by December 15, 1998 to: **Professor George B. Stauffer, Chair, Department of Music, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021.** Please do not send any other material at this time.

An Equal Opportunity/Affirmative Action/IRCA/ADA Employer

Columbia University
Development & Alumni Relations
Development Officer: Major Gifts

Reporting to Executive Director, Major Gifts Development, incumbent assumes responsibility, as assigned and in consultation with Director, for selected major gift prospects, volunteers, and foundation solicitations; assists in coordinating research on major gift and foundation prospects for designated schools, with particular but not exclusive, emphasis on alumni and friends; develops cultivation and solicitation strategy with Director's approval and frequently in conjunction with designated school officers; conducts direct solicitation of assigned prospects; prepares reports and solicitation materials as required; works with volunteers on assigned basis; provides support as needed to move solicitation strategies forward; undertakes special assignments related to designated schools and achievement of major gift objectives as specified by the Director; works closely with the designated deans, faculty, and development officers; performs other related duties as required. MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY. Qualifications: Bachelor's degree with minimum five years' experience in fundraising, development planning, marketing, or equivalent combination of education and experience required. Exposure to higher education desirable. Excellent development skills in human relations and communications required. Must be able to motivate staff and volunteers. Sensitivity and good judgment are essential. Excellent writing skills required.

Please send resume by December 15 to:

Gertrude de la Osa
UDAR
Columbia University
475 Riverside Drive MC 7720
New York, NY 10115

We take affirmative action toward equal employment opportunity.

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CSU Cleveland State University

Cleveland State University's HPERD Department is currently recruiting candidates for the following positions:

Assistant Professor In Sports Management

Duties to include teaching one or more areas of marketing, program development, management and athletic administration, event management, governance, facilities management, budget, and finance; advising undergraduate and graduate students, conducting research and pursuing scholarship, interacting within the urban community and the region as a specialist in sports management; participating in the functioning of the university. **TERMS**. Nine-month, tenure-track position. **REQUIREMENTS**. Earned doctorate (or near completion) in sports management or related area with emphasis in marketing and/or programming. **PREFERRED QUALIFICATIONS**: Background in a variety of cognate areas including program development, marketing, event management, governance, athletic administration, facilities management, budget, and finance; teaching experience at the college level including graduate courses; management and supervision experience in a wide range of amateur and professional sport and leisure environments; expertise in applying technology to administrative and instructional processes, commitment to working with the urban community, teaching via distance learning and off-campus courses, and pursuing extramural funding. **Search Committee Chair: Dr. Susan Ziegler, Professor.**

Assistant Professor In Health Education

Duties to include teaching in one or more areas of health education including both process and content courses at the graduate and undergraduate levels such as foundations, methods and strategies, personal health, substance abuse education, human sexuality, and nutrition; advising undergraduate and graduate students; conducting research and pursuing scholarship; interacting with urban school and educational settings and the region as a specialist in health education; participating in the functioning of the university. **TERMS**. Nine-month, tenure-track position. **REQUIREMENTS**. Earned doctorate (or near completion) in health education, minimum 3 years K-12 teaching experience or equivalent. **PREFERRED QUALIFICATIONS:** Teaching experience at the college level including graduate courses; expertise in applying technology to administrative and instructional processes; CHES approved, commitment to working within the urban community, teaching via distance learning and off-campus courses, and pursuing extramural funding. **Search Committee Chair: Dr. Jill Black, Associate Professor.**

ADDITIONAL RESPONSIBILITIES. In addition to the specific duties listed, all successful candidates are expected to conduct research; pursue publication and external funding; contribute to the College's doctoral program in urban education; and provide service to professional associations, the University, and the local community. **SALARY AND BENEFITS**. Commensurate with entry-level appointment at the rank of instructor or assistant professor and includes a competitive benefits package and possible summer appointment, if desired. To apply, send letter of interest, curriculum vitae, three letters of reference, and official copies of graduate transcripts **to the appropriate Search Committee Chair c/o HPERD Department - PE 223, 2451 Euclid Ave., Cleveland, OH 44115-2408.** Begin review on January 8, 1999. Position open until filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Tenure-Track Positions

EDUCATION–Secondary and Middle School Methods

EDUCATION–Early Childhood Education

These positions are being posted jointly with the **Five Colleges of Ohio Consortium**. For complete job descriptions, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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Dickinson College
Gettysburg College
Franklin & Marshall College

Three highly selective Pennsylvania liberal arts colleges, Dickinson, Franklin & Marshall and Gettysburg, invite applications for the following fall 1999 tenure-track positions. Because of the relative proximity of the three colleges, these positions may be of particular interest to academic couples. All positions require Ph.D. or appropriate terminal degree in hand or near completion. For a position description, please contact the department chair. Review of completed applications begins on date in parentheses.

DICKINSON COLLEGE, CARLISLE, PA 17013

Chemistry: analytical chemistry (12/1), **Economics:** (12/1), **Education:** (12/15), **English and American Studies:** African-American literature, (12/1), **International Business and Management:** (11/20), **Mathematics:** (12/15)

FRANKLIN & MARSHALL COLLEGE, LANCASTER, PA 17604

Economics: economic history, comparative economic systems, and/or economics in transition (12/15), **Economics:** international economics (12/15), **Philosophy:** 19th and 20th century continental philosophy (11/30), **Philosophy:** moral philosophy (11/30)

GETTYSBURG COLLEGE, GETTYSBURG, PA 17325

Computer Science: (12/15), **Economics:** monetary theory (12/7), **Health and Exercise Sciences:** (*), Japanese: language and culture (*), **Management:** international management (10/15), **Management:** LeVan Professor of Ethics and Management (*), **Mathematics:** (1/15/99), **Philosophy:** continental (12/10), **Physics:** experimental (1/15/99), **Psychology:** experimental (12/1), **Religion:** (*)

(*) For these positions, dates will be published in the individual ads in The Chronicle of Higher Education

Affirmative Action/Equal Opportunity Employer

OAKLAND
COMMUNITY
COLLEGE

Teaching English as a Second Language Faculty Positions-10 Months

Oakland Community College, a multi-campus institution located in Oakland County, is currently seeking applications for Teaching English as a Second Language faculty positions to begin Spring semester, 1999. Applicants must be willing to teach a diverse student population using a variety of modern teaching technologies. Preference will be given to applicants with experience teaching in a college or other adult stetting.

Minimum Qualifications:
Master's degree in Teaching English as a Second Language. Master's degree in Applied Linguistics or related field will also be considered.

Competitive salary and excellent benefits

Applicants must complete an application form. Preference will be given to requests for applications received by 4:30 p.m. on December 4, 1998. Position(s) will remain open until filled. **Contact the OCC Job Hotline at (248) 540-1579. Refer to 98F04-11005 (at Orchard Ridge Campus), 98F05-10975 (at Auburn Hills Campus) and/or 98F07-11006 (at Royal Oak/Southfield Campus).**

OCC is an Affirmative Action/ Equal Opportunity Employer

DIRECTOR OF COOPERATIVE EXTENSION *AND* ASSOCIATE DEAN OF AGRICULTURE

The School of Agriculture has 12 departments and includes about 300 faculty, 2500 undergraduate students, and 500 graduate students. In addition to campus-based specialists, the Purdue Cooperative Extension Service includes a statewide system of more than 400 professionals on campus and in all 92 counties delivering effective research-based programming to citizens across the state.

RESPONSIBILITIES: The Director provides leadership, vision, and administrative management for statewide programs in Agricultural and Natural Resources, 4-H and Youth Development, Leadership and Community Development, Consumer and Family Sciences, and Veterinary Medicine. The Director is responsible, along with department heads and leaders from the Schools of Consumer and Family Sciences and Veterinary Medicine, for encouraging and supporting the development and delivery of strong outreach programs. The Director is also responsible for forging effective linkages with research, academic programs, and international activities.

QUALIFICATIONS: Required qualifications include an earned doctoral degree in Agricultural and Natural Resources, Consumer and Family Sciences, Veterinary Medicine or in a related field justifying tenure in an appropriate department. Desired qualifications include: administrative and leadership experience with program, budget, personnel management in extension, public service activities working with policy makers, and an understanding of the broad mission of a land grant university. In addition, interest and/or experience in the international context of extension is desirable.

SALARY: Salary is commensurate with qualifications. This full-time position is available as soon as a suitable candidate has been identified.

APPLICATION PROCEDURE: Qualified persons are requested to submit a letter of application, a statement of administrative philosophy emphasizing their ability to foster faculty/staff development and program growth into the 21st Century, a complete curriculum vitae, including the names, addresses, and phone/email for five references. Send nominations or applications to:

Dr. Victor L. Lechtenberg
Dean of Agriculture
1140 Agricultural Administration Building
Room 114
Purdue University
West Lafayette, IN 47907-1140

Phone: (765) 494-8391 Fax: (765) 494-7420
Email: vll@agad.purdue.edu

Purdue University is an Affirmative Action/Equal Opportunity Employer; Women and Minorities are Encouraged to Apply

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LOYOLA
UNIVERSITY
CHICAGO

Dean School of Nursing

Loyola University Chicago, a Jesuit, Catholic, urban university of approximately 14,000 students, invites nominations and applications for the position of Dean of the Niehoff School of Nursing. In addition to the generic baccalaureate nursing program, degree completion programs are available for RNs and accelerated programs are available for college graduates seeking a BSN degree as well as a rapidly growing Food and Nutrition Department. Graduate courses are offered leading to both the MSN and Ph.D. several NP and CNS programs, as well as two dual degree programs (MSN/MBA and MSN/M Div) are offered. Offsite national and international clinical courses are available. The faculty is comprised of 50 full time and 33 part time nurse and dietetic educators and 464 undergraduate and 266 graduate students.

As the Executive Officer of the School of Nursing, the Dean reports to the Senior Vice President Academic Affairs. A Dean is sought who has:

- a clear commitment to promoting excellence in undergraduate and graduate education, scholarly and research activities,
- a vision for the future of health care and the role of nursing,
- the ability to serve as an enthusiastic leader and advocate for the School both within the University and with external groups,
- a commitment to promoting recognition, understanding and respect for diversity in the faculty, staff, students and curricula,
- a high standard of professional and personal integrity,
- an understanding and appreciation of the Jesuit and Catholic traditions of Loyola University.

Candidates for the position should evidence the following qualifications:

- an earned doctorate, master's degree in nursing, and recognized scholarly and professional accomplishments to warrant a tenured academic appointment at a senior rank,
- a record of innovative leadership, academic vision, excellent personnel, fiscal and physical resource management and substantial experience and accomplishment in administrative positions,
- a record of building collaborative and inclusive working relationships with faculty, staff, students, university administrators and external constituencies,
- demonstrated success in fund-raising activities.

The Search Committee will begin reviewing credentials in December and continue until an appointment is made. The anticipated starting date is July 1, 1999. Interested individuals are invited to browse our website at **http://www.luc.edu.**

Submit applications and nominations to:

Dr. Mary Ann McDermott
Chair, Search Committee
Niehoff School of Nursing
Loyola University Chicago
6525 N. Sheridan Road
Chicago, IL 60626
e-mail address: mmcderm@luc.edu

Loyola University Chicago is an affirmative action equal opportunity employer.

FARMINGDALE
STATE UNIVERSITY OF NEW YORK

ASSISTANT PROFESSOR OF ECONOMICS

Anticipated tenure track opening at the Assistant Professor level for fall 1999. Teach a four-course load in a service department. Strong commitment to teaching, research and service expected. **Minimum qualifications:** doctorate in economics. Candidates should have a primary field in Macroeconomics and Monetary Economics and in a secondary area of either Public Economics or Financial Economics. **Preferred qualifications:** at least 4 semesters or the equivalent of college teaching experience. Successful candidate is expected to utilize modern educational technology in the classroom. Consideration will be given to candidates expecting to complete all degree requirements by August 15, 1999 (essential for appointment). Letter of application and resume including the names and telephone numbers of 3 references (no letters of reference, please) must be received by **December 31, 1998. Salary range is $40-45,000.** *An equal opportunity-affirmative action employer.* **CONTACT: Dr. Larry Menna, Chair, HEP Search Committee, History, Economics & Politics Department, 229 Memorial Hall, SUNY Farmingdale, NY 11735.**

ASSISTANT/ASSOCIATE PROFESSOR

Gaston Institute for Latino Community Development & Public Policy and the Department of Sociology

•The Gaston Institute for Latino Community Development & Public Policy and the Department of Sociology at the University of Massachusetts Boston seek applicants for a joint tenure track Assistant/Associate Professor position. One-half of the incumbent's time would be spent with the Department of Sociology teaching a total of three course per year at the undergraduate and/or graduate level (MA program in applied sociology). Ability to teach regular courses on race and ethnicity is required. One-half of the incumbent's time will be spent with the Gaston Institute initiating, designing, coordinating and conducting research on the socio-economic status of Latinos in New England and engaging in grantsmanship, program planning and evaluation. A Ph.D. in Sociology is expected. An ABD in Sociology or Ph.D. in closely related discipline will also be considered. Experience conducting research on the Latino population, knowledge of Latino community organizations and bilingual (Spanish) ability. Please send a cover letter, curriculum vitae, and names, addresses and telephone numbers of three references to: **Office of Human Resources, Search 200-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** Applications received by December 1, 1998 will be given priority. The expected hire date is January, 1999. An Affirmative Action, Equal Opportunity, Title IX employer.

UMass Boston

TEXAS A&M UNIVERSITY-KINGSVILLE

Director of Distance Learning and Continuing Education

Texas A&M University-Kingsville is seeking a visionary with the technological expertise to lead the university's Distance Learning and Continuing Education Programs into the twenty-first century. This person will design, develop, and implement a comprehensive university wide distance learning program with a strong technological infrastructure. Based in the rich tradition of life long learning in Continuing Education, the Distance Learning Program will support, facilitate, enhance, and coordinate all the distance learning activities on and off campus. In addition to distance learning, Continuing Education responsibilities will encompass credit/non credit and enrichment course offerings, professional development workshops/seminars for the university and South Texas communities. As Director of Distance Learning and Continuing Education, s/he will be responsible to the Provost and Vice President for Academic Affairs.

Required:

Candidates must have:

- a degree from an accredited institution.
- demonstrated experience in developing, marketing, and administering Continuing Education and professional development programs within the last three years.
- demonstrated experience in distance learning technology and media within the last three years.
- ability to articulate the vision, goals, objectives, and alternative strategies of a leading distance learning program for an institution of higher education.

Preferred:

A graduate degree (doctoral degree preferred) and experience in higher education, evidence of success in obtaining external funding through grant proposals, knowledgeable about adult education, especially issues facing adult learners, strong organizational, interpersonal, and communication skills and familiarity with and sensitivity to culturally diverse students, faculty, and staff.

The preferred appointment date is June 1, 1999, or earlier if possible. Applications should include a letter addressing the job requirements, a current vita, and names, addresses, and telephone numbers of three references. Applications must be received by January 8, 1999. The committee is specially interested in receiving applications from minority and women candidates. Send application materials to:

Dr. Jane H. Stanford, Chair
Director of Distance Learning and Continuing Education Search Committee
Campus Box 102
Texas A&M University-Kingsville
Kingsville, TX 78363
(512) 593-3106
AA/EEO

George Mason University

Health, Fitness & Recreation Resources

Assistant/Associate Professor

The Department of Health, Fitness and Recreation Resources (HFRR) at George Mason University is a dynamic, growing department committed to excellence in teaching, research and service, especially through collaborative relationships and initiatives with schools, community organizations, and recreation, park and land management agencies. Located just 16 miles west of Washington, D.C. in Fairfax, Virginia with additional programming at Prince Williams campus in Manassas, Virginia, the Department of HFRR provides an ideal environment for Parks, Recreation and Leisure Studies faculty and Physical Education/Health Education faculty with an applied, collaborative orientation and an interest in preparing recreation resources managers and teachers of physical education for the challenges of the 21st century.

The Department of HFRR offers B.S. degrees in Physical Education with a Health Endorsement, Health Promotion/Exercise Science, and Recreation Resources Management. The department offers a masters degree in Exercise, Fitness and Health Promotion. There are two specializations within the Recreation Resources Program: Recreation Resources Management and Community Based Therapeutic Recreation.

The Department plays a major role in the operation of the Center for Outdoor Education at Hemlock Overlook, Clifton, VA and the new 110,000sq. ft. freedom Aquatic and Fitness Center, Manassas, VA, which will open in Fall 1999. In addition, the Department enjoys close working relationships with the National Park Service, USDA-Forest Service, and other land management agencies as well as agencies promoting health, fitness, and welfare of people including those with disabilities.

As a result of growth in enrollments and the expansion of additional campus sites with newly constructed state of the art facilities, the Department of HFRR is seeking to fill two faculty vacancies: **(1) Recreation Resources Management** and **(2) Physical Education.** Both positions have an initial appointment date of August 23, 1999. Rank is open for both positions, although a preferred level of appointment is indicated in each case. Consistent with Department and University priorities in the areas of technology and diversity, preference will be given in each search to candidates who can demonstrate expertise in preparing students for bilingual and multicultural environments. Applications from women and minority candidates and persons with disabilities are especially encouraged. Nominations of outstanding candidates are also invited. Review of applications for both positions will begin January 8, 1999. And will continue until the positions are filled.

Applicants should send a letter of interest highlighting their qualifications, current vitae, and three letters of reference to: **Dr. Thomas L. Goodale (for the Recreation Resources Management position)** or to **Dr. Davis K. Wiggins (for the Physical Education position).** The address in each case is:

Department of Health, Fitness and Recreation Resources
MSN 4E5
George Mason University
10900 University Boulevard
Manassas, VA 20110-2203

Recreation Resources Management Position (tenure track 9-month appointment, rank open). Teach graduate and undergraduate courses in Recreation Resources Management and develop or maintain a productive line of research. Develop partnerships with federal, regional and local agency personnel. Earned doctorate with at least one graduate degree in recreation and parks required. Evidence of ability to teach the baccalaureate level, to publish in peer-reviewed journals, to secure external funds, and to demonstrate experience having worked with professionals in the field is highly desirable.

Physical Education Position (tenure track 9-month appointment, assistant or associate professor). Teach undergraduate and graduate courses in the Physical Education Teacher Preparation Program. Supervise field experiences in public schools with emphasis in middle and high school instruction. Develop or maintain a productive line of research, collaborate with faculty and public school personnel. Involvement in community and professional service expected. Doctorate in Physical Education Pedagogy and evidence of scholarly activity and willingness to pursue external funding are required. Three years of public school teaching experience and teaching at the college or university level are also preferred. *AA/EEO*

SUMMER 1999

Universidad Complutense

MADRID - SPAIN

Scholarship Program for High School & College Students

Four weeks of intensive Spanish language study from mid July to mid August, 1999.

Includes: round trip airfare, three meals a day, room accomodations, instruction, daily activities, and Saturday excursions at Colegio Mayor Nebrija of Universidad Complutense.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn,
NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

COUNSELORS

Mott Community College, located in southeast Michigan, seeks innovative Counselors interested in working with our students and faculty to implement rapid transformational change.

THIS POSITION:

- Counsels students, whose major concerns are normal developmental needs.
- Intervenes in crisis situations and evaluates and makes referrals for psychological or psychiatric care.
- Advises students about their academic program, graduation and/ or transfer requirements.
- Counsels students encountering academic difficulty or planning to withdraw from college.
- Counsels students who are vocationally uncertain and need help in planning careers.

MINIMUM QUALIFICATIONS: include a Master's degree in Guidance and Counseling, Counseling Psychology or Educational Psychology, including a supervised counseling practicum of one semester or more and a minimum of one course in career/vocational counseling. Extensive prior experience and the ability to demonstrate skills in the following area: Understanding the needs of the various components of the student population and the surrounding community; using this understanding to develop programs which contribute to help students obtain appropriate and needed skills; and interact with "end-users" of the College's programs to improve and meet the future needs of the community. You must be alicensed Counselor in the State of Michigan.

Mott Community College offers a competitive salary, excellent benefits, and the option of summer teaching/counseling.

These positions are available in January 1999.

If you are interested and meet the qualifications, send a letter of interest, resume, a copy of your license, transcripts, and three recent letters of reference to: **Mott Community College, Human Resources CM 1024, 1401 E. Court Street, Flint, MI 48503, FAX #: (810) 762-0595. Visit our website at www.mcc.edu**

Mott Community College

Mott Community College is AA/EEO Employer. The selected candidate must submit to a drug test and a background investigation.

SARAH LAWRENCE COLLEGE

Sarah Lawrence College invites applications for a tenure-track position in U.S. history, beginning September 1999. We seek applicants who are prepared to teach both broad and specialized courses in Early American and early U.S. Political History, including the Revolution and the Constitution, and to direct research by students in the college's M.A. program in women's history. Candidates must have a Ph.D., teaching experience, demonstrated scholarly potential, and a commitment to teaching at a small liberal arts college based on the seminar-tutorial system. Please send c.v., three letters of reference, two sample syllabi, and a letter describing your scholarly and teaching interests to **Janet Held, Faculty Secretary, Sarah Lawrence College, 1 Mead Way, Bronxville, New York 10708.** The preferred deadline for applications is December 15, 1998. Sarah Lawrence is an equal opportunity employer. Minority applicants are especially encouraged to apply.

GREENVILLE COLLEGE

Assistant or Associate Professor of Sociology/Social Work. To teach courses in Statistics, Intro to Social Work, Social Welfare Agencies and Institutions, Child Welfare, Marriage and Family, Gerontology, and Juvenile Delinquency. DSW or MSW (preferred) or Ph.D. in Sociology. Send vita, including statement of educational philosophy to

Dr. Jonathan S. Raymond, Senior VPAA
Greenville College
P.O. Box 159
Greenville, IL 62246-0159

CENTRAL MICHIGAN UNIVERSITY

DEAN OF THE COLLEGE OF BUSINESS ADMINISTRATION

THE UNIVERSITY: Central Michigan University is a comprehensive state university with over 800 faculty serving an enrollment of approximately 26,000 students. The university has eight colleges and offers more than 20 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on an 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the lower peninsula of Michigan.

THE COLLEGE: The AACSB accredited College of Business Administration is comprised of the departments of Business Information Systems, Economics, Finance, Management & Law, and Marketing & Hospitality Services Administration, School of Accounting, the Perry School of Banking and a Small Business Institute. There are approximately 100 regular and temporary faculty, 2,900 undergraduate students and 400 graduate students in the college. MBA classes are offered in Mt. Pleasant and nearby Midland, Michigan. Other masters programs include a Master of Science in Information Systems, a Master of Arts in Economics, and a Master of Business Education program. The college has excellent technology facilities with five computer labs, including a new SAP lab.

GENERAL RESPONSIBILITIES: The college is searching for an outstanding leader with the vision to assist the university's efforts to move into the next century as an exemplary model of a modern, technologically-based institution with a major focus on student learning outcomes. The dean is the chief academic officer of the college and reports directly to the provost. The successful candidate will be expected to provide vision and leadership in the planning and delivery of high quality instructional, research and service programs. The dean is accountable for managing the college resources and curricula to achieve the mission of the college and the university. The dean should be outcomes-oriented and promote effectiveness and efficiency in the pursuit of college and university goals.

QUALIFICATIONS: The successful candidate should possess an earned doctorate or equivalent experience recognized by AACSB; a distinguished record of academic achievement sufficient to meet the expectations for tenure within a department in the college; a record of outstanding leadership and administrative skills; budgetary, planning and fiscal management experience; a record clearly demonstrating a strong commitment to participatory decision-making, diversity and affirmative action; evidence of ability to attract external funding from private donors, grants, and contracts; a proven ability to work and communicate effectively with all publics served by the college, especially the local and state business communities; a strong appreciation for the role of faculty governance within the college; a commitment to continuing AACSB accreditation; and familiarity with a collective bargaining environment. Some variation from these qualifications may be made for individuals with an outstanding record of academic or administrative leadership.

REVIEW OF APPLICATIONS: for the above vacancy begins November 30, 1998 and will continue until the position is filled. The anticipated starting date will be July 1, 1999. Candidates should send a letter of application, resume, statement of their educational and administrative philosophy, and the names, addresses, and phone numbers of three to five references. Inquiries, nominations, and applications should be forwarded to: **Office of the Provost, Dean's Search, Warriner Hall 112, Central Michigan University, Mt. Pleasant, MI 48859. Tel (517) 774-3932, Fax (517) 774-2042.**

For more information, please refer to the university's home page at **http://www.cmich.edu** and to the College of Business home page at **http://www.cba.cmich.edu.**

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html)

PRESIDENT

COLGATE UNIVERSITY

The Board of Trustees of Colgate University invites nominations and applications for the position of President of the University.

Colgate University is an independent liberal arts institution in Hamilton, New York, founded in 1819. Approximately 2750 men and women are enrolled at Colgate.

The President is the chief academic and administrative officer of the University and should possess distinguished academic credentials and appropriate administrative experience.

Review of applications will begin December 1, 1998, and will continue until the search is completed. Forward applications and nominations to:

Secretary of the Board of Trustees, Colgate University
13 Oak DriveHamilton, NY 13346

An Equal Opportunity/
Affirmative Action Employer

UCLA

DIRECTOR

DENTAL RESEARCH INSTITUTE

The University of California at Los Angeles is recruiting a new Director of the Dental Research Institute (DRI), available July 1, 1999. The Director will also be appointed as a Professor with tenure in the School of Dentistry. A Molecular Biologist with a research background in orofacial diseases or abnormalities is preferred. The candidate must have a Ph.D. or D.D.S., (D.M.D.)/Ph.D. and must be experienced in research administration, tenure at their present institution, and bring substantial extramural funding to UCLA. The objective of the DRI is to study the basic mechanisms of disease in the orofacial region through original research.

To be assured consideration, applicants should submit a curriculum vitae and the names of three or more references by January 30, 1999 to:

DRI Director Search
c/o Dr. Robert Lindemann
UCLA School of Dentistry
53-038 CHS/BOX 951668
Los Angeles, CA 90095-1668

All qualified applicants are encouraged to apply, including women and minorities.

UCLA is an equal opportunity/affirmative action employer.

RADIO-TV NEWS: DEPARTMENT OF TELECOMMUNICATION, COLLEGE OF JOURNALISM AND COMMUNICATIONS,

seeks applications for 9-month, tenure-track assistant professor position, beginning August 1999. Full details on requirements and duties available at **http://www.jou.ufl.edu/tele/Default.htm,** or contact **Dr. Sandra Dickson, Chair, News Search Committee, Department of Telecommunication, University of Florida, P.O. Box 118400, Gainesville, FL 32611-8400, sdickson@jou.ufl.edu.** DEADLINE: 1 February 1999. Search is conducted under Florida's open records laws, and all documents are open for public inspection. *Minorities and women are encouraged to apply. AA/EEO/ADA employer.*

UNIVERSITY OF FLORIDA

TENURE TRACK POSITION IN EITHER PHYSICAL CHEMISTRY OR ANALYTICAL CHEMISTRY

(Asst. Or Assoc. Professor) beginning Sept. 1999. Seek applicants with strong interest in quality undergraduate teaching, commitment to liberal arts education, and promise of continued scholarly activity and professional growth (including a research program that involves undergraduates). Candidates with interdisciplinary teaching and research interest, especially in the area of environmental chemistry, are encouraged to apply. Ph.D. in analytical or physical chemistry required. Send cv, statement of teaching philosophy, summary of research interests and goals, undergrad and grad transcripts, and 3 letters of reference to:

Beth Abdella, Chair, Chemistry Dept.,
St. Olaf College, Northfield, MN 55057-1098.

Review of completed applications will begin on Jan. 2, 1999, and will continue until the position is filled. A liberal arts college of the Lutheran Church (ELCA). *St. Olaf is an equal opportunity employer and actively seeks diversity in its students, faculty, and*

Web site: http://www.stolaf.edu

West Chester University

Dean, School of Music

West Chester University of Pennsylvania invites applications and nominations for the position of Dean, School of Music.

West Chester University, founded in 1871, is the second largest university in the State System of Higher Education in Pennsylvania. Located in scenic Chester County, WCU is approximately 25 miles west of Philadelphia. West Chester University provides a high quality, comprehensive educational program to approximately 9,400 undergraduates and 1,800 graduate students.

The University is comprised of the College of Arts and Sciences and four professional schools: Business and Public Affairs, Health Sciences, Music, and Education.

As the Chief Academic Officer of the School of Music, the Dean provides academic leadership and vision to the school. Reporting directly to the Vice President for Academic Affairs/Provost, the Dean sits on the Council of Deans, and is expected to work collaboratively both within the School and across the University.

The School of Music includes 47 full-time faculty with 392 undergraduate and 54 graduate students. The six academic departments comprising the School are Instrumental Music, Keyboard Music, Music History, Music Education, Vocal/Choral Music, and Theory and Composition.

The Dean is responsible for enrollment management and long-range planning, resource allocation and budgeting, the development, coordination and evaluation of academic programs, faculty recruitment and retention, and the development of external partnerships, in addition to fostering faculty excellence in teaching, scholarship and service. The Dean, in conjunction with the Department Chairs, also is responsible for administration of academic policies and procedures and compliance with the Collective Bargaining Agreement. Qualifications include an earned doctorate in one of the disciplines represented in the School, administrative experience in higher education and a record of successful teaching and scholarly/artistic achievement.

In addition, candidates should demonstrate:

- Leadership, organizational and managerial skills within the context of shared governance.
- Excellent communication, interpersonal and advocacy skills.
- Familiarity with a decentralized budget system.
- An awareness of issues facing institutions of higher education.
- Experience in fund raising.
- Commitment to cultural diversity.
- Ability to promote the interests of the School of Music both internally and externally.
- Experience in developing partnerships with local and regional music organizations is desirable.
- Experience in a collective bargaining environment is desirable.
- Experience in implementation of new curricula is desirable.

This is a non-tenured management position. Salary range is $80,000-$88,000 commensurate with qualifications and experience. An excellent benefits package also is included. Anticipated starting date is July 1, 1999. A rolling review of applications will begin on December 4, 1998. Applications will be accepted until the position is filled.

Applications should include 1) letter of interest, 2) curriculum vitae and 3) names and telephone numbers of references to: Human Resource Services, c/o Dean Music Search, West Chester University, West Chester, PA 19383.

Candidates should demonstrate commitment to cultural diversity and equal opportunity. West Chester University particularly encourages the applications of women and minorities.

CENTRAL MICHIGAN
UNIVERSITY

RESIDENCE HALL DIRECTOR

Office of Residence Life 9 1/2 month, academic year appointment. Provides leadership in creating an atmosphere conductive to student development and diversity education. Responsible for programming and hall council advisement, residence hall administration, supervision of resident assistants and multicultural advisor, and academic career advising. One position available January, 1999, other vacancies anticipated beginning June 1999. Bachelor's degree required, Master's preferred. One year of residence hall work experience and one additional year of professional work experience since obtaining Bachelor's degree desired. Minimum semi-monthly starting salary of $983, commensurate with qualifications, plus apartment and meals. Opportunities exist for temporary assignments during the summer. Submit resume and cover letter to:

Kim Voisin
Assistant Director of Residence Life
201 Bovee University Center
Central Michigan University
Mt. Pleasant, MI 48859

Screening of applications begins immediately and will continue until all positions are filled. CMU provides flexible benefits, an excellent retirement program with tax deferred investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service. CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see **www.cmich.edu/aaeo.html**)

INSTRUCTOR OR ASSISTANT PROFESSOR HUMANITIES

DUTIES: Teach courses in principles and practices of bilingual/bicultural education, history of bilingual/bicultural education, the history of bilingual/bicultural education in the United States, methods of reading in elementary school and educational psychology with an emphasis on the bilingual/bicultural child. **QUALIFICATIONS: INSTRUCTOR:** Master's degree in bilingual/bicultural education or applied linguistics required or active progress towards a doctorate. **ASSISTANT PROFESSOR:** Doctorate in bilingual/bicultural education or applied linguistics required. Experience teaching in urban public schools and fluency in English and Spanish. Must demonstrate excellent oral and written communication skills, strong potential for scholarly activity and/or a record of active participation in professional organizations desired. **SALARY: INSTRUCTOR:** $27454-$53282 **ASSISTANT PROFESSOR:** $29951-$45672 commensurate with qualifications and experience. Send letter and resume by Dec. 11 to: **Dr. Max Rodriguez, LaGuardia Community College, 31-10 Thomson Ave, LIC, NY 11101.** Add'l info available at **www.lagcc.cuny.edu** or **(718) 482-JOBS** *An EO/AA/IRCA Employer*

ASU
ARIZONA STATE UNIVERSITY

Arizona State University is seeking applications and nominations for the position of **Director**, Office of University Evaluation and Testing. Complete application information can be obtained by contacting:

Dr. Anne L. Schneider, Chair
Director of Evaluation and Testing Search Committee
College of Public Programs
P.O. Box 870803
Arizona State University
Tempe AZ 85287-0803
Telephone (602) 965-1035
Email: victoria.rutherford@asu.edu

Arizona State University is an Equal Opportunity/Affirmative Action Employer

ILLINOIS STATE UNIVERSITY

NORMAL/BLOOMINGTON

As Milner Library transforms itself institutionally, organizationally, and philosophically to meet the 21st century, welcoming colleagues seek enthusiastic, like-minded professionals to join them in providing outstanding service and innovative instruction, developing excellent collections, and sharing in the management of the library Opportunities for professional growth in 12-month, tenure-track positions include

- **Music/Communication Librarian:** Reference, collection development, instruction, and liaison in music, communication, and other humanities-related subjects Manages Media Resources Center 2nd advanced degree in music strongly preferred
- **Science and Technology Librarian:** Reference, collection development, instruction, and liaison in mathematics, physics, and at least one other of the pure sciences 2nd advanced degree in science or technology strongly preferred
- **Head of Acquisitions:** Directs the operations of that division, including the ordering of library materials in all formats, planning and development of acquisitions processes, and personnel management and evaluation 3-5 yearsı acquisitions experience in academic libraries, experience in fiscal management, knowledge of automated systems such as Innovative Interfaces, DRA, or OCLC
- **Documents Librarian:** Coordinates all government documents activities, including selection, organization, processing in all formats, instruction, public relations Requires demonstrated knowledge of US depository guidelines and practices, as well as comfort with and commitment to electronic access
- **General Reference Librarian:** Provides general reference and documents service in a variety of formats to diverse patrons Participates in Milners extensive bibliographic instruction program Opportunities for work in collection development, web development, and undergraduate outreach programs
- **Head of General Reference:** Coordinates and evaluates the contributions of six librarians and three support staff in the libraryis General Reference and Documens Division Leads operations, planning, scheduling, and collaboration of the division 2nd advanced degree and 3 yearsı supervisory experience required
- **Non-book Cataloger:** Performs original cataloging for computer files, sound recordings and visual materials Knowledge of Dewey, LC, LCSH, AACR2R, and MARC 2 yearsı cataloging experience desired

QUALIFICATIONS: All positions require an ALA-accredited masteris, excellent communication and interpersonal skills, strong service orientation and focus on the educational role of the academic library, commitment to participative, collegial management and planning A demonstrated record of scholarship, publication, and service, as well as a second advanced degree are required for tenure

CAMPUS AND COMMUNITY: As Illinoisı oldest public university, Illinois State University strives to offer an outstanding education to 17,500 undergraduates in 35 disciplines, as well as to serve 2,500 graduate students through diverse masteris and doctoral programs Milner Library supports those programs with a service-focused staff of 110, a materials budget of over $2 5 million, and a collection of over 1 3 million volumes Illinois State is located in Normal/Bloomington, a growing community of 100,000 two hours from Chicago and three hours from St Louis

SALARIES: Vary according to position and responsibilities, but range from $32,000 to $40,000 at the rank of assistant professor Some are negotiable depending on education and experience Negotiable depending on education and experience 24 days vacation, 12 days sick leave, and 11 paid holidays per year Self-managed, portable, or state retirement plan Medical, dental, and life insurance plans

PREFERRED BEGINNING DATE: July 1, 1999 Earlier date negotiable

APPLICATION DEADLINE: To assure full consideration, applications should be submitted by January 31, 1999

TO APPLY: Send letter of application, resume, and the names of at least three references to **Cheryl Elzy, Dean of University Libraries, Milner Library, Illinois State University, Campus Box 8900, Normal, Illinois 61790-8900.**

For more information on Milner Library, contact our Web site at ***www.mlb.ilstu.edu.***
Illinois State is an affirmative action/
equal opportunity university encouraging diversity

HOUSTON COMMUNITY
COLLEGE SYSTEM

VICE-CHANCELLOR FOR EDUCATIONAL DEVELOPMENT

HCCS is recruiting for the position of Vice Chancellor for Educational Development. This position serves as the system's chief academic officer and provides leadership in the development, implementation and monitoring of academic development policies and practices.

REQUIREMENTS: Earned Doctorate degree required. Four (4) years of full-time higher education classroom experience and four (4) years of higher education administrative experience at the dean level or above. Successful candidate will possess knowledge of latest trends in academic program development and delivery systems and be familiar with student development theories and best practices.

Houston Community College, a public, comprehensive community college with an enrollment of 55,000 credit and non-credit students, is the largest institution of higher education on the Gulf Coast of Texas. ***HCCS*** offers competitive market salaries and benefits.

Please refer to **Job Vacancy Notice #3982** when making an inquiry or applying for this position. An ***HCCS*** employment application is required for consideration. To request an application, **call (713) 718-8566 or fax request to (713) 718-8599.** You may download an application from our web site at **www.hccs.cc.tx.us.** All completed application materials must be in the Human Resources Office by December 11, 1998.

Houston Community College System
320 Jackson Hill, Suite 220, HR Dept
Houston, TX 77007

HCCS is an Equal Opportunity Employer

RICE

Rice University

VICE PROVOST FOR ADMISSION AND RECORDS

Rice University, a private, highly selective teaching and research university, seeks nominations and applications for the position of Vice Provost for Admission and Records, a newly formed position.

An independent, coeducational, nonsectarian institution, Rice University is dedicated to undergraduate and graduate education, research and professional training in selected disciplines. Established in 1891, the University has an operating budget of approximately $255 million and an endowment of $2.6 billion as of October 31, 1998. Located in Houston, Texas, Rice has an undergraduate student population of 2,700, a graduate and professional student population of 1,400 and a full-time faculty of 450.

Working closely with the university's senior officers and the faculty, the Vice Provost will develop and implement an integrated strategy to enroll and support a student body characterized by outstanding intellectual ability, high potential for success, and representative of a broad and inclusive range of backgrounds. The Vice Provost reports directly to the Provost and oversees the offices of admission, financial aid, registrar, student information system, and student billing.

The ideal candidate will have outstanding leadership and communication skills, extensive relevant experience in a highly complex selective academic environment, a keen understanding of the issues facing selective admissions, knowledge of the uses of information technology in shaping enrollment management, and a proven track record of managing and motivating others.

The search committee will begin reviewing applications immediately and will continue until the search is filled. For fullest consideration, please send materials not later than December 15, 1998. Nominations and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Storbeck, Managing Director, or Susan VanGilder, Senior Associate
A.T. Kearney, Inc.
225 Reinekers Lane
Alexandria, VA 22314
703/739-4613 (phone)
703/518-1782 (fax)
susan_van_gilder@atkearney.com (email)

For more information about the university, please consult its website: **www.rice.edu**
Rice University is an affirmative action/equal opportunity employer.

Southern Connecticut
State University

SC
SU

DEAN OF THE SCHOOL OF BUSINESS

THE POSITION: Applications are invited for the position of Dean of the School of Business. The dean provides academic and administrative leadership for the School of Business. He or she guides the acquisition and use of the School's resources and is expected to encourage and facilitate excellence in teaching, research, curriculum development, updating of instructional technologies and student advisement. The Dean is one of seven academic deans who report to the Vice President for Academic Affairs. Salary is competitive.

THE UNIVERSITY: Southern Connecticut State University is situated on a 168 acre urban campus in New Haven, Connecticut. SCSU is a comprehensive metropolitan urban public institution with more than 12,000 students enrolled in undergraduate and master's level programs.

THE SCHOOL OF BUSINESS: The School employees some 35 full-time faculty in the departments of Accounting; Economics and finance; Management; and Marketing. The School awards annually some 230 undergraduate and graduate degrees. The recently established MBA program features a unique and successful cohort model. The School is considering pursuing AACSB accreditation.

QUALIFICATIONS: Candidates should (1) hold an earned doctorate in a discipline within the Business School; (2) possess a record of academic achievement to warrant appointment to the rank of professor; and (3) have first hand experience with AACSB accreditation. Superior communication and interpersonal skills are a requirement, particularly the capacity to listen, fashion a collegial atmosphere and foster a culture which values excellent and effective outcomes. Experience should also include successful interaction with a regional business community. Business experience is also desirable. Variations from some of these requirements may be considered for candidates with outstanding corporate/administrative backgrounds or other equivalent experiences.

THE PROCESS: Applications should be received by December 21, 1998. Anticipated starting date approximately August 1, 1999. Please send a letter of qualifications and experience, a vita, and the names, addresses and phone numbers of four recent professional references to:

Dr. Rodney Lane
Dean of the School of Education
Chair, Search Committee for the Business Dean
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515

SCSU is an Equal Opportunity/Affirmative Action employer. The University strongly encourages minorities and women to apply.

UNIVERSITY OF MINNESOTA

Vice President, Dean and Director

The University of Minnesota invites nominations and applications for the position of the Vice President for Agricultural Policy, Dean of the College of Agricultural, Food, and Environmental Sciences (COAFES), and the Director of the Minnesota Agricultural Experiment Station. The college, with its 11 departments, six branch stations and a landscape arboretum is a key part of a large land-grant research University. Minnesota has a high rank nationally in food and agricultural products. Biotechnology and environmental issues are increasingly important — on the farm, in industry, and at the University. The mission of the college is to support and strengthen the production, processing, marketing and distribution of food, agricultural and horticultural products through its research, teaching and outreach activities. The college has a comprehensive budget totaling approximately $65 million. Many of the faculty, departments and centers are nationally and internationally recognized for the quality and innovation of their disciplinary and interdisciplinary activities. The Vice President for Agricultural Policy reports directly to the President on matters relating to statewide agricultural policy and serves as the University's chief officer responsible for advising central officers on strategic and tactical issues related to the State of Minnesota and its role in global agricultural systems. The Dean is the chief executive and academic officer of the college and Director of the Minnesota Agricultural Experiment Station (MAES).

QUALIFICATIONS: A Ph.D. or comparable terminal degree in the applicant's areas of study. A record of scholarly research, teaching, and outreach activity, preferably at an academic institution. Extensive knowledge of and experience in critical public policy issues in agriculture or environmental sciences. Demonstrated success with fundraising and development. Strong communication skills, including the interpersonal abilities necessary to lead effectively with faculty, students and other constituencies. Demonstrated record of adopting and practicing principles of affirmative action and equal opportunity, and seeking to achieve diversity in the student body and work force. Ability to develop and maintain effective relations with related units within the University, with private and federal research funding agencies, and with a diverse cross section of people from rural and urban Minnesota. Experience in delegating and working effectively in a decentralized organizational structure. Ability to work effectively with federal, state and county governmental agencies, elected officials, agricultural organizations and private sector leaders. Effective leadership, administrative and fiscal management experience, including research program administration in an institution of higher education or a comparable complex organization.

APPOINTMENT: The candidate will have a renewable administrative appointment with annual evaluations; a comprehensive administrative review will be conducted after three years. Faculty rank and immediate tenure in one of the college's academic departments is contingent upon research, teaching, and outreach/service accomplishments. The start date for the position is July 1, 1999 or as soon thereafter as possible. Salary level is commensurate with educational and career experience.

APPLICATION PROCESS: Applications and nominations will be accepted until the position is filled. Review of applications and nominations will begin on January 15, 1999. A complete file includes a letter of application briefly describing qualifications and vision of land grant mission, vitae or resume, and the names, addresses and telephone numbers of at least three references. Please send to: **Regents' Professor G. Edward Schuh-Search Committee Chair, College of Agricultural, Food, and Environmental Sciences, University of Minnesota, 277 Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108.** A complete position description is available on the COAFES web site: http://www.agri.umn.edu/ under the "News and Events" button.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

PROGRAM HOUSE AREA COORDINATOR

Oberlin College seeks immediate full-time, live-in Program House Area Coordinator for temporary position. Requires B.A.; 1-2 yrs. full-time professional hall director experience; M.A. in student personnel, counseling, social work, or related field; 2 yrs. directly related prof./grad. asst. work exp. in residential hall management/administration preferred. Desired qualifications: student governance exp., community management/administration, community dev. group process, counseling & conflict resolution, exp. working w/diverse populations. Background check required. Furnished apartment & board, health benefits, paid vacation. Send letter, resume & references to **Ms. Ehrai Adams, Interim Asst. Dean of Students, Oberlin College, 50 N. Professor St., Oberlin, OH 44074 by 12/23/98. FAX 440/775-8149**. Late applications may be accepted until position filled. AA/EOE.

OBERLIN

Rancho Santiago Community College

DEAN OF COUNSELING

Rancho Santiago Community College District in Santa Ana, CA, has an opening for Dean of Counseling. Successful candidate must possess a Master's degree and at least one year of formal training, internship or leadership exp. Related to Counseling. Overall responsibility to the Vice Pres. Of Academic Affairs for the leadership & administration of all aspects of the Division, including the design, delivery, and staffing of educational, career, and personal counseling and guidance services to students, supervises the Transfer Center, Career/Life Planning Center, Latina Center, District Graduation Office, the District testing program, matriculation program components related to assessment, counseling/advisement and student follow-up, and the graduation office, responsible for District-wide assignment and staffing of counseling classes. Salary is $7,246-$8,209/month, the deadline to submit application is 11/25/98. **Please contact 714/480-7499 for applications & job announcements.** *EOE*

ENGLISH FACULTY

Full-time instructor or assistant professor positions anticipated for fall 1999. M.A. in English or closely related field required. Experience with educational technology desirable. Four-course semester teaching load to include college composition and developmental reading/writing. Send CV and cover letter to **Jean Bechtel, Administrative Assistant, Division of Liberal Studies, Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130 by Dec. 31, 1998.** The College is committed to a workforce reflective of our community. AA/EOE.

Community College of Philadelphia

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

HIGHER EDUCATION ASSISTANT
Coordinator for the Performing Arts

Hunter College is seeking an Assistant to the Chairs of the Departments of Music and Theatre.

RESPONSIBILITIES: serve as Coordinator for performance and stage production activities in the Department of Music (including the Program in Dance) and the Department of Theatre.

SPECIFIC RESPONSIBILITIES:

- Coordination of rehearsals, performances, and other departmental arts events; acquisition of performance properties (scripts, scores, etc.) and securing of rights thereto; locating and contracting of Theatre Production personnel (i.e., costume and set designers, technical assistants, etc.).
- Manage Lang Recital Hall and Loewe Theatre, including booking and scheduling of events and rehearsals, house management for performances (including training of ushers), coordination of technical staff, supervision of maintenance, and management of rental activities (negotiating contracts with rental clients and appropriate follow-through).
- Maintenance of up-to-date financial accounts. Execution of purchases for Music, Dance, and Theatre, including submission of purchase and check requests with accompanying documentation.
- Supervision of Student Activity Fund monies, including processing of departmental and student grants.
- Coordination of publicity, including preparation of posters, mailing, press releases, and advertisements for print and broadcast media; posting of fliers; production of programs and playbills.
- Preparation of grant proposals for the Performing Arts.
- Serve as liaison with the Sylvia and Danny Kaye Playhouse staff and box office.

QUALIFICATIONS: Baccalaureate Degree (specialization in Arts Administration is highly desirable) and a minimum of four years of Arts Management experience. Candidates must be proficient with DOS platform computer programs (WordPerfect 7.0, Lotus 123, Microsoft Publisher, and Quicken).

SALARY RANGE: $29,931-$40,440. Anticipated Appointment by January 1, 1999.

Send letter of application, detailed resume and the names, addresses, and telephone numbers of three references by November 30, 1998 to: **Performing Arts Search Committee, Department of Music, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021.** Please do not send any other materials at this time.

An Equal Opportunity/Affirmative Action/IRCA/ADA Employer.

THE UNIVERSITY OF KANSAS
Dean
School of Law

Nominations and applications are invited for the position of Dean for appointment effective July 1, 1999. The Dean is responsible for the administration of the School, with an enrollment of 538 and a faculty of 36.

Required qualifications: J.D. from an accredited institution; eligibility for appointment as full professor with tenure based either on the School's criteria for promotion and tenure (which include excellence in teaching, scholarship and service) or on an equivalent demonstration of outstanding professional scholarship, teaching, service and leadership. A complete position description is available upon request. Screening of nominations will begin on December 15, 1998, and will continue until the position is filled. Nominations and applications must include a statement of interest, curriculum vita, and the names, addresses and telephone numbers of three references, and should be sent to

**Professor Edwin W. Hecker, Jr.
c/o Office of the Provost
250 Strong Hall
The University of Kansas
Lawrence, Kansas 66045-1501**
EO/AA Employer

BEST COPY AVAILABLE

INNOVATIVE FACULTY WANTED

Mott Community College, located in southeast Michigan, seeks innovative faculty interested in working with other faculty and administration to create rapid, transformational change.

Faculty at Mott are involved in much more than teaching- they also play key leadership roles in expanding, and revitalizing the College, the community and the local economy.

Do you consider yourself to be an excellent teacher who also has extensive prior experience and/or the ability to demonstrate skills in the following areas?

- Understanding the needs of various components of the surrounding community.
- Using this understanding to develop educational programs which contribute to the economic development of the community, and to help students obtain new and improved jobs.
- Interacting with the end users of the college's programs to improve curriculum, develop new programs, and meet the future needs of the community.
- Comfortable and successful in applied community settings such as manufacturing or business as well as the classroom.
- Current in the use of distance learning and interactive classrooms.
- Creative, visionary thinkers comfortable working in cross-functional teams.
- Strong commitment to the documentation and improvement of student learning.

IF SO, WE WOULD BE INTERESTED IN HEARING FROM YOU!!!!!

☐ Philosophy - Masters in Philosophy
☐ English - Masters in English
☐ Reading - Masters in Reading
☐ Spanish/ French - Masters in Spanish
☐ English Journalism - Masters in English
☐ **Counselors - Masters in Counseling and MI State License**
☐ **Computer Information** - Bachelors and/or Masters in Computer Science
☐ **Nursing - Masters in Nursing and current MI RN license, 2 years experience**

This represents our current/anticipated needs with most positions to begin January 1999. Mott Community College offers an excellent benefit package, competitive pay and optional summer hours and overload. Candidates must submit a letter of interest including position desired, a resume, three references and a copy of transcripts to: **Mott Community College, POSITION DESIRED, Human Resources-CM 1024,1401 E. Court Street, Flint, MI 48503, FAX #: (810) 762-0595. Visit our website at: www.mcc.edu**

Mott Community College

Applications will be accepted until the positions are filled. Candidate must submit to **a Drug Test and Background** check for employment. Mott is an AA/EEO employer.

Position Announcement

Applicants are sought for a tenure-track position beginning Fall 1999. Ph.D. in technical/professional communication, rhetoric, composition, or related area. Strong knowledge of communication tools and technologies desired. Please submit a letter of application, a detailed vitae, and letters from three references to:

Professor Carol Sweedler-Brown
Chair, Department of Rhetoric
and Writing Studies
San Diego State University
San Diego, CA 92182-4452

E-mail inquiries to Darleen Rosa at **drosa@mail.sdsu.edu**
Review of applications begins on November 1, 1998

San Diego State University is an equal opportunity title IX employer.

Art Historian

Princeton University. Assistant Professor (tenure track). Late Medieval-Early Renaissance. Expertise in areas not represented in the department, including Early Netherlandish painting and medieval sculpture especially welcome. Commitment to undergraduate and graduate teaching is essential; Ph.D., teaching experience, and publications required; range of interests desirable. Send CV, publications, sample course syllabus, and three recommendations to:

European Search, 105 McCormick Hall
Department of Art and Archaeology
Princeton University, Princeton, NJ 08544.
A/D January 15. AA.EOE.WMA

Princeton University

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Hispanic Outlook in Higher Education?
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SARAH LAWRENCE COLLEGE

Announcement of Position in Spanish

Three-year, full-time, regular contract, tenure-track position beginning Fall of 1999. PhD in Hispanic literature in hand or near completion. Applicants should be able to teach language courses at all levels as well as literature in Spanish and in translation. Teaching experience required. Knowledge of recent developments in language-teaching methods and technology highly desirable. A strong interest in at least one of the following is highly recommended: Latin American Literature, US Latino literature, Caribbean Studies, Peninsular literature, Film. Preliminary interviews will be conducted at the MLA convention. Please send resume, letters of recommendation, and one sample of publications, postmarked by December 12, to **Eduardo Lago, Search Committee Chair**.

Sarah Lawrence College is an equal opportunity employer. Minorities are encouraged to apply.

Subscribe !

The Hispanic Outlook
Tel. (201) 587-8800 Ext. 100
Fax us at: (201) 587-9105
or E-Mail us at:
outlook@sprintmail.com

NOW ACCEPTING:

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John Jay College of Criminal Justice

The City University of New York

announces (25) faculty positions for either Spring 1999 or Fall 1999 (subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship who may participate in both graduate and undergraduate education Doctorate required for professorial rank For appointment as Instructor, master's degree required, ABD and teaching experience preferred Instructors are limited to five one-year appointments Salary commensurate with experience

Department of Art, Music and Philosophy
Assistant Professor/Instructor
Position Revised and Search Reopened

To teach general survey courses and upper level courses in Ethics and the Philosophy of Law Area of specialization open, with preference for ethics, legal or political philosophy and/or philosophy of criminal justice

Department of English
Assistant Professor
(four positions available)

1) Generalist to teach a variety of writing and literature courses, a specialty in American literature preferred 2) To teach Legal Writing and courses in law and literature 3) Generalist to teach a variety of writing and literature courses, a specialty in medieval literature with the ability to teach classical literature in translation 4) Ph D in Rhetoric or English, to teach and to design a variety of writing courses

Department of Government
Assistant Professor/Instructor
Search Reopened

Comparative Politics/Politics of Criminal Justice Applicants should have a strong cross-national perspective and be well grounded in the theories and analytic methods of comparative politics Ability to develop courses in the politics of criminal justice from a comparative perspective

Department of History
Assistant Professor/Instructor
(two positions available)

1) Specialty in Early Modern or Modern East Asian History Legal or criminal justice history preferred 2) Specialty in American Legal or Constitutional History To participate in the development of the prospective Justice and Humanities Major

Department of Law, Police Science, and Criminal Justice Administration
Assistant Professor/Instructor
Position Revised and Search Reopened

Position in policing Applicant should possess a demonstrated interest in computer applications in criminal justice and security, and be able to teach courses in policing technology and computer security

Department of Mathematics
Assistant Professor/Instructor
(three positions available)
Search Reopened

Ph D in Computer Science or Mathematics To teach undergraduate courses in mathematics and the Computer Information Systems major

Department of Public Management
Assistant Professor/Instructor
(four positions available)

Search Reopened for the following three positions
1) Public Administration: Inspection and Oversight Expertise in one or more of the following areas program evaluation, auditing and accounting, inspection, and oversight, investigation of waste, fraud and abuse Doctorate in public administration, economics, or closely related field **2) Economics:** Crime and Fraud Expertise in one or more of the following areas economics of crime, social problems, and law, public sector auditing and accounting Doctorate in economics, accounting or closely related field **3) Public Administration:** Juvenile Justice Expertise in one or more of the following areas related to juvenile justice and family courts planning, management, policy analysis, and program evaluation Doctorate in pubic administration or closely related field **4) Public Administration:** Expertise in one or more of the following areas policy analysis, research methods, and program evaluation, especially as applied to law, justice and social problems

Department of Puerto Rican Studies
Assistant Professor/Instructor
(two positions available)

1) Specialization in criminal justice and social sciences Expertise in Puerto Rican, Caribbean, and Latin American communities in the USA and knowledge of respective geographic areas 2) Specialization in law and criminal justice Expertise in Puerto Rican, Caribbean and Latin American communities in the USA and knowledge of respective geographic areas

Department of Sciences
Assistant Professor/Instructor
(three positions available)

1) **Position Revised and Search Reopened** Chemistry Forensic Chemist To teach courses from among natural science, general, analytical, toxicological and forensic chemistry Strong research agenda and thesis mentoring required **2) Search Reopened.** Criminalistics/Forensic Science To teach criminalistics in a forensic science program and conduct research in a graduate program 3) Biology/Molecular Biology To teach general biology in a forensic science program and conduct DNA related research in graduate program

SEEK Department
Assistant Professor/Instructor

Ph D in one of the following areas preferred Education, Reading Skills, English or Humanities Communication Skills is a course taught at three levels The focus is on reading comprehension and critical analysis using textbooks, editorials and essays Emphasis placed on enhancing skills such as problem solving, organization, note taking and library reading for research

Department of Sociology
Assistant Professor
(two positions available)

Specialist in criminology with particular reference to urban problems Strong empirical research skills required, ability to teach sociology and criminology at both undergraduate and graduate levels

Department of Speech and Theatre
Assistant Professor/Instructor

To direct one major production per year, teach public speaking and basic theatre electives Expertise in Sociodrama, Boal Techniques, or other forms of participatory theatre, especially, involving the uses of theatre in criminal justice intervention, rehabilitation and training preferred

Please send letter of application, curriculum vitae and three references, etc , to respective department chairpersons at **John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019.**

John Jay College has a strong institutional commitment to the principle of diversity In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups Reasonable accommodations will be provided to persons with disabilities upon request

AA/EEO/ADA/IRCA Employer. Deadline: December 18, 1998

DEAN, SCHOOL OF ARCHITECTURE

UNIVERSITY OF VIRGINIA

Applications and nominations are invited for the position of Dean of the School of Architecture at the University of Virginia. The appointment will be effective on or before July 1, 1999.

The four departments of the School of Architecture offer graduate and undergraduate degrees in architecture, architectural history, urban and environmental planning and graduate degrees in landscape architecture. In addition to these major fields, students may enroll in dual degree programs and interdisciplinary certificate programs in historic preservation and American urbanism. Approximately 560 students are currently enrolled in all departments. The fifty full-time and twenty-four part time members of the faculty reflect the commitment of the university to the highest levels of teaching and scholarship.

Candidates should possess a record of excellence in scholarship or professional practice and credentials sufficient to qualify for appointment as a tenured professor in one of the departments in the School of Architecture, experience in leadership in an academic setting or comparable environment, a commitment to promoting gender, racial and ethnic equity, a capacity and willingness to support and represent the diverse disciplines within the School, and an understanding of and capability for resource development.

Compensation is competitive and commensurate with qualifications and experience. Applications and nominations must be received by January 1, 1999 to ensure consideration and the review process will continue until the position is filled. The University of Virginia is an Affirmative Action/Equal Opportunity Employer. Submit applications and/or nominations, with a letter of interest, resume and references, to:

William H. Sherman, Chair
Dean Search Committee
c/o Office of the Vice President and Provost
University of Virginia
P.O. Box 9014
Charlottesville, Virginia 22906-9014

ROCKHURST

Kansas City's Jesuit College

SCHOOL OF MANAGEMENT

Applications are being accepted for the following Assistant Professor, tenure track positions available Fall 1999. All candidates must possess earned doctorates in the appropriate area. Primary responsibilities include teaching both graduate and undergraduate programs with the possibility of teaching in executive programs.

INFORMATION SYSTEMS: Candidates are expected to assist in developing a master's program in the MIS area.

PRODUCTION/OPERATIONS MANAGEMENT: Will provide leadership in updating and refining both undergraduate and graduate curricula in POM.

MACRO ECONOMIST: Experience with financial institutions, particularly the FDIC and/or the Federal Reserve System along with international finance is highly desirable.

To apply, send letter of application, curriculum vitae and names of three references to: **Personnel Director, Rockhurst College, 1100 Rockhurst Road, Kansas City, MO 64110-2561, 816-501-4555.**

Rockhurst College is an Equal Opportunity, Affirmative Action Employer

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CHAPMAN
University
Orange, California 92666

www.Chapman.edu

ASSOCIATE DEAN OF CAMPUS LIFE AND DIRECTOR OF STUDENT ACTIVITIES

Chapman University seeks a dynamic, innovative leader for a key position in the University community. The Associate Dean for Campus Life/Director of Student Activities coordinates the Student Conduct System, New Student Orientation, Multicultural Programming, Community Outreach, Student Leadership Development Programs, Commuter Student Programs, the Distinguished Lecture Series, the Student Development Transcript, and many major campus events, activities and programs throughout the year. He/She will supervise three professional staff and two support staff as well as a large student staff. He/She also advises all functions of the Associated Students and the Greek System and provides consultations to 70 clubs and organizations.

The preferred candidate will have a Doctorate in Student Personnel Services, Higher Education, Behavioral Sciences or related field, a Master's Degree is required. He/She will also have five years of full time university level experience in Student Affairs with evidence of increasing levels of administrative responsibility and a demonstrated interest in and ability to work with a diverse student population.

Please send a letter of application, resume, and a list of five references to:

Human Resources
Chapman University
333 N. Glassell
Orange, CA 92866

The deadline for the receipt of application materials is Dec. 4, 1998.
Applicants from underrepresented groups are strongly encouraged to apply.

R·I·T

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The RIT College of Science invites applications for two tenure track positions at the rank of Assistant Professor, one each in the Department of Physics and the Department of Biological Sciences. Both positions begin September 1, 1999.

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PHYSICS: Applicant qualifications include a Ph.D. in physics or a closely related field, evidence of excellence in teaching lecture and laboratory courses in a US college or university, a commitment to sustained research involving both undergraduate and graduate students, and initiative in utilizing and/or developing alternative teaching methods. Applicants should be capable of making contributions to current Department of Physics research projects and strengthening the Department's interaction with the master's program in Materials Science and Engineering. A complete description of the position and the application procedure are located on the Department's web page **(http://www.rit.edu/~674www/)**

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DEPARTMENT OF STATISTICS AND MICROCOMPUTER STUDIES PROGRAM

The Department of Statistics at SCSU seeks faculty for three positions to begin August 18, 1999. **POSITION 1: ASSISTANT PROFESSOR OF STATISTICS, tenure track; POSITION 2: ASSISTANT PROFESSOR OF STATISTICS, fixed term; POSITION 3: ASSISTANT OR ASSOCIATE PROFESSOR OF MICROCOMPUTER STUDIES, tenure track.** Salary commensurate with academic qualifications and experience.

RESPONSIBILITIES AND QUALIFICATIONS: POSITIONS 1 AND 2: A doctorate in statistics by the appointment date is required. Applications from recent Ph.D's are encouraged. Candidates must have a strong commitment to undergraduate teaching, possess excellent communication skills, have a record of or strong potential for scholarly and professional activity, be able to demonstrate teaching effectiveness, and have an ability to work with diverse populations. The successful candidate will also have had extensive statistical computing experience. Preference may be given to those candidates with course work emphasis, research interests, or job experience related to statistical computation, queuing theory, statistical consulting, Bayesian statistics, quality control, and linear models.

POSITION 3: Teach courses in data communication and networking, computer programming, software packages, and computer literacy. Participate in curriculum and computer network development and management. Supervise student assistants. A doctorate is required in computer science, computer education, software engineering, mathematics, or a related field. Also required is significant background (obtained by coursework, teaching, work in industry, etc.) in the microcomputer studies area, especially in data communication/networking. A candidate with expertise in OSI Layer 1, wide area networks, and network design will be given preference. The candidate must demonstrate a strong commitment to undergraduate teaching and to developing hands-on exercises to illustrate and reinforce theoretical concepts.

All successful candidates will have demonstrated ability to teach and work with persons from culturally diverse backgrounds. They will have the ability to teach and/or perform effectively, scholarly achievement or research, continued preparation and study, contribution to student growth and development, and service to the university and community.

POSITIONS 1 AND 2 APPLY TO:

Dr. David H. Robinson, Chairperson
Statistics Search Committee
Department of Statistics, ECC 139
St. Cloud State University
720 4th Avenue South
St. Cloud, MN 56301-4498

Department Telephone: (320) 203-6169
e-mail: CAShaw@stc2.stcloudstate.edu
fax: (320) 255-4269
DEADLINE: January 15, 1999

POSITION 3 APPLY TO:

Chair, MCS Search Committee
Department of Statistics
St. Cloud State University
720 Fourth Avenue South, ECC-139
St. Cloud, MN 56301-4498

(320) 203-6084
e-mail: mcssearch@mcs.stcloudstate.edu
DEADLINE: March 1, 1999

APPLICATION INFORMATION FOR ALL POSITIONS:

Applications must include letter of application, vita, transcripts of all graduate work (copies are acceptable for initial screening), and the names, addressees and telephone numbers of at least three references who can specifically comment on the applicant's abilities, experience and professional preparation. Please specify which position applying for. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, the disabled and veterans.

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Student Affairs-Enrollment Management

California State University, Los Angeles

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- Working knowledge of enrollment management and marketing, strategies and practices, operations evaluation and information technology, specifically student information systems.
- Demonstrated ability to build relationships with faculty, staff and students.
- Excellent oral and written communication skills.
- Demonstrated ability and/or interest in working in a multicultural/multiethnic environment.

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California State University, Los Angeles
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Los Angeles, CA 90032-8534

www.calstatela.edu

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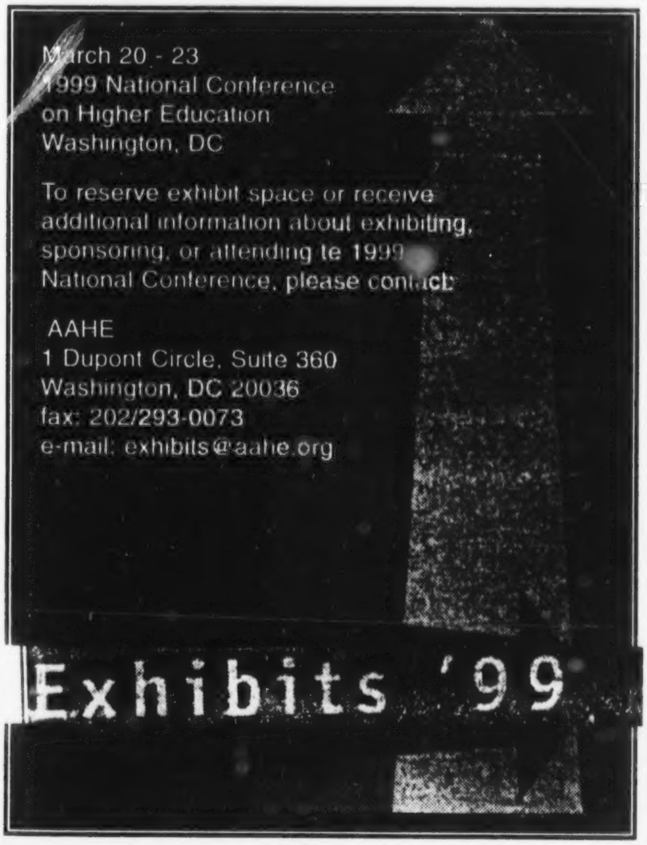

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September 25	Sept. 8	**Law School Issue**
October 9	Sept. 22	**Hispanic Heritage Month**
October 23	Oct. 6	**The College Board**
November 6	Oct. 20	**Publisher's Picks on Best Colleges for Hispanics**
November 20	Nov. 3	
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
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A D V E R T I S I N G I N D E X

POSITIONS

American Council on Education	DC	68
American University	DC	62
Arizona State University	AZ	55, 78
Boston College	MA	50, 53
Boston University	MA	57
California State University, Chico	CA	67
California State University, Los Angeles	CA	85
Case Western Reserve University	OH	50, 54
Cascadia Community College	WA	51
Cazenovia College	NY	52
Central Connecticut State University	CT	70
Central Michigan University	MI	77, 78
Central Pennsylvania Consortium	PA	73
Chapman University	CA	84
Charles R. Drew University of Medicine and Science	CA	69
Cleveland State University	OH	73
College of DuPage	IL	51
Colgate University	NY	77
Columbia University	NY	72
Community College of Philadelphia	PA	81
DePaul University	IL	51
Florida International University	FL	60
Florida Gulf Coast University	FL	62
Fort Hays State University	KS	56
Gainesville College	GA	64
George Mason University	VA	75
Georgia Southern University	GA	57
Golden West College	CA	68
Greenville College	IL	76
Hamilton College	NY	67
Harper College	IL	63
Harvard Law School	MA	61
Houston Community College System	TX	79
Hunter College/CUNY	NY	72, 81
Illinois State University	IL	79
Indiana University South Bend	IN	62
John Jay College of Criminal Justice/CUNY	NY	83
LaGuardia Community College/CUNY	NY	78
Loyola University Chicago	IL	74
Manhattanville College	NY	60
Messiah College	PA	63
Michigan State University	MI	54
Millersville University	PA	58
Mott Community College	MI	72, 76, 82
Nazareth College	NY	68
North Park University	IL	56
Oakland Community College	MI	73
Oberlin College	OH	81
Oklahoma State University	OK	50
Old Dominion University	VA	66
Princeton University	NJ	82
Purdue University	IN	74
Quinsigamond Community College	MA	67
Rancho Santiago Community College District	CA	81
Rice University	TX	79
Rochester Institute of Technology	NY	69, 84
Rockhurst College	MO	84
San Diego State University	CA	82
Sarah Lawrence College	NY	76, 82
Skagit Valley College	WA	65
Southern Connecticut State University	CT	44-45, 80
St. Cloud State University	MN	85
St. Olaf College	MN	77
SUNY University at Buffalo	NY	57
SUNY at Farmingdale	NY	66, 74
Tallahassee Community College	FL	54
Texas A&M University-Kingsville	TX	75
Texas Lutheran University	TX	60
The College of Wooster	OH	54, 66, 73
The University of Kansas	KS	81
The University of Michigan	MI	67
The University of West Florida	FL	61, 65
Towson University	MD	40
Trinity College	CT	61
Triton College	IL	70
Union College	NY	56
United States Department of Agriculture	MD	64
University of California, Los Angeles	CA	77
University of Florida	FL	55, 77
University of Houston	TX	66
University of Illinois at Urbana-Champaign	IL	57
University of Maine	ME	60
University of Maryland, College Park	MD	52, 56
University of Massachusetts Boston	MA	67, 72, 75
University of Minnesota	MN	80
University of Missouri-Rolla	MO	52, 61
University of New Mexico	NM	66
University of Northern Iowa	IA	68
University of Virginia	VA	84
University of Wisconsin Oshkosh	WI	59
University of Wisconsin-Stout	WI	59, 70
Vanderbilt University	TN	68
West Chester University of Pennsylvania	PA	78
Western Michigan University	MI	69
Western Washington University	WA	64
Wheelock College	MA	49

RECRUITMENT

Barry University	FL	46
Center for International Studies	NJ	76
Ferris State University	MI	47
Harrisburg Area Community College	PA	42
Indiana State University	IN	46
John Jay College of Criminal Justice/CUNY	NY	46
Lehman College/CUNY	NY	47
Madonna University	MI	41
New Jersey City University	NJ	2
New Mexico Highlands University	NM	43
Penn State	PA	48
Rice University	TX	47
Rio Hondo College	CA	49
Robert Morris College	IL	48
Rochester Institute of Technology	NY	41
Springfield College	MA	71
Temple University	PA	41
Texas A&M University	TX	49
Texas A&M University-Kingsville	TX	40
The University of Dayton	OH	47
The University of Iowa	IA	40
University of Massachusetts Boston	MA	43
University of North Texas	TX	48
Walden University	MN	42
West Chester University of Pennsylvania	PA	49

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

West Chester University of Pennsylvania	PA	47
Williams College	MA	43

CONFERENCES

American Association for Higher Education	86
National Association of Hispanic and Latino Studies	48

OTHER SERVICES

Ethnic NewsWatch	85

Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a thriving, independent, co-educational institution with 1900 undergraduate and 1000 graduate students. The college is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity. In keeping with its mission and ideals as a liberal arts institution, Nazareth College of Rochester seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and a demonstrated commitment to the promotion of such diversity.

Nazareth College of Rochester anticipates the following tenure-track positions for Fall 1999.

- **Art/Graphic Design** with related field in foundations or photo. Proficiency in Quark, Illustrator, Photoshop and Freehand. Working knowledge of Graphic Design from concept to product in print and electronic media, work as liaison for Mac and PC lab support. MFA ordinarily required. Submit artist statement plus 20 slides of your work and 20 slides of student work in addition to requirements below.
- **Biology:** To teach plant biology, preferably microbiology and general biology, all with laboratory, advise students and direct student research.
- **Education/English as a Second Language:** Director of Graduate Program in TESOL, teach undergraduate and graduate courses in education, including TESOL methods and theory. Also teach in liberal arts programs, e.g. in courses designed for freshmen and/or international students. Rank commensurate with experience.
- **Education: Reading/Literacy Education (January 1999 or August 1999):** To teach literary theory and methods courses at both the undergraduate and graduate levels; teaching experience K-12. Knowledge and/or experience with professional site-based school models.
- **English:** To teach World Literature Survey courses, upper division undergraduate courses in non-Western literatures, and Composition. Broad experience in Comparative World Literatures with a specialization in Middle Eastern and/or Asian literatures desirable, additional study in composition theory/practice desirable.
- **Music Education/Band:** To teach music education courses (graduate and undergraduate), to conduct the college band, and teach conducting courses. The ability to instruct in an applied area is preferred.
- **Music History with related field in applied music:** To teach undergraduate and graduate courses in music history as well as courses in music appreciation for non-majors and to teach studio instrumental lessons in area of expertise.
- **Physical Therapy:** To teach pre-professional physical therapy and related courses and to contribute to curriculum development. Appropriate clinical experience is required, area of specialization is open. Master's degree required and willingness to pursue doctoral studies preferred. Rank commensurate with experience.
- **Religious Studies (Asian):** To teach general courses introducing the study of religion as well as upper-level courses on a variety of Asian traditions.
- **Social Work:** To teach primarily in a new MSW program and periodically in the undergraduate program. Minimum of two years full time post-MSW practice experience related to areas of teaching, ability to teach research, HBSE, policy and/or practice, and a commitment to working with culturally diverse and non-traditional populations. Previous graduate teaching experience, prior experience with the CSWE self-study process, and knowledge of information technology preferred. Rank commensurate with experience.
- **Social Work:** To teach primarily in the CSWE approved baccalaureate program and periodically in a new MSW program. Ability to teach across the undergraduate social work curriculum desired.
- **Spanish:** To teach the Spanish language, civilization and culture, commercial Spanish, and Latin American literature classes. Native or near-native fluency in Spanish. (Ability to teach Italian an asset.)
- **Visiting Minority Scholar:** To teach for a specific, limited period of time, either one semester or one academic year. Terminal degree in specific area with an outstanding record of professional experience, artistic achievement, or community service. Preference given to candidates who can teach in one or more of the college's interdisciplinary programs (Freshman Seminar, Honors Program, Multicultural Studies, or Women's Studies).

Unless otherwise noted, appointments will be at the Assistant Professor rank, and doctoral degree is required or near completion. Salaries are competitive. Send letter of application, curriculum vitae, and names of three references to: **Dr. Dennis Silva, Vice President for Academic Affairs, Nazareth College of Rochester, 4245 East Avenue, Rochester, NY 14618-3790. Applications will be considered until positions are filled.**

Nazareth College

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The University of North Alabama is a comprehensive regional state university offering undergraduate and graduate degrees. The University has an enrollment of approximately 5,700 students. For additional information about the University, please consult our web page at **http://www.una.edu**

ART: Tenure-track position in the Department of Art beginning August 23, 1999, at the Instructor or Assistant Professor rank. Master's Degree required, appropriate terminal degree preferred. College teaching experience is desirable. The position requires a strong commitment to excellent undergraduate teaching in the areas of Surveys of Art, American, Italian Renaissance, Theory and Criticism, and History of Photography. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on December 15, 1998. Include copies of publications and/or public lectures, with return mailer and postage.

CRIMINAL JUSTICE: Tenure-track position in the Department of Sociology and Criminal Justice at the Instructor or Assistant Professor rank beginning August 23, 1999. Doctoral degree is required. This position requires a strong commitment to excellence in undergraduate and graduate teaching in Criminal Justice. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on January 15, 1999.

ECONOMICS: Tenure-track position in the Department of Economics and Finance beginning August 23, 1999, at the Assistant Professor rank. PhD or D.B.A. degree preferred, Master's Degree required. The position requires a strong commitment to excellent undergraduate teaching in Economics and Statistics or Calculus. Review of applications will begin on January 15, 1999.

EDUCATIONAL ADMINISTRATION: Tenure-track position in the Department of Secondary Education. Doctorate in educational administration or educational leadership is required, as well as demonstrated success as a public school administrator, instructional leader, and classroom teacher. The position will include teaching and supervising interns in Master's and Specialist's level school administration, involvement in the secondary education program, as well as involvement in research and service. The position brings with it the possibility of serving as Chair of the Department. Review of applications will begin on January 15, 1999.

ENGLISH: Tenure-track position in the Department of English beginning August 23, 1999, at Instructor or Assistant Professor rank. Master's Degree required, doctoral degree preferred, with emphasis in English literature, pre-eighteenth-century. The position requires strong commitment to excellent undergraduate teaching in freshman composition and sophomore literature courses. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on January 15, 1999.

FINANCIAL ECONOMICS: Tenure-track position in the Department of Economics and Finance beginning August 23, 1999, at the Assistant Professor rank. PhD or D.B.A. degree preferred, Master's Degree required. The position requires a strong commitment to excellent undergraduate teaching in Finance. An interest in teaching some Economics or Statistics is desirable. Review of applications will begin on January 15, 1999.

HISTORY: Tenure-track position in the Department of History and Political Science beginning August 23, 1999. The position brings with it the possibility of serving as Chair of the Department, the rank is open. For Chair duties, PhD degree is required at the time of appointment. The position requires a strong commitment to excellent undergraduate teaching in the areas of British History and Colonial America or African-American History. Ability to teach U.S. Diplomatic History is an advantage. The successful candidate will be required to teach three sections of U.S. History survey and one upper division course each semester; the Chair is required to teach two courses. Research is strongly encouraged at the University of North Alabama. Review of completed applications will begin on December 15, 1998.

HISTORY: Tenure-track position in the Department of History and Political Science beginning August 23, 1999. The position brings with it the possibility of serving as Chair of the Department, the rank is open. For Chair duties, PhD degree is required at the time of appointment. The position requires a strong commitment to excellent undergraduate teaching in the areas of World History and Philosophy. Ability to teach Ancient or Medieval History or a non-Western area of history is an advantage. The successful candidate will be required to teach three sections of World Civilization and one philosophy course or upper division history course each semester; the Chair is required to teach two courses. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on December 15, 1998.

INTERIOR DESIGN: Tenure-track teaching position beginning August 23, 1999. Teach undergraduate courses in interior design, including proficiency in teaching studio courses and computer-aided design. Participation in curriculum development, creative activity, and service is expected. Qualifications: Master's Degree in Interior Design/Architecture. Professional practice, teaching experience, and proficiency with current CAD technology required. NCIDQ certification desirable. Review of applications will begin on January 15, 1999.

JOURNALISM: Tenure-track position in the Department of Communications and Theatre beginning August 23, 1999, at the instructor or Assistant Professor rank. Master's Degree required, doctoral degree preferred. The position requires a strong commitment to excellent undergraduate teaching and curriculum development in journalism. Candidates should be able to teach subjects such as: basic and advanced reporting, editing, feature writing, desktop publishing, script writing and magazine writing. Research is strongly encouraged at the University of North Alabama. Review of completed applications will begin on January 11, 1999.

PIANO: Tenure-track position in the Department of Music beginning August 23, 1999, or possibly as early as January 11, 1999, at the Instructor or Assistant Professor rank. Master's Degree required, doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching in Piano Performance, Piano Literature, Class Piano, and accompanying. Special consideration will be given to applicants with experience in MIDI and Jazz Improvisation. Other responsibilities include advising, committee work and scholarly activities outside the classroom. Applicant must be an active performer and should have teaching experience on the college level. Review of completed applications will begin on December 15, 1998. Include a performance tape.

PSYCHOLOGY: Tenure-track position in the Department of Psychology at the Instructor or Assistant Professor level. Master's Degree required by the time of appointment, doctoral degree preferred (in an experimental area of psychology), a solid scientific background in research and the methodology of psychology, evidence of teaching ability, willingness to teach experimental psychology, physiological psychology, general psychology, and additional basic scientific psychology courses and strong commitment to undergraduate instruction. All department members teach general psychology, have a 12-semester hour teaching load, and advise students. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on January 15, 1999, for this position which will begin on August 23, 1999. Indicate teaching and research interests in cover letter.

SOCIAL WORK: Tenure-track position in the Department of Social Work beginning August 23, 1999, at the Instructor or Assistant Professor rank. MSW degree with two years of post-master's degree professional experience required, doctoral degree preferred. The position in this department, which is actively involved in a variety of community-based social research projects, requires a strong commitment to excellence in undergraduate teaching and research. Instructional subject areas may include social work practice, human behavior, social welfare policy and social work research. Review of applications will begin on February 1, 1999.

SOCIOLOGY: Tenure-track position in the Department of Sociology and Criminal Justice at the Instructor or Assistant Professor rank beginning August 23, 1999. Master's Degree required, doctoral degree preferred. The position requires a strong commitment to excellence in undergraduate teaching. Area of specialization is open. Research is strongly encouraged at the University of North Alabama. Review of applications will begin on January 15, 1999.

THEATRE: Tenure-track position in the Department of Communications and Theatre beginning August 23, 1999, at the Instructor or Assistant Professor rank. Master's Degree in Theatre required, doctoral degree preferred. The position requires a strong commitment to excellent undergraduate teaching and curriculum development in theatre. Candidates should be able to teach subjects such as: introduction to theatre, theatre history, dramatic criticism, oral interpretation, voice and diction, acting and/or playwriting. Production responsibilities will include the direction of one production per year. Preference will be given to applicants who have production experience and are able, also, to design and construct scenery, and/or costumes for one production per year. Research is strongly encouraged at the University of North Alabama. Review of completed applications will begin on January 11, 1999. Include slides of work with application.

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CONTENTS

FEATURES

Hispanic Influence on the Game of Soccer 5

HO talks with coaches and players about soccer: past, present, and future.

NCAA Leadership Conference 9

Hispanic student-athletes in Texas, Minnesota, Missouri, and New Jersey talk about lasting benefits derived from this conference.

The Challenges of Hispanic Athletes 12

Family, finances, and early experience are factors that might need to be overcome, according to sports panelists at Cal Poly Pomona.

Tommy Nuñez, National Hispanic Basketball Classic 14

The only NBA referee of Mexican descent describes his passionate stewardship of this exciting, growing event.

Researchers Talk Women, Sports, and Academia 19

HO interviews Drs. Vivian Acosta and Linda Jean Carpenter of Brooklyn College, on the road.

HONOR ROLL
University of California-Los Angeles 16

One in every 140 Californians holds a degree from this exciting, influential university.

NCAA: Not on the Court but In It 23

A restructured NCAA faces a spring lawsuit over its eligibility rules, said to have a disparate impact on minorities.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Schools, Computers, and the Internet Access on the rise, even at poor schools.

SUCCESS STORIES 24
Life is More Than a Sport

A Latino case history, from the founder/director of University of Michigan's Paul Robeson Research Center for Academic and Athletic Prowess.

People, Places, Publications, Conferences 28

Book Review: *The Squatter and the Don* 36

A CAPITOL VIEW

Schools, Computers, and the Internet: The Future Is Here

BY GUSTAVO A. MELLANDER

The long-expected computer revolution in our schools is at hand. Recent Washington, D.C., studies report that computers and Internet access are becoming a universal feature of America's schools in the suburbs, the inner-city, and even remote rural areas.

A significant number of children in America's schools now have access to a computer at home. Moreover, those children know how to use them. A few years ago, a computer in a home was considered a luxury. For families with children in school, they might rapidly be becoming a necessity.

Exponential Growth

The Fall 1997 survey of The National Center for Education Statistics (NCES), reported that 78 percent of America's public schools claim they have access to the Internet. This is up from 35 percent as recently as 1994 and up from 65 percent in 1996.

Moreover, the 1997 survey reported that 89 percent of America's secondary schools have Internet access. The same NCES survey predicts that, based on plans reported by schools that don't yet have Internet access, at least 95 percent of America's schools, and 98 percent of its secondary schools, will have Internet access by the year 2000.

Minority Access

The growth in the percentage of schools with Internet access is occurring in all regions of the United States and in inner-cities and rural areas as well as in the suburbs. As might be expected, schools with a high percentage of both minority students and students from poor families have made less progress in obtaining access.

According to NCES: "In 1997, schools with 50 percent or more minority students enrolled lagged behind schools with 20 percent or fewer minority students, as did smaller schools (those with fewer than 1,000 students), which are more likely to be elementary than secondary schools.

"Also lagging in Internet capabilities were schools with 71 percent or more poor students (that is, students eligible for free or reduced-price lunch), with 63 percent having access; however, schools with 31 to 70 percent poor students have recently made considerable gains in Internet access, moving from 58 percent in 1996 to 78 percent in 1997."

High Tech Means High Costs

The cost of maintaining access to the Internet is expensive. As part of the Telecommunications Act of 1996, the Schools and Libraries Universal Service Program was established "with the express purpose of providing affordable access for all eligible schools and libraries, particularly those in rural and inner-city areas." This program, referred to as the "e-rate program," will make available $2.25 billion dollars annually to subsidize Internet services for eligible schools and libraries.

According to the organization created to administer the program, the Schools and Libraries Corporation (SLC), "Discounts range from 20 to 90 percent, depending on the school's or library's economic need and location. The level of discount is based upon the percent of students eligible for participation in the federal free or reduced-price school lunch program. Libraries will use the school discount percentage of the school district in which they are located."

Hispanic-Serving Institutions

The widespread availability of Internet access in secondary schools provides an opportunity for Hispanic-Serving Institutions (HSIs) to reach Hispanic students thinking about and preparing for college. In a secondary school with Internet access, the school's library/media center is almost certain to have such access and usually serves as a principal source of career and college information.

HSIs, particularly community colleges, should consider specifically tailoring parts of their Web site to reach Hispanic students who are thinking about college and who might consider attending their institution.

HSIs can personalize their outreach to these students by making e-mail contacts available and encouraging students to make use of them.

In addition, HSIs could motivate Hispanic students to visit their Web-sites regularly and thereby establishing a relationship of use and interest to Hispanic secondary school students. Moreover, this outreach doesn't need to be confined to high schools, but can reach down into the middle schools where student attitudes about college are often initially formed.

Finally, making available "success stories" of Hispanics who have overcome obstacles and succeeded in college can be a source of encouragement.

A Vivid Example

Students are increasingly feeling the need for a computer to do schoolwork. A recent *Washington Post* article featured the plight of a young woman who is an honors student and a senior in a high school in Montgomery County, Md., one of the affluent suburban counties that surround Washington, DC. The young woman is one of the 25 percent of Montgomery County students who don't have a computer in their home; her family can't afford one.

In order to write papers for school, she often calls friends to see if she can use one of their computers. Alternatively, she sometimes skips lunch and even a class to type up a paper in a computer lab. She told the reporter interviewing her that it is almost impossible to function without a computer now for school and that not having one at home is a real handicap. The young honors student works after school and is saving up to buy a computer for college, where she says she knows she will really need one.

An astonishing fact emerges from this story. Based on a survey by the Montgomery County school system, 75 percent of the county's children have access to computers in their homes. Although this is well above the national average, a recent commercial survey reports that 60 percent of children nationwide now have access to computers in their homes.

The young honor student's felt need for a computer to do schoolwork is undoubtedly also felt by many of the 40 percent of the children who do not have access to a home computer. What is significant is that this perceived need for a computer is being felt by students themselves and for practical school-related reasons. Students no longer need to be sold on how great computers are.

Interestingly, the main value of the computer for school work as seen by the young woman in the Post article is for writing. Word processing is a principal use of computers in the workplace, but the computer's significance as a writing tool for secondary school students might have been lost in all the hype about multimedia and the World Wide Web.

Hispanic Leadership

HSIs and others interested in Hispanic students in higher education could provide a useful service by making Hispanic secondary school students aware of the major role that writing plays in college and the value of having a home-based word processing capability.

For students seeking an affordable computer writing capability, new dedicated word processors are available at discount stores for under $200. Moreover, used 286s, 386s, and 486s, as well as old MACs, are available for under $500 in the burgeoning used computer market. This is within the price range of a Nintendo 64 or Playstation.

Dr. Mellander is a professor at George Mason University.

Hispanic Influence on the Growth of Soccer

Ball Control, Touch, and the Beauty of the Game

BY TED OVIATT

In 1975, the Cosmos imported the greatest possible Hispanic influence, changing the face of American soccer forever, when they signed Pele, the most exciting single name in the history of soccer.

Anyone even sharing living space with a soccer enthusiast recognizes the strident, repetitive "Goaaaaaaal!" of Andrés Cantor, the world-famous Hispanic announcer who symbolizes the excitement that the Latin influence has brought to soccer in the United States. However, while soccer for both men and women is beginning to provide significant competition to the more traditional "American" sports of football, basketball, and baseball for both playing and viewing time, the numbers show that participation in the tremendous growth of soccer is still limited for Hispanic youth.

Clearly the Hispanic impact varies according to location and time spent in the country. In Los Angeles, where immigration–especially from Latin America–has struck so heavily, it might be difficult to count the players, but the presence is inescapable. Players who have honed their skills on the fields but also in the streets and the alleys back home, abound. Many do play in organized leagues, but many other young adults–including some not so young–are like the hundreds who find pickup games every night on the one field at Belmont High School in downtown Los Angeles and are not included in any statistics.

Mike Page of the California Youth Soccer Association estimates that in addition to these unorganized players, there are about 20,000 Latinos playing in "unaffiliated leagues" whose numbers are either omitted or estimated in national statistics. Steve Sampson, outgoing head coach of the U.S. national team, concerned about "so much talent missed," extends the area where so many potential stars are lost in unofficial leagues from Oxnard to San Diego, Calif., and puts the number at "more like 100,000!"

Edgar Moreno against Jefferson in 1991

Where there is not such massive immigration as in Los Angeles and other California locations, soccer is nurtured at the earliest levels–sometimes as young as age four–by programs such as the American Youth Soccer Organization (AYSO), which has flourished in American suburbs throughout the land. Unfortunately, real estate limits the residence, and cost limits the participation of even second-generation Latinos in this wonderful opportunity. The good news is that these obstacles do not prevent–they only slow the progress. We are way ahead of the days when Lee Trevino had to sneak onto the golf courses to practice in Texas, and Nancy Lopez had to drive miles to practice at a club in Arizona that would admit her.

The chances are there for anyone who attends an American high school. The way in–if you missed the AYSO background–is via the schools and the colleges.

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At a recent Division I women's match between Pepperdine (Malibu, Calif.) and Illinois State, four Latinas participated, all at least second-generation, all with youth soccer experience, and all recruited by their university. Christina Gutiérrez, from El Paso, Texas, helped Illinois State to control the midfield early in the game. She was All-City back home and earned the opportunity to play in a tournament where Midwest recruiters found her and lured her away from the Lone Star State. She is typical of the second generation individuals who have capitalized on the chances provided by devoted, hardworking parents, both born in Mexico, who like many of their contemporaries have made great sacrifices to offer their children a better life than they have known.

Vanessa Macen, from Oxnard, Calif., where there is a strong concentration of Spanish-speaking immigrants, entered the game midway in the first half and instantly set up Pepperdine's first score with a well-placed assist right in front of the goal. She readily admits that she has not faced the tough road of the recent immigrant. Born in the U.S., she is bilingual, well schooled both academically and athletically, and clearly comfortable in the predominantly Anglo, visibly affluent Pepperdine atmosphere.

Vanessa Macon at
Pepperdine University

Forty years ago these opportunities were available only in rich, suburban clubs and schools, mostly on the East coast. I first saw excellent soccer at Williams College in Massachusetts in the early fifties. In the 1960s, I watched St. Mark's School of Texas dominate the Southwestern Prep Conference; and in the mid-seventies, I was amazed by the legendary–in that area–Albie Loeffler's ten straight state championships at Staples High School in Westport, Connecticut. Except for an occasional foreign student at Williams, no Hispanics here.

AYSO
USA ATLETICS
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Even at the professional level, the start was slow for American soccer. When the North American Soccer League began in 1968, attendance was sparse. Internationally the U.S. was weak.

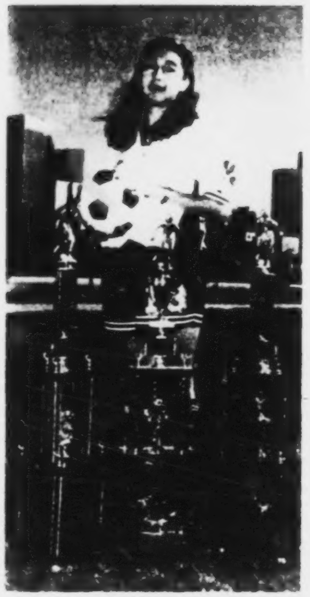
When Steve Sampson's U.S. team defeated the fabled Brazilians on their own turf last year, it was not only the first win for the Americans but also the first American goal in more than sixty years. The early pro teams were led by Europeans; and Kyle Rote, Jr., son of the SMU football All-American of the 1950s, was heralded in the early '70s as the first American-born star in the league.

Along with the Europeans came a sprinkling of Latino standouts who came here usually at the end of distinguished careers in their native lands. Public interest was really minimal, and when the New York Cosmos, playing in Hofstra Stadium on Long Island, routinely invited, via the public address system, any and all fans to come meet the players and their families in a nearby beer parlor after the games, my four children and I–with the baby sleeping under the table–were often the only ones in attendance!

In 1975, the Cosmos imported the greatest possible Hispanic influence, changing the face of American soccer forever, when they signed Pele, the most exciting single name in the history of soccer. The Brazilian star, who at age seventeen had helped Brazil win the first of three World Cups during his 20-year career, was at 35 still an awesome force on the field and a charming personality when it came to public relations. Other teams countered with European stars like Franz Beckenbauer and George Best. Attendance soared, the league expanded, and salaries rose.

Imported mercenaries still make their mark in the professional ranks. Importantly for the league, the Latinos attract a considerable following. Jorge Campos of Mexico was a big crowd favorite playing for Galaxy in Los Angeles and still draws cheers when he visits, playing for the Chicago Fire. Other names like Marco Etcheverry, Mauricio Cienfuegos, and Carlos Hermosillo provide an important connection for Latino fans. Two Argentine Americans are breaking ground for the hun-

Eddie Flores, head women's coach at East Los Angeles Community College, does complain that U.S. soccer has never reached out to Hispanics, boys or girls, and that schools responding to Title IX were often more interested in compliance than excellence.



Claudia Valdivia with conference trophies

dreds of second-generation soccer players who need to know that the professional leagues are an option for them. Marcelo Balboa of the Colorado Rapids is a likely choice for the next U.S. national team; and Claudio Reina, playing in the German leagues, shows that Americans are welcome even in Europe!

America's women, too, are strong enough to begin to export our overflow! This writer was surprised to learn from Greg Murphy, women's coach at Loyola Marymount, that there were five U.S. college players on the 1998 Mexican national team. Historically, women's soccer has not been big in either Europe or Latin America, so the United States has had a better chance to rise to the top internationally. There is no professional league to draw foreign stars, and there are few foreign stars to attract; so the AYSO-bred suburban upper-middle-class Anglo kids, like superstar Mia Hamm, are dominant in most schools, colleges, and certainly on the U.S. national team that recently defeated Brazil, 3-0, to win the U.S. Cup and remain undefeated at home in 43 straight games. Hamm has been called "the most marketable female sports figure," with Michelle Kwan second.

There are some serious obstacles to the entry of Hispanic women in soccer. There are the socioeconomic considerations: cost, distance to suburban practice fields, transportation to games as well as to practices. But there are also cultural drawbacks, families who frequently do not feel that after-school sports for girls are appropriate, much less important. Then, too, schools often treat girls' sports the same as substitutes. Coverage is the goal; quality of coverage is definitely secondary. Even when families allow a high school girl to join soccer, she often comes with little physical activity in her past so that supporting muscles are not built up and injuries are more frequent. Diet can also be a weakness.

At the college level, the absence of skills is the most serious deficiency. María Garcia, all-conference on an undefeated team at Belmont, played only two years in high school. She sat on the bench most of the time for two years at La Verne University (Calif.), which has an excellent soccer program. Most of her teammates had between ten and fifteen years of soccer experience. College coaches in a serious program don't have time to teach skills. Eddie Flores, head women's coach at East Los Angeles Community College, gets mostly Hispanic kids from the city. They come with good attitudes, dedication, and courage, but few skills. Flores explains (more than complains) that his teams can never compete with the suburban colleges that draw from the club players who have competed for more than ten years. He does complain that U.S. soccer has never reached out to Hispanics, boys or girls, and that schools responding to Title IX were often more interested in compliance than excellence. Flores is a professor of sociology and vice president of the Academic Senate, with an important voice in policy and budget. He is a wonderful role model for his students both in the classroom and on the field. East L.A. is lucky to have him.

> ***Family videos have recorded angry fathers yelling at Claudia, "Why don't you go play with your dolls?" It's very intimidating when the girls play with the boys—and do it well!***

Schools can be lucky in various ways. At Belmont, it was the fortuitous arrival at about the same time of an ex-Marine named Neil La Sala and a new sophomore named Claudia Valdivia, the only girl ever to arrive at Belmont with club skills. She scored 51 goals in her first year, and–together with Coach La Sala–led Belmont to three undefeated seasons. An excellent student, she is now at Loyola-Marymount, not playing soccer in her first year to ensure a strong academic start.

From a supportive, traditional Latino family, Claudia reached seventh grade without playing sports. When the family took her younger brother to a soccer program, Claudia wanted to play, too. There was no girls' team, so Claudia joined the boys' team. Reflecting the difficulties many Latinas face, family videos have recorded angry fathers yelling at Claudia, "Why don't you go play with your dolls?" It's very intimidating when the girls play with the boys–and do it well!

The boys' team at Belmont is coached by Nancy Carr-Swaim (yes, the lady coaches the boys, and the Marine coaches the girls!) who occasionally needs an interpreter to communicate with a team that is 100 percent Latino. Most of her kids have their soccer roots in another country, and Carr-Swaim loves the Latin focus on "ball control, touch, and the beauty of the

Erik Hernandez vs. Garfield in LA City Final 1996

Christina Gutierrez, Illinois State

game." She says that watching Mexican and European leagues on television will show the difference between the fast, attacking style of the Europeans and the skill-oriented polish of the Mexicans. Carr-Swaim's teams always are in the playoffs, usually in the final, and three times city champions in a city with forty-nine schools.

Thus, there are indeed many successes for Hispanics in American soccer, but authorities all seem to agree there could and should be more. Steve Sampson is one who is concerned about the talent lost and the future of professional soccer, which he claims will be dependent upon the interest of the growing number of Hispanic fans.

Sampson has in fact been on a campaign for the last three years to build a bridge to the Latino fan, to "make our national team their national team," alluding to the mass of Spanish-speaking fans who used to boo when the U.S. national anthem was played and who still frequently cheer for El Salvador when the U.S. plays them. He is proud of his efforts in this direction and believes that more Americans need to be familiar with the culture and the language if we are to be successful.

Sampson does, by the way, practice what he preaches. He speaks Spanish fluently, and he feels that he has been able to interact with both the culture and the people in the countries his team has been competing in. He is extremely popular, especially in Mexico, where he is always a welcome guest on TV and radio shows.

Americans, however, continue to be infamous for is their inability to communicate in any language but English. The U.S. Federation has not been able to penetrate the combination of timidity, hostility, and complacency that too often creates a wall between mainstream U.S. soccer and the non-affiliated Latino leagues. Sampson says there must be an effort on all sides. The predominantly Anglo, suburban leagues must reach out to the thousands of Latinos who are operating as if behind a wall. On the other hand, Latinos must be open to overture and make some effort on their own to force recognition.

One of the most effective voices in American soccer, Sampson predicts that "the presence of Latin Americans at MLS games will make the difference in the survival of the league." In much the same way that the old NASL failed because, in the rush to highlight Pele and Franz Beckenbauer, the league ignored American players, the new league must recognize the natural interest of the tremendous, and growing, numbers of Spanish-speaking fans who can be content to watch an El Salvador semi-pro team play Mexico in the park, or they can get excited about MLS and put 100,000 fans in the Coliseum.

Coach Nancy Carr-Swaim says that watching Mexican and European leagues on TV will show the difference between the fast, attacking style of the Europeans and the skill-oriented polish of the Mexicans.

Claudia Vadivia and Maria Garcia

NCAA

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

NCAA Leadership Conference

HO Interviews Hispanic Student-Athletes

BY ED BRENNEN

Ramon Nuñez plays college football. But you won't see him on network television every weekend, sweating it out in front of 50,000 delirious fans. And you won't read about his team's exploits each week in the pages of *Sports Illustrated*.

No, the 21-year-old Nuñez, a native of Queens, N.Y., plays offensive guard at St. Cloud State University in Minnesota, a Division II program that plays outside of the national spotlight. But just because Nuñez can't watch his team's highlights every Saturday night on *Sports Center* doesn't mean that he doesn't face the same issues, the same responsibilities, as the nation's "big-time" student-athletes. Which is why Nuñez so enjoyed attending the NCAA Foundation Leadership Conference, held May 25-28 at Disney's Coronado Springs Resort in Lake Buena Vista, Fla.

The purpose of the second annual conference was to provide a forum for student-athletes to engage in a "rigorous exchange that will encourage the development of their critical thinking skills and leadership capabilities," according to NCAA literature. More than 850 student-athletes were nominated from NCAA institutions

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across the country (including all three divisions: I, II and III), with more than 370 student-athletes selected to participate in the conference.

Nuñez, a junior majoring in mass communications, was nominated to attend the conference by his football coach at St. Cloud, Noel Martin. As part of the selection process, Nuñez had to complete an application and write an essay outlining his leadership roles on his team, in his community, and in his life. For the 6-foot-2, 290-pound Nuñez, talking about leadership was as easy as blocking an oncoming linebacker.

"Personally, I came up in not the best environment," said Nuñez, who lived in Queens until high school, when his family moved to Milwaukee. "But I was fortunate because my family home base was very good. What motivated me was...having role models like my mother and father. People of color like me that come from a situation where it's harder to rise up, it's harder for other people probably to do anything about it, to deal with it. Society has already predetermined that you're not going to make it. That motivated me to help others in my community."

So when Nuñez applied for the Leadership Conference, he wrote about his work at the Community Center Network's Career Youth Development program, where he, as a student-athlete, was paired with various at-risk youths, kids who might have dropped out of school or been sent to juvenile detention as first-time offenders. "We just tried to develop them, to educate them," said Nuñez, who received an award from Wisconsin Governor Tommy G. Thompson for his work.

Nuñez also wrote about his more recent work while at St. Cloud, when he would visit the local prison and talk to inmates about getting their lives back on track. And there were also the trips to the juvenile homes, where Nuñez would help kids plan for their future.

The people he visits and speaks to probably don't recognize Nuñez as a football player, but that doesn't matter. Nuñez knows that he is still in a visible position as a student-athlete, and it's one he wants to take advantage of. "I'm not playing at Florida State or anything, but what power I can use as an athlete or role model will help others," he said.

Channeling that power was one of the primary purposes of the Leadership Conference, which was presented by Entergy Corporation and sponsored by American Express and Delta Air Lines. All of the students' expenses, including airfare, were covered for the four-day event. In addition to smaller workshops dealing with issues such as media portrayal and public perception of student-athletes, the role of the coach in a student-athlete's development, and the responsibility of leadership, the conference featured several nationally renowned speakers. Dan Bogga, the NCAA's Chief Operating Officer, Tom Curley, publisher of *USA Today*, and Robin Roberts, anchor and commentator for ESPN and ABC, were among those who addressed the conference.

"I really enjoyed all the speakers and their energy," said 23-year-old Cassandra Reyes-Lopez, a native of Abilene, Texas, who represented Abilene Christian University.

Like Nuñez, Reyes-Lopez has an extensive list of extra-curricular community service work that made her a perfect fit for the Leadership Conference. In addition to playing softball at Abilene, the advertising/public relations major volunteers at the Abilene State School, where she works with the mentally handicapped. She also works at Great Expectations, an organization that helps abused women, and at ACU's Child Development Center.

"They put a lot of emphasis [at the conference] on taking what we learn and then going back to share it with people at our school," said Reyes-Lopez, who added that the conference's lessons applied both

Ramon Nuñez (left) with Vinny Testaverde, NY Jets quarterback to small schools such as hers and to the larger Division I institutions.

“Abilene has about 3,000 students, so it’s a little easier telling a smaller school [about the conference],” said Reyes-Lopez, who will captain the softball team this spring. “It was great,” she said, adding that she learned a great deal to bring back to share with her team.

Participant Wilfredo Rivera was there representing not 3,000 but a school of 48,000. The 20-year-old Newark, N.J., native is a junior this year at Rutgers University, where he competes on both the men’s cross country and track and field teams.

According to Rivera, who was nominated to the Leadership Conference by his academic advisor at Rutgers, the most useful lesson he learned from the four-day event involved the coach-athlete relationship.

“The relationship between a coach and an athlete in college is more professional,” he said.

“In high school, you learn a lot from your coach, but in college, they let you go on your own more.”

Rivera said that it’s often a difficult adjustment for young college athletes to make, and one they’re not always comfortable discussing with their coach.

“A coach might not be there at a personal level, but [the conference] showed that there are other ways you can gain some kind of support system in talking about a problem,” said Rivera, who is active with his local March of Dimes. “If not through your coach, then you can possibly talk about it with people from your own team, or your captains.”

Rivera called the conference “a very positive thing.

“It looked at student-athletes from both sides of the coin. It advanced the athletes trying to control their own destiny.”

And while not every student-athlete at the conference was a household name, or even a team captain in his or her own sport, for that matter, Rivera said those are not requirements for true leadership. “Everyone is a leader in their own way,” he said. “I even felt that in high school, when younger guys on the team would look up to me....You accept that role, and you know about it coming in.”

College sports always have had a large fan base, with alumni, students, and local residents loyally following their teams. But college sports have also enjoyed a revenue boom over the past 20 years, with high-profile sports such as football and basketball drawing increased media attention. For many student-athletes, dealing with reporters can oftentimes be a completely new experience.

“A lot of kids come from smaller towns, and this is the first time they experience the media coverage,” said Thomas Hernandez, a senior majoring in pre-med and biology who represented Truman State University in Kirksville, Missouri. The 21-year-old Hernandez, who is a senior defensive back on the Truman State football team, said that he learned to deal with reporters while playing for his high school team, which received a good deal of media attention. Even so, he said the Leadership Conference helped reinforce these lessons. “It’s important to learn those skills,” he said.

“As a student-athlete, it’s important to say the right thing. The conference,” he said, “was just a great experience. I was fortunate to be a part of it.”

Cynthia Gonzales, a junior this year at the University of Texas at Austin who transferred over the summer from UT-San Antonio, agreed. The 20-year-old Gonzales, a corporate communications major who plays outfield on the school’s softball team, said that one particular exchange at the conference stuck in her mind. During a panel with several journalists, “a lot of [the student-athletes] were asking for more positive coverage,” she said. “They wanted to see more stories about athletes helping kids to read, instead of showing the kids who are arrested for drunk driving or who are on steroids.”

The response that the student-athletes received from the panel, however, was not what they were expecting. “The panel said, ‘Tough,’” Gonzales recalled. “They said people want to read about when you do bad, not when you do good.”

Still, Gonzales and others said that they left the four-day conference with a renewed sense of empowerment as student-athletes. “You do have a voice as a student-athlete, and you can speak up,” said Gonzales, who volunteers her time each Christmas at the Holiday Feast in Houston serving food to people in need.

“The conference was definitely one of the best experiences of my life,” added Nuñez, the football player from St. Cloud State. “It was a chilling feeling meeting 375 other athletes, all from different backgrounds and different environments....It really enriched me as a person. It was more than I could have asked for....Getting to know people from all 50 states, and all the athletes from the different universities, it really opened my eyes to the country. There’s more out there than just where you live.”

“It’s a great program,” Nuñez added. “I hope they keep it going.”

Nuñez will be happy to know, then, that the third annual NCAA Foundation Leadership Conference is scheduled once again for this May. Student-athletes interested in attending should contact their schools athletic department.

The Challenges of Hispanic Student Athletes

CAL POLY
POMONA

Family, Finances, Early Experience

BY RON FREMONT

"There is a great deal of pressure for every member of some families to meet the basic economic need; plus, our education is a very high priority. Sometimes sports is not a part of that equation."

CARLOS JUÁREZ,
HEAD MEN'S AND
WOMEN'S SOCCER
COACH, CAL POLY
POMONA

Becoming a student-athlete at the collegiate level is a goal for millions of young men and women. The increased exposure that college athletics receives through the electronic and print media can be a captivating force that has inspired many a high school and junior college student to stay focused on the academic requirements that demands.

Getting to that level is a long road of not just junior high and high school competition, but the additional cost of private club programs (youth soccer organizations, club volleyball, little league baseball, youth basketball leagues, etc.). Most National Collegiate Athletic Association (NCAA) Division I and II college athletes today have been competing in sports since their elementary school years. And while being a "soccer team mom" is a socially recognized symbol of suburbia in America, it is not the norm for many cultures.

The Hispanic communities across the country have varying attitudes towards athletics, often depending on their economic and social strata. These social mores were explored on a special television program produced by the California State Polytechnic University-Pomona (Cal Poly Pomona) Intercollegiate Athletic Department and the Department of Instructional Technology and Academic Computing (ITAC). Titled *Deportes Broncos*, the half-hour show was produced completely in Spanish and interviewed members of the Cal Poly Pomona faculty as well as Bronco student-athletes.

"Hispanic athletes have often had more pressures growing up than their counterparts in other cultures," notes Carlos Juárez, the head men's and women's soccer coach at Cal Poly Pomona and a member of the panel. "There is a great deal of pressure for every member of some families to meet the basic economic need. Plus, our education is a very high priority. Sometimes sports is not a part of that equation."

Juárez, a native of Guatemala, has coached collegiate and club soccer programs for more than 16 years. Growing up in a Spanish-speaking home, he has first-hand experience with the trials that many of his Hispanic counterparts engage in every day. "Soccer was always a passion for me. If I could play all day, I would. I never thought I could make a career out of soccer or even get my education sponsored, and neither did my parents. With that in mind, I needed to work that much harder academically so as not to give the impression that I was forsaking my responsibilities just to play soccer."

"It was only after I got into college [California State University-Los Angeles] in the United States that I saw economic incentives of playing college soccer," adds Juarez. "But there is still not a great deal of funding in my sport, and the priority is still education first."

Economics and familial culture certainly affect the attitudes toward sports in Spanish-speaking homes. As one might

Carlos Juarez Head Men's and Women's Soccer Coach at Cal Poly Pomona

Santiago Giraldo, assistant men's tennis coach at Cal Poly Pomona

expect, families of affluence could offer more to their children.

Santiago Giraldo, an assistant men's tennis coach at Cal Poly Pomona and member of the panel, saw both sides in his South American community. A native of Manizales, Colombia [about six hours north of Bogota], Giraldo grew up with academic and financial privilege as both parents had graduated from college.

"I had the advantage of having parents who could financially support my sport," notes Giraldo. "Tennis is one of the most expensive sports to compete in because of the cost of private lessons. Yet many people that I knew did not have the same kind of financial support and were only allowed to play soccer or basketball on public courts. They were mostly discouraged by their parents so they could work and help support their family. Poor families in Colombia were often sending their children to work when they were 14 and 15, and dreams of competing in sports were just that–dreams."

Opportunities for Women

In 1982, the NCAA began to sponsor championships for women's athletics. That, coupled with Title IX, created myriad athletic and academic opportunities for female athletes across the country. Since then, more and more schools have increased the amount of grant and operational dollars directed specifically to women's athletics, creating more opportunity than ever before.

But women growing up in Hispanic homes were more often faced with greater struggles than were their male counterparts. Despite the increased awareness that women's athletics has brought to the public, many young women of a Spanish-speaking culture were still not encouraged to compete. Older girls in Hispanic homes of large families have responsibilities to provide care for younger siblings, and completing their education remained the number one priority.

Marina Torres-Reyes grew up in Delicias, Chihuahua, Mexico, as the youngest of five children. Her father worked in agriculture, and her mother stayed at home and took care of the children. Following in the footsteps of her older sister by eight years, Marina is a basketball fanatic.

"My sister was a great player in Mexico," notes Torres-Reyes. "She was a member of the Mexican National Team and a basketball role model for me. But my father was not happy about her playing basketball and felt she had more important work to do at home. She was always sneaking out of the house without his knowledge to go and practice.

"On one occasion after she had made the national team, she was supposed to go to South America for a competition. All the players needed to meet in Mexico City and then fly out from there. My father wouldn't let her go. He just did not think it was worthwhile."

Marina left Mexico to pursue an education in the United States and work on her English. She moved to Ventura, California, as her sisters lived in the area; later she enrolled at Ventura College. It wasn't until then that she realized that basketball could be a means to sponsor her education.

"My parents have never been fanatical about basketball. Coming from a big family, we spent all of our money on education. Without an education, you cannot build a future, especially in Mexico."

Torres-Reyes joined the Ventura College women's basketball team in the fall of 1994 and developed into one of the nation's top junior college guards. In two years at Ventura, Torres-Reyes averaged 14.1 points, 6.3 steals, and 5.2 assists per game. After her sophomore season, she was named the National JC Player of the Year by *Student Sport Magazine*, the California State JC co-Most Valuable Player, and the Western State Conference MVP. She was recruited and eventually signed a national letter-of-intent to attend Oregon State on a full athletic scholarship.

Finding that Corvallis, Oregon, was not to her liking, she left school after eight games and returned home to Mexico. After a year's sabbatical, she is now enrolled at Cal Poly Pomona, majoring in international business and ready to begin her final season of NCAA eligibility as the Broncos' starting point guard.

"My mother now gets excited to see me play," adds Torres-Reyes. "We have some family in Santa Paula, so she has a place to stay. But my dad has really changed. He now talks me up to all of his friends and talks about my games."

• • •

Cal Poly Pomona *is located approximately 35 miles southeast of downtown Los Angeles and features more than 17,000 undergraduate students. According to the university's Institutional Research and Planning department, Hispanics make up 21.8 percent of the overall campus student population. In comparison, Cal Poly Pomona student-athletes nearly mirror that percentage at 22 percent (44 of the 200).*

• • •

About the Author: Ron Fremont is the Assistant Director and Director of Sports Information of Athletics at Cal Poly Pomona, entering his 11th year at the university and his 17th year in higher education. A 1982 graduate of UCLA, he also serves as the Executive Producer of Bronco Sports Talk *and* Deportes Broncos, *shown on the PacBell network in Southern California. New programs are currently being planned for the 1998-99 academic year that will face more sports-related issues in Hispanic homes as well as those of African Americans, parents, and women. Fremont can be contacted at his e-mail address of <rfremont @csupomona.edu>.*

HO

Marina Torres-Reyes

Tommy Nuñez National Hispanic Basketball Classic

A Great Time-A Great Cause

BY ED BRENNEN

"We have a great time," says Nuñez, who gets eight or nine of his fellow NBA refs, as well as 10 Division I college refs, to donate their services each year.

While the flight attendants went over things like flotation devices and emergency exits, the businessman, a frequent traveler, struck up a casual conversation with the man next to him–a Tommy Nuñez, Sr., as he recalled. Nuñez said he worked as a referee in the National Basketball Association, which the businessman found interesting. As the plane ascended over America's heartland, Nuñez told the businessman all about his work with National Hispanic Basketball Classic, Inc. (NHBC).

To the businessman, it had seemed like any other trip. But a few weeks later he received a letter from Nuñez reminding him of their in-flight conversation, and asking for support. The businessman found he couldn't say no. He wrote a check for $3,000 in the name of the National Hispanic Basketball Classic.

For Nuñez, it's a perfect example of why his work with the NHBC is so successful.

"Fund-raising amounts to: if you know someone," says Nuñez, who founded NHBC back in 1980. "As far as talking about it, I could go talk to corporate people in an office, but that's not my style. We're not the big corporate system. We don't have that network. We're people to people, one on one...I do it my way and hope people respond."

And people have certainly responded. The 18th annual Tommy Nuñez National Hispanic Basketball Classic Tournament was held over Labor Day Weekend at North High School in Phoenix, Ariz. And like the 17 tournaments before it, this one was another success, raising nearly $15,000 for both the "Academics Through Athletics" scholarship fund, as well as various academic and athletic activities for disadvantaged youth.

The four-day tournament, open only to players of Hispanic descent, drew a capacity crowd once again this year of 48 teams. With 98 different games to squeeze in over the weekend, the tournament is a lot to handle, but it truly is a labor of love for the 58-year-old Nuñez, a native of Phoenix.

"We have a great time with it," says Nuñez, who runs the tournament with his two sons, Tommy, Jr., and Donnie, and his daughter, Colleen. "It's an opportunity to bring a lot of Latino basketball players together from all over the country. And with that spirit in mind, we market ourselves across the nation, using education as a priority, as well as an anti-drug message."

When the tournament began in 1980, there were eight teams raising about $600 for area youth. The tournament steadily grew through the years.

Budweiser
KING OF BEERS
17th Annual
NATIONAL HISPANIC
BASKETBALL CLASSIC
PHOENIX, ARIZONA
LABOR DAY WEEKEND AUG. 29 - SEPT. 1
Bank of Am
FIESTA
WARDS
NATIONAL HISPANIC
ETBALL CLASS
ACADEMICS
THRU
ATHLETICS

Kino Flores (on left) is the scholarship coordinator Tommy Nuñez (on the far right) is standing with scholarship recipient.

452

FIESTA
AWAR
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NBA referee Tommy Nuñez with MVP 40-over Division George De La Garza

though, and in 1988 four $1,000 scholarships were established. Today, the NHBC hands out a dozen of these scholarships each year.

"The scholarships go to kids who wouldn't typically go to college," says Donnie Nuñez, who has become heavily involved with the tournament over the past three years, even helping to set up its own Website (www.tommynuñez.com). "These are B-C type students who never really thought about going to junior college or a university.

"But this money gives them a kicker. They can take $500 and give junior college a shot, and then use the other $500 if they want to stay. This gives them a kickstart, which is what it's all about."

Having worked as an NBA official for the past 25 years, during which time he's been able to tell the likes of Michael Jordan to play clean defense, you wouldn't think that Tommy Nuñez, Sr., would need to busy himself during his vacation months. But the fact that Nuñez is in a position today to run a basketball tournament that raises thousands of dollars in scholarship money for young Latinos is the very reason he does it. You see, it's not so hard for Nuñez to imagine his own life having turned out much differently.

Growing up in the Phoenix barrio, Nuñez's parents divorced when he was 11. Soon thereafter he began bouncing around between different relatives, sometimes living with his grandmother, sometimes living with an aunt. Before his sophomore year was complete at St. Mary's High School, the class prankster had dropped out of school. By the age of 17 he was in trouble with the law, having "borrowed" his uncle's car and having sideswiped a parked vehicle.

While other kids his age had homeroom teachers, Nuñez now had himself a probation officer. That's who recommended that Nuñez join the Marine Corps, which he did at age 17. Nuñez credits his time in the Marines with getting his head screwed on straight.

Once out of the Marines in 1961, Nuñez took a job in a telephone factory. He also began officiating local high school basketball games on the side for extra cash. His side job quickly became his main focus, however, as he soon started officiating junior college games before catching on as a referee at the Phoenix Suns' summer camp. By 1972, the then-31-year-old Nuñez was invited to attend an NBA tryout camp in Buffalo, N.Y. The following year, he became the NBA's first Mexican referee.

It's now 26 years later, and Nuñez is still the only referee in the NBA of Mexican descent. In fact, he's the only Mexican official in all of pro basketball, football or baseball. It's a point of pride for Nuñez, and it's also his calling card–when he makes motivational speaking appearances around the country while traveling with the NBA, or when he talks to youngsters in his home state of Arizona on behalf of the Department of Education, or when he goes inside a prison or juvenile institution to talk to those who have already slipped up. Nuñez knows they're going to listen. "The NBA opens the door for you," he says. "They're curious. They say, 'What the heck does he have to say?'"

And all he has to say is that he's been there, and that education and hard work were the things that got his life back on track. "For me, growing up in a government housing project, in a single-family house, joining the Marine Corps 10 days after my 17th birthday–I would probably qualify for the Boy Scouts now," adds Nuñez, who has been married to his wife, Mary Ann, for more than 40 years. "The problems for kids are so serious today."

Nuñez has enough thank-you letters from scholarship recipients and the people he's reached "to fill a cabinet," which certainly is a perk to his work. But Nuñez also enjoys the actual four-day tournament, which in a lot of ways is a celebration of the NHBC.

"We have a great time," says Nuñez, who gets eight or nine of his fellow NBA refs, as well as 10 Division I college refs, to donate their services each year. "We have a banquet with mariachi music. The people come into town and spend their money.... We're involved in all of that."

The tournament also is immensely popular among the players, as some teams must be turned away once it reaches capacity. Those that do make it are broken down into two divisions–Open and Over-40. In this year's Open Division, the Oakland Warriors beat Houston, Texas, for the championship. "They're blue-collar kids in their 20s," Nuñez says of the type of players the tournament attracts. "They're working stiffs."

In the Over-40 bracket, the squad from Sacramento, Calif., came out of the loser's bracket to beat AZ-Flores Bakery for the title.

"The good thing about it," Donnie Nuñez adds, "is that a lot of the guys we play are college grads. I remember one of the guys playing was a high school principal in California, but if you saw him play, you'd think he was a street guy who'd been playing basketball all his life. Someone asked him, 'Hey, what do you do?' and they were shocked to hear that he was a high school principal. But you can do both."

While the tournament itself is done for this year, Donnie Nuñez pointed out that the money never stops trickling in, be it a $25 check here or a $5,000 donation there. The Fiesta Bowl, for instance, recently committed to five scholarships of its own. So if you're ever sitting in an airplane, and the gentleman next to you begins to tell you about a little something called the National Hispanic Basketball Classic, be prepared.

"I know how to beg," Nuñez says.

HO

Tommy Nuñez with All Tournament Team

The Honor Roll

University of California, Los Angeles

Exciting and Influential

BY ROGER DEITZ

The recently renovated Royce Hall is a well-known symbol of UCLA and has featured every major performing artist since its opening in 1929.

When one recalls great collegiate sports teams, the powerhouse squads of UCLA (University of California, Los Angeles) come to mind. UCLA teams have won an overall total of 61 NCAA men's championships. That's the second highest total in the nation—including 16 in volleyball, 15 in tennis, 11 in basketball, eight in track and field, five in water polo, two each in soccer and gymnastics, and one each in golf and swimming. The UCLA women's program is one of the most extensive in the country. UCLA played a pivotal role in establishing women's sports as a part of the NCAA. Women may compete in 11 varsity sports. They have won a total of 15 NCAA titles, the fifth highest in the nation, including seven in softball, two each in track and field, volleyball, and water polo, and one each in golf and gymnastics.

UCLA also is distinguished in non-sport areas. The National Research Council ranks UCLA among the nation's top research universities, with 31 Ph.D. programs among the top 20 in their field. *U.S. News and World Report* has rated The UCLA Medical Center as best in the west for eight years in a row. The center treats 300,000 patients a year. UCLA faculty rank among the best in teaching and research honors. Prestigious awards received by UCLA faculty through the years include four Nobel Prizes, eight national Medals of Science, 257 Guggenheim Fellowships, 145 Fulbright Awards since 1981, and 57 Sloan Foundation Fellowships since 1984. Students have done brilliantly as well. Eight UCLA undergraduates have received prestigious Rhodes Scholarships, recognizing scholastic ability, force of character, and leadership qualities. It's certain that from the classroom to the sports arena, UCLA gains top honors. Now UCLA can add the *Hispanic Outlook* Honor Roll as one more honorable trophy.

Chancellor Albert Carnesale took his post in July of 1997. He

[illegible]

Honor Roll Facts in Brief

INSTITUTION:
UCLA (University of California, Los Angeles)

LOCATION:
Undergraduate Admissions
Box 951436
Los Angeles, CA90095-1436
(310) 825-3101

ESTABLISHED:
1919

ENROLLMENT:
34,000

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION:
$4,006.50 - tuition and fees

NUMBER OF FACULTY:
1,680 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Applied Mathematics
Chicana and Chicano Studies
Folklore and Mythology
Hispanic Languages and Literatures
Microbiology and Molecular Genetics
Public Administration

INTERNET ADDRESS:
www.ucla.edu

sees UCLA's achievements as "exciting and influential," remarking, "In the span of a single lifetime, UCLA has ascended to the vanguard not only of higher education but of human endeavor. Unlike other universities, it embraces, but is not entrenched in, tradition; it is fortified, not fragmented, by diversity. The result is a bold, innovative spirit, flexibility, and the power to move forward in an era of accelerated changes."

UCLA is enriched further, he says, by its location in Los Angeles, which he terms "one of the world's largest, most dynamic and diverse communities," and he predicts the region will become "a world capital for the 21st century."

Chancellor Carnesale credits "all constituents of the UCLA community—faculty, friends, staff, students, alumni, donors, and the general public, as well as the campus itself"—with contributing to the university's greatness. "These resources have helped the university make it through some tough times, including Draconian budget cuts and a devastating earthquake. But UCLA has emerged all the stronger, and is well positioned to accelerate its upward trajectory."

UCLA is California's largest university. Enrolling 34,000 students annually (add to that more than 1,600 interns and residents), UCLA educates more students than does any other college in California, public or private. It is also the most sought-after university in the nation. More than 32,000 students applied to become one of 3,450 first-year students at UCLA for the fall of 1998. Records show that UCLA has 290,000 living alumni, 80 percent of them California residents. What that means is that The UCLA Extension sets a standard for lifelong learning. With more than 500,000 enrollments and 4,500 courses annually, UCLA Extension is the largest non-degree higher education provider in the world.

UCLA has one college and 11 professional schools. The College of Letters and Science offers programs leading to both undergraduate and graduate degrees, as do the School of the Arts and Architecture; School of Engineering and Applied Science; School of Nursing; and

School of Theater. Film and Television. The other professional schools offer graduate programs exclusively: The Graduate School of Education and Information Studies: School of Law: John E. Anderson Graduate School of Management: School of Public Policy and Social Research; and in the health sciences and the Schools of Dentistry, Medicine, and Public Health.

The UCLA story begins in 1880. With a population of 11,000, Los Angeles was a gas-lit pueblo trying to convince the state to establish in Southern California a second State Normal School like the one already existing in San Jose, 300 miles to the north. In March the following year, the State Assembly approved the establishment of such a school. More than 200 citizens contributed between $2 and $500 to purchase a site less than a mile from the business district. Soon the Victorian school grew in an orange grove (a site that is today the Central Los Angeles Public Library). On August 29, 1882, the Los Angeles Branch of the State Normal School welcomed its first students. By 1914, Los Angeles had grown to a city of 350,000, and the school's enrollment exceeded its capacity. It moved to new quarters, a Hollywood ranch off a dirt road. In 1917, Director Ernest Carroll Moore proposed that the school become the first branch of the Berkeley-based University of California. Two years later, on March 23, 1919, California Governor William D. Stephens signed legislation that created the "Southern Branch" of the University of California—no longer a teachers college but an institution that offered two years of instruction in Letters and Science. Third- and fourth-year courses were added, and the first class of 300 students was graduated in 1925. By 1927, the Southern Branch had earned its new name, the University of California at Los Angeles (the "at" became a comma in 1958).

As the student population increased, ground was broken in 1927 for a move to the present Westwood location, and in 1929, four original buildings—Royce Hall, Powell Library, and Haines and Kinsey Halls—formed a lonely cluster in the middle of 400 acres to serve 5,500 students. Today some 259 buildings on 419 acres serve nearly 36,000 students, who can choose from more than 100 major fields and design their own interdisciplinary majors. The diversity of the academic programs draws strength from a student body that mirrors the cultural and ethnic vibrancy of Los Angeles.

The ethnic composition of domestic students enrolled in both the undergraduate and graduate programs is 6.0 percent African American, 31.2 percent Asian American, 10.8 percent Chicano/Mexican American and 4.5 percent Latino/other Spanish American, .09 percent American Indian, and 3.9 percent Filipino. UCLA is known for its rich diversity. The campus awards more doctoral degrees to minority students than does any other college or university, and ranks second in the number of bachelor's degrees and fourth in the number of master's degrees awarded to minority students. UCLA has the only academic Black press on the West Coast, the world's largest archive collection on Japanese Americans, the leading journal on Asian Americans, and the only peer-reviewed journal devoted to Chicano studies.

UCLA announced that 4,267 students admitted for Fall 1998 declared their intention to register, making this the largest first-year class of any University of California campus, and one of the largest in UCLA history. Extensive recruitment and outreach efforts on the part of UCLA students, faculty, administration, alumni, and friends resulted in a record number of admitted students who have chosen to enroll. Even among minority groups historically underrepresented in the student population, the proportion who plan to attend (44 percent) was higher than ever. This year a total of 1,363 African American, Hispanic, and American Indian students were admitted, and 604 said they plan to attend.

"The good news is that we will enroll more underrepresented students than we had anticipated," says Carnesale, "but we remain disappointed that fewer underrepresented students were admitted under the constraint of Proposition 209. We will continue to dedicate resources to outreach efforts aimed at ensuring adequate representation of all segments of the community on campus."

In an effort to counter the effects of Proposition 209, which eliminates the use of race, ethnicity, and gender in the admissions process, UCLA recently developed two new programs to ensure diversity on campus. The initiatives—the Career-Based Outreach Program (CBOP) and the Venice/Westchester-UCLA Collaborative—seek to increase the academic competitiveness of educationally disadvantaged students in California's K-12 schools. "Outreach is vital to sustaining the diversity of our undergraduate student population, which is the foundation of diversity in every segment of the university," says Chancellor Carnesale. "The diversity of our students, faculty, and staff enhances our ability to fulfill all aspects of our mission of teaching, research, and service."

EX
A FIRMATIVE

Researchers Talk Women, Sports, and Academia

Participation Up, Role Models Down

BY ADALYN HIXSON

> ***"When a school is interested in increasing participation numbers for its women, they will look to sports that carry big rosters, such as soccer."***
>
> DR. LINDA JEAN CARPENTER

Dr. Vivian Acosta and Dr. Linda Jean Carpenter

Two of the few people who have kept a research eye on women athletes in academia over many years are Dr. Vivian Acosta, a Chicana, and Dr. Linda Jean Carpenter, professors and colleagues who are both about to retire from Brooklyn College, in New York.

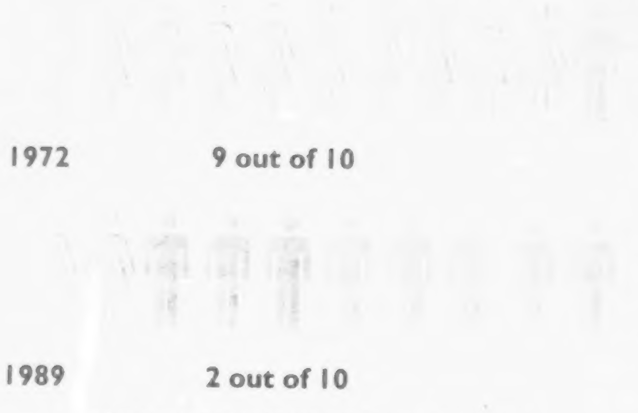
Their 21st annual report on *Women in Intercollegiate Sport* includes both good and bad news. Opportunities for women to play sports at that level have risen, but the percentage of teams coached by women has been declining for more than 25 years.

Acosta and Carpenter started collecting statistics on women in sports in 1978, the year that federally funded schools had to meet Title IX requirements regarding gender discrimination.

When Title IX was adopted in 1972, more than 9 out of 10 women's sports programs had women as head administrators. This year, 4 out of 5 are headed by men—80.6 percent, down slightly from the 81.6 of 1996.

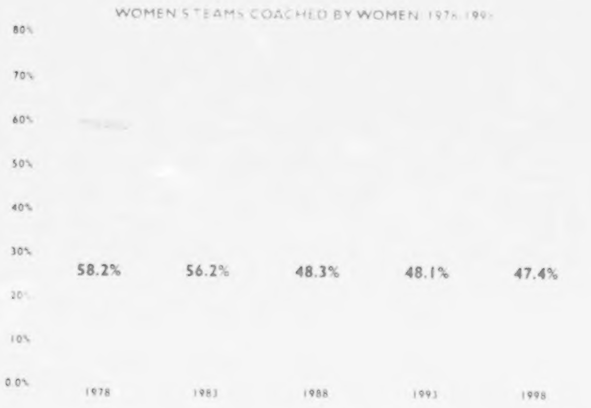
The women's share of administration jobs in women's sports programs overall, however, is 38 percent, higher than at any time since 1972.

But the percentage of women head coaches of women's teams in 1998 was at 47.4 percent, the second lowest on record. And women coach only 2 percent of men's teams. Carpenter was quoted in *Women in Higher Education* as saying that if hiring were more gender-neutral, more women would coach men's teams, and that both women and men students need to see women in leadership positions. "They need to see women who can make decisions, take flak, and guide their own lives and those of their athletes."



WHO'S RUNNING THE SHOW
Top Administrators of Women's Sports by Gender

HO caught up with Carpenter and Acosta at the Conquistadore Resort Hotel in Tucson, Ariz., as they were on the return leg of an international journey that included 23 days in China, meeting with the "very, very friendly" and "extremely hardworking" people of rural China, getting the sense that, in Carpenter's words, "human emotions and desires are universal." Carpenter noted that at 6'1" tall, with light brown hair, she attracted more than a few incredulous glances, especially from Chinese children. Now both professors are in Tucson, spending time with some of Acosta's relatives.



"Tucson, over the years that I've been visiting, is growing, growing, growing, but it has the feeling of a small town, and I like that," says Acosta. *HO* asks her about the power held by Hispanics in the city.

"I think they are exerting what power they have. Unfortunately, they are losing ground here with political influence. Again, unfortunately, they are living in the worst part of town, the southside of Tucson, but they are spreading out."

The Conquistadore staff, Acosta says, is about 90 percent Latino. "My sister started out here as a housekeeper cleaning rooms," she tells *HO*, "and has worked her way up so she is the assistant housekeeping manager."

Women's Sports on Campus: 1978-1998

	1978	1988	1998
Basketball	90.3%	97.0%	98.2%
Volleyball	80.1	91.2	93.5
Tennis	80.0	88.9	88.0
Cross Country	29.4	82.4	86.0
Softball	48.4	72.5	81.2
Soccer	2.8	38.3	78.5
Track	46.1	66.8	64.9
Swimming	41.0	55.0	45.7
Gymnastics	25.9	16.8	10.3

Source: *Women in Intercollegiate Sport, 21st annual report, Drs. Carpenter and Acosta*

HO: ***Dr. Carpenter, your latest study shows an enormous growth in soccer as a sport for women at the college level—from 2.8 percent of the campuses in 1978 to 78.5 percent in 1998. Do you know why?***

CARPENTER: First, I think that soccer has grown because it is a sport that is understood by men and thus they are more eager to support it instead of, for instance, field hockey, which is a women-only sport in the U.S. Internationally it is more popular for the guys, but in the U.S., it is certainly 90-some percent women.

HO: ***I recently read an article that implied some loss of brain function in soccer players, believed to be attributable to head traumas.***

CARPENTER: You know—I've never loved soccer, because it gave me a headache! [Laughter]

The second reason for the rise in soccer is that it is a sport which has a very large roster as opposed to a sport like golf or badminton or tennis. When a school is interested in increasing participation numbers for its women, they will look to sports that carry big rosters, such as soccer.

The third reason—it is cheap. You need a soccer ball, you need a cage, which you already have from running a men's soccer program, and that's about it, except for the coach, and you probably know a male soccer coach. It fits the bill.

HO: ***What is your take on Title IX at this juncture?***

CARPENTER: I think that the last few years have seen circumstances arise that have encouraged schools to move forward toward compliance. For instance, in '92, the realization that punitive damages are included as a legal tool to force compliance—that changes the outlook. It makes the school not find the use of delay a good strategy.

HO: ***In a back issue of Women in Higher Education that I saw recently, Judith Albino, former president of the University of Colorado, and former chair of the NCAA's President's Commission, said that most university presidents lie about their athletic programs. Do you have any insight into the why and how?***

CARPENTER: Sometimes reality does not match the data that is in college reports, maybe even more so with sports. NCAA requires the reports, and the reason they do is that Congress is requiring some of the reports. Some of the mismatch between reality and the report is because the data is hard to come by and some of it, in some cases, is intentional.

There was a study a few years ago from an association of college financial officers. They looked at the accounting procedures for athletics pro-

Dr. Linda Jean Carpenter

grams on college campuses, and their conclusions included the belief that the accounting systems used by most big-time athletics programs were particularly misleading about the expenses of running those kinds of programs, and, most of the time, intentionally misleading.

The study talked about the notion that some men's programs actually make a profit–and dispelled that notion. If you're looking at it from a business standpoint, then–"Wait a second, who's paying for cleaning the stadium? Who's paying for the lights? Who's paying for all these expenses?"

Even data from NCAA–very few colleges so much as break even on their big-time men's sports.

HO: *What about the conventional wisdom that big-time sports brings in the big donors?*

CARPENTER: Brings in the donors? Some studies are very difficult to do, but James Frey of the University of Nevada in Las Vegas, in the sociology department, conducted a study a few years ago that showed that having a high profile men's sports team on campus did not increase revenues for the college–either through ticket sales or through increasing the donors' financial loyalties.

Let me say one thing, then I'll hand the phone over to Vivian. My only thought, after talking with PE majors, is that "big-time" and "money-making" and all that sort of unrealistic expectation is not how athletics should be justifying its position on campus in any case. The emphasis should be on the educational basis, and if it is tied at all to education, then the values of athletic participation are perhaps even more important for Latinas and other minorities than they are for non-minorities because the need for learning those skills of teamwork, decision-making, self-esteem, etc. are probably even more valuable to minority group members and even harder for them to come by elsewhere–all the more reason why minority group members benefit from sports participation.

HO: *A friend in Los Angeles has a great deal of success helping minority students from poor families get into college by encouraging them in field and track.*

CARPENTER: Extraordinarily inexpensive, field and track. The kids that want to practice outside don't need anything except shoes. And it is not a sport that has specifically excluded minority group members, so it is a sport that is perfectly open.

Dr. Carpenter tells HO *it is her colleague, Vivian Acosta, who has conducted research specifically on Latinas and sports, working with researcher Don Sabo.*

Dr. Vivian Acosta

HO: *Dr. Acosta, how did you as a Chicana wind up at Brooklyn College?*

ACOSTA: When I graduated from Brigham Young University, Ronald Reagan was governor of California, and there wasn't one job on any level available in education for anyone. UCLA, with its huge PE program, had to let 16 tenured professors go because they couldn't afford to keep them. The whole state was pared down. So I had to start looking. And came to Brooklyn College, where I was very unhappy!

HO: *Unhappy in Brooklyn? Everyone's moving back there–all that culture and energy.*

ACOSTA: I preferred the wide open spaces. "I want to go home. I don't like it here....Okay, I'll stay a year. I will live up to the signed contract." Then–the salary kept going up. Promotions came quickly. And now–it's 31 years later!

HO: *When you were a student, what sports did you enjoy most?*

ACOSTA: In college, I competed in a lot of sports because at the time, you didn't have to select only one. Basketball, field hockey, softball, badminton–those were my preferred sports. I still play badminton, and have coached all the others as well. I've gotten into golf–and I could play it every day.

And in the 31 years at Brooklyn, no one has ever beaten me in badminton, either a faculty member or a student. I tell them, "Give me five weeks to teach you how to play (at all levels–beginner, intermediate, advanced), and, after the fifth week, you can challenge me, and if you beat me, you don't ever have to come back to class. You get an automatic A." The guys, with their machismo, always say, "I'll take you on." And they keep track of the weeks, too! The first day after those weeks pass they say, "I want to challenge you."

HO: *And they never win. How about the women? Do they ever challenge you?*

ACOSTA: NO, the women are smarter than the guys.

HO: ***Are you sure that's it? That it's not a matter of confidence?***

ACOSTA: No, the women are smarter.

HO: ***Looking back on your long academic career in sports, did you have any Latina role models along the way?***

ACOSTA: The only person that I really looked up to was Nancy Lopez. She has a reputation of being a very warm person. I've been on the golf course with her, and with that warmth. She is a very all-inclusive woman. She is really classy, and I like that in her. And she is encouraging to the younger players.

Of the young Latinas coming up–Lisa Fernandez, the softball player. I think she is a very good role model. I think, too, there are more Latinas now that are playing sports. They are being encouraged more than they have been in the past.

My family was very unusual. My grandmother hated it–that I was in sports. She would see me in shorts and she would hit my legs. "Cover your legs up! They shouldn't be showing." She did that until my mother finally told her. "Stop that. This is my daughter. She's in school, she's doing something healthy."

Sports has given me a wonderful way to make a living, and I was the first in my family to graduate from high school. And, of course, college for them was unheard of.

HO: ***Where did you go to college?***

ACOSTA: I started out at Los Angeles Community College. The tuition was $6.50–not per credit, the whole charge! I could afford that. I would take the streetcar and go to school. From there I transferred to Los Angeles State, now Cal State, LA, but then stopped going to college for a while.

I really wanted to go to Brigham Young University. I explained to my family that my plan was to get a full-time job, saving all the money. And if my family would feed me and house me, I could go to Brigham Young. I am Mormon, and it just seemed like a place that I should be. A lot of Hispanics are Mormons now, but back then, there were very few. My grandmother was the one that joined, then her kids, so I'm third generation. So I got two full-time jobs, one with Blue Cross Insurance, the other as waterfront director for the Girl Scouts–in charge of a great, huge swimming pool at one of their camps. When the year was up, I went to Brigham Young. Got my bachelor's and master's there. Then I had to get a job.

The doctorate I got at the University of Southern California, Los Angeles. I did that in the summer. Seven summers to complete the doctorate. I would go home each summer to California. I couldn't afford to go full time, couldn't leave the job. I could take only six credits a summer.

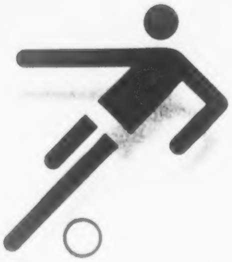
HO: ***And your doctoral dissertation?***

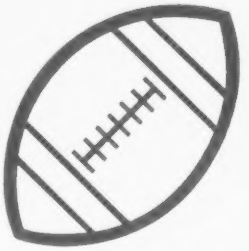
ACOSTA: Hmmmm. Critical Issues in Physical Education.

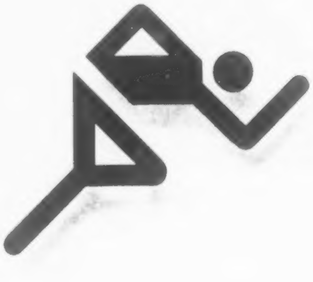
HO: ***Can you remember what the critical issues were?***

ACOSTA: No, but one of them was women's participation!

The statistics herein are derived from extracts of the Carpenter/Acosta research as published in Women in Higher Education, *August 1998*







FairTest

The National Center for Fair & Open Testing

NCAA: Not On the Court but in It

Information in this article is derived from the FairTest Examiner, *an interview with Charles Rooney, and the* New York Times. *Reader feedback is welcome.*

This summer, Cedric Dempsey, Executive Director of the NCAA, told the *Washington Post* that he planned to recommend eliminating the NCAA's controversial test score cutoffs for SAT and ACT. Related NCAA research conducted by the NCAA over the past year had shown that student-athletes who fell short of SAT/ACT cutoffs did as well in their college classes as those who scored above the cutoffs. Consistent with past NCAA findings, the new data also showed that the requirements, referred to as Proposition 16, have had a particularly harsh impact on minority and low-income student-athletes.

Critics of Proposition 16, led by FairTest, the Black Coaches Association, and presidents of the Historically Black Colleges, always have always opposed their use because of their inaccuracy and their disparate impact on certain groups.

Even the Educational Testing Service (ETS) and the College Board, which produce and sponsor the SAT, have stated repeatedly that Proposition 16, like its predecessor, Proposition 48, represents a misuse of the SAT. College Board guidelines for the use of the SAT warn against such practices as "using minimum test scores without proper validation" and "making decisions about otherwise qualified students based only on small differences in test scores."

In 1994, the NCAA's Special Committee to Review Initial Eligibility Requirements recommended sharply lowering the test score cutoff, but the full membership rejected that proposal and imposed even stricter requirements.

Throughout the history of these controversial initial eligibility rules, a core group of college presidents, backed by the Knight Foundation, has resisted efforts to modify the test score requirements, even in the face of contrary research findings, test-maker warnings, and NCAA committee recommendations. This time, though, the NCAA's decision will be made in the wake of several recent adverse court rulings and a settlement with the Justice Department on issues related to requirements for students with learning disabilities.

HO recently spoke with Charles Rooney, Assistant Director of FairTest, about NCAA's controversial test score cutoffs for SAT and ACT.

"The NCAA decided not to make any changes, despite the disparate impact on minority low-income students," said Rooney. "They are just going to leave the current rules in place, which means that it is going to be determined by the court case." Rooney told *HO* the suit is to go to trial in May of 1999.

"The plantiffs have filed a motion for summary judgment," he said, "and will be arguing that in a memo that the NCAA sent out to its members this summer asking whether they should change the Proposition 16 test score requirements, the NCAA acknowledged that the rule had a disparate impact on minorities, and they put forward three possible alternatives, all of which would have a less disparate impact, and would have little impact on projected graduation rates. The lawyers for the plaintiffs are arguing that this actually makes their case."

"They have to prove that the rules have a disparate impact on minorities," said Rooney. "If they make that case, NCAA has to show that the Proposition 16 test score requirement is based on educational necessity. If the plaintifs can show that there are alternatives that are less discriminatory but meet the education requirements, then they win.

"In this motion they are arguing that the NCAA memo basically did that for them." NCAA has already undergone a legal hammering over many years, none worse, perhaps, than in 1991, when its members voted to approve salary limitations for certain assistant coaches. Those members, who include lawyers among the college presidents, were surprised to learn that the move violated anti-trust laws. The price tag for this lapse in judgment was reported in the *New York Times* to be "a roughly $80 million legal defeat, the costliest such setback in the organization's history." The *Times* quoted Dennis Cross, lawyer for the assistant coaches, as saying, "This is a self-inflicted wound. I am still amazed that the NCAA, through arrogance and stubbornness, let it get this far."

The NCAA faces a class-action, race discimination lawsuit, filed in January 1997 by Trial Lawyers for Public Justice on behalf of two African American student-athletes who finished in the top 10 percent of their high school class but were denied full Division I athletic eligibility solely because of their SAT scores.

HO

Even the Educational Testing Service (ETS) and the College Board, which produce and sponsor the SAT, have stated repeatedly that Proposition 16, like its predecessor, Proposition 48, represents a misuse of the SAT.

Life Is More Than a Sport

A Latino Athlete's Case History

BY
ADALYN HIXSON

"It was remarkable—the 100th anniversary. We had people from London visiting. A man in his nineties came out. Robeson's name and his life just bring out all types of joy."

C. KEITH HARRISON,
FOUNDER-DIRECTOR,
PAUL ROBESON
RESEARCH CENTER FOR
ACADEMIC AND ATHLETIC
PROWESS, UNIVERSITY OF
MICHIGAN

"There are not a whole lot of middle linebackers who are delivering babies," says Dr. C. Keith Harrison, founder and director of the Paul Robeson Research Center for Academic and Athletic Prowess, University of Michigan, where he is also a tenure-track assistant professor.

The middle linebacker of whom he speaks is his boyhood friend Liberato (Lee) Mukul, now a resident intern at Kaiser in San Francisco. "While I was at a conference in San Francisco, I went and got him at the hospital. My parents were just in tears to see him as a doctor now."

An uphill road to success is indeed poignant. And the path taken by Liberato Mukul was a nontraditional one, a road less traveled. Dr. Harrison presented the story of his friend's experiences, "Latinos in Sports: A Case Study. Liberato Mukul Still Carving His Niche," at an annual meeting of the North American Society for the Sociology of Sport.

At the time, Harrison was assistant professor and student-athlete consultant in the College of Education at Washington State University, Department of Kinesiology and Leisure Studies. The presentation is reprinted below, as is a personal statement by Liberato Mukul and relevant excerpts from his curriculum vitae. Together they provide a compelling picture of a Latino achiever.

Harrison, too, is extraordinary—utterly committed to humanitarian service and eager to work on behalf of Latinos as well as African Americans.

Harrison told *HO* that he knew of only four scholars writing on Latinos and sports besides his mentor, Richard Lapchick.

Harrison says that starting the Paul Robeson Center was "part of the package" when he left an associate professorship at Eastern Washington University to enter a tenure-track line as an assistant professor at UM. It was a unique situation, he said, joining the university in year 99 of Robeson's birth to direct the Robeson Center.

"It was remarkable—the 100th anniversary. We had people from London visiting. A man in his nineties came out. Robeson's name and his life just bring out all types of joy.

"There were over 2,000 celebrations. Mine was the only one to emphasize his legacy as a scholar-athlete. When they talk about the image of Robeson, they always show him as an athlete. But he was four times the debate team champion. He won oratorical contests. He did so much as a scholar. But even today, you always see the one

football picture. So when I made my sign [for the center], I had him sitting down. I put football second. And I am a former football player. He has really moved my life in so many ways.

"Athletics and education—they are binary. But kids don't get the message that education goes with athletics." Harrison says he sometimes gets mad that it has taken 100 years for Paul Robeson to receive the widespread public recognition he deserved, but then friends say to him, 'Well, Keith, if you hadn't opened the center, on our campus, it might be another hundred.' The Robeson Center is funded by the Office of the Associate Provost for Multicultural and Academic Affairs.

"They definitely have helped out a lot," says Harrison. "What we want to do is research those scholar-athletes. And what about when they don't go on to school?"

A main thrust of the center at this time is creating positive images of scholar-athletes, he says.

"I collaborate with our athletics people. This year, for example, we have a junior who wants to be a doctor, too, so if I took a picture of him, it would show him with his football pads, but he would have his 'medical pads' too. Life is more than a sport."

Both Harrison and Liberato Mukul grew up in Cerritos, California, "35 minutes east of LA. The last city before you get to Orange County."

"I played football for West Texas State, then came back to California, got a master's at Cal State-Dominguez Hills, a master's in physical education. Then in '95, a doctorate in higher ed from University of Southern California," says Harrison.

Harrison was on the faculty at Washington State for two years before moving to Michigan, where he teaches a class entitled "Race Relations, Cultural Images, and Sport."

"What I'm happy about is that I'm really beefing up that Latino thing, and this year I have off for research. When I go back, we are definitely going to talk about McGwire and Sosa, and the neglect of Sosa. Freshmen students...so many of them came up to me to say they could see the discrepancy in the way the Latino player was neglected. Now McGwire has this commercial, and Sosa doesn't....

"As Lapchick has often mentioned, Hispanics are excluded and marginalized just like African Americans. And I'll bet you half of the starters in baseball are Latino. I'm waiting on that statistic."

Harrison says that while his center focuses on race, especially African Americans, he is very eager as well to do something about society's neglect of Latinos. Shortly after interviewing Harrison, on goes the television set. Within minutes, up comes McGwire on the screen in his commercial for a leading fast food chain. A few feet away, on a footstool, is a newspaper, *The New York Times*, opened to a story about the loving reception given Sosa by his people in the Dominican sector of New York City; a hero's welcome of another sort. HO

Latinos in Sports, A Case Study: Liberato Mukul Still Carving His Niche

by Dr. C. Keith Harrison

Since the advent of the sporting establishment, leadership positions in sport (pitcher, catcher, point guard, quarterback, free safety, center, and middle linebacker) are characterized by the individuals cognitive skills, competitiveness, intelligence, and leadership capabilities. Typically, African Americans and Latinos are not highly encouraged to perform in these roles while participating in sport. This strongly reflects society itself, as numerous individuals from underrepresented groups experienced the same conflicts when seeking positions of leadership in our society. This study is an oral history of Liberato Mukul, who is a former all-star student-athlete, and his account of middle linebacker, medical school, and life. Liberato, who received honors in high school both on and off the field, is on track for his Doctor of Medicine in May of 1997.

Early Beginnings

Liberato Mukul's first experiences of sports began with a strong desire to play organized Little League and Pop Warner (football). Lee (Liberato) quickly learned the realities of economics and sport. His parents explained to him that it was too expensive for their family to enroll him in these activities, and that if he played, soon his two brothers would follow. This would double the initial cost, thus further debiting the situation.

With this happening, Liberato began the world of sport and recreation centers and parks, at the age of eleven. While still passionate about organized sports, Liberato refused to complain to his parents, but rather made the best of the situation. This theme would become a foreshadowing and proactive paradigm that Liberato would follow for years to come.

High School Sports

Through the influence of a junior high classmate, Liberato was persuaded into playing freshman football, his first experience ever of tackle football (Cerritos High School, Southern California suburban area). While a standout at linebacker on defense, Liberato seemed out of position at offensive guard. This wasn't because Liberato was not blocking well, but rather he seemed to have an instinct for finding a hole whenever given the chance to run. This was the same instinct he had for finding the ball carrier when tackling them from his linebacker position.

With the season about half over, Liberato's friend at offensive center (author of manuscript) encouraged Liberato to ask the coach to switch him to running back. They both asked, and soon Liberato was rushing through the line for big-time yardage. He also received Most Improved that year.

Things would only get better for Liberato. After playing junior varsity his sophomore year, Liberato received Co-MVP honors, as both recipients played running back and linebacker. Liberato reflecting on receiving such an award: "It felt good that I could contribute to the team and that my teammate and I led the team in a positive way. It felt good to be recognized as achieving at standards as high as Most Valuable. This gave me more confidence to achieve academically."

This propelled Liberato to a starting role his junior year on varsity at linebacker. While starting, Liberato would also play in the shadow of another linebacker, who was expected to receive All-League honors. "A funny thing happened on the way to the forum." Liberato would be the one to receive All League honors, not the other. This is extraordinary when one considers that Liberato's own head coach did not even nominate him for the honor. Liberato had earlier that year been in "the zone" (Ravizza, 1995). This is what many sports psychologists define as "peak performance." The team in which Liberato had the best game of his life, Paramount High School, nominated him, and thus he was unanimously voted All-League.

Lee reflects on his junior year: "Our head coach and I never got along well, and he truly favored the other linebacker, who was the all-American type white male. Our coach always seconded me, tried to change me, and was Latino himself. With all this in mind, I was surprised when it was announced in homeroom over the intercom that I had received All-League honors. I felt bad for the other linebacker, but at the same time I knew I had played well and deserved it."

In the game of Liberato's life, he recorded somewhere between four and seven sacks, over ten tackles, and instinctively blitzed in to sack the quarterback on his own. "Our linebacker coach had given me the go-ahead that game, and I took advantage of it."

College Sport a Reality?

Liberato would go on to have an outstanding senior year as well, making All-League, All-Area, and All-Region teams. Still, college was not a plan Liberato had entertained. His counselor was "a nice lady," as Liberato put it, but never really pushed him in the direction of higher and postsecondary education.

Liberato continued his job at Price Club (surplus market) and even practiced for two weeks with Cerritos College in the spring. "I liked the program, but with two broken wrists from football, I didn't feel I could contribute to the team both physically and mentally. I was a good student, though, and thought that would be valuable to the team in many ways."

Liberato saw Cal Poly Pomona as the next option, as he liked the field of architecture and Pomona had one of the best programs in the country. This option fell through, however, as Liberato never found a means to "fulfill his desire," as he put it. He received very few positive strokes, and only a $400 scholarship that would barely cover books.

Liberato went on to ITT, an electronics school, but felt the narrow and linear curriculum left much to be desired. "I didn't like ITT, but I got an A average, as my inner theory was to excel at whatever I engaged in. I also received a 90 percent California Grant that year, which paid $4,300 of the $5,000 my fees came to."

Liberato enrolled in Cerritos College the next year, and mastered the work/school cycle to near perfection. "It was difficult, but I saw it as a good means of building other skills." Liberato would later receive his

Associate of Arts degree with a GPA of 3.5. His degree had a heavy concentration in business, which he felt was applicable at work. "The skills I was developing were leadership, diversity, communication, etc., and I had various tasks to perform (stocking, stacking, cashier, and supervising).

Liberato would bounce from Cal State-Fullerton to Cal State-Long Beach, experiencing different majors. He found his niche finally—Nutritional Science! Liberato would receive his bachelor's of science degree after what many consider eight long years, but Liberato has some reflections for "traditionalists." "I wouldn't change a thing. It simply took me seven or eight years to find myself—life and social skills. My route was the best—through family, work, and school, which allowed me to strive to be a leader, not a follower. The way I see it, my lengthy timeline in school is considered nontraditional—but many students of color are not traditional students to begin with!

Reflections

Liberato feels that not all Latino and African American students are as fortunate as he, to make it through "the cracks." "Some persevere, but a lot are on the wall, like I was, but something inside motivated me for SUCCESS! All the bumps and curves I had to deal with on my own were very worth it in the long run, but I did not have a very supportive cast.

"Each mainstream adult in a leadership position was not positive to my situation, and access to role models was not available to me."

Liberato reflected on what his fate might have been if he had been a student-athlete. "It's a scary thought. My road was good. By working with my community, I was more in touch with the social/political climates of our society. My long road made me more concerned, and thus with a true desire to inform others."

Implications for a Rising Culture

Liberato sums up his vision: "Perseverance and hard work are the keys, and one must know what to do once they arrive. I feel that I will make a significant contribution and difference to Latino student-athletes on the subject of academics and athletics. I see our situation [the Latino community] the same as African Americans', as we are not looked at as leaders or scholars. We are marked as one aspect in sport, and Latino student-athletes must find homogenous leaders [e.g., professors, doctors, lawyers, etc.]. These people want to help, and if they are not available, find other groups of people to help you.

"We need information as a people [because] the abuses [in] higher education and sport are plentiful. It is not enough to want to—one must know how to! These are the very words that allowed me to 'carve my own niche.' When we are awarded an opportunity, such as a scholarship, we must take advantage of it, whether we realize it or not. We must take advantage of their system, and not to obtain an education both informally and formally...is a big loss. We must 'tap' the system, work with it, and make it work for us."

When one considers the odds of a person's making it to medical school in our society, the likelihood is nearly obsolete. Adding factors of race, ethnicity, culture, resources, athletic constraints, and support makes Liberato a niche that everyone should want to carve after!

Liberato without question experienced some cultural barriers over the years but feels that La Familia has "stepped up" since medical school.

"I think they see that I am on a specific track for a clear outcome and all are happy that I am doing something I love—learning and working with people, especially my community."

Liberato never forgets what his mother told him when he was one of the only students at Cerritos High School who did not receive a class ring after earning good grades. "Good grades should be all the compensation one needs; one does not need lots of extrinsic rewards."

Liberato took this statement to heart, as all can see.

Liberato Mukul's curriculum vitae reflects extensive participation in extracurricular activities, involvement in mentoring programs and Hispanic organizations, induction into many honor societies, receipt of scholastic awards and honors, volunteering in the larger community, and nine years working at the Price Club warehouse.

He cites the lyrics of Ruben Blades' "Tengan Fe" as "the essence of my commitment to medicine":

"One who does not search never finds. One who does not listen never learns. One who does not try fails, in spirit and mind. Have faith, for this does not end here. Believe in faith, for there is a reason for living."

People-Places-Publications-Conferences

PEOPLE

Ríos Executive Director of Leading Hispanic Health Association

Washington health policy expert Dr. Elena Rios has become the executive director of The National Association of Hispanic-Serving Health Professions Schools, which represents 17 medical schools across the nation with 6 percent Hispanic student enrollment.

Rios, a key health advisor for Regional & Minority Women's Health for the U.S. Department of Health and Human Services Office on Women's Health, joined the association in October. She works with White House and national health groups.

Association Board Chairman Ruy Lourenco, M.D., who is dean of the UMDNJ-New Jersey Medical School in Newark, N.J., said Rios has proven herself a health professional of the highest order.

Rios will build on the association's growing reputation as a leading force in the national health policy arena and the academic medical community.

"We want to make sure that when a Hispanic family calls on a doctor, there are enough Hispanic doctors to answer that call," Rios said. "We can't do that without increasing the number of Hispanic students in medical schools, and we can't do that without making sure they have the resources like grants, fellowships, scholarships, outreach projects, and mentoring programs."

Romero to Address USC Fall Grads

Representative Gil Romero, D-Colorado, will deliver the commencement address to the University of Southern Colorado's 1998 fall graduating.

Romero will retire from the Colorado House of Representatives when his term expires January 1.

During his legislative tenure, Romero sponsored and passed legislation creating the first-ever Colorado Higher Education Savings Bond. He also sponsored legislation designating a funding source for job training administered by community colleges, and co-sponsored legislation creating customized job training.

He serves on the Community Planning Advisory Committee for the Mental Health Institute at Pueblo and the Board of Directors for Pueblo County Legal Services. He is a member of the Colorado Bar Association, the Colorado Trial Lawyers Association, the Pueblo Bar Association, and the State Democratic Central Committee.

He earned a bachelor's degree and a juris doctorate from the University of Colorado, and a master's from the Harvard University John F. Kennedy School of Government.

Chicano/Latino Students Attend WSU Career Day

More than 70 Chicano/Latino high school students took part in the second annual CASHE (Children of Aztlan Sharing Higher Education) Career Day at Washington State University. The "day" was sponsored by the university's Chicano/Latino Faculty/Staff Association and MEChA (Movimiento Estudiantil Chicano de Aztlan) student chapter.

Association representative Yolanda Flores Niemann (pictured here) and MEChA student representative Alma Montes de Oca co-chaired the event.

Niemann said that the program was an awareness-building occasion.

"The majority of the high school students who took part will be the first in their families to attend college," said Niemann. "This conference helped make them aware of procedures, challenges, and opportunities related to going to college and the benefits of a college education."

School counselors who came with their students indicated that what they learned at the conference will help them counsel and assist students as they think about and plan for college life.

Fernández Part of Cal Poly-Pomona Lecture Series

California State Polytechnic University-Pomona's fall lecture series featured Pablo Armando Fernández in October. Fernández is one of Cuba's leading poets and authors of the 20th century.

Sent to school in the United States in 1945, he did not return to Cuba until 1959, after the revolution.

His work reveals a crisis of conscience over his absence during the revolutionary movement against the Batista dictatorship, and many pieces are dedicated to heroes of the revolution. His books include *Los Niños se Despiden* and *Learning to Die*.

He spoke on "Cuban Literature and Art Under Siege."

Rivera Co-Curator of Art Exhibition

George Rivera was the co-curator of the recent "1598, 1848, 1898 Conquest and Consequences" month-long art exhibition at the University of Southern Colorado Art Gallery's Hoag Hall. The exhibit featured Mexican and Indian art from the conquest of New Mexico in 1598, the Mexican War in 1848, and the Spanish American War in 1898. Rivera lectured to art and Spanish students at the exhibit.

Vela Honored by Illinois State University

Pima County Community College (Ariz.) Downtown Campus President Dr. Noelia Vela was inducted into the Illinois State University College Hall of Fame in September for her past and present accomplishments and promise of future contributions to the profession of education. The honor is bestowed on the College of Education's outstanding graduates.

Vela's professional work experience in education includes 24 years at the community college level, one year at the university level, and one year at the high school level.

She is recognized in the *International Who's Who of Professionals* and *Who's Who Among Hispanic Americans* and was recently named to Mujeres en la Cumbre (Women at the Pinnacle) in the Americas. She is an active member in many community, state, and national professional organizations such as the Research Commission of the American Association of Community Colleges and the National Institute for Leadership Development.

She received a bachelor's degree and a master's from Illinois State University and a doctorate from the University of San Diego.

Prominent Latinas at TWU

In conjunction with Texas Woman's University's (TWU's) Hispanic Heritage Month celebration, four prominent Latinas dropped by the school in September and October to share their thoughts, ideas, and experiences.

Dallas media and marketing executive Laura Estrada, entrepreneur Brenda Reyes, TWU Alumnae Association Chair Lilia Bynum, and federal judge Hilda Tagle all made separate visits to TWU to serve as guest speakers.

Estrada is vice president of sales for Merrill Corp. in Dallas. She is an active member of the National Alumnae Association and currently serves on the TWU President's Council, as well as on the Foundation Board.

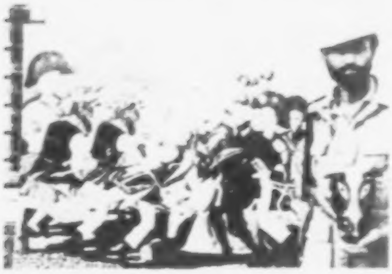
Reyes is president of Innovative Computer Group, a systems integrator of document imaging systems. The founder of a New Orleans-based computer consulting firm, she obtained her bachelor's degree from the University of New Orleans.

Bynum serves as director of resources development for United Way of Denton. She also assumes the roles of president of the Denton chapter of the Texas Woman's University National Alumnae Association and chair of the 1999 TWU Homecoming committee.

Earlier this year, Tagle became Texas' first ever Hispanic female judge. She earned a master's degree from the University of North Texas, and after entering law school at the University of Texas, she became a lawyer.

Rodeiro Discusses Painting at NJCU

Dr. Jose Rodeiro, an associate professor of art at New Jersey City University (NJCU), discussed his work and development as a painter during a campus program in October.



Listed in *Who's Who in American Art*, Rodeiro teaches art history, esthetics, and criticism, and coordinates the graduate thesis in NJCU's Master of Fine Arts program. He also teaches art history at the undergraduate level and is a member of NJCU's Council on Hispanic Affairs and Global Awareness Intercultural Network.

As a Fulbright Fellow, Rodeiro painted and lectured in Nicaragua. He also has lived and painted in Spain and Central America and has won "Best of Show" awards at numerous exhibits. His work is included in many museum collections, and he has been a member of the Amnesis art movement led by Bolivian artist Nicomedes Suárez-Araúz.

He has published articles and has translated many works, including *El Coro*, edited by Martín Espada and published by University of Massachusetts Press.

He holds a doctorate from the College of Fine Arts of Ohio University and an M.F.A. from Pratt Institute.

Rodríguez Chosen to Enhance Multiculturalism

In these days of emphasized diversity and restrained affirmative action, achieving a healthy multicultural balance is a difficult task. Texas Woman's University (TWU) has set out to address this issue with the appointment of the executive assistant to the president for community relations and diversity, Dr. Rodolfo "Rudy" Rodríguez. For the rest of the fall term, Rodríguez continues as professor and chair of reading and bilingual education while he begins to take over his new duties. He will work full time as the executive assistant to the president beginning in the spring 1999 semester.

Some of Rodríguez's primary duties are to advise university officials on enhancing TWU's climate for diversity, to assist faculty members and administrators in identifying deficiencies in campus diversity, and to then establish objectives to address any such deficiencies. In short, he is striving to "build a climate where neither race nor ethnic background, gender nor physical condition reduce the ability of an individual to benefit from the opportunities that the university has to offer."

New Director of Diversity and Equity at SDSU

Susan Moss, a Washington, D.C., attorney, diversity leader, and civil rights advocate, became San Diego State University's first full-time director of diversity and equity this month.

Moss had been assistant to the chancellor for equal opportunity and affirmative action at the University of Wisconsin-Whitewater since 1992.

She served from 1979-1992 in the U.S. Department of Justice as director of the Legal Affairs Institute, a federal attorney-training institute. She also served as an attorney in the civil rights division of the Justice Department, where she specialized in Title IX civil rights issues concerning federally funded education programs.

In addition, she has taught writing, reading, and grammar in Washington, D.C., inner-city programs and has taught at the secondary and university levels in the Middle East and in Africa.

She received her bachelor's degree from Lewis and Clark College, her J.D. from American University, and her doctorate from the University of Wisconsin-Madison.

Birmingham-Pokorny Honored by Colleagues

Dr. Elba Birmingham-Pokorny, professor of Spanish at Southern Arkansas University-Magnolia, was presented an award from the University of Alcalá-Spain in recognition of her research and outstanding contributions in the fields of Africania and Afro-Hispanic Studies.

"I felt extremely honored because it was something I was not expecting. It is difficult to put into words my feelings for I was not only receiving an award from one of Spain's oldest universities [the University of Alcala was created in 1293], but in addition from my colleagues," Birmingham-Pokorny said of receiving the award. She is organizing an Afro-Hispanic Literature and Culture Conference, to be held May 24-30 in the year 2000 in San José, Costa Rica. The theme for the conference is "Songs of American Selves: Forgotten Bodies, Rescued Text(s), Subaltern Voices, and Identities of the Millennium." She initiated the annual conference in 1988 as a way for scholars throughout the world to research, discuss, and introduce to the scholarly world neglected Afro-Hispanic works, authors, and themes as well as to promote a deeper understanding and appreciation of the cross-cultural landscape of the Americas.

UTA's González Wins Award

UTA Almundena González, a graduate student at the University of Texas-Arlington (UTA), has been recognized by the American Society of Landscape Architects (ASLA).

In the 1998 annual national competition for graduate research, a thesis by González, *The Role of Effective Response in Culturally-Based Landscape Design*, received first place among 35 submissions.

The award was formally presented at ASLA's annual meeting in Portland, Oregon, and at the 1998 national meeting of the Council of Educators in Landscape Architecture, hosted by UTA in October.

Another UTA student, Carol Feldman, received a special commendation for her funded research project, *The Chisana-Gold Hill Landscape: A Cultural Landscape Report.*"

In May, González and Feldman each received the Master of Landscape Architecture degree, the terminal degree in the field. González completed her undergraduate work at the Complutense University in Madrid, Spain.

SBVC Newsmakers

Veteran college administrator Maria Elena Martinez recently started her new job as vice president of instruction for San Bernardino Valley College (SBVC), in California.

An administrator at East Los Angeles College for 20 years, Martinez helped that school grow from fifth to first place among the nine colleges of the Los Angeles Community College District. She is credited with saving the school from a $1 million-a-year budget deficit.

Some of the issues she is eager to tackle: the burden of single parents who have multiple responsibilities of child-rearing, college, jobs, and homework; the dropout rate of students, particularly Hispanics, who statistically are more apt to leave college after eight weeks; and recognizing similarities, rather than differences, among diverse members of the campus community, among other things.

She holds an associate's degree from East L.A., a bachelor's from the University of Southern California, and a master's from Pepperdine University.

Pictured here, Louis Chavira, left, is elected to his third term as president of the Latino Faculty and Staff Association of the San Bernardino Community College District. Also pictured are, from left to right, Corrina Aleman, secretary, Holly Clements, treasurer, and Dan Martinez, vice president. "Our main purpose is to help students in any way we can," said Chavira. Over the past three years, the organization has awarded about 12 scholarships to SBVC students. The new officers stand in front of a painting by David Rosales, Inland Empire artist and instructor at SBVC.

Aguilar León Teaches Seminar on Cuba

Professor Luis Aguilar León, an Emilio Bacardi Moreau Professor of Cuban Studies at the University of Miami (Fla.), recently wrapped up a two-month seminar exploring Cuba's past and present.

"Cuba and Its Circumstances" addressed Cuba's current situation and explored the country's historical and cultural legacy. Taught by Aguilar León in both English and Spanish, the course aimed to inform and further educate the community about current affairs in Cuba and how these circumstances, in turn, affect the cultural and sociopolitical mix on the island.

A prolific writer and noted Cuban scholar, Aguilar León is the author of several books and has written extensively for several Latin American newspapers and magazines on Cuba-related issues.

His academic career began in 1951 at the Universidad de Oriente in Cuba; he became Professor Emeritus at Georgetown University in Washington, D.C., where he taught history for 30 years.

The Bacardi Chair is offered to noted scholars for one academic year. Aguilar León inaugurated the Bacardi Chair when it was first introduced in 1986.

PLACES

Cal State-L.A. Voter Registration

Cal State-L.A. held a major voter registration drive, "Rock the Vote at Cal State L.A.," recently. More than 600 students, staff, and faculty attended.

of State
REGISTRATION WEEK

Assembly Speaker Antonio Villaraigosa (pictured at podium; seated are California Secretary of State Bill Jones and Margaret Hartman, provost and vice president of academic affairs) was one of the featured guests at the drive, which was spearheaded by the University's Associated Students, Inc. (ASI). He addressed a class on "The Role of the Speaker of the Assembly in California Politics" and "The Importance of Registering to Vote."

"A lot of people registered, and many took home voter registration cards," said ASI President Héctor Barajas. "We're very proud that more than 60 area universities followed our lead and organized similar drives on their campuses, which made this the biggest student voter registration effort in history."

CHC Long-Range Planning Retreat

Participating in a recent long-range planning retreat for Crafton Hills College (CHC) of California were (pictured left to right) CHC Vice President of Instruction Gloria Harrison, CHC consultant Catherine Pequeño, and CHC President Luis Gómez.

James Marteney, Los Angeles Valley College professor of speech communication and a planning consultant to colleges and private industry, facilitated the two-day workshop at the college.

The goals of the workshop were to provide training for all CHC staff in the planning process and to establish a foundation for long-range strategic plans for the future of the college. Marteney's workshop emphasized creativity, teamwork, optimism, and open-mindedness. The workshop is among several staff development classes offered at the college throughout the year.

Texas A&M and Universidad Metropolitana Sign Agreement

Texas A&M University-Kingsville has signed an agreement with the Universidad Metropolitana, in Caracas, Venezuela, to study and implement joint programs of mutual interest to students, faculty, staff, and the community.

Dr. Anarella Cellitti, early childhood education coordinator at Texas A&M-Kingsville, said this will be good for both groups. "Horizons will be expanded, and the opportunity for research will be opened, particularly in early childhood education."

Some of the joint programs to be considered could include projects for students in the area of culture and English/Spanish language and education.

Cellitti said there was the possibility of a combined master's program and student exchange program.

Cellitti was the Venezuelan delegate to the OMEP (Organización Mundial para la Educación Preescolar) World Pre-School Organization conference in August.

"It was an honor to have Edith Bravo, the president of the Venezuelan Preschool Association, ask me to be the delegate," Cellitti said. A past president of the South Texas Association for the Education of Young Children, Cellitti said the association has a three-year partnership with the Venezuela Preschool Association.

UTSA and UNAM Celebrate 10-Year Partnership

In October, the University of Texas-San Antonio (UTSA) and La Universidad Nacional Autónoma de México celebrated 10 years of a cross-cultural partnership in learning. The two universities cooperate to enable students in architecture, business, and engineering to study in one another's nations.

This summer, Assistant Professor José Jiménez (pictured below, center) took 10 UTSA architecture students to Mexico City for five weeks. They and 15 Mexican students cooperated to solve a real-life architectural problem–a design to protect the endangered forest and river near an abandoned hydroelectric plant complex. The UTSA students lived in Mexico City and commuted to campus by subway. They also took field trips designed to expose them to modern and ancient Mexican history, Jiménez said.

CSUN Honors Huerta

Cal State-Northridge recently honored Dolores Huerta and three other women who have dedicated their lives to trying to make the world a better place. Each received the university's "Phenomenal Women Award."

Huerta is a co-founder and secretary-treasurer of the United Farm Workers of America. She has spent more than 30 years working to secure and protect the rights of agricultural workers in the United States. She has been the recipient of many awards and honors for her achievements, including induction into the National Women's Hall of Fame, the ACLU Roger Baldwin Medal of Liberty Award, and the Eugene V. Debs Foundation Outstanding

469

American Award

Others honored include Billie Heller, founder and current chair of the National Committee on the United Nations Convention on the Elimination of Discrimination Against Women; Sheila James Kuehl, Speaker pro Tempore of the California State Assembly; and Betye Saar, artist.

The Women's Studies Department gives out awards each year to raise money for student scholarships, program development, and faculty research.

Business Opportunities in Latin America

Is the Asian flu spreading to Latin America? What are the impacts of the recent devaluation of Mexico's peso and economic and political instability in many South American countries on trade with the U.S.? How should local businesses evaluate investment opportunities to the south and in the Caribbean?

These were some of the questions addressed at a program called, "Business Opportunities in Latin America and the Caribbean, and Financing by the Inter-American Development Bank," held at United States International University (USIU) in California.

Event co-sponsors were USIU, the Greater San Diego Chamber of Commerce's International Trade Development Coalition, the World Trade Center of San Diego, and the San Diego Economic Development Council.

Dr. Arcindo Dos Santos, consultant in the Social Programs division of the Inter-American Development Bank (IDB), provided an overview of the IDB. He also shared with the audience tips on how to track and participate in IDB-financed projects in Latin America and the Caribbean, and gave a briefing on 1998-99 opportunities for involvement by San Diego companies in these projects.

Tamal Fiesta in Tucson

Tucson, Ariz., kicked off its annual Green Corn Tamal Fiesta on Labor Day weekend with dancing, music, artists, and food.

According to *El Independiente*, South Tucson's English/Spanish newspaper, about 300 people, mostly families, sat near the tamal booths, talking loudly and smiling over beans and rice and green corn tamales. It was "a celebration of culture," organizers explained, pointing out Tucson's official dance group, Ballet Folklórico San Juan, the musical group El Mariachi Estrellas de Tucson, and tables of artists.

The tamal festival began about six years ago when the Hispanic Association at Hughes Aircraft decided to give back to its community and raise money to fund University of Arizona scholarships.

The fund-raising became a community-wide event, which is still growing, after the association enlisted the help of the University of Arizona (UA) Hispanic Alumni and El Central Cultural.

John Huerta, advisor for the Board of Directors at El Central and member of the UA Hispanic Alumni, said that between 28 and 30 different companies worked together this year to make the tamales.

About $90,000 has been raised throughout the years for the scholarship funds and has helped countless students.

Political Leaders Visit Columbia University

Political leaders from Uruguay and Mexico met with students and faculty at Columbia University (N.Y.) in October.

Arquitecto Mariano Arana Sanchez, the Mayor of Montevideo, Uruguay, discussed "The Effects of Urbanization in Uruguay." He also discussed the United Nations Habitat Project at Columbia, a global clearinghouse of innovative approaches to urban problems that links local officials worldwide with scholars working to solve pressing urban problems.

Vicente Fox Quesada (pictured here), Governor of the State of Guanajuato, Mexico, spoke to students in the Master of Public Administration program at Columbia's School of International and Public Affairs on "Trade and Economic Development in Guanajuato."

Guanajuato, in west-central Mexico, is the only Mexican state with trade offices abroad in New York, Chicago, Dallas, and Los Angeles. Quesada, who holds a management diploma from Harvard University and is an entrepreneur by profession, has made economic development the main focus of his five-year term as governor, which runs through the year 2000.

AU's Latino Student College Fair

American University, in Washington, D.C., recently hosted the third annual college fair for Latino students titled, "Alcanza! Opportunities Through Higher Education."

High school students from the D.C. metropolitan area had the opportunity to meet with more than 70 college recruiters and learn about specific programs and institutions. A panel discussion gave students tips on getting into the college of their choice, how to finance a college education, and what to expect from college life.

"The fair is a great opportunity to motivate local Latino students to look at a college as a serious option," said an American University official. "It is very fulfilling to see so many heading towards a sound future and achievement of their goals."

"Alcanza!" is supported by American University; public schools in the District of Columbia, Arlington, and Montgomery, Prince George's, and Fairfax counties; the U.S. Department of Commerce; Council of Latino Agencies; Educaid; Trinity College; McA Enterprises, an education consulting firm; and other local organizations.

Minority Retention at Kettering

A survey taken by Leadership Systems Inc., a consulting firm, shows that 675 percent of minority first-year students at Kettering University (Mich.) continue through graduation—nearly double the 356 percent national average.

For the past decade, the national retention rate for minority engineering students has hovered at about one-half that of non-minority students, according to the survey. At Kettering, the minority graduation rate is less than one percent lower than the non-minority figures.

The survey noted that financial needs "may top the list" of retention barriers. At Kettering, students earn a portion of their tuition through the university's co-op program, the survey pointed out, which "adds significantly to the financial stability of students."

The survey also recognized the value of Kettering's AIM (Academically-Interested Minorities) summer pre-college engineering program for outstanding minority high school students.

Kettering's Director of Minority Student Affairs, Dwight Tavada (pictured here), credited the university's Select Student Support Services Program for providing academic, social, and personal support and counseling for minority students.

TC3 Hosts Chilean Delegation

Tompkins Cortland Community College (TC3), located in New York, hosted 26 individuals from the Corporación of Santo Tomas (Santiago, Chile) in October. The individuals went there to learn more about TC3 and its academic programs.

The Chilean delegation included Mr. Gerardo Rocha, president of the Santo Tomas Corporación, Mr. Jorge Ortuzar, from SOFOFA (Association of Chilean Industrialists), along with representatives from various Santo Tomas colleges and universities.

Gerardo Rocha, president of the Santo Tomas Corporation and Dr. Carl E. Haynes, president of Tompkins Cortland Community College, discuss the scope of the Santo Tomas and TC3 agreement of cooperation.

The visit is part of TC3's Global Connections program initiatives.

TC3 and the University of Santo Tomas currently have an agreement whereby many of Santo Tomas' students are taking TC3's English as a Second Language program. Santo Tomas had been looking to enlarge on that agreement and to develop new academic agreements with TC3. They have been particularly interested in TC3's Web-based courses so that their students could earn two degrees concurrently.

Engineering Program Helps Minorities

R·I·T Rochester, N.Y., becomes the fourth city to join an innovative national program aimed at increasing the number of minority students seeking engineering careers.

Rochester Institute of Technology (RIT) and the Rochester City School District have teamed up with the National Action Council for Minorities in Engineering (NACME) to offer the Engineering Vanguard Program. Rather than rely on standardized tests, the program uses a rigorous assessment process to determine potential for success. Students who qualify receive intense academic preparation in high school and fall tuition and housing scholarships for college.

African Americans, Hispanic Americans, and Native Americans make up 59 percent of the nation's 2 million engineers, according to NACME. Fewer than one percent of the nation's first-year engineering students are minorities, and fewer than 10 percent of graduates of engineering colleges in the United States are from these groups. There's also a discrepancy in graduation rates: college completion for minority engineering students nationally is 35 percent, compared to 60 percent for non-minorities.

NACME started Vanguard in 1994 to address this situation. Since Vanguard's inception, none of the students has dropped out of an engineering program.

America Reads at CCD

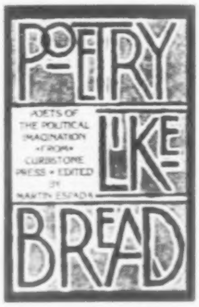
Community College of Denver (CCD) kicked off its second year of the national America Reads Challenge program this summer, welcoming 19 new and six continuing America Reads work-study students. The students have become partners in reading to children in kindergarten through third grades at five Denver, Colo., public elementary schools. Education and Academic Services Dean Orlando Griego is at far left, and Denver Education Network Director Joyce Martínez is at right in black dress; both programs support the America Reads effort.

CCD, in partnership with Pueblo and Otero Community Colleges, received a $236,250 grant from the Governor's Commission on National and Community Service, funded by the Corporation for National Service, to further the America Reads program.

PUBLICATIONS

Poetry Like Bread: Poets of the Political Imagination from Curbstone Press

Martín Espada, ed.


POETRY
POETS OF THE POLITICAL IMAGINATION FROM CURBSTONE PRESS • EDITED BY MARTIN ESPADA
LIKE
BREAD

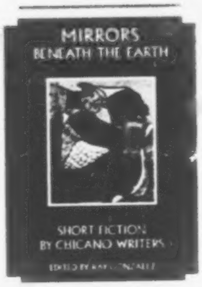
This collection contains work by poets who share an affinity for that place "where art and politics intersect." These are poets whose works are united in a desire for a world where human needs are met and justice is pursued.

1994
256 pgs.
ISBN 1-880684-15-2
$12.95 paper
Curbstone Press
(860) 423-5110

Mirrors Beneath the Earth: Short Fiction by Chicano Writers

Ray González, ed.

This collection of contemporary Chicano fiction features not only established figures such as Sandra Cisneros, Rudolpho Anaya, Denise Chávez, and Ana Castillo, but a van-



guard of exciting new writers including Danny Romero, Patricia Blanco, Ana Baca, and others.

1992
332 pgs.
ISBN 1-880684-02-0
$13.95 paper
Curbstone Press
(860) 423-5110

Love After the Riots

by Juan Felipe Herrera

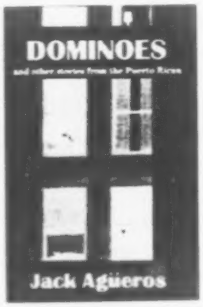
Riots
Juan Felipe Herrera

This book explores a cinematic delirium that opens as the L.A. riots of 1992 close into the night. Two key figures, Margo and Pinal, whirl through the evening–hospitals, reporters, cabarets, jazz riffs, the ruins and flames of the aftermath. Rebellion and love, Eros, and La Muerte mix. Rome and the Roman Empire are evoked as the lovers' passions burn through time and space, suggesting the intensity and difficulty of love in a decaying empire.

1996
64 pgs.
ISBN 1-880684-28-4
$10.95 paper
Curbstone Press
(860) 423-5110

Dominoes: and Other Stories from the Puerto Rican

by Jack Agüeros

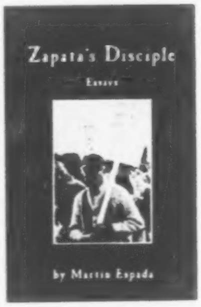


In stories that span the decades of the 1940s through 1990s, Jack Agüeros recreates the barrio in all its multi-faceted immensity. These stories convey hard, sometimes brutal, often bittersweet experiences, but throughout, Agüeros writes with artistry and unyielding compassion that gloriously affirm quiet moments of grace and triumph in common and ordinary struggles–the real stuff of literature.

1993
145 pgs.
ISBN 1-880684-11-X
$14.95 cloth
Curbstone Press
(860) 423-5110

Zapata's Disciple

by Martín Espada

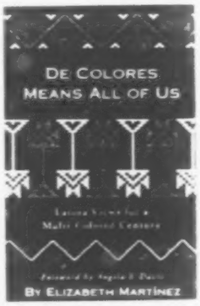


In his first collection of essays, *Zapata's Disciple*, award-winning poet Martín Espada turns his fierce critical eye toward a broad range of urgent political and cultural issues. With the same insight and integrity displayed in his poetry, he chronicles many struggles of the Latino community: the myths and realities of machismo, the backlash against Latino immigrants and the Spanish language, the borders of racism, and U.S. colonialism in Puerto Rico.

October 1998
150 pgs.
ISBN 0-89608-589-9
$14.00 paper
South End Press
(800) 533-8478

De Colores Means All of Us: Latina Views for a Multi-Colored Century

by Elizabeth Martínez


DE COLORES
MEANS ALL OF US
Latina Views for a Multi-Colored Century
Foreword by Angela Y. Davis
BY ELIZABETH MARTÍNEZ

Elizabeth Martínez presents a radical Latina perspective on race, liberation, and identity. In these trenchant essays, Martínez describes the provocative ideas and new movements created by the rapidly expanding U.S. Latina/o community. With sections on women's organizing, struggles for economic justice, and the Latina/o youth movement, this collection will appeal to readers and activists seeking to organize for the future and build new movements for social change.

1998
280 pgs.
ISBN 0-89608-583-x
$18.00 paper
South End Press
(800) 533-8478

My Spanish-Speaking Left Foot

by José A. Cárdenas, Ed.D.

My Spanish-Speaking Left Foot

Born in Texas with an extensive number of relatives on both sides of the U.S.-Mexico border, José Angel Cárdenas combines laughter and insight as he relives his encounters growing up in a multicultural environment. He depicts the cultural influence of Mexico and the Spanish-speaking world for a Mexican American living in the United States, and he provides compelling reflections of multicultural topics such as wealth, class, language, religion, education and family.

1997
136 pgs.
ISBN 1-878550-59-4
$9.00
Intercultural Development Research Association
(210) 684-8180

The Chin Kiss King

by Ana Veciana-Suárez

the chin kiss king
Ana Veciana-Suárez

The Chin Kiss King chronicles the lives of three generations of Cuban American women sharing a duplex in Grapeland Heights, Miami. When a baby boy is born into their family with a severe birth defect, the three women–all possessing distinctly different personalities–bond together to care for the fragile child and each other. Poetic, surreal, emotionally engaging, this book asks haunting questions about the meaning of faith, the reasons for pain, the redeeming power of love, and the freedom of surrender.

September 1998
312 pgs.
ISBN 0-452-28009-5
$12.95 paper
Plume
(212) 366-2215

CONFERENCES

Modern Language Association Annual Convention

December 27-30

1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.

Contact: Visit the MLA Web site at <www.mla.org>.

Women in Higher Education

January 2-4

The 12th annual international conference of NAWE: Advancing Women in Higher Education. At the Charleston Place Hotel in Charleston, South Carolina.

Contact: Visit <www.nawe.org>.

National Institute for Leadership Development

January 10-15

For women with a master's degree who work in a community college. Provides leadership training that utilizes the concepts of the most current and progressive models to define the essence of leadership for the 21st century. The institute consistently trains leaders to have a positive impact on their educational institutions. In Phoenix, Ariz. Also February 28- March 5 in Seattle, Wash.; May 20-June 4 in Boston, Mass.; and September 26-October 1 in Chicago, Ill.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede, (602) 285-7494.

National Association for Bilingual Education Annual Conference

January 26-30

"Bilingual Education: More Than Just Talk!" is the NABE conference theme. In Denver, Colo.

Contact: NABE, (202) 898-1829; Web site: <www.nabe.org>.

National Institute for Leadership Development

January 28-31

For female CEOs of community colleges. Includes enhancing your leadership skills, debating current issues, networking with colleagues, recreation, and rejuvenation.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede, (602) 285-7494.

Ethnic Studies National Conference

February 9-13

Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.

In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr., (606) 783-2650.

The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millenium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

SUMMER 1999

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-
SPAIN

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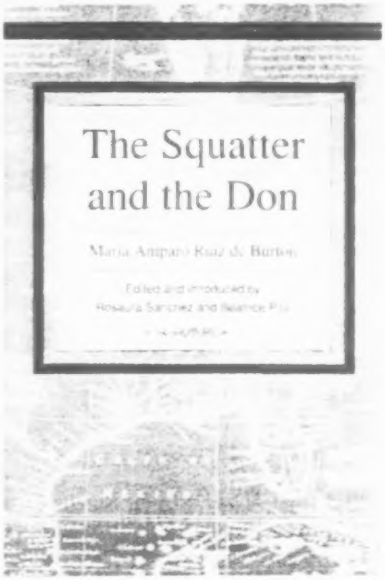
Book Review

Book Review by John Wegner, Department of English, Angelo State University, San Angelo, Texas

The Squatter and the Don by María Amparo Ruíz de Burton. Eds. Rosaura Sánchez and Beatrice Pita. 381 pages with notes and Introduction. Houston: Arte Público Press (1-800-633-2783), 1992. ISBN 1-55885-055-4. SC $14.00.

Originally published in 1885, María Amparo Ruíz de Burton's *The Squatter and the Don* narrates the effects of the Treaty of Guadalupe Hidalgo (1848) on California and American expansion of the West. The novel opens in the drawing room of Mr. and Mrs. William Darrell, where they are discussing Mr. Darrell's impending trip to Southern California to claim land for himself and his son as allowed by the American Homestead Act. Mrs. Darrell insists that William verify that the land is untitled before he "settles." At issue for Mrs. Darrell, and central to the novel's plot and theme, is not "settling" on land someone else already claims. Mrs. Darrell takes great pains to explain to her husband that "Whenever you take up government land...you are settlers, but...when you locate claims on land belonging to anyone else...you must accept the epithet of 'Squatter'" (57). This unsavory "epithet" plays a primary role in the historical border romance Ruíz de Burton writes.


The Squatter and the Don
María Amparo Ruiz de Burton
Edited and introduced by
Rosaura Sánchez and Beatrice Pita

Mr. Darrell lays claims to land located on Don Mariano Alamar's ranch, a ranch whose title is still technically in litigation and a ranch with beautiful unmarried daughters. The Alamar family has an unimpeachable Spanish land grant proving ownership, and Don Mariano is an intelligent, cultured businessman. Ruíz de Burton brilliantly subverts her audience's stereotypical expectations by crafting animalistic American "squatters" who oppose the well-mannered Don Mariano and his family. Ironically, though, United States law protects the ill-mannered squatters while destroying those most suited to control the land. William Darrell brings his family to the new land, and his sons, as one might expect, arrive and fall in love with Don Mariano Alamar's daughters. Most notably, Clarence Darrell, a young man whose kindness and sense of equality contrasts with that of his father's racism, loves Mercedes. Predictably, Clarence and Mercedes are kept apart by forces outside their control; they both suffer and languish in their love for each other; and they are reunited at the end of the novel. The sentimentality and romance are classic nineteenth-century novelistic conventions.

However, Ruíz de Burton's novel is as much history as romance. She takes great pains to remind her audience that United States laws allowed men like William Darrell to settle on land in litigation, improve their 160 acres, and pay no taxes. By law, the landowner fighting to prove he has a valid claim must pay taxes on all improvements, a law that eventually bankrupted many landowners who had to mortgage their ranches for taxes and legal fees. Much like Harriet Beecher Stowe in *Uncle Tom's Cabin*, Ruíz de Burton readily digresses from the story line itself to directly address the audience, include quotations from legal documents, and sermonize about unjust laws. Her novel shatters the myth that Spaniards and Mexicans received fair and equal treatment as promised by the Treaty of Guadalupe Hidalgo. Instead, she shows the slow degradation and marginalization of a once-dominant majority in California who loses virtually all their land between 1848 and 1880.

One of my goals in a nineteenth-century American literature survey course is to show my students that people outside New England were writing literature, and I choose worthy works that span the growing continent. Ruíz de Burton's novel allows my students to discuss the short- and long-term effects of the Mexican/American War of 1846-1848, a war they read about in Thoreau's essays; United States expansionism; racial issues involving Hispanics in the Nineteenth Century; frontier rhetoric that claims Americans "tamed" a West that was already occupied by men like Don Mariano Alamar; and the rise of corporate monopolies. In my course, we generally read *The Squatter and the Don* before we read Frank Norris' *The Octopus*. Obviously, these two novels allow us to discuss the social issues affecting American expansion in the West, but we also are able to examine the contrasting literary styles. Ruíz de Burton is certainly not a naturalist like Norris. Much like Harriet Beecher Stowe, though, Ruíz de Burton appropriates the sentimental novel to make a political statement.

I find that my students (generally a third Hispanic) find Ruíz de Burton refreshing in her honesty and her open anger at unjust laws. She contains none of the stylistic difficulty of Melville or Hawthorne, yet her appeal that "Our representatives in Congress, and in the State Legislature, knowing full well the will of the people, ought to legislate accordingly" (372) rings true for all my students. Admittedly, her novel is not the most finely crafted novel written in the nineteenth century; however, her goal was to enlighten an American population about the unethical atrocities of their elected officials. *The Squatter and the Don* never realized the success of Uncle Tom's Cabin, but her novel allows me to introduce my students to a vast array of political and social issues from the perspective of a Spanish woman in the nineteenth century. Most important for my students, perhaps, is simply knowing that there was a Spanish American woman writing serious literature in the nineteenth century.

Knox College

Business Office
Galesburg, Illinois 61401-4999

VICE PRESIDENT

for Finance and Treasurer

Knox College invites nominations and applications for the position of Vice President for Finance and Treasurer. The College is implementing a far-reaching strategic plan and recently announced a $125 million comprehensive campaign. In this context, the Vice President for Finance will provide leadership for the continued prosperity of the College in financial planning, budgeting and strategic decision-making. The Vice President for Finance is a senior member of the administrative staff reporting directly to the President.

The Vice President for Finance and Treasurer is responsible for all financial operations, transactions and policies of the College, including endowment, cash and debt management, budget preparation and management, trust administration and investment, and real estate transactions. The Vice President for Finance also serves as the College's liaison with legal counsel, investment advisors and external auditors, and, as Treasurer, is an officer of the Board of Trustees, ensuring that its expectations in such areas as investment strategy and budgetary oversight are implemented.

Thorough knowledge of finance and accounting, demonstrated capabilities in financial planning and budgeting, excellent communication and management skills, and a strong commitment to quality and service are critical elements for success in this position. Applicants must demonstrate substantial accomplishments and leadership abilities, familiarity with fiscal issues facing higher education, significant directly related experience, preferably in a college or university setting, an understanding of the unique mission of the liberal arts college, and educational achievement commensurate with the duties and responsibilities.

Knox College is a highly selective, independent, residential, co-educational four-year liberal arts college founded in 1837 with approximately 1,200 students and 100 faculty. Knox offers the bachelor of arts degree in 37 majors. Galesburg, with a population of 33,500, is located 180 miles southwest of Chicago, 45 northwest of Peoria and 200 miles north of St. Louis.

Applicants should send a letter describing their interest and qualifications, along with a copy of their resume, to:

Vice President for Finance
and Treasurer Search
Knox College
Box K-200
Galesburg, Illinois 61401-4999

Applications will be reviewed as they are received, and the search will continue until the position is filled. Salary for this position is competitive and commensurate with experience. For additional information about the position or the search contact Bruce O. Downsbrough, search committee chair, at (309) 341-7550.

Knox College is an affirmative action, equal opportunity employer. In keeping with its 162 year commitment to equal rights, the College encourages and welcomes applications from individuals in under-represented groups.

ITHACA

Assistant/Associate Professor

ROY H. PARK SCHOOL OF COMMUNICATIONS
CINEMA AND PHOTOGRAPHY DEPARTMENT

The Roy H. Park School of Communications Cinema and Photography Department at Ithaca College invites applications for a tenure-eligible position at the Assistant/Associate Professor level in photography with appointment effective August 15, 1999.

Primary assignments will be across the range of beginning, intermediate and advanced photography courses. Expertise required in the history of photography, techniques of black and white and color photography, and studio and location lighting. Depending on the candidates' areas of specialization, additional teaching responsibilities may include courses in one or more of the following areas: alternative processes, digital photography, contemporary photographic theory and criticism, or hybrid media forms. The candidate appointed to this position will also act as academic advisor to serve on department, school and college committees.

M.F.A. in photography is required. An ideal candidate should demonstrate evidence of: **1)** teaching effectiveness appropriate for an undergraduate program with a mission of teaching the practice, history, and criticism of photography in the context of a wider liberal arts curriculum, **2)** ability to contribute to a program which engages photo graphy in both its traditional and evolving digital modalities, and, **3)** a strong commitment to and a primary teaching interest in encouraging photography as a creative practice.

Assistant/Associate Professor: Salary competitive, dependent upon experience and qualifications.

Applicants should forward a resume/vita, twenty slides documenting creative work, statement of interest including areas of teaching and professional experience, along with names and telephone numbers of at least three references. If available, also include up to twenty slides of student work. No faxed or electronically transmitted application materials will be accepted. Screening will begin November 15, 1998 and will continue until the position is filled. Direct applications and inquires to:

Steven Skopik, Chair
c/o Barbara Terrell
Photography Search Committee
Cinema and Photography Department
Roy H. Park School of Communications
Ithaca College
Ithaca, New York 14850-7251
(Tel: 607-274-1032)

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Television-Radio, Cinema and Photography, and Organizational Communication, Learning, and Design); a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. These programs are located in an 80,000 square foot building which was dedicated in September 1989. For the past two years the Ithaca College Los Angeles Communications Program has offered an internship-based full-semester program to its junior and senior students. The Graduate Studies program offers an M.S. in Communications. A recent grant from the Park Foundation and a bequest from James B. Pendleton have positioned the Roy H. Park School of Communications to continue to evolve a curriculum that is one of the strongest in the nation and to maintain state-of-the-art support facilities in audio, video, film, photography, multi-media and telecommunications.

BEST COPY AVAILABLE

BRIDGEWATER STATE COLLEGE

Bridgewater, Massachusetts

FACULTY POSITIONS AVAILABLE

Bridgewater State College is a comprehensive public college serving approximately 9,200 students. Its 270 full-time faculty offer over 100 Baccalaureate and Master's level programs. The John Joseph Moakley Center for Technological Applications provides advanced computing and telecommunications technologies to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod, and Providence. **For additional information, visit our web site: http://www.bridgew.edu.**

Bridgewater State College seeks applicants for the following **full-time, tenure-track faculty positions**, which include opportunities for teaching and advising undergraduate and graduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.

All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. Applicants should also have the ability to use technology effectively in teaching and learning, excellent communication skills, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

SCHOOL OF MANAGEMENT & AVIATION SCIENCE

ACCOUNTING & FINANCE

Assistant/Associate Professor, Accounting. To teach courses in accounting and participate in the development of a graduate curriculum. Requires an earned Doctorate or enrollment in an accredited doctoral program, either in accounting or finance or in a related field with a Master's degree in Accounting/Finance. Prefer candidates with a C.P.A. or C.M.A., college-level teaching and industry experience.

Assistant/Associate Professor, Accounting and/or Finance. To teach courses in accounting, with an option to teach courses in finance, and participate in the development of a graduate curriculum. Requires an earned Doctorate or enrollment in an accredited doctoral program, either in Accounting or Finance, or in a related field with a Master's degree in Accounting/Finance. Prefer candidates with a C.P.A. or C.M.A., college-level teaching and industry experience.

MANAGEMENT

Assistant/Associate Professor, Marketing and General Management. To teach courses in marketing and management and participate in the development of a graduate curriculum. Requires earned Doctorate either in Marketing or Management, or in an appropriate related field with a Master's degree in Management/Business Administration. Prefer candidates with college-level teaching and practical management/marketing experience.

Assistant/Associate Professor, General and Systems Management. To teach courses in a variety of management areas and participate in the development of a graduate curriculum. Requires earned Doctorate either in a Management discipline, or in an appropriate related field with a Master's degree in Management/Business administration. Prefer candidates with college-level teaching and practical management experience.

SCHOOL OF EDUCATION AND ALLIED STUDIES

SECONDARY EDUCATION & PROFESSIONAL PROGRAMS

Assistant Professor, Secondary Education (2 positions). To teach undergraduate and graduate curriculum and instruction courses, both on and off campus, in at least two of the following areas: secondary teaching strategies, philosophical and psychological foundations, evaluation/assessment, and interdisciplinary integration; work cooperatively in assisting with curriculum renewal and technology integration; supervise practicums, internships and clinical experiences; and assist in program development within a constructivist framework. Requires earned Doctorate in Education and successful teaching experience in public schools.

Assistant Professor, Counseling. To teach courses in the graduate counseling program that might include counseling methods, psychopathology, human development, research methods, and higher education/student affairs; supervise internships on and off campus and conduct research. Requires earned Doctorate in Counseling, Psychology or related field; evidence of teaching and scholarly ability; ability to work cooperatively with individuals, groups and as part of a team; eligibility for a license as a mental health professional in Massachusetts. Prefer strong background in counseling and higher education/student affairs and college teaching experience.

SPECIAL EDUCATION & COMMUNICATION DISORDERS

Assistant/Associate Professor, Communication Disorders (2 positions, re-advertised). To teach undergraduate and graduate courses in speech-language pathology and supervise in area of expertise. Requires expertise in any combination of the following: aphasia, traumatic brain injury, dysphagia, articulation/phonology, fluency, voice, and organic pathologies. Prefer experience in augmentative/alternative communication; earned Doctorate in Speech-Language Pathology from an institution accredited in the discipline, CCC/SLP, and eligibility for Massachusetts licensure.

Assistant/Associate Professor, Special Education. To teach undergraduate and graduate courses in special education in areas of expertise and supervise student teachers. Requires earned Doctorate in Special Education, experience in college teaching, experience working with children with special needs, and expertise in at least two of the following: assessment, strategies and methods of teaching children with special needs, behavior management, technological applications in special education, and historic and current trends in special education assessment.

SCHOOL OF ARTS AND SCIENCES

ART

Assistant Professor, Sculpture and Three-Dimensional Design. To teach all levels of sculpture and drawing, the foundation course in 3-D Design within an established major, and other courses, as appropriate; supervise and manage the 3-D studio areas; and participate in curriculum evaluation and development. Requires MFA in Sculpture or closely related field; evidence of on-going creative production and professional recognition. Candidates who have additional skill in ceramics, metals, jewelry or digital applications to art are desirable.

www.bridgew.edu

BIOLOGICAL SCIENCES

Assistant Professor, Biological Sciences, with specialty in cell/animal developmental biology. To teach developmental biology, transmission electron microscopy techniques, introductory biology, and upper level courses appropriate for the department's biomedical concentration; advise undergraduate students in the biomedical concentration; supervise original undergraduate research. Requires earned Ph.D. Teaching experience is preferred; knowledge of biostatistics is desirable.

Assistant Professor, Biological Sciences, with specialty in wetlands plant biology, plant taxonomy, and/or plant morphology. To teach wetlands biology, plant taxonomy and/or plant morphology, introductory biology, and upper level courses appropriate for the department's environmental concentration; and supervise original undergraduate research. Requires earned Ph.D. Teaching experience is preferred; knowledge of biostatistics is desirable.

CHEMICAL SCIENCES

Assistant Professor, Chemical Sciences, with specialty in physical chemistry. To teach physical chemistry, general chemistry, and non-science majors in chemistry and develop an undergraduate research program. Requires earned Ph. D. Prefer interest in environmental applications to chemistry or secondary education. Experience in computer applications and instrument interfacing is desirable.

FOREIGN LANGUAGES

Assistant Professor, Spanish (position 1). To teach all levels of Spanish language in addition to courses in the area of specialization. Requires earned Ph.D. with concentration in Spanish and preparation in Linguistics. Desire experience and interest in any of the following: distance-learning technology, Spanish for the professions, multi-disciplinary approaches, content-based curriculum methodology, or teaching Japanese, ESL, Portuguese or Italian.

Assistant Professor, Spanish (position 2). To teach all levels of Spanish in addition to courses in the area of specialization. Requires earned Ph.D. with specialization in one of the following: Colonial Literature, Latin American Poetry or Theatre, or Hispanic Literature and Culture of the U.S. Desire experience and interest in any of the following: distance-learning technology, Spanish for the professions, multi-disciplinary approaches, content-based curriculum, methodology, or teaching Japanese, ESL, Portuguese or Italian.

HISTORY

Assistant Professor, History. To teach graduate and upper-division courses in areas of specialty; teach lower-division courses in United States History, World History, and/or Western Civilization. Requires earned Ph.D. in History or a related field and a specialty in United States History with a subspecialty in one of the following two fields, and a teaching proficiency in the other: 1) Gender History with a special interest in American Women's History, 2) African American History.

MATHEMATICS AND COMPUTER SCIENCE

Assistant Professor, Mathematics. To teach graduate and undergraduate courses and supervise graduate students. Requires earned Doctorate in Mathematics (or a closely related discipline). Applications in all areas of mathematics will be considered, particularly those that support the Computer Science major, such as discrete mathematics, linear algebra, and calculus with technology.

Assistant Professor, Computer Science. To teach graduate and undergraduate courses and supervise graduate students. Requires earned Doctorate in Computer Science (or a closely related discipline). Applications in all areas of computer science will be considered; applicants in the areas of computer architecture or operating systems are especially desired.

MUSIC

Assistant or Associate Professor, Music, with specialties in music technology and, secondarily, music theory. To teach and develop courses in music technology, music theory, and other specialties as appropriate and teach service courses for non-majors. Requires earned Doctorate in Music and experience in teaching music technology and music theory at the college level. Prefer experience in teaching music appreciation and other non-major courses; additional background and experience that complement current faculty strengths and expertise; administrative experience in an academic setting with potential for assuming the chairmanship of the department.

PHYSICS

Assistant Professor, Physics. To teach a full range of undergraduate physics courses for both majors and non-majors; advise students seeking a diverse range of post-baccalaureate goals, such as graduate school, industry and teaching; and support the department in expanding its offerings and continuing to build on the strong teacher education programs of the college. Requires earned Ph.D.

POLITICAL SCIENCE

Assistant/Associate Professor, Public Administration, and Coordinator of MPA Program. To assume overall coordination of the growing MPA program and teach and conduct research in one or more of the following areas: Nonprofit Management, Organizational Theory, Public Finance and Budgeting, or Public Policy (subfield open). Requires strong record of teaching excellence and scholarly publication. Prefer candidates with experience in program administration, student recruitment and retention, curriculum review and course scheduling.

Assistant Professor, American Politics. Seeking candidates with primary expertise in American political behavior, especially public opinion, political parties and interest groups, voting behavior, and elections. Requires earned Ph.D. Prefer candidates with strong methodological skills, and demonstrated record of research productivity.

SOCIOLOGY & ANTHROPOLOGY

Assistant Professor, Sociology (position 1). To teach courses in areas of specialization, teach Introduction to Sociology, and participate in departmental activities such as program review and curriculum development. Requires an earned Ph.D. with a specialty in at least one of the following areas: family, gender, developing societies. Desire an ability to teach one or more of the following: research methods/statistics, qualitative methods, theory.

Assistant Professor, Sociology (position 2). To teach courses in areas of specialization, teach Introduction to Sociology, and participate in departmental activities such as program review and curriculum development. Requires an earned Ph.D. with a specialty in the sociology of education and one of the following areas: work and occupations or organizations. Desire an ability to teach one or more of the following: research methods/statistics, qualitative methods, theory.

TO APPLY: Submit letter of application, resume, and the names, addresses and telephone numbers of three (3) professional references to:

Office of Human Resources
Boyden Hall
Bridgewater State College
Bridgewater, MA 02325
Phone: (508) 697-1200
Fax: (508) 697-1725

DEADLINE FOR COMPLETE APPLICATION FILE: Review of complete files will begin 1/4/99 and continue until positions are filled.

Bridgewater State College is an Affirmative Action/Equal Opportunity Employer which actively seeks to increase the diversity of its workforce.

www.bridgew.edu

University of Illinois at Urbana-Champaign
Department of Kinesiology

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in the Psychology of Physical Activity. Candidates will be expected to engage in interdisciplinary research within the Department, to seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement current faculty in this area. There currently exists within Kinesiology an interdisciplinary faculty with interests in the following research themes: Lifespan Physical Activity, Human Performance and Fitness, Disability, Disease and Rehabilitation, Human Factors, and Cultural Studies. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support interdisciplinary research in physical activity. Further information about the Department of Kinesiology and current faculty can be found by visiting **http://www.kines.uiuc.edu. Qualifications** include an academic background in Kinesiology and the ability to teach one or more courses in Kinesiology and the Psychology of Physical Activity. A doctorate is required. Teaching and post-doctoral experience are desirable. Women and minorities are especially encouraged to apply. **Salary** is commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by January 15, 1999. The appointment will be effective August 21, 1999. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Steven J. Petruzzello, Chair of Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
231 Louise Freer Hall
906 S. Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action Equal Opportunity Employer

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Faculty Position

PSYCHOLOGY
Full Time Tenure Track Appointment

Cazenovia College, an independent two- and four-year coeducational college, seeks qualified candidates for a full-time, tenure track appointment in Psychology. The successful candidate will be a generalist capable of teaching courses from a variety of areas within Psychology. RESPONSIBILITIES include teaching and curriculum development, student advisement, program development and evaluation and possible internship supervision.

QUALIFICATIONS: Earned Ph.D. (candidates within one year of completion considered) or terminal degree in a related field, commitment to teaching, and prior successful teaching experience at the undergraduate level. A background in Developmental Psychology and/or Cognition and Learning is strongly preferred.

Faculty members at Cazenovia College participate in the governance and planning structures of the College.

Rank and salary will be commensurate with experience. Candidates should submit a detailed letter of application, current curriculum vita, the names and telephone numbers of three references, and a statement of teaching philosophy. Candidates may include copies of syllabi and student evaluations. Review of applications will begin immediately; however, the deadline is January 18, 1999. Appointment is anticipated for Fall 1999. Send application to:

Psychology Search
Human Resource Office
Cazenovia College
Cazenovia, NY 13035

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles southeast of Syracuse. For further information, visit our website at:

www.cazcollege.edu

AA/EOE

Assistant Professor
Modern Language Department (Spanish)

The Modern Language Department of Saint Michael's College, a residential, Catholic, liberal arts college with 1800 undergraduates, invites applications for a tenure track position beginning September, 1999. The successful candidate must demonstrate excellent teaching skills at all levels of language courses and appropriate scholarly activity. In addition, he/she must be qualified to teach Spanish or Latin American literature and culture. Ph.D. or ABD in the areas mentioned above required; fluency preferred; skill and experience in teaching proficiency-based language classes is necessary. Send full dossier by January 15, 1999, to **Human Resources, Saint Michael's College, Winooski Park, Colchester, VT 05439. For further information: http://academics.smcvt.edu/modernlang/.**

SAINT MICHAEL'S COLLEGE

Saint Michael's is an AA/EOE.

ST. CLOUD STATE
UNIVERSITY

— a tradition of excellence and opportunity

DIRECTOR OF GOVERNMENT RELATIONS AND SENIOR DEVELOPMENT OFFICER

The director of government relations and senior development officer will serve as the primary government relations officer for the university. The director will also identify, cultivate and solicit prospects for gifts of $10,000 or more for current and capital purposes. The director will articulate the character, mission and need of St. Cloud State University to legislature, alumni, and other constituents; will staff regional constituent outreach; and direct special projects as determined. The successful candidate will have demonstrated ability to teach and work with persons from culturally diverse backgrounds.

A Bachelors degree is required. Other qualifications include a minimum of five years experience working with legislative, executive, civic or other governmental agencies and a minimum of five years experience in fund raising from private or public sources. Effective writing and oral communication skills and an ability to work independently and as part of a team are also requisites.

Please send letter of application, resume and the names and addresses of three professional references to: **Search Committee, SCSU Foundation, 720 Fourth Avenue South, St. Cloud, MN 56301.** Deadline date to receive application materials is December 28, 1998.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities and veterans.

Vice President Administrative Services University of Utah

Nominations and applications are invited for the position of Vice President for Administrative Services. The University of Utah is a major national research university with a Health Sciences Center, 26,000 students, 15 academic colleges, 69 undergraduate degree programs and 92 graduate programs. The University is located at the base of the Wasatch Mountains in Salt Lake City, a dynamic, urban, high-tech industrial center with a population of 1.2 million and home of the 2002 Winter Olympics. The University, with an annual expenditure budget of $1 billion, is frequently described as Utah's economic engine generating nearly $500 million annually in non-tax revenue and is one of the State's largest employers with 2,450 faculty members and 16,619 full-time and part-time employees.

Responsibilities: The Vice President for Administrative Services serves as the University's Chief Financial Officer and reports to the President with primary responsibilities in three broad areas: Facilities management, financial management, and human resources. As a member of the President's cabinet, the Vice President has responsibility for the management and operational oversight of financial and accounting services, internal audit, administrative data processing and information systems, auxiliary enterprises, public safety, human resources, physical plant maintenance and operations, facilities planning, design and construction, and the University Research Park, which in the aggregate have annual operating budgets exceeding $64 million. The Vice President interacts frequently with State Executive and Legislative committees and the University's governing boards, and serves on the governing boards of several University foundations and institutes.

Qualifications: Preferred qualifications include an advanced degree in business, educational administration or related fields, pertinent professional certifications, and relevant senior-level experience in university administration and financial management in a large research university setting. Candidates who have established a successful career in large corporate or industrial settings with complex management, resource, operations, and budget issues similar to those of a large research university will be considered. The successful candidate will have experience in coordinating diverse activities within a complex management structure, demonstrated competence in leadership, communication, and planning and constructive interactions with internal and external constituencies, and a commitment to foster an organization which supports and serves the institution's teaching, research, and service mission. Salary will be commensurate with experience and qualification.

Applications: The position has a targeted start date of July 1, 1999. Nominations and applications (addressing stated qualifications) along with a complete resume and names, addresses and telephone numbers of at least four references should be sent to:

THE UNIVERSITY OF UTAH

John M. Dunn, Dean
Chair Administrative Services
Search Committee
College of Health
250 So. 1850 East, Room 259
Salt Lake City, UT 84112-0920

Screening by the search committee will begin no later than February 1, 1999 and will continue until the position is filled.

The University is an AA/EO employer and encourages applications from women and minorities and provides reasonable accommodation to the known disabilities of applicants and employees.

ECC

Humanities Instructor

Full time tenure track position available for fall 1999. Must have MA in Humanities, Interdisciplinary Area Studies, Philosophy (including Logic and Ethics) or Religious Studies; Ph.D. preferred. Demonstrated college teaching experience expected. We seek a globalist with a specialty in Africa, East Asia, Native or Meso-America, and/or Gender Studies. If interested, letter of application, vitae, copy of transcripts, and name and phone number of three references must be received ***no later than 5:00 PM CST, January 25, 1999.***

Peg Gorman, Director Human Resources,
Elgin Community College, 1700 Spartan Drive,
Elgin, IL 60123. *ECC is an EOE/AA employer.*

Sponsored by the Smithsonian Institution
and the Inter-University Program for Latino Research

Humanities Fellowships in Latino Cultural
Research in a National Museum Context
1999-2000 THEME: Latino History

Senior and Junior Residency Fellowships
for Academics and Museum Professionals
Application deadline: January 30, 1999
For application materials:

Center for Latino Initiatives
Smithsonian Institution
fax 202-357-3346
e-mail: mmieri@si.edu
www.si.edu/Latino

MILLERSVILLE UNIVERSITY

DEAN OF SCIENCE AND MATHEMATICS

Millersville University of Pennsylvania invites applications and nominations for the position of Dean of the School of Science and Mathematics. Millersville University enrolls approximately 7,500 students and is located in Southeastern Pennsylvania within convenient traveling distance to major East Coast hubs: 90 minutes to Baltimore, two hours to Philadelphia, three hours to New York City and the Atlantic Ocean beaches. Nationally ranked as a top regional public institution of higher learning by U.S. News and World Report, the University is also listed among Kiplinger's 100 top value public institutions. Millersville University is highly regarded for offering quality instructional programs at a reasonable cost to its students, consistent with its strong commitment to diversity and teaching excellence. The School of Science and Mathematics, soon to be housed in new and renovated facilities, offers a full spectrum of regionally and nationally recognized programs for its 1,500 undergraduate majors and 100 graduate students. For more information, contact the University's Web page at www.millersv.edu

RESPONSIBILITIES: The Dean provides academic and administrative leadership, direction, and support for instructional, research, and professional activities to the faculty in the Departments of:

- Biology
- Chemistry
- Computer Science
- Earth Sciences
- Mathematics
- Nursing
- Physics

QUALIFICATIONS: Candidates must possess an earned doctorate in one of the disciplines in the School of Science and Mathematics. Also essential is a record of quality scholarship, teaching and service in higher education, and a commitment to faculty development, the liberal arts, and academic freedom. Candidates need to present a record of academic leadership which demonstrates likely success in activities such as: planning, program development, fundraising, grant writing, advocacy for all the School's disciplines, and personnel and budget management in a public university setting. Candidates must be able to assume a University-wide perspective and work and communicate effectively with students, faculty, administrators, external organizations and institutions in a diverse community. The Dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity in the School's faculty, staff, students, and curricula, and must be committed to increasing diversity within the School, as well as on campus. A capacity and willingness to listen, create consensus, solve problems, and assume responsibility are essential. The ability to function effectively in a team-oriented collective-bargaining environment is crucial.

NOMINATIONS AND APPLICATIONS: Applicants should include a letter detailing their qualifications for the position, a vitae, and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by 1/20/99. Electronic submissions will not be accepted. Nominations and applications should be sent to:

Search Chair,
Dean of Science and Mathematics Search/HO1204
MILLERSVILLE UNIVERSITY
P.O. Box 1002, Millersville, PA 17551-0302

An Equal Opportunity/Affirmative Action Institution

Director

Office of Public Relations

Reports to the President and must work collaboratively in an intense, egalitarian, diverse, student-focused environment. Specific responsibilities beyond supervision of eight staff include: 1) positioning the college for placement in national/regional general, educational, and specialty media, 2) crafting and implementing a comprehensive communications and marketing strategy for the college, 3) frequent and substantive interaction with administration, trustees, faculty, staff, and students, 4) defining local and regional community relations strategy, 5) web and internet-based communication, 6) publications including Grinnell Magazine, college brochures, etc., and 7) advice to student media organizations. The director will have the opportunity to reorganize the public relations office and to lead it in a new direction through re-structuring and new appointments. Familiarity with and commitment to an undergraduate liberal arts education and learning environment is strongly preferred. Position requires travel, long, unpredictable hours, a team approach, and frequent interaction with the President.

Qualifications, skills, and abilities: Bachelor's degree and at least five years of applicable experience. Excellent oral and written communication skills, experience as a public spokesperson. Capacity to think broadly and creatively, ability to articulate and implement a vision, work effectively with diverse constituencies, coordinate multiple tasks, solve problems, and operate effectively under pressure and tight deadlines. Understanding, ease, and experience with all facets of message de[illegible]pment, media interaction, and strategic communic[illegible] planning.

Founded in 1846, Grinnell College [illegible]s about 1,300 undergraduate students from eve[illegible]tate and the District of Columbia in the United States and 40 other countries. The college's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College consistently ranks among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site **<www.grinnell.edu>**

Application Process: Submit a letter of application, a resume, and a list of three employment references to **Mr. James R. Mulholland, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112.**

Application Review: Review of applications will begin December 18, 1998, and will continue until the position is filled.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

MICHIGAN STATE UNIVERSITY

PSYCHOLOGY/LATINO STUDIES

The Department of Psychology and the Julian Samora Research Institute of **Michigan State University** invite applications for a tenure-system position at the rank of Assistant Professor specializing in CHICANO/LATINO Studies. The candidate will be jointly appointed by Psychology, the tenure home department, and the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered; women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute's mission, to promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins August 16, 1999. Salary and rank will depend on the candidate's qualifications and experience. Review of applications will begin December 1, 1998 and continue until a suitable candidate is identified. Send a letter of application, vitae, reprints and three letters of reference to **William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.**

MSU is an AA/EO employer

EDUCATION

Georgia Perimeter College (formerly DeKalb College) is a two-year, multi-campus institution located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

DIRECTOR OF ALUMNI AFFAIRS AND COLLEGE EVENTS

Assists with continual growth and development of an effective, active alumni association and provides guidance, assistance, resources and budget management for campus Provosts and committees in planning college-wide events.

Qualified candidate will possess Master's degree in communications or related area. Three years experience in alumni affairs and/or college event planning, with the ability to negotiate external participation in appropriate alumni affairs/college events and contractual agreements with vendors required. Excellent organizational skills, effective planning and implementation of events and the ability to provide leadership required. Ability to maintain Blackbaud data system desired.

Salary range: $46,500 + excellent benefits
Start Date: ASAP

Applicants should reference position #99-109 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, email addresses and telephone numbers) to: **Judy Chastonay, Human Resources Dept., Georgia Perimeter College, 3251 Panthersville Rd., Decatur, GA 30034 or Fax 404-244-5774.** Application deadline: 12/18/98

For additional information on this and other opportunities at Georgia Perimeter College, please visit our website at www.gpc.peachnet.edu

AA/EOE/ADA

Georgia Perimeter College
formerly DeKalb College

Knox College

Business Office
Galesburg, Illinois 61401-4999

Assistant/Associate Dean of Students for Intercultural Life

Knox College invites applications and nominations for the position of Assistant/Associate Dean of Students for Intercultural Life. This position reports directly to the Dean of Students/Associate Dean of the College and is an active member of the Division of Student Affairs. The Office of Intercultural Affairs is charged with providing leadership for the College's commitment to intercultural understanding (within both international and national contexts) as a fundamental part of a liberal education. This position is a full-time, 12-month appointment.

RESPONSIBILITIES: Actively engages the Knox community on issues surrounding both national and international cultural diversity. Collaborates with members of the Student Affairs and Academic Affairs staff to advise domestic students of color as well as international students on matters related to cultural adjustment and immigration. Provides collaborative leadership for the College's recent academic and co-curricular "Pluralism and Unity" initiative, funded through a Hewlett Foundation award. Provides oversight and management of the Office of Intercultural Affairs. Serves as a institutional resource to students, faculty and staff members in realizing the mission of the Office. Advises various clubs and organizations as related to intercultural life.

QUALIFICATIONS: Master's degree, demonstrated experience working with diverse student populations; demonstrated experience working with immigration documentation and knowledge of U.S. immigration regulations; demonstrated experience working with domestic students of color; excellent cross-cultural and interpersonal communication skills; familiarity with undergraduate liberal arts education and residential colleges; ability to work independently and as a member of a dynamic team; and must possess a sense of humor.

Nominations and applications will be received until the position is filled. For full consideration please submit a letter of application/nomination, resume, and list of five references to:

Xavier E. Romano
Dean of Students & Associate Dean of the College
Knox College
Box K-236
Galesburg, IL 61401

Founded in 1837, Knox College is an independent, four-year liberal arts college with 1100 students from 42 states and 33 nations. In keeping with its 162-year commitment to equal rights, Knox College particularly welcomes applications from individuals in underrepresented groups.

www.knox.edu

Pima Community College
Tucson, Arizona

1999/2000 Academic Year
Faculty Openings

PCC is immediately seeking applicants for these full-time instructional and educational support faculty positions (discipline focus noted as appropriate).

ASTRONOMY-Courses in Lunar and Planetary and Stellar and Galactic

BIOLOGY-Courses for Biology majors, non-majors and Allied Health students. Mediated laboratory using instructor or produced video and other instructional aids for open-entry/open-exit classes

BUSINESS-All general business courses from occupational through university transfer courses
Business Management

CHEMISTRY-All levels of chemistry courses including second year college-based courses such as organic chemistry and materials science

COMPUTER SCIENCE-C and C++. Windows and Java programming. Windows NT administration. Novell. Web publishing and managing, network and data communications

CULINARY ARTS

EMT/PARAMEDIC

HISTORY-Mexican-American Studies including bilingual classes and mentoring/advising

MACHINE TOOL TECHNOLOGY

MATHEMATICS (3 positions)-All levels of math courses from developmental through university transfer courses

PSYCHOLOGY

SPANISH (2 positions)-General and industry-specific Spanish

TECHNOLOGY EDUCATION-Semi-Conductor

WRITING-All levels of writing courses from developmental through university transfer courses

COUNSELOR (5 positions)-Nine Month Educational Support Faculty

LIBRARIAN (2 positions)- Nine Month Educational Support Faculty

If you are interested in applying for any of these instructional or educational support faculty positions, please contact the Human Resources Employment Office at the address or access numbers listed below or via the Web for a discipline-specific job announcement, required application materials, and instructions on how to complete the application process.

Closing Date: January 8, 1999

Pima County Community College District
Human Resources, Employment Office
4905-D East Broadway, Suite 102
Tucson, AZ 85709-1190
Toll Free 1-877-PIMAJOB; **Phone** (520) 206-4624;
TTY 206-4852; **Fax** 206-4879, or **Web Address**
http://www.pima.edu/~humres/hrhome.html

Pima Community College is an Equal Opportunity/Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply

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MINORITY POSTDOCTORAL FELLOWSHIP PROGRAM

Teachers College, a graduate school affiliated with Columbia University, is devoted to education across the lifespan, both in and out of the classroom, particularly within an urban context. The College has a diverse culture, with minority students comprising 29 percent of the student body, international students comprising 11 percent.

The Program aims to increase the number of minority faculty members at graduate schools of education. It provides recent doctorate recipients the opportunity to develop a program of research and participate in a mentored program at a graduate research university.

Qualifications: Earned doctorate in any area within the past three years. Commitment to research and teaching in an education related area.

Responsibilities: Conduct research as outlined in the application proposal; provide a written report of research program; participate in an academic department with the option of teaching a course or providing a series of special lectures to be decided.

Duration: One year.

Stipend: $30,000, plus $2,000 for research. Campus housing, if desired, and limited relocation costs.

Contact Melanie Nelson, Office of the Dean, at 212-678-3050 or by email, man18@columbia.edu, for an application. Application deadline is February 1, 1999.

TEACHERS COLLEGE *as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and the disabled in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.*

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th St., New York, NY 10027 http://www.tc.columbia.edu/

ACCOUNTING
INDUSTRIAL ENGINEERING/OPERATIONS MANAGEMENT

The Department of Management at WPI (Worcester Polytechnic Institute) invites applications for two full-time, tenure track openings, one in Accounting and one in Industrial Engineering/Operations Management. Both openings are at the Assistant Professor level and are the result of growth in our undergraduate and graduate programs. The positions will commence August 15, 1999.

Accounting applicants must have a Ph.D. or DBA in Accounting (ABDs who are assured of completion prior to August 1, 1999 may be considered). The ideal applicant will be able to teach primarily in the Managerial and Cost areas, although it is possible that some Financial Accounting will be required. Research interests are open but should fit in some way with the Department's focus on the Management of Technology. Related business and teaching experience is preferred, as is evidence of scholarship success.

The ideal applicant for our Industrial Engineering/Operations Management position should have a Ph.D. in Industrial Engineering and an MBA or a Ph.D. in Operations Management with an MS in IE (ABDs who are assured of completion prior to August 1, 1999 may be considered). The applicant should be able to teach primarily in the Operations Management and Logistics areas, although some Simulation teaching may be requested. Research interests are open but should fit in some way with the Department's focus on the Management of Technology. Related business and teaching experience is preferred, as is evidence of scholarship success.

Untenured faculty members teach three courses per year and advise student projects at both the undergraduate and graduate levels. Publications are expected and encouraged, especially in refereed journals. Additionally, sponsored research is expected.

The Department of Management is a small but growing department that is building a strong national reputation in the Management of Technology. We offer four undergraduate majors, three master's degrees, and cover all the functional areas of business and Industrial Engineering. As one would expect of a top national university, we offer a competitive salary and support package.

Interested parties should submit a letter of application, vitae, three letters of reference, and relevant teaching evaluations and publications to: (Search Name), Department of Management, WPI, 100 Institute Road, Worcester MA 01609-2280.

Please feel free to visit our website at mgnt.wpi.edu or the university's website at http://www.wpi.edu Applications should be complete with all materials by January 15, 1999.

WPI

To encourage diversity, WPI is an affirmative action/equal opportunity employer

WPI, the third oldest technological university in the U.S., is a selective, private institution that focuses on engineering, science, and management. Located in Worcester, Massachusetts, New England's second largest city, WPI is uniquely positioned to enable faculty members to take advantage of the seashore, the mountains, or Boston, all of which are but an hour's drive from campus. Home to 10 colleges and universities and just minutes from many high technology and Fortune 500 companies, Worcester and WPI offer outstanding opportunities for dual career couples.

BEST COPY AVAILABLE

University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instituted Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments, and budgetary planning and oversight.

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and conclude when the successful candidate is identified. Please direct all applications and nominations, including a complete dossier and names of referees to:

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

PHOTOGRAPHER

Tenure track, regular appointment, 1/2 to 3/4 time. To teach photography as part of a liberal arts curriculum. Beginning and advanced students. Individual and group study. Extensive teaching and exhibition record are required. Send resume, 10-20 slides of recent work, names of references and S.A.S.E. by January 15, 1999 to: **Visual Arts Search Committee (Photography).**

PHOTOGRAPHER

One year, 1/2 time, guest appointment with possible renewal. To teach photography as part of a liberal arts curriculum. Beginning and advanced students. Individual and group study. Teaching and exhibition record are required. Send resume, 10-20 slides of recent work, names of references and S.A.S.E. by January 15, 1999 to: **Visual Arts Search Committee (Photography).**

FILMMAKER

Tenure track, regular appointment, 1/2 to 3/4 time. To teach film production as part of a liberal arts curriculum. Beginning and advanced students. Individual and group study. Extensive teaching and exhibition record are required. Send resume and names of references (please no films) by January 15, 1999 to: **Visual Arts Search Committee (Film)**

SARAH LAWRENCE COLLEGE
One Meadway, Bronxville, N.Y. 10708

Sarah Lawrence is an equal opportunity employer.
Minority applicants are especially encouraged to apply.

ASSOCIATE DEAN LIBRARY

Serving nearly 34,000 students, College of DuPage is America's largest single-campus community college. Based in west suburban Glen Ellyn and featuring 90 neighborhood learning sites, C.O.D's "life-long learning" curriculum comprises 88 diverse areas of study. If you are both dedicated and qualified, you are invited to become part of our success story.

The Library collection includes 167,000 book titles, 937 periodicals, numerous non-print materials in various formats, and additional resources accessed through electronic databases and the Internet. The Innovative Interfaces automated library system provides extensive on and off campus access to materials, including World Wide Web and modem access from home or office. The recently expanded and renovated Library provides 135,000 square feet of space open to students, staff, and community patrons 79 hours a week.

QUALIFICATIONS: We are seeking an energetic, imaginative and experienced administrator to join a team of professional and support staff at one of the largest, most technology advanced community college libraries in the nation. The Associate Dean reports to the Dean of Learning Resources and is involved in policy development, implementation of new services, and oversight of all day-to-day operations of the physical facility. Candidates will have an ALA accredited Master's Degree in Library or Information Science; have experience working as a reference or technical services librarian with reference experience in an academic library; have demonstrated outstanding supervisory skills in recent/previous positions; be able to demonstrate a variety of skills and expertise in library computer technology. The successful candidate will have 4-5 years experience in an academic library, including 2-3 years of direct supervisory experience.

Starting date: June, 1999. Salaries normally range from $55,800 to $64,100 but are dependant on education and experience. This is a twelve-month assignment. College of DuPage offers a generous benefits plan.

Call, write or e-mail for an application packet. Screening for this position begins February 16, 1999. However, to maximize your opportunity to be chosen for this position, please return your application packet as quickly as possible.

College of DuPage
Office of Human Resources
Attn: Administrative Recruiting
425 22nd Street
Glen Ellyn, IL 60137
(630) 942-2800, Ext 6330
cdhumres@cdnet.cod.edu
equal opportunity employer
Minorities are encouraged to apply

College of DuPage

California State University, Bakersfield
Announcement of Openings

California State University, Bakersfield is one of 22 campuses of the California State University system. Located two hours north of Los Angeles, Bakersfield is a city of over 225,000 people within a diverse population of more than 700,000 in the Southern San Joaquin Valley. CSUB serves over 5,000 students with a faculty of nearly 300 in three schools: Arts and Sciences, Business and Public Administration, and Education.

Tenure-Track Faculty Positions, 1999/2000

School of Arts and Sciences (805)664-2221

Anthropology Department:	Assistant Professor Archaeology
Anthropology Department:	Assistant Professor Cultural
History Department:	Assistant Professor U.S./California Social and Cultural
Nursing Department:	Assistant/Associate Professor Adult Health/Medical Surgical
Political Science Department:	Assistant Professor American Institutions/Public Policy
Social Work Department:	Assistant Professor Coordinator of Field Education

School of Business and Public Administration (805)664-2157

Management Department:	Assistant/Associate Professor General Management, Entrepreneurship

School of Education (805)664-2219

Faculty with elementary or secondary school experience in working with students and families from diverse multilingual, ethnic, and socioeconomic backgrounds will be given full consideration. Experience with technology mediated instruction desirable.

Apply directly to: Dean, School of Education

Assistant Professor	Child Development/Early Childhood Education
Assistant/Associate Professor	Mathematics Education, elementary, middle school, or secondary specialization
Assistant/Associate Professor	Elementary Education Generalist, technology mediated instruction/ITV experience preferred
Assistant Professor	Multicultural/International Education, elementary or secondary
Assistant/Associate Professor	Reading Language Arts, Bilingual/ESL preferred
Assistant/Associate Professor	Educational Technology, elementary or secondary
Assistant/Associate Professor	Special Education, mild/moderate disabilities, K-12, transition curriculum innovations emphasis
Assistant/Associate Professor	Special Education, moderate/severe disabilities, K-12, elementary/middle and life skills emphasis
Assistant Professor	Physical Education, teacher preparation and/or athletic training specialist

In addition, CSUB continues to seek applicants for part-time and full-time temporary faculty appointments in various areas. Applications should be submitted the appropriate department.

A doctorate is normally required at the time of appointment for all tenure-track positions. The University offers an exceptional benefits package.

Closing dates will be no sooner than January 31, 1999, for tenure-track positions. Applicants should send a letter of interest, current vita, placement file or graduate coursework transcripts, and three references to:

California State University, Bakersfield
Chair, Department of ____________
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Internet Address: http://www.csubak.edu

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

The University of Maryland College Park
Office of Continuing and Extended Education

ASSISTANT TO THE DEAN–PROGRAM MANAGER

The University of Maryland College Park invites applications for a Program Manager position in the Office of Continuing and Extended Education (OCEE). The position provides academic and administrative support for the development and implementation of continuing education programs offered by OCEE and other campus units. The Program Manager may provide consultation and/or management of needs assessment; curriculum design/development; instructor recruitment, selection and supervision; program budget development; selection of course formats; locations and logistics; marketing; and program evaluation.

QUALIFICATIONS: This position is a full-time Academic Administrator position. A master's degree is required. At least three years full-time professional program development, program management or science/technology consulting is required, preferably in a higher education setting. Experience in working with faculty and academic units at a research institution is highly desirable. Background in at least one of the following areas is also desirable: the arts and humanities, behavioral and social sciences, science and technology, education, or professional certification/development.

APPLICATIONS: Submit a letter of application, resume and the names, addresses and telephone numbers of three references to: **Ms. Antoinette Thompson, OCEE, 2103 Reckord Armory, University of Maryland, College Park, Maryland 20742-5321.** Review of applications will begin on December 4, 1998 and will continue until the position is filled.

The University of Maryland is an Equal Opportunity Employer. Applications from qualified minority and female candidates are encouraged.

UNIVERSITY OF MARYLAND

AFFIRMATIVE ACTION
PERSONNEL ASSOCIATE

The State University of New York, College at Purchase, seeks an Affirmative Action Professional Personnel Associate.

Responsibilities The Affirmative Action Professional Personnel Associate is responsible for administering the College's Recruitment, Hiring, Appointment and Equal Opportunity policies and procedures ensuring the College's compliance with related laws, rules and regulations dealing with human rights. The selected individual will be responsible for developing and administering the College's Affirmative Action Plan including the collection and analysis of data, the maintenance of records and the preparation and submission of required internal and external reports, investigation of human rights complaints (sexual harassment, discrimination, etc.) and administering the internal discrimination grievance procedures. The incumbent will advise the Vice Presidents, Unit Heads and chairs of search committees regarding search procedures and human rights policies, provide or coordinate training programs on related subjects. The incumbent is also responsible for the operation of the campus Benefits Office. Reporting to the Director of Human Resources for day to day operations, the Affirmative Action Professional Personnel Associate has a direct reporting relationship to the President when reviewing searches and human rights complaints.

Qualifications Demonstrated commitment to diversity and equity, sensitivity to the interests of all underrepresented groups and a working knowledge of the laws and regulations relating to affirmative action and equal opportunity. Proven track record in developing and implementing affirmative action programs with a variety of constituencies. Success in program initiation, development and implementation through effective collaboration with other offices and individuals. Experience in investigating and resolving grievances and complaints. Experience in a university setting and advanced degree strongly preferred.

Salary is competitive and commensurate with education and experience. Liberal benefits package. This is a New York State Management Confidential position.

Please submit a letter of interest, current resume and the names, and addresses and telephone numbers of three references relevant to candidacy for this position to:

Office of Human Resources
SUNY College at Purchase
735 Anderson Hill Rd.
Purchase, NY 10577-1400

For complete consideration, nominations and applications must be received no later than December 11, 1998. SUNY Purchase is an affirmative action equal opportunity employer and encourages applications from women, persons of color and members of other underrepresented groups.

BEST COPY AVAILABLE

DEAN OF STUDENT SERVICES

Georgia Perimeter College, a multi-campus institution located in metropolitan Atlanta, seeks applications for the position of Dean of Student Services.

The Dean serves as the chief student services officer, and is responsible for providing the leadership in all aspects of student life, for coordinating the overall planning, development and general oversight of all campus student services programs and staff, and for ensuring a supportive environment in which students may achieve academic goals.

This individual must possess a vision for the planning, implementation and evaluation of a student services administrative unit, and also serve as a representative to the public and community in promoting and representing the campus and the College.

The Dean reports to the Campus Provost and as a member of the campus administration, is responsible for facilitating the integration of academic and student support services. The Dean serves as a liaison between the college-wide Student Affairs functional areas and the appropriate campus offices.

Candidates should demonstrate the following supervisory and managerial abilities:

- *Ability to supervise, monitor and evaluate all campus based student services (e.g. Advisement, Career Counseling, Educational Support Services [ACCESS Center], Student Activities, Admissions and Registration Services and Judicial Affairs)*
- *Serve as the campus liaison to the College-wide offices of Enrollment Management, Financial Aid, Recruitment and Retention, Center for Disability Services and Counseling and Testing Services*
- *Provide campus leadership for the development and implementation of student recruitment and retention efforts*
- *Ability to assist in the development of strategic plans and budget planning for the respective campus units, and work with other members of the campus administration to enhance the overall operations, and*
- *Promote the priorities of the College, on a local, regional and national basis, and demonstrate ability to gain support for and cultivate funding opportunities*

Master's degree from an accredited institution in higher education administration, counseling, student personnel or other appropriate area, required; an earned doctorate or terminal degree preferred. A minimum of seven (7) years of progressively responsible administrative experience in student affairs or related area in a college/university setting, at a comparable level of Assistant/Associate Dean or higher.

Salary commensurate with education and experience.

Applications should reference the position #99-111 and include a letter of interest, resume, unofficial copy of graduate transcript(s), and the names, addresses and telephone numbers of five (5) professional references. Screening of applicants will begin December 15, 1998 and continue until the position is filled.

Send materials to:

Chair, Dean of Student Services Search Committee
ATTENTION: Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034

For detailed information on each position,
please visit our web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE

An Associate Degree Granting College
of the University System of Georgia

Georgia
Perimeter
College

(formerly DeKalb College)
AA/EOE/ADA

ASSISTANT/ASSOCIATE PROFESSOR
TEXAS TECH UNIVERSITY
HUMAN DEVELOPMENT AND FAMILY STUDIES

Texas Tech University

Tenure-track position starting Fall 1999 in early childhood development. Preference for scholar studying children beyond infancy. Expertise in multiculturalism, language development, and/or special needs is desirable. Exceptional candidates in other areas of early childhood development will be considered. Evidence of strong research and undergraduate and graduate teaching potential essential. Applications should be received by January 8, 1999. Send vita, (p)reprints of research articles, and statement of purpose, and have three letters of recommendation sent, to: **Alan Reifman, Search Committee Chair, Department of Human Development and Family Studies, College of Human Sciences, Texas Tech University, Lubbock, TX 79409-1162.** Texas Tech University is an Affirmative Action/Equal Opportunity Employer with a strong commitment to supporting equality of opportunity and respect for differences. Further information about our department and college can be obtained on the web at **http://www.hs.ttu.edu**

OSU
OKLAHOMA STATE UNIVERSITY

Associate Dean for Graduate Studies
College of Education
Oklahoma State University
Stillwater, Oklahoma

The Oklahoma State University College of Education invites nominations and applications for the position of Associate Dean for Graduate Studies.

Oklahoma State University's main campus has an enrollment of approximately 18,000 students. The College of Education on the Stillwater campus has an enrollment of approximately 1,600 undergraduate students and 1,200 graduate students and offers graduate courses and programs on an OSU-Tulsa campus as well. The College has three academic schools employing 86 tenure-track faculty and generating approximately 33,000 undergraduate credit hours and 16,000 graduate credit hours annually.

The Associate Dean serves as the executive officer to assist the Dean with College academic and instructional matters related to the graduate programs and reports directly to the Dean in matters regarding academic affairs and faculty development. This individual is charged with advising the Dean and cooperating with other administrators within the College in the development, implementation, and improvement of plans embracing general graduate academic policies, programs, and curricula. The Associate Dean promotes and facilitates procurement of internal and external funding for College teaching and research activities, coordinates unsponsored research activities and programs within the College, and serves as liaison for OSU-Tulsa programs offered by the College.

Qualifications: Candidates should possess proven administrative skills in higher education, a demonstrated capacity to work effectively with faculty, students, and other educational agencies and institutions, and evidence of ability to generate and manage internally and externally funded projects. Minimum qualifications include an earned doctorate in education or a closely related field, scholarly achievement in teaching and research, qualifications commensurate with rank as Associate Professor or higher in one of the College's schools, qualifications enabling full membership in Group V graduate faculty, and the ability to work and communicate effectively with all publics served by the College.

Salary: Competitive and commensurate with qualifications.

Beginning Date: July 1, 1999 or as soon as possible following acceptance.

For full consideration, applicants must submit a letter of application, curriculum vitae, and the names and addresses of three references to:

Dr. David England, Chair
Associate Dean Search and Screening Committee
School of Curriculum and Educational Leadership
242 Willard Hall
Oklahoma State University
Stillwater, OK 74078-4042

Review of applications will begin December 8, 1998 and continue until the position is filled.

Oklahoma State University is an Equal Opportunity/Affirmative Action employer. Women and minorities are encouraged to apply. Successful applicants must comply with IRCA.

http://osu.okstate.edu/

PROGRAM DIRECTOR
Policy Support and Studies Program

WestEd, an educational R&D and service organization seeks skilled, experienced applicants for the position of Program Director for the Policy Support Studies Program. The director provides leadership to program staff to conceptualize, implement and achieve approaches to assist state and local policymakers. Develops funding opportunities to expand the work of the program, to improve WestEd's policy assistance presence in the region, and to conduct research and evaluation activities on significant policy issues in the region and the nation. Represents the agency in high level policy arenas and exhibits strong skills in handling and presenting politically sensitive issues affecting education.

QUALIFICATIONS:
Demonstrated success in leading a major policy program or initiative; acknowledgment as a policy research and evaluation leader regionally and nationally; proven ability to develop and generate funding opportunities; experience in managing programs and staff with significant budgets; ability to synthesize complex policy issues and present them to diverse audiences. Advanced academic training in education policy or related fields.

APPLICATION PROCESS:
Please send your resume, a letter of interest (reference Job #103) and three references to:

Virginia Besser
Human Resources
WestEd
730 Harrison Street
San Francisco, CA 94107

EOE/AA

APPLICATION DEADLINE: DECEMBER 15, 1998

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Headquartered in San Francisco, our agency has approximately 300 staff located in 10 offices throughout the nation. To find out more about our work, visit WestEd's Web site: www.WestEd.org.

WestEd

THE UNIVERSITY OF UTAH

VICE PRESIDENT FOR STUDENT AFFAIRS

The University of Utah, the State's flagship public institution of higher education, seeks an experienced and dynamic person to lead its student affairs and services area. Located in Salt Lake City, the University of Utah attracts enrollment of 20,000 undergraduates and nearly 5,000 graduate students, and has an annual budget from all revenue sources that exceeds $1 billion.

The Vice President for Students Affairs reports to the Senior Vice President for Academic Affairs and, working with other administrators, advises the Senior Vice President in all matters involving student affairs and services. Offices and functions currently reporting to the Vice President for Student Affairs include Admissions, Bennion Community Service Center, Campus Recreation, Child Care, Counseling Center, Dean of Students, Dining Services, Disability Services, Educational Opportunity Programs, Financial Aid, International Center, Career Services Center, Registrar, Residential Living, Scheduling, Student Health Service, Student Involvement, Student Recruitment, University Union, and Women's Resource Center.

Applicants for this position should have an appropriate advanced degree, with an earned doctoral degree strongly preferred. In addition, applicants should have a proven record of administrative experience in higher education with demonstrated leadership related to student affairs and services. Applicants should also be committed to sustaining a close working relationship with academic affairs. Salary will be commensurate with experience and qualifications.

Review of applications will begin on January 15, 1999, and will continue until the position is filled. The successful candidate should expect to assume their responsibilities on or after July 1, 1999. Please send nominations or vita and application letter to:

Dr. John G. Francis, Chair, Search Committee
Office of Undergraduate Studies
195 S Central Campus Dr, 132 Sill Center
University of Utah
Salt Lake City, UT 84112
Phone: (801)585-9876 FAX: (801)585-3581
E-Mail: francis-j@ugs.utah.edu

The letter of application provides an opportunity for applicants to expand on qualifications and interest in this position. At a later stage, letters of recommendation will be requested by the Search Committee.

The University of Utah is an AA/EOE employer and encourages nominations and applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.

Pima Community College
Tucson Arizona

PRESIDENT
West Campus

Pima Community College (PCC) is the fourth-largest multi-campus community college in the nation and opens its doors to more than 65,300 credit and non-credit students each year. Five campuses offer university transfer programs, occupational and developmental education, and general education courses.

Tucson is located in a lush desert valley surrounded by four mountain ranges in Southeastern Arizona at an elevation of 2,000 feet. A multicultural, southwestern city with more than 850,000, is renowned for its rich heritage and superb weather.

PCC is committed to hiring employees who are creative, open to change and new methods, or work practices, have a passion for continuous learning and self-improvement and are willing to promote the College's mission as a learning institution. Besides traditional class structuring, the College meets the needs of students by offering weekend, year-round, and compressed courses of instruction. Since service to our students is our highest priority, employees can expect to participate in innovative methods and flexible scheduling.

Campus Presidents serve as the Chief Executive Officer of the College campus and report directly to the Chancellor of the district. Campus Presidents provide executive-level vision, academic leadership and direction for a college campus including education programs, student development and administrative services. Campus leadership is shown in the areas of institutional effectiveness initiatives, mission success indicators, long-range and strategic planning, student outcomes assessment, facilities planning and program review.

The ideal candidate will be an accomplished educational leader with experience that demonstrates the ability to lead and manage a campus, including developing, recommending and implementing long and short-range goals, objectives, policies and procedures.

The salary is negotiable depending upon background and experience. The compensation package includes an attractive benefits package and a vehicle allowance.

If interested, please contact our Human Resources Department for position information and application materials.

Closing Date: January 8, 1999
Pima County Community College District
Human Resources, Employment Office
4905-D East Broadway, Suite 102
Tucson, AZ 85709-1190

Toll Free 1-877-PIMAJOB, **Phone** (520) 206-4624,
TTY (520) 206-4852, **Fax** (520) 206-4879, or
Web Address
http://www.pima.edu~humres/hrhome.html

Pima Community College is an Equal Opportunity/Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply.

Director
Office of Dining Services

Reports to the Vice-President for Business and Treasurer of the College and must work collaboratively in a diverse, student-focused environment. Specific responsibilities beyond supervision of staff include 1) planning, directing, and coordinating residential dining activities, cash operations, catering, and campus guest housing.
2) formulating, implementing, and communicating departmental policies, procedures, and standards.
3) developing menus, service concepts, and special events. 4) establishing and maintaining budgets.
5) negotiating purchasing agreements and contracts.
6) organizing training and staff development, and
7) coordinating the renovation and maintenance of dining service facilities.

Qualifications: Bachelor's degree and five years of progressively responsible food service management experience. Strong service orientation including a vision for effective and creative delivery of services. Excellent oral and written communication skills. Ability to collaborate effectively with diverse constituencies. Sound budget and organizational skills. Experience with food production and debit balance multiplan systems. Familiarity with and commitment to the goals of an undergraduate, residential community.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The college's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College consistently ranks among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site **<www.grinnell.edu>**

Application Process: Submit a letter of application (or nominations), a resume, and names and telephone numbers of three employment references to **Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112.** Phone 515-269-4822, Fax 515-269-4885, Email **veach@admin.grin.edu**

Application Deadline: Review of applications and nominations will begin upon receipt and will continue until the position is filled.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.

CORNELL
UNIVERSITY

The Department of Human Development anticipates a tenure-track assistant professor appointment (50% research and 50% teaching) for August, 1999. Applicant must have strong training in research and theory and possess a broad view of development. We are seeking an individual with interest in one of the following areas: 1) the interaction between psychological and biological mechanisms of development, or 2) the impact of cultural and ethnic group membership on individual development within U.S. society. Specific research areas (domain and age) are open; a focus on atypical or normative development is appropriate. RESPONSIBILITIES include teaching introductory and specialized undergraduate and graduate courses, supervising student research, and pursuing a rigorous program of empirical research. Screening of candidates will begin as applications are received and will continue until the position is filled. Send vita, statement of research and teaching interests, representative papers/publications, and three letters of reference to:

Juleene Conner, Department of Human Development, MVR Hall, Cornell University, Ithaca, NY 14853.

Cornell University is an Equal Opportunity/Affirmative Action Employer. We especially welcome applications from members of racial and cultural minority group members.

UNIVERSITY MAIN WEB PAGE:
http://www.info.cornell.edu/CUHomePage.html

OSU
OKLAHOMA STATE UNIVERSITY
OKLAHOMA CITY CAMPUS

Department Head
Computer Information Systems/ Technical Communications

The CIS/TCOM department offers AAS degrees and certificates with emphases in Accounting, Business Information Systems, Technical Support, Office Automation/Web Page Design and Networking (corresponding to Microsoft Certification). Department Head is responsible for providing faculty leadership, oversees planning, budgetary, personnel and curriculum decisions and serves as a liaison to the business community. Position is a twelve-month, tenure track faculty/ administrative position.

Qualifications: Master's degree in Computer Science or related field; college teaching experience in the computer field; and prior administrative experience. Experience with Distance Learning, college assessment, and a demonstrated ability to work with the business community is strongly preferred.

Initial screening will begin on November 5, 1998, and will continue until the appointment is made. All qualified applicants should submit a cover letter, resume, transcripts and three letters of reference to:

OSU-OKC Personnel
900 North Portland
Oklahoma City, OK 73107

OSU-OKC is an AA/EOE employer committed to multicultural diversity.

For more info about OSU see our Web Page at:
http://www.osuokc.edu

SYRACUSE UNIVERSITY

VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Syracuse University invites applications and nominations for the position of Vice Chancellor for Academic Affairs. The Vice Chancellor is the chief academic officer reporting directly to the Chancellor, Kenneth A. Shaw. Syracuse University is pursuing an academic vision to be the nation's leading student-centered research university. The Vice Chancellor must be able to provide creative leadership in support of the further development of that vision.

Syracuse University is an independent Research II University founded in 1870 and is a member of the Association of American Universities. Its fourteen schools and colleges enroll 18,000 students in a broad array of baccalaureate, masters, and doctoral programs. Among those who report directly to the Vice Chancellor are the Vice Presidents for Research and Computing, Undergraduate Studies, and Enrollment Management as well as the Dean of the Graduate School, and the University Librarian. The annual educational and general budget of the University is $321,000,000. For further information about the University, see **http://www.syr.edu.**

The University seeks to appoint a candidate who has:

- a distinguished record in teaching, research, scholarship or creative activity, and service sufficient to warrant appointment in an academic unit at a senior professorial rank.
- significant experience and a record of achievement in higher education administration, including faculty appointment, tenure and promotion; strategic budget planning and management; and academic program development.
- dynamic leadership and collaborative management styles appropriate to a large and diverse institution and is effective in collegial consultation with all sectors of the university community;
- a record of achievement in promoting diversity among faculty, staff, and students; and strong problem-solving, decision-making, interpersonal, and communication skills.

Letters of nomination and applications should be submitted in confidence to:
Shelly Weiss Storbeck, Managing Director or Lesley Boyd, Senior Associate, A.T. Kearney Education Practice, 225 Reinekers Lane, Alexandria, VA 22314; 703/518-1782 facsimile; shelly.storbeck@atkearney.com or lesley.boyd@atkearney.com — email.

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin on January 15, 1999, and will continue until the position is filled. The position is available July 1, 1999.

Syracuse University is an equal opportunity/ affirmative action employer committed to excellence through diversity.

BEST COPY AVAILABLE

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs which enrolls over 20,000 students of all ages. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching. Full time administrative positions are available in the following areas beginning in the 1999-2000 academic year.

ADMINISTRATIVE POSITIONS

DEAN OF LIFE SCIENCE AND HUMAN SERVICES

Responsible for providing leadership in the administration of transfer and career, credit and non-credit offerings, in the following program areas: Biology, Criminal Justice, Dental Hygiene, Dietetic Technician, Early Childhood Education, Medical Assisting and related programs, Nursing and related programs, Pharmacy Technician, Park & Golf Maintenance and Plant Science Technology. An advanced degree related to one of the above disciplines or a related field, strong communication and interpersonal communication skills and demonstrated success in teaching, administrative responsibilities, providing leadership and effecting change in a community college environment are preferred. Previous administrative experience preferred.

DEAN OF LIBRARY SERVICES & ALTERNATIVE LEARNING

Responsible for providing leadership in the administration of the Library, Distance Learning, and Media Services for the instructional and institutional programs of the College. Provides direction to the Center for Teaching & Learning. Master's degree in Library Science, Instructional Technologies or equivalent required. A minimum of three years experience with multiple administrative duties including library administration, distance learning, instructional technologies, or related administrative experience; experience with automated library systems as well as strong communication and interpersonal skills with demonstrated success in providing leadership in a community college setting preferred.

ASSOCIATE DEAN OF DISTANCE LEARNING AND MEDIA SERVICES

Responsible for the general management of the Distance Learning, Media Production, and Media Services departments. Areas of responsibility include providing support and leadership in activities related to the development of courses offered at a distance (video courses, interactive video, and cable) and other activities at the local and state-wide level including satellite video teleconferencing, microwave transmission, and other emerging technologies as related to alternative instructional delivery methods. Also responsible for the day-to-day management and activities of the Center for Teaching & Learning. Master's degree in media, distan[illegible] learning, liberal arts, education, or field related to telecommunications preferred. Thr[illegible]ars successful management experience with media services and a distance/alternative learning technology program; demonstrated knowledge of delivery systems (video conferencing and interactive video desired), and the ability to develop collaborative agreements with public and private sector groups preferred.

To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement of educational philosophy, and three (3) letters of recommendation to:

Harper College
Attn: Employment Specialist
1200 W. Algonquin Rd.
Palatine, IL 60067

Applications will be reviewed beginning in December 1998 and will continue to be accepted until the position is filled. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

Harper College is an Equal Opportunity, Affirmative Action Employer which encourages applications from women, minority group members, and persons with disabilities.

Northampton Community College

DEAN, BUSINESS, TECHNOLOGY & ALLIED HEALTH

Applications and nominations are invited for the position of Dean, Business, Technology and Allied Health at Northampton Community College, Bethlehem, PA. Northampton is a growing two-year institution that currently enrolls over 6000 credit students and 15,000 non-credit students. The Dean has responsibility for 36 academic programs and works with over 45 full-time professional staff and faculty, and over 50 adjunct faculty. The successful candidate will be expected to provide intellectual leadership while fostering a positive atmosphere that emphasizes student learning. Candidates should have demonstrated experience in teaching, the securing of grants, program development, distance learning, and academic planning. Strong interpersonal skills, a flexible management style, and a commitment to diversity and the principles of equal opportunity are important qualifications for all candidates. A minimum of a master's degree in an academic discipline, or equivalent is required, doctorate preferred. Women, minorities, and candidates with administrative experience in fields other than education are encouraged to apply. Send letter, resume, and names, addresses, and phone numbers of 3 references to **Human Resources, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020. Visit our web site at http://www.nrhm.cc.pa.us. Application deadline: December 16 or until a suitable candidate si identified.**

NCC is an Equal Opportunity/Affirmative Action Employer

Richard Stockton College of New Jersey

INSTRUCTIONAL TECHNOLOGY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, liberal arts and sciences college with a student body of 6,000 and a recognized record of academic excellence. Stockton is one of nine senior public Colleges which provide a vast array of baccalaureate and master level degrees. The College is located in a 1600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2 1/2 hours from New York City. The College has a mission to meet needs for master's-level graduate education in southern New Jersey and currently provides programs in physical therapy, nursing, business studies, and instructional technology. Stockton is home to the Atlantic County Educational Technology Training Center. Plans call for the establishment of additional programs in the near future.

The Master of Arts in Instructional Technology (MAIT) program is designed for those interested in integrating technology to improve learning in both educational and corporate settings using electronic classrooms, computer labs and multimedia production facilities. The program has basic core courses in learning theories and instructional technologies followed by two tracks-one for optimizing technologies in primary and secondary schools, and the other for corporate environments with employee training needs. The Academic Computing facilities contain 26 computer laboratories and electronic classrooms with an ongoing technology improvement plan and a 10:1 student/computer ratio.

INSTRUCTIONAL TECHNOLOGY: tenure track, Associate/Assistant Professor, January or April 1999. Stockton is seeking a qualified applicant to head the graduate program in Instructional Technology, in its second year. Candidates must have a doctorate in instructional technology with at least three years experience in the successful application of advanced instructional technologies to teaching and learning in education/corporate environments. Demonstrated ability to seek support from and work with local businesses and education community is highly desired. Possible courses are Introduction to Instructional Technology, Issues in Technology, Instructional Design and Development and Network Design. Teaching load is six courses per year. Responsibilities will involve leadership and program development including the demonstrated ability to integrate technology into the graduate instructional curricula, to communicate effectively and to achieve strong interpersonal working relationships with students, administrators, faculty, and computer services. Appropriate compensation/release time for leadership duties. Rank will be dependent upon qualifications and experience.

INSTRUCTIONAL TECHNOLOGY: tenure track, Assistant Professor, January or April 1999. Stockton also seeks a full-time faculty member with a doctorate in Instructional Technology or related field and demonstrated significant involvement with design in the areas of visual literacy and communication. Responsibilities of the position will include providing partnership in the further development of the program, as well as teaching courses and advising graduate students. Teaching load is six courses per year.

For both positions, salary will depend on qualifications, experience and increases in the appropriately established compensation plan.

Screening will continue until the positions are filled. Send letter of application, resume, and three letters of recommendation to **Dr. Mary-Beth Krogh-Jespersen, Office of Academic Affairs, AA51, The Richard Stockton College of New Jersey, PO Box 195, Pomona, NJ 08240-0195.**

For information on the program, see http://www.stockton.edu/mait/

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

UNION COLLEGE

SYSTEMS LIBRARIAN

Union College, a highly selective liberal arts and engineering college of 2,000 students, founded in 1795 and located in Schenectady, New York, is searching for a Systems Librarian. The successful candidate will offer some combination of experience providing hardware and software technical support for library workstations as well as staff applications workstations; an in-depth understanding of Windows95/NT software and protocols, including Z39.50, TCP/IP, and WWW technology; familiarity with a variety of Windows-based productivity programs; the ability to manage, support, and troubleshoot LAN and CD-ROM library hardware and software. Experience with DRA also highly desirable. In addition to technical background, the successful candidate must demonstrate strong oral, written, and analytical skills; the ability to work within a collegial academic environment; and experience with staff training, budget management, and planning. Experience cooperating with the Computer Center in a college or university environment would be very helpful. Represents Library on committees at the College and regional level. The Systems Librarian participates in Library reference service, including some nights and weekends. **Minimum Qualifications:** M.L.S. or M.S.I.S. from an A.L.A. accredited program. 3-5 years relevant experience supporting an integrated library system in an academic library.

Schaffer Library has just completed a major building expansion and renovation. Visit our WWW site for additional information on both the Library and Union College

http://www.union.edu

Union College offers an exceptional benefits package including medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission. Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are strongly encouraged to apply.

Send letter of application, resume, and salary requirements to **T. G. McFadden, Director, Schaffer Library, Union College, Schenectady, NY 12308.**

Review of applications will begin on **January 15, 1999.**

OSU

OKLAHOMA STATE UNIVERSITY

Department Head Search

The Oklahoma State University (OSU) Computer Science Department is seeking applications from qualified candidates for the position of Professor and Department Head. The term of initial appointment will begin August 1, 1999.

The OSU Computer Science Department is a growing department that is committed strongly to the goal of excellence in research, teaching, and extension. It offers a full range of undergraduate and graduate courses leading to B.S., M.S., Ph.D., and Ed.D. degrees in Computer Science. The department recently expanded its B.S. and MS programs to the new OSU campus in Tulsa, OK and also offers courses to students at remote sites using interactive video and the World-Wide Web. There are currently more than 200 undergraduate students and more than 150 graduate students enrolled in the department. The department has a goal of CSAB/CSAC accreditation within the next few years.

Applicants must qualify for the rank of Professor in the Computer Science Department and have a commitment to research, teaching, and extension excellence. A record that clearly demonstrates strong leadership, innovation, and consistent success in securing external research funding is requisite for this tenured position.

Stillwater is a small, attractive university city of about 38,000, located on the prairie in North-Central Oklahoma. Stillwater is 65 miles west of Tulsa and 65 miles north of Oklahoma City. There are numerous cultural activities within a two-hour drive of Stillwater. The Oklahoma State University campus is one of considerable beauty with modified Georgian architecture.

Oklahoma State University encourages applications from qualified women, minorities, and persons with disabilities. Please send curriculum vita and names of three references to **Chair, Computer Science Head Search Committee; Computer Science Department; Oklahoma State University; Stillwater, OK 74078-1053. Telephone: (405) 744-5668; FAX: (405) 744-9097. E-mail: head-search@cs.okstate.edu; WWW: http://www.cs.okstate.edu/search.** Review of applications will begin **January 15, 1999,** but applications will be accepted until the position has been filled.

Oklahoma State University is an Affirmative Action/Equal Opportunity Employer

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CHAIR, DEPARTMENT OF HISTORY
College of Arts and Sciences

(Search Re-opened - 10/30/98)

The College of Arts and Sciences at Northeastern University seeks a dynamic chairperson for the Department of History. The chairperson will lead the department to further excellence in undergraduate and graduate activities and will build on its strong scholarly tradition. The department has developed a special emphasis in world history both in its doctoral program and its scholarship. The chairperson will enhance the research and public history activities of the department, in association with the World History Center. The successful candidate must be tenurable at the level of associate or full professor, and must be a distinguished scholar and teacher, with proven administrative and leadership skills.

The successful candidate may conduct scholarly work in any area and specialization in the discipline of History, but his or her work must add strength and distinction to a growing Ph.D. program in world history. The position is available July 1, 1999. Full consideration will be given to applications received by January 15, 1999. Please send applications (including a cover letter, full curriculum vitae and names of three persons ready to write letters of recommendation) to: Dr. Christina Gilmartin, Chair, History Chairperson Search Committee, Faculty Senate Office, 442 Ryder Hall, Northeastern University, Boston, MA 02115. Fax: 617-373-8808.

Northeastern University is an Equal Opportunity,
Affirmative Action Title IX Employer.

Northeastern
UNIVERSITY

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Dean, School of Business

The University at Albany invites applications and nominations for the position of Dean of the School of Business. As the school's chief academic administrative officer, the Dean is appointed by the President and reports to the Provost/Vice President for Academic Affairs. The Dean is responsible for:

- leading the School to consensus about its mission
- guiding the development and administration of the curriculum, advisement, placement and research programs
- initiating and giving direction to external education programs
- overseeing faculty and staff development
- representing the School effectively to the campus, alumni and business communities
- overseeing the administration and finances of the School
- developing external resources to augment state appropriations

Applicants should qualify for a tenured faculty appointment, possess relevant administrative experience, have knowledge of higher education, and demonstrate capacity for leading the School of Business to a position of excellence.

The Search Committee will review applications beginning in January 1999 and will accept applications until the position is filled. All applications are considered confidential.

Nominations and applications should be sent to:

Dr. Carlos Santiago, Associate Vice President for Academic Affairs
Chair, Search Committee for the Dean of the School of Business
Office of the Provost
AD 203
University at Albany, SUNY
1400 Washington Avenue
Albany, NY 12222

For additional information regarding the University at Albany or the School of Business please visit our web site at

www.albany.edu.

Applications from women, minority persons, handicapped persons and special disabled or Vietnam era veterans, are especially welcomed.
The University at Albany is an AA/EEO employer.

Pacifica Graduate Institute

Pacifica Graduate Institute is a fully accredited graduate school near Santa Barbara, California, with M.A. and Ph.D. programs in Depth Psychology, Clinical Psychology, Counseling Psychology, and Mythological Studies. We have an innovative program which seeks to teach depth psychology and the psychoanalytic tradition (including Jungian and archetypal approaches) through an interdisciplinary focus with particular attention to historical and cultural context, while linking psychology to analogous spiritual and healing traditions cross-culturally and historically. Our program is year-round and attended by many non-traditional students. We have four core faculty positions open beginning Fall, 1999.

•In our Department of Mythological Studies, a non-clinical humanities program, we are seeking a candidate whose interests focus on the mythic and religious traditions of Africa and the African Diaspora or on Latino, Amerindian, and/or Caribbean cultures. The candidate should also be able to teach research methodologies and theoretical approaches to the study of myth and ritual. A Ph.D. in religious studies, literature, anthropology or a related field is required.

In our psychology programs, we are seeking three candidates with strong backgrounds in depth psychology for:

•A position with a focus on research methodologies, including empirical, phenomenological, and hermeneutic research, for the Clinical Ph.D. program. This candidate needs a Ph.D. in Psychology or a related discipline.

•Two positions, requiring either a Ph.D. or an M.A., to teach some combination of the following: Jungian and imaginal psychology, myth and religious studies, human development, psychopathology, and/or marriage and family counseling, in the M.A. Counseling Program and possibly in the Depth Psychology Program.

All positions include administrative work and thesis advising and require demonstrated excellence in teaching and active participation in research and writing. To apply, send a letter of interest, CV and a list of 3 references, by January 10, 1999, to **Academic Dean, Pacifica Graduate Institute, 249 Lambert Rd., Carpinteria, Ca. 93013.** Review of applications begins immediately and will continue until positions are filled.

Applicants from groups historically under-represented in psychology and the humanities are encouraged to apply. m/f E.O.E.

KEAN UNIVERSITY
DIRECTOR OF UNIVERSITY RELATIONS

Under the administrative direction of the Vice President for Institutional Advancement, the Director is responsible for the overall strategies of the University Relations Program, and the overall leadership and management of the University Relations/Communications Department, which provides professional public relations, media relations, publications and editorial services to the University Advancement Division and the entire University. Works in collaboration with the senior management staff in developing/implementing a comprehensive media/communications plan for the University.

REQUIREMENTS: Bachelor's degree, Master's degree or higher preferred in journalism, communication, public relations or related field; at least five years progressively responsible management and communications experience, preferably in a university setting. Demonstrated success and a thorough knowledge of public relations, media relations, marketing and publication production. Outstanding written communication skills and ability to interact and communicate successfully. Knowledge of marketing/communication challenges and opportunities in higher education and communications experience in an educational setting is preferred.

APPLICATION/SALARY INFORMATION: Send resume along with a cover letter explaining reason for interest in the position and how prior work experiences meet position requirements and the names, phone numbers and addresses of three work-related references to the Office of the President, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Review of applications will begin immediately and continue until the position is filled. Hiring salary range commensurate with background and experience. Kean University is an EEO/AA institution.

KEAN
UNIVERSITY

Southeast
Missouri State University

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university. Southeast is an "engaged" university supporting a wide array of academic research & public service programs that enrich & extend the learning environment. Cape Girardeau is located on the Mississippi River less than 2 hours south of St. Louis & 3 hours north of Memphis, & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southeast Missouri & southern Illinois.

Southeast Missouri State University has faculty position openings in the following areas. All the jobs listed below are nine-month, tenure-track positions unless indicated otherwise.

Early Education
Communication Disorders
Industrial Technology
Economics
Mass Communication
Mathematics
Human Environmental Studies
Social Work
Library
Geosciences
Biology
Art
Physical Education

All candidates should be committed to the teacher/scholar model; public and University service, and a culturally diverse learning environment. For complete job descriptions and application information, visit the University's web site at:

http://www2.semo.edu/provost/faculty/facposcv.htm

AN EQUAL OPPORTUNITY, M/F
AFFIRMATIVE ACTION EMPLOYER

ASSISTANT PROFESSOR
LATIN AMERICAN STUDIES AND SPANISH LANGUAGE

Latin American Studies and Spanish Language–Ph.D. in appropriate field required. Teaching load divided between Spanish language instruction and courses in Latin American literature and culture. Preference to field of expertise in comparative U.S. and Latin American Studies.

Ranked among the top three national business specialty schools by US News and World Report, Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. Bryant College is located in Smithfield, RI, and just 15 minutes from Providence and one hour from Boston.

Applicants should have a strong commitment to excellence in teaching, research and service. Teaching experience and a demonstrated record of continuing publications in refereed journals required.

Active screening begins on December 15, 1998 and will continue until the positions are filled. Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to:

**Human Resources Office-O, Bryant College, 1150 Douglas Pike,
Smithfield, RI 02917-1284.**

Excellent benefits, and AACSB-competitive salaries. Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty.

CALIFORNIA STATE UNIVERSITY
SAN MARCOS
COLLEGE OF EDUCATION

Subject to funding approval, we anticipate hiring a tenure track position in Literacy Education for the academic year 1999-2000

The mission of the College of Education is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism and shared governance

We are looking for individuals whose primary expertise is in Literacy Education. Applicants should have demonstrated excellence in teaching and in educational research (or potential for conducting educational research). Individuals are encouraged to list any additional area of expertise that they may have

Nominations and applications for this position are invited. To ensure full consideration, all application materials should be received no later than **January 15, 1999**. Complete job announcement and application requirements can be obtained through the following sources

Web site: http://ww2.csusm.edu/COE
email: matanane@mailhost1.csusm.edu
Phone: 760-750-4291

CSUSM is an AA/EEO/Title IX Employer

Deputy Director of Operations
Physical Plant

Wellesley College invites applications for the position of Deputy Director for Operations in the Physical Plant. Primary responsibilities include managing, leading, supervising and directing the safe and efficient operations for the Physical Plant operating units of Maintenance and Custodial Departments. Work collaboratively with other Physical Plant department heads to oversee administrative and financial needs of the entire division. Represent the Assistant Vice President for Physical Plant in various settings and levels with senior College offices, faculty, staff and students. Work in partnership with the senior team, lead and manage all aspects of human resources, finance and operations.

Requirements: Bachelor's degree required, with a minimum of 10 years managerial experience in a large organization in facilities/physical plant management. A Master's degree in Engineering preferred. Knowledge and experience with labor relations required, as are excellent interpersonal, written and oral communication skills. Ability to work with a large diverse population required. Must be able to work in a team environment.

If interested, send cover letter and resume to: Patricia E. Basque, Associate Director of Employee Relations, HOHE12/4, Wellesley College, Wellesley, MA 02481. Applications will be accepted until the position is filled.

Wellesley College especially welcomes applications from ethnic minorities

Wellesley College

UtahState UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR OF SECONDARY EDUCATION

A full description of this position may be found at www.coe.usu.edu/seced. The successful applicant will teach in the undergraduate teacher certification program, teach graduate courses in an area of specialization, advise master's and doctoral students, conduct research, and serve the needs of the public school community. Requires PhD or EdD with specialization in one of the following areas: reading at the secondary level, ESL/bilingual education, instructional leadership, or cognition and instruction; knowledge of current research/practice on teaching and learning; experience teaching in U.S. Secondary School setting with multicultural populations; ability to conduct scholarly inquiry and to disseminate the results; and excellent written and oral communications skills.

Send letter of application addressesing all qualifications; a resume; the names, addresses, and telephone numbers of five references; and selected refereed publications to **Michael W. Heikkinen, Secondary Education Department, Utah State University; 2815 University Hill, Logan, Utah 84322-2815.**

Utah State University is an AA/EO Employer committed to increasing the diversity of its faculty. Women and minorities are strongly encouraged to apply. Review of completed applications will begin January 4, 1999, and continue until the position is filled.

TAYLOR UNIVERSITY
UPLAND AND FT. WAYNE, IN

Seeks applicants for the following full-time, continuing faculty positions available in August 1999

- **Accounting/Business (anticipated)-Ft. Wayne campus**: MBA/CPA
- **Art:** Ability to teach in at least two areas of studio art: painting and drawing, computer graphic design, sculpture and three dimensional design, printmaking, and ceramics. MFA required
- **Biology**: Cellular and molecular biology. Ph.D. in hand or near completion
- **Communication Arts:** Television broadcasting with some television/video production included. Professional experience desired
- **Computing & System Sciences**: Ph.D. in computer science preferred. ABD or advanced degree with relevant experience in industry will be considered
- **Computing Science/Math (anticipated)-Ft. Wayne campus**
- **Education-Ft. Wayne campus:** Early childhood and elementary teacher education. Professional experience required
- **Education:** Elementary and middle school teacher education. Professional experience required
- **Engineering/Physics**: Teaching and applied research in space science and nuclear research. Ph.D. required
- **Environmental Chemistry (anticipated):** Joint appointment in chemistry and environmental science departments
- **Psychology-Ft. Wayne campus:** Generalist, preference given to developmental or experimental psychology
- **Socio-cultural Studies (anticipated)-Ft. Wayne campus:** Urban focus, cross-cultural emphasis

In addition, Taylor University seeks qualified applicants for the following administrative position

- **Dean of the College of Adult and Lifelong Learning-Ft. Wayne campus:** Provides vision, leadership, planning, and implementation of educational programs including the Community School of the Arts, the Center for Justice and Urban Leadership, and the Institute of Extended Learning which offers accredited associate of arts degree programs and instructional courses through distance learning. The dean is expected to initiate additional programs to serve adult students at on-site and remote areas through traditional and innovative educational delivery systems including those within a distance/distributive learning technology environment. Position is expected to be filled in early 1999

All candidates for faculty/administrative positions at Taylor University must give evidence of a strong commitment to the educational mission and evangelical Christian orientation of the University. Doctorate and college-level teaching experience and/or related professional experience preferred

Taylor University, a four-year liberal arts college holding to a strong evangelical Christian position, operates campuses in Upland and Fort Wayne, IN. Inquiries, credentials, and supporting materials should be addressed to **Dr. Dwight Jessup, Vice President for Academic Affairs, Taylor University, 236 W. Reade Avenue, Upland, IN 46989-1001; fax 765-998-4910; e-mail (dwjessup@tayloru.edu).** Taylor complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply. Evaluation of applications will begin immediately and continue until positions are filled

SIMMONS COLLEGE

College of Arts and Sciences and Professional Studies

Simmons College, a leader in liberal arts professional education for a century, seeks to fill a new senior position, that of Associate Dean for Education Programs, to lead its successful and growing programs in education.

Simmons offers strong liberal arts undergraduate programs in education, together with three leading, successful graduate programs: Master of Arts in Teaching, Master of Arts in Teaching English as a Second Language and Master of Science in Special Needs. In addition, there are several collaborative dual degree programs. Together, these programs currently enroll more than 100 undergraduates and almost 700 graduate students. There also are expanding non-credit professional development and Certificate of Advanced Graduate Studyprograms. There are 20 full-time and 42 part-time faculty. Simmons College has an extensive, demonstrated commitment to education for and about women.

Its undergraduate programs are for women only and its graduate programs in education are for both women and men.

Simmons also has a small, high quality, undergraduate program in Human Services. The faculty in Human Services work closely with the faculty in Education. The Associate Dean will also assume general oversight of this program and assist in its development.

Simmons takes pride in offering professional education programs that combine academic preparation and practitioner-based classroom, advising and internship experiences. Our extensive links with school systems and with the world of practitioners are central to the success of these programs.

The Associate Dean – a newly created position – will lead these vibrant programs and will report directly to the Dean of the College of Arts and Sciences and Professional Studies.

ASSOCIATE DEAN FOR EDUCATION PROGRAMS

RESPONSIBILITIES:

- Sustaining and enhancing a multidisciplinary, collaborative vision for education that takes into account local and national trends and which builds on the best of practice and research;
- Providing leadership and support for all programs, working closely with the directors of the current programs to enhance and strengthen each program and being alert to opportunities for new programs to serve educational needs;
- Assisting the department in strengthening links with public school systems and state organizations in education;
- Building and enhancing linkages with other sectors of the College;
- Overseeing all academic, budget and administrative aspects of the programs;
- Teaching and advising students and participating in the life of the College.

SUCCESSFUL CANDIDATE WILL HAVE THE FOLLOWING QUALIFICATIONS:

- A demonstrated vision of education for the future and the capacity to articulate that vision and to inspire others to participate in it;
- Recognition as a scholar and teacher with a record of accomplishment and service consistent with a tenured appointment;
- A Ph.D. or Ed.D;
- An extensive record of promoting multidisciplinary, collaborative work among academics and practitioners and a capacity to work with others;
- The capacity to work with others in ways that promote professional development, growth and individual success;
- A commitment to support and enhance faculty scholarship;
- Outstanding communication skills, with demonstrated understanding of the issues and opportunities associated with diverse populations of faculty and students;
- A record of effective academic leadership and administrative practice with considerable experience with budgets;
- Certification in a teaching field and experience as a teacher or administrator in public schools are highly desirable.

Candidates of color are strongly encouraged to apply. Simmons seeks to enhance its reputation and capacity for providing models for women and minority group members and for its commitment to inclusion. Simmons College is an equal opportunity employer.

Nominations or letters of application, together with a current curriculum vitae, should be sent to: Dean Chester D. Haskell, Chair, Search Committee for Associate Dean for Education Programs, Simmons College, 300 The Fenway, Boston, MA 02115. The Search Committee will begin to review applications and nominations in November, although the deadline for receipt of materials is December 15, 1998. It is expected an appointment will be made effective July 1, 1999.

Ahead of its time in 1899. Ahead of its time now.

State University of New York
Health Science Center
Syracuse

CHAIRPERSON OF PEDIATRICS

SUNY Health Science Center at Syracuse is seeking a dynamic individual as Professor and Chair to lead the Department of Pediatrics. The candidate should be a board certified pediatrician with management experience and a national reputation as a clinician, educator, and scientist who desires the challenge of directing an academic multispecialty department comprised of 43 full-time and 85 volunteer faculty in 11 divisions. Basic and clinical research are integral activities of the department, and the candidate should have demonstrated expertise in this area. An excellent pediatric residency program and fellowships in subspecialties are based at the Health Science Center and all are fully accredited. Review of applications will begin immediately and will continue until position is filled. Send CV and names of three references to: **Frederick Davey, MD, (Clinical Pathology), Chair, Pediatric Search Committee, SUNY Health Science Center at Syracuse, 750 E. Adams Street, Syracuse, New York 13210. TEL#: (315) 464-5739; FAX#: (315) 464-6817; E-MAIL: daveyf@mailbox.hscsyr.edu.**

SUNY HSC is a EEO/AA/ADA employer strongly committed to achieving excellence through cultural diversity. Nominations of women, persons of color and members of other under represented groups are encouraged.

For more information about SUNY Health Science Center visit our webpage at: http://www.hscsyr.edu.

EDUCATIONAL TECHNOLOGIST

Center for Education
and Technology

The Center for Education and Technology at NEW SCHOOL UNIVERSITY seeks an Educational Technologist to train faculty who use the computer facilities and to manage the center's computer lab, a service-oriented unit devoted to assisting and training faculty with issues related to technology and pedagogy. Maintain a high level of expertise with all the software and hardware available to faculty. Supervise student workers. Assist Director with curricular planning and implementation. Consult with the Director of Academic Computing on issues of software and hardware installation and upgrades, and with the overall management of the facilities. Qualifications: M.A. Extensive, up-to-date knowledge of graphics, audio and video software and hardware. College level teaching experience. Administrative experience preferred. Excellent benefits including free tuition. Interested candidates should send resume and cover letter to: **Susan Luftschein, Acting Director, Center for Education and Technology, NEW SCHOOL UNIVERSITY, 55 West 13th Street, 8th Floor, New York, NY 10011.** Affirmative action/equal opportunity employer

New School University

Brown University

Clinical Professor of Elementary Education

Brown University seeks an outstanding teacher and teacher educator to serve as Lecturer/Clinical Professor in Elementary Education beginning, July, 1999. This is a 12-month position with teaching responsibilities during the summer and the school year. This is a three year renewable contract. The appointee must have at minimum a Masters degree, significant experience in elementary teaching and in the teaching and supervision of student teachers; an ability to work closely and productively with school and university colleagues; deep knowledge of the issues of elementary education, multicultural issues, and child development; significant awareness of current issues in schooling and teacher education, and special skills and experience in working with urban and minority populations. The deadline for receipt of application for this position is January 8, 1999. Please send a resume, three letters of reference, and a letter of intent to: **Yvette Nachmias-Baeu, Brown University, Education Department, Box 1938, Providence, RI 02912.**

Brown University is an EEO/Affirmative Action Employer. Minorities and women are encouraged to apply.

For more information about Brown University see our Web Site at: http://www.brown.edu

Plattsburgh State University of New York invites applications for Fall 1999 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to **Chair, Search Committee (PJ#___), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600.**

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

ART

Art Historian (PJ# 2244-808) ASSISTANT PROFESSOR - Qualifications: Ph.D required, two years teaching experience preferred; evidence of teaching skill and commitment to scholarly research. Responsibilities: Medieval or Renaissance specialist to teach the following courses: first half of introductory survey (Ancient to Medieval), upper division courses in Greek/Roman, Medieval, and Renaissance. Develop another introductory course, preferably in a non-Western or non-traditional area and an advanced, writing-intensive course in an area of interest; supervise senior theses. Review of applications begins January 20, 1999.

Drawing/Painting/Design/Recruiting (PJ# 2251-808) ASSISTANT PROFESSOR - Qualifications: M.F.A. with a broad background in drawing(including figure drawing & anatomy), painting (including representational & non-representational experience in oil, acrylic, & watercolor; and technical illustration), two-dimensional design, criticism, aesthetics, and a knowledge of art history, is required. Minimum of two years of successful college teaching experience in these areas and in departmental recruiting. Responsibilities: Teach all levels and media in drawing and painting, including figure drawing and anatomy, and technical illustration as well as two-dimensional design, conduct scholarly research resulting in exhibitions, and will serve on department and college-wide committees. Service responsibilities will include developing and participating in state and regional recruiting for the Art Program. Additional application materials: a statement of teaching philosophy, slides of his/her own work, and slides of student work. Review of applications begins January 15, 1999.

CHEMISTRY

Organic Chemistry (PJ# 2241-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. is required, computer skills and the ability to utilize them in teaching are preferred. Responsibilities: teach basic and an advanced organic chemistry as well as a combined organic/biochemistry course and introductory chemistry. Review of applications begins January 9, 1999.

COMMUNICATION

Communication (PJ# 2242-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. required, but ABD's will be considered at lecturer's rank; a record of successful teaching experience and scholarly achievements. Responsibilities: Teach Public Speaking, Business & Professional Speaking and some combination of the following: Organizational Communication, Communication Theory, Small Group Communication, Rhetorical Theory, or Persuasion. Opportunities to teach in areas of specialization available. Review of applications begins January 11, 1999.

COMPUTER SCIENCE

Computer Science (PJ# 2253-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. in Computer Science or Computer Engineering (persons very close to doctoral completion may be considered), a demonstrated commitment to effective teaching; expertise in computer architecture, embedded systems, software engineering or other interest. Responsibilities: Teach courses for undergraduate computer science majors at all levels, as well as computer science courses in the General Education program. The College also encourages faculty participation in interdisciplinary academic programs. Review of applications begins January 15, 1999 and continues until position is filled.

EDUCATIONAL STUDIES & SERVICES

Reading (PJ# 2250-808) ASSISTANT PROFESSOR - Qualifications: Earned doctorate in an appropriate discipline or professional field; evidence of successful experience teaching at either the elementary or secondary school level (3 years preferred); potential for scholarship and professional activity; evidence of commitment to cultural diversity and ability to prepare individuals to function in a culturally & ethnically diverse society; commitment to work collaboratively with colleagues from diverse educational philosophical traditions on program revisions and accreditation. Responsibilities: Teaching basic introductory reading and language arts; teaching reading to diverse populations and to speakers of languages other than English (ESL); children's and adult literature, computers and reading content area/secondary school reading. Competency in grant writing, educational technology, community-based literacy services, special education, or urban studies as related to the teaching of reading will also be an asset. Additional application materials: List of names, addresses and phone numbers of current references with knowledge of applicant's ability.

MANAGEMENT & MARKETING

Quantitatively-Oriented Management (PJ# 2255-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. or D.B.A. in Management, strong teaching skills; team attitude; and an international perspective. Responsibilities: Teach quantitatively- oriented management courses, such as Quantitative Analysis for Production Systems (Operations Research), entrepreneurship and small business management courses, research and write in the discipline, and perform university service. Review of applications begins February 15, 1999.

MATHEMATICS

Mathematics Education (PJ# 2254-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. in Mathematics, Mathematics Education, or Statistics, demonstrate potential for and dedication to teaching excellence at all levels, continued scholarship. Contribution to the development of our Mathematics Education students preferred. Responsibilities: Service and General Education teaching commitment, including basic algebra, statistics, and precalculus. The department has nearly 100 students majoring in either Mathematics or Secondary Education/Mathematics. Review of applications begins February 1, 1999.

MINORITY STUDIES

Afro-American Studies (PJ# 2247-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. in history, literature or one of the social sciences with a concentration in ethnic studies incorporating the Afro-American experience, preference will be given to applicants who have demonstrated scholarly achievements and teaching experience in Afro-American Studies. Responsibilities: Teaching three courses per semester and expectations of continuing scholarship. Afro-American Studies is a well established and growing interdisciplinary program enrolling substantial numbers of students, and presently leading to a Minor in Afro-American Studies. Review of applications begins January 28, 1999.

MUSIC

Direct Jazz and Brass Ensemble (PJ# 2245-808) ASSISTANT PROFESSOR - Qualifications: Master's required, doctorate or equivalent experience preferred, previous teaching experience required, requires a strong background in music technology and an enthusiasm for and demonstrated success in recruitment of students and outreach programs, exceptional skills in working with colleagues, students and the public in a small, visible and highly active department. Responsibilities: Teach Theory and Jazz History. Review of applications begins January 4, 1999.

SOCIOLOGY AND CRIMINAL JUSTICE

Sociology (PJ# 2248-808) ASSISTANT PROFESSOR - Qualifications: Ph.D. completed by Fall 1999; demonstrated potential for excellence in teaching, an active research agenda. Responsibilities: Teaching sociological theory, candidates should have a secondary specialization and a willingness to teach the introductory course. The department has ten full-time faculty, over 350 majors, and offers B.A. degrees in Sociology and Criminal Justice. Review of applications begins January 18, 1999. Additional application materials: Writing sample.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Visit our website, http://www.plattsburgh.edu

Associate Dean

School of Allied Health Sciences

Applications are being invited for the position of Associate Dean, School of Allied Health Sciences (SAHS) at The University of Texas Health Science Center at San Antonio. UTHSCSA is composed of the Schools of Allied Health, Biomedical Sciences, Dentistry, Medicine and Nursing. The SAHS is composed of eight departments including Clinical Laboratory Sciences, Dental Hygiene, Dental Laboratory Technology, Emergency Medical Technology, Occupational Therapy, Physical Therapy, Physician Assistant Studies, and Respiratory Care. The Associate Dean is a key administrative officer for academic and student affairs, and is responsible for state, university and national reports, outcomes assessment, allied health curriculum and interdisciplinary activities in coordination with the Dean. The successful candidate will have a demonstrated record of success, preferably in a university setting, in leadership and scholarship. Use of computerized databases, and an understanding of the contemporary issues in healthcare and higher education are preferred. Minimum requirements include a master's degree and five years of experience in a health field or related area. Send letter of intent, CV, and list of three references to

David Shelledy, PhD
Chair, Search Committee for Associate Dean
Department of Respiratory Care
UTHSCSA, 7703 Floyd Curl Drive
San Antonio, TX 78284-6248

Review of applications begins immediately. The University of Texas Health Science Center at San Antonio is an Equal Employment Opportunity/ Affirmative Action Employer

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Position Announcement

Date: Wednesday, November 11, 1998
Title: **Director of Career Services**
Category: Administrative Level III

Description: St. Clair County Community College is a public, comprehensive two year college servicing residents throughout the Thumb area of Michigan. It is seeking candidates for the position of Director of Career Services who possess leadership experience in designing, developing, implementing and evaluating comprehensive career services for new and current students including, but not limited to, career counseling, assessment programs, academic advising, counseling services. Employment services include placement assistance and development of employment opportunities, career fairs, graduate follow-up surveys, student satisfaction inventories and employer-follow-up surveys.

Additional expectations include development and maintenance of an annual budget, facilitation of outreach to academic departments and other student support services, supervision of counselors, placement and employment specialists and support staff.

Qualifications: Master's Degree in Guidance and Counseling Required. Candidates must possess or qualify for a valid Michigan Counselor License. Counseling experience required, with a minimum of 3 years of administrative experience in higher education and demonstrated supervision of professional and support staff.

Salary Range: $49,302-$58,198

Application Process: Applications will be accepted until December 18 and the position will remain open until a qualified applicant is accepted. Applicants are required to submit a completed St. Clair County Community College Application, an official transcript of undergraduate and graduate education, a letter of application, resume, and the names, addresses and telephone numbers of three references. Requests for applications and additional information should be directed to

Employee Services/William R. Gibson
St. Clair County Community College
323 Erie St.
PO Box 5015
Port Huron, MI 48061-5015
(810) 989-5537

SCCCC is an Equal Opportunity/Affirmative Action Employer supporting a diverse work environment.

MILLERSVILLE UNIVERSITY

TEACHER EDUCATION/ ED. PSYCH. Assistant Professor

Full-time, tenure-track, beginning August 1999. Primary teaching responsibilities include Psychological Foundations of Teaching (undergraduate teacher preparation) **and Advanced Educational Psychology** (master's level); secondary responsibilities may include teaching (master's level) Educational Inquiry/Research or secondary teaching methods or the supervision of secondary student teachers. Faculty members are expected to pursue scholarly interests and to participate in university governance and curricular development.

REQUIRED: ABD (dissertation MUST be completed by January 30, 2000); substantial preparation in educational psychology and teaching methods; U.S. K-12 full-time teaching experience; evidence of potential for scholarly contribution; evidence of strong commitment to teaching excellence; demonstrated ability to integrate technology in instruction; strong communication skills; and a successful interview and teaching demonstration.

PREFERRED: Ph.D. or D.Ed.; background in special education or secondary reading; experience in multicultural settings or with diverse populations; and successful post-secondary teaching experience.

Full consideration given to applications received by 2/2/99. Send letter of application, vitae, copies of undergraduate and graduate transcripts, and three current letters of reference to: **Dr. Troy Isaak, Search Committee Chair, Dept. of Educational Foundations/HO1204B, Millersville University, P.O. Box 1002, Millersville PA 17551-0302.** An EO/AA Institution

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The University of Texas at Dallas

School of Management Faculty Positions

Appointments Effective September, 1999

The School of Management seeks to fill tenured/track positions in several areas. Applicants must possess a Ph.D., (senior) a nationally prominent record of research and scholarly publications in referred journals, or (junior) the potential to establish such a record, and in all cases evidence of good teaching ability. Our School offers programs and degrees at all levels, including doctoral. The School has a heavy emphasis on research. Competitive salary and benefits. Applicants should send a complete resume and the names of three references to the appropriate job search referred below. Indication of sex and ethnicity requested but not required. Contact: **Academic Search ___, University of Texas at Dallas, PO Box 830688, M.S. AD 23, Richardson, Texas 75083-0688.** An equal opportunity-affirmative action employer.

ACCOUNTING - 1 Position, Rank Open-**Search #4062**
Review of applicant materials will commence on October, 1998 and will continue until the position is filled or the search closed.

BUSINESS POLICY & STRATEGY (BPS) - 1 senior Position-**Search #4063**
Associate Professor, Full Professor, or endowed chair possible. Candidates should have demonstrated research background in business and society, and/or ethics. Review of applicant materials will commence on January 15, 1999 and will continue until the position is filled or the search is closed.

FINANCE - 1 Open Position-**Search #4064**
Endowed chair possible for exceptional candidates. Applicants should have an interest in Corporate Fiancee or Investments. Review of applicant materials will commence on October 15, 1998 and will continue until the position is filled or the search is closed.

MANAGEMENT INFORMATION SYSTEMS - 1 Assistant Professor-**Search # 4061**
Review of applicant materials will commence on November 15, 1998 and will continue until the position is filled or the search is closed.

MARKETING - 2 Open Positions-**Search #4059**
Review of applicant materials will commence on September 15, 1998 and will continue until the position is filled or the search closed.

DEAN
COLLEGE OF EDUCATION

The University of Maryland, College Park, the flagship institution within the eleven-campus University System of Maryland, invites applications and nominations for the position of Dean for the College of Education. The Dean of the College provides both academic and administrative leadership for the College and reports directly to the Senior Vice President for Academic Affairs and Provost.

The University of Maryland, College Park, is a comprehensive research one, public university with almost 35,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C. Students in the College of Education pursue studies in six departments-Counseling and Personnel Services; Curriculum and Instruction; Education Policy, Planning and Administration; Human Development; Measurement, Statistics and Evaluation; and Special Education. The College is also the home of more than a dozen independent research and service centers.

The College is ranked among the top twenty-five Colleges nationally and contains a number of very highly ranked departments and programs. The new Dean must have the vision to lead in new directions while cultivating and enhancing the College's record of accomplishment in scholarship and research. The College faces new opportunities in working with internal and external constituencies on national and statewide reform initiatives and technological advances that impact every level of education. Further information on the College can be found at **<http://www.inform.umd.edu/EDUC/>.**

The Dean will lead a college with an annual state budget of $10,250,000 and annual research funding of $8,000,000. There are approximately 1,300 undergraduate students in twelve majors, as well as 1,000 graduate students. The college has 108 tenure and tenure track faculty; 28 non-tenure full-time faculty and 71 non-tenure part-time faculty.

Candidates should possess an earned doctorate, have a record of teaching and scholarship commensurate with appointment as a tenured professor in a department of the College, and a demonstrated capacity for educational leadership. The successful candidate must demonstrate a commitment to achieving excellence in teaching, research, service to the community, and a dedication to fostering the goals of diversity and affirmative action. Salary will be competitive and commensurate with experience. The appointment date is open.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Review of nominations and applications for this position will commence on February 1, 1999, and continue until the position is filled. All materials should be sent to:

Search Committee for Dean of the College of Education
Attention: Sheila Mahaffy
2119 Main Administration Building
University of Maryland
College Park, MD 20742

Telephone inquiries to discuss the position are welcome. Please feel free to call the chair of the committee, **Dean Irwin L. Goldstein, 301-405-1680**, or direct inquiries via e-mail to **<irv@bss2.umd.edu>.**

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities. Women and minority candidates are encouraged to apply.

UNIVERSITY OF
MARYLAND

Position Description

Colorado
State
University

DEAN
COLLEGE OF LIBERAL ARTS

Colorado State University invites applications to serve as Dean of the College of Liberal Arts. The Dean is the principal administrative and academic officer of the College with a 12-month appointment for a 5-year term, an Officer of the University, and reports directly to the Provost/Academic Vice President. The College has 12 departments, 2 Centers of Excellence, 238 tenure-track faculty, and 4,200 students. General information about the University and the College of Liberal Arts can be accessed at **www.colostate.edu**.

QUALIFICATIONS: Distinguished record in teaching, scholarship & service sufficient to qualify as a tenured Full Professor in one of the academic units in the College; appropriate administrative and academic experience at a Class I Carnegie Institution; strong, articulate advocacy for the liberal arts, with an innovative vision for the future role of the liberal arts in the context of a comprehensive university; commitment to and experience in achieving the goals of diversity through affirmative action and equal opportunity; ability to develop and promote positive relations with appropriate groups and organizations, both on- and off- campus.

APPLICATIONS will be accepted until the position is filled; for full consideration, however, completed applications must be on file on or before 5:00 p.m. MST, January 4, 1999. Applications should include a brief statement (two pages) expressing the applicant's educational and administrative philosophy and addressing the position and qualifications; a current resume, and the names, addresses, telephone and FAX numbers and email address of five references (who will not be contacted without the approval of the candidate). If so desired, the candidate may request in writing that his or her application remain confidential until such time as finalists are identified. Please provide this information to: **Dr. Daniel E. Costello; Dean, College of Business; 129 Rockwell Hall; Colorado State University; Fort Collins, CO 80523; FAX: 970-491-0596; Email: dcostell@lamar.colostate.edu.**

Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirements.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

FACILITIES LIAISON TO THE SCIENCES

RESPONSIBILITIES: Responds to emergencies as well as requests from laboratory researchers to identify problems and propose solutions to the Director of Facilities. Develops and maintains a log of all Facilities Department equipment in laboratories. Facilitates the ongoing maintenance in the laboratories of equipment such as HVAC, compressors, etc., which are the responsibility of the Facilities Department. Establishes a protocol for routine maintenance of equipment providing lab-services. Reviews construction/renovation specifications for completeness assuring academic departmental satisfaction.

QUALIFICATIONS: Must have at least five years of experience as a mechanic and/or laboratory technician. Must have practical knowledge of construction/maintenance issues i.e, HVAC, plumbing and electrical from a maintenance perspective. Knowledge of health and safety practices in laboratory construction and usage is preferred. Bachelor's degree in technical discipline is preferred. Must be able to maintain a computerized equipment list.

SALARY: $43,000. SEND RESUME BY DECEMBER 18, 1998 TO: **Julio Vazquez, Executive Director, Facilities Management and Planning, Hunter College, 695 Park Avenue, Room C005, New York, NY 10021.**

Hunter College is an Equal Opportunity/AA/ADA Act Employer
Women and minorities are encourage to apply for this position

Earlham College

Richmond, Indiana

DEAN

STUDENT DEVELOPMENT

The President and the Search Committee of Earlham College seek nominations for and expressions of interest in the position of Dean of Student Development.

Founded in 1847 by the Religious Society of Friends (Quakers), Earlham College is a four-year, coeducational, residential, liberal arts college of 1,000 students. Located on 800 wooded acres in Richmond, Indiana, a city of 40,000, Earlham offers a rigorous curriculum of disciplinary and interdisciplinary programs, as well as opportunities to apply academic knowledge to real world challenges. Through the Quaker values it embodies-respect for others, nonviolence, and social justice-and through the community created out of these values, Earlham shapes the social and cultural growth of its members. With a rich array of international and off-campus programs, the majority of Earlham students have the chance to expand their vision beyond the perspective of one society and one campus. An endowment of $161 million ranks Earlham in the first echelon of independent liberal arts colleges.

The Dean of Student Development will report to the President, Douglas Bennett, and is responsible for providing leadership, training and supervision in the areas of residential life, student activities, athletics, diversity and multicultural issues, campus ministry, career services, counseling, public safety, health services, and service learning. The successful candidate will have imaginative ideas for the organization of the division, will be able to motivate a competent staff, and will have a love for assisting young men and women to mature. The successful candidate will have, through education and experience, an understanding of the kind of education Earlham seeks to provide its students and of the ways in which a residential learning community contributes to students' educational and personal development. Qualifications for the position also include a bachelor's degree, preferably in liberal arts, an advanced academic or professional degree, and significant experience in the area.

Active screening of candidates begins immediately and will continue until the position is filled. Nominations, applications, and letters of interest should be submitted to:

Earlham College Search Committee
c/o Educational Management
Network/Witt Kieffer
98 Old South Road
Nantucket, MA 02554

Questions may be directed via e-mail to Nancy Whitcomb or Binth Rustad at
earlham@emnemn.com

For additional information about Earlham College, consult the Web site
http://www.earlham.edu

Earlham College is an Affirmative Action/Equal Opportunity Employer. The College is committed to building a vigorous academic community reflecting the gender and racial diversity of society at large. The College welcomes applications from members of racial and ethnic minority groups and from those sympathetic to Quaker values.

BEST COPY AVAILABLE

Provost and Vice President for Academic Affairs

University of New Hampshire

The University of New Hampshire invites applications and nominations for the position of Provost and Vice President for Academic Affairs. The Provost serves as the senior academic officer of the University and as the President's deputy in her absence.

Candidates should have an earned doctorate, a record of academic accomplishments appropriate for appointment as a full professor, and administrative experience as a senior academic officer. Applications should include a letter describing qualifications and goals, a curriculum vitae, and the names, addresses, and phone numbers of five references. Screening will begin January 11, 1999, and continue until appointment is made.

Applications and nominations should be sent to: **Provost Search Committee, c/o Joan W. Weeks, Office of the President, UNH, Thompson Hall, 105 Main St., Durham, NH 03824.** UNH encourages applications from minorities and women candidates.

MILLERSVILLE UNIVERSITY

TEACHER EDUCATION Assistant Professor

Full-time, tenure-track, beginning August 1999. Teaching responsibilities will be drawn from the following courses (undergraduate teacher preparation) Psychological Foundations of Teaching, Foundations of Modern Education, or Issues in Secondary Education and (master's level) Advanced Educational Psychology, Educational Psychology, Social Foundations of Education, Educational Inquiry/Research, Public Policy, or Philosophy of Education, depending on the qualifications and interests of the successful applicant; secondary responsibilities may include teaching in a master's level instructional leadership program or the supervision of secondary student teachers. Faculty members are expected to pursue scholarly interests and to participate in University governance and curricular development.

REQUIRED: ABD (dissertation MUST be completed by January 30, 2000); background and interest to teach in a comprehensive teacher preparation program (undergraduate and master's level) including psychological foundations, social foundations, and secondary methods; a critical perspective regarding democratic education and the integration of theory and practice; completion of 3 years of successful U.S. Pre K-12 teaching experience; evidence of potential for scholarly contribution; evidence of strong commitment to teaching excellence; demonstrated ability to integrate technology in instruction; strong communication skills; and a successful interview and teaching demonstration.

PREFERRED: Ph.D. or D.Ed.; either school leadership experience or ability to teach master's level research methods; experience in multicultural settings or with diverse populations; and successful post-secondary teaching experience.

Full consideration given to applications received by *2/2/99*. Send letter of application, vitae, copies of undergraduate and graduate transcripts and three current letters of reference to: **Dr. Troy Isaak, Search Committee Chair, Dept. of Educational Foundations/HO1204A, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution

495

ASSISTANT VICE-PRESIDENT

Institutional Effectiveness, Research & Planning

The position reports to the Vice-President of Administrative Affairs and includes responsibility for (1) Coordination of college planning process for goal setting and implementation; (2) Design and implementation of institutional studies, evaluation and research regarding college activities and programs and services; (3) Coordination of data collection and analysis for planning, decision-making, resource allocations, and reporting to both internal and external constituencies; and (4) Development of integrated planning and research systems to provide executive-level management information for college decision-making.

REQUIRED QUALIFICATIONS include a Master's Degree; knowledge of descriptive statistics; significant and successful experience in higher education administration in program coordination, analyzing and interpreting statistical output, and writing reports and presenting findings/implications of research; experience with educational research methods; and excellent interpersonal and communication skills, both oral and written.

COLLEGE OF LAKE COUNTY is a progressive two-year community college located 30 miles north of Chicago in the growing metropolitan area of Lake County, Illinois. The college has an approximate enrollment of 15,000 and offers a wide range of career and transfer programs in various disciplines.

FOR FULL CONSIDERATION submit letter of interest, resume, application, (3) three letters of reference and official transcripts by January 8, 1999. Call (847) 543-2065 for application and job posting. TDD# for hearing impaired is (847) 223-5615.

COLLEGE OF
LAKE COUNTY
Attn: Human Resources
19351 W. Washington St.
Grayslake, IL 60030-1198

CLC is an Equal Opportunity/Affirmative Action employer and encourages the application of women, minorities, and persons with disabilities.

Visit our website at
http://www.clc.cc.il.us/

UTB
TSC

The University of Texas at Brownsville/Texas Southmost College is both a university and a community college serving approximately 8,500 students who are over 90 percent Mexican American and Mexican. Located on the frontera with Mexico, UTB/TSC's mission includes bilingual and bicultural goals designed to serve its international region. We are especially interested in faculty who can infuse bicultural content and pedagogy into their teaching, who are interested in offering distance education courses, who are committed to educating developmental students, and/or whose scholarship can be applied to the concerns of the region.

WE SEEK APPLICANTS FOR THE FOLLOWING POSITIONS.

DEAN
GRADUATE SCHOOL AND SPONSORED PROGRAMS

SCIENCE, MATH AND TECHNOLOGY

BIOLOGY
Asst/Assoc Professor General Biology
Asst/Assoc Professor Biometrics

COMPUTER SCIENCE
Asst/Assoc Professor Computer Science

ENGINEERING TECHNOLOGY
Asst/Assoc Professor Manufacturing Engineering Technology
Asst/Assoc Professor Mechanical Engineering Technology

INDUSTRIAL TECHNOLOGY
None now

MATHEMATICS
Asst/Assoc Professor Developmental Education
Asst/Assoc Professor Mathematics Education
Asst/Assoc Professor Pure or Applied Mathematics

PHYSICAL SCIENCES
Asst/Assoc Professor Organic Chemistry

SCHOOL OF EDUCATION

CURRICULUM & INSTRUCTION
Department/Chair/Associate Professor Elementary Education
Assistant Professor Elementary Education/Teacher Education
Assistant Professor Secondary/Science Education
Assistant Professor Educational Technology
Assistant Professor Elementary Education/Math

SCHOOL SPECIALTIES
Assistant Professor Early Childhood Education
Assistant Professor Counseling & Guidance
Assistant Professor Special Education

READING
Assistant Professor Secondary Reading English as a Second Language
Assistant Professor Reading/Diagnosis & Intervention
Assistant Professor Language Arts/Reading

KINESIOLOGY
Assistant Professor in Kinesiology/Elementary
Assistant Professor in Kinesiology/Secondary

COLLEGE OF LIBERAL ARTS

MODERN LANGUAGES
Assistant Professor of Spanish

HISTORY DEPARTMENT
Assistant Professor of History

BEHAVIORAL SCIENCES DEPARTMENT
Assistant Professor of Sociology

FINE ARTS DEPARTMENT
Assistant Professor Music Humanities Coordinator/Music Theory
Assistant Professor Art Humanities Coordinator/Art Studio
Assistant Professor of Guitar & Music Humanities
Assistant Professor of Art Education & Art Humanities

CRIMINAL JUSTICE DEPARTMENT
Assistant/Associate Professor of Criminal Justice

POLITICAL SCIENCE DEPARTMENT
Assistant Professor of Political Science in American government
Comparative Politics and Latin American Politics
Assistant Professor of Political Science in Research Methods

ENGLISH AND SPEECH DEPARTMENT
Assistant Professor of English Education
Assistant Professor of English: Developmental or basic writing
Assistant Professor of English: Rhetoric and Composition
Assistant Professor of English: Renaissance Literature
Assistant Professor of English: Medieval Literature
Assistant Professor of English: Early American Literature

SCHOOL OF BUSINESS

ACCOUNTING
Asst/Assoc Professor in Accounting

BUSINESS ADMINISTRATION
Asst/Assoc Professor in Business Law
Asst/Assoc Professor in Finance
Asst/Assoc Professor in Management
Asst/Assoc Professor in Management Information Systems
Asst/Assoc Professor in Marketing
MBA Program Director

Searches will begin in January and continue until the positions are filled. Applicants should consult the full job descriptions at

HTTP://unix.utb.edu/employment/index.html.

COORDINATOR OF RETENTION PROGRAMS

Queens College's Counseling & Advisement Center seeks individual to administer co-curricular program for new freshmen and new student orientation programs; advise students, particularly those on academic probation, reentering the College, experiencing personal issues interfering with academic performance, or at risk of dismissal. Coordinate/conduct Phonathon for unregistered students. Hire/train/supervise student Phonathon workers. Assist students in special circumstances who are attempting to graduate. Coordinate mailings, data management, meetings, activities for above mentioned programs. B.A. required, master's in Counseling or Student Personnel preferred. 2 yrs' related exp req'd; exp with diverse populations and in higher education pref'd. Salary range: $24,804–$45,516, based on qualifications and exp. Excellent benefits. Send resume + names of 3 references by 1/5/99 to: Elizabeth McCaffrey, Ph.D., Director, Counseling & Advisement Center, Queens College, 65-30 Kissena Blvd., Flushing, NY 11367-1597 AA/EOE/ADA

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK

Assistant/Associate Professor English

Tenure-track position in the Department of Humanities to begin mid-July 1999.

Primary responsibilities: teaching English composition and introductory literature courses, counseling cadets in writing. Teaching load 4/4. Ph.D. in English, college-level teaching experience in freshman composition and literature survey, and promise of academic growth required. Specialty in ethnic American literature desirable. Salary and academic rank commensurate with qualifications. Some citizenship restrictions may apply. Please submit curriculum vitae and dossier to:

Prof. Faye Ringel,
U.S. Coast Guard Academy,
P. O. Box A-28,
15 Mohegan Ave.,
New London, CT 06320-4195

Must be postmarked by 1 February 1999.

AA/EOE employer.

SUL ROSS STATE UNIVERSITY invites applications for the following Faculty, Administrative, and Staff positions:

Assistant Director of Residential Living
Assistant Professor of Criminal Justice
Assistant Professor of ESL/Bilingual Education
Assistant Professor of Spanish
Director of Institutional Research and Effectiveness
Educational Technology Specialist

To request an application or announcement contact:

Sul Ross State University,
Human Resources,
Box C-13,
Alpine, TX 79832.
(915) 837-8058.

To view complete announcements and information regarding Sul Ross State University visit our website at

http://www.sulross.edu

Sul Ross is a member of the Texas State
University System
EEO/AAE

Faculty Positions

School of Social Service Administration

The University of Chicago

The School of Social Service Administration of the University of Chicago has, since the early years of social work, contributed to social-work practice and social-welfare administration and policy in such areas as mental health, health care, child and family well-being, poverty and public welfare, and aging. It continues to do this through scholarly research, the development of new practice methods, and education. We seek new faculty to join us in these endeavors and invite applications for faculty positions at all ranks in direct practice and social administration. Applicants must have a commitment to the welfare of disadvantaged populations, a demonstrated ability to conduct research, preparation for teaching at the MSW and Ph.D. levels, and a doctorate in social work or a related discipline. Candidates for senior level positions much additionally have distinguished scholarly records and the ability and desire to assume positions of leadership in our scholarly community. Rank and salary will be commensurate with expertise and productivity. The University of Chicago is an Affirmative Action/Equal Opportunity Employer.

Send applications with curriculum vitae, a letter outlining research and teaching interests, a current writing samples, and the names of three references to

William Pollak, Ph.D., Deputy Dean for Faculty, The School of Social Service Administration, The University of Chicago, 969 East 60th Street - SR1, Chicago, Illinois 60637.

For more information contact email

ssa-faculty-search@uchicago.edu.

Website address

http://www.ssa.uchicago.edu

FRAMINGHAM STATE COLLEGE

19TH CENTURY SOCIAL HISTORY

Framingham State College seeks applications for a full-time, temporary position for the academic year 1999-2000 in Nineteenth Century American Social History. Candidates must be prepared to teach a two-semester survey of U.S. History and a course on Women in America, as well as courses in the Civil War Era, the American Frontier, and the Progressive Movement. Only candidates with a Ph.D. in History, demonstrated teaching ability, and evidence of continuing scholarship will be considered.

Please send vitae and three letters of recommendation to **Chair, 19th Century Search Committee, c/o History Department, Framingham State College, Framingham, MA 01545-0911. Deadline is February 15, 1999.**

Framingham State College is an Affirmative Action/Equal Opportunity Employer. Applications are especially invited and encouraged from women, people of color and persons with disabilities.

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HUNTER COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

Anticipated Tenure Track Positions

ASSISTANT PROFESSOR OPENINGS IN:

EDUCATIONAL FOUNDATIONS AND COUNSELING PROGRAMS: Psychological Foundations (Developmental/Education Psychology), (Job Code EDF1), Available February 1, 1999.

AVAILABLE SEPTEMBER 1, 1999

CURRICULUM & TEACHING: Science Education with joint appointment in Biology, Chemistry or Physics. (Job Code CT1)

EDUCATIONAL FOUNDATIONS & COUNSELING PROGRAMS: Psychological or Social Foundations with joint appointment in Sociology, Psychology or History. (Job Code EDF2)

CURRICULUM VITAE TO: Chair of appropriate department (indicate job code number with application) **Hunter College, 695 Park Avenue, New York, NY 10021.**

NURSING: Adult or Family Nurse Practitioner

CURRICULUM VITAE TO: **The Dean of the Schools of Health Professions 425 East 25th Street, New York, NY 10010.**

ARTS AND SCIENCES:

- Art Historian (Modernist with sub-specialties; Contemporary Art, Latin-American Art, Etc.)
- Chemistry (Analytical or Biochemistry)
- Computer Science
- Economics (Accounting)
- English (Shakespeare and related Renaissance and Jacobean dramatics, British or American modernist)
- History (North Africa, Near and/or Middle East, or South Asia)
- Media (Design and social implications of new Media)
- Music (Theory and analysis)
- Political Science (International political economy/specialization in East Asia or Middle East)
- Psychology (Applied social-personality, development or clinical)
- Sociology (Urban issues, criminology, medical sociology, international and comparative sociology, and/or qualitative methods)

CURRICULUM VITAE TO: **Chair of appropriate department, 695 Park Avenue, New York, NY 10021.**

SOCIAL WORK: Social Welfare Policy, Research Practice method

CURRICULUM VITAE TO: **Dean of the School of Social Work, 129 East 79th Street, New York, NY 10021.**

ASSISTANT/ASSOCIATE PROFESSOR OPENINGS IN:

ENVIRONMENTAL/OCCUPATIONAL HEALTH: with research experience in urban environmental health issues.

PHYSICAL THERAPY

CURRICULUM VITAE TO: **Dean of the Schools of Health Professions, 425 East 25th Street, New York, NY 10010.**

For appointment as ***Assistant Professor*** candidates must have evidence of significant success as a teacher, interest in productive scholarship or creative achievement. Candidate must also have obtained the Ph.D. degree, or an equivalent degree in an accredited university.

For appointment as ***Associate Professor*** candidates must possess the qualifications for an Assistant Professor, must have obtained the Ph.D. or an equivalent degree from an accredited university, and in addition the candidate must possess a record of significant achievement in his/her field or profession.

An Equal Opportunity/Affirmative Action/IRCA/ADA Employer.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

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For application materials please contact:

Chabot-Las Positas
Community College District
Human Resources
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
AA/EOE
24 Hour Job Line: (925) 485-5200
email: hr@clpccd.cc.ca.us

Apply by: JANUARY 14, 1999

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NOW ACCEPTING:

VISA

Washington State University

Assistant or Associate Professor
College of Education
Department of Teaching and Learning
Washington State University Vancouver

Title: Assistant or Associate Professor
Salary: Competitive, commensurate with experience
Position: Permanent full-timer; tenure-track
Effective Date: August, 1999

Position: The Department of Teaching and Learning is seeking qualified applications for a permanent tenure-track faculty (assistant) position in Literacy Education/Teacher Education.

Duties and Responsibilities: Teach graduate courses in teacher education, reading, language arts, children's literature, and related areas; conduct scholarly research leading to publication in areas of specialization; develop and maintain collaborative partnerships with professionals in schools and community agencies; assist with recruitment, retention and advising of graduate students in teacher preparation and in-service programs; and assist with field supervision of pre-service teachers.

Required Qualifications: Earned doctorate at time of employment in one of the literacy education specializations (reading, language arts, children's literature), teacher education, or closely related areas; demonstrated record of or potential for scholarly productivity; and K-12 teaching experience. **Desired Qualifications:** Experience with diversity/multicultural education and building collaborative relationships with K-12 schools and community agencies.

WSU Vancouver offers both undergraduate and graduate programs and is expected to double in student body (currently 1,514 students) and faculty in the next six years. Research expectations and teaching loads are consistent across the four WSU campuses. The Pacific Northwest (WSU Vancouver is located just north of the Columbia River from Portland, Oregon) offers significant opportunities for research and an excellent quality of life.

Screening will begin on approximately January 11, 1999, and continue until the position is filled. Both nominations and applications are encouraged. Persons wishing to apply for this position should send a letter of application addressing the qualification criteria; three current letters of recommendation (within one year); two samples of scholarly work (2 copies each); and a current comprehensive vita including the names, addresses, and phone numbers of at least three additional references. Nominations and applications should be sent to

Dr. Sherry Vaughan, Chair
Washington State University Vancouver
14204 NE Salmon Creek Ave
Vancouver WA 98686
(360) 546-9660

Washington State University is an equal opportunity/affirmative action education and employer Members of ethnic minorities, women, Vietnam-era or disabled veterans, persons with disability and/or persons aged 40 and over are encouraged to apply

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Assistant Professor English & Director of Reading Skills Program

Tenure-track position in the Department of Humanities to begin mid-July 1999

Primary responsibilities include teaching English composition anddirecting Reading Skills program. Ph.D. in English with expertise incomposition pedagogy and reading skills or a Ph.D. in reading instruction oreducation required. Candidates should have college-level teaching experience in composition and reading with a promise of academic growth. Experience in teaching developmental English or technical writing and familiarity with the theory and research of current reading methods and reading assessment techniques preferred. Teaching load split between 1-2 sections of composition and directing reading program. Salary and academic rank commensurate with qualifications. Some citizenship restrictions may apply. Please submit curriculum vitae and dossier to

CDR L. A. Flammang
U. S. Coast Guard Academy
P. O. Box A31
15 Mohegan Avenue
New London, Connecticut, 03620

Deadline 1 February 1999

AA/EOE employer.

Department of Speech Communication
Two full-time tenure track positions

Position 1 (V#24): Degree in Speech Communication. Teach a broad spectrum of undergraduate and graduate theoretical and applied courses. The ideal candidate will have specialization in one or more of the following areas: professional, organizational, interpersonal/small group communications, public relations, event planning.

Position 2 (V#30): Degree in Speech Communication. Teach 12 credits per semester, both undergraduate and graduate courses, in two or more of the following areas: Interpersonal Communication, Persuasion, Public Speaking, Voice and Speech Effectiveness, Human Communication, Conflict Management, Corporate and Organizational Communication. The ideal candidate will also have credentials sufficient to support an appointment as the administrator of the basic course in communication required of all students in the University.

Candidates (both positions) should have strong background in communication research and may be expected to teach graduate research and readings courses and direct Masters' theses. The candidates will also be required to share administrative responsibilities with other faculty, including student advisement, student internships, University committees, etc.

Qualifications (both positions): Ph.D. in Speech Communication with a minimum of three years of college/university teaching experience required. Candidates should have publications and demonstrated excellence in teaching and scholarship.

Salary: Dependent upon qualifications.

Adjunct Positions: Available each semester to teach the basic course in communication required of all students in the University. At times, major courses may also be available (no V# required)

Send Letter and Resume to (include V#): Dr. Gerard L. Caracciolo, Chair, Search Committee, Monclair State University, Box C316-V# /HO, Upper Monclair, NJ 07043.

Review of applications will begin immediately and will continue until appointments are made. EEO/AA

MONTCLAIR STATE UNIVERSITY

THE OHIO STATE UNIVERSITY

Department of Art Education

ART EDUCATION: The Department of Art Education, The Ohio State University, is seeking to fill a tenure-track position at the rank of Assistant Professor to share responsibilities in directing field experience and supervising student teachers; teach graduate and undergraduate courses in art education; develop and conduct research on problems of classroom teaching and learning; provide in-service education for practicing teachers; and assume service responsibilities in the Department, the College, the University, and the profession. The successful candidate will also work with the Department's research projects in school and art education reform. Position to be filled September 1999.

QUALIFICATIONS:

Doctorate in art education; minimum of three years teaching experience in K-12; experience with the field-related aspects of teacher preparation; demonstrated research interest in some of the following areas: teacher preparation, problems of teaching and learning, school and art education reform, the arts and cognition. Also desired is knowledge and interest in uses of electronic media, especially multimedia in teacher education.

DEPARTMENT OF ART EDUCATION

The Department of Education has 15 full-time faculty, and several joint or adjunct appointments, about 25 Graduate Teaching and/or Administrative Associates, 150 M.A. and Ph.D. students, and 65 undergraduates. The Department offers the B.A.E., the M.A. and the Ph.D. degrees. We also offer the Master of Arts Policy and Administration degree. Teacher certification is at the graduate level.

Our programs promote understanding of art and education for students through a curriculum that balances studio work with art criticism and study of historical, cultural, and intellectual contexts. Understanding of the visual arts in a global society is emphasized through approaches to art learning and student assessment, critical inquiry of traditional and contemporary artwork, the analysis of public and educational policy in the arts, and inquiry in the multicultural, philosophical, historical, and policy foundations of art education and arts administration. Our curriculum includes attention to understanding the use of technology in art making and in teaching, learning, and assessment in art.

APPLICATION SHOULD INCLUDE:

1. Letter of application
2. Vita and sample writings
3. Three letters of reference plus the names and addresses of three other individuals qualified to speak to your qualifications
4. Transcripts of highest degree earned
5. Supportive materials of the applicant's choice

SUBMIT APPLICATION TO:

Chair, Art Education Search Committee
The Ohio State University
Department of Art Education
258 Hopkins Hall
128 North Oval Mall
Columbus, Ohio 43210-1363
(http://www.arts.ohio-state.edu/ArtEducation/)

Review of applications will begin February 1, 1999 and continue until the position is filled.

The Ohio State University is an Equal Opportunity Affirmative Action Employer Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are strongly encouraged to apply

BEST COPY AVAILABLE

UNIVERSITY OF MINNESOTA

Tenure-Track Positions
College of Education and Human Development

Tenure-track (or tenured) faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These appointments will begin August 30, 1999. Summer and May-term employment is also a possibility. Salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but the search committees will begin reviewing candidate materials as noted below for each position. Complete applications must include a letter addressing qualifications, a CV, and the names, addresses, and phone numbers of three references. Candidates for assistant professor positions must also provide an academic transcript. Complete position descriptions are available on the Internet: **http://www.coled.umn.edu/** (click on "What's New"), or from the **College Office (612-625-6806).**

Applicants must possess at minimum an earned doctorate in an area of study appropriate to the specific position. Applications from ABD candidates will be considered for assistant professor postings provided the individual is on track to complete the doctorate by the starting date of the position. Evidence of excellence (or the potential for excellence) in scholarship and publications, funding of grant proposals, teaching and academic program development, and service/outreach is required of all candidates. A demonstrated record of excellence in scholarship and publications, teaching and academic program development at the graduate level, and service/outreach activities that would qualify the candidate for tenure at the University of Minnesota is required for appointment as tenured Associate Professor. Additional, more specific qualifications are listed in the full description for each position.

EDUCATIONAL ADMINISTRATION, Dept. of Educational Policy and Administration (2 open rank positions, one in school finance and public policy and the other focused on educational organization, policy, and leadership studies)-Applicant review is currently in progress
MATHEMATICS EDUCATION, Dept. of Curriculum and Instruction (Tenured Associate or Full Professor)-Applicant review begins no later than 1/6/99
RECREATION AND YOUTH DEVELOPMENT, School of Kinesiology and Leisure Studies (Assistant or Associate Professor)-Applicant review begins no later than 12/28/98
SCIENCE EDUCATION, Dept. of Curriculum and Instruction (Assistant Professor)-Applicant review begins no later than 1/6/99.
SECOND LANGUAGES AND CULTURES EDUCATION, Dept. of Curriculum and Instruction (Assistant Professor)-Applicant review begins no later than 1/6/99.

The University is an equal opportunity educator and employer

AMHERST COLLEGE
SCIENCE/REFERENCE LIBRARIAN

The Robert Frost Library at **AMHERST COLLEGE** seeks a Science/Reference Librarian who will report directly to the College Librarian, and report to the Head of Reference for Frost reference responsibilities.

Primary responsibility of the position will be to manage the daily operations of the newly renovated and expanded Keefe Science Library and to provide the science faculty and students with a knowledgeable advocate in the Library. Serves as liaison to the science departments whose collections are housed in the science library: Biology, Neuroscience, Chemistry, Astronomy, Physics and Geology.

Position will also coordinate reference services in the sciences. This includes personal assistance with both print and electronic sources, classroom and individual instruction in science information resources, mediated online searches, and development and maintenance of web pages. Acts as liaison between the science library and the technical services department. Additionally, participates in general reference service in the Robert Frost Library (up to 6 hours weekly).

QUALIFICATIONS: MLS; minimum two years post degree experience in science reference services, with a broad background in computers, Internet resources and science and technology databases, particularly those available via STN and NCBI. Strong academic background and interests with an undergraduate degree in science preferred. Must be able to work successfully with faculty, students and college administrators, with special attention to scientists' use of libraries. Must also be able to function in a general reference setting with a broad range of materials in the humanities and social sciences. Excellent oral and written communication skills required.

Interested candidates should send a cover letter, resume, and the names of three references to: **Willis E. Bridegam, Librarian, Amherst College, Box 2256, Amherst, MA 01002-5000.** A review of resumes will begin December 1, 1998, but applications will be accepted until the position is filled. For information about the Amherst College Library see **http://www.amherst.edu/~library.**

Amherst College is an Equal Opportunity/Affirmative Action employer
and encourages women, minorities and disabled persons to apply

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SUL ROSS STATE UNIVERSITY/ RIO GRANDE COLLEGE invites applications for the following Faculty and Staff positions:

Assistant Director of Academic Support Services
Assistant Professor of Criminal Justice
Assistant Professor of Education/Chair
Assistant Professor of Education/Counseling
Assistant Professor of English
Assistant Professor of Psychology

To request an application or announcement contact:

Leigh Anne Sutton
Director of Business Operations
Sul Ross State University
Rio Grande College
205 Wildcat Dr.
Del Rio, TX 78840

To view complete announcements and information regarding Sul Ross State University visit our website at:

http://www.sulross.edu/~rgc/

Sul Ross is a member of the Texas State University System. EEO/AAE.

EDUCATION

CSU Cleveland State University

Instructor/Assistant Professor, Spanish

(Assistant Professor preferred, Associate considered.) Teaching Latin American culture and Applied Linguistics for Spanish majors and teachers at BA and MA levels (depending on candidate's preparation), and one or more general major/minor courses. Student advising, committee service, interest in curricular and course development expected. Research and publication will be necessary for tenure and promotion. **MINIMUM QUALIFICATIONS:** Instructor: ABD; Asst. Prof.: Ph.D. by August, 1999; Assoc. Prof.: proven record in teaching and publication, in Latin American Cultural Studies/Applied Linguistics. Specialization in one area, coursework in the other; some university teaching experience. Near-native language skills in English and Spanish. **PREFERRED QUALIFICATIONS:** Ph.D. in Latin American Cultural Studies (broadly defined) and/or Applied Linguistics. Conversant with latest teaching/learning theories. Experience teaching more than one level in university. Published research. Evidence of commitment to excellence in teaching and research. Near-native language skills in second language (OPI Superior rating, for example). Interest in study abroad programs for our students and/or teaching Spanish for the professions a plus. Please submit a letter of interest, current CV, (copies of) all college transcripts, one-page (~300 words) statement of teaching/research philosophy, and three letters of reference or names of 3 references (at least one of which must address teaching competencies). Applications received by January 15 will be assured of consideration; all applications will be considered until the position is filled. Preliminary interviews at MLA. Send application materials to: **Spanish Search Committee, Dept. of Modern Languages, CSU, Cleveland, OH 44114.** Inclusion of your e-mail address will facilitate a quick response. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Smith

DEAN OF RELIGIOUS LIFE

(search re-opened)

Smith College seeks applications and nominations for the new position of Dean of Religious Life. The dean will lead the college in a new inclusive multi-faith vision of religious life. With this new commitment to religious diversity, Smith College has also reaffirmed its conviction that religious life is an integral part of a liberal arts education. In collaboration with college chaplains, the dean will work with students, faculty and staff to attend to the spiritual development of a college community with an increasing diversity of religious beliefs; nurture religious communities on campus, enrich the moral and ethical dialogue in the Smith community; and oversee and support the voluntary service organization in accord with the educational mission of the college. The mandate of the new dean will include integrating religious and spiritual leadership with the whole of student services, creating close links between the chaplaincy and student affairs, the counseling service, and residential life at Smith. The dean will supervise and oversee the work of the chaplains to the college, the adjunct chaplains and the director of voluntary services. The position will require a person well-grounded in any of the recognized religious traditions, with academic training at an advanced level, exceptional writing and speaking abilities, and substantial administrative experience. The salary for this position will be at a nationally competitive level and includes a comprehensive benefits package.

Review of applications will begin January 15, 1999, and continue until the position is filled, with an anticipated hiring date in spring 1999. Forward nominations and letters of application, curriculum vitae, writing sample, and list of at least three references to: **Human Resources; Smith College, Box 595; 30 Belmont Avenue; Northampton, MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity

Visit us at www.smith.edu

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

DEAN OF THE SCHOOL OF SOCIAL WELFARE

Nelson A. Rockefeller College of Public Affairs & Policy

The University at Albany invites nominations and applications for the position of Dean of the School of Social Welfare. With an annual enrollment of 12000 undergraduate and 5000 graduate students, the University offers 219 degree programs in its eight schools and colleges. The School of Social Welfare is one of four schools within the University's Rockefeller College of Public Affairs and Policy.

QUALIFICATIONS:

- Academic accomplishments that meet the standards for a tenured appointment
- A successful record of administrative accomplishments and leadership in higher education and specifically social work education, research, or service
- A demonstrated commitment to the diverse teaching, research, and public service missions of a public research university
- Resource development experience, including fund raising, desired
- An ability to relate effectively to internal and external constituencies
- Experience in fiscal and personnel management
- A demonstrated commitment to promoting affirmative action

Review of applications will begin two weeks after the placement of this ad and continue until the position is filled. The anticipated start date is September 1, 1999. Applications or nominations should include a letter discussing relevant experience/accomplishments, a curriculum vitae, and contact information for three references. Please submit materials to:

Dr. James T. Fleming
Chair, School of Social Welfare Search
School of Education
Education 212
University at Albany, SUNY
1400 Washington Ave.
Albany, NY 12222

For additional information regarding the University at Albany or the School of Social Welfare, please visit our web site at

www.albany.edu.

The University at Albany is an Equal Opportunity/Affirmative Action employer. Applications from women, minority persons, handicapped persons, and special disabled or Vietnam era veterans are especially welcome.

ESU
EAST STROUDSBURG UNIVERSITY

East Stroudsburg University of Pennsylvania

FACILITIES MANAGEMENT

East Stroudsburg University is searching for a Director of Facilities Management to oversee the operation of its physical assets. Located in the beautiful Pocono Mountain region, the University is one of fourteen Pennsylvania State System of Higher Education (SSHE) institutions. ESU provides quality undergraduate and graduate programs in the Arts and Sciences, Professional Studies, and Health Sciences and Human Performance.

The Director of Facilities Management serves as a member of the Vice President's management team and participates in strategic planning and decision making for the Finance and Administration division. Specific responsibilities include building and grounds maintenance, trades, utilities, facilities planning, construction, and all phases of the capital improvement process, for a physical plant encompassing 55 buildings and approximately 1.4 million square feet.

The successful candidate will possess a minimum of a Bachelor's Degree in an appropriate area, though a Master's Degree is preferred, and eight (8) years of full time experience managing facilities in a large, complex organization with similar characteristics. Experience in a collective bargaining environment is preferred. The position also requires excellent organizational and communication skills, a strong work ethic, team orientation and the ability to work with a diverse community within a higher education setting. A dedication to exemplary customer service is essential for success in this position.

Compensation includes a competitive salary and benefits package. The salary range is $54,200-$71,459. Final selection will be based upon final interview. Interested persons must send letter of application, resume, salary history and three (3) letters of professional references by January 8, 1999 to: **Ms. Renee Bebla, Human Resources Department, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU in an equal opportunity employer
Minorities and women are strongly encouraged to apply

DIRECTOR OF SPONSORED RESEARCH AND PROGRAMS

Plattsburgh State University of New York seeks qualified candidates for the full-time, 12-month Director position. This individual will report to the Assistant Vice President for Academic Affairs & Research & the Research Foundation Campus Operations Manager. Responsibilities: coordinate & supervise day-to-day pre- & post-award grant & contract activity at the college. Pre-award: encourage & work with faculty & staff in the development of all grant & contract proposals (identifying sponsors, reviewing guidelines, editing applications, preparing budget, scheduling & sequencing application production & processing), & develop & write institutionally based proposals where appropriate. Post-award: supervise the staff in the Office of Sponsored Research & Programs to assure sound fiscal management of funded projects, review accounts for appropriate expenditure categories, & payroll distribution as budgeted in funded applications, & supervise account review & modification of accounts. **Qualifications:** a master's degree minimum. Doctorate preferred, & 3-4 years experience in pre- & post-award grants administration; excellent interpersonal communication & writing skills; record of writing successful proposals; experience in implementing & managing grants & contracts, participation in & experience with institutional review boards related to research (IRB & IACUC).

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: low to mid $50's, dependent upon qualifications & experience; excellent benefits. Send or fax cover letter, resume & the names, addresses, & phone numbers of three references to: **Chair, Search Committee (PJ#2222-808), c/o Personnel, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # 518-564-4600.** Review of applications begins immediately & continues until positions are filled.

EEO/AA

Plattsburgh
STATE UNIVERSITY OF NEW YORK

www.plattsburgh.edu/ personnel

500

FULLERTON

1999 TENURE TRACK & FULL-TIME LECTURER

Learning is preeminent at Cal State Fullerton. We combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaborations to expand knowledge. Cal State Fullerton is a large, comprehensive urban university with a diverse student body of approximately 25,000.

Tenure track appointments are Assistant Professor unless otherwise noted. Doctorate required. Visit our website at **http://www.fullerton.edu** or contact the department c/o **California State University, Fullerton, Fullerton, CA 92834 or (714) 278-2011.**

SCHOOL OF THE ARTS

Art	Creative Photography
	Art Education*
Music	Applied Clarinet (Assistant/Associate)
	Jazz (Assistant/Associate)
	Theory
Theatre & Dance	Acting (Assistant/Associate)

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Accounting	Auditing & Accounting Information Systems #
Economics	International, Financial, Economic, Macroeconomics, Organizational Theory of Firm
Finance	Business Finance, Insurance, Real Estate, International Financial Management & International Markets #
Management	Operations Management
	Strategic Management
	Business Law*
Management Science	Networking and Business Telecommunications, Information Systems Design & Development, Database Management or C++ #
Marketing	Generalist - Principles (Associate)
	Marketing Analysis (Computer Integrated)*
	Business Writing*

SCHOOL OF COMMUNICATIONS

Communications	Creative Strategy & New Media Advertising
Speech Communication	Communicative Disorders/Fluency
	Forensics/Debate Coach

SCHOOL OF ENGINEERING & COMPUTER SCIENCE

Computer Science	Database, Software Engineering or Artificial Intelligence, Compilers and Graphics #

SCHOOL OF HUMAN DEVELOPMENT & COMMUNITY SERVICE

Educational Leadership	Secondary/Middle School or Curriculum
Elementary, Bilingual & Reading Education	Science, Math, Reading or Social Studies (Associate/Full)
	Generalist/Credential Admissions Coordinator*
	Generalist/Multiple Subjects Supervision *
	Generalist/Assistant to Division Chair *
Secondary Education	General Pedagogy
Special Education	Generalist*
	Bilingual
Child & Adolescent	Developmental & Elementary Teacher Preparation
Nursing	Clinical/Community Health/Informatics

SCHOOL OF HUMANITIES & SOCIAL SCIENCE

Anthropology	Archaeology, California CRM
	Anthropological Gerontology #
	Business/Organizational Anthropology*
	Linguistic Anthropology*
Chicano Studies	Social and Behavioral Sciences
Criminal Justice	Corrections*
Foreign Languages	Spanish Linguistics/FL Methods/TESOL
Liberal Studies	History of Natural Sciences
	History of Social Thought/Humanities & Arts
Philosophy	Core Areas & Applied Philosophy
Psychology	Clinical Psychology*

SCHOOL OF NATURAL SCIENCES & MATHEMATICS

Biological Sciences	Terrestrial Plant Ecologist/Evolutionary, Conservation or Population Ecology/Genetics
	Cell & Molecular Biology*
	Integrative Biology*
Chemistry	Biochemistry & Biotechnology*
Geological Sciences	Hydrogeologist
	Quaternary Geologist
Math	Applied (Assistant/Associate)
	Statistics (Assistant/Associate)
Science Education	K-12 Pre-service & Introductory Biology, Chemistry, Earth/Space Science or Physics
# Tenure Track & Lecturer	*Lecturer (1-3 years)

Cal State Fullerton is strongly committed to achieving excellence through diversity
AA/EEO/Title IX/ADA Employer

BEST COPY AVAILABLE

501

HILLSBOROUGH
COMMUNITY COLLEGE

Hillsborough Community College (HCC) is located in the Tampa Bay Area. Access the HCC Website at http://www.hcc.cc.fl.us/ or call the HCC JOBLINE at (813) 253-7185 to review openings and related information. HCC offers excellent pay and benefits. Submissions should be sent by January 8, 1999.

CAMPUS PRESIDENT

SALARY RANGE, $63,711 TO $105,123

The position is responsible for the effective management and general administration and operation of the Brandon, Florida Campus location. The selected candidate will promote and enhance the educational programs in the areas of academic affairs, student services, and support services, will effectively select, allocate, utilize and manage human, fiscal and physical resources, will direct and oversee the supervision of campus deans, faculty and staff employees. The position requires a Masters degree and seven years of prior related work experience. Doctoral degree is preferred. Preference will be given to candidates who demonstrate substantial experience in successfully managing faculty and staff in their present or past employment. Interested applicants who previously applied for this opening must reapply.

VICE PRESIDENT FOR BUSINESS & FINANCE

SALARY RANGE, $63,711 TO $105,123

This position will direct, plan, coordinate and oversee the College's financial and administrative functions and physical facilities, will develop the college-wide budget, recommend policies and procedures relating to finance and purchasing, and advise the College President, other senior staff and officials on related business and finance issues. This position also manages auxiliary services, physical facilities, construction, and records management at the College. The position requires a Maters degree, preferably in Business, Finance, Public or Educational Administration or a closely related field and ten or more years of prior related work experience. Preference will be given to Certified Public Accountant applicants, i.e., applicants who evidence appropriate certification stating the candidate has met a state's legal requirements to practice. Interested applicants who previously applied for this opening must reapply.

DEAN OF ACADEMIC AFFAIRS

SALARY RANGE, $51,380 TO $84,777

This position supervises and coordinates the operations and administration of the Academic Affairs program for the Ybor City Campus to ensure effective delivery and management of all campus instructional programs. The selected candidate will report to the Campus President and will be responsible for Academic Affairs program activities including: curriculum development and evaluation; academic planning and outcome assessment; budget management; faculty and support staff development and evaluation; and scheduling and staffing of classes. This position also coordinates and ensures the preparation and timely handling of paperwork including, contracts, leave forms, substitute pay, travel reimbursements, office hours schedules, and syllabi for all unit employees. The position requires a Masters Degree and five years of prior related work experience. Preference will be given to applicants with at least three prior years of comparable supervisory experience. In addition, preference will be given to candidates with a Doctoral Degree in one of the disciplines within the division and to candidates with knowledge of academic program design. Candidate selected will be expected to assume the position in July 1999.

DEAN OF ASSOCIATE IN ARTS

SALARY RANGE $51,380 TO $84,777

This position supervises and coordinates the operations and administration of the Associate in Arts program for the Dale Mabry Campus to ensure effective delivery and management of all campus instructional programs. Position reports to the Campus President and will be responsible for the operation and administration of the Associate of Arts Degree Program activities including: curriculum development and evaluation, academic planning and outcome assessment; budget management; faculty and support staff development and evaluation, and scheduling and staffing of classes. This position also coordinates and ensures the preparation and timely handling of paperwork for human resource management, contracts, leave forms, substitute pay, travel reimbursement, office hours schedules, and syllabi for all unit employees. The position requires a Master's Degree and five years of prior related work experience. Preference will be given to applicants with at least three prior years of comparable supervisory experience. In addition, preference will be given to candidates with a Doctoral Degree in one of the disciplines within the division and to candidates with knowledge of academic program design.

To apply, send a letter of interest; resume, photocopy of education transcripts; and three references as follows: **HCC-Human Resources, P.O. Box 31127, Tampa, FL 33631**

EOE/ADA/AA

DaytonaBeach
COMMUNITY COLLEGE

PRESIDENT

In its search for a new President, the Daytona Beach Community College Board of Trustees seeks a visionary, creative and innovative leader. The successful candidate will be committed to institutional excellence and possess the highest level of professional standards and integrity. An earned doctorate from an accredited institution and senior level administrative experience is required. Presidential and teaching experience is preferred; community college experience is desirable.

The position will remain open until a candidate is selected. Review of applications will begin on January 8, 1999. Interested candidates should submit a letter of intent, a list of three references and a current resume. Applications and nominations should be sent to:

Laurance Sandstrom
Associate Vice President of Human Resources
Daytona Beach Community College
1200 International Speedway Boulevard
Daytona Beach, Florida 32114

The search and selection process will be conducted under the provisions of Florida's "Government in the Sunshine" and Public Records laws. Search committee meetings will be open to the public and all applications, resumes, credentials, recommendations and other documents related to the search will be available for public inspection upon receipt.

The new President of the Daytona Beach Community College should be able to assume duties no later than **July 1, 1999,** by agreement with the Board. Salary is competitive.

Search assisted by Gold Hill Associates, Asheville, North Carolina.

Veterans Preference/Equal Opportunity/ADA Employer
Minorities and Females are strongly encouraged to apply.

DEPARTMENT OF SOCIOLOGY AND LATINO/A AMERICAN STUDIES PROGRAM

The Department of Sociology and the Latin American and Latino/a Studies Program invite applications for a shared, entry-level, tenure-track appointment at the rank of Assistant Professor to begin in the Fall of 1999. We seek a strong teacher and a productive sociologist whose primary teaching and research interests are in the area of Latino/a populations and communities in the United States. The successful candidate will also be expected to teach an intermediate-level sociology course on race and ethnic relations and/or identity in the U.S. and periodically, an interdisciplinary introduction to Latin American Studies course. The person hired will be a regular voting member of the Department of Sociology, and will share administrative responsibilities in the Latin American Studies Program on a rotating basis. Preference will be given to candidates who will have Ph.D. in hand by the time of appointment. Salary is competitive and the teaching load is 2:2. Smith is a highly selective undergraduate liberal arts college for women with about 2,500 students, located in a small, but cosmopolitan city, two hours from Boston and three hours from NYC. Faculty members have easy access to the combined resources of the Five College consortium, which includes Amherst, Hampshire, and Mount Holyoke Colleges, and the University of Massachusetts. **Applicants should send a cover letter describing teaching and research interests, a curriculum vita, three letters of reference, writing samples, and teaching evaluations to SOC/LAS Search Committee, c/o Barbara Day, Wright Hall 12, Smith College, Northampton, MA 01063. Application deadline is January 20, 1999.**

Smith College is an Equal Opportunity/Affirmative Action institution. Minorities and women are encouraged to apply.

Smith

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Leave Replacement Positions for 1999-2000

ART–Photography and Drawing-Fall Sem.
ART HISTORY–Intro and Baroque-Fall Sem.
HISTORY–African-American and African History-1 Yr.
PHYSICS–Upper- and Lower-Level Courses and Labs-1 Yr.
SOCIOLOGY/ANTHROPOLOGY–Intro, Women in Society, Urban, Intro to Urban Studies, Social Psychology-1 Yr.
SPANISH–Language; Latin American Literature, Culture, and Civilization-1 Yr.

These positions are being posted jointly with the **Five Colleges of Ohio Consortium**. For complete job descriptions, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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FLORIDA
GULFCOAST
UNIVERSITY

REQUEST FOR APPLICATIONS
CALL FOR NOMINATIONS

DEAN
COLLEGE OF HEALTH PROFESSIONS
ACADEMIC AFFAIRS

Responsibilities include: representing the College on University-wide committees, working closely with the community, and overseeing the budgets, programs, personnel, & facilities of the College.

REQUIRES: An earned doctorate in an appropriate academic discipline and a strong background in the health professions and/or allied health education, and demonstrated successful exp. as an administrative leader. The candidate must qualify for faculty rank in a health profession or related discipline.

PREFER: Relevant exp. in a healthcare environment and a demonstrated record of success in managing interdisciplinary curricula. This is an Administrator/Faculty position with faculty rank. Appointment will be made on a 12-month, multi-year contract that is non-tenure earning beginning on or about May 1, 1999.

TO APPLY: Submit two copies of each: letter of interest, curriculum vitae, & list of five references **postmarked by January 22, 1999** to: **FGCU, Pos. #10117, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565.** For add'l info call our **jobline 941-590-1111** or visit our website @ **http://admin.fgcu.edu/hr/index.html.** Under FL public records laws, applications will be made available upon request. *FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply.* It is expected that successful candidates share in this commitment.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF SOCIAL WORK

We are seeking to recruit faculty members who will contribute to the goals and objectives of the University's strategic plan. Accordingly, preferred candidates will be expected to meet the traditional requirements of excellence in teaching, active scholarly and professional work, and service to the University and community, as well as to demonstrate interest or experience in at least one of the following strategic plan areas: a) alternative modes of instructional delivery to include off-campus and distance learning, b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply knowledge over an extended period of time, and c) partnership with the community to enhance social, economic, and cultural conditions.

ASSISTANT PROFESSOR. Mental Health-Social Work and HBSE and related areas. (2 positions). The Department of Social Work seeks candidates for two tenure track positions in two or more of the following areas: public mental health, HBSE, group work, drug and alcohol treatment, advanced direct practice at all levels including communities, and research. MSW and Ph.D./DSW in Social Work or related field. Two years post-MSW practice experience required and a demonstrated ability to conduct research, generate grants and teach courses at the MSW level.

SALARY: Dependent on qualifications and experience. Assistant Professor range begins at $37,956

BENEFITS: Generous medical, dental, and vision benefits and support for moving expenses available.

DEADLINE AND APPLICATION PROCESS: February 1, 1999 or until filled. Submit vita with letter of application that includes statement on teaching philosophy and strategies, research/professional accomplishments and goal, as well as a description of interest or experience in one of the three strategic plan areas. Also submit the names, telephone and fax numbers, and e-mail address of three references, along with an official copy of most recent transcripts.

SEND TO: **Teresa Morris, Chair**
Department of Social Work
College of Social and Behavioral Sciences
5500 University Parkway
San Bernardino, CA 92407-2397
Telephone: (909) 880-5501
E-mail: tmorris@csusb.edu

http://www.csusb.edu

Washington State University

Sport Management Program

ASSISTANT PROFESSION: Tenure Track Position
ASSISTANT PROFESSOR: One-Year Temporary

The Sport Management Program is seeking applicants for 1) a permanent tenure track position, and 2) a temporary one-year position to teach undergraduate majors and minors.

RESPONSIBILITIES: Teach core courses in 2 or more of the following: marketing/finance, sport governance/policy development, sport sociology/ethics, or sport law. Advise major and minor students. Teach graduate courses in area of expertise. Conduct a program of research and scholarly activity. Develop/maintain partnerships with sport organizations. Provide service at the university, state, and national level.

QUALIFICATIONS: Earned doctorate in Sport Management or in a related field, or ABD with established defense date; ability or potential to teach at the university level; ability or potential to establish a program of research and scholarly activity; experience and/or ability to advise undergraduate students. Applications will be enhanced by evidence of teaching experience and scholarly activity, evidence of connections to, or work with professional and amateur sport organizations, expertise in technology, and the ability to work with diverse populations. Application: Send a letter of application, addressing qualification criteria, three letters of recommendations, and a vita including names, addresses and phone numbers of references to: **Joanne Washburn, Search Committee Chair, Department of Educational Leadership and Counseling Psychology, Washington State University, Pullman, WA 99164-2136, (509) 335-6363; jwasbur@mail.wsu.edu.** screening of application will begin on January 21, 1999, and continue until the positions are filled. Salary will be commensurate with education and experience.

Washington State University is an Equal Opportunity/Affirmative Action Educator and Employer. Members of ethnic minorities, women, Vietnam era or disable veterans, persons of disability, and/or persons between the ages of 40 to 70 are encouraged to apply.

THE HISPANIC Outlook IN HIGHER EDUCATION

Surf Over To See Us

The *Hispanic Outlook in Higher Education* is proud to announce its presence on the Web.

Our Web Site address is:
http://www.HispanicOutlook.com

Watch for our employment listings along with upcoming issues, and calendar of events. We are ready to serve all your academic needs.

Inform yourself and surf over to The *Hispanic Outlook*.

You can always reach us at:
Outlook@aol.com

For advertising info call us at
(201) 587-8800 Or fax us at (201) 587-9105
Or you can E-mail your ad to us at
Outlook@sprintmail.com

DEAN OF STUDENT LIFE & SERVICES

Oberlin College seeks nominations and applications for the position of Dean of Student Life and Services. This is a twelve-month, full-time Administrative and Professional staff position that reports to the President.

About Oberlin College:

Oberlin is a four-year, selective liberal arts college that is also home to an outstanding Conservatory of Music. Together, the two divisions enroll approximately 2850 students. Oberlin College was founded in 1833. It was the first college in America to make interracial education and co-education central to its mission - traditions that live today within a commitment to positive social quality of its richly diverse student body, outstanding faculty, and excellent facilities and academic and technological resources.

Oberlin is located in the town of Oberlin, Ohio, a residential community of 8,600 situated 35 miles southwest of Cleveland. Cleveland-Hopkins International airport is less than 30 minutes away.

Responsibilities: As the chief student affairs officer, the Dean oversees all administrative units concerned with student life, including the offices of residential life and services, housing and dining, counseling services, health service, multicultural affairs, safety and security, the student union, campus activities, and the student judicial system. The Dean works in cooperation with both the College of Arts and Sciences and the Conservatory of Music to coordinate and integrate student life with academic programs, and the make student experience outside the classroom an integral part of Oberlin's educational mission.

Qualifications: At Oberlin, the Dean of Student Life and Services interacts directly with a highly diverse group of students on a daily basis. We seek an individual who understands issues of student development and student concerns and who will build the student life administration to foster the development of a diverse community. The successful candidate will have relevant experience in student life administration; excellent communication skills; demonstrated skills in leadership and management of a complex organization; the ability to bring innovative and creative thinking to student life programs; and demonstrated success in working collaboratively with students, faculty, staff, and the College's wider community in an environment that welcomes and encourages diverse points of view. A master's degree is required.

To Apply: Submit a letter of application, resume and the names and phone numbers of at least three references to: **Kathryn Stuart, Assistant to the President, Cox Administration Building, Room 202, 70 N. Professor Street, Oberlin, OH 44074. Review of applications will begin on December 14, 1998, and will continue until position is filled.** AA/EOE.

OBERLIN.

BOSTON UNIVERSITY
School of Education

SCHOOL COUNSELING

The School of Education has available a school counseling position in the Department of Developmental Studies and Counseling. The tenure-track position is to be filled at the rank of assistant professor, with responsibility for program leadership.

Candidates must have an earned doctoral degree in counseling, a record of publication and research, and academic and professional interest in two or three of the following areas: counseling, philosophy, theory and practice; school counseling; group counseling; family issues; assessment; career counseling; and the education of the diverse student population in today's schools, including those with special needs. Candidates will be expected to teach courses, supervise students in field settings, conduct research, and work in interdisciplinary faculty teams for the purposes of program development. Candidates should, furthermore, hold an active license in psychology as well as current certification in school psychology and school guidance and/or school adjustment counseling.

Deadline for applications is February 1, 1999.

Send a letter of application, a current resume, sample publications, and the names, addresses, and telephone numbers of three references to:

Ms. Elizabeth Austin
School of Education, Boston University
605 Commonwealth Avenue, Boston, MA 02215

[illegible]

DEAN, COLLEGE OF MEDICINE
CHARLES R. DREW UNIVERSITY
OF MEDICINE AND SCIENCE

Los Angeles, California

Charles R. Drew University is a non-profit, private institution with a budget of $50 million and 1,000 employees. The College of Medicine, in partnership with UCLA, is devoted to training specialists in medicine and providing continuing education to local health care practitioners. The College seeks an energetic and visionary leader. Reporting to the President of the University, the Dean is responsible for the School's academic, fiscal and administrative functions, and also serves as Associate Dean of the UCLA School of Medicine. Candidates must have earned an MD degree and be an accomplished leader in medical research and education. The Dean must also possess the ability to work with and build collaborative relationships both internally and externally. Candidates should submit a letter of interest and CV by January 15, 1999 to:

William Hawkins
The Hawkins Company
5455 Wilshire Blvd., Suite 1406
Los Angeles, CA 90036
323-933-3337 or fax to 323- 933-9765

The University is an EEO/AA employer and strongly encourages all to apply.

AUSTIN COMMUNITY COLLEGE

Austin Community College is located in the capital area of Texas and is one of America's most lively business, cultural and intellectual hubs. ACC is the second largest institution of higher education in central Texas.

ASSOCIATE DIRECTOR OF FACULTY DEVELOPMENT
JOB #109802

The Office of Faculty Development is accepting application for a 12 month position, with broad responsibilities for faculty development activities designed to assist faculty in improving teaching and learning. The person selected will also be the Director of the Center for Teaching and Learning (CTL) and will be responsible for creating and managing the overall CTL operation. As the Associate Director, the person will assists in the development, implementation, and evaluation of all Faculty Development Office programs and activities.

QUALIFICATION: Must have 3+ years of work experience (teaching and/or faculty development) in a post-secondary setting. Strong experience in the use of a variety of instructional methods, application of research in teaching/learning, and general teaching/learning issues in higher education. Masters degree required with a preference for degree in Curriculum Design, Educational Psychology, Instructional Technology, or related educational discipline. Prefer experience as a member of a faculty/Professional Development office or a CTL at a community college.

Submit a letter of interest, resume, or application to: **ACC, Office of Human Resources, 5930 Middle Fiskville Road, Austin, Texas 78752.** Please reference job number and title. Review of applicant materials will begin on January 25, 1998. Materials received after the review date may not be reviewed if an applicant has been identified or selected. Applications and other employment information are available at **www.austin.cc.tx.us/hr or call (512) 223-7305/7573. DIAL-A-JOB (512) 223-5621**

INSTRUCTOR, ASSOCIATE DEGREE NURSING
JOB #119816

This position will report to the Program Coordinator, and is responsible instructing students in accordance with College policy and procedures. Maintains office hours and professional competence. Teaches in nursing skills laboratories. Faculty assignment may include days/evenings/weekends and/or multiple teaching locations. **EDUCATION:** Master's degree in nursing. **LICENSE:** License (or eligibility for Licensure) in Texas as Registered Nurse.
Recent clinical practice and/or teaching experience in MedSurg areas. **PREFERRED:** Exp. In PEDI areas. Review of materials will begin on Dec. 07, 1998 and will continue until filled.

Please reference job number, and submit resume/vitae or application, and photocopy of transcript(s) to: **ACC, Office of Human Resources, 5930 Middle Fiskville Road, Austin, Texas 78752.** Applications are available on the ACC web site at **www.austin.cc.tx.us/hr or you may call (512) 223-7534/7573** to request an application.

An Equal Opportunity/Affirmative Action Employer

Program Clinic Coordinator

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School's Eric B. Chandler Health Center seeks a Program Clinic Coordinator who, under the supervision of the Business Manager, coordinates the operational activities of the Billing, Reception and Medical Records Department, Physical Plant, and Communications. Ensures compliance with regulatory issues. Supervises assigned staff.

Bachelor's Degree in Business Administration, Health Administration, or a related field, plus three (3) years of experience in operations in a health care institution, such as a hospital, ambulatory care facility, health maintenance organization or group medical practice. Two (2) years shall have been in a supervisory capacity. Proficiency in medical billing and computer scheduling systems. Working knowledge of the functions of medical records in an ambulatory setting. Additional related experience may be substituted for the degree on a year-for-year basis.

Please send resume, including salary requirements, to: **Mila Gendrano, Human Resources Dept. (98PS8978), UMDNJ, 335 George Street, Liberty Plaza, P.O. Box 2688, New Brunswick, NJ 08903-2688.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview. Visit our website at: **http://www.umdnj.edu/hrweb/**

UMD
NEW JERSEY

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

INFORMATION SYSTEMS AIDE
Office of the Registrar

The Information Systems Aide will be responsible for the general maintenance of the Office of the Registrar's and Admissions Web Page as well as other tasks related to registration, graduation and scheduling. The applicant must have basic fluency in HTML. Graduation from a high school or evidence of having passed an examination for a high school equivalency diploma and at least six (6) months of satisfactory, full-time paid computer operations. Knowledge of Windows NT, Microsoft Front Page, good interpersonal and verbal skills a definite plus.

SALARY: $26,583-$2[illegible] 928

Send resume by December 18, 1998 to: **Mr. Charles E. Hayes, Director of Human Resources, Hunter College, 695 Park Avenue, New York, NY 10021.**

Hunter College is an Equal Opportunity/AA/ADA Act Employer
Women and minorities are encourage to apply for this position

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OXFORD COLLEGE
OF EMORY UNIVERSITY

DEAN AND CHIEF EXECUTIVE OFFICER OF OXFORD COLLEGE

Oxford College holds a singular place in American higher education by virtue of its mission as a two-year liberal arts institution, its focus on teaching, its role as a division of Emory University, and its historic location. The College seeks a leader committed to undergraduate teaching, scholarship, and community to succeed the retiring Dean/CEO. The Dean/CEO will report to the Provost of Emory University and will serve as a member of her Council of Deans.

Oxford's rich heritage began in 1836, when Emory University was founded on the Oxford Campus in Oxford, GA, thirty-eight miles east of Atlanta. Today, Oxford provides its approximately 600 students with an environmentally and educationally distinct experience in the freshman and sophomore years, after which more than 90% of its students proceed to Emory College for their junior and senior years. While at Oxford, students benefit from a focused and rigorous classroom experience and from the opportunity to undertake leadership roles within and beyond the campus community.

The new Dean/CEO will have an outstanding record as a teacher and scholar and will be tenurable at the rank of full professor. S/he will have a demonstrated record of achievement envisioning and realizing innovative educational programs at the highest level of excellence. Since Oxford College is geographically separate from the Emory campus, the successful candidate will provide leadership in an environment that provides the benefits of both a small liberal arts college and a premier research university. The Dean/CEO will be an outstanding communicator, a leader who both seeks consensus and is decisive.

Dr. William B. Cody, Chair of the Oxford College Search Committee requests that inquiries, nominations and applications be submitted to the University's consultants:

Paula Carabelli and Dennis M. Barden
Educational Management Network/
a division of Witt/Kieffer
1920 Main Street, Suite 310
Irvine, CA 92614
949/851-5070 (Ms. Carabelli)
630/990-1370 (Mr. Barden)

Applications should include a letter of interest, a current curriculum vitae, and the names, positions and phone numbers of five references who will be contacted only with candidate's approval. Screening will begin immediately and will continue until an appointment is made in the Spring of 1999. All communications will be treated confidentially.

EEO/AA Employer

UNIVERSITY OF THE PACIFIC

The University of the Pacific's, the first chartered institution of higher education in California (1851) is a growing, comprehensive university with a commitment to excellence in teaching and scholarship. It enrolls approximately 5,800 students into a diverse academic setting which comprises a College of Arts and Sciences, a Conservatory of Music, a Graduate School, and Schools of Business, Dentistry, Education, Engineering, International Studies, Law, and Pharmacy and Health Sciences, along with University College, a school of adult re-entry students.

The University is currently conducting searches for full-time faculty and administrative positions beginning August 1998.

To apply, send letter of application, resume and three reference contacts to the **Chairperson, appropriate department, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211.**

University of the Pacific is an equal opportunity employer and educator. It is particularly interested in recruiting diverse candidates to meet the needs of our increasingly diverse student body.

FACULTY POSITIONS

Start Fall 1999

COLLEGE OF THE PACIFIC

Department of Art History, assistant professor, Graphic Design, tenure track position and Visiting Lecturer in Modern Art, one semester, 4 course load, sabbatical replacement position
Department of Biological Sciences, assistant professor, tenure track
Department of Chemistry, two tenure track positions, assistant or associate professor
Department of Communication, assistant professor and director of forensics, tenure track
Department of Geoscience, assistant professor, tenure track
Department of History, assistant professor, Modern Europe, tenure track and assistant professor, U.S. Social History Since 1865, tenure track
Department of Physics, assistant professor, tenure track
Department of Psychology, assistant professor, tenure track
Department of Religious Studies, assistant professor, World Religions, tenure track
Department of Sport Sciences, assistant professor, tenure track

EBERHARDT SCHOOL OF BUSINESS

Organizational Behavior and Business Policy & Strategy, assistant/associate professor tenure track
Fletcher Jones Professor of Entrepreneurship
Management Information Systems, assistant/associate professor, tenure track
Marketing, assistant professor, tenure track

BENERD SCHOOL OF EDUCATION

Bilingual Education/Second Language Education, assistant/associate professor, tenure track
Director of Teacher Education/Student Teachers and Interns (Department of Curriculum and Instruction), assistant/associate professor, tenure track

SCHOOL OF ENGINEERING

Department of Civil Engineering, assistant professor,
Department of Electrical Engineering (anticipated), assistant professor
Department of Mechanical Engineering, associate professor/department chair
Engineering Management, assistant/associate professor

SCHOOL OF PHARMACY AND HEALTH SCIENCES

Director of Professional Development, assistant/associate professor
Department of Pharmacy Practice, assistant professor
Department of Communicative Disorders, assistant/associate professor, tenure track

ADMINISTRATIVE OPPORTUNITIES

Dean, Conservatory of Music-Contact: Jean Purnell, Search Committee Chair
Dean, Benerd School of Education-Contact: Phil Oppenheimer, Search Committee Chair
Dean, School of Engineering-Contact: Dave Fletcher, Search Committee Chair
Assistant/Associate Provost of Enrollment Services-Contact: Gene Pearson, Search Committee Chair
Assistant/Associate Provost of Continuing Education-Contact: Office of the Provost

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ASSISTANT PROFESSOR OF SPANISH

20^{TH} century Peninsular literature with broad disciplinary interests, emphasizing cultural and intellectual relationships within the Hispanic world. Full-time, tenure track position at Assistant Professor rank beginning 99-00 academic year. Teaching responsibilities include 5 courses annually, including 3 in Spanish language, survey course in 20^{th} century Peninsular literature, & one course in candidate's area of specialization. Demonstrated interest in teaching language and literature, commitment to undergraduate education and scholarship essential. The Ph.D. and native or near-native knowledge of Spanish are required. Teaching experience at undergraduate level desirable. Submit cover letter, three recent letters of recommendation, a curriculum vitae, graduate academic transcripts, to **Nelson deJesus, Chair, Department of Romance Languages, Peters Hall, Oberlin College, Oberlin, OH 44074, no later than 12/14/98. Fax (440) 775-6888.** MLA interviews important. AA/EOE.

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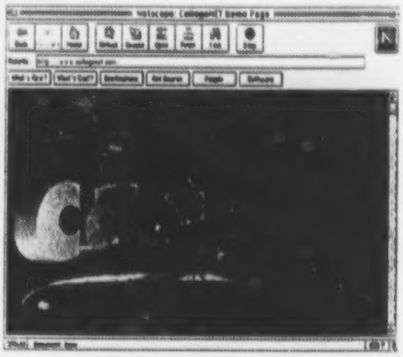

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ONONDAGA COMMUNITY COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Onondaga Community College invites applications and nominations for Vice President for Academic Affairs. The Vice President reports directly to the President and is responsible for a division that includes seven academic clusters (comprised of twenty-nine disciplines), Coulter Library, Business and Community Education and the Public Safety Institute.

Onondaga Community College is located near Syracuse, NY and is one of 30 community colleges in the 64-campus network of the State University of New York. Established in 1961, it is the eighth largest community college in the SUNY system. The College has an annual operating budget of $36 million, and is county, state and self-supported. OCC is accredited by the Middle State Association of Colleges and Schools.

The College enrolls approximately 8,000 students in degree and credit-bearing courses and approximately 20,000 students in non-credit courses. The College employs approximately 185 full-time faculty and approximately 300 adjunct faculty.

The College awards the Associate of Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS) degrees and Certificates (Cert.) in more than 50 programs of study. The OCC J. Stanley Coyne Center for Community Education offers numerous technical and skills training courses, oversees regional Public Safety training, and provides lifelong learning opportunities in a variety of interest areas.

Located in the Finger Lakes Region, OCC's 181-acre campus overlooks the hills and valleys of Central New York State.

THE IDEAL CANDIDATE

Onondaga Community College's new Vice President will:

- hold an earned doctorate in an academic discipline from a regionally accredited institution
- have a commitment to excellence in both credit and non-credit programs
- have a commitment to the mission of a community college and the diversity of students
- have full-time teaching experience in an academic discipline at the college level; community college teaching experience is preferred
- have a commitment to support academic programs in liberal arts, career and service curricula
- be an advocate for and demonstrate educational leadership in curricular development, academic assessment, faculty development, and the implementation of change, as appropriate
- demonstrate a commitment to the infusion of technology in teaching and learning
- experience in a collective bargaining environment
- be an advocate for and a representative of the college with external and internal constituencies
- have strong and effective interpersonal and written/oral communication skills
- have the ability to recognize individual strengths and encourage and support professional development
- have a demonstrated commitment to his/her own personal and intellectual growth
- have a well-developed sense of humor and a willingness to take calculated risks to aid student learning

PREFERRED QUALIFICATION FOR OCC'S NEXT VICE PRESIDENT WILL INCLUDE:

- demonstrated ability to work in a cooperative, collegial and collaborative manner
- a decision-making style that maximizes consultation with affected stakeholders
- demonstrated commitment to the professional development of faculty
- experience in effective curriculum development
- a demonstrated commitment in promoting faculty, staff and student diversity
- demonstrated experience in strategic planning and budget management
- demonstrated evidence of successful experience and distinguished leadership in academic administration, including non-credit community education and lifelong learning
- experience in practical linkages with K-12 and upper division institutions such as articulation and 2+2 agreements and joint admissions

Salary and benefits commensurate with experience and qualifications. Application review begins January 6, 1999 and continues until the position is filled. Complete applications (cover letter, professional resume, unofficial transcripts, and the names, addresses and telephone numbers of three (3) professional references) should be sent to:

Mary Beth Correll
Deputy to the President/Liaison to the Board
Onondaga Community College
4941 Onondaga Road
Syracuse, New York 13215
Attention: Vice President Search

(To learn more about job opportunities with OCC, visit our website at: **www.sunyocc.edu**)

University of North Texas
FACULTY OPENINGS

The University of North Texas is a major research institution in the vibrant and rapidly expanding Dallas/Fort Worth Metroplex. UNT values diversity among its faculty, staff, and more than 25,000 students.

Arts and Sciences *www.cas.unt.edu*

Biological Sciences: Air Pollution Health Effects Scientist
Computer Sciences
Drama
Engineering Technology: Electronics
Engineering Technology: Mechanical Engineering
English: African-American Literature
English: British Victorian Literature
English: Hispanic-American Literature
Geography
History: African-American History
History: Mexican-American History
Journalism: News Reporting and Writing
Mathematics: Pure and Applied Mathematics
Philosophy: Environmental Ethics and Environmental Philosophy
Philosophy: Environmental Philosophy
Speech and Hearing: Chairperson

Business Administration *www.coba.unt.edu*

Business Computer Information Systems
Logistics
Marketing

Community Service *www.scs.unt.edu*

Anthropology: Ethnic Studies
Criminal Justice
Rehabilitation, Social Work and Addictions: Rehabilitation Counseling
Sociology: Ethnic Studies

Education *www.coe.unt.edu*

Educational Administration: 2 positions
Meadows Endowed Chair for Excellence in Education
Early Childhood Education: Child/Human Development and Family Studies
Interdisciplinary within College of Education

Music *www.music.unt.edu*

Instrumental Studies: Cello
Instrumental Studies: Percussion Coordinator
Music Education: Choral Specialist
Music Education: String Specialist
Vocal Studies

Visual Arts *www.art.unt.edu*

NOTE: Refer to Visual Arts website for complete application requirements.
Communication Design
Fibers
Foundations Program Coordinator
Studio Chair: Expertise in Painting and Drawing, Printmaking, Photography or Sculpture

Deadlines and academic rank vary. Visit UNT's Website at www.unt.edu and access the appropriate academic unit to determine the requirements for a complete application. Each application should include a vitae and the names and addresses of at least 3 references. Address applications to:

Gloria Bahamon, Multicultural Affairs Administrator
Office of Equity and Diversity
University of North Texas
P. O. Box 310937
Denton, Texas 76203-0937

The University of North Texas is an Equal Opportunity/Affirmative Action Employer committed to diversity in its educational programs.

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Georgia Perimeter College (formerly DeKalb College) is a public two-year multi-campus community college in the University System of Georgia. Located in the Eastern suburbs of metropolitan Atlanta, with a total enrollment of approximately 30,000 students, the College is the State's third largest higher education institution. On July 1, 1998, the College was reorganized with a decentralized approach to daily operations for each of its four campuses.

Campus Provost Position

(Chief Operating Officer)

We are currently inviting applications and nominations. The Provost reports to the President and is responsible for the overall daily operations of a campus while also serving as the final decision maker on the campus.

Leading candidates will demonstrate the ability to collaborate, build a team and develop the organization; develop community partnerships; organize and plan; create an inclusive environment based on consultation; be a visionary leader and ambassador; work in a multi-campus district; command broad respect of the local community; direct the administration of the campus budget; interpret and implement policies; and embrace multiculturalism.

Qualifications: Earned Doctorate from an accredited college or university is required with at least 10 years of senior level experience at a college or university. Also must have strong communication and public relations skills, knowledge of and commitment to the community college philosophy, understanding of the "Learning College," experience in working with governmental and public agencies as well as business and industry, and experience in executive and fiscal management.

Salary: Commensurate with education and experience.

Application Information: Applicants or nominees should reference position number 99-107 and send the following as a single packet: (1) a letter of application, (2) resume, (3) unofficial copies of graduate transcripts, and (4) list of five professional references (names, addresses, telephone numbers, e-mail addresses) to:

Judy Chastonay,
Georgia Perimeter College,
Dept. of Human Resources,
3251 Panthersville Road,
Decatur, GA 30034.

Application screening will begin on January 11, 1999.

Successful candidate will begin July 1, 1999.

Further details are available on our Web Page at www.gpc.peachnet.edu

Georgia Perimeter College

Formerly DeKalb College

AA/EOE/ADA

An Associate Degree Learning College of the University System of Georgia

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Washburn University

Topeka, Kansas

Washburn University anticipates the following faculty teaching position openings in the College of Arts and Sciences, School of Business and School of Applied Studies for the 1999-2000 academic year.

All searches will be continued until a suitable candidate is found; a doctorate or appropriate terminal degree is required for appointment at rank of Assistant Professor.

ACCOUNTING: Assistant Professor (tenure track), Ph.D., D.B.A. or ABD in accounting is required.
BIOLOGY: Assistant Professor (tenure track), Ph.D. in area of human physiology/anatomy required.
BIOLOGY: Assistant Professor (tenure track), Ph.D. in molecular/cell biology required.
COMMUNICATION: Assistant Professor (tenure track), Ph.D. in communication or related field required.
COMPUTER INFORMATION SCIENCES: Two positions, Assistant Professor (tenure track), minimum of a Masters in CIS or CS required.
EDUCATION: Instructor, Assistant Professor or Associate Professor (tenure track) of elementary Mathematics/Science Education, Ph.D. preferred, ABD considered.
EDUCATION: Assistant Professor (tenure track) of Elementary Reading/Language Arts, Ph.D. in reading/language arts education preferred, ABD considered.
EDUCATION: Department Chair, Ph.D. in area directly related to programs offered by the department, three years teaching experience in elementary or secondary schools, and three years of teaching experience in higher education required.
ENGINEERING: Administrative position, MS or Ph.D. in an engineering discipline required.
ENGLISH: Assistant Professor (tenure track), Ph.D. required. Shakespeare specialist with interests in Renaissance Lit., composition and general ed/literature.
HISTORY: Assistant Professor (tenure track), Ph.D. required by August 1999. Emphasis in 19th-Century American history.
HUMAN SERVICES: Assistant Professor (tenure track), Ph.D. in Human Services or related field, five years professional experience in related human services field required.
PHYSICAL EDUCATION/ATHLETIC TRAINING: Assistant Professor (tenure track), Masters required, Ph.D. preferred, NATA certification required.
SOCIAL WORK: (2 positions, tenure track) (1) Associate Professor (must currently be in rank as Associate) and (1) Assistant Professor to teach in the BSW and MSW programs. DSW or Ph.D. in Social Work preferred, MSW required.
SOCIOLOGY/ANTHROPOLOGY: Assistant Professor (tenure track), Ph.D. in sociology or related field required.
SPANISH: Assistant Professor (tenure track), Ph.D. in Spanish and native or near native fluency required. Peninsular Spanish specialty preferred.

For information and specific qualifications for each position, **contact Rugena Hall, (785) 231-1010 ext. 1108.**
Visit our website: **http://www.washburn.edu**

Washburn University is an Equal Opportunity Employer. Candidates from under-represented groups are encouraged to apply.

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ADVERTISING INDEX

POSITIONS

Amherst College	MA	61
Austin Community College	TX	67
Boston University	MA	66
Bridgewater State College	MA	38-39
Brown University	RI	53
Bryant College	RI	51
California State University, Bakersfield	CA	45
California State University, Fullerton	CA	63
California State University, San Bernardino	CA	65
California State University, San Marcos	CA	52
Cazenovia College	NY	40
Chabot-Las Positas CCD	CA	59
Charles R. Drew University of Medicine and Science	CA	66
Cleveland State University	OH	61
College of DuPage	IL	44
College of Lake County	IL	57
Colorado State University	CO	56
Cornell University	NY	48
Daytona Beach Community College	FL	64
Earlham College	IN	57
East Stroudsburg University of Pennsylvania	PA	62
Elgin Community College	IL	41
Florida Gulf Coast University	FL	64
Framingham State College	MA	59
George Mason University	VA	72
Georgia Perimeter College	GA	42, 46, 70
Grinnell College	IA	42, 48
Hamilton College	NY	72
Harper College	IL	49
Hillsborough Community College	FL	63
Hunter College/CUNY	NY	56, 59, 67
Ithaca College	NY	37
Kean University	NJ	51
Knox College	IL	37, 42
Michigan State University	MI	42
Millersville University	PA	41, 55, 57
Montclair State University	NJ	60
New School University	NY	53
Northeastern University	MA	50
Northampton Community College	PA	49
Oberlin College	OH	66, 68
Onondaga Community College	NY	69
Oklahoma State University	OK	46, 48, 50
Oxford College at Emory University	GA	67
Pacifica Graduate Institute	CA	51
Pima County Community College District	AZ	43, 47
Queens College/CUNY	NY	58
Richard Stockton College of New Jersey	NJ	49
Saint Michael's College	VT	40
Sarah Lawrence College	NY	44
Simmons College	MA	53
Smith College	MA	62, 64
Southeast Missouri State University	MO	51
St. Clair County Community College	MI	55
St. Cloud State University	MN	40
Sul Ross State University	TX	58, 61
SUNY at Plattsburgh	NY	54, 62
SUNY College at Purchase	NY	45
SUNY Health Science Center at Syracuse	NY	53
SUNY University at Albany	NY	50, 62
Syracuse University	NY	48
Taylor University	IN	52
Texas Tech University	TX	46
The College of Wooster	OH	54
The Master's College	CA	72
The Ohio State University	OH	60
The University of Chicago	IL	59
The University of Texas at Brownsville	TX	58
The University of Texas at Dallas	TX	55
The University of Texas Health Science Center at San Antonio	TX	55
The University of Utah	UT	41, 47
UMD of New Jersey	NJ	67
Union College	NY	50
University of Illinois at Urbana-Champaign	IL	40
University of Maryland, College Park	MD	45, 56
University of Minnesota	MN	61
University of New Hampshire	NH	57
University of North Alabama	AL	2
University of North Texas	TX	69
University of Notre Dame	IN	44
University of The Pacific	CA	68
U.S. Coast Guard Academy	CT	58, 60
Utah State University	UT	52
Washburn University	KS	70
Washington State University	WA	60, 65
Wellesley College	MA	52
WestEd	CA	47
Worcester Polytechnic Institute	MA	43

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

Columbia University, Teachers College	NY	43
Smithsonian Institution	DC	41

CONFERENCES

American Council on Education		72

OTHER SERVICES

CollegeNet		68

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 11	Aug. 25	**Back to School Issue**
September 25	Sept. 8	**Law School Issue**
October 9	Sept. 22	**Hispanic Heritage Month**
October 23	Oct. 6	**The College Board**
November 6	Oct. 20	**Publisher's Picks on Best Colleges for Hispanics**
November 20	Nov. 3	
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**

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THE
MASTER'S
COLLEGE

Faculty Openings, 1999

The Master's College (TMC) is seeking to hire three full-time faculty members to begin employment in August, 1999 in the areas of Business (international), Computer & Information Science, and English. TMC is a nondenominational, Christian liberal arts college with 50 programs of study and a current enrollment of 900 students. TMC holds to a conservative, evangelical, non-charismatic, premillenial doctrinal position. Full-time faculty are responsible for teaching 12 units per semester, academically mentoring students, and performing other normal academic duties. Candidates should possess a Doctoral degree (a Master's will be considered) and have classroom teaching experience. They should also have a strong commitment to the doctrinal position and philosophy of the College. TMC is committed to practicing the principles of equal employment opportunity and diversity based on Biblical principles. Please send letter of interest and resume to: **The Master's College, VP for Academic Affairs, 21726 Placerita Canyon Road, Santa Clarita, CA 91321-1200.**

George Mason
University

PROVOST
DEAN OF ADMISSIONS & ENROLLMENT DEVELOPMENT

George Mason University invites applications and nominations for the position of Dean of Admissions and Enrollment Development. The Dean reports to the Provost and serves on the President's Council.

RESPONSIBILITIES INCLUDE:

- lead university efforts to attract students of the highest caliber who are diverse in background and experience
- coordinate recruitment efforts at all levels
- develop benchmarks for measuring recruiting effectiveness
- collaborate with deans and faculty to develop a vision and plan for improving the academic profile of entering students at all levels
- collaborate with Academic Support, Financial Aid, University Life and University Relations on planning, marketing, retention and progression

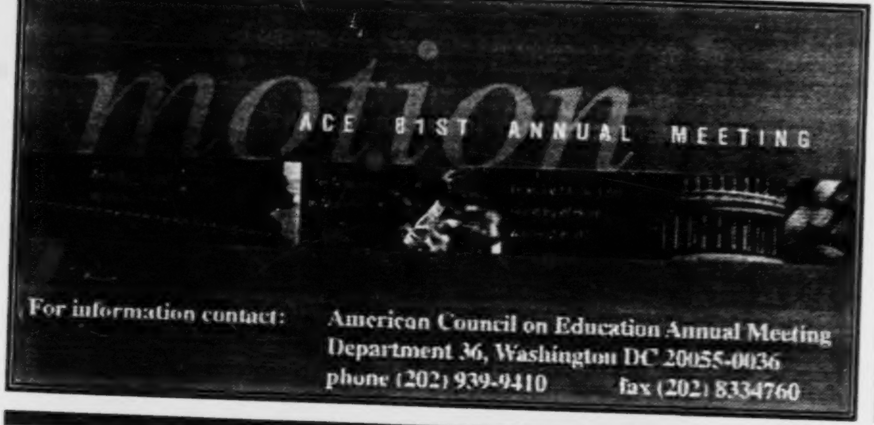
Qualifications of the position include: earned doctorate (preferred); record of progressively responsible experience in admissions including developing and implementing successful marketing campaigns; proven leadership and track record of success in a complex, competitive university environment, including documentable efforts at implementing ideas and strategies for recruiting high caliber, diverse, and international applicants; proven managerial skills for supervision of professional staff and creative use of information technology; outstanding interpersonal, oral, and written communication skills; creativity, high energy, flexibility, and a sense of humor.

First consideration will be given to applications received by January 15, 1999 and the search will continue until the position is filled. Interested candidates should submit a letter of application, CV and names of at least three professional references to:

Chair of the Search Committee
Dean of Admission and Enrollment Development
Office of the Provost
MSN 3A2
George Mason University
Fairfax, VA 22030

George Mason is a dynamic public teaching and research university in the Virginia suburbs of Washington, DC. Half of its 24,000 students are full time, forty percent are graduate students, a quarter are minority students, and ten percent live on campus. The growing reputation of George Mason University as an exciting institution derives from its innovative undergraduate programs in both traditional disciplines and in integrative studies, as well as its increasing number of post-baccalaureate certificate and degree programs. Further information about the university can be found on the web at www.gmu.edu

George Mason University is an Equal Opportunity, Affirmative Action Employer. Applications from and nominations of women and minority candidates are strongly encouraged.



For information contact: American Council on Education Annual Meeting
Department 36, Washington DC 20055-0036
phone (202) 939-9410 fax (202) 8334760

BIOCHEMISTRY
ASSISTANT PROFESSOR

The Department of Biology, Hamilton College, invites applications for a tenure-track position at the assistant professor level, effective 1 July 1999. Applicants must have a Ph.D.; postdoctoral and teaching experience are preferred. The successful applicant will teach part of an introductory course in biology, an upper-level course in general biochemistry, and one additional course, and will also supervise senior research projects. An ongoing research program emphasizing biochemistry and involving undergraduates is expected. Send curriculum vitae, statements about teaching and research, and three letters of reference to: **Ernest H. Williams, Chair, Department of Biology, Hamilton College, 198 College Hill Road, Clinton, NY 13323-1292.** Application materials must be received by 5 Jan 1999. Women and members of minority groups are encouraged to apply. ***Hamilton College is an Equal Opportunity/Affirmative Action Employer.***

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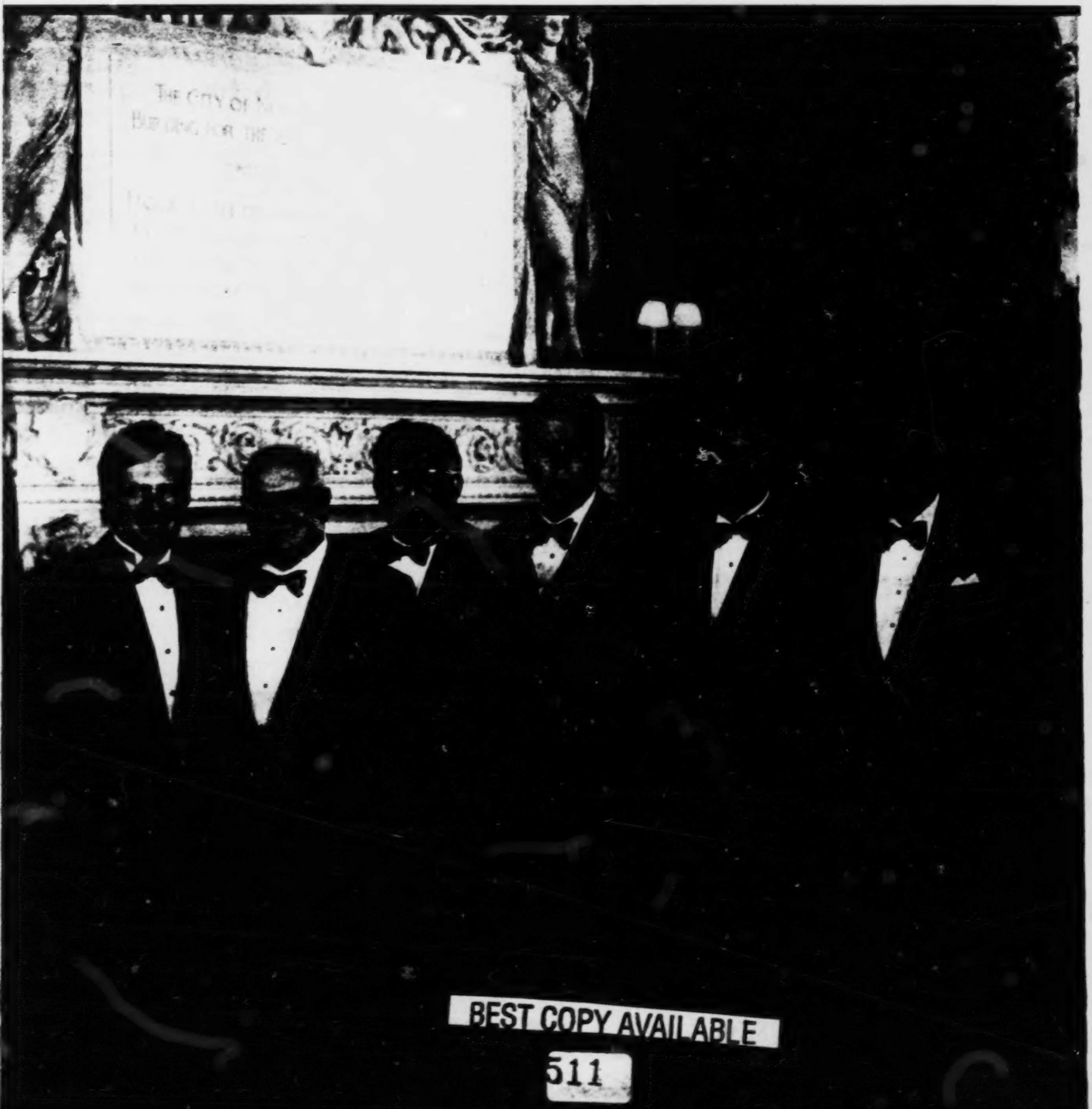
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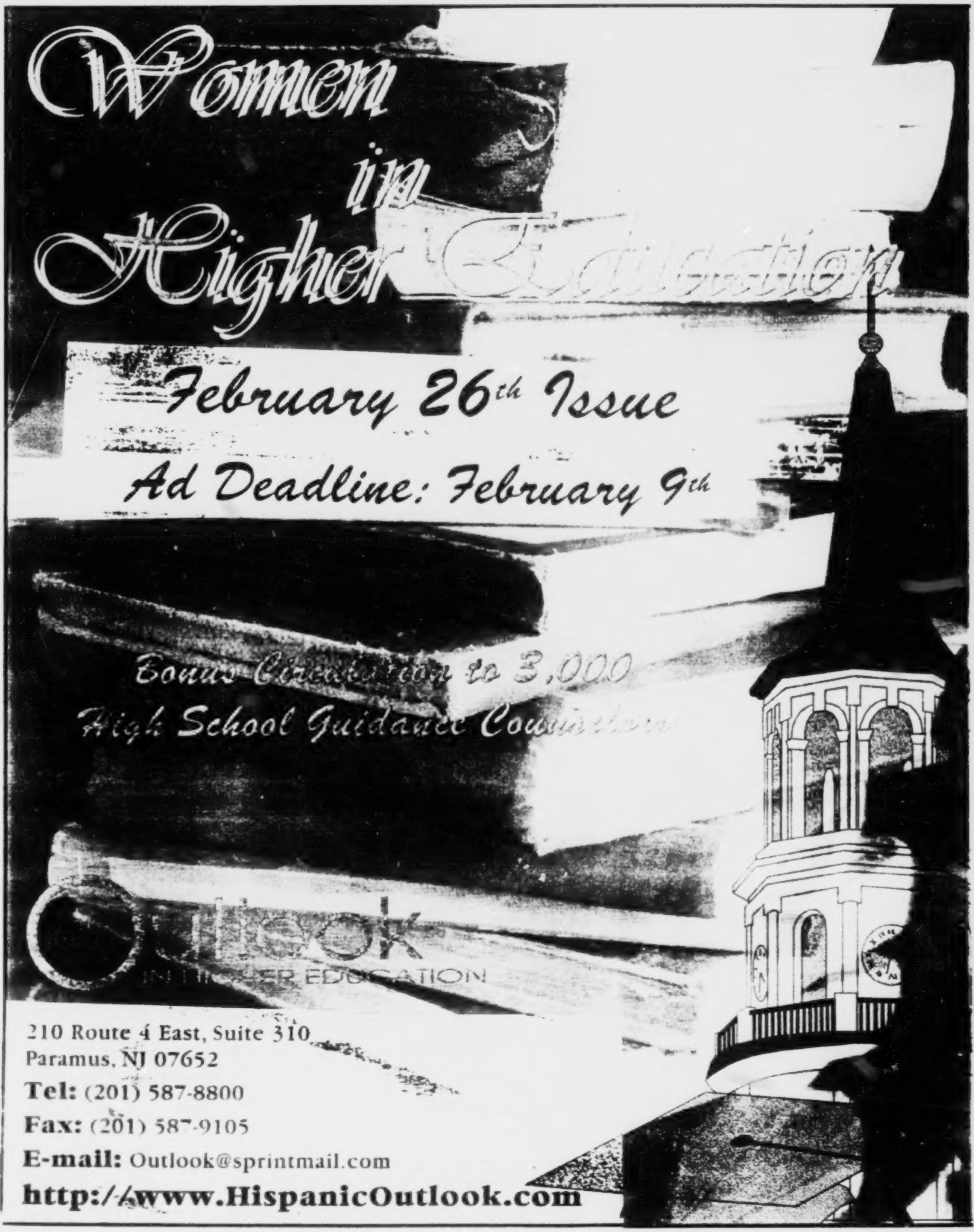

Women in Higher Education

February 26th Issue

Ad Deadline: February 9th

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Letters to the Editor: Commentaries or Questions should be addressed to: The Hispanic Outlook in Higher Education, 210 Route 4 East, Suite 310, Paramus, NJ 07652. All correspondence should include author's full name, address, and phone number.

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CONTENTS

FEATURES

Investing in the Power of Words 5

Latina authors have high praise for a small, selective writing program at the University of Oregon.

Distance Education Closing In 9

Inescapable and fraught with potential, it is bound to affect you all the days of your professional life, says a veteran educator.

McGraw Prize to Maricopa's de los Santos and Elsner 12

A community college team receives two of the four Harold McGraw Jr. Prizes, which include a Steuben Award and $25,000 for each honoree.

Awakening to the Dream 18

LA Works and the UNM are in year two of a prep program that awakens at-risk students to a new dream.

UT Telecampus–The Virtual University 20

A high technology center at UT-El Paso, funded through a lawsuit, is creating cybersavvy students and faculty in Texas and throughout the world.

HONOR ROLL

The University of Minnesota 15

A leading research institution, it is setting a standard for modern public education.

The Midwest's Uncommonly Diverse Institution 22

Northeastern Illinois University is a leader in the development of students, faculty and administrators.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Poor reading skills plague students in elementary school, in college, if they get there, and in life. Excellent teaching and extra resources can change the odds.

SUCCESS STORIES 25

Talented Latina Thriving in Multimedia

Orange Coast College offers a new certificate in multimedia, and budding artist Aura Diaz is first to receive it.

People, Places, Publications, Conferences 27

Book Review:
Border Crossings: Mexican and Mexican-American Workers 36

Cover Photo Credit: Rubenstein Associates, Inc.

A CAPITOL VIEW

Preventing Reading Difficulties

BY GUSTAVO A. MELLANDER

Why do students fail in college? Research has long indicated that the inability to be an effective reader is one of the most common reasons why students fail to complete college. Hispanics in particular are plagued with this problem. Many, of course, don't even go to college because their reading skills are so inadequate.

Now reading is essential to success. In a technological society, the demands for higher literacy are ever increasing, creating more grievous consequences for those who fall short.

Where Are We?

"The majority of reading problems faced by today's adolescents and adults could have been avoided or resolved in the early years of childhood," according to a report released recently by the National Research Council (NRC).

The report, *Preventing Reading Difficulties in Young Children*, calls for widespread reforms "to ensure that all children are equipped with the skills and instruction they need to learn to read."

Responding to the nearly 400-page report, Secretary of Education Richard Riley said, "The council's findings send the nation's parents and educators a clear signal that we need to move beyond the contentious reading debate in some communities and focus on how children learn to read."

"The study," he continued, "clearly defines the key elements all children need in order to become good readers. Specifically, kids need to learn letters and sounds, and how to read for meaning. They also need opportunities to practice reading with many types of books. While some children need more intensive and systematic individualized instruction than do others, all children need these three essential elements in order to read well and independently by the end of third grade. Effective teaching and extra resources can make it possible for many "at-risk" children to become successful readers."

The gravity of this problem led the U.S. Department of Education and the U.S. Department of Health and Human Services to ask the National Academy of Sciences to study the effectiveness of interventions for those who are at risk of having problems learning to read.

The project had three goals: (1) to create a rich but diverse research base; (2) to translate the research findings into advice and guidance for parents, educators, publishers, and others involved in the care and instruction of the young; and (3) to convey this advice to the targeted audiences through a variety of publications, conferences, and other outreach activities.

Learning to Read

Effective reading instruction strategies exist. They are built on a foundation that recognizes that reading ability is determined by multiple factors. These factors correlate with reading but fail to explain it; many experiences contribute to reading development without being prerequisite to it; and although there are many prerequisites, none by itself is considered sufficient.

Adequate initial reading instruction requires that students:

- use reading to obtain meaning from print;
- have frequent and intensive opportunities to read;
- are exposed to frequent, regular spelling-sound relationships;
- learn about the nature of the alphabetic writing system, and;
- understand the structure of spoken words.

Adequate progress in learning to read English (or any alphabetic language) beyond the initial level depends on:

- having a working understanding of how sounds are represented alphabetically;
- sufficient practice in reading to achieve fluency with different kinds of texts;
- sufficient background knowledge and vocabulary to render written texts meaningful and interesting;
- control over procedures for monitoring comprehension and repairing misunderstandings, and;
- continued interest and motivation to read for a variety of purposes.

Reality and Stumbling Blocks

Reading skill is acquired in a relatively predictable way by children who have normal or above average language skills. Experiences in early childhood that foster motivation and provide exposure to literacy are essential.

The opportunity to secure information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language, are key building blocks as well.

Finally, the opportunity to attend schools that provide effective reading instruction and require considerable practice reading are helpful experiences along the way.

Disruption of any of these developments increases the possibility that reading will be delayed or impeded. The association of poor reading outcomes with poverty and minority status no doubt reflects the accumulated effects of several of these risk factors. These include lack of access to literacy-stimulating preschool experiences and to excellent, coherent reading instruction.

Three potential stumbling blocks are known to throw children off course on the journey to skilled reading.

The first obstacle, which arises at the outset of reading acquisition, is difficulty understanding and using the alphabetic principle–the idea that written spellings systematically represent spoken words. It is hard to comprehend connected text if word recognition is inaccurate or laborious.

The second obstacle is a failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that might be specifically needed for reading.

The third obstacle to reading will magnify the first two: the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading.

Conclusion

Reducing the number of children who enter school with inadequate literacy-related knowledge and skill is an important primary step toward preventing reading difficulties.

Children who have difficulty learning to read in the primary grades are those who begin school with less prior knowledge and skill in relevant domains. In particular, general verbal abilities, the ability to attend to the sounds of language as distinct from its meaning, familiarity with the basic purposes and mechanisms of reading, and letter knowledge are important building blocks.

Children from poor neighborhoods, children with limited proficiency in English, children with preschool language impairments, and children whose parents have limited reading skills are particularly at risk. Many Hispanic children mirror that profile.

It is not an optimistic picture. But understanding the many problems involved could be the first step in correcting them.

Dr. Mellander is a professor at George Mason University.

Investing in the Power of Words

Graduates Praise University of Oregon Writing Program

BY MIA ANDERSON

Never before has the literature of the United States been so culturally diverse; never before have the doors to publication–and to the promotion of ones work–been so open to minority writers. In our multicultural society today, not to read creative works by individuals of all backgrounds is to suffer an erroneous or shallow appreciation of American culture. In colleges and universities all across the country, the traditional literary canon is opening up, slowly, perhaps, but surely.

Ten years ago, two editors of a racially/ethnically diverse literature anthology wrote, "The cultural diversity of the selections is not just a rich literary experience and a way of enriching your reading experience of the great works of the tradition...; it is also intended to enrich or to prepare you for the cross-cultural experiences that are inevitable in modern American life."*

The number of acclaimed creative writers who are Hispanic American is growing dramatically. To name a few is to chance leaving out one who is considered by someone to be "major" or "important," but certainly among Hispanic American poets can be counted Jimmy Santiago Baca, Judith Ortiz Cofer, Martín Espada, Pat Mora, and Gary Soto (whose *New and Selected Poems* [Chronicle Books] was nominated in 1995 for both the National Book Award and *Los Angeles Times* Book Prize).

A listing of just the living significant Hispanic American fiction writers would include Julia Alvarez, Sandra Cisneros, Cristina Gabriel, Oscar Hijuelos, Esmeralda Santiago, Emilio Díaz Valcárcel, and Helena María Viramontes. Assuming a young (or perhaps not so young), aspiring Hispanic American writer has the needed creative imagination to begin with, how does one develop and perfect the skills that make art out of written experiences

> ***"Notice that in almost any military dictatorship, the first ones to be tortured, to be exiled, to have their tongues cut out are the artists, are the poets. Why is that?"***
>
> FELECIA CATON GARCÍA

Felecia Caton Garcia (center)

and thoughts and feelings?

At the University of Oregon in Eugene, Garrett Hongo, who is Asian American, has shaped a creative writing program with strengths that have attracted Hispanic students, among many minority students and faculty. According to an April 24 article in *The Chronicle of Higher Education*, "Mr. Hongo and his colleagues have converted a small, nondescript graduate-level creative writing program into one of the best in the country, and one of the most distinctive." A closer look at this program might help Hispanic would-be writers to think about the next step that they might take in developing their talent, and about the program features to look for when they consider programs to apply for.

The program is small: Hongo accepts only 12 to 14 new students each year–out of an applicant pool, this past year, of 340. The students tend to be "pretty smart," says Hongo, "generally in the top four percent." A writing sample is fully one-third of the application; then there is the personal statement and the academic record, consisting of GPAs and letters of recommendation. "We are looking for people to grow," says Hongo. "We look at talent more than accomplishments. We want searchers." More than half of last year's first- and second-year classes were from minority backgrounds, and this year's incoming class of 12 is one-quarter Hispanic American.

The program is small: Hongo accepts only 12 to 14 new students each year–out of an applicant pool, this past year, of 340.

Hongo says that the program is "not overtly, obviously, or rigidly inclusive," and that it is not nationalistic–and that at least one recent alumnus expressed the wish that it were more so. The point is that students are helped first and foremost to develop their writing; if their style and/or their "content" in some way grows out of their race or ethnicity or some other aspect of their makeup, it will be met with both openness and the same rigorous critiquing.

"We recognize that English has become an international language and that its literature is being written by American minorities, Africans, Caribbeans, Hispanics, European refugees, Asians, and Pacific Islanders, as well as by the English and Anglo-Americans," says the program statement. But the goal is to develop poets and fiction writers, not Hispanic poets and fiction writers.

"Some of the most exciting writing in English could be described as postmodern, postcolonial, and, though it may be grounded in geographic and cultural regions, it is nevertheless strenuously global in its perspectives." Thus, about half of the students' course load is in writing workshops: "students need to spend more time at their writing." Another quarter is spent in conference/thesis hours, and the rest of their study is in literary craft seminars, where the focus is on the tools of poets and fiction writers–style, form, and literary tradition.

Among the program graduates is Felecia Caton García, who before graduating won the university's Thesis Prize in the Humanities Division, "a big deal," according to Hongo, in that the competition is among all of the theses of the graduating M.A. students. Seven poems that she wrote while in the program appear in a chapbook (a small book) that she titled *¡Pos Órale!* in the Chicano Chapbook Series edited by Gary Soto.

Caton García, whose mother is a "blue-eyed, Midwestern" and father, a "third-generation, Chicano," was part of a diverse group of women poets who put together an audio tape of poetry and song called "Singing the Circle." Produced by Senga Nengudi Fittz, the tape was broadcast a number of times on several public radio stations. Caton García is currently working on a book-length manuscript of her poems and looking into Ph.D. programs in American Studies. A classmate of hers, Daniel Chacon, has won a Chicano Fiction Prize.

One message of the program that Hongo has put together, he says, is that "[We are] not reinforcing the patriarchal canon...." The faculty and the students in the program, he says, are a diverse, inclusive lot: "nature lovers [a reference to the great natural beauties of the region, said to contribute to the draw to the University of Oregon], [Chicano and other] nationalists, bi-racial, multiracial, straight, gay, bisexual–you name it." His purpose has been to create a learning space where the very diversity works to help students to challenge their own, often rigid, ideas–rigid perhaps because they were developed in isolation–about literature, gender, race/ethnicity, and so on, in a way that will enrich their writing, however they might self-identify and whatever the "content" of their poems and fiction.

One alumna of Hongo's program spoke of her Hispanicness as being "buried." Ten years ago, Dawn Diez Willis added the "Diez," her mother's name ("She's from San Diego–before that, her family was from Cuba and Spain."), to her own but says that she grew up thinking of herself only as White, that she was very aware of her position of privilege in society. But the diversity among faculty and students in the program is important, she says, because "higher education is exactly the place where you should go and find the complicated face of this country. It seems crucial..., yet the general student body is very homogeneous, so it's very difficult for them to have any conception of Other."

Dawn Diez Willis

An incoming student, Marie Carvalho, whose mother is Anglo, says that she "very much" identifies with her father's side of the family, Hispanic from the Azores and Madeira, and that her closeness to her grandmother has strengthened this identification over the years. "It's led me to explore [in my poetry] family issues, like how our [cross-cultural] family is very different from others in many ways. We're very close, and there's a lot of extended-family support, and there are some religious issues–I want to look at these some more, among other things."

Carvalho says that she chose this program over others for several reasons, but that Garrett Hongo's writing was a big factor. "His writing–especially *The River of Heaven*, a poetry collection [(Knopf 1988) that won the Academy of American Poets' 1987 Lamont Poetry Prize and, in 1989, was nominated for Pulitzer Prize in Poetry]–I really

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"...if [the students'] style and/or their "content" in some way grows out of their race or ethnicity or some other aspect of their make-up, it will be met with both openness and the same rigorous critiquing."

GARRETT HONGO, DIRECTOR, M.F.A. PROGRAM IN CREATIVE WRITING, UNIVERSITY OF OREGON

found inspirational. It's open to ethnic diversity...in the broad sense, and its whole outlook is so open. And I grew up in Hawaii, like he did." Since she's been in the Eugene area, she says, "I have noticed quite a bit of diversity, and I'm more impressed as time goes on." Indeed, program material refers to "Eugene's reputation for social tolerance and support of the arts." Another reason Carvalho chose U. of Oregon: "If you're admitted, you're taken care of financially. You work as a teaching assistant, which isn't the kind of distraction from your writing that a 'job' is."

Alumna Caton Garcia ranks high among the program's strengths the diversity of students and faculty—diversity that is not limited to a variety of racial/ethnic identities. "It's not a smorgasbord of multiculturalism. It's different races, nationalities, sexual orientations, economics, perspectives—diversity in every sense of the word....It's great in the same way that you wouldn't want a poetry workshop with only neoformalists or with everyone maintaining a certain aesthetic. The more perspectives, the more points of view there that interplay, the better."

She also found invaluable the opportunity to teach, and credits that experience with helping her land teaching positions in composition and creative writing at University of Colorado-Colorado

Maria Carvalho, University of Oregon Grad Program in Creative Writing (Poetry)

POETRY BY DAWN DIEZ WILLIS

Jars flowers nails

by Dawn Diez Willis

Sunday we walked a mountain
road toward a secret. Alma,
setting the pace, swinging
her arms, said: I could bless you
with tap water, I'm married
to a priest. *I said nothing,*
my dry soul whistling
down the dusty road
that twisted like an injured
spine through sage. Up
the stony hill we reached
the Campo de Santos, its dry
earth & deep dead. Wrought
iron gated each grave, plastic
flowers pronging sun-blasted
clay while Alma took pictures.
A toy Jesus extended his arms
on pitted stone, his tiny chest
hollowed to show he had a heart,
jeweled, thorned, garish.
But this was not the secret.
Farther on, among the sun-
burnt pine, the little church.
The church you cannot join
but must be broken into,
its name the color of power
& injury: purple. The blunt
architecture flaked sliver
by sliver into silt. God's torture
shack, *I joked (then looked*
for lightening in the hot yellow
sky). Between the boards
I searched for blood, for evidence
of the harsh healing of this place:
the Virgin of the mayonnaise jar
hung her head in her rinsed
shrine while I spied on the temple
of rotting boards, on the images
of Christ's sad face, searched
the plain altar for flails, cat-o-nine-
tails, fat hammers to wedge the stakes
between forked wrist bones—
the nail through the palm is a myth;
the body's weight would tear
the palm clean through. Alma
turned where she waited in a tree's
narrow shade, & I thought I could
see the rind of pain, the secular
halo of her depression like a static
at her edges. How the nurses
had tended her grave-hungry heart,
she'd said. How the instruments
of psychology poked inside her sin
& bones, medications singeing
new paths in her brain, & circles
of talk meant to remake the tired
& the broken. Well, she amended,
I may not be able to bless you
but I can show you how to sin.
I had that skill already & wanted
some fearful place of instruments
instead, some extremity of healing,
my own heart leaning against
the hollow church, sorry for its
smallness & the pains that don't fix it.
The hospital & the church, Alma
knew both. I knew neither & turned
to the shabby Morada, wondering
if it was true, if we might be murdered
for finding it, blasphemers, loose
women ruining its sacredness with
our soiled, damaged fingers.
That night at the adobe I claimed
I didn't understand the desire
to die, which is ingratitude in the soul.
Alma claimed nothing, hung her head
like the plastic virgin in the jar. I write
to Alma: jars, flowers, nails.
She never answers; the memories
of our talks are like prayers
for intimacy: splinters side by side
on a plank, two beads on a rosary,
the nail & the wrist fastened in loneliness.

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Springs and at Pikes Peak Community College. And she valued the financial support. "I would do it again," she says. "I applied to four schools, and it was my first choice. It probably saved me about ten years over working alone on my poetry."

Asked about the strengths of the program at U. of Oregon, Dawn Diez Willis ranks as most practically important the "great gift" of funding for all who are admitted–and the attendant opportunity to teach. In the second year of the MFA program, she says, students often teach Composition courses, which "helps us in defining our own aesthetic."

And the "intellectual rigor is there, which can be intimidating at first–I had to play catch-up fast." The MFA exam, the preparation for it, "helps us to define questions of interest and pertinence to our writing." She describes developing a list of works that she then spent eight months reading and thinking about. "It helped me to envision a course of study that could potentially last the rest of my life. It helped me think about who my teachers are [among the writers she studied] and helped my talent grow–without becoming a copy of those teachers."

For Willis, the reading helped her to discover a "dark romanticism" and a "deep strain of pessimism" in her poetry, currents that "felt uncomfortable." The reading–and her work in the program–changed her thinking about a lot of things and "gave [her] the tools" for thinking about her poetry. While some of the authors she read, including Thomas Hardy, Baudelaire, and other more contemporary authors, "seemed dark and even nihilistic," she discovered that her work "is not akin to that." All of this, she says, "really forces us to articulate what it is we're doing."

Willis entered the program with "an unrealistic idea that I'd finish a book." But she did graduate from the program with "tools for my work that I hadn't anticipated getting. My practice [with my writing] was naive: I viewed it in a magic way, as though it was a sacred process that didn't need scrutiny. The program, thankfully, helped me to re-examine that."

Asked if she has any advice for Hispanic would-be writers, she says that it would be "absolutely misleading and false to speak as a Latina mentor, but speaking as a writer, as someone who writes and has taught, I'd say...educate yourself as widely as possible. Think about the idea of parallel canons. Be familiar with what the great writers of your culture are doing and with what they think. But do this without polarizing your thinking; do this while still forging your own identity as a writer. Go where you need to go for specific mentoring or modeling."

Asked the same question, Caton García becomes eloquent, and says that these are the kinds of issues she dealt with while at the U. of Oregon. "Most of all," she says, "continue to write. Everyone should be writing poetry. It's a travesty...a tragedy that so little poetry is being written–or being valued–today, especially by marginalized people. Poetry is crucial to our survival as Hispanics. It's crucial to the survival of any culture."

"Keep asking yourself," she continues, "Why is what I want to say [in poetry] important? Why do I want to express these things? Why do I want people to read them?...Notice that in almost any military dictatorship, the first ones to be tortured, to be exiled, to have their tongues cut out are the artists, are the poets. Why is that? They've created something so beautiful that people pay attention. These days [beautiful writing] has been subsumed by the vast amount of information. Language has become commodified. Some of the power has been leached from words, and to effect change–and there's a lot a change that needs to be made–people have to invest again in the power of words.

"All writing is a political act. There's a lot of power in it. But people don't feel like they own the language anymore. Poetry has never been an art of the elite. Don't let it be put on a pedestal. You can train yourself. It doesn't take money. Know some history. Read as many poets as you can. And just keep writing."

POETRY BY FELECIA CATON GARCÍA

Agua Dulce
from !Pos Órale!
by Felecia Caton García

I hold long conversations with your shadow.
We drink tequila and speak of the way you disappeared
at dusk. We sit at the scorched bone table on the porch,
and pass our hands through the candle flame.
In the beginning your shadow would sometimes flicker
in his chair. He told me that in those moments
he would find himself lying across train tracks,
the bright light of the engine bearing down on him.
Then nothing. He would return
smelling of sea urchins and roasted corn.

The desert stretches around us, a mute, trembling land.
The rattlesnakes whisper that I chased you
from my door. They wrap themselves
around my arms, cascabels shivering.
I feed them copal. I let them carve constellations
into my skin with their sharp tongues.

The scorpions sing when the moon rises new
and icy green, la campaña de agua.
When I call on them to bring drought to your exile,
your shadow genuflects against the wall.
He explains that the heat has confused my desire.
And it's true. By the time we begin to feel
the spin of stars, I repent. I place grains of sand
in my mouth and strip under their blind eyes.

Tonight, rivers flow swollen through the canyon,
jungle plants rise out of the blistering sand.
I pull down guayabas, papayas, and sweet orange melons.
Your shadow does slow, swaying merengues
around the edges of the house. We drink to your health.
That is how lonely we are, how much we miss you.

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*Beatty, Jerome, and J. Paul Hunter. *New Worlds of Literature.* New York: Norton, 1989. xiii-xiv.

Distance Learning Closing In

Inescapable and Fraught with Potential

BY GUSTAVO A. MELLANDER
AND NELLY MELLANDER

In 1995, an estimated 690 degrees were offered through distance education.

Distance learning is very much in vogue. It is a hot topic. Every day brings new variations, new successes. It has such a modern, '90s sound to it, it is easy to forget that distance learning has been around for a long, long time.

The first formal correspondence course was offered nearly 160 years ago. And television has delivered courses for more than fifty years–nearly from its inception.

Much of the current excitement has been stimulated by advances in computer and telecommunications technology, culminating in the emergence of the World Wide Web. There is reason to be excited.

Barry Render, Decision Sciences Micro Lab

Anyone who spends any time on the Web can't help but be taken with the possibilities it opens up for education and learning. For those of us who teach, our personal professional development is inextricably intertwined with the multimedia and communication capabilities of the Web. It is a natural for distance learning.

Distance Education

What is the difference between "distance learning" and "distance education"? Distance learning is often used as a more comprehensive term that includes distance education as well as various forms of self-study at a distance.

What then is "distance education"? The general definition is "any formal instruction in which a majority of the teaching function occurs while educator and learner are at a distance from one another." In most instances of distance education, there also is some kind of evaluation of a student's work, such as a final examination, and certification or course credit is awarded upon completion.

Higher Education

Many Americans might not be aware of the extent to which America's colleges and universities are involved in distance education. The National Center for Educational Statistics (NCES) recently reported the results of a survey taken in 1995 about distance education courses offered by America's 3,500 colleges and universities.

The survey found that, as of 1995, a third of these institutions offered some kind of distance education course and that another quarter were planning to offer some kind of distance education over the next three years. Public colleges and universities were the most involved in distance education: 62 percent of the four-year public institutions and 58 percent of the two-year institutions offered some form of distance education.

All together, some 25,730 distance education courses were offered in 1994-1995 by higher education institutions in the United States. Of the 14.3 million students in the United States attending higher education institutions in 1994-1995, more than 750,000 of them were formally enrolled in some form of distance education course.

How did the colleges and universities deliver their distance education courses? For 1994-1995, about 57 percent of the colleges and universities reported using two-way video, and another 25 percent reported using one-way video, two way-audio. These technologies involve having the students gather at distant sites at a set time and place and allow real-time communication between the instructor and the students.

Effectiveness

How does the effectiveness of distance education compare to the effectiveness of conventional education? Surprisingly to some, very well.

519

Numerous studies over the years involving correspondence courses, televised courses, and distance education courses in colleges and universities report that students learning at a distance, on the whole, do about as well when tested as do those taking the same, or similar, conventional course.

There are some research studies that dispute this. There also are some studies that report greater success on the part of distance learners. On the whole, the research is favorable to distance education as a viable means of learning.

Interestingly, about a quarter of the colleges and universities that offered distance education courses in 1995 offered degrees that could be earned exclusively through distance education courses. Overall, an estimated 690 degrees were offered through distance education.

Earning a degree completely through distance education is still fairly rare in the United States. In 1995, for instance, only 3,430 students received degrees through distance education. By contrast, the Open University of the United Kingdom, famous for its televised courses, will award its 200,000th bachelor's degree this year: 1998.

Institutions have been surprised to discover that many of their distance-learning students are already on campus. Since so many of our students work and have family obligations, they frequently find it difficult to attend classes on campus at their designated time. Thus they opt to take courses via distance education–even though they live on campus or nearby!

The World Wide Web

As we all know, something very remarkable has happened since 1995–the emergence of the World Wide Web.

"Emergence" is too mild a term; the World Wide Web has exploded upon us! Its implications for education, and distance education in particular, are enormous. Teachers and those who want to be teachers must understand, interact with, and "feel comfortable" with the Web. It will

be an important part of all the days of our professional lives.

We live in a world where trillions of bits of knowledge move in nanoseconds across the World Wide Web. Consider, in 1969 there were just four primitive Web sites in this world. By 1990, there were 333,000. Today, there are almost 20 million. How many will there be in the year 2000? It's all quite extraordinary.

The World Wide Web exploded upon us just as higher education institutions across the United States became "wired." It is a rare campus today where the students and faculty don't have the capability of accessing a campus network that provides them with e-mail, the Web, and access to the electronic knowledge resources of the institution–and indeed of the world.

Computers and the campus network have become a natural and integral part of college life in campuses all across the United States.

An astonishing 60 percent of America's school children now live in homes that have a computer, and a substantial percentage of them have access to the Internet from home. Moreover, these students know how to use a computer. And according to reports, surfing the Web has become an "in thing" among teenagers. Unfortunately, since 25 percent of Hispanics do not have telephones–the delivery path for the Web–they as a group are behind the curve.

The "wiring" of America's schools and higher education institutions, the rapidly increasing access to the Web from homes, and the large number of computer- and Web-literate students provide a fertile basis for the development of the Web as a major vehicle for distance education.

Languages

An interesting development in distance learning has been language instruction. The various multimedia distance-learning projects developed by the Annenberg/Corporation for Public Broadcast (CPB) Project include the multimedia language courses *French in Action* for French and *Destinos* for Spanish.

What is unusual and striking about these French and Spanish courses is the variety of ways that they can be delivered and utilized. Both courses have been successfully broadcast on the Public Broadcast System (PBS) television as telecourses many times. They can both be purchased on video tapes or videodiscs. Accompanying textbooks, workbooks, computer software, and audiocassettes also are available. In addition to being popular as telecourses, the two courses have been used in college and high school classrooms, often as a supplement to regular language courses.

Connect with English

The United States has a large immigrant population. Many have yet to learn English. Some of our larger school districts have students who speak one or more of more than 100 different languages in their homes. Sophisticated, modern, and flexible modalities are needed to help hundreds of thousands living in the United States learn English.

I am pleased to report that the Annenberg/CPB Project has just released a new companion series to *French in Action* and *Destinos* called *Connect with English*. It is now being broadcast as a telecourse on PBS.

If *Connect with English* turns out to be as effective as its companion series, it could have an important impact on English as a Second Language (ESL) teaching and learning in the United States.

English as a Second Language

One particularly interesting Web site for English learners and teachers is Dave's ESL Cafe. It is a rich resource that has many different aspects, including a chat room, extensive links to other English-language sites, a book store, a hint-of-the day section, a quiz center, and a discussion center.

Let us describe briefly two of the site's resources. One is called the ESL Help Center, which is billed as a global communication classroom.

Students from all over the world submit questions that they have about English. They are then answered by English teachers. In a recent nine-day period, the center received and posted more than 300 questions from students around the world. Another noteworthy section is the Idea Page, where ESL/EFL teachers from all around the world post their ideas and suggestions based on their related experiences. Dave's ESL Cafe is truly a fine example of how to make use of the Web to serve the needs of a world-wide virtual community.

Speaking of ESL, we are sure most of you are familiar with TOEFL, the English test given to non-English-speaking students who want to study at American colleges and universities. Recently TOEFL has converted its testing program from paper examinations to a completely computer-administered exam. The new computer exam is already in place in much of the world and will become universal by next year.

I emphasize this because the methodology that TOEFL has adopted offers important possibilities for evaluating students involved in distance education. The TOEFL computer exam uses the answers that students give to questions to determine the level of difficulty of questions it will give them next. The computer keeps track of the student's responses and adjusts the level of questions as the test continues. The computer draws on a large database of questions, but the student will see only a few of them.

The technology being used in the TOEFL exam draws from extensive research work on Artificial Intelligence and Intelligent Tutoring Systems. It might be that the kind of testing represented by the TOEFL methodology will become widely used in distance education. It certainly has possibilities.

A Final Thought

All of us have to keep up on changes in distance learning and the ever-growing world of computers. Actually, we will be forced to by our students. They are less frightened, more comfortable with technology than are those of other generations. They enjoy the world of computers, "surfing" the Web, and confounding us....Each of us must study and grow–just to stay ahead of them.

REFERENCES FOR FURTHER INVESTIGATION

Verduin, J. R., Jr., and Clark, T. A. (1991). *Distance education: The foundations of effective practice*. San Francisco: Jossey-Bass.

Web Sites of Interest

The Adult Learning Service of PBS:
www.pbs.org/learn/als/

The Annenberg/CPB Project:
www.learner.org/

Dave's ESL Cafe:
www.eslcafe.com/

eWeb:
zhao.educ.msu.edu/index.fcgi

LearningSpace:
www.lotus.com/learningspace

NCES Survey on distance education and higher education institutions:
http://nces.ed.gov/pubs98/98132.html

TOEFL:
www.toefl.org/

Gustavo and Nelly Mellander are professors at George Mason University.

HO

McGraw Prize to Maricopa's de los Santos and Elsner

Outstanding Partnership Cited

Once again an outstanding Hispanic educator has been granted the Harold W. McGraw, Jr. Prize in Education, which includes a Steuben award and a gift of $25,000 for each of four annual honorees.

Last year, Diana Natalicio, president/chancellor of University of Texas at El Paso, was so honored. This year it is Alfredo G. de los Santos, Jr., Vice Chancellor for Student and Educational Development at The Maricopa Community College District. Maricopa's Chancellor, Paul A. Elsner; Dr. Arthur Greenberg, superintendent of schools in Flushing, New York; and Dr. Elliot W. Eisner, a professor at Stanford University, were the other three to be so honored in 1998.

The prize was established in 1988 to mark the 100th anniversary of the McGraw-Hill Companies and to honor its chairman emeritus for his lifelong commitment to education. Founded in 1888, the McGraw-Hill Companies is a leading information services provider, working nationally and internationally in education, business, finance, the professions, and government. The corporation employs 16,000 people located in more than 400 offices in 30 countries. Sales in 1997 were $3.5 billion.

The prestigious prize, judged by a distinguished panel of educators, annually recognizes outstanding individuals whose accomplishments are making a difference today and whose programs and ideas can serve as models for the education of future generations.

"This awards program recognizes those who have made significant contributions to their students, to their communities, to the field of education, and ultimately to the future of our nation," said Harold W. McGraw, Jr., the man for whom the award is named. "Through their hard work and perseverance, the four individuals we are honoring this year have made tremendous strides either in advancing arts education or increasing the stature of community colleges. They are innovators and leaders, and we are honored to salute them."

Maricopa's Elsner and de los Santos were honored for the result of their successful partnership, "through which Maricopa Community College District has been transformed from five colleges and 36,000 students to ten colleges and 200,000 students, and now ranks among the nation's leaders in the use of computers and telecommunications.

"By promoting connections between the district's two-year programs and local four-year institutions, Maricopa has significantly increased the number of students who seek and attain bachelor's degrees. The two administrators have also helped to develop a seamless web between K-12 districts and community colleges, con-

> ***"By promoting connections between the district's two-year programs and local four-year institutions, Maricopa has significantly increased the number of students who seek and attain bachelor's degrees...."***

From left: **Harold McGraw III**, President and CEO The McGraw-Hill Companies; Stanford University Professor and Author **Elliot W Eisner**; Arizona's Maricopa Community Colleges Vice Chancellor for Student and Educational Development **Alfredo de los Santos Jr**; Maricopa Community College Chancellor **Paul A. Elsner**; NYC School District 25 Superintendent **Arthur Greenberg** and **Harold W. McGraw, Jr.**, Chairman Emeritus of The McGraw-Hill Companies

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Alfredo G. de los Santos Jr. and Paul A. Elsner

tributing to their reputation as one of the country's most effective community college leadership teams."

Faculty members and other colleagues in The Maricopa Community College District, where Dr. de los Santos has served for more than 20 years, say that he leads the way in curricula development, business and workforce development, international education, and teaching of science and math.

His colleagues describe him as a "master mentor," a "one-person leadership development program"..."pro-active"..."committed"..."compassionate and sensitive."

"I am humbled and honored to receive this outstanding award," says de los Santos. "Being recognized alongside Paul Elsner certainly doubles the honor. Ultimately, this award is a tribute to the students, employees, and the supportive community of The Maricopa Community College District. My family and I express our thanks."

Dr. de los Santos, 62, has spent his career in education and is known for setting the pace in development and improvement of curricula for all students.

"Alfredo has the remarkable ability to foresee events and circumstances. He is capable of evaluating situations and anticipating outcomes with a high degree of accuracy, placing this district on the cutting edge in instruction," says Ken Roberts, dean of instruction at South Mountain Community College–one of the 10 Maricopa Community Colleges.

"Alfredo understands that Maricopa is a COMMUNITY college system, which should serve ALL education needs," adds Bonnie Nelson, faculty member and curriculum developer at Glendale Community College. She points to de los Santos' emphasis on general studies classes that easily transfer to universities, to occupational courses and classes for students who need remedial services. Also, the vice chancellor promotes technology in the classroom and online distance education.

"As someone who has represented the district for articulation [transfer of credits to four-year colleges] for a dozen years, I can thank Alfredo for vastly improving the work we do," notes Robert Galloway, president of the District Faculty Association. "Alfredo recognized our strength and potential."

De los Santos has also significantly strengthened the district's ties with the universities, high schools, and the business and industry community through a variety of educational and business partnerships. For starters, de los Santos oversees the district's Office of Business and Workforce Development, which is known for attracting businesses to the county and for developing professional-technical community college programs that turn out students for such enterprises.

In another type of partnership, Dr. de los Santos has "provided undying support and motivation to completely revamp the way students are educated and trained in health care fields," according to Fran Roberts, vice president of the Arizona Hospital and Health Care Association. The district is said to be leading the nation in updating and streamlining delivery of health care curricula.

The vice chancellor also is noted for his work and relationships with the National Science Foundation. He is principal investigator for the Maricopa Advanced Technology Education Center, housed at Rio Salado College and funded by the NSF.

In fact, de los Santos has been instrumental in implementing NSF initiatives in public elementary and high schools, notes Dr. Jose Leyba, superintendent of the Isaac School District. "Alfredo has been the prime mover in helping school districts to move toward hands-on science and math instruction. He has helped to transform the traditional science and math teacher into a forward-thinking creative teacher. He is truly innovative, supportive, and knowledgeable."

"Alfredo has maintained a generous and unwavering support for the renewal of math and science teaching and learning, both within Maricopa and the state and the nation. Best of all, he has created an environment in which it is normal to be innovative," according to Alan Jacobs, Scottsdale Community College math faculty member who also directs a team working to reform math education.

Alfredo G. de los Santos Jr.

Diana Natalicio

Dr. Robert Donofrio, superintendent of the Murphy School District, said of both Dr. de los Santos and Chancellor Paul Elsner: "Their leadership has ensured that students continue their education until they meet their goals. Both leaders maintain a clear presence about the responsibilities toward the many communities served by kindergarten-through-12th grade education and higher education."

Currently de los Santos serves on the board of trustees of the Tomás Rivera Policy Institute; Multicultural Education, Training and Advocacy, Inc.; the Carnegie Foundation for the Advancement of Teaching; and the Council for Higher Education Accreditation.

He is a member of the National Advisory Committee on Institutional Quality and Integrity, the Advisory Committee to the Directorate of Education and Human Resources of the National Science Foundation, the Advisory Board of Open University-United States, and the Strategic Planning Committee of the W.K. Kellogg Foundation's initiative with Hispanic-Serving Institutions.

Dr. de los Santos earned an Associate in Arts degree from Laredo Junior College, Texas, and three degrees from the University of Texas at Austin–the bachelor's degree, a Master of Library Science degree, and a Ph.D.

Awardee Greenberg was cited for successfully sponsoring a system-wide strategy to use the "expressive arts" as a key component in educating his diverse urban school district's 24,000 children and spurring them on to increasing academic achievement and personal development. The testimony to him noted that he has done so in the face of limited budgets by forming partnerships with local organizations to augments arts programs and by working ceaselessly to find funding within the existing budget to place music and arts teachers in each of his district's schools. His belief in educating the "whole child" was said to have helped many students to succeed in school and in the community.

The fourth honoree, Professor Eisner, one of the nation's leading scholars in arts education, has published leading research that identifies the benefits of education in the arts for all children. His work has advanced the understanding of the contribution arts make to the development of the complex forms of thinking that are critical for achieving success. McGraw Jr. noted that his work has helped schools find a place in their mission for the cultivation of the imagination and for the joys of art.

"As public funding for arts in education has been severely reduced over the past twenty years, Elliot Eisner has sought to keep arts education alive, influencing university schools of education, gaining private and foundation funding for arts education initiatives, and contributing important research into the connections between the arts and learning."

HISPANICS AND THE McGRAW PRIZE

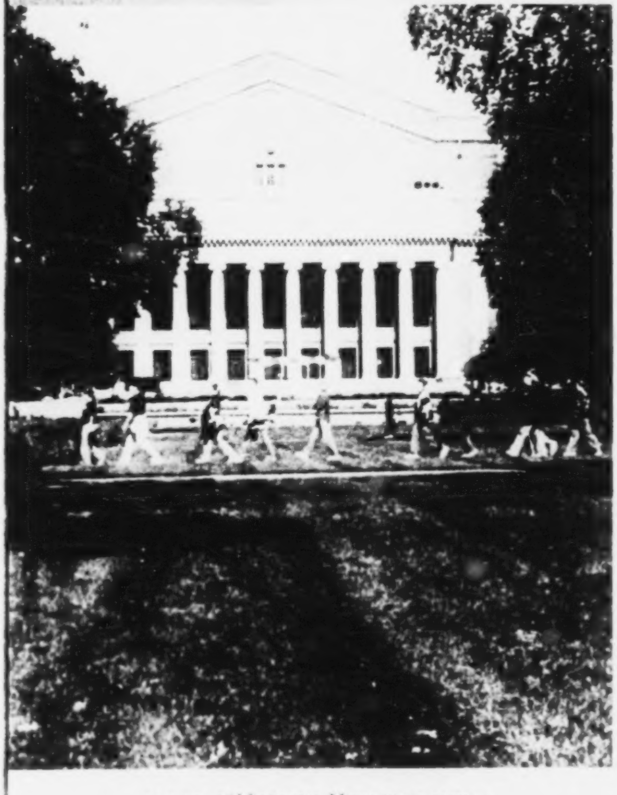
1998	Winner Alfredo de los Santos, Vice Chancellor, Maricopa Community College District
1997	Winner Diana Natalicio, Ph.D., President of the University of Texas at El Paso
1997/98	Ramon C. Cortines, member of the Board of Judges that selects the Prize honorees
1994	Winner Patricia Bolaños, principal of the Key Elementary School and Key Renaissance Middle School in Indianapolis, Ind.
1991	Winner Dr. Robert H. McCabe, Miami-Dade Community College, named for work with the Hispanic community

The Honor Roll

University of Minnesota

Exciting and Influential

BY ROGER DEITZ



University of Minnesota, Minneapolis campus

If you have listened to a Garrison Keillor monologue or read one of his humorous books, you might infer that Minnesota is isolated, remote from the cares and concerns of the rest of the world. All those droll stories about frosty winters, of a state inhabited by fiercely independent Scandinavian descendants who gather at covered-dish dinners and after-church socials. Keillor paints a comedic picture, but it would be a mistake to cast the state's venerable public university in that light.

The reality is, the University of Minnesota has a long-established reputation as a leading public research university, a great modern institution setting a standard for public higher education. The facts should convince even the most skeptical out-of-stater. For example, last year marked the 25th anniversary of the establishment of a Chicano Studies Department at the University of Minnesota. When created, it was the first department of its kind to be formed at any college or university in the Midwest. Garrison Keillor, himself an honored alumnus of the U of M, has declared, "The University of Minnesota is one of the glories of the state." Reputation and prestige confirm this assessment, as does the U of M's induction onto the *Hispanic Outlook* Honor Roll.

Inaugurated as the 14th president of the University of Minnesota in 1997, Mark G. Yudof observed that his university is a unique blend of regional spirit and global outlook. He said, "We must have a vision that is both ecumenical and distinctly Minnesotan, both national and international, neither parochial nor oblivious to the heritage of a great land-grant university. We should aspire to a vision of immersion in all things Minnesotan, because a vision–to be sustainable–must resonate with the deepest impulses of our people."

It's true, the University of Minnesota is a world leader. Nearing its 150th year, it is one of the nation's most comprehensive land-grant institutions with nearly 49,000 students on four campuses,

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about 3,300 tenured and tenure-track faculty, 351 buildings, and more than 10,000 graduates a year. The annual budget is more than $1.5 billion a year. U of M also is a diverse environment and a supporter of diversity in the community.

President Yudof terms diversity as "the positive value of bringing people of different genders, races, religions, ethnic backgrounds, geographic areas, economic classes, experiences, and more–to the faculty, staff, and student body."

He observes that at the University of Minnesota, "Diversity not only reflects fairness but also enriches the educational environment. We broaden each individual's learning by providing a rich environment of differing perspectives, cultures, and life histories, along with a curriculum that reflects the multicultural world in which we live." Yudof sings the praises of Latin American poets and artists and the magnificent Givens Collection at the University, housing the great works of African-American writers.

The University of Minnesota was founded as a preparatory school in 1851, seven years before Minnesota became a state. Financial problems at the school forced it to close during the Civil War, but it reopened in 1867. The institution survived in part due to the efforts of a Minneapolis entrepreneur, John Sargent Pillsbury, a university regent, state senator, and governor, now known as the "Father of the University."

Also of help was the Morrill Act, or Land-Grant Act, signed into law by President Lincoln in 1862. The act gave each state a grant of land within its borders, the income of which was to be used to provide education for the people of the state. In 1869, the school reorganized to become an institution of higher learning.

Honor Roll Facts in Brief

INSTITUTION:
University of Minnesota

LOCATION:
Office of Admissions
University of Minnesota - Twin Cities
240 Williamson Hall
231 Pillsbury Drive S.E.
Minneapolis, MN 55455-0213
(800) 752-1000

UNIVERSITY OF MINNESOT

ESTABLISHED:
1851

ENROLLMENT:
37,615 Twin Cities
66,135 all campuses
804 Hispanic students

DEGREE OFFERINGS:
bachelor's
master's
doctorate
professional

ANNUAL TUITION:
$4,090 tuition and fees

NUMBER OF FACULTY:
5,746 full-time

SPECIAL OR NOTABLE DEGREE PROGRAMS:
Applied Economics
Chicano Studies
Fisheries and Wildlife
Graphic Design
Latin American Studies
Scientific and Technical Communication

NOTABLE HISPANIC SERVING ORGANIZATIONS:
La Raza Student Cultural Center
Chicano Latino Learning Resource Center

INTERNET ADDRESS:
www.umn.edu

When William Watts Folwell was inaugurated as the first president of the university on December 22, 1869, there were only nine faculty members and 18 students. Four years later at the first commencement, two students received Bachelor of Arts degrees. The first Doctor of Philosophy degree was awarded in 1888, the same year the Department of Agriculture opened on the university farm in St. Paul.

With its four campuses, the University of Minnesota is one of the most comprehensive universities in the country, ranking among the more prestigious in the United States. Many disciplines are consistently placed among the top 20 in the nation, based on such widely respected sources as the National Research Council, *U.S. News & World Report*, and the *Gourman Report*. Several U of M programs rank among the top 10 in the nation. These include chemical engineering, geography, psychology, mechanical engineering, economics, forestry, education, applied mathematics, management information systems, part-time MBA, dentistry, pharmacy, public health, and health services administration.

First-class programs require outstanding faculty. Based upon the most recent survey by the National Research Council, the scholarly quality of the University of Minnesota's faculty ranks among the top ten in the nation. Honors and awards such as McKnight, Fulbright, Danforth, Guggenheim, Pulitzer, Rhodes, MacArthur, and Bush also attest to the quality of U of M scholars.

Perhaps the greatest contribution made by the University of Minnesota is its graduates. The university has about 370,000 living alumni, including five Nobel Prize winners. One study shows university alumni have founded 1,500 technology companies in the state that employ 100,000 Minnesotans–and add $30 billion annually to the state's economy.

The 2,000-plus green (or snowy white) acres of the U of M-Twin Cities is a classic Big Ten campus centrally located in the beautiful, dynamic, and very livable cities of Minneapolis and St. Paul–often cited as model U.S. cities. The Twin Cities campus is the oldest and one of the nation's largest, with about 37,000 students (24,000 undergraduates) enrolled in day-time school programs. The largest of the four campuses, it is made up of 19 colleges and offers 161 bachelor's degrees, 218 master's degrees, 114 doctoral degrees, and five professional degrees.

The Duluth campus joined the university in 1947 and offers 11 bachelor's degrees in 70 majors. UMD pre-med students can participate in a two-year basic science program leading to an M.D. through the University of Minnesota-Twin Cities Medical School. The Morris campus opened in 1960, and the Crookston campus in 1966. A campus in Waseca, which opened in 1971, was closed in 1992.

Other important parts of the University of Minnesota are the Supercomputer Institute in Minneapolis, Hormel Institute in Austin, Lake Itasca Forestry and Biological Station in Itasca State Park, Cloquet Forestry Center, Cedar Creek Natural History Area, Rosemount Research Center, and the Horticultural Research Center at Excelsior. Through the University of Minnesota Extension Service, the U of M is present in each of Minnesota's 87 counties.

Students can earn undergraduate and graduate degrees in more than 250 fields of study. Total degrees awarded through June 1997 is 515,879, a number that includes 23,391 Ph.D.s. Degrees awarded in 1996-97 numbered 10,515, including 659 Ph.D.s.

Minority enrollment on all campuses for last fall was 5,632. That included 2,967 Asian or Pacific Islander students, 1,343 African Americans, 804 Hispanics, and 518 American Indians or Alaskans.

The university's commitment to a diverse campus community is long standing. In 1989, then president Hasselmo and the Board of Regents set ambitious five-year diversity goals–doubling minority faculty and hires, increasing minority enrollment to 10 percent, and improving the five-year minority graduation rate by 50 percent. By 1994, all those goals had been met or exceeded.

El Puente (The Bridge) is a community service program designed by the University of Minnesota's Chicano/Latino Learning Resource Center (CLLRC). It was recently chosen by Big Brothers and Sisters of America, a national federation of 510 agencies and programs, as a model for its national outreach mentor program for Hispanic youth. The El Puente program was initiated by the CLLRC in 1996.

Through the program, University of Minnesota students establish relationships with students from St. Paul, Humboldt and Minneapolis Southwest High Schools. Some mentors visit the schools once a week; others contact their mentees outside of school. Jean Strommer, the CLLRC counselor who developed the El Puente model, says, "This program brings together high school and university students to create a new community, which mutually promotes academic competence and enriches their school experience." Last year there were 27 mentors serving 30 students. Big Brothers and Sisters of America plans to establish the El Puente model at five universities, in cities with high concentrations of Hispanics.

UNIVERSITY OF MINNESOTA

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Awakening to the Dream

LA Works and UNM Collaborate to Inspire At-Risk Youth

BY PETER TREADWAY
AND TRACI SMITH

> ***"Basically, what we want to do in PREP," says Treadway, "is to plant ideas in the students' minds that will grow into their own dreams for themselves in the future and into the tenacity to make those dreams realities."***

LA Works, a career center offering Southern Californians job training and placement services, has operated a college preparation program in collaboration with the University of New Mexico for two consecutive years. The program enables economically disadvantaged and at-risk high school students to experience college life firsthand by sending them on a two-week excursion on the UNM campus. This program was designed to motivate and empower high school students by educating them on the link between education and career success.

The first two years of UNM Summer College PREP have been successful as a start, UNM believes. "We've shown we can conduct a program that engages the participants and raises their sights and positive feelings about themselves and their futures," says Peter Treadway, who "introduced" PREP's concept to the New Mexico Department of Labor in 1997 to get initial funding and directed the 1998 session. "The initial vision and commitment of Vice President Eliseo Torres to make PREP happen, the outstanding leadership of Tim Gutierrez as director the first year, and the wholehearted support and collaboration of many of UNM's units, especially the Recreational Services department through its director Fred Pérez, got PREP off to a terrific start. I tried to continue that momentum in 1998, and I think we succeeded."

How does the program work? Students who meet specific eligibility criteria can apply after they have been recommended by a teacher or administrator and have expressed a strong interest in a postsecondary education. Once the students have been selected, they and their parents attend an orientation that provides information pertinent to the families. It is imperative that the parents not only support their child's participation in this program but that they are well informed of the expectation of the students.

Anticipation builds as the students near their two-week trip to UNM. Many of the participants have never traveled away from home, so departure day is full of excitement. Upon arrival at the university, students are given their room assignments, unpack their bags, and head off to orientation. That is just the beginning of their exciting two-week college experience.

The program was designed to combine academic preparation for the SAT [Scholastic Achievement Test] with the appropriate work experience for future employment. Activities are broken up into four segments: academics, work experience, college/career workshops, and physical well-being and health enrichment activities. The very structured schedules begin each day at 6:30 a.m. and do not end until 10:45 p.m. Even the weekends are full of cultural and recreational activities. "Excited but tired" is what many say when asked about the experience.

During the two-week experience, the students become more enlightened about the prospects of going on to college, and many are sad to see the weeks come to an end. A graduation ceremony is held at UNM. Parents and families of the LA Works students are invited to the Irwindale, Calif., facility to communicate and watch the ceremony via videoconference. Feelings of pride and accomplishment fill the air.

Treadway states that as a new program, PREP cannot yet point to the results that will prove its impact long term. "There hasn't been enough time yet for statistics to show that a significantly higher proportion of PREP students actually go on to complete high school and then succeed in college. We will keep track of those numbers, along with LA Works, and I'm confident our expectations will be met," he says.

There are, however, shorter-term results that lead Treadway to this optimism. "We know that 18 of the 20 students LA Works sent to PREP in 1997 who were seniors in

'97-'98 have gone on to postsecondary institutions. Ninety percent is a pretty impressive proportion. We will be working with the students long term to assure that the graduation rates are excellent. We are very happy with such preliminary results."

Students' scores on the pre-SAT verbal and math tests showed significant gains from the beginning to the end of both 1997 and 1998 PREP sessions, despite their short duration. The 1998 cohort also was tested on career attitudes and knowledge (competence) and showed gains. "These test results are encouraging–maybe even surprisingly so, given that PREP lasts only two weeks," says Treadway. "But what I think is the most compelling evidence that PREP has and will make a difference are the reports from PREP staff about the growth they saw in the kids while they were here, and the students' declared changes in attitude about going to college. Most said it wasn't in their plans when they arrived, but by the end of the program, they virtually unanimously said they would be going to college now that they had this experience."

The future of the PREP program holds great promise and faces challenges. On the promising side, UNM is convinced the program is a worthwhile contribution that it can make to the state of New Mexico and to youth who come from elsewhere. The association that has developed between UNM and LA Works is "a wonderful unanticipated outcome" of starting PREP, says Treadway, that occurred purely by a chance meeting he had with LA Works' CEO Salvador Velásquez, followed by keeping in touch for over a year while UNM sought its seed money from the New Mexico Department of Labor. And if other agencies like the idea, UNM will welcome them too.

On the challenging side, UNM must find ways to increase the number of students from New Mexico who can participate in PREP. The NM Labor department has told UNM that it will not continue to pay for students' room and board or for the "mentor/tutor" staff members who supervise, coach, and "parent" the students because of the high per-participant cost of PREP. "We know the residential aspect of PREP is crucial in creating its effects," says Treadway. "Having the kids immersed in the university's environment and giving them positive messages 24 hours a day is what makes the impact."

One way or another, UNM says, it will find ways to replace that support through its own funds and soliciting scholarships throughout New Mexico. "It is important," says Treadway, "for PREP to have New Mexico youth in it. First, we are a state university, and it would be pretty strange for us to be providing this service to solely non-New Mexicans, even though it draws some of them to attend UNM. Secondly, one of the benefits of PREP with students from a variety of places and backgrounds is the exposure they get to people from other milieu. That is broadening and motivating for every student."

There are several additional activities that UNM would like to put into PREP. Team-building/group problem-solving is one. Many physically oriented games and exercises build teamwork and are a lot of fun. For instance, building a bridge across a set of five posts with only two boards so a team of five or six people can get to the other side requires participants to work together in ways that they probably have never done before. With a leader to call attention not just to technical issues in the project but also to how the team can operate collaboratively, young people can learn a lot about group processes and problem-solving. Creating awareness about these kinds of issues is good training for future education and careers.

Another enhancement would be adding an overnight camping trip to PREP. Many young people have never tried it. New Mexico's summer weather in the mountains, just an hour from Albuquerque, is perfect for camping. Hiking and orienting (how not to get lost) activities that are possible on a camping trip would build self-confidence and expand students' imaginations and aspirations.

A third addition that PREP would like is an "academic sampler." UNM faculty would give short talks and answer questions about their fields three or four times during PREP. The intent would be to introduce the students to some potential career fields they might never have even heard of–such as tourism, geology, or extraterrestrial construction–through motivating talks from experts.

Closely related to the "sampler" idea would be a "career/major fair." This would entail bringing the PREP students into a large room with several UNM departments at tables with information about their subjects and the careers students can pursue through those subjects.

The two themes of all these possible additions to PREP are: (1) to expand the exposure students get from the program to the opportunities available to them if they persist in education, and (2) to expand the repertoire of learning and thinking skills that they develop.

"Basically, what we want to do in PREP," says Treadway, "is to plant ideas in the students' minds that will grow into their own dreams for themselves in the future and into the tenacity to make those dreams realities. We can do that best, I think, by giving them broad exposure in fun and interesting ways to a multitude of new concepts and possibilities."

LA Works has already added a component that UNM would like to have also: the follow-up and continuing involvement of its post-PREP mentoring program. UNM feels that this is a positive concept and hopes to develop a similar way to keep PREP participants from New Mexico "on track" after the program. Given the dispersion of the New Mexico PREP students, it won't be easy, but UNM is thinking about telephonic follow-up, communications with the students' schools, and inviting them to PREP "reunions" on campus during the school year.

Time and cost are the considerations that will determine if, when, and how UNM might expand PREP in these directions. Finding the dollars to be able to add, for instance, a camping trip to PREP is most likely just a matter of persistence in pursuing funding opportunities. It might be more difficult in the long run to fit many additional activities into PREP simply because its two-week duration doesn't allow time to do all the valuable things that are possible. As PREP acquires more experience, however, ways will be found to get more into the program, which will mean that the students will get more out of it.

The two years PREP has been operating have been very successful as far as the indicators available can demonstrate. The prognosis for longer-term indicators also is positive. As former PREP participants go on to college and careers, and as the program itself evolves so that it produces even more benefits, UNM is hopeful that the PREP idea can contribute widely to the goal of creating expanded opportunities for New Mexico's and America's young people.

This article was prepared by Peter Treadway, University of New Mexico, and by Traci Smith, LA Works, Irwindale, Calif.

UT Telecampus - The Virtual University

Benefits Across the Board and Border

BY INÉS PINTO ALICEA

The money for the technology center came from a $35 million lawsuit by border universities alleging that for years Texas had discriminated against them and denied them their fair share of state education resources.

Carla Cardoza, a 26-year-old recent college graduate, said she was scared when she first touched the video, audio, and computer equipment at the new $15 million high-tech Undergraduate Learning Center at the University of Texas at El Paso (UTEP).

"It was kind of scary to learn at first," said Cardoza, who mentions the "myth" that Latinos don't want to learn high technology. "We now have the same opportunities as people in other universities. We can prove them wrong."

Ms. Cardoza is just one of the more than 15,000 students at this Hispanic-majority university in this West Texas city getting hands-on experience on $3 million worth of some of the most state-of-the-art video, computer, and audio technology available at a U.S. university. UTEP officials express excitement about reaching Latinos like Cardoza, who have been left behind in the era of the Internet and computers. Studies show that only about 13 percent of Latinos have access to computers compared to 25 percent of the Anglo community.

"Our community doesn't value computers yet," said Henry Ingle, UTEP's associate vice president for technology and distance learning. "I think the issue is not the cost but that computers are not a priority. People will scrimp and save if they see value."

There lies the challenge faced by UTEP officials–convincing the Latino community of the value of a computer. The challenge seems daunting, particularly in El Paso, the nation's 17th largest city, where fewer than 20 percent of the residents have college degrees and the need for technology training is so high. El Paso's unemployment rate hovers above 11 percent, compared to 4 percent nationwide. El Paso has lost more than 8,000 jobs to Mexico since NAFTA was passed.

But the students who have witnessed the revolution in technology at their campus see the value and have become believers. Many volunteer or seek paying jobs assisting professors and staff in operating and maintaining the equipment to maximize their time with the high-tech equipment.

"I thought I might break something or mess up a project someone else was doing," said Claudia Ortega, a 24-year-old graduate student with a major in communications. "But once you learn it, you get hooked. You want to learn more technology."

UTEP officials are optimistic that they have the right ingredients to develop high-tech Latinos for the future. They have teamed up with the local cable company–Paragon Cable–to offer television and Internet courses developed at the new technology center. Through this partnership, university students are introduced to the facilities by giving them hands-on experience on all of the equipment; they develop bilingual Web pages for their course offerings; they work with grade school students and their parents in the region to get them comfortable with computers and the Internet. They also hire university students from all disciplines to assist professors and staff at the technology center in operating the equipment; and they have developed a series of courses on border life that explore the politics, culture, economy, arts, and other issues affecting people living along the U.S.-Mexican border, says Ingle, who was involved in the hi-tech center's planning.

"It's not going to happen overnight," said Ingle of warming up the Latino community to high technology. "It will be an evolution."

But the evolution has begun at the center where UTEP professors switch from traditional talk-and-chalk lectures to using computer graphics, video clips, and the Internet to make complex subjects both easier to understand and more interesting. Professors stand before electronic podia that place a variety of digitized resources at their fingertips. With the touch of a button, a professor is able to pro-

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ject a large-screen video image of cells splitting, fill the auditorium with recordings of memorable speeches by U.S. presidents, or beam in via video international speakers, noted authors, and business leaders.

The largest classroom in the building features individual touchpads at the students' desks. During class, professors can ask multiple-choice questions that the students respond to via the touch pads. That way, a professor can get feedback quickly from students to assure that they are following the lecture or to poll them on different issues.

Michael Kolitsky, associate vice president for instructional technology, describes the facility's largest classroom, which accommodates 567 students, as having a built-in intimacy that allows students to "see the whites of their professors' eyes" because of its arc-shaped construction.

With the visual-oriented technology of the Web, UTEP is able to encourage students and faculty to explore areas they otherwise might not easily study.

The multimedia capabilities in the center allow faculty to clarify complicated concepts by using visual images, which school officials said helps them communicate better with many of the students, who represent a visual generation.

"The technology gives instructors more authority over what they are teaching," said Phillip McCarty, a UTEP graduate who was working as a senior staff associate at the center. "We're not trying to replace the traditional environment; we're trying to extend it."

Katitza Gerdau, director of the Multimedia Teaching and Learning Center, said that many of the faculty members are overcoming their own fears of the technology and actually "becoming addicted to the technology."

"Before we had this building, it was such a fuss just to show a videotape," said Gerdau. "Any little problem, the professors would get frustrated. Most were not technologically literate." After a year of training, many of the professors teaching in the center are virtually pros at using the equipment, and school officials say that many others are expressing interest in teaching their classes at the center. The professors who underwent training learned to master the new technology and design Web pages so they could post class notes, assignments, and research materials. About half of the classes taught at the facility are in liberal arts, and 25 percent are in the sciences.

"Once the threat is gone," said McCarty, the facility becomes a "user-friendly environment."

The money for the technology center came from a $35 million lawsuit by border universities alleging that for years Texas had discriminated against them and denied them their fair share of state education resources. Some of the money was used to build the 125,000-square-foot Bhutanese-style education center, with 23 auditoriums and classrooms. In the fall semester, 150 sections were taught in the facility. Up to 2,400 students can be accommodated in the center's classrooms and auditoriums.

The center "will give students career opportunities that they wouldn't have had" and "places a spotlight on this university and the Latino population," said UTEP President Diana Natalicio, adding, "This will inevitably build our image."

"Students have to be accustomed to these technologies when they get out in the working world. This facility gives us a tremendous opportunity to demonstrate the excellence we have here among faculty and students. I'm thrilled that we have it."

"The technology gives instructors more authority over what they are teaching," said Phillip McCarty, a UTEP graduate working as a senior staff associate at the center. "We're not trying to replace the traditional environment; we're trying to extend it."

Distance Learning

University officials said that they are hopeful that the technology center also will help reverse a disturbing trend: a steady decline in enrollment. In the fall of 1996, 15,393 students attended UTEP, the smallest number since 1988. About 65 percent of the students are Latino. School officials are expanding their distance-learning programs since students aged 30 to 38 are the fastest growing group of students, many of whom are interested in pursuing additional education from the convenience of their homes. Ingle noted that for some students, physically attending the university for classes can be a barrier to higher education.

"We're reaching out into the community so they can learn from home," said Ingle. "The distance learner is not a first-time student. They have already gone to college once, and they are pursuing graduate degrees. They just have other obligations."

By "beaming in" courses from other universities across the nation, distance learning also allows UTEP to offer classes in subject areas not available at the university. In turn, UTEP is able to package its own courses for other institutions. The communications technology center converts UTEP into a virtual university–the UT Telecampus–that uses interactive classrooms to reach high schools throughout El Paso; neighboring higher education institutions such as El Paso Community College, New Mexico State University in Las Cruces and other University of Texas campuses; graduate students at 12 Mexican universities; and military personnel around the world.

To request more information on the new UTEP facility or distance-learning programs offered, you can call (915) 747-8901 or e-mail to <tpdl@utep.edu> or look on the World Wide Web at <www.utep.edu/tdl> or <www.mmtlc.utep.edu/mmtlc>.

The Midwest's Uncommonly Diverse University

Northeastern Illinois University

BY
GAYL JOHNSON AND
SUSAN NAMEST

About the Authors: Susan Namest, Director of University Relations at NEIU since 1994, has been a PR/marketing professional for 19 years. A freelance writer for 14 years, she has written about the arts, culture, social service, health care management, and management consulting areas.

Gayl Johnson, departmental aide and honor student, graduates in May with a dual major in Non-Traditional Studies and English Literature, and is already working on a masters in Special Education.

Hispanics make up the largest minority group on campus, 25 percent of undergraduates.

Chicago has long had a reputation as the transportation hub of the nation, with people from all over the country, from all over the world, arriving daily–some to make their homes here, others to make connections that will take them to other destinations.

Northeastern Illinois University (NEIU) is just such a hub–for students from the metropolitan area of Chicago and from countries around the world, a place where education is achieved in a real-world, multicultural environment.

Midwest's Most Ethnically Diverse University

For the second year in a row, *U.S. News & World Report* named Northeastern Illinois University the most ethnically diverse university in the Midwest. NEIU is a state-supported commuter university with an enrollment of more than 10,000 students. Hispanics make up the largest minority group on campus, 25 percent of undergraduates. Significant numbers of African Americans and Asian Americans also are at NEIU, whose students come from the U.S. and from 40 separate nations around the globe. Hispanic, African American, and Asian American students make up about half the undergraduate population.

Founded as a teachers college in 1867, Northeastern Illinois is a leader in the professional development of teachers, school principals, and high-level administrators in the field of education. It is known, too, for the high quality of its professors and the attention that they give to students.

At NEIU, students earn bachelor's or master's degrees in a variety of disciplines through its Colleges of Education, Arts and Sciences, and Business and Management.

According to the April 24th issue of *The Hispanic Outlook in Higher Education*, NEIU ranks in the top 25 for bachelor's degrees conferred on Hispanics in Education, in the top 30 for Liberal Arts; and in the top 100 for Business and Management.

Outreach to Hispanic Students

Hispanics are an important focus of the university's efforts to serve all its students. Mentorship programs, bilingual and bicultural curricula, cultural education and preservation, and academic support services are some of the ways that NEIU helps Hispanic students to achieve their goals.

Provost Estela López believes that Hispanics are drawn to the university in part because of that strong emphasis on service. "Northeastern Illinois University

has a long history of service to Hispanic students and their communities. We recognize the complex needs of this group. Many have jobs; some are raising families; some are first-generation college students.

"We work hard to assist our students in every way possible. To do anything less would be to fail them and to fail our mission to provide students with a quality education," says López.

In October 1975, El Centro de Recursos Educativos, an NEIU satellite campus, opened its doors in a neighborhood with a growing Hispanic population. El Centro's courses are scheduled during evening and weekend hours to make them accessible to working adults. Some courses are taught bilingually. In the greatly expanded and state-of-the-art facilities at El Centro today, students can complete the university's General Education requirement or take courses toward a graduate degree in Educational Leadership and School Principal certification.

Proyecto Pa'Lante, Plus

Some applicants to NEIU demonstrate tremendous potential but have test scores below those traditionally accepted. The university recognizes that low test scores and academic success do not have to be mutually exclusive. A Hispanic student in this situation can be admitted through a program called **Proyecto Pa'Lante**. He or she will receive tutoring in the Learning Center, math and writing development from the **English Language Program**, and academic advising and career development counseling, as well as cultural reinforcement. This enormously successful program has seen many participants graduate with honors.

The Northeastern Illinois faculty understands the challenges and frustrations faced by many students. Many make an additional commitment to students through **Partners for Success**. This program is designed to meet minority students' needs for support and encouragement by teaming them with faculty volunteers in a mentoring program.

Fellowship is a very important part of the college experience. NEIU has more than thirty campus organizations, including groups targeting Hispanic students. Among these are the Union for Puerto Rican Students, Chimexla (a student union representing many Hispanic countries and cultures), and the Spanish Club.

Cultural Identity

More than twenty years ago, Dame Libby Komaiko, professor of music and dance, founded Ensemble Español Spanish Dance Theater. The dance company, in residence at NEIU, has received critical acclaim both nationally and internationally. It is committed to the preservation of classic, ethnic, folkloric, and contemporary Spanish dance as well as to pride and education in the culture and heritage of the people of Spain and Latin America.

Que Ondee Sola is a group that publishes a literary journal of the same name. According to the group's charter, its express concern is an emphasis on political issues that affect Hispanic students and Puerto Rican students in particular. The journal, which is managed by students, publishes stories and poetry written in English and in Spanish.

During the year, the university sponsors "Heritage Weeks" for different ethnic groups. At that time, people of one ethnicity share the art, music, cuisine, and other aspects of their culture with the university community. One such celebration is Hispanic Heritage Week, when the university is alive with Hispanic music–sometimes traditional, sometimes modern–and the sweet scent of ethnic cooking. Inspirational speakers educate their audiences about Latino cul-

ture and history and about the importance of achieving their highest potential.

Technological Advances

The university's academic and support programs are designed to simultaneously strengthen skills and teach new ones. They encourage students to achieve academic success and gain self-confidence.

Technology plays a vital role in this formula. Most of the degree programs require students to have a rudimentary knowledge of computers, and in order to graduate, students must be able to research on the Internet and use e-mail and word processing programs. The university, which emphasizes use of the latest technology in instruction, has seven state-of-the-art computer labs available to its students.

One such lab, the Information Commons, gives students access to dozens of computers and includes special equipment that allows visually impaired or wheelchair-bound students to use the computers effectively.

NEIU also has installed a number of Smart Classrooms. In a Smart Classroom, each desk has a computer with standard software programs as well as access to the Internet. A large screen in the front of the room displays whatever the professor inputs. In addition, the professor's handwritten notes written on special boards appear as text on each student's monitor.

Distance Learning at NEIU

NEIU is one of the institutions that helped establish Illinois' Distance Learning program. Classes in a variety of disciplines are presented live via interactive television and broadcast to several locations throughout Chicago and its suburban communities. For many in the Latino community, Distance Learning makes higher education accessible to students who might not be able to commute to the NEIU campus from their homes or jobs.

Study Abroad

Salme H. Steinberg, Ph.D., NEIU president, recognizes the truth in the adage, "travel broadens the mind." NEIU's initiative to internationalize the curriculum, allowing students–including those in low-income brackets–the opportunity to study in other countries, is unique among public universities. Where better to study the emerging market of a foreign nation, for example, than in that very country? In March 1998, a marketing class in the College of Business and Management traveled to India to observe the expansion of business and marketing as a third-world country goes global. The classrooms were the cities of New Delhi, Bombay, Bangalore, and Poona.

"Students learn a great deal more in these programs than they anticipate," says President Steinberg. "They come to see their place in the world as more than part of an ethnic group, neighborhood, or student body. They recognize that they are an integral part of an international community, that their culture is but one part of a greater whole."

As part of NEIU's progress toward a more global curriculum, it is a participating member of the Illinois Consortium of International Education. In the early '90s, NEIU entered into a collaborative relationship with the Russian Ministry of Education in Moscow and the Urals State Pedagogical University in Ekaterinburg, Russia. As a result, there have been exchange programs for faculty in Business & Management, Curriculum Design, Special Education, Economics, and Leadership Education. Recently, two delegations from China and one from England came to NEIU to discuss such things as collaboration on school reform and an internship program in teaching. Discussions are under way regarding the transition of two-year college students from England to Northeastern Illinois.

Hispanic Alumni of Note

Some very fine minds have emerged from the halls of Northeastern Illinois University. Luis V. Gutierrez, the first Illinois Hispanic elected to the United States House of Representatives, earned his bachelor's degree in English at NEIU. Miguel del Valle, Illinois State Senator for the 5th District, earned his bachelor's degree in Spanish and his master's in Counselor Education here.

Attorney Juan Mendez, owner of the two McDonald's at O'Hare, the world's busiest airline hub, earned his bachelor's degree in political science at NEIU. Many other NEIU Hispanic alumni are also owners, presidents, vice presidents, and CEOs of successful businesses.

"We are proud of our record of service to the Hispanic community," says Steinberg. "The high number of degrees we confer on Hispanic students is but one demonstration that our program is working. But we do not rest on our laurels." The university continues, he says, to develop stronger and more innovative programs.

Northeastern Illinois University–an exciting community of learners representing many different ethnic, economic, gender, and age groups but sharing the common goal of education for the present and the future. HO

Talented Latina Thriving in Multimedia

Blends Old and New Arts at Orange Coast College

BY
VICKI ZIMMERMAN

Thanks to a unique certificate program at Orange Coast College, student Aura Diaz is combining her joy in storytelling with her artistic talents and computer savvy.

Carrying a 3.5 grade-point average, the 54-year-old mother of three boys is the first to receive a multimedia certificate of achievement from the college's Digital Media Arts Program.

In a society where technology is changing the face of art and the industries supporting it, Diaz was quick to grasp the importance of integrating computers and art.

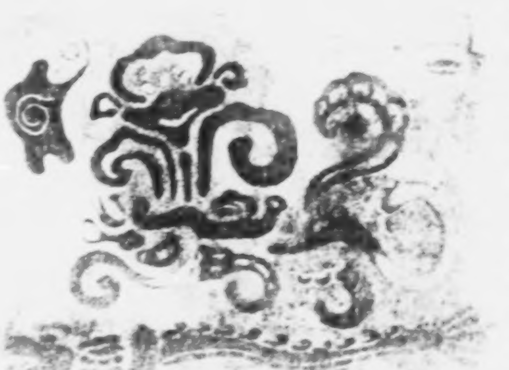
The multimedia certificate exposes students to a broad range of media–including art, photography, video, animation, music, and text–in preparation for the growing multimedia industry, which includes work in entertainment and the gaming industry, and on the World Wide Web and Internet.

OCC's Digital Media Arts program was the perfect vehicle for Diaz' passions.

As a storyteller, Diaz loves bringing her vivid characters to life through a cultural perspective that honors her native Mexico. She had already written three children's books when she was stopped short because an illustrator couldn't be found to help her complete her projects.

Her husband suggested she take an OCC drawing class so she could complete the books by herself. The Huntington Beach resident grew by leaps and bounds as she moved from life drawing classes to computer illustration.

This fall she received a certificate of achievement just as she was putting the finishing touches on an imaginative counting book she's written and designed for preschoolers.



"I love the idea of combining humanity with technology," says Díaz, who hopes to pursue a bachelor's degree in archaeology. "I like communicating with different art forms, and OCC's multimedia program allowed me to do that."

Enrolling in a wide range of art classes, Díaz soon began to appreciate the varying nature of each medium.

"Printmaking is a fine art, and the process can be really slow," says Díaz. "With the computer, you can 'click' three images and create something. In printmaking, there's a process of making prints and cleaning the plates. Yet I like both processes–the slow and the fast!"

"OCC was one of the first in the region to have a viable digital media arts program using an interdisciplinary approach within its curriculum," says Sylvia Impert, chair of the college's Digital Media Arts department. "Multimedia is the big trend, and everyone is excited over the effects created by it in movies and television commercials."

OCC instructors point out that in order to do original work, before beginning to manipulate and transform elements into something else, a student must learn the basics. A pencil, a paintbrush, or a computer are tools that have the capacity to go from simple to sophisticated.

"We still teach basic, traditional skills, knowing that artistic talent, to some extent, is honed through training," says Christine Taylor, Díaz's computer graphics instructor. "Understanding conceptualization and composition–that doesn't change–but some people lose sight of that, and I'm trying to instill that back into my classroom and make it interesting to them."

According to Taylor, the seductive nature of computers can be exciting to budding art students who have a taste for all the complexities of new software programs.

Yet the study must be grounded in fundamentals and in the knowledge that art is part of a large business community.

"It's not all fun and pretty pictures," says Taylor. "It's a business–a very lucrative one–and students must prepare themselves to be ready and able to constantly change."

Within this context of constant change, OCC art program faculty make a concerted effort to provide the know-how and the information that enable Diaz and other students to learn through hands-on practice.

"One of the things I really judge my students on is their creative solutions to the assignments," says Steve Cox, who teaches Adobe Illustrator in Díaz's Digital Media Arts 190 class.

"Aura is drawn to Latin American influences and uses them in her solutions to the assignment. It's very pleasing to see her work because Aura has a good, strong style."

Cox was gratified to see Díaz's creativity blossom in the program in many ways.

"Aura developed an interesting hybrid with her printmaking and computer classes," says Cox.

Díaz would go back and forth between her printmaking class and her computer lab using art software.

"Aura would work on a print in her printmaking class and then bring it over to the computer lab and work on it in a software program to take it a little further.

"Typically, the print was a final piece, and she went beyond that. What I look for in class is original work done in an original way to make the art their own, and she did that."

Diaz thrives in this artistic world of colorful technology, where she creates quickly on a computer that still challenges her with colors that can't always be mixed easily.

Around every corner in her traditional art classes–which have included watercolor, cartooning, and printmaking on a linoleum block–Diaz entered a world of new discoveries.

This adventurous spirit is heralded by her OCC instructors. Diaz loves to take risks and experiment with what's before her. Whether she's using new computer software or old-fashioned textured paper, she's willing to venture into the unknown.

"She's ahead of the game," says Donna Westerman, OCC professor of art and Diaz's printmaking instructor. "She has a wonderful sense of design and texture, and it's very jungly and mysterious and filled with images from the Aztec and Mayan civilizations."

Diaz, who loves weaving her Mexican culture into her stories, completed her children's counting book in Westerman's story illustration class.

"Because she has a nice balance of the scientific and the artistic, I have encouraged Aura to experiment with her printmaking and computer images by scanning them and taking them in another direction," adds Westerman.

"She has done that, going back and forth and experimenting with 3-D pop-up prints, which involves doing some mathematical calculations in an organized and clear way.

"Her desire to combine elements from her many different classes and the initiative she's showing reflect Aura's enormous enthusiasm for her art," adds Westerman.

In fact, Diaz is a student aide in five computer labs at OCC. She helps other students in Photoshop; Premiere; After Effects–a program she learned on her own to help others; Director, an interactive program; and Flash, an animation program.

Diaz is also high on Taylor, an adjunct instructor in Digital Media Arts. "Christine is an amazing role model with three degrees, and I have so much respect for her," says Diaz. "She has done it all herself."

Taylor not only set an example for her students, but she encouraged and motivated each of her students in their class work. She doesn't give up on her students, and Diaz learned to persevere, as well.

"She's the type of person who will answer your questions, and she will stay with you until you get it," beams Diaz. "She won't let you go, and you have to be prepared to stay there and get it. But, I liked that. If you asked her a question, Christine made sure that you felt comfortable with yourself and knew the answer."

Aura also gives what she has learned to others.

"As a lab assistant, Aura is excellent," says Cox. "She has both the technical competency to assist students and a willingness to want to help them."

Proud of her Mexican-born family and heritage, Diaz is passionate about expressing her admiration for her cultural roots by using these themes as subjects in her paintings. "I love my culture," smiles Diaz. "I'm still amazed at all the things we have in Mexico. Every part of each state is different...the food, traditions, costumes. You never stop learning about everything in Mexico."

Westerman encourages Diaz to tell all her stories and offers guidance to promote Diaz in her artistic pursuits.

"She has a tendency to go toward archaeological images, and it's fascinating to listen to her," adds Westerman.

As a young girl, she grew up on the periphery of a circus, and could listen to lions roar. Diaz developed a colorful imagination from these childhood experiences. Her early visions of animals and sunlight are among those she uses in her art work and in her stories.

"Aura recalls an image of herself lying in the sun listening to the roar of a lion, and she will transform that memory into remarkable images that draw on her memory of the golden light and the lion amid jungle ruins."

Diaz is the first to pay tribute to her introductory classes at Coast because they set a solid foundation for her artistic aspirations.

"I never knew I could draw, and I will never forget the words of my first instructor, David Johns, when he said, 'Drawing is just sitting and doing it,'" said Diaz. "These words just stuck in my head and have been an inspiration to me ever since."

She also enrolled in a cartooning class that helped Diaz develop the expressions and gestures of her characters.

"He was so good at encouraging us," said Diaz of cartooning instructor Mike Beanan. "He really helped me to clean up my drawings and my characters."

Back at home, Diaz is mother to three boys, ages 15, 7, and 4. All three love to hear their mother's bedtime stories.

Her 7-year-old once was so enthralled with a story Diaz was spinning out of her head that he asked, "Mommy, let me see the book–I want to see the pictures."

Diaz is inspired by images from the Aztec culture and by objects from nature.

"I love exploring the forms from the Aztecs, which include flowers, owls, and warrior-like figures," says Diaz. "I have always been fascinated with using that style from hundreds of years ago, while putting it in context with modern times."

"She wants to be an archaeologist, and there's no reason she can't combine both of them and do the drawings on these expeditions and combine these degrees," says Westerman of Diaz. "There's no reason she couldn't do this."

"I subscribe to the magazine *Scientific American*, and when I see those beautiful images, I realize I can do so many things with my education in the future," adds Diaz.

Aura Diaz is a modern warrior. She is not afraid to cross into the complex terrain of a new computer program or toil through intricate, time-tested, and painstaking procedures crafting her work by hand.

She's discovered an artistic voice that draws upon her memories of Mexico, her fascination with nature, and her love of archaeology. Opportunities abound, and Orange Coast College is helping Aura Diaz unearth what is unique within her.

People-Places-Publications-Conferences

PEOPLE

García-Bowen New Director at CCSU

Myrna E. Garcia-Bowen has been appointed Director of Recruitment and Admissions at Central Connecticut State University (CCSU). In announcing her appointment, CCSU President Richard L. Judd said: "Ms. Garcia-Bowen has impressive experience and a record of success in attracting good, well-motivated students who represent the diversity of modern society. Her range of talents blends well with the growth and aspirations of this university."

Garcia-Bowen is responsible for leading CCSU's efforts in recruiting new students and overseeing the admissions process.

Previously, she was director of admissions at Gateway Community Technical College (Conn.). She also served in student services and administrative posts at the University of Connecticut and at Eastern Connecticut State University.

She holds a bachelor's degree from Southern Connecticut State University and a master's from Eastern Connecticut State University. She is a member of the Connecticut Association of Latin Americans in Higher Education.

Rojas, Medina, and Hudson Contribute to Spanish Literature

In Florida, three Miami-Dade Community College (M-DCC) faculty members were presented with awards from the Critica Dominicana Literaria sobre Escritoras Hispanoamericanas, a Dominican association that recognizes Latin American women for their contributions to Spanish literature. The president of Critica Dominicana, Ylonka Nacidit, was in Miami to present M-DCC professors Dr. Ofelia Hudson, Teresa Maria Rojas, and Myra M. Medina with the awards.

Hudson, who was previously honored for excellence in teaching with M-DCC's Endowed Teaching Chair, received an award for her collection of short stories entitled *Cantar Otras Hazañas*. Rojas, chairperson of Prometeo, a Hispanic theater group, was honored for her work as an actress and theater director. Medina, associate professor at the North Campus Department of International studies and an avid promoter of Spanish literature, was recognized for academic excellence.

The three M-DCC professors now want to honor the work of other Latin American women by creating the Critica Floridana sobre Escritoras Hispanoamericanas, a chapter of the Critica Dominicana in Florida.

Castillo Promoted in HCC System

Diana Gonzalez Castillo has been promoted to a dean-level position within the Houston Community College System (Texas).

Castillo will serve as the first Hispanic female college operations officer at Southeast College. Her responsibilities will include the management of a $16.5 million budget, organizing the infrastructure of the college's human resources, safety and loss control, and the management of five major facilities.

She has served Central College of the Houston Community College System as assistant dean of students for the past six years, where she successfully managed enrollment services for over 13,000 students.

Torres Participating in Leaders Program

Helen Torres, Director of Distance Education at San Antonio College (Texas), has been selected to participate in the Leaders Program, a national leadership training program for administrators and faculty in higher education.

The year-long program is designed to enhance participants' skills required for major decision-making roles in their institutions. Subjects covered include: supervisory and human relations, planning and budgeting, organizational transformation, and higher education issues of the coming decade.

Torres has a bachelor's degree from the University of Pennsylvania and a master's from Trinity University. She also attended the Institute for Management of Lifelong Education at the Harvard Graduate School of Education and participated in the San Antonio Greater Chamber's Leadership Program.

Contreras Earns "All American" Honors

El Paso, Texas, native Bonnie Contreras, an outfielder for the El Paso Community College Tejanas Women's Softball team for two years, has been named to the 1998 Louisville Slugger All-American team. She is one of only 15 junior college softball players in the U.S. and one of two in Texas, to be named to the team.

"Bonnie is the type of player that awes people in the stands," said Kathy Rudolph, coach of the Tejanas. "What truly sets an athlete and an All-American apart is heart, and the willingness to do what others find too difficult."

Having played since she was five years old, and after graduating from high school with All-District and All-City honors as one of the best players, not a single college called to offer Contreras a scholarship.

She then tried out for the Tejanas, who were in their first season, and made the team.

After two great seasons with them, her talent was not overlooked. She has been offered a scholarship to play Division II Softball at Incarnate Word College of San Antonio. "I want to study sports medicine, and this scholarship offers me an excellent opportunity to do so," stated Contreras. "I know I will be a good student, because if I'm not, I won't be able to play ball."

Huerta Named Distinguished Javelina Alumnus

Texas attorney Albert Huerta has been named the 1998 Distinguished Alumnus by the Javelina Alumni Association at Texas A&M University-Kingsville.

Huerta is president and board chairman of Huerta Entertainment L.L.P., which owns and operates Texas Sky, a 100-acre festival park.

In recent years, he was involved in a class action lawsuit against a chemical plant that resulted in a $66 million settlement. The case involved approximately 8,000 Hispanics in Robstown, Texas, who said they suffered various ill effects from a release of butadiene from the plant.

A $1 million trust fund was put in place to provide scholarships to Robstown students. In the first year, Trial Lawyers Foundation for Youth Education gave 175 scholarships totaling $260,000. Huerta is chairman of the organization.

In a 1989 Forbes 500 survey of the top 60 successful lawyers in the United States, he was the only Hispanic named.

He has an associate's from Laredo Junior College and bachelor's and master's degrees from Texas A&I University.

Scholar Gómez-Lara at Seattle University

Seattle University (Wash.), aiming to infuse cross-cultural perspectives into its curriculum, has been hosting Manuel Gómez-Lara, an associate professor of English literature from Seville University (Spain), this semester.

Gómez-Lara travels to experience the different ways cities express their identities. He came to Seattle to see how it creates its own identity. "Cities are the living mirrors to our community. Cities reflect the identity of the people," said Gómez-Lara.

At Seattle University, Gómez-Lara has been teaching students his philosophy of city images in a course, "City as Text-City as Media."

The course focuses on cultural and social practices that underlie modern cities. The cultural images of cities is the major theme. The course examines the rhetoric of place as a territorial, social, and cultural construction.

In addition to his course, Gómez-Lara gave public lectures this fall including, "Ritualizing Community: Merging Religious and Civic Participation in Seville's Holy Week Festivals" and "Spanish Musical Movies: Framing Contemporary Spanish Popular Culture."

He is the co-author of the *EXPO-92 Guide*. He is also a regular contributor to newspapers on Spanish cultural events. A large part of his work has also dealt with the development of teaching strategies for the analysis and commentary of literary texts.

Ross Provides Future Glimpse of Mexico

John Ross, a freelance journalist who has spent the last 20 years reporting on Mexican politics, gave a glimpse of that country's tumultuous future in a lecture at Trinity University (Texas) titled "Mexican Politics and Society in the New Millennium."

Ross' insights into the struggles facing Mexico come from his years as a reporter writing for several American newspapers and magazines. He has penned two non-fiction books about Mexico, *Rebellion from the Roots: Indian Uprising in Chiapas* and *The Annexation of Mexico*. Ross has recently written his first novel, *Tonatiuh's People*, loosely based on his experiences with presidential candidate Cuauhtemoc Cárdenas and his unsuccessful run for office.

Dr. Eduardo Stein Speaks at UT Austin

Guatemala's foreign relations minister, Dr. Eduardo Stein, discussed "Guatemala Since the Peace Treaty: Transforming a Nation" during a speech at The University of Texas-Austin.

Stein has served as Guatemala's highest-ranking foreign affairs official since January 1996. Since that time, he has participated in the peace accords that reunited the nation after a protracted civil war. Through his role as foreign relations minister, Stein acts as Guatemala's representative in international conferences and promotes international cooperation between Latin America and the rest of the world.

Before his appointment, Stein was executive secretary of the Action Committee of Support to the Social and Economic Development of Central America. In that role, he implemented development projects in the areas of nutrition, small enterprise, agro-industry, energy, and the environment. He also has been involved in regional development efforts promoted by the Latin America Economic System, served as international affairs advisor to Panamanian President Royo and taught in universities in Central America and the United States.

Jerry González and the Fort Apache Band at MCC

The nationally recognized Latin jazz group Jerry González and the Fort Apache Band performed at Monroe Community College (N.Y.) in October.

Considered one of the best Latin jazz groups working today, the New York-based band has three Grammy nominations to its

credit. Gonzalez doubles on trumpet and fluegelhorn and also plays congas. He is joined by brother and bassist Andy Gonzalez; John Stubblefield, tenor saxophone; Joe ford, alto and tenor saxophone; jazz drummer Steve Berrios; and pianist Larry Willis.

On the afternoon of the performance, a free 2 p.m. workshop with Jerry Gonzalez was held. All musicians, students of life, and jazz enthusiasts were welcome to attend.

Dr. Luis Fraga Speaks at Texas A&M University-Corpus Christi

During Hispanic Heritage Month, Dr. Luis Fraga, an associate professor in the Department of Political Science at Stanford University, led a discussion, "Consensus Building in a Multicultural State," at Texas A&M University-Corpus Christi.

Fraga has published widely in scholarly journals. His areas of research include American urban politics, educational policy, politics of race and ethnicity, and voting rights.

He is completing two book manuscripts: *The Changing Urban Regime: Toward an Informed Public Interest* and *The Politics of Schools in San Francisco*. In addition, he is a co-editor of a volume entitled *Ethnic and Racial Minorities in Advanced Industrial Democracies*.

He received his A.B. degree cum laude from Harvard University and his doctorate from Rice University. He has taught at the University of Oklahoma and the University of Notre Dame. He has received Stanford University Faculty Awards "in recognition of distinguished service" to the Chicano/Latino graduating classes of 1993, 1996, and 1997.

Camacho-Gingerich on "50 Outstanding Latinas of 1998" List

Dr. Alina Camacho-Gingerich, professor of modern foreign languages and chair of the Committee on Latin American and Caribbean Studies at St. John's University (N.Y.), has been named one of the "50 Outstanding Latinas of 1998" by *El Diario/La Prensa*, AT&T, El Banco Popular, and Goya Foods.

Camacho-Gingerich and other selected Latinas from the Tri-State area were recognized at the Harvard Club in Manhattan last March for their outstanding contributions to the community and the nation in their various disciplines and for being role models for all women.

Earlier this year, Camacho-Gingerich was honored by the Puerto Rican Federal Affairs Administration and Mujer Latina/Tu Revista as one of the "Women of the New Millennium." In addition, she delivered an address in March at an event in honor of Women's History Month that was organized by the Office of New York State Assemblyman Adriano Espaillat honoring Women Pioneers of the Dominican Community. She was joined by Dr. Cristina Aguiar, Dominican Ambassador to the United Nations.

Also at St. John's, an art exhibit focusing on "Latin American Art in the 90s" recently completed its run. The art consisted of two-dimensional works spanning a wide range of media and issues created by contemporary artists from Cuba, Bolivia, Mexico, Venezuela, the Dominican Republic, Trinidad, Puerto Rico, Colombia, Brazil, and Argentina.

Maduro Speaks on 21st-Century Challenges to Catholic Higher Education

Noted theologian, author, and social commentator Otto Maduro spoke at the University of San Francisco recently.

Maduro's lecture, titled "Ethics, Epistemology and Economics: Perspectives from the Underside," was intended to enhance the University's understanding of the challenges facing Catholic higher education as the 21st Century approaches.

Maduro is director of the Hispanic Institute of Theology at the Theological School at Drew University in New Jersey. He is the author of seven books published in five languages and more than 200 articles on liberation theology. He is currently on the editorial board of the *Journal of the American Academy of Religion*, *Social Compass* and *Cristianismo y Sociedad*.

García Lectures on Spanish American War

Fleet Bank and St. Francis College (N.Y.) were the promoters of a recent lecture at St. Francis College. The lecture was given by Dr. Enildo García as a part of the "Nueva York Hispánico: A New Day" celebration. The topic of the lecture was "History and Culture in the Spanish America War: The United States, Spain, Cuba, and Puerto Rico."

García is a professor of Spanish, Foreign Languages, Fine Arts, and International Cultural Studies at St. Francis College.

Cisneros President of Texas A&M-Kingsville

Retired Army Lieutenant General Marc Cisneros of San Antonio, Texas, was unanimously selected this summer as the Texas A&M University-Kingsville's new president. Cisneros replaces outgoing president Dr. Manuel L. Ibáñez, who in January announced his plans to resign from the presidency and return to a full-time faculty position.

Cisneros' 35-year military career began as a ROTC Distinguished Military Graduate commissioned in the Army field artillery in 1961. He served two combat tours in Vietnam and one in Panama, where he was recognized for limiting battle damage and casualties and for helping to capture General Manuel Noriega. His military service primarily involved combat arms operational and command positions, and he was part of the leadership team that transformed the Army into its modern state in terms of advanced technology.

He was twice awarded the Distinguished Service Medal–the Army's highest achievement award during peacetime.

In 1997, Cisneros was named one of the "100 Most Influential Hispanics" by *Hispanic Business* magazine.

He has a bachelor's degree from St. Mary's University in San Antonio, a master's from Shippensberg State College, and a post-master's from the United States Army War College.

Arias Sánchez Awarded Honorary Degree

Oscar Arias Sánchez, Nobel laureate, received an honorary degree in humane letters at the University of South Florida this past spring. Arias Sánchez, former president of Costa Rica and 1987 Nobel Peace Prize winner for his successful efforts to bring peace to Central America, advised the graduating class to use their education to work toward achieving world peace. He warned that despite the ending of the cold war, staggering levels of poverty and hunger persist. A strong advocate for the reduction of arms sales, he noted that U.S. arms sales to the developing world are counterproductive to the mission of peace in those developing nations.

Arias Sánchez is pictured here with (to his left) Mike Conniff, Director of Latin American and Caribbean Studies, and Betty Castor, president of USF.

PLACES

Hispanics Excelling in Health at Barry Univ.

Barry University (Fla.) awarded the largest number of master's degrees in the nation to Hispanic Americans in health professions and related sciences during the 1995-1996 academic year.

Barry awarded 31 master's degrees (7 to men and 24 to women), with Hispanics representing 17.7 percent of the graduating class, according to *Black Issues in Higher Education*.

In addition, new Hispanic students registering for classes at Barry this fall swelled to 348, marking a 67 percent increase from 208 students last year.

The jump is part of a bigger trend. This fall, 913 first-year and transfer students made up the largest incoming class in the school's 58-year history. The increase in the number of new students meant a 77 percent jump from the fall of 1997.

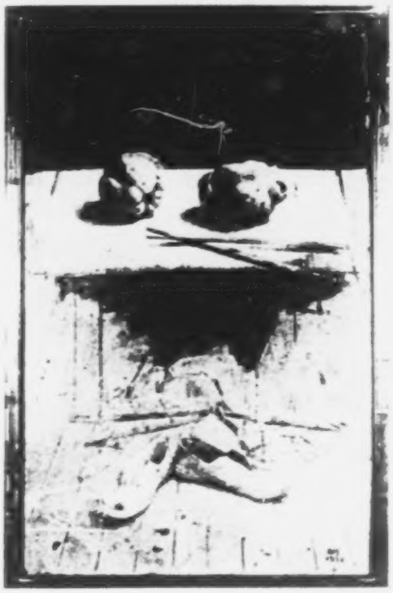
Barry University student Ana Lopez (pictured here), 19, who has Venezuelan roots, is a Professional Writing major who is away from her parents for the first time. But she doesn't dwell on thoughts about missing home. She takes six classes, is a member of the Caribbean Student Association and the Theater Club, and contributes to the student newspaper.

"I'm too busy to miss home," said Lopez.

Spanish Painters Exhibition at QCC

The work of 10 critically acclaimed Spanish painters was on display at the Queensborough Community College (N.Y.) Art Gallery in October and November to celebrate Hispanic Heritage Month and the 25th anniversary of *Noticias de Arte* (one of New York's earliest Hispanic art journals).

Titled "Punto Emergente. Artistas Gallegos Contemporáneos," the exhibit featured the critically acclaimed work of Pura Ameijide Montenegro; Alejandro Carro; Anne Heyvaert; Maruja Mallo; Ana María de Matos; Ana Mazoy; Antonio Murado; Carlos Pardo Teixeiro; Manuel Quintana Martelo (pictured here is Martelo's oil-on-wood still-life titled "Dous Membrelos"); and Arturo Souto. All but one are natives of Galicia, Spain.

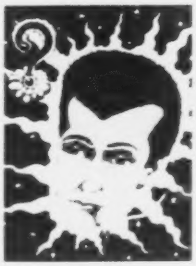


The paintings in the collection reflected the diverse spirit of the region, ranging from the textured paintings of Murado to the realism of Martelo. The exhibit also doubled as a primer on 20th-Century art trends, with Mallo (a student of Salvador Dali) representing the school of surrealism, and de Matos embodying the post-modern to serve as both artist and critic.

Faustino Quintanilla, director of the gallery, said, "Many of these artists are internationally known, and their work represents a little bit of everything. Yet ... this is the first time their work has been put together in one exhibit."

"Ex-Voto Evolution" at SVA

The School of Visual Arts (N.Y.) recently held an exhibition of works, "Ex-Voto Evolution," by James Spica.



Ex-Voto paintings originated in the Catholic church of Spain. These small paintings depict someone close to the artist, usually a family member, who has died and gone to heaven. Spain's colonization of the Americas brought the ex-voto tradition to Mexico, where it evolved into a devotional art form that depicts events in which the layperson artist is miraculously spared from death. The paintings are close to the altar of the church to serve as a reminder to the faithful of the event and an offering of gratitude to God.

"Ex-Voto Evolution" is a collection of drawings in pencil and Iris Glicee prints based on the ex-voto paintings and altarpieces of the Mexican Catholic Church. These drawings and prints recount the stories of friends and acquaintances who have survived traumatic or life-threatening experiences. Unlike the works that have inspired them, there is no religious lesson or conclusion to be drawn. Instead, they recount events that have led to personal growth or a re-evaluation of priorities. Though the transformations depicted in Spica's drawings and prints are not religious, their effect on the lives of the individuals who have experienced them is undeniably spiritual.

In Spica's work shown here, the caption reads: "Lubomir Opustil, born in Novy Jicin, the Czech Republic on the thirty-first day of October 1957, moved to New York City in 1991 and has not been heard from since."

Kettering's Hispanic Engineers Fellowship

A fellowship program for Hispanic engineering graduates seeking Master of Science degrees in engineering has been established by Kettering University's (Mich.) Office of Minority Student Affairs.

The one-year fellowship package, valued at more than $35,000, provides full tuition, a $1,000 monthly stipend, summer engineering co-op employment, and a room in Kettering's residence hall. Students may pursue master's degrees in either manufacturing systems engineering, automotive systems, or mechanical design.

Students accepted for the program will spend 15 hours per week in the Minority Engineering Program office working with minority first-year students in calculus, physics, chemistry, or other basic courses. Teaching or research opportunities might also be available.

Palo Alto College, Texas A&M University Receive Grant

Palo Alto College and Texas A&M University will provide top-quality training for veterinary technicians as a result of a $265,000 grant received from the U.S. Department of Agriculture.

Palo Alto College will work with the College of Veterinary Medicine and the College of Agriculture and Life Sciences of Texas A&M University in College Station and the Veterinary Medical Association of Bexar County on the project.

U.S. Sen. Phil Gramm informed the institutions that a three-year grant, "Strengthening a Veterinary Technology Program Through Distance Education," had been approved.

Dr. Manuel Pina Jr., associate professor and special projects director at Texas A&M, and Noberto Espitia, clinic supervisor at Texas A&M, were among those who wrote the grant.

"This kind of collaboration is a way to extend Texas A&M University's land-grant mission to as many partners as possible while enhancing our abilities to respond to the needs of an increasing Hispanic student population," said Pina.

Also, Dr. Enrique Solis, president of Palo Alto College, noted that the grant would benefit private practitioners as well as the veterinary students.

UTPA Awarded $500,000 Grant

The University of Texas-Pan American (UTPA) has been awarded a $500,000 grant from the Fannie Mae Foundation to stimulate the development of low-income housing in the Rio Grande Valley.

"There are a lot of problems in the Rio Grande Valley that need attention," said Roland Arriola, executive director for the Office of Center Operations and Community Services at UTPA, "but the number one problem right now is the lack of low-income housing."

Arriola said the goal of the Fannie Mae program is to bring a national focus to current and potential roles of higher education institutions in housing and community development in urban America.

"We were going head to head with several hundred schools from across the nation to obtain this grant, and we were the only school from Texas to be selected," Arriola said. "We have the opportunity to showcase what this university can do."

UTPA was one of the top five recipients under the Fannie Mae Foundation's $5 million national grant program on university-community partnerships.

According to Arriola, the program will provide training and education to the general public on the process of purchasing a low-income home, and will also be renovating at least 164 substandard existing homes.

In the News at Cal State L.A.

California State University-Los Angeles recently announced the opening of a Center for Environmental Analysis, funded by a $4.9 million grant from the National Sciences Foundation (NSF). The project, initiated by program director Carlos Robles, Cal State L.A. professor of biology and microbiology, is the first of its kind funded by the NSF on the West Coast.

The Center will conduct vital ecological and environmental research on human impact in natural ecosystems. "Cal State L.A. is the perfect locale for this project because of its proximity to various natural and urban habitats such as the Santa Monica mountains, the ocean, and deserts," said Robles.

Qualified students will have a unique opportunity to conduct specific research with Cal State L.A. and University of California faculty whose projects relate to such areas as marine ecology, air pollution, and chaparral biology.

Cal State L.A. also announced the selection of the following students as Sally Casanova Pre-Doctoral Scholars for 1998-99: Rodolfo Castro (art), Clarence Cattouse (special education), José Gallegos (psychology), Irene Grau (communication studies), Jesús Martinez (history), Douglas Molina (chemistry), Mónica Nava (psychology), Irma Romero (psychology), Daniel Santos (sociology), Barbara Stahl (chemistry), and Vicki Zeitner (political science).

A preliminary study of former Pre-Doctoral Scholars indicates that nearly half have already entered a doctoral program or will be entering one in the fall, some with fellowships.

Bilingual Education Effort at SWT

Southwest Texas State University (SWT) has been chosen as one of five schools in the Southwest to lead a program to develop better qualified bilingual education teachers.

SWT has been named, along with the University of Texas-San Antonio, the University of Texas-Pan American, Arizona State University, and Long Beach State University, as a "hub" university, a distinction made for research, policy, and training institutions that will lead the program and train individuals at other institutions to participate. The goal is for the institutions to develop a model teacher preparation program for bilingual, binational, and bicultural environments.

The program is funded by a grant of $308,710 to SWT over three years from the Intercultural Development Research

Association through the Kellogg Foundation. Nancy Ramos (pictured here), an assistant professor of curriculum and instruction at SWT, will serve as institutional coordinator for the grant project.

"We want to increase the number of qualified bilingual teachers and improve the methods we use to prepare them for the classroom. There is a definite shortage of bilingual teachers in Texas, and this program should help," said Ramos.

Colombian Gold and Ceramics at Carlos Museum

An exhibition of more than 160 masterworks, the first traveling exhibition to focus on the important gold and ceramic sculpture of ancient Colombia, South America, is presently on display at the Michael C. Carlos Museum on the campus of Emory University (Ga.). "Shamans, Gods, and Mythic Beasts: Colombian Gold and Ceramics in Antiquity," running through Jan. 10, 1999, displays many works of art that have never been outside of Colombia, the fabled land of the man of gold, "El Dorado."

Forty-three of the works are gold ornaments, and the remaining, elaborate clay sculptures. Works were chosen by curator Armand Labbé of The Bowers Museum of Cultural Art in Santa Ana, Calif., to represent all regions of ancient Colombia. Many are being seen for the first time outside their home in the Museum of Gold in Bogota. Others are on loan from the Fondo de Promocion de la Cultura and the Instituto Colombiano de Antropologia (Colcultura) and museum in the United States.

"This exhibition will reveal that the indigenous Amerindian expressions of shamanism differ quite a bit from the recent popular conceptions of this oldest human religious complex," said Rebecca Stone-Miller, on-site curator at the Carlos Museum.

Kenan-Flagler and ITESM Creating Learning Innovation Center

The University of North Carolina-Chapel Hill's (UNC-CH) Kenan-Flagler Business School has joined forces with Mexico's leading technology university to create a Center for Innovation in Learning.

Educators from UNC-CH and the Monterrey Institute of Technology and Higher Education (ITESM) will collaborate to design innovative new courses and cutting-edge teaching tools using the most advanced technologies.

According to Dr. Enrique Zepeda, ITESM's international relations director, Kenan-Flagler offers course content and innovative teaching methods developed through years of rigorous and relevant business education and research.

ITESM was ranked the number one business school in Latin America by America Economia's magazine in its September issue. It is one of two schools to become the first Mexican institutions recently accredited by the International Association for Management Education, the premier accrediting agency, also known as AACSB.

Columbia University School of Social Work Celebrates Puerto Rican-Hispanic Scholarship Program

Columbia University's (N.Y.) School of Social Work marked the tenth anniversary of the Agustin Gonzalez Memorial Scholarship, the first scholarship for Puerto Rican and Hispanic graduate social work students in the United States.

The Gonzalez Scholarship was established in 1988 by School of Social Work alumna Rita Ortiz in memory of her late brother, Agustin Gonzalez. He founded the Puerto Rican Family Institute, a leading social service agency, and was keenly aware of the need for well-trained professionals with bilingual and bicultural skills to serve Latino communities.

This year's scholarship recipients are Sonia Szymanski and Scott Tacoronte.

At a special reception, Nydia M. Velásquez (pictured here at left), Representative from the 12th Congressional District, Brooklyn, was recognized for her leadership in and service to the Puerto Rican and Hispanic communities in the greater New York City area.

The first Puerto Rican woman elected to the United States House of Representatives and the first Latina appointed to serve on the New York City Council, Velásquez is an advocate for women's issues and Latina rights. She received a master's degree from New York University.

St. Mary's Students Discuss Cuban Study Tour

Seven St. Mary's University (Texas) School of Law students, participants of a study tour group comprised of students and faculty members who visited Cuba in June, held a panel discussion in October to share their experiences of the cultural, legal, and political aspects of Cuban society.

During their two-week visit, students met with community leaders who discussed various topics on economics, education, feminist and community activism, the role of religion, and the current state of Cuba. Students also toured an AIDS sanatorium, met members of the National Assembly, and debated freedom of the press with Cuban journalists. They also attended many cultural events, including a Santaria ceremony and a performance by the Cuban National Ballet.

St. Mary's professor of history, Gerald Poyo, Ph.D., helped guide the tour. "The desire for cash is one of the main reasons Cuba has been eager to accept American students and why the U.S. has been reluctant to let them go," said Poyo. "The travel licenses granted by the Treasury Department bar students and professors from spending more than $100 a day in Cuba."

Another team of St. Mary's students will trek to Cuba in early January to meet with

political, educational, and religious leaders to discuss U.S./Cuba relations.

134 Parents Graduate from APEX Program

ASPIRA One hundred and thirty-four parents completed the ASPIRA Parents for Educational Excellence program (APEX) this summer, graduating in June during a ceremony held at New Jersey City University.

In recent years, ASPIRA, an organization dedicated to engaging Latino youth in education, created the APEX program in order to help Latino parents better understand and take part in their children's academic career. The 10-workshop program, which operates out of Jersey City, N.J., stresses the importance of caring for children and the need for parent-child interaction. It also works to help parents improve their self-esteem.

One hundred and twenty-eight mothers and six fathers formed the third graduating class.

Noche Loca and Kids Art Show at Texas A&M University-Corpus Christi

This fall marked the second presentation of Noche Loca (Night of Expression), a talent show featuring a variety of acts including poetry, reading, singing and dancing, at Texas A&M University-Corpus Christi.

First, second, and third place trophies were awarded to the winners, which were determined by the audience's ballots.

Multicultural programmer Lucy Torres said that since the first show, the school looks forward to Noche Loca. "Last year was the first year we held the talent show, and it was a big success."

Celebrity judges included Anissa Hernández from *La Onda* magazine, Sandra Ochoa from the Robstown City Council, and Col. Luther Jones, former Corpus Christi mayor.

Texas A&M University-Corpus Christi also held a kids' art show contest as well as a reception for the young artists and their parents for Hispanic Heritage Month. The theme of the art show was "Portrait of Hispanic Heritage in Our Community."

The show and contest, for Corpus Christi area elementary art students in grades 3-5, was sponsored by the Bilingual Education Student Organization. Poster contest winners received first, second, and third prize ribbons as well as art supplies.

APSU Offering Spanish Major

Austin Peay State University (APSU), which has more Hispanic students than has any other public university or college in Tennessee, now offers a major in Spanish.

Students can take 32 semester hours in Spanish language, conversation, and composition; Spanish-American history, literature, and culture; and peninsular (Spain) culture and history. Previously, Spanish was paired with French and German for a foreign language major. Now, students can double-major in those areas or just in Spanish.

It's a change that Dr. Ramon Magrans (pictured here), APSU professor of Spanish, is glad to see. "When I first came here in 1982, I had four students in my Spanish classes," said Magrans. "It was quite challenging. Now, we have more than 200 enrolled in Spanish classes."

He said Spanish-speaking graduates are being heavily recruited by industry as well as by the teaching profession. "We have sent students to Texas, New Jersey, and Florida after they turned down several job offers. Almost every high school in the area now has a Spanish teacher that came through Austin Peay."

Mexican Dance Troupe Presents a Visual Fiesta at CMU

Ballet Folklórico "Quetzalli," Mexico's premier dance troupe, presented a visual fiesta of old Mexico at Central Michigan University in October.

"This popular dance troupe is known for its colorful costumes, lively dancing, and toe-tapping music from an area in eastern Mexico known as Veracruz," said Robert Ebner, director of University Events. "They perform authentic dances in traditional costumes that showcase many of the different regions in Mexico."

Showcasing vastly different cultures and folklores, 12 Ballet Folklórico dancers perform regional dances from five areas of Mexico, including the company's home state of Veracruz, birthplace of the well-known "La Bamba" dance.

Mexico's rich dance heritage is rooted in the ethnic groups that have become part of its culture, including pre-Hispanics who were indigenous to the area and a Spanish influence that arrived during the 16th century. In later years, the region was influenced by a mixture of African, American, Caribbean, Cuban, and Peruvian immigrants.

Hispanic Magazine Honors Ortíz

A 1998 Hispanic Achievement Award from *Hispanic Magazine* has been bestowed on Martin Ortiz, who has been the director of the Center of Mexican American Affairs at Whittier College in Whittier, Calif., since 1968. In making the award, *Hispanic Magazine* wrote that Ortiz has "guided thousands of students, finding scholarships, arranging tutors, securing jobs, and sharing words of wisdom that many hold dear long after graduation." It also cites the $1,500,000 Whittier College endowment scholarship fund named after Ortiz, as well as Ortiz' service on the advisory board of MALDEF (Mexican American Legal Defense and Educational Fund) and on the board of directors of INROADS, Los Angeles, Inc., which is a nationwide program providing internship opportunities for minority college students.

PUBLICATIONS

Latin America Bibliography

by Juan Manuel Pérez

Truly an original for scholarship on Latin America, this book incorporates the incredible diversity of studies related to Latin America that have appeared in the last three decades. Beginning in 1970, Juan Manuel Pérez superbly organizes distinct subjects into a coherent work, allowing the reader to find initial sources of information on topics related to Latin American history, social issues, economics, politics, and science.

1998
544 pgs.
ISBN 0-8108-3496-0
$79.50 cloth
Scarecrow Press
(800) 462-6420

Sendero Luminoso in Context: An Annotated Bibliography

by John Bennett

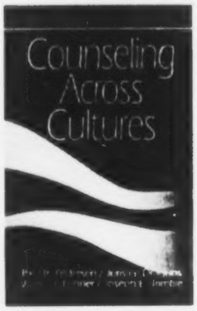
El Sendero Luminoso—The Shining Path—is Peru's long-standing Maoist revolutionary group that has significantly shifted the entire landscape of Peruvian political, social, and cultural life. The focus of this bibliography is on major works dealing with The Shining Path and the political context that nurtured the development of such groups.

1998
320 pgs.
ISBN 0-8108-3559-2
$60.00 cloth
Scarecrow Press
(800) 462-6420

Counseling Across Cultures, 4th ed.

Paul B. Pedersen, Juris G. Draguns, Walter J. Lonner, and Joseph E. Trimble, eds.

Updated and expanded, this edition offers a comprehensive examination of the increasing priority given to culture in the counseling process. The contributors examine the cultural dimensions of assessment and appropriate interventions in counseling, highlighting work with African Americans, Asian Americans, Native Americans, Hispanics, and refugees.



1996
392 pgs.
ISBN 0-8039-5749-1
$28.95 paper
Intercultural Press
(800) 370-2665

Decentering the Regime: Ethnicity, Radicalism, and Democracy in Juchitán, Mexico

by Jeffrey W. Rubin

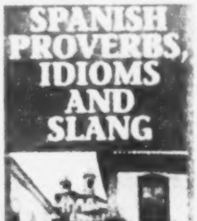
DECENTERING REGIME

Since 1989, an indigenous political movement—the Coalition of Workers, Peasants, and Students of the Isthmus (COCEI)—has governed the southern Mexican city of Juchitán. This book examines this Zapotec Indian movement and shows how COCEI forged an unprecedented political path—overcoming oppression in the 1970s to achieve democracy in the 1990s.

December 1997
312 pgs.
ISBN 0-8223-2063-0
$17.95 paper
Duke University Press
(919) 688-5134

Spanish Proverbs, Idioms, and Slang

by Juan Serrano and Susan Serrano



This book explores the background and history of proverbs in Spain by giving examples and by analyzing modern-day slang and expressions. It discusses the importance of proverbs in Spanish literature and the oral traditions. It also explains the "who, what and where" of many well-known Spanish sayings.

November 1998
350 pgs.
ISBN 0-7818-0675-5
$14.95 paper
Hippocrene Books, Inc.
(718) 454-2366

Treasury of Spanish Love Poems, Quotations and Proverbs

Juan Serrano and Susan Serrano, eds.

This collection includes works by de la Vega, Calderón, and García Márquez.

1997
128 pgs.
ISBN 0-7818-0358-6
$12.95 cloth
Hippocrene Books, Inc.
(718) 454-2366

Treasury of Classic Spanish Love Stories in Spanish and English

Bonnie May, ed.

This collection contains selections from Cervantes, Miguel de Unamuno, Jorge de Montemayor, and Gustavo Adolfo Bécquer, among others.

1997
157 pgs.
ISBN 0-7818-0512-0
$11.95 cloth
Hippocrene Books, Inc.
(718) 454-2366

Decade of Betrayal: Mexican Repatriation in the 1930s

by Francisco E. Balderrama and Raymond Rodriguez

DECADE OF BETRAYAL

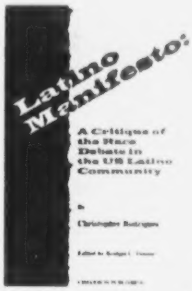
As the Depression engulfed the United States in the early 1930s, fear and anxiety spread that Mexicans were taking jobs and welfare benefits away from "real" Americans. Eventually, more than a million were shipped back to Mexico. In this book, the impact of the forced relocation on both sides of the border is carefully appraised.

August 1995
320 pgs.
ISBN 0-8263-1575-5

$18.95 paper
University of New Mexico Press
(800) 249-7737

Latino Manifesto: A Critique of the Race Debate in the U.S. Latino Community

by Christopher Rodriguez



This book attacks the racial mythologies of white supremacy in the three major countries of origins for Latinos in this country: Mexico, Cuba, and Puerto Rico. It examines the role of the Catholic Church as an institution that established centers of de-culturalization for the Native American and African slaves in order to assimilate them into "Christian Civilization." The book further discusses the Latin American state policies to whiten their population (Blanqueamiento) and how the importance of these ancient racial attitudes have impacted modern Latinos in the U.S. landscape.

November 1998
200 pgs.
$19.95 paper
Cimarron Publishers
(410) 312-0572

VIDEO RECORDING

Holding Ground: The Rebirth of Dudley Street

Holding Ground

Holding Ground is at once a cautionary tale of urban policies gone wrong and a message of hope for all American cities. By the 1980s, abandoned by industry and government, the Dudley area of Roxbury, Mass., a once thriving community, had become the most economically disenfranchised neighborhood in the state, with over 40 percent of the residents living below the poverty line. This one-hour documentary shows how, through the voices of committed African American, Latino, Cape Verdean, and European American residents, activists, and city officials, the neighborhood fought to close down illegal dumps, gain unprecedented control of land from City Hall, and create a comprehensive plan to rebuild the fabric of their community. (58 min.)

New Day Films
22D Hollywood Ave.
Hohokus, N.J. 07423
(201) 652-6590

CONFERENCES

Modern Language Association Annual Convention

December 27-30

1998 Annual Convention. At a medley of San Francisco (Calif.) hotels.

Contact: visit the MLA Web site at <www.mla.org>.

NAWE-Women in Higher Education

January 2-5

The 12th annual international conference of NAWE: Advancing Women in Higher Education. Keynote speaker will be writer Claudia Limbert, now a CEO at a Penn State campus. At the Charleston Place Hotel in Charleston, South Carolina.

Contact: Visit <www.nawe.org>.

National Institute for Leadership Development

January 10-15

For women with a master's degree who work in a community college. Provides leadership training that utilizes the concepts of the most current and progressive models to define the essence of leadership for the 21st Century. The institute consistently trains leaders to have a positive impact on their educational institutions. In Phoenix, Ariz. Also February 28-March 5 in Seattle, Wash.; May 20-June 4 in Boston, Mass.; and September 26-October 1 in Chicago, Ill.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede, (602) 285-7494.

National Association for Bilingual Education Annual Conference

January 26-30

"Bilingual Education: More Than Just Talk!" is the NABE conference theme. In Denver, Colo.

Contact: NABE, (202) 898-1829; Web site: <www.nabe.org>.

National Institute for Leadership Development

January 28-31

For female CEOs of community colleges. Includes enhancing your leadership skills, debating current issues, networking with colleagues, recreation, and rejuvenation.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede, (602) 285-7494.

Ethnic Studies National Conference

February 9-13

Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.

In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr., (606) 783-2650.

ACE-The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millennium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

AAHE-Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>. HO

Book Review in Brief

By Mark Saad Saka, Ph.D.,
Assistant Professor of History,
Sul Ross State University, Alpine, Texas

Border Crossings: Mexican and Mexican-American Workers.
Ed., John Mason Hart.
246 pgs.
Wilmington, Delaware:
Scholarly Resources Inc.
(1-800-772-8937), 1998
ISBN 0-8420-2717-3
Paperback $18.95

Border Crossings: Mexican and Mexican-American Workers is a much needed work on the evolution of the Mexican and Mexican-American working class, one that transcends traditional spatial constructs such as the nation-state and, instead, integrates the Mexican working-class experience with that of the Mexican population in the United States. The editor, John Mason Hart of the University of Houston, is the foremost authority on Mexican working-class history, having written extensively on the ideological formation of working-class culture, history, and society, and the role that the working class played during the Mexican Revolution of 1910-1924.

The book consists of a series of articles spanning the nineteenth and twentieth centuries and integrates a number of major themes in Mexican and Mexican-American working-class history, including the role of mutualism and mutual aid societies, the replication of "traditional" gender roles in the nineteenth-century Mexican textile industry, attempts by Mexican workers in the United States to maintain a sense of community, working-class living conditions in the Arizona copper mines, the formation of alternative notions of national citizenship by workers in such regions as Chicago, and the nature and effect of transnational labor systems in California on both Mexican and Mexican American workers.

In an age of disappearing national borders and a multinational corporate economy, studies such as *Border Crossings* provide a crucial conceptual perspective in which Mexican and Mexican workers transcend the nation-state and forge a common destiny. I have used this book in the classroom and have found that the students respond favorably to its easy accessibility.

SOME OF OUR UPCOMING DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Association of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Graduate School Issue**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
July 2	June 15	

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To Confirm—Call (201) 587-8800 (x102 or x106) Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

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California Community Colleges

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California Community Colleges

and

Community Colleges from across the nation.

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Tenth Annual JOB FAIRS

FREE ADMISSION • No Registration Fee

LOS ANGELES
Saturday, Jan. 30, 1999
Wyndham Hotel -
at Los Angeles Airport
6225 West Century Blvd.
10 a.m. - 3 p.m.

OAKLAND
Saturday, Feb. 6, 1999
Oakland Marriott /
Convention Center
1001 Broadway (at 10th)
10 a.m. - 3 p.m.

The 1999 California Community Colleges Job Fairs are for faculty and administrative positions only.

University of Notre Dame
DIRECTOR, LATINO STUDIES

The University of Notre Dame is seeking an established scholar to direct its newly instituted Latino Studies Center.

Candidates for the position are expected to have earned a Ph.D. and have experience in working with Latino populations and a record of research in any field related to Latino Studies.

The successful candidate will provide direction and leadership for an interdisciplinary program of teaching and research focusing on the Latino experience in the United States. The director's responsibilities will include research, building a curriculum and designing an undergraduate concentration, recruiting and developing new faculty as well as establishing connections with faculty in established departments, and budgetary planning and oversight.

The director will receive strong support from the University's administration, from its active and well-established Hispanic Alumni network, and from the rapidly growing Latino student population at Notre Dame. In developing the Latino Studies Center, the director will be expected to work with various University constituencies in order to enhance awareness of Latino issues across the curriculum.

Notre Dame is an affirmative action, equal opportunity employer. The University strongly encourages applications from minority and women candidates. Screening of applicants will begin on October 1, 1998 and conclude when the successful candidate is identified. Please direct all applications and nominations, including a complete dossier and names of referees to:

Rev. Timothy R. Scully, C.S.C.
Vice President and Senior Associate Provost
234 Hayes-Healy Center
University of Notre Dame
Notre Dame, IN 46556

Amherst College
Andrew W. Mellon
Visiting Assistant Professor of English

The Andrew W. Mellon Foundation has awarded a grant to Amherst College to support exceptionally promising young scholar-teachers for two years of half-time teaching (one course each semester) and half-time research.

The Amherst College English Department now invites application for a Mellon Fellowship to begin in the Fall Semester 1999. The fellowship, which provides a stipend equivalent to that of an assistant professor, requires the recipient to teach one course in film study each semester for a period of two years while pursuing research in the scholar's field. The applicant must be the recipient of the Ph.D. degree (specifically), with principal study in some aspect of film history, theory, or criticism as well as significant experience in the study of literature, preferably at the graduate level. The degree must have been awarded after September 1993; if it is in process at the time of application all requirements must be completed by June 1, 1999. A letter of application together with CV and three letters of reference should be submitted on or before January 15, 1999, to the **Mellon Search Committee, English Department, Box 2234, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.**

Amherst College is an undergraduate liberal arts college for men and women, with some 1570 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Amherst College is an Equal Opportunity, Affirmative Action employer and encourages women, minorities, and disabled persons to apply. The administration, faculty, and student body are committed to attracting qualified candidates from groups presently under-represented on our campus.

For more information about Amherst College see our Web page at:

www.amherst.edu

UNION COLLEGE

SYSTEMS LIBRARIAN

Union College, a highly selective liberal arts and engineering college of 2,000 students, founded in 1795 and located in Schenectady, New York, is searching for a Systems Librarian. The successful candidate will offer some combination of experience providing hardware and software technical support for library workstations as well as staff applications workstations, an in-depth understanding of Windows95/NT software and protocols, including Z39.50, TCP/IP, and WWW technology; familiarity with a variety of Windows-based productivity programs; the ability to manage, support, and troubleshoot LAN and CD-ROM library hardware and software. Experience with DRA also highly desirable. In addition to technical background, the successful candidate must demonstrate: strong oral, written, and analytical skills; the ability to work within a collegial academic environment; and experience with staff training, budget management, and planning. Experience cooperating with the Computer Center in a college or university environment would be very helpful. Represents Library on committees at the College and regional level. The Systems Librarian participates in Library reference service, including some nights and weekends. **Minimum Qualifications:** M.L.S. or M.S.I.S. from an A.L.A. accredited program; 3-5 years relevant experience supporting an integrated library system in an academic library.

Schaffer Library has just completed a major building expansion and renovation. Visit our WWW site for additional information on both the Library and Union College.

http://www.union.edu

Union College offers an exceptional benefits package including: medical, dental, and vision insurance, life and disability coverage, a generous retirement plan and tuition remission. Union College is committed to a program of affirmative action and equal opportunity employment. Women and minorities are strongly encouraged to apply.

Send letter of application, resume, and salary requirements to **T. G. McFadden, Director, Schaffer Library, Union College, Schenectady, NY 12308.**
Review of applications will begin on **January 15, 1999.**

LEADING THE WAY

GAINESVILLE COLLEGE

UNIVERSITY SYSTEM OF GEORGIA

Gainesville College, a two-year unit of the University System of Georgia, has tenure track faculty vacancies in the following areas for the 1999-2000 academic year. All positions are dependent upon budget approval.

Biology
Computer Information Systems (Business Administration)
English
History
Instrumental Music
Journalism/Speech or Journalism/English
Mathematics
Spanish
Speech Communications

Gainesville College is located 50 miles northeast of Atlanta, Georgia, near beautiful Lake Lanier. It has almost 3,000 students and 90 full time faculty members. In addition to traditional day classes, the College, primarily transfer-oriented, has a robust night program and several off-campus sites.

For specific information about the vacancies, please visit our web site at:

http://www.gc.peachnet.edu

PO BOX 1358
GAINESVILLE, GA 30503
ADA/EEO/AA EMPLOYER

Vice Provost—Information and Educational Technology

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Vice Provost—Information and Educational Technology. The Vice Provost reports to the Provost and Executive Vice Chancellor and has primary responsibility for providing the leadership necessary to assure effective and strategic deployment of information and educational technology for the Davis Campus. The incumbent will work closely with senior campus administrators, faculty, staff, and students to plan, finance, and deliver technology across the complete campus distributed computing and communication environment.

The University of California, Davis, is a major research university with approximately 1,600 faculty and 24,800 undergraduate, graduate, and professional students enrolled in three colleges (Agricultural and Environmental Sciences, Letters and Science, Engineering), four professional schools (Law, Management, Medicine, Veterinary Medicine), the Division of Biological Sciences, and a major University Medical Center in Sacramento.

The Vice Provost assures that the University's academic and administrative functions are supported by appropriate high-quality and cost-effective information technology. The incumbent will develop, maintain, and support computing and communications services that balance centralized and decentralized approaches to meeting the technology needs of academic and administrative users.

The Vice Provost will manage an organization that includes academic and administrative computing, technology infrastructures to deliver voice, data, and video communications services, campus publishing, printing, and illustration services, and instructional support and related services. The Division of Information Technology has 300 employees and a $32 million budget.

We seek candidates with a deep understanding and respect for the academic culture and the willingness and ability to work within the University of California's joint governance structure. The person must clearly demonstrate a commitment to consultation that includes faculty, administrators, students, and staff. The successful candidate will understand the use and application of computing and information technologies in support of instruction, research, communications, and administrative systems within a Research I University and have experience in academic technology planning and cognizance of the strategic issues facing these universities over the next five years. In addition, the person shall have a record of substantial administrative, planning, and financial management experience and excellent written and verbal communications skills.

An advanced degree and previous experience in a research university setting are highly desirable. Candidates who have appropriate academic credentials may qualify for a faculty tenured position. Salary will be commensurate with experience and qualifications. Review of candidates will begin January 20, 1999. The position remains open until filled. Nominations and applications should be addressed to:

Gerald R. Hallee
Assistant Executive Vice Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UC Davis an affirmative action/equal opportunity employer

NEW WORLD SCHOOL OF THE ARTS

The New World School of the Arts is a Florida "Center of Excellence in the Visual and Performing Arts". Located in downtown Miami, it is a unique high school-through-college program offering professional Baccalaureate degrees in Music, Dance, Theater, and Visual Arts. The School, a joint venture of the University of Florida, Miami-Dade Community College and the Miami Dade County Public Schools, is accredited through its partners by the Southern Association of Colleges and Schools and is an accredited institutional member of the National Associations of Schools of Music, Dance, Theater, and Art and Design. Now in its 12th year, New World School of the Arts has been repeatedly acknowledged for its offerings, faculty and the success of its students.

DEAN, SCHOOL OF MUSIC

The N.W.S.A. seeks a Dean for its Music Division, which has an enrollment of 110 high school and 60 college students. The Dean provides administrative and artistic leadership for the music unit which is comprised of 8 full-time and 25+ part-time faculty. This position has overall responsibility for developing and administering the Music division; assists the Provost in planning and administering the instructional program in Music and in conducting other activities necessary to provide quality instruction; recruits college music students in cooperation with N.W.S.A. Student Services recruitment staff; implements and continually evaluates and improves the music curriculum so that it reflects the N.W.S.A. mission; participates in the planning and reviewing of the Music budget; approves all purchasing requests; develops class schedules and provides classroom instruction for the Music program; assists in developing and facilitating fund-raising activities on behalf of the music division and N.W.S.A. in cooperation with the N.W.S.A. Director of Development and the Provost; and performs other duties related to general administration as assigned by the Provost. REQ.: Master's degree in Music or Music Education and a minimum five (5) years of appropriate administration/management experience; Doctorate preferred; established reputation as a musician and/or music educator; ability to work and communicate effectively both orally and in writing with faculty and students ranging from high school through college-level; and ability to work successfully in a multi-ethnic multi-cultural environment. Salary: Negotiable, commensurate with qualifications and experience. Appointment: beginning July 1, 1999. ID#8-24853.

ASSOCIATE INSTRUCTOR/ TECHNICIAN/LIGHTING DIRECTOR

This individual will provide lighting for dance concerts; maintain dance theater and other studio facilities and equipment; perform all technical functions associated with a dance production. Must be willing to work with N.W.S.A. students; assist in the technical aspects of both student and faculty productions including lighting, sound, audio, video, sets and props; and perform other related duties as assigned. REQ.: Bachelor's degree and four (4) years of professional dance lighting experience or an equivalent combination of experience and training, and experience maintaining a theater required. Evidence of successful work with students preferred. ID#3-34411.

ANTICIPATED FACULTY VACANCIES
for August 23, 1999:

THEATER TECHNICAL DIRECTOR

This faculty member will teach technical theater courses at all levels of N.W.S.A.; will utilize shops, theater, and studios in an experientially-based program; plan and provide supervision of students in set construction for four main stage productions per year; oversee technical aspects of active schedule of studio productions. In addition, this faculty member will contribute to the development of a new B.F.A. program in Design and Production; have opportunities to design depending on desire and qualifications; and perform other related duties as required. REQ.: Master's degree in Theater Production or Design with five (5) years of professional and/or educational theater experience or Bachelor's degree and six (6) years of professional experience. ID#8-24763.

MUSIC THEATER

This faculty member will teach music theater classes at all N.W.F.A. levels, including dance, movement, and/or voice; serve as the lead teacher for an experiential Music Theater program; provide academic and artistic guidance for all aspects of the music theater program including productions; and assist students in preparing for competitions and conference auditions. In addition, an active involvement in music theater productions is required. Will perform other duties as required including recruiting and advising students. REQ.: Master's degree in Music Theater or related area or Bachelor's degree and six (6) years of high level professional experience; evidence of substantial experience including national credits and successful teaching experience at all N.W.S.A. levels. ID#8-28472.

GRAPHIC and DESIGN PROGRAM

As a creative designer, this faculty member will participate in the development of an innovative Graphic Design Program based on experiential learning leading to a B.F.A. in Graphic Design; teach courses in design for print, electronic media, the Design Lab and Electronic Intermedia Program; perform other duties as required including recruiting and advising students. The program includes internship opportunities for students. REQ.: Master of Fine Arts degree in Graphic Design and high level professional experience in graphic design, art direction, multimedia, and internet communications or Bachelor's degree and six (6) years of professional experience. The individual should be recognized for creativity and innovations in a visual communications facility with computer technologies and programs, and possess evidence of successful college-level teaching. ID#8-28562.

ELECTRONIC INTERMEDIA

A creative Cyberartist is needed to assist with the design of courses for an innovative experiential program in Electronic Intermedia leading to a B.F.A. degree. Responsibilities include teaching courses in cyberart, computer animation, multimedia design, website design, and other emerging areas of electronic intermedia. The faculty member will play a major role in guiding students through their Intermedia Lab and and external internship experiences, and will perform other duties as required incluing recruiting and advising students. REQ.: Master of Fine Arts degree; Doctorate preferred; with extensive professional experience in electronic media design and recognition as a creative and innovative artist; evidence of successful college-level teaching. ID#8-32610.

COMPOSITION and MUSICIANSHIP

This faculty member will teach composition and musicianship (theory, ear-training, improvisation) utilizing electronic media in experiential programs that prepare all levels of N.W.S.A. students for the professional music world in the 21st century; revise course syllabi to reflect the division's emphasis on an expanded curriculum utilizing technology and encouraging improvisation and creativity; serve on division committees, and perform other duties as required. REQ.: Master's degree in Composition and/or Theory; Doctorate preferred; evidence of successful teaching experience in composition and theory utilizing electronic media; significant recognition as a composer with evidence of experience in contemporary compositional techniques including jazz, electronic media and non-western musics; skill in more than one composition area and the performance of contemporary music including improvisation. ID#8-26463.

WORLD MUSICS

This faculty member will teach music history courses with a global perspective in an experiential program preparing students for the professional music world in the 21st century; revise course syllabi to reflect the division's emphasis on an expanded curriculum that seeks to be inclusive of performance in world music courses; serve on division committees, and perform other duties as required. REQ.: Master's degree in Music related to World Music; Doctorate preferred; evidence of successful teaching experience; significant experience in teaching music history with a global perspective; skill and experience teaching music history through the integration of chronological, anthropological, sociological, and performance-oriented perspectives. ID#8-26540.

VIOLIN and/or VIOLA

This faculty member will teach applied music in area of expertise at all N.W.S.A. levels; perform as part of the faculty performance series; serve as the lead teacher for an experiential applied instrumental music program preparing students for the professional music world in the 21st century; serve on division committees; and perform other duties as required. REQ.: Master's degree in an area of instrumental performance; Doctorate preferred; evidence of successful teaching experience; significant professional performance in area of expertise; skill in the performance of contemporary music including improvisation. ID#8-26453.

KEYBOARD STUDIES

This faculty member will teach applied keyboard in area of expertise at all levels of N.W.S.A.; perform as part of the faculty performance series; develop curriculum and serve as the lead teacher in an experiential program preparing students for the professional music world in the 21st century; serve on division committees; and perform other duties as required. REQ.: Master's degree in a Keyboard Studies area; Doctorate preferred; evidence of at least five (5) years of successful teaching experience; significant professional performance in area of expertise; skill in more than one keyboard area and the performance of contemporary music including improvisation. ID#8-26475.

BALLET

This faculty member will teach Ballet at all levels of N.W.S.A.'s curriculum; choreograph for students; create or restage and prepare choreography for performances; guide students with choreographic projects; conduct rehearsals; perform other duties as required including advising college students, serving on departmental and N.W.S.A committess, and professional service. REQ.: Master's degree in dance or Bachelor's degree and six (6) years of experience with a nationally recognized dance company; must have evidence of at least five (5) years of successful teaching experience at all ballet levels. The successful candidate will have significant choreographic repertory and professional experience. ID#8-27133.

Closing date: 1/15/99. Formal application required. Send letter of application, resume, and request for a full position description and the required application form to: **Dr. Bennett Lentezner, Provost, New World School of the Arts, 300 N.E. 2nd Avenue, Miami, FL 33132.** EA/EO Employer.

BEST COPY AVAILABLE

Austin Peay State University

Clarksville, Tennessee 37044

Faculty positions for 1999-2000, available July/August 1999. All positions are tenure-track and, unless otherwise designated, the doctoral degree in the discipline is required. See APSU Homepage **http://www.apsu.edu** for Employment Opportunities or contact individual listed for discipline in which you are credentialed. Review of applications will begin January 19, 1999 and continue until positions are filled.

(931 area code)

Discipline	Contact Person	Fax	Tel
Accounting	Wes Fortner	648-5984	648-7556
African American Studies/ Political Science	Joe Filippo	648-7668	648-6236
Biochemistry/Bioorganic	John Foote	648-5996	648-7626
Developmental Studies	Aleeta Christian	648-7742	648-7612
Diversity Education	J. Ronald Groseclose	648-5991	648-7511
Geography	Robert A. Sirk	648-7284	648-7454
Public/Community Health or Health Education	Rebecca Glass	648-7040	648-6111
Management	Stephanie Newport	648-5985	648-7788
Mathematics	Leon McQueen	648-6354	648-7833
School Counseling	Charles Grah	648-6267	648-7233
Radio Production	J. Micheal Gotcher	648-7265	648-7378
Sociology	G. Richard Hogan	572-1024	648-7971

AUSTIN PEAY STATE UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

RHODE ISLAND SCHOOL OF DESIGN

PROVOST

The Rhode Island School of Design seeks applications and nominations for its Provost. The Provost acts as the principal advocate for academic programs, faculty, and resources.

The Provost will promote, develop and maintain the institution's educational mission and quality as an art and design college. Directly reporting to the President of RISD, the Provost is also responsible for the day-to-day and visionary leadership and administration of undergraduate and graduate academic programs, curriculum, faculty, governance, and operating budget.

Those reporting to the Provost include Academic Deans, Admissions, Student Affairs, Continuing Education, and European Honors Program. Reporting indirectly to the Provost are the Registrar, Library, and Media Center.

RISD was founded in 1877 as a privately endowed coeducational institution. It now offers undergraduate and graduate degree programs in Fine Arts, Architecture, and Design disciplines with a strong Liberal Arts component. The Museum, regarded as one of the finest, small art museums in the country, is a teaching resource.

All nominations, inquiries, and applications will be maintained in confidence on behalf of the Search Committee by the search firm, Heidrick & Struggles, and should be sent to:

William J. Bowen
Vice Chairman
Heidrick & Struggles
Sears Tower - Suite 7000
233 South Wacker Drive
Chicago, IL 60606-6402

RISD is an equal opportunity employer and does not discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, sexual orientation, or disability.

ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS AND DEAN OF STUDENTS

DIVISION OF STUDENT AFFAIRS

BOWLING GREEN STATE UNIVERSITY

The Assistant Vice President for Student Affairs and Dean of Students has specific leadership responsibility for the out-of class involvement of University students including various student development programs and student services. In this capacity, the Dean works with student leaders, faculty, and staff throughout the University to promote student learning, create meaningful organizational activities, and enhance student involvement on a campus-wide basis.

The general administrative programs responsible to the Dean include: the student union, student activities, multicultural activities, student organization and leadership programs, judicial affairs, the off-campus student center and programs, parents' services, crisis intervention and student emergency services, new student orientation, and student government. The Dean is a member of the Student Affairs Council and other University committees. The Dean of Students reports to the Vice President for Student Affairs.

ESSENTIAL EXPERIENCE

Minimum of five (5) years of experience in higher education with experience directing a major student affairs unit. Demonstrated experience in writing and research. Demonstrated commitment to equity and affirmative action issues. Evidence of active involvement in professional and community organizations. Demonstrated experience in student union management or student activities preferred. Successful teaching experience at the undergraduate or graduate level preferred.

ESSENTIAL EDUCATION

Doctorate degree required in higher education, student personnel, counseling or related field.

ESSENTIAL ABILITIES

Knowledge of higher education programs and services, strong conflict mediation skills, ability to mobilize human resources effectively, ability to speak and write with clarity and succinctness, a thorough understanding of the process involved in student development and an ability to communicate this understanding in a positive manner to all segments of the University community.

SALARY

Full-time administrative staff position. Administrative grade level 20. Salary is commensurate with education and experience. Full benefit package available.

TO APPLY

Submit letter of application, resume, and four names, addresses and telephone numbers of professional references postmarked by January 29, 1999 to:

Patricia I. Patton, Employment Manager
Office of Human Resources (Search M-698)
100 College Park Office Building
Bowling Green State University
Bowling Green, OH 43403

Final candidates will be required to provide transcript(s) and letters of professional references.

BGSU IS AN EEO/AA EDUCATOR AND EMPLOYER

UIC

DEAN OF THE COLLEGE OF DENTISTRY

University of Illinois at Chicago

The University of Illinois at Chicago (UIC) invites applications and nominations for Dean of the College of Dentistry.

UIC is one of the nation's leading research universities with 15 colleges and a faculty and staff of 11,000, serving approximately 17,000 undergraduate and 8000 graduate and professional students. Comprised of the Chicago, Springfield and Urbana-Champaign campuses, the University of Illinois is the flagship university in the state.

The UIC College of Dentistry is one of six (along with Medicine, Nursing, Pharmacy, Public Health and Health & Human Development Sciences) colleges in a comprehensive academic health center. The College of Dentistry is organized into eight departments and the Molecular Biology of Oral Diseases research center. It has a broad scope of programming that includes the major recognized specialties in dentistry. There are 115 FTE faculty members who are dedicated to advancing the strong heritage of clinical and research education, including basic, postgraduate and continuing professional education. Intramural practice is available for faculty. For additional information please visit the College web site at:

http://www.uic.edu/dent/college/dental/overview.html.

We are seeking a Dean who has achieved national prominence; a clinical scholar in dentistry with visionary academic leadership; appreciation for the basic sciences as well as clinical research; superb managerial, financial and human resources skills; and a commitment to diversity. Significant to this position is the Dean's ability to communicate with College faculty and enhance relationships with other campus units as well as external groups. A candidate's accomplishments should qualify him/her for an appointment as a full professor in one of the College academic units. Candidates must be eligible for Illinois licensure.

Applications should be accompanied by a letter of interest, a resume, and the names and addresses of five references. Review of applications will begin immediately and will continue until the position is filled. Please send to:

Dr. Joan Shaver, Chairperson
Search Committee for the
Dean of the College of Dentistry
Office of the Provost
601 S. Morgan
Chicago, IL, 60607-7128

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer. Women, minorities, and people with disabilities are encouraged to apply.

PART-TIME FACULTY POSITIONS-SPRING 1999/FALL 1999
BUSINESS & TECHNOLOGY DIVISION
FASHION INSTITUTE OF TECHNOLOGY®-SUNY
Seventh Avenue at 27 Street, New York City-10001-5992
Application deadline: January 4, 1999

FIT®, an internationally known leader in career education, is a college of art and design and business and technology of the State University of New York offering 30 career-related majors leading to A.A.S., B.F.A., B.S., and M.A. degrees.

PART-TIME FACULTY

Qualifications: Minimum of 5 years appropriate professional industry experience and baccalaureate degree required; college-level teaching experience and proficiency with computer technology preferred.

POSITIONS AVAILABLE

ADVERTISING & MARKETING COMMUNICATIONS DEPT: Advertising, Public Relations, Direct Marketing, Promotion, Journalism, Media, Marketing Communications Research.
DIRECT MARKETING DEPT: Direct Response Copy Writing & Creative Strategy, Account Management, Finance & Operations Management, Media Planning & Management.
FASHION MERCHANDISING MANAGEMENT DEPT: Executive merchandising experience in the apparel industry (retail and wholesale backgrounds qualify).
HOME PRODUCTS DEVELOPMENT & MARKETING DEPT: Marketing with experience in soft line and/or hard lines areas of home furnishings industry.
INTERNATIONAL TRADE & MARKETING DEPT: Global Sourcing & Supply Chain Management, Global Marketing & Distribution Chain Management, Import/Export Procedures.
MANUFACTURING MANAGEMENT DEPT: Managerial Experience in Sewn Products manufacturing including Production Technology, Industrial Engineering, Computer-based Costing & Technical Applications related to Manufacturing, ability to teach Business Applications Software Programs.
MARKETING & FASHION RELATED INDUSTRIES (MARKETING) DEPT: M.B.A. or Master's degree in a business-related area and teaching experience in all areas of the Marketing discipline preferred.
MARKETING & FASHION RELATED INDUSTRIES (BUSINESS LAW) DEPT: Law degree and teaching experience in Business Law and International Law preferred.
PATTERNMAKING TECHNOLOGY DEPT: Industry background for teaching manual Marker-making, Production & Costing.
TEXTILE DEVELOPMENT & MARKETING DEPT: Textile Product Development and/or Quality Control.

TO APPLY FOR PART-TIME POSITIONS send letter of application, resume, and names and phone numbers of three professional references to the department in care of Irene Buchman, Acting Dean for Business & Technology, F.I.T., Seventh Avenue at 27 Street, Rm. B-423, New York City 10001-9992

F.I.T. IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

DENISON

UNIVERSITY
Granville, Ohio

PROVOST

Denison University invites nominations and applications for the position of Provost. The Provost is the chief academic officer and reports directly to the President.

Founded in 1831, Denison is a nationally ranked, independent, coeducational selective liberal arts college with a strong tradition of academic excellence. Its 250-acre campus is located in the picturesque village of Granville, Ohio, 25 miles east of Columbus. A residential undergraduate college, Denison has 2,000 students, 167 faculty members, and endowments and specialized funds of more than $300 million.

The college operates on a two-semester calendar with a voluntary May Term. It offers 37 majors and awards the B.A., B.S., and B.F.A. degrees. A first-rank faculty in 22 academic departments is active in scholarly and creative work and offers a range of quality programs for students who go on to a wide variety of academic, professional, and business careers. For additional information, visit the Denison University Web Page at:

http://www.Denison.edu.

Although nominations and applications will be accepted until the position is filled, those submitted by January 15, 1999 are best assured of receiving full consideration. The position is scheduled to be filled by April 30, 1999, with the appointment to take effect no later than July, 1999.

Please send nominations or applications to:

Dr. Tom Schultz, Chair
Provost Search Committee
Denison University
Granville, Ohio 43023

Ms. Shelly Weiss Storbeck of A.T. Kearney, Inc. is assisting in this search: **703-739-4613; FAX 703-518-1782**

Denison University is an Equal Opportunity, Affirmative Action Employer.
Nominations of and applications from women and minorities are encouraged.

LONG ISLAND UNIVERSITY

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island area.

THE SCHOOL OF EDUCATION

BROOKLYN CAMPUS

Invites Applications for Four Tenure-Track Positions

Asst./Assoc. Prof.: (1) Math Education, (2) Special Ed., (3) Ed. Tech., and (4) Literacy/TESOL. Earned doctorate in appropriate area required; interest in issues related to urban education desirable. The Brooklyn Campus, occupying a 10-acre site in downtown Brooklyn, is one of the country's most dynamic and diverse urban campuses. It enrolls 8,100 students in over 52 graduate and 62 undergraduate degree programs in a full range of areas, including business, education, pharmacy, nursing, health professions, liberal arts and sciences, public administration, and fine arts, with doctoral programs in Clinical Psychology and Pharmacy. Send letter of interest and vita to: **Terri Campo, Personnel Office, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-8423.** Applications reviewed as received. Searches will remain open until positions are filled. LIU is an Affirmative Action/Equal Opportunity Institution.

Head, Research Grants & Head, Special Projects

Division of Earth Sciences

National Science Foundation, Arlington, VA seeks candidates for 2 leadership positions: Head, Research Grants Section (EP99-2) & Head, Special Projects Section (EP99-3). EAR is responsible for funding support of fundamental research in most areas of the solid-earth sciences. Appointment to this Federal Senior Executive Service position will be on a career, limited term, or IPA basis, with $106,412 - $116,495 salary range. Ph.D. or equivalent experience in one of the Earth Sciences, research administrative experience, and leadership skills required.

Announcements, with position requirements and application procedures, may be obtained on NSF's homepage at

www.nsf.gov/home/chart/work.htm
or by calling NSF's HR Division
on 703-306-0755
(hearing impaired individuals may call
TDD 703-306-0189)

Applications are due 2/5/99

Equal Opportunity Employer

SWT

ASSISTANT VICE PRESIDENT FOR FACILITIES

Southwest Texas State University invites applications and nominations for the position of Assistant Vice President for Facilities. SWT, a unit of the Texas State University System, is the seventh largest public university in Texas, with enrollment of over 21,000 and an annual budget of $153 million. SWT is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWT at

http://www.swt.edu.

The Assistant Vice President for Facilities is a senior institutional official reporting to the Vice President for Finance and Support Services. This position provides overall administration of facilities including design, construction, utilities production and distribution, energy conservation, custodial support, recycling, grounds care, and routine maintenance. The Facilities Management department supports approximately 4.2 million gross square feet of academic, administrative, and residential facilities. The University is comprised of 160 buildings on 425 acres in a beautiful, small-city setting. In addition the university has off-campus land holdings totaling 4,251 acres. The department employs approximately 300 staff and has an operating budget over $20 million.

REQUIREMENTS: Licensed professional engineer or architect preferred. Eight years of progressively responsible experience in facilities management involving project management, maintenance scheduling, and budget development, preferably in higher education. A commitment to working in a collaborative manner and the ability to foster trust and support among such varied constituencies as administrators, faculty, staff, students and the community are required qualities. Excellent oral and written communication skills are required. A demonstrated commitment to quality, customer service, staff development, diversity and safety are required. Starting salary for this position is commensurate with qualifications and experience.

FOR CONSIDERATION: Applicants should send a completed SWT application, a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position to:

Southwest Texas State University Personnel Office
J.C. Kellam Building, Suite 340
601 University Drive
San Marcos, Texas 78666

Review of applications will begin 12/1/98 and continue until the position is filled. For an application, call (512) 245-2557. Resume alone will not be considered.

SWT is an AA/EOE Employer.

COLLEGE OF NURSING

Human Performance and Fitness

- The University of Massachusetts Boston invites applications for a full-time tenure track Assistant Professor position beginning in the Fall, 1999. Candidates with experience in teaching physical education in the public schools are encouraged to apply. An earned Doctorate in Physical Education or related field, undergraduate and graduate teaching experience and evidence of a clearly established research agenda is required. Candidates are expected to teach undergraduate courses in motor learning, methodology, and supervise students teachers as well as teach graduate courses in philosophical issues, curriculum development, and research methods in physical education. Candidates are also expected to develop a nationally visible research program. Salary and academic rank will be commensurate with experience. Completed applications will be reviewed beginning Spring, 1999, and will continue until the position is filled. Please send a cover letter, curriculum vitae, and three letters of recommendation to **Office of Human Resources, Search 310-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer. For more information on the University visit our website at: www.umb.edu.

U Mass Boston

UMR

UNIVERSITY OF MISSOURI-ROLLA

UNIVERSITY OF MISSOURI-ROLLA has openings for three tenure-track faculty positions, one specializing in **MICROELECTROMECHANICAL SYSTEMS (Ref No. R52950)**; one in **STRUCTURAL HEALTH MONITORING AND MULTISENSOR DATA FUSION (Ref No. R52946)**; and one in **VIRTUAL MANUFACTURING AND RAPID PRODUCT REALIZATION (Ref No. R52926).** Based on the qualifications of the individual faculty members, the appointments will be in the Department of Mechanical and Aerospace Engineering and Engineering Mechanics, Electrical and Computer Engineering, Civil Engineering, or Engineering Management. A Ph.D. or equivalent is required, as well as a record of scholarly research and professional development. Applicants must have the ability to initiate research programs and a dedication to high-quality teaching. Appointments are anticipated to be at the assistant professor level, however, qualified candidates at all levels will be considered. More information can be found at **<http://www.umr.edu>**. Screening will begin February 15, 1999, and continue until the positions are filled.

Please submit application and vitae to: **Human Resource Services, Reference Number R52950/R52946/R52926, University of Missouri-Rolla, 1202 North Bishop, 1870 Miner Circle, Rolla, MO 65409-1050.**

UMR is an AA/EEO employer. Females, minorities and persons with disabilities are encouraged to apply.

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MIAMI

MIAMI UNIVERSITY OXFORD OHIO

Provost and Executive Vice President for Academic Affairs

The University: Miami University is among the nations premier public institutions, widely recognized for its excellence in undergraduate education and commitment to teaching. Founded in 1809, the University's Oxford Campus is acclaimed for the beauty of its Georgian architecture and natural setting. The historic community of Oxford is situated in southwestern Ohio within an hour's drive of Cincinnati and Dayton. Oxford couples the opportunity for living in a desirable small city of 12,000 with the unusual advantages of extensive cultural and sporting activities, comprehensive medical services, recreational opportunities and many other amenities.

The University enrolls more than 21,000 students. The residentially based Oxford Campus enrollment is 16,000 and approximately 5,000 students attend regional campuses in the nearby cities of Hamilton and Middletown. Baccalaureate degrees are awarded in nearly 70 fields, master's degrees in 60, and doctoral degrees in 9 disciplines. The University is proud of its strong tradition of liberal education, scholarship, co-curricular student develop-ment, international programming and alumni support. Its academic mission is enhanced by excellent and extensive physical facilities, an accredited art museum, an environmental research center and libraries housing more than 2 million volumes.

Miami is one of 13 state-assisted four-year institutions in Ohio coordinated under the aegis of the Ohio Board of Regents. The University has a nine-member independent Board of Trustees appointed by the Governor.

For more information, visit our Home Page:

http://www.muohio.edu

The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. The Provost is responsible for administering the academic programs of the University, including many academic support services. Reporting to the Provost are the Deans of the College of Arts and Science, the Richard T. Farmer School of Business Administration, School of Education and Allied Professions, School of Fine Arts, School of Applied Science, School of Interdisciplinary Studies, the Graduate School, the Executive Directors of the Hamilton and Middletown regional campuses, the Executive Director of the John E. Dolibois European Center in Luxembourg, as well as the Dean and University Librarian. The Provost also has direct responsibility for the Office of Continuing Education, the Office of International Programs, the Office of Liberal Education, the University Honors Program, the Office for the Advancement of Scholarship and Teaching, and other support functions such as the Office of the Registrar, the Instrumentation Laboratory, Career Planning and Placement Office, and the Miami Computing and Information Services.

Miami University is one of the nation's most selective public universities. It has a tradition of dedication to teaching excellence and undergraduate education with a strong record of scholarly achievement and support of graduate education. Miami seeks a strong academic leader who shares its commitment to outstanding liberal arts, professional education and scholarship and who will work closely with faculty, staff, students, alumni, and external constituencies to enhance Miami's record of quality higher education.

The successful candidate must possess an earned doctorate or its equivalent and have a strong record of teaching, scholarship and leadership in academic administration at the University level.

The Search Committee will be considering such further characteristics as:

- Appreciation of and a firm commitment to the mission of Miami University
- The ability to build a consensus and work with all groups in the University to enhance academic excellence
- A demonstrated ability to establish positive relationships with faculty, staff, students, and other members of the University community
- A demonstrated knowledge of budgetary procedures, long range planning, and program evaluation
- An active commitment to cultural, racial and ethnic diversity

To ensure consideration by the Search Committee, applications must be received by February 1, 1999. The search will remain open until the position is filled. The successful candidate will be expected to assume the position as of July 1, 1999 or as soon thereafter as practical. Questions about this position can be directed to Karen K. Shaffer, Secretary of the University. Applicants should send a resume, statement of interest and a list of references to the address below. Supporting information, including letters of reference will be requested by the Search Committee at the appropriate time. This search is subject to the provisions of the Ohio Public Records Act.

Prof. Karen K. Shaffer
Secretary of the University
101 Roudebush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610
Fax: (513) 529-1737

SUMMER 1999

Universidad Complutense

MADRID - SPAIN

Scholarship Program for Teachers & Counselors

One to four weeks of intensive Spanish language study from early July to early August, 1999.

Includes: round trip airfare, three meals a day, room accomodations and instruction at Colegio Mayor Nebrija of Universidad Complutense.

For information, **Write or Fax** your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn,
NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

PROVOST

Eastern New Mexico University-Roswell

Eastern New Mexico University invites applications for the position of Provost at ENMU-Roswell

The provost is the chief executive officer of the Roswell Campus and reports to the President of ENMU located at Portales, New Mexico. The successful candidate will possess integrity and a commitment to and a belief in the efficacy of education. Selection criteria will include: earned doctorate from a regionally accredited institution; successful sustained executive-level administrative experience in higher education, a record of effective management of institutional resources, demonstrated knowledge of and commitment to the mission and values of a branch/community college, ability to implement current and long-range planning in a branch/community college environment; a customer-driven philosophy of continuously improving services and programs; understanding of organizational management, technology application, two-year curriculum, and instructional programs; a demonstrated understanding of and sensitivity to the diverse cultural and ethnic backgrounds and needs of the community, college employees, and students; strong interpersonal skills; ability to work with other senior-level administrators, governing boards, state agencies, legislators, etc.; a strong commitment to the personal and professional growth of students, faculty, staff, and administration with the pursuit of excellence in all areas.

To apply, send a letter of interest responding to the criteria, official transcripts, a resume, and names, addresses, and phone numbers of three professional references to: **Director of Personnel, ENMU-Roswell, P.O. Box 6000, Roswell, NM 88202-6000.** Deadline: January 29, 1999. Salary is negotiable. Start date is August 2, 1999.

www.roswell.enmu.edu

AA/EO/Title IX Employer

The University of Connecticut Libraries

Assistant to the Director for Library Marketing and Communications

(Search #99A206)

Reporting to the Director of Libraries, this newly created position, based in the recently renovated Homer Babbidge Library, offers the opportunity to make significant contributions while working within a total team environment. The specific responsibilities of this position include: leadership in the marketing and promotion of library programs and services, production of Library-wide communications, development of specific marketing and promotion efforts in collaboration with the Library Liaison program, coordinating activities between the library and the University's Public Relations office; and acting as the primary author, editor, and editorial consultant for various library publications.

For further information about the UConn Libraries or this position, see our home page at **http://www.lib.uconn.edu** or call **Elizabeth Tonucci at (860) 486-0845.**

At the University of Connecticut, our commitment to excellence is complemented by our commitment to building a culturally diverse staff. We actively encourage minorities and people with disabilities to apply.

Dean, School of Information

The University of Michigan, Ann Arbor

The University of Michigan seeks applications and nominations for the position of Dean of the School of Information. The mission of the School is to address the complex challenges of the information age with innovative research and by training a new class of information professionals. The School's distinguished faculty are drawn from many disciplines, including library and information science, cognitive psychology, computer science, the humanities, and economics. It has excellent staff and outstanding financial and technical resources. It sits within a great, public, research University that is renowned for its interdisciplinary traditions. Doctoral and masters students in the School of Information are conducting research and preparing for careers in archives and records management; human-computer interaction; library and information services; information economics, management, and policy; and in other information-related endeavors.

Dramatic changes are occurring in information resources and technology. The School is deeply committed to helping all sectors of society realize the potential benefits of these developments. Candidates should have the vision and experience to lead the community of faculty, students and staff in synthesizing the new, interdisciplinary lines of research and education that are so urgently required.

The School expects the Dean to provide intellectual leadership, to be strongly engaged in its research and teaching missions, to steward its finances, to oversee its administration, to take a key role in raising external funds, and to represent it effectively in relations with the University and with external communities — locally and around the world. The Dean will report to the Provost and Executive Vice-President for Academic Affairs.

Candidates with distinguished scholarly accomplishments and records of success in academic administration are strongly encouraged. However, the path-breaking mission of the School implies that candidates from other backgrounds — such as libraries, foundations, or information technology companies — may also be highly attractive.

Nominations and applications will be reviewed continuously beginning November 15, 1998 and will be accepted until the position is filled. All inquiries and submissions may be directed to: **Michael D. Cohen, Chair, School of Information Dean Search, 3074 Fleming Building, University of Michigan, Ann Arbor, MI 48109-1340.** Email may be addressed to: **SIsearchChair@umich.edu**

More can be learned about the mission and resources of the School of Information at: **http://www.si.umich.edu/DeanSearch**

A Non-Discriminatory, Affirmative Action Employer.

MCTC MANCHESTER
COMMUNITY TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges. It serves about 9,000 students at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000.

Director of Educational Technology and Distance Learning

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mctc.commnet.edu/per**, or call **(860) 647-6153.**

Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than January 11, 1999
EOE/AA/M/F

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CSU Cleveland State University

The Department of Curriculum and Foundations in the College of Education at Cleveland State University, Cleveland, Ohio has the following tenure-track faculty positions available:

Assistant Professor
Technology and Education

DUTIES: Teaching undergraduate and graduate courses in instructional development and technology, supervising laboratory experiences, and advising students. **REQUIREMENTS**: Earned doctorate in educational technology or related field with background in a teaching field (completed no later than August 31, 1999); professional experience in multicultural and/or urban settings; knowledge of and experience with utilization of new technologies for instructional delivery and curriculum integration; evidence of or potential for scholarly productivity; and three years of K-12 teaching experience (or equivalent). **PREFERRED QUALIFICATIONS:** University teaching experience; experience in or potential for securing extramural funding; leadership in the integration of technology in schools; and experience with distance learning. **ADDITIONAL RESPONSIBILITIES**: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; provide service to professional associations, the University, and the local community; and generate grants and contracts on technology-related initiatives. University-school partnership work is encouraged. **For this position, submit application information to Dr. Joshua Bagakas at the address shown below (E-mail: j.bagakas@csuohio.edu)**

Assistant Professor
Social Foundations of Education

DUTIES: Teach undergraduate and graduate courses in the social foundations of education and advising students. **REQUIREMENTS**: Earned doctorate in social foundations of education, sociology, history, anthropology of education or related field (completed by August 31, 1999); three years K-12 teaching experience; and professional experience in multicultural and/or urban settings; and evidence of or potential for scholarly activity. **PREFERRED QUALIFICATIONS**: University teaching experience; experience in or potential for securing extramural funding; experience with the use of technology and/or distance learning in instructional delivery. **ADDITIONAL RESPONSIBILITIES**: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; and provide service to professional associations, the University, and the local community. University-school partnership work is encouraged. **For this position, submit application information to Dr. Sanza Clark at the address shown below (E-mail: s.clark@csuohio.edu)**

Assistant Professor
Human Development and Learning

DUTIES: Teach graduate courses psychology of the adolescent learner, psychology of learning and instruction, adult learning, child development and/or the life cycle; perhaps teaching undergraduate courses in educational psychology; and advising students. **REQUIREMENTS**: Earned doctorate in educational psychology, human development or related field (completed by August 31, 1999); three years K-12 teaching experience or equivalent; professional experience in multicultural or urban settings; and evidence of scholarly activity/potential. **PREFERRED QUALIFICATIONS**: University teaching experience; experience with the use of technology and/or distance learning in education; and experience in or potential for securing extramural funding. **ADDITIONAL RESPONSIBILITIES**: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; contribute to the doctoral program in urban education, and provide service to professional associations, the University, and the local community. University-school partnership work is encouraged. **For this position, submit application information to Dr. Lynne Hannah c/o address shown below** (E-mail: c.hannah@popmail.csuohio.edu)

SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of assistant professor. Nine-month, tenure-track positions include a competitive benefits package and frequent summer appointments, if desired.

APPLICATION PROCEDURES AND PROCESS: To apply, please send a letter of interest, curriculum vitae, three current letters of reference and official copies of all college transcripts to the appropriate search committee chairperson c/o **College of Education, Curriculum and Foundations, Cleveland State University, 1860 East 22nd Street, Cleveland, OH 44114-4435.** Review of applications will begin on January 8, 1999; position open until filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

SAN ANTONIO COLLEGE

Anticipated 1999 Tenure Track Faculty Position

Architecture Instructor (99055)

Required: Master's degree with at least 18 graduate hours in Architecture. Prefer Master's degree in Architecture. Teaching experience & working knowledge of AutoCAD advantageous.

Position open until filled. Review will begin early January, 1999. Submit: cover letter, resume, names/addresses of at least 3 references, copies of transcripts.

Alamo Community College District • **Human Resources Department**
201 W. Sheridan, Suite A60 • San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm • emresume@accd.edu
(210) 208-8051 • EOE • ACCD is closed 12/19/98-1/3/99

PENN

The Office of the Vice Provost for University Life (VPUL) is seeking extraordinary people for the following senior-level opportunities:

ASSOCIATE VICE PROVOST

The Associate Vice Provost for University Life is a member of the Vice Provost for University Life executive management team with substantial senior administrative experience in higher education who serves as deputy to the Vice Provost, and who provides executive administrative guidance to, and day-to-day supervision of, a number of major departmental units including the Ben Franklin Scholars, Counseling and Psychological Services, Career Services, the Department of Academic Support Programs, the Penn Women's Center, and Student Development Planning. The Associate Vice Provost also provides support and advocacy to students experiencing personal or social crises. In this capacity, the Associate Vice Provost provides opportunities for the Division to excel in service delivery by engaging a teamwork model of consultation, collaboration and referral, and by facilitating academic linkages as appropriate with individual schools and other campus and community resources.

This individual provides leadership on issues related to the quality of campus life and identifies opportunities to integrate educational efforts regarding these issues. To this end, the Associate Vice Provost convenes the Campus Resource and Services Team, which supports the VPUL mission in providing quality services that foster the interaction of Penn's diverse student community. The team advocates for the student population by defining, interpreting or developing University regulations, policies and programs as appropriate.

The Associate Vice Provost ensures the provision of resources and services, and may convene and/or serve on University committees and task forces. In addition, this individual serves as a resource and liaison to students and others on issues of safety and security and oversees the student-related Campus Emergency Procedures. This individual also serves as the Vice Provost's delegate on Open Expression, enforces the policy, and has oversight responsibility for the Open Expression monitors.

Qualifications: Ph.D. preferred. Minimum of ten years senior administrative experience in higher education, preferably at a research university, required. Excellent communication and organizational skills. Excellent interpersonal skills with demonstrated ability to work effectively with various and diverse constituencies, including students, parents, alumni, faculty, etc. Ability to handle multiple tasks simultaneously. Ability to work under stress. Ability to identify and implement creative and innovative strategies to problem situations. Knowledge of team collaborative and personal and group intervention techniques and concepts required.

DIRECTOR OF COMMUNICATIONS

This is a newly created senior-level position, responsible to the Vice Provost for planning, creating, and implementing a comprehensive VPUL communications and promotional program for internal and external constituencies. The Director will coordinate communications and external affairs on a broad range of VPUL and campus-wide student projects and initiatives. The Director of Communications will produce or manage production of print, electronic, and video communications and services.

Qualifications: B.S. required, M.S. preferred, with 5-7 years experience in publishing, journalism, public relations, or marketing. Excellent writing, editing, telecommunications and Internet skills. Ability to communicate effectively with a diverse community, ability to work independently and to organize and carry out projects within a complex organization, and demonstrated experience in using state-of-the-art communication standards and practices.

Interested candidates should submit resumes to **Pat Ravenell, Executive Assistant**, Office **of the Vice Provost for University Life, 3611 Locust Walk, Philadelphia, PA 19104-6222.** Application review will begin on January 7 and continue until a candidate is selected. Equal Opportunity, Affirmative Action Employer

Ben Franklin's University

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Florida State
UNIVERSITY

The Florida State University is classified as a Research I University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following three positions.

ASSISTANT PROFESSOR ELEMENTARY EDUCATION

Re-Advertisement (tenure-earning)

The Department of Educational Theory and Practice is searching for a faculty member in an Elementary Education program that grants Bachelors, Masters, Educational Specialist and Doctoral degrees. The position requires: teaching graduate and undergraduate courses in elementary education in a field-based program; service on departmental, college and university committees; supervision of field experiences; involvement and service to the educational community; advising undergraduate and graduate students; involvement in research and scholarly publication. Minimum qualifications include: earned doctorate in Elementary Education or related field, such as Curriculum and Instruction, Child Development or Educational Psychology; three years public school teaching experience; experience with elementary age children; evidence of scholarly productivity; ability to teach methods courses in one or more of the following: mathematics, science, social studies, technology, or second language acquisition; and willingness to work cooperatively in collegial endeavors.

Send application package to **Dr. Janice Flake, Chair, Elementary Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457.** For further information, contact her at 850-644-5458, fax 850-644-7736 or e-mail **jflake@garnet.acns.fsu.edu.**

PROFESSOR SCIENCE EDUCATION

Re-Advertisement (tenure-earning)

The Department of Curriculum and Instruction is searching for a faculty member who will: provide leadership to the teaching and research efforts of the science education program; co-direct a university-wide Consortium for Science Education; teach graduate and undergraduate courses, and direct doctoral students. Minimum qualifications include: earned doctorate in Science Education or appropriate related field. Preference will be given to candidates with strong science backgrounds. Candidates must have developed a research program with an outstanding national and international reputation as well as a history of successful grants and contracts activity.

Science Education at Florida State University has a history of close cooperation with faculty in the College of Arts and Sciences. Science Education faculty are very involved in a variety of research and development projects and teacher inservice activities. Outside funding has averaged roughly $2,000,000 per year over the past 10 years. The program has recently completed an off campus masters degree program in Miami. Current curriculum development efforts include a large project with the U.S. Department of the Interior for a CD on wildland fires. A web site for the same agencies on invasive species will begin soon. Science Education has numerous international contacts and projects. The opportunities for this program are only limited by the energy and vision of the person selected and their ability to exercise collegial leadership.

Send application package to **Dr. George Dawson, Chair, Science Education Search Committee, Department of Curriculum and Instruction, 209 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490.** For further information, contact him at 850-644-8422, fax 850-644-7806 or e-mail **gdawson@garnet.acns.fsu.edu.**

ASSISTANT PROFESSOR SPORT ADMINISTRATION

Re-Advertisement (tenure-earning)

The Department of Physical Education is searching for a faculty member who has teaching and research expertise in Sport Finance and Economics, and has the ability to teach other Sport Administration courses. Additionally, this person will be expected to teach both undergraduate and graduate courses in Sport Administration; develop an active research agenda; mentor masters and doctoral students' research; advise undergraduate and graduate students; contribute to department and university growth; and contribute to a Sport Administration community of scholars. Minimum qualifications include: earned doctorate in Sport Administration or related field; college and/or university teaching experience; evidence of scholarly productivity; experience advising graduate student research; and some sport business industry experience.

Send application package to **Dr. Brenda Pitts, Chair, Sport Administration Search Committee, Department of Physical Education, 109 Tully Gym, College of Education, Florida State University, Tallahassee, FL 32306-4280.** For further information, contact her at 850-644-2489, fax 850-644-0975 or e-mail **bgpitts@garnet.acns.fsu.edu.**

Applications for all positions will close on February 5, 1999. Completed packages will include a thorough letter of application documenting interest and qualifications, a current vita, and the names, addresses, and telephone numbers of five references who may be contacted. All positions will begin no later than August, 1999.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

The University of Oklahoma

College of Architecture

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Four of the Divisions of the College of Architecture are accepting applications for faculty employment to commence in August, 1999. Evaluation of applications will commence on January 11, 1999, and continue until the positions are filled.

•

Architecture

3 Assistant or Associate Professor
Tenure-Track Positions
and
2 Visiting Professor Positions

•

Construction Science

1 Assistant or Associate Professor Tenure-Track Position

•

Landscape Architecture

1 Director of Landscape Architecture
1 Assistant or Associate Professor Tenure-Track Position

•

Regional and City Planning

1 Assistant or Associate Professor Tenure-Track Position

For complete descriptions of position requirements see the OU College of Architecture Web Page.

http://www.ou.edu/architecture

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer

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BALL STATE
UNIVERSITY

Muncie, Indiana

ASSISTANT/ASSOCIATE PROFESSOR

(Methods/Supervision)

Department of Secondary, Higher, & Foundations of Education

Two tenure-track positions available August 20, 1999. Primary responsibilities: teaching undergraduate and graduate courses in pedagogy (methods) and supervision in secondary settings; collaborating with secondary schools and professional development schools, production of scholarly research in teacher education and related areas; involvement with and contribution to academic and professional organizations which address issues of secondary teacher education.

Minimum qualifications: earned doctorate in curriculum and instruction, secondary education, or other relevant field by date of appointment, appropriate and successful teaching experience in secondary schools, must have or have held a teaching credential, a coherent research agenda.

Preferred qualifications: evidence of an established record of scholarship in an area related to the responsibilities of the position; evidence of involvement in relevant grant activities; evidence of engagement in appropriate academic and professional service; post-secondary teaching experience; competence in classroom application of educational technology; ability to teach courses related to diverse/multicultural classrooms. Send letter of application, vita, official transcripts, and the names and addresses of three references to: **Chairperson, Search Committee, Department of Secondary, Higher, and Foundations of Education, Ball State University, Muncie, IN 47306.** Review of applications will begin January 15, 1999, and will continue until the positions are filled.

www.bsu.edu/teachers

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

BEST COPY AVAILABLE

California State University Monterey Bay

CSUMB is a comprehensive university which values academic quality and the integration of learning, working, and residential living, in a multicultural and interdisciplinary community. The campus is located on scenic and historic Monterey Bay on land that was formerly part of the Fort Ord army base. CSUMB is being recognized for its multicultural curriculum, commitment to technology, portfolio assessment, outcomes-based multidisciplinary programs, innovative methods for the delivery of teaching and learning, and community services as an integral part of the curriculum.

The curriculum is focused on meeting the student's educational and social needs of the 21st century. Students are required to demonstrate competency in their chosen fields as part of an overall process to ensure educational excellence, relevance, continuous institutional renewal, and ongoing assessment of student, faculty, and program quality. CSUMB seeks faculty who are interested in joining a small, flexible, committed, and high quality academic community.

CSUMB is currently recruiting tenure track faculty in the following areas for Fall 1999.

CENTER FOR ARTS, HUMAN COMMUNICATION AND CREATIVE TECHNOLOGIES

Institute for World Languages and Cultures

Foreign Language Pedagogy, Spanish Language Emphasis	#MBFLP-9902 Asst./Assoc. Professor

CENTER FOR COLLABORATIVE EDUCATION AND PROFESSIONAL STUDIES

Institute for Field-based Teacher Education

Literacy Methods	#MBLM-9905 Rank Open
Pedagogy and Bilingual Methods	#MBPBM-9906 Assistant Professor

Institute for Management and International Entrepreneurship

Mgmnt - Strategic Planning and Information Technology	#MBMIT-9907 Asst./Assoc. Professor

CENTER FOR SCIENCE, TECHNOLOGY & INFORMATION RESOURCES

Earth Systems Science and Policy

Applied Chemistry: Marine/Coastal Systems	#MBACMCS-9901 Assistant Professor

Library Learning Complex

Electronic Resources Coordinator	#MBERC-9903 Senior Assistant Librarian
Bibliographic Resources Coordinator	#MBBSC-9904 Senior Asst./Assoc. Librarian

All positions open until filled. Priority Screening Dates: Library Learning Complex and Institute for Field-based Teacher Education – 1/15/99. Institute for Management and International Entrepreneurship – 1/8/99. Institute for World Languages and Cultures and Earth Systems Science and Policy: screening in progress. For complete position description and application information contact CSUMB via web address (http://www.monterey.edu), email address (faculty_recruitment@monterey.edu) or by writing to: Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001. Telephone: 831/582-3569.

AA/EEO/ADA Employer

LONG ISLAND UNIVERSITY

Long Island University is the nation's eighth largest private university with six campuses in metropolitan New York and Long Island.

THE SCHOOL OF EDUCATION

C.W. POST CAMPUS

Invites Applications for the Following Positions Available Fall, 1999

Teacher Education: Rank open, expertise in university/school partnerships, professional development schools (districts), school reform, background in assessment and curriculum. Doctorate required, record of successful teaching, clinical program development, and grant writing preferred.

Secondary/Middle School Education: Asst./Assoc. Professor, expertise in early adolescent and adolescent development, social studies, school reform with background in contemporary middle/secondary school issues, and cultural diversity. Doctorate required, teaching and grant experience preferred.

Teaching on Learning: Asst./Assoc. Professor, expertise in contemporary educational theory and models of teaching and learning with background in curriculum development and performance assessment. Doctorate required, experience in teaching educational populations preferred.

School Counseling: Asst./Assoc. Professor, expertise in school counseling. Doctorate and recent experience in school counseling required.

Technology and Learning: Rank open, expertise in technology based educational systems in relation to human development and learning. Go to http://team.liu.edu/faculty. Doctorate required, dreamer-doer preferred.

C.W. POST CAMPUS is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 8,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library science, public administration, and the visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences. Send letter of interest and current vita to: **Dr. Jeffery Kane, Dean, School of Education, Long Island University, C.W. Post Campus, Brookville, NY 11548.** Applications will be reviewed as received; searches will remain open until positions are filled. LIU is an Affirmative Action/Equal Opportunity Institution.

Student Development Position
Director of Minority Programs
College of Engineering
Cornell University

The College of Engineering seeks a qualified and dynamic student services professional to fill the position of Director of Minority Programs. The individual in this position reports to the Assistant Dean for Student Services. The Director is a member of the engineering student services team and works in collaboration with other college and university offices, faculty and staff to 1) identify and recruit undergraduate underrepresented minority students, 2) design, implement and evaluate a comprehensive program of academic and developmental support services for students, 3) promote a campus climate which supports student development, 4) serve as a mentor and advocate for a highly talented and pro-active student constituency.

The director will design and implement student development programs, counsel and advise students and student organizations, develop and implement strategic and operational plans, oversee the daily operations of the office, and cultivate external relationships and resources in support of the program. The individual will provide direct services to students, participate in team management with the Directors of other student services offices, be a key advisor to the deans, and establish links with faculty and other relevant constituencies.

The successful applicant will be a dynamic leader with demonstrated abilities in student affairs, counseling and advisement, conflict resolution, program development and supervision. Effective communication and interpersonal skills and the ability to work with faculty, students and staff in a complex academic environment are also required.

An earned Bachelor's degree in a student development related area, or engineering or other technical field, plus a minimum of five years of relevant experience in higher education (preferably working with diverse student groups) are required. Preference will be given to candidates with a Master's degree in one of the areas specified above and a minimum of three years of relevant experience in higher education.

A complete application shall include a cover letter, resume, names and day-time telephone numbers of three current professional references, and a one-page statement of educational and leadership philosophy. Application review begins immediately and continues until the position is filled.

Applicants wishing to apply should send materials to:

Joan Higgins
Engineering Student Services
222 Carpenter Hall
College of Engineering
Cornell University
Ithaca, New York 14853

Cornell University is an equal opportunity employer.

BALL STATE
UNIVERSITY

Muncie, Indiana

ASSISTANT/ASSOCIATE PROFESSOR
(Social Foundations of Education)
Department of Secondary, Higher & Foundations of Education

Two tenure-track positions available August 20, 1999. Primary responsibilities: teaching undergraduate and graduate courses in social foundations of education. Additional instructional responsibilities may be assigned in departmental areas of demonstrable strength and professorial interest. **Minimum qualifications:** earned doctorate in social foundations of education or one of its constitutive parts, e.g., philosophy of education, history of education, sociology of education, comparative education, educational studies, or equivalent field. If ABD, all requirements for degree must be earned by date of appointment; a coherent research agenda; ability to teach courses related to diverse/multicultural classrooms. **Preferred qualifications:** evidence of an established record of scholarship in an area related to the responsibilities of the position; involvement in relevant grant activities; engagement in appropriate academic and professional service activities; post-secondary teaching experience; competence in classroom application of technology; have or have held a teaching credential; appropriate and successful teaching experience in secondary schools. Send letter of application, vita, official transcripts, and the names and addresses of three references to: **Chairperson, Search Committee, Department of Secondary, Higher, and Foundations of Education, Ball State University, Muncie, IN 47306.** Review of applications will begin January 15, 1999, and will continue until the positions are filled.

www.bsu.edu/teachers

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

PRESIDENT
Mercy College

Mercy College, a non-sectarian, independent, coeducational college in Westchester, NY is re-opening the search for a new President. Dr. Jay Sexter is retiring after nine years of successfully leading Mercy's continuing expansion and diversification. During his presidency enrollment almost doubled and today there are 7,500 undergraduates and 1,900 graduate students. The College is dynamic, entrepreneurial, and deeply committed to its mission of providing broad access to quality educational programs for students in the New York metropolitan area.

Founded in 1950, Mercy has been non-sectarian since 1969. Serving primarily commuter students, its main campus is in Dobbs Ferry on the banks of the Hudson River. In addition, it has branch campuses in the Bronx, White Plains, and Yorktown Heights, as well as 10 extension centers in Manhattan, Brooklyn, Queens and Westchester. The annual budget is $62 million.

The new president will be asked to lead and manage the continued growth and development of Mercy College, combining commitment to mission, quality, and financial health. He or she should have leadership and management experience sufficient to head a complex and growing institution, academic credentials that can earn the respect of the faculty, and experience working with complex educational organizations such as those of New York City and Albany. For more complete information about the position and the institution, please visit our website at **www.mercynet.edu/pres_search**

Inquiries, nominations and applications are invited and will be kept confidential. Materials (including a letter describing interest and experience, a CV, and the names, addresses and phone numbers of five references) should be sent to **Dr. Jean Dowdall, Vice President, A.T.Kearney Executive Search, 225 Reinekers Lane, Alexandria, VA 22314;** phone (703) 739-4761; fax (703) 518-1782; e-mail **jean_dowdall@atkearney.com**. For full consideration, materials should be received by January 5.

Equal Opportunity Employer

IOWA STATE UNIVERSITY

Where you can become your best.

Provost

Iowa State University invites nominations and applications for the position of provost. As chief academic officer of the university, the provost has key responsibilities for helping Iowa State achieve its strategic goal of becoming the best land-grant university in the nation. The provost reports to the president.

One of only 34 public AAU universities, Iowa State University is a comprehensive educational and research institution located in Ames, a community of 50,000 people recently recognized as the second most-livable small city in the nation. Iowa State has 25,500 students, 1,800 faculty, 4,300 staff, and a budget in excess of $700 million. The university offers undergraduate, graduate, and professional degrees through its colleges of Agriculture, Business, Design, Education, Engineering, Family and Consumer Sciences, Liberal Arts and Sciences, Veterinary Medicine, and the Graduate College. Iowa State is a Carnegie Foundation Research I university, and operates numerous research centers. It also operates the Ames Laboratory under contract with the U.S. Department of Energy. The university has just completed its two most successful fundraising years and is in the midst of a $425 million capital campaign. Visit Iowa State's Web site at www.iastate.edu for more about the university, and www.iastate.edu\ISUsearch\provost\ for more about this position.

The provost works closely with the president in providing overall leadership for the university. The provost oversees the university's academic programs in teaching, research, and extension and the University Library, the Computation Center, the Institute for Physical Research and Technology, the Ames Laboratory, and the Agriculture and Home Economics Experiment Station. Recruitment, hiring, and review of deans and directors are also among the provost's responsibilities.

The successful applicant must have a distinguished record of scholarly accomplishments commensurate with that of a tenured professor in one of the university's departments, must have an understanding of the broad spectrum of academic research, must have a strong commitment to high quality programs of teaching, research, and outreach, and must have a commitment to the land-grant philosophy and the principles of diversity. Administrative experience in a complex academic organization and experience in strategic planning, program development, and fundraising also are preferred.

To receive full consideration, nominations and applications should be received by January 20, 1999. Applications should include a letter addressing the applicant's interest, relevant experience, and qualifications, and a current curriculum vitae. Send nominations or applications to: Dr. George Kraus, Chair, Provost Search Committee, Office of the President, Iowa State University, 117 Beardshear Hall, Ames, IA 50011-2035.

Iowa State University is an equal opportunity/affirmative action employer and encourages the nomination and application of women and minority candidates.

THE CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

138th Street and Convent Avenue
New York, NY 10031

Anticipated Tenure-Track Faculty Positions-Fall 1999

The City College of New York/CUNY is currently seeking applicants for the faculty positions listed below. All positions are contingent upon funding. Salary is commensurate with qualifications and experience; there is an attractive fringe benefits package. Teaching experience required. Faculty must serve on faculty committees, advise students and maintain scholarship and/or professional excellence to meet future tenure requirements. Review of applications will begin on the closing dates indicated after each description. For more information on all positions, instructions on how to apply for a position, and more information about City College, see the CCNY World Wide Web site at: http:/www.ccny.cuny.edu/.

SCHOOL OF ENGINEERING

Assistant/Associate Professor in the Chemical Engineering Department/Center for Biomedical Engineering. A Ph.D. in Chemical Engineering, Biomedical Engineering or a closely related field with an emphasis on cell and tissue engineering and related areas. Send resume by 1/15/99 to Andreas Acrivos, Chair of Search Committee, Levich Institute, Steinman Hall #1M.

ENGLISH DEPARTMENT (2 positions)

Associate or full Professor in creative writing (poetry or fiction) with national reputation and outstanding record of publication. Provide leadership for an established M.A. program in creative writing. Terminal degree or equivalent required. **Visiting Professor** 1 year appointment non tenure-track. Distinguished visiting writer (fiction or poetry). Send resume by 12/31/98 to Professor Leon Guilhamet, Chair, Dept of English.

DEPARTMENT OF MATHEMATICS

Assistant/Associate Professor with a demonstrated interest in the field of computational algebra. The ideal candidate should possess expertise in combinatorial group theory, general knowledge of commutative algebra, ability to program in C++, and a willingness to participate in various activities of the NY Group Theory Cooperative. Ph.D. in Mathematics required. Send cover letter indicating interest and qualifications, AMS standard cover sheet and curriculum vitae by 2/1/99 to: Faculty Search Committee, Dept of Mathematics, NAC 8/133.

DEPARTMENT OF COMMUNICATIONS, FILM AND VIDEO

Assistant Professor, Media Arts Production. The candidate must have strong production credentials with a specialization in post-production for picture and sound in the digital realm, a strong foundation in the history and theory of film and video editing; expertise in film editing and linear video editing is desirable. A Master's degree and a minimum of 10 years experience as an editor required. Send curriculum vitae and cover letter summarizing unique qualifications by 3/12/99 to: Chair, Search Committee, Dept of Communication Film & Video, Rm 463, Shepard Hall.

MUSIC DEPARTMENT

Assistant/Associate Professor to teach Jazz History to undergraduate and graduate students. Supervise MA Program in Music. Some doctoral courses and dissertation supervision may be possible. Doctorate or equivalent and other evidence of scholarly achievement. Send cover letter, curriculum vitae and the names, addresses and telephone numbers of three references by 2/1/99 to Professor Alison Deane, Chair, Search Committee, Music Dept., Shepard Hall Room 72.

All positions require a Ph.D. unless otherwise noted and teaching experience.

Salary: Assistant Professor $30,829-$53,779. Associate Professor $40,173-$64,266. Professor $49,866-$77,229. Salary dependent on education and experience. Excellent benefits package.

The City College of New York has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women and under-represented groups. Upon request, reasonable accommodations provided for individuals with disabilities.

ASSOCIATE DIRECTOR FOR OFFICE OF FINANCIAL AID

New Jersey City University, formerly Jersey City State College, is a culturally diverse public urban institution located in the greater New York metropolitan area and is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate, and continuing education programs to approximately 8,500 students.

Responsibilities: The Associate Director reports to the Director of Financial Aid and is primarily responsible for the daily management of the Office of Financial Aid, for processing financial aid applications and disbursing program funds. The Associate Director assists in developing and recommending goals, policies, and procedures, and also serves as office manager by coordinating support activities. Responsibilities include counseling students and awarding financial aid. In the absence of the Director, the Associate Director is responsible for the administration of the department.

Qualifications: The ideal candidate should possess a Master's degree or the equivalent combination of education and experience in financial aid, a minimum of four years of progressively responsible experience in financial aid, preferably in a supervisory role, demonstrated knowledge of student financial aid regulations and program administration, and a record of strong organizational and leadership skills. Experience in utilizing computerized mainframe and PC networked software is essential.

Salary: $45,752 - $68,637 **Cut-off date:** January 5, 1999

Candidates should submit a letter of application addressing their qualifications for the position and their philosophy of student financial aid, along with a current resume and the names, addresses, and telephone numbers of three professional references to:

Richard Bishop, Director of Financial Aid, New Jersey City University,
2039 Kennedy Blvd., Jersey City, New Jersey 07305

Equal Opportunity Employer

NEW JERSEY
CITY
UNIVERSITY

HUNTER COLLEGE

Art Historian. Asst. Prof. one year renewable tenure-track, September 1999. Requirements Ph.D., teaching experience and publications. Modernist with one or more sub-specialties such as Contemporary Art, Latin-American Art, Modern Architecture, History of Photography, etc. Duties include undergraduate and graduate teaching.

Send resume and selected offprints, names, addresses of three references by January 15,1999.

Art History Search Committee
Department of Art Hunter College
695 Park Avenue, NYC 10021

AA/EOE

USF University of South Florida

5 New Positions Available in Microelectronic Related Research Areas

The College of Engineering at the University of South Florida invites applications for five tenure-track and tenured faculty positions at all levels (assistant, associate, and full professor). Depending on their discipline, faculty may be appointed in any of the six departments in the College of Engineering (Chemical, Civil / Environmental, Computer Science/Engineering, Electrical, Industrial, or Mechanical Engineering) and will be expected to conduct substantial research programs related to the mission of the Center for Microelectronics Research.

The Center for Microelectronics, CMR, of the College of Engineering at the University of South Florida has announced a significant expansion of its research program. This expansion is driven by a major partnership with Lucent/Cirent microelectronics plant in Orlando, Florida. The expansion is made possible through a jointly founded plan that will invest, during the next five years, more that $15 million in faculty, facilities, projects and support personnel. Research focus in the general areas of semiconductor processing, semiconductor materials, metrology related to semiconductors, design (digital and mixed signal) of VLSI circuits, test, and MEMS.

Current facilities include a 1,400 sq. ft. Class 100 Cleanroom, a Materials Defect Engineering Lab, a Rapid Prototyping Lab, a Microelectronics Design Lab, and Microelectronics Test Lab. In the next two years major expansion of these facilities is planned in addition to a significant new focus on semiconductor metrology. Linkages to the medical school and the Moffitt Cancer Center will be encouraged.

Candidates must hold a Ph.D. and will be expected to initiate an aggressive research program. Areas of interest include, but are not limited to: semiconductor processing, materials, metrology, VLSI systems and digital circuit design, wireless / mixed signal design, design automation, modeling, testing, reliability, software design/AI applied to microelectronics, and MEMS. Faculty are expected to value excellence in teaching and contribute to the BS, MS and Ph.D programs within a department.

The University of South Florida, with over 37,000 students, is one of Florida's three public comprehensive research institutions. The main campus is in Tampa with regional campuses in St. Petersburg, Sarasota, and Lakeland. The College of Engineering has 100 full-time faculty members and over 3,000 undergraduate and graduate students. External sponsored research awards are approximately $10,000,000 annually.

The University of South Florida is an equal opportunity and affirmative action employer. According to Florida law applications and meetings regarding applications are open to the public upon request.

Please send resume, the names and at least three references, a statement of research and educational goals to: **Chair of Search Committee, Center for Microelectronics Research, College of Engineering, University of South Florida, Tampa, FL 33620-5350**. Evaluation of resumes will begin February 15, 1999 and will continue until the positions are filled.

UNIVERSITY OF RHODE ISLAND

ASSISTANT PROFESSOR

HISTORY OF SCIENCE

Ph.D. in the History of Science (or equivalent) with a specialty in Early Modern European History (ca. 1500-1800) required, or must present convincing evidence that Ph.D. requirements will be completed by 6-1-99. Specialization in the History of Medicine and/or Public Health required, with ability to work with other scholars in the University's Health Focus Area. Must provide evidence of effective college-level teaching experience and of scholarly promise. This is a tenure-track position beginning in September 1999. The deadline for applications is March 1, 1999. **Please submit a letter of application, curriculum vitae, three letters of recommendation, and a sample of recent scholarly writing to: Michael Honhart, Search Committee Chair, (Log #021353), UNIVERSITY OF RHODE ISLAND, P.O. Box G, Kingston, RI 02881.** The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

NORTH PARK UNIVERSITY

Chicago, Illinois

Administrative Position

DEAN OF GRADUATE AND CONTINUING STUDIES

The Dean reports to the president and is responsible for supervising and developing North Park's current and anticipated graduate programs. The Dean works directly with graduate program directors in the Schools of Business, Nursing, and Education, as well as supervises the directors of the School of Continuing Studies, and the M.A. in Community Development Program. The Dean works with the Dean of the Undergraduate College on areas of joint interest. Major graduate program initiatives in Social Work, Physical Therapy, and Occupational Therapy are under development.

Qualifications include an earned doctorate, commitment to Christian mission of the University (North Park is sponsored by the Evangelical Covenant Church), administrative experience in graduate/adult education, entrepreneurial vision, and strong leadership skills. Salary commensurate with credentials and experience. Interested applicants should send a letter, c.v., transcripts, and five references to: **Dr. David Horner, President, North Park University, 3225 W. Foster Ave., Chicago, IL 60625.** Women and minorities are encouraged to apply. EOE/M-F

ROOSEVELT UNIVERSITY

Director of Literacy Project and Faculty Position in Reading

College of Education
Roosevelt University
Chicago

The College of Education invites applications and nominations for a faculty position. We seek someone with a doctorate with significant work in reading to launch a new Chicago Area Literacy Project, based on the National Writing Project model. The Director of this Project must have experience that bridges university and public school cultures and ideally should have worked extensively with practicing teachers to develop strong school leaders, including advising applicants for the National Board for Professional Teaching Standards. We are looking for a person who has a distinguished record of teaching, writing, and research in the field of reading and who can address the literacy challenges that school districts face. Experience in drawing on the resources of a broad range of educational, community, business, and cultural institutions to forge collaborations that can support strong school leaders is also highly desirable. In addition to directing the Literacy Project, this person will teach in Roosevelt's Certificate of Advanced Study program in Teacher Leadership in Literacy for Diverse Populations and in the state certification program in reading.

The successful candidate will begin work on June 1, 1999.

Salary: Commensurate with qualifications and background.

Send an application letter with a vita and a list of four references with addresses and telephone numbers postmarked no later than February 1, 1999 to:

Dr. Betty Jane Wagner
Search Committee Chair
College of Education
Roosevelt University
430 South Michigan Avenue
Chicago, Illinois 60605-1394

Women and minority applicants are encouraged to apply and voluntarily identify themselves.
Roosevelt University is an Affirmative Action/Equal Opportunity Employer.

Laboratory

Research Teaching Specialist II

The University of Medicine and Dentistry of New Jersey-Cancer Institute of New Jersey, an NCI designated Clinical Cancer Center, is seeking a Research Teaching Specialist II to participate in the design, planning, organization, management and operation of CINJ facilities. Responsible for overseeing Laboratory Services for CINJ. Responsible for planning uses of laboratory, clinical and administrative space. Serves as liaison with personnel of UMDNJ for renovation, maintenance and operation of facilities occupied by CINJ personnel. Establishes standard protocols, practices, procedures and techniques for effective and safe operation of CINJ laboratory facilities.

Master's degree in a relevant science plus two (2) years of related comprehensive experience in the management and operation of a clinical/research facility, ambulatory care clinic, or teaching laboratory setting. One (1) year of supervisory experience in the management of clinical/research facility, ambulatory care clinic, or teaching laboratory setting. Bachelor's degree in a relevant science plus three (3) years of related comprehensive experience as stated above.

Send resume with salary requirement to: **Mila C. Gendrano, Dept. of Human Resources (97PS8720), UMDNJ, 335 George Street, Liberty Plaza, P.O. Box 2688, New Brunswick, NJ 08903-2688.**

UMDNJ is an Affirmative Action/Equal Opportunity Employer, m/f/d/v, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview. Visit our website at **http://www.umdnj.edu/hrweb/**

UMD
NEW JERSEY

FARMINGDALE
STATE UNIVERSITY OF NEW YORK

Assistant Professor of Spanish

Anticipated Tenure Track Position beginning Fall 1999

Responsibilities:
Teaching undergraduate Spanish language and elective courses. Reappointment based on evaluation of achievements in teaching effectiveness, scholarship and service.

Minimum Qualifications:
ABD Spanish (all requirements by August 15th)

Preferred Qualifications:
Ph.D. or Doctorate; native or near native speaker level competency in Spanish; multi-media experience. Candidate should be interested in pursuing entrepreneurial activities (i.e. research, grants community interaction).

Salary Range: $35,000-$40,000
Application must be postmarked no later than February 1, 1999.

A letter of application, curriculum vitae and three names of references including telephone numbers (no letters of reference please) should be sent to: **Dr. Matilde Fava, Chair of Search Committee, Modern Languages Department, Memorial Hall, State University of New York, Broadhollow Road, Farmingdale, NY 11735.**

AA/EOE

VICE PRESIDENT FOR BUSINESS AFFAIRS

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking a Vice President for Business Affairs. The Vice President for Business Affairs is a senior-level position that reports directly to the President of the University. The VPBA serves as a member of the University executive council and as the chief fiscal officer responsible for a $62 million annual operating budget. The VPBA administers and supervises the functions of the Business Affairs Division, including the departments of the Business Office, Human Resources, Information Systems, Physical Plant, Campus Police, Budget Office, Environmental Health and Safety, Purchasing, Records Management, and Corporate Compliance. The position will be available Summer 1999.

Education/Experience: A Master of Business Administration degree or equivalent experience required; a doctorate degree in higher education, business or a related field preferred. An undergraduate degree in business, mathematics, accounting, finance or a related field required. **This is a security sensitive position. The successful candidate will have to pass a background check.**

The successful candidate will have:

1. Two to five years of increasingly responsible experience in educational business operations;
2. Three years of management experience and demonstrated ability to work effectively with people.
3. Knowledge in computer technology in financial and management applications and the application of business and information systems;
4. Excellent written and oral communication skills;
5. Analytical, problem solving, decision-making, and teamwork skills.

Salary: Salary is commensurate with experience and qualifications.

Deadline: Applications will be reviewed beginning immediately and continue until position is filled.

The University of Texas at Brownsville and Texas Southmost College is located in the lush, semitropical city of Brownsville, at the southernmost tip of Texas. Just 20 miles from South Padre Island and the Gulf of Mexico, and one block from our sister city of Matamoros, Mexico, UTB/TSC is in the midst of a sprawling international metropolitan area. Brownsville is the largest city in the Rio Grande Valley with a unique bilingual, bicultural population of more than 135,000 residents. The people of Brownsville and Matamoros cross the border daily to work, shop and conduct business. The city serves as the main thoroughfare into Mexico, ranked fourth in the State with 9.26 percent of Texas border crossing transactions.

Established in 1991, UTB is the newest of 15 component institutions operated by The University of Texas System. Following a community-wide vision, UTB formed a one-of-a-kind partnership with Texas Southmost College, a comprehensive community college. The partnership provides students with the best of a community college and a university in a seamless education, offering certificate programs; associate, bachelor and master's degrees; doctoral degree partnerships and a wide range of lifelong learning opportunities. Located on the grounds of historic Fort Brown, UTB/TSC serves more than 8,000 students drawn from the communities of Brownsville, Matamoros and the surrounding areas.

Requirements: Interested candidates may submit a resume and a list of 5 references with name, address, and telephone number to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: www.utb.edu/jobs/

UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, disability, age or veteran status.
Women and minorities are encouraged to apply.

HILLSBOROUGH
COMMUNITY COLLEGE

Hillsborough Community College (HCC) is located in the Tampa Bay Area. Access the HCC Website at **http://www.hcc.cc.fl.us/** *or call the HCC JOBLINE at (813) 253-7185 to review openings and related information. HCC offers excellent pay and benefits.*

- Foundation Officer, $42,576 to $68,121 per year. (Application Deadline January 22, 1999.)

This position Requires Bachelor's Degree and five years prior related work experience. The position is responsible for strategic and tactical fund raising as well as implementation and evaluation of the Colleges fund raising programs and projects. The incumbent is responsible for acquiring funds through special events, special programs, community donor programs, investment, trusts and similar outreach efforts. The position requires excellent public speaking and communication skills to complete presentations and deliver speeches achieving desired results.

Application deadline for the below vacancies is January 8, 1999:

- Campus President, Salary Range, $63,711 to $105,123
- Vice President for Business & Finance, Salary Range, $63,711 to $105,123
- Dean of Academic Affairs, Salary Range, $51,380 to $84,777
- Dean of Associate in Arts, Salary Range, $51,380 to $84,777
- Director of Financial Aid (Financial Aid Officer), Salary Range, $42,576 to $68,121

To apply, send a letter of interest; resume; photocopy of education transcripts; and three references as follows:
HCC-Human Resources, P.O. Box 31127, Tampa, FL 33631
EOE/ADA/AA

USF University of South Florida

Executive Director of the USF Center for Microelectronics

The Center for Microelectronics, CMR, of the College of Engineering at the University of South Florida has announced a significant expansion of its research program. This expansion is driven by a major partnership with Lucent/Cirent microelectronic plant in Orlando, Florida. The expansion is made possible through a jointly funded plan that will invest more than $15 million during the next five years in faculty, facilities and support personnel. Research focus will be in the general areas of microelectronics described below.

Director: The College of Engineering at the University of South Florida, Tampa, invites nominations and applications for the position of Director of the Center for Microelectronics Research (CMR). CMR is an established, major state research and educational resource for the rapidly expanding high technology industries in Florida and the Southeast.

The Center's emphasis is on materials processing characterization, VLSI systems and digital circuit design, design automation, modeling, testing, reliability and MEMS. Facilities include a 1,400 sq. Ft. Class 100 Cleanroom, a Materials Defect Engineering Lab, a Rapid Prototyping Lab, a Microelectronics Design Lab, and Microelectronics Test Lab. Major expansion of these facilities is planned in addition to a significant new focus on semiconductor metrology.

Responsibilities of the Director include: development of a strong, broadly funded research and development program in advanced microelectronics; building a strong multi-disciplinary research team, drawing on existing researchers as well as new staff members (five new tenure track faculty positions will be filled next year); supervision of the management of the cleanroom and associated laboratories; interfacing with academic programs in the education and training of graduate students; vigorous promotion of university/industry and university/government linkages. The Center Director will report to the Dean of the College of Engineering.

The successful candidate should bring to this position demonstrated research and scholarly abilities, successful experience in obtaining major external research funding, management and administrative skills in forming and building research teams, and the ability to work with industry and federal research agencies. Candidate should have a Ph.D. in a microelectronics related discipline.

The University of South Florida, with over 37,000 students, is one of Florida's three public comprehensive research institutions. External research funding for the university is in excess of $135 million per year. The main campus is in Tampa with regional campuses in St. Petersburg, Sarasota, and Lakeland. The College of Engineering has 100 full-time faculty members and over 3,000 undergraduate and graduate students. External sponsored research awards are approximately $10,000,000 annually.

The University of South Florida is an equal opportunity and affirmative action employer. According to Florida law applications and meetings regarding applications are open to the public on request.

Please send resume, list of three references and a statement of goals related to the leadership of CMR to **Chair of Search Committee, Center for Microelectronics Research, College of Engineering, University of South Florida, Tampa, FL 33620-5350.** Evaluation of resumes will continue until the position is filled.

THE CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

138th Street and Convent Avenue
New York, NY 10031

NON-FACULTY PROFESSIONAL OPPORTUNITIES

For more information on all positions, instructions on how to apply for a position, and more information about City College, see the CCNY World Wide Web site at: http:/www.ccny.cuny.edu/.

CHEMISTRY DEPARTMENT

Senior College Laboratory Technician. To assist in setting-up and maintaining general chemistry laboratories; set-up and maintain analytical chemistry laboratories; provide general technical service with the department. Master's Degree in Chemistry + 2 years work experience preferred. Salary $29,539 - $42,035. Send resume including the names, addresses, and telephone numbers of 3 references by 11/30/98 to: Professor Stanley R. Radel, Chair, Dept. of Chemistry, J/1024.

COLLEGE LABORATORY TECHNICIAN (3 positions)

Salary: $23,893 - $37, 546

English Department. Design either sets and costumes or sets and lights for 6 theatre productions annually; maintain equipment and mentor students in technical theatre. M.F.A. or MA preferred. Submit letter, curriculum vitae with contact information for at least three references by 5/1/99 to: Professor David Willinger, Theater Program - Shepard Hall, Room 279.

Electrical Engineering Department. Provide technical assistance to laboratory development and instruction. Maintain existing laboratory equipment and provide technical support and advice for up-grades. Assist in maintaining PC Lab including both hardware and software upgrades. Provide technical support for faculty research. MS degree is desirable. Send resume by 12/10/98 to: Professor Fred Moshary, Chair: CLT Search Committee, Room #T626.

Music Department. Install, configure, and maintain software and hardware for the Music Department's Sonic Arts Center. Maintain Center's computer network and all electronic equipment for Music Dept. Supervise all live recording and sound reinforcement venues; supervise student use of Center; work with faculty. Some adjunct teaching may be possible for qualified candidates. College degree desirable with two years experience. Send letter of application, curriculum vitae, and names and addresses of three references by 12/31/98 to: Professor Barbara Hanning, Chair, Music Dept., Shepard Hall, Room 72.

CLINICAL PSYCHOLOGY/DOCTORAL TRAINING PROGRAM

Research Associate. Full-time RA (35 hrs. per week, including 2 nights). As Coordinator of the Psychological Center, the clinical demands of the position require an extensive knowledge of the inner workings of a multicultural adult child and family patient population as well as the needs of doctoral trainees in Clinical Psychology. Requires an investment in research using clinical population. Ph.D. in Clinical Psychology from a psychodynamically-oriented, APA accredited Program is required. A New York State license in Psychology and 2-4 years post-Ph.D. experience with seriously disturbed clinical populations; and evidence of prior research using clinical populations are necessary. Salary: $40,000, plus benefits. Send vita and three letters of recommendation by 12/15/98 to: Professor Steve Tuber, Director, Doctoral Program in Clinical Psychology, NAC 8/109.

DEPARTMENT OF PHYSICAL PLANT SERVICES-(2 positions)

Project Manager (Level II). Under direction, is responsible for the planning, coordinating and directing effective and timely implementation of the design and construction of large and/or complex capital projects. A baccalaureate from an accredited college in engineering, architecture, landscape architecture, business administration, or public administration, and two years of full-time satisfactory experience in the planning, administering or expediting of engineering design and/or construction, or coordinating an engineering project is preferred. Salary: $52,236. Send resume by 1/15/99 to: Search for Project Manager, Level II, Human Resources Department, Shepard Hall, Room 50.

Administrative Superintendent of Campus Buildings and Grounds, Level III. This is a management class of positions, with several assignment levels. For a detailed description visit our Web site. Salary: $54,494-$70,000. Send resume by 1/15/99 to: Search for Administrative Superintendent III, PPS, Shepard Hall, Room 50.

The City College of New York has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women and under-represented groups. Upon request, reasonable accommodations provided for individuals with disabilities.

Full-time Tenure Track Faculty Position - Critical Studies Department

Announcing a full-time tenure track position in the Department of Critical Studies beginning in the academic year 1999-2000. We are seeking a candidate who has earned the Ph.D. in the social sciences. We would look most favorably upon someone who would be able to devise and teach courses in the history and social history of race in the United States and/or courses in the sociology and anthropology of diverse cultures. Salary commensurate with experience. Excellent benefits package. Start date: AY 1999-2000. Please submit all relevant material to: **Massachusetts College of Art, 621 Huntington Avenue, Boston, MA 02115 by January 15, 1999, marked Attn: Search Committee, Department of Critical Studies.**

Massachusetts College of Art is an Equal Opportunity/Affirmative Action Employer. Members of under-represented groups and those committed to working in a diverse cultural environment are encouraged to apply.

mass art

GRAPHIC DESIGNER

Texas Tech University

Texas Tech University Art Dept is searching for graphic designer who desires a leadership position in design education. **QUALIFICATIONS:** Successful candidate will be a designer with strong record of accomplishment in several capacities, as teacher, administrator and practitioner. Candidate must have excellent leadership and interpersonal skills and knowledge of new technologies and directions in the field. MFA in design or professional equivalent. **RESPONSIBILITIES:** hire new faculty to establish leadership team; redesign curriculum; develop program supported by generous equipment budget. Position open until filled. Screening upon receipt of applications. For complete description and application procedures see website at **http://www.art.ttu.edu** or call **806-742-3826**.

BALL STATE UNIVERSITY

Muncie, Indiana

ASSISTANT/ASSOCIATE PROFESSOR

(Educational Technology)

Department of Secondary, Higher, & Foundations of Education

Tenure-track position available August 20, 1999. Primary responsibility: teaching undergraduate and graduate courses in educational technology. Additional instructional responsibilities may be assigned in departmental areas of demonstrable strength and professional interest.

The successful candidate will be able to utilize the newly created Center for Teaching Technology. Located in the Teachers College, the Center was established to help the campus community and Indiana public schools expand their use of computers and multimedia in order to enhance the teaching and learning process. The Center includes two large multimedia and 3-D interactive classrooms which incorporate digital video, audio, and graphics.

Minimum qualifications: earned doctorate in educational or instructional technology, curriculum and instruction, or other relevant fields by date of appointment; a coherent research agenda. **Preferred qualifications:** teaching experience in classroom settings; undergraduate and/or master's work in relevant academic areas; evidence of an established record of scholarship in an area related to the responsibilities of the position; evidence of having been involved in relevant grant activities; competency in multiculturalism and/or diversity issues; experience with classroom teachers and technology incorporation in K-12 education settings.

Send letter of application, vita, official transcripts and the names and addresses of three references to: **Chairperson, Search Committee, Department of Secondary, Higher, and Foundations of Education, Ball State University, Muncie, IN 47306.** Review of applications will begin January 15, 1999, and will continue until the position is filled.

www.bsu.edu/teachers

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

MIT | Media Laboratory

Two Tenure Track Faculty Positions

The Media Laboratory is seeking two faculty with records of world-class creative talent, communication skill and productivity. Candidates should have demonstrated expertise in the study of interaction, expression, communication or learning and the development of technologies related to these areas. Of particular interest are human and machine learning, common sense reasoning, auditory and visual perception, design and graphics. Applicants should have a Ph.D. degree or equivalent.

Responsibilities include teaching (graduate and undergraduate), research and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references and a concise summary of their teaching and research interests by Monday, March 1, 1999 to: **Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307.** Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web pages: http://www.media.mit.edu

MIT is a non-smoking environment.

Qualified women and minority candidates are encouraged to apply. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

Wharton

Dean

The Wharton School of the University of Pennsylvania invites nominations and applications for the position of Dean. As the chief executive of the School, the Dean is responsible for overseeing the standing faculty of nearly 200, associated faculty of 65, eleven academic departments, and 18 research centers. The Dean also oversees the School's top-ranked degree programs: the undergraduate program with 2,500 students; the MBA program with 1,800 students; and the doctoral program with 200 students; as well as the School's executive education division with 9,000 participants annually. The Dean reports to the Provost of the University of Pennsylvania and interacts directly with the President of the University.

The Wharton School, established in 1881 as the nation's first collegiate school of management, is recognized around the world for its broad strengths across many disciplines and for its innovative leadership in business education. It is one of the four undergraduate and the 12 graduate schools of the University of Pennsylvania. With enrollment of more than 4,500 students in its degree programs, and 70,000 alumni in 120 countries around the world, Wharton is among the largest, most diverse, and most global of the major world business schools.

The Dean should have a record of distinguished scholarship and professional achievement; significant academic leadership or executive management experience is required. The successful candidate should expect to assume office on or before July 1, 1999. Letters of inquiry, application and nomination should be accompanied by a curriculum vitae. Correspondence may be sent to:

Gary Hack, Chair, Wharton School Dean Search Committee
c/o The Office of the Secretary
238 S. 34th Street, Duhring Wing – 4th Floor
Philadelphia, PA 19104-3804

AA/EOE

The Wharton School
University of Pennsylvania

EAST CAROLINA UNIVERSITY

Associate EEO/AA Officer

(Personnel Analyst 1, S.G. 70)

East Carolina University (ECU), a Doctoral II institution and the third largest university within the University of North Carolina system, is seeking a talented professional to serve as the University's Associate Affirmative Action, Equal Employment Opportunity Officer with particular emphasis on Non-Faculty staff issues. Position reports directly to the Assistant to the Chancellor for Special Assignments and Equal Employment Opportunity Officer. Will be responsible for performing professional, analytical, consultative and advisory work involved in the application of state and federal laws and the interpretation and application of federal laws and the interpretation and application of policies and guidelines on equal employment opportunity, affirmative action, equal pay for equal work and/or other laws and guidelines pertaining to the prohibition of discrimination in employment on the basis of sex, race, national origin, religion, age or disability. Requires knowledge of EEO/AA laws and policies, personnel laws and policies; ability to analyze data, identify problem areas and develop corrective action steps. Will develop comprehensive plans and reports; maintain effective working relationships with mangers, supervisors, employees, and representatives of advocacy groups and other EEO and/or personnel officials. Excellent computer skills are needed to assist in the analyzing of data. Requires graduation from a four-year college or university with a degree in behavioral or social science, public or business administration, or related field and two years of professional experience in equal opportunity/affirmative action programs, human relations, employee relations, or related areas, or an equivalent combination of education and experience.

Qualified applicants should apply prior to 5:00 p.m. on January 15, 1999, for vacancy #00028, Personnel Analyst I and send resumes/applications to: **East Carolina University, Dept. of Human Resources, 210 East First Street Greenville, North Carolina 27858-4353.**

ECU is an EEO/Equal Access/AA employer

For more information about ECU see our Web page at

http://www.ecu.edu/ecu/emplopp.html

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

DEAN OF THE SCHOOL OF EDUCATION

The University at Albany invites nominations and applications for the position of Dean of the School of Education. The oldest academic unit at the University, the School of Education was founded in 1844. The School is made up of 53 full-time faculty within four departments and eight research centers and programs, including the National Research Center on English Learning and Achievement, the Academy for Initial Teacher Preparation, the Center for Urban Youth and Technology, the Child Research and Study Center, the Capital Area School Development Association, the Intensive English Language Program, the Two-Year College Development Center, and the Capital District Adult Education Professional Development Consortium. The four departments—Educational Administration and Policy Studies, Educational and Counseling Psychology, Educational Theory and Practice, and Reading—offer six doctoral degree programs and seventeen masters and certificate of advanced study programs. There are approximately 100 undergraduate students in the initial teacher preparation program, and approximately 1,400 graduate students in the four departments. Annual sponsored funds exceed $6.9 million for programs in research, development, training, and evaluation.

The Dean is expected to lead the School of Education in promoting outstanding educational research that is relevant to educational practice and policy, in delivering strong, student-centered educational programs, in collaborating with the regional educational systems, in recruiting the best faculty and students, in fostering alumni development, and in generating non-state resources for the School. Applicants must qualify for a tenured faculty appointment, possess relevant administrative skills, and have demonstrated an ability to promote educational research with practice and to carry out successful fund-raising activities. The Dean is the chief academic officer of the school and reports directly to the Provost and Vice President for Academic Affairs.

The University at Albany is one of four university research centers in the State University of New York system. With an annual enrollment of 11,000 undergraduate and 5,000 graduate students, Albany has approximately 500 full-time faculty and generates more than $90 million in annual external funding. Through its eight schools and colleges, the University offers more than 150 undergraduate fields of study, 82 master's degree programs, and 38 doctoral degree programs. The book, *The Rise of American Research Universities: Elites and Challengers in the Postwar Era*, published by Johns Hopkins Press, ranked The University at Albany 17th in research and scholarship among the nation's public universities. For more information about the University and the surrounding region, please visit our Web site at **http://www.albany.edu.**

Review of applications will begin on January 15, 1999. The position will remain open until filled. The anticipated start date is August 1999. Applications and nominations should include a letter discussing relevant experiences and accomplishments, a curriculum vitae, and contact information for three references. Please submit materials to:

Dr. Lynn Videka-Sherman, Chair
Dean of Education Search Committee
Administration 152
University at Albany
1400 Washington Avenue
Albany, New York 12222

(518) 442-5324; fax (518) 442-3922
Internet slv78@albany.edu

The University at Albany is an Equal opportunity, Affirmative Action Employer.

GRADUATE COLLEGE OF EDUCATION
Faculty Positions

- The University of Massachusetts Boston invites applications and nominations for 5 tenure-track faculty positions in the Graduate College of Education, which offers 7 Master's and 2 Doctoral tracks, plus an undergraduate teacher education option.

Director of the Teacher Education Program (tenured): A senior faculty position to lead the 400 student master's level Teacher Education Program (all levels) and the undergraduate teacher education "minor." Responsibilities include teaching; development of curriculum and field sites; recruitment of exemplary teachers to offer academic courses and field supervision; recruitment of diverse, talented students; and overseeing program administration including admissions, advising and scheduling. ***Qualifications:*** Ed.D. or Ph.D. in related area; K-12 work experiences; a positive track record of post-secondary teaching and scholarship; knowledge about issues in urban education, program planning and evaluation, and teacher education. Search Chair: Professor Suzy Groden. **Search 275-140.**

Assistant Professor - Teacher Education - Elementary - (tenure-track): Responsibilities include teaching curriculum and instruction courses in Math, Science, or Social Studies; supervision of student teachers; outreach work with urban schools. ***Qualifications:*** Ed.D. or Ph.D. in related area; elementary level teaching experience, preferably in a multicultural setting; some published scholarship and a research agenda; familiarity with issues of theory, policy, and practice that concern urban educators. Search Chair: Professor Suzy Groden. **Search 280-140.**

Assistant Professor - Teacher Education - Inclusive Teaching (tenure-track): Responsibilities include designing and teaching courses and supervising practicum experiences that will increase the ability of regular classroom teachers (K-12) to meet needs of special and heterogeneous student populations. ***Qualifications:*** Ed.D. or Ph.D. in related area; teaching experience in schools with linguistically and developmentally diverse student populations; some published scholarship and related research agenda; demonstrated expertise in special and general education and one or more of the following areas: use of new technologies that facilitate classroom learning; assessments that enable development of individualized curriculum; reading instruction for diverse populations. Search Chair: Professor Suzy Groden. **Search 285-140.**

Assistant Professor - School Guidance Counseling (tenure-track): Responsibilities include teaching, advising, supervision M.Ed. students in the School Guidance Counseling Track. ***Qualifications:*** Ed.D. or Ph.D. in School Guidance; experience in the role of a school guidance counselor; evidence of strong teaching ability; demonstrated potential for scholarly research. Preference will be given to candidates who have knowledge and experience with urban issues and with innovative programs for school counseling. Search Chair: Professor MaryAnna Ham. **Search 290-140.**

Assistant Professor - Higher Education (tenure-track): Responsibilities include teaching and advising Ed.D. students in the Doctoral Program in Higher Education Administration and serving as liaison to the college's New England Resource Center for Higher Education. Candidates will also teach in one of the following areas: teaching and learning in Higher Education; undergraduate student development; Higher Education and the community college. ***Qualifications:*** Ed.D. or Ph.D., specialty in organizational analysis in Higher Education, demonstrated teaching and scholarship ability. Search Chair: Professor Bernard W. Harleston. **Search 295-140.**

Applicants are asked to send a letter describing relevant academic and professional experience for the position described; a curriculum vitae, examples of scholarship and published research and names, addresses and telephone numbers of three references to: **Office of Human Resources, Search Chair and Search number for position for which you are applying for, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** Application review will begin immediately and continue until the positions are filled. For more information about the University, log on to our website at www.umb.edu. An Affirmative Action, Equal Opportunity, Title IX employer.

UMass Boston

Florida Atlantic University is seeking applications for the position of assistant athletics director who will serve as the academic advisor for the department of intercollegiate athletics. The position is a 12-month, full-time administrative/professional position. Specific responsibilities include monitoring academic performance while ensuring compliance with NCAA rules; serving as liaison with coaches, faculty, staff, administrators and student-athletes regarding academic issues; participation in study-hall supervision, progress towards degree and career goals; assignment of tutorial services as needed and assisting with other related responsibilities. A bachelors degree is required, Master's preferred. Two to five years of directly related experience in athletic academic advising is required. Demonstrated knowledge of computers, computer applications and effective verbal and written communication skills required. Send resume and three letters of recommendation to:

Ed Hayward
Director of Compliance
Florida Atlantic University
Dept. Of Intercollegiate Athletics
777 Glades Road, Boca Raton, FL 33431-0991

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EDUCATION

DIRECTOR OF CENTER CITY CAMPUS

Temple University seeks an experienced academic entrepreneur to be Director of its Center City Campus. Located in the heart of the business and entertainment district, the campus offers credit and non-credit courses, both day and evening. The campus is THE education destination in Center City for both companies and residents. The Director is responsible for all aspects of the campus including mission, curriculum, student services, outreach, marketing, revenue generation, and facilities oversight. The Director works collaboratively with all administrators at the campus as well as with Deans, Chairs and faculty in reaching campus goals.

The successful candidate will have a Master s degree (Ph.D. or equivalent preferred), a minimum of seven years experience in higher education to include three years management experience in a university setting. Exceptional planning, leadership, presentation, writing, financial management and entrepreneurial skills are a must, as well as a sophisticated urban outlook.

We offer a competitive salary and comprehensive benefits package, including 100% pre-paid tuition remission for you and your family.
For immediate consideration, please send/fax/
e-mail your resume with salary requirements to:

**HARRY A. YOUNG, TEMPLE UNIVERSITY,
203 USB, 1601 N. BROAD ST., PHILA., PA
19122. FAX: (215) 204-5921;
e-mail: jobs@vm.temple.edu.**

*An equal opportunity/
affirmative action employer, M/F/D/V*

DIRECTOR

Educational Technology

Under the direction of Dean of Learning Resources, the Director of Educational Technology will provide overall leadership, direction, and planning for three departments: Academic Computing, Audio Visual Technology, and Alternative Instruction. Included is supervisory responsibility for staff in areas noted.

QUALIFICATIONS INCLUDE: Bachelor's Degree in Educational Technology of related area (Master's desired); demonstrated leadership in implementing instructional technologies; thorough knowledge of computer equipment and software; supervisory experience; good communication skills, oral and written.

FOR FULL CONSIDERATION: Submit application form, resume, letter of interest, three (3) letters of reference, and official transcripts of all degrees by January 29, 1999. Call Human Resources at (847) 543-2065 or TDD# (847) 223-5615 for application/job posting.

COLLEGE OF
LAKE COUNTY
**19351 W. Washington Street
Grayslake, IL 60030-1198**

We are an Equal Opportunity/Affirmative Action Employer. Minorities, female, and people with disabilities are highly encouraged to apply.

Prince George's
Community College

PRESIDENT

PRINCE GEORGE'S
COMMUNITY COLLEGE

The Board of Trustees of Prince George's Community College invites applications and nominations for the position of President of the College. Dr. Robert I. Bickford, who has led the college for twenty-seven years, will retire from his position in June 1999.

Application Process: The Profile Brochure which contains details on the Prince George's Community College Search can be requested by contacting: Ms. Joan Gilman, Presidential Search Liaison, Prince George's Community College, P.O. Box 4057, Largo, Maryland 20775-0057.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1740 "N" Street, NW, Washington, DC 20036. Tel: 202/775-4667; Fax: 202/223-1297; e-mail: erocklin@acct.org

All inquiries, nominations, and applications will be held in strictest confidence. Prince George's Community College is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would increase the richness of the college's diversity are welcomed.

-An ACCT Search-

Dean–College of Agricultural and Environmental Sciences

University of California, Davis

The University of California, Davis invites applications and nominations for the position of Dean—College of Agricultural and Environmental Sciences and Associate Director, Agricultural Experiment Station/Cooperative Extension, Division of Agriculture and Natural Resources. The College and Division conduct fundamental and mission-oriented teaching, research, extension, and public service relating to all aspects of agriculture, food, fiber, the environment, and human and natural resources.

The Dean provides leadership in developing and maintaining high quality programs of instruction, research, extension, and public service; represents the College, Experiment Station, and Cooperative Extension to the campus and University administration and to external groups; ensures cohesiveness of the College's research and extension missions through administration of the Experiment Station and Cooperative Extension budgets; develops and implements policy for the College; and develops and manages college-wide resources and programs. We seek candidates with a deep commitment to academic excellence who can lead the College in its continuing development. Qualifications include a distinguished record of research, teaching, and professional service; demonstrated ability for creative leadership and management; and the energy and vigor necessary to translate ideas into action. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date will be July 1, 1999, or as negotiated.

Review of candidates will begin January 19, 1999. The position will remain open until filled. Nominations and applications should be addressed to:

*Chancellor Larry N. Vanderhoef
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616*

UC Davis is an affirmative action/equal opportunity employer

DIRECTOR

Life Sciences and Biotechnology Institute

Purdue University seeks a person with vision to direct its Life Science and Biotechnology Institute. The Institute's mission is to enhance life sciences research at Purdue by facilitating coordination and providing focus for interdisciplinary research across the Schools of Agriculture, Consume and Family Science, Engineering, Liberal Arts, Pharmacy, Science, and Veterinary Medicine. The University is committed to enhancing Life Sciences and Biotechnology research and is prepared to invest resources to achieve this end.

POSITION RESPONSIBILITIES

The director will coordinate and promote life science research activities within the University; lead development of collaborative life science relationships with governmental and private sectors; assist faculty in identifying research opportunities; and organize life science-related multidisciplinary research and outreach programs. The position is full-time with a minimum of half-time effort devoted to Institute leadership. Remaining effort can include responsibilities in research, education, or other administrative duties.

REQUIREMENTS

Applicants must have an M.D./D.V.M. or Ph.D. in a life science discipline. He or she is expected to have effectively directed an extramurally funded research program. Administrative and academic experience should be commensurate with an appointment to a senior level faculty position in one of the participating Schools.

The director will report to the Vice President for Research and Dean of the Graduate School.

APPLICATIONS/NOMINATIONS

A review of applications will commence by January 15, 1998, and continue until the position is filled. Nominations or applications containing a resume and names of three references should be sent to:

Dr. Victor L. Lechtenberg
Dean of Agriculture
1140 Ag Administration Building
Purdue University
West Lafayette, IN 47907-1140
Phone: (765) 494-8391
Fax: (765) 494-7420
vll@agad. purdue.edu

City Colleges of Chicago

ASSOCIATE VICE CHANCELLOR OCCUPATIONAL PROGRAMS

The City Colleges of Chicago has an exciting opportunity available for our Occupational Programs department for an academic professional to implement policies, coordinate career preparation activities and serve as liaison with state agencies regarding program development and funding level approvals. You'll also be responsible for overseeing continuing education, economic development, telecommunications/distance learning, workforce generation and program approval and articulation functions. We require a Master's degree in Educational Administration (or the equivalent) and 7+ years of higher education administration experience. Background developing and implementing occupational programs in a community college setting is essential. PC proficiency as well as excellent leadership, communication, interpersonal and management skills are a must. Ph.D. preferred. For consideration, send your resume to:

City Colleges of Chicago
Human Resources Department
District Office, 12th Floor
226 W. Jackson Blvd
Chicago, IL 60606

Chicago residency is required within 6 months.
EEO/AA/M/F/D/V.

ASSISTANT PROFESSOR
OF LEGAL WRITING

Vermont Law School invites applications for full-time positions as Assistant Professor of Legal Writing for the 1999-2000 academic year. Assistant Professors of Legal Writing teach two sections of the second-year Appellate Advocacy course in the Fall semester and two sections of a Dispute Resolution course in the Spring semester. The appointment is for one year and may be renewed for up to three additional years. Assistant Professors work with students individually on writing assignments and evaluate written assignments. Assistant Professors develop curriculum during the Summer.

Applicants must have a Law Degree, excellent written and oral skills, a strong academic record, and a commitment to working with students. Teaching, clerkship or practice experience is preferred. Salary is competitive.

Please submit a resume, writing sample, references, and a law school transcript to: **Professor Philip N. Meyer, Vermont Law School, PO Box 96, South Royalton, VT 05068. We will begin to process applications on February 1, 1999.**

Vermont Law School is an Affirmative Action/Equal Opportunity Employer

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Tulane University

DEAN
School of Engineering

Tulane University seeks applications and nominations for the position of Dean of the School of Engineering.

The Dean is responsible for providing academic leadership and for formulating and leading strategic planning to guide Tulane towards fulfilling its vision of excellence in research and discovery, teaching and learning, and service. Additionally, the Dean has executive responsibility for the School's fiscal and personnel matters in a decentralized management system. The Dean represents the faculty and students to the upper administration while simultaneously helping implement policies and plans developed with the senior administration. The Dean also has primary responsibility for the School's development efforts and for working with all of the School's stakeholders including students, faculty and staff, alumni, the advisory board, and external agencies to enhance the quality of Tulane's educational and research endeavors.

The School of Engineering has five academic departments: Biomedical Engineering, Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering and Computer Science, and Mechanical Engineering. Programs in the departments are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) and by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board (CSAB).

Tulane University is a private, nonsectarian university offering a wide range of undergraduate, professional, and graduate courses of study for men and women. Students are selected without regard to race, sex or religion. Tulane enrolls approximately 6,600 undergraduate and 4,500 graduate and professional students each year. About 10 percent of the student body are in the School of Engineering. Tulane University is located in Uptown New Orleans, a beautiful residential section in one of America's most distinctive cities. The area offers many cultural and recreational opportunities, and the music and cuisine from the region are known throughout the world.

Applicants must have a doctorate in Engineering or applied science, and have qualifications to achieve the rank of Professor with tenure in the School of Engineering, have an outstanding record of accomplishment in funded research, teaching and service, have a record of successful administrative achievements, and possess the impeccable record of integrity and ethics that the position requires. We seek applications from leaders who can substantially enhance the School's research and teaching programs, who can develop new industrial and community partnerships, and who can successfully lead development efforts for the Departments and the School.

Applicants should submit a letter describing their relevant leadership and administrative experience and qualifications, along with a current Curriculum Vitae to:

Richard T. Hart, Ph.D.
Chair, Engineering Dean Search Committee
Provost's Office, 200 Gibson Hall
Tulane University
New Orleans, LA 70118

The Search Committee is being assisted by R. William (Bill) Funk, Managing Director of Korn/Ferry International's Education Practice. Nominations may also be sent to the above address. Applications will be screened beginning January 10, 1999, and will continue until a suitable applicant has been selected. More information about the School of Engineering can be found at:

http://www.tulane.edu/~engineer/

Tulane University is an Affirmative Action Equal Opportunity employer.

Wayne State University

Vice President for Student Development and Campus Life

Under the leadership of its new president, Dr. Irvin D. Reid, Wayne State University seeks nominations and applications for vice president for student development and campus life.

Wayne State University is a Carnegie Research University I, with an urban teaching and service mission. Wayne State is the nation's twenty-first largest university in enrollment; its 31,000 students study in 15 schools and colleges offering more than 350 degree programs. Forty-one percent of Wayne students are enrolled in graduate and professional programs, which makes WSU's graduate school the seventh largest in the country. Located in Detroit's Cultural Center, the university mainly serves students from the metropolitan area, but also enrolls students from most states and over 90 foreign nations.

A new position created in 1998, the vice president for student development and campus life is the university's senior officer responsible for a comprehensive program of services that complements and supports the academic mission of the university and enriches student development and the quality of campus life. Reporting to the president, he/she is responsible for the formulation, management, oversight, and delivery of services and programs designed to enhance the educational and social experience of university students.

The vice president for student development and campus life will work with the university community to evaluate and enhance services to students, foster faculty and student collaboration, and enhance the sense of campus community. Drawing on the strengths of a distinguished faculty, a rich array of undergraduate and graduate programs, and a deep commitment to the values of diversity, the vice president will have an opportunity to play a decisive role in the development of a learner-centered, urban university. The university is in the initial stages of the creation of an academic success center to coordinate and focus its advising, counseling, and retention programs.

The incumbent of this position directs the operation of the departments of the Registrar, University Advising, Academic Success Center, Retention, International Services, Student Center and Program Activities, Athletics, Intramural, and Recreation, Housing, University Counseling and Placement Services, Academic College Enrichment Services, and the University Judicial Officer.

Qualifications include a commitment to the mission and purpose of an urban university, familiarity with the goals and purposes of higher education, relevant and practical experience in the area of student development and campus life, extensive experience in the delivery and oversight of student services programs, strong planning and problem-solving abilities, considerable knowledge of student life and legal issues in higher education, sound organizational skills and ability to coordinate programs and activities, excellent communication and interpersonal skills, ability to plan, organize, and effectively present ideas and concepts to groups, an ability to work collaboratively with others, earned doctorate or its professional equivalent, with a minimum of five to seven years of progressively responsible management experience in higher education administration.

Wayne State University is an affirmative action/equal opportunity employer that seeks to consider minority persons and women for its senior administrative positions. Review of candidates will begin by March 31, 1999 and continue until a suitable candidate has been identified.

Please direct correspondence to:

Ms. Gwendolyn D. Shannon
Assistant to the President
VP Student Development and Campus Life Search
Wayne State University
4165 Faculty/Administration Building
Detroit, MI 48202
E-mail: g_shannon@wayne.edu

Wayne State University is an equal opportunity/affirmative action employer. All buildings, structures and vehicles at WSU are smoke-free.
Wayne State University-People working together to provide quality service.

For additional information about Wayne State University visit

http://www.wayne.edu

The University of Iowa

College of Education

Substance Abuse Counseling Program, a tenure-track assistant professor beginning in August, 1999, in the Division of Counseling, Rehabilitation, and Student Development at The University of Iowa. The position requires **(1)** a doctorate in counselor education, rehabilitation counseling, or related area; **(2)** certification or eligibility for certification as a alcohol and drug counsleor and licensure or eligibilty for licensure as a mental health counselor in the state of Iowa; **(3)** clinical experience either pre- or post-graduate; **(4)** experience or potential for effective teaching; **(5)** evidence of successful professional experience with diverse populations, and **(6)** evidence or potential for systematic program of research. Desired qualifications include: other interests and/or experience such as teaching in the areas of substance abuse and co-morbid disorders, or family/marital counseling. Duties will include teaching substance abuse counseling students, practitioners, and allied health personnel; teaching in the Division consistent with the candidate's interests and Division needs; advising graduate students, supervising graduate students' clinical practica, theses, and dissertations; research and developing a personal research program; and participating in select service activities within the Program and Division. Candidates should send a letter of interest, vita, academic transcripts, selected reprints/preprints, and three letters of recommendation documenting success in research, teaching, service with diverse populations, and other professional qualifications to **Vilia M. Tarvydas, Ph.D., Chair, Substance Abuse Counselor Education Search Committee, N338 Lindquist Center, The University of Iowa, Iowa City, IA 52242-1529.** Screening of applicants will begin March 1, 1999 and will continue until the successful candidate is hired. The University of Iowa is an Equal Opportunity and Affirmative Action employer. Women and minorities are strongly encouraged to apply. Persons with disabilities are encouraged to apply and those requesting reasonable accommodations during the application process should contact the Search Committee.

Assistant Dean of Student Life

Brown University is a highly competitive Ivy League institution with a diverse undergraduate population of 5,500 students. Thirty percent are students of color and ten percent are international students. The Office of Student Life provides a wide variety of educational programs which promote student development, maintains an extensive crisis management system, and administers the University's non-academic disciplinary system.

The Office of Student Life seeks to fill a full-time, eleven-month position. The Assistant Dean's responsibilities include managing a large component of the residential peer counseling system. S/he serves as a liaison to the Third World community, assumes responsibilities in crisis management and the non-academic disciplinary system.

Requirements: Master's degree in Higher Ed, counseling or social work preferred and two-three years of experience in student affairs. Candidates must have experience counseling and supervising young adults; serving as liaison to students of color, particularly Latino/a students; ability to manage crises, plan programs, develop policy recommendations and creative solutions to problems.

Interested applicants should submit a cover letter and curriculum vitae to: ***Human Resources, Brown University, Box 1879, PVA #S00078, Providence, RI 02912.*** *Review of applications will begin January 15, 1999 and will continue until the position is filled. Brown University is an Equal Opportunity/Affirmative Action Employer.*

BROWN UNIVERSITY

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

FACULTY POSITIONS
ACADEMIC YEAR 1999-2000

The University of New Jersey is pleased to solicit applications and nominations for faculty positions for the academic year 1999-2000. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD's considered for appointment at the rank of instructor, pending completion of degree requirements). Candidates should send letters of application, current curriculum vitae, and dossier to the ***Chair of the respective Department, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 1999.*

COLLEGE OF THE ARTS AND COMMUNICATION
OFELIA GARCIA, DEAN

Department of Art-Charles Magistro, Chair
Assistant Professor with specialization in Computer Art and Animation, to teach undergraduate and graduate courses. Understanding of the capabilities of animation software and ability to integrate it with artistic concerns in the context of a broad-based animation program required. Extensive experience in 3D computer programs, Alias/Maya, basic systems administration, UNIX/Windows/NT platform, and knowledge of storyboarding and classical animation, preferred. Terminal degree in Computer Animation or related field and outstanding record of professional animation achievement required. (ABD considered as above.)

Department of Music-Stephen Marcone, Chair
Assistant/Associate Professor, Instrumental Music Education/Applied Faculty, to teach undergraduate andgraduate courses in instrumental music education, supervise field experience, and teach applied and chamber music. Demonstrated instrumental skills (wind or brass preferred), teacher certification, and a minimum three years prior experience teaching at the secondary level required. Experience in marching band show design and a working knowledge of computer-based instruction required.

Associate Professor and Director of Jazz Studies, to direct six of the Jazz Program's 23 ensembles, teach undergraduate and graduate students, and provide leadership and artistic direction in all aspects of the undergraduate program and new master's degree program concentration in jazz studies. International reputation as a jazz performer, strong commitment to teaching and prior college-level teaching experience required. Terminal graduate degree in music or documented professional equivalent required.

COLLEGE OF BUSINESS
FRANK GRIPPO, DEAN

Department of Accounting and Law-Reginald Grier, Chair
Assistant Professor to teach full range of accounting courses except taxation. Doctorate and certification and teaching experience in accounting required. (ABD considered as above)

Department of Economics and Finance-C. K. Leung, Chair
Assistant Professor (two positions) to teach full range of finance courses including international financial management, financial forecasting, and managerial finance. Teaching experience and doctorate in finance required. Ability to teach courses in economics preferred. (ABD considered as above)

Department of Marketing and Management-Prabhaker Nayak, Chair
Assistant Professor to teach full range of marketing courses including consumer behavior, marketing research and transportation/business logistics. Teaching experience and doctorate in marketing required. (ABD considered as above.)

COLLEGE OF EDUCATION
LESLIE AGARD-JONES, DEAN

Department of Special Education and Counseling-Susan Kuveke, Chair
Assistant Professor, with specialization in Diverse Educational Issues, to teach undergraduate and graduate courses and to supervise field experiences. Classroom experience in teaching exceptional children and college teaching experience; eligibility for NJ State Teacher of the Handicapped Certification; and evidence of commitment to scholarly publication and research in the field of special education required. Interest in use of educational technology required; experience preferred. Experience teaching in urban and/or multicultural settings preferred. (ABD considered as above.)

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
THOMAS HAVER, DEAN

Department of African, African American, and Caribbean Studies-Ronald Parris, Chair
Assistant/Associate Professor, with specialization in Expressive Culture, to develop curricula in academic/theoretical and performance aspects of African, African American, and Caribbean musical traditions, including sacred music and jazz, and to assist in providing leadership for and promoting the Gospel Choir and teach service courses as necessary. Demonstrated teaching, research, and performance experience required. (ABD considered as above.)

Assistant/Associate Professor, with specialization in African History, to teach courses in pre-colonial, colonial, and post-colonial African history. Teaching experience and evidence of commitment to productive scholarship required. (ABD considered as above.)

Department of English-Catarina Edinger, Chair
Assistant Professor, with specialization in Composition and Rhetoric, to teach writing and literature at undergraduate and graduate levels. Teaching experience in the field required. Publications, and experience in instructional technology and/or writing across the curriculum preferred. (ABD considered as above.)

Department of Psychology-Thomas Heinzen, Chair
Assistant Professor, Clinical Psychology, with specialization in brief and time-effective psycho-therapies and psychological, neuropsychological, and intellectual assessment, to teach primarily graduate courses in testing and clinical practice areas, and to supervise student practice. APA accredited doctorate, NJ license or license eligibility, teaching and supervisory experience, and evidence of an active research agenda required.

Assistant Professor, Clinical Psychology, with clinical specialization open, to teach primarily graduate courses in testing and clinical practice areas, and to supervise student practice. APA accredited doctorate, NJ license or license eligibility, teaching end supervisory experience, and evidence of en active research agenda required.

COLLEGE OF SCIENCE AND HEALTH
ESWAR PHADIA, DEAN

Department of Communication Disorders-Carol Gelfer, Chair
Assistant Professor (temporary replacement position), with specialization in early intervention, developmental disabilities, or speech and language disorders associated with aging, to teach undergraduate and graduate courses and to supervise students in the University Speech and Hearing Clinic. CCC-SLP required. (ABD considered as above.)

Department of Community Health-Stuart Lisbe, Chair
Assistant Professor, with specialization in Nutrition, to teach courses in nutrition and related health courses. Clinical and/or community experience and commitment to research and teaching required; degree in nutrition required. RD or CHES preferred. (ABD considered as above.)

Assistant Professor, with specialization in Health Education, to teach undergraduate courses which may include gerontology, substance abuse, research, health education theory, and other community health related courses. Community experience and commitment to research and teaching required, CHES preferred. Doctorate in Health Education or Community Health preferred (ABD considered as above.)

Department of Computer Science-Re-Wen Hu, Chair
Assistant/Associate Professor (two positions) with specialization in software engineering, programming languages, theory, or computer networks. Evidence of strong commitment teaching and research required. (ABD considered as above.)

Department of Environmental Science and Geography-Phillip Thiuri, Chair
Assistant Professor, with specialization in Urban Geography and GIS, and in one or more of the following areas: Russia (CIS), Europe, South East Asia. (ABD considered as above.)

Department of Exercise and Movement Sciences-Thomas Jable, Chair
Assistant Professor, Physical Education, with specialization in Pedagogy-Elementary School, to teach courses in curriculum and methods of physical education, physical performance skills, and to supervise practica and student teaching. Teaching certificate and prior K-6 teaching experience, and commitment to research, teaching, and grant seeking required. (ABD considered as above.)

Department of Mathematics-Mahendra Jani, Chair
Assistant Professor, Applied Mathematics, with specialization in Applied Analysis. Commitment to teaching, well-defined research agenda, and grant-seeking skills required (ABD considered as above.)

Assistant Professor with specialization in Statistics. Commitment to teaching, well-defined research agenda, and grant-seeking skills required. (ABD considered as above.)

Department of Nursing-Janet Tracy, Chair
Assistant Professor, with specialization in Maternal-Child Health, to teach undergraduate and graduate courses in both specialties in classroom and clinical laboratory settings. Commitment to teaching, well-defined research agenda, and grant-writing skills required. (ABD considered as above.)

William Paterson University is an Affirmative Action/EEO employer; the University community values and supports diversity among faculty, staff and students. Minority and women candidates are encouraged to apply. Information about the University can be obtained electronically through access to its website at ***http://www.wilpaterson.edu***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY 07470
An Equal Opportunity Institution Committed to Diversity

Pima Community College
Tucson, Arizona

ADMINISTRATOR POSITION OPENINGS

Instructional Division Dean-Arts & Communications

Instructional Division Dean-Science & Technology

Instructional Division Dean Educational Services

Pima Community College (PCC) is the fourth-largest multi-campus community college in the nation and opens its doors to more than 65,300 credit and non-credit students each year. Five campuses offer university transfer programs, occupational and developmental education, and general education courses.

Tucson is located in a lush desert valley surrounded by four mountain ranges in Southeastern Arizona at an elevation of 2,000 feet. A multicultural, southwestern city with more than 850,000, it is renowned for its rich heritage and superb weather.

PCC is committed to hiring employees who are creative, open to change and new methods, or work practices, have a passion for continuos learning and self-improvement and are willing to promote the College's mission as a learning institution. Besides traditional class structuring, the College meets the needs of students by offering weekend, year-round, and compressed courses of instruction. Since service to our students is our highest priority, employees can expect to participate in innovative methods and flexible scheduling.

The Instructional Division Dean positions for Arts & Communications and Science & Technology provide academic and administrative leadership for their respective divisions at a campus including budgeting, grant and contract development, long range planning, course scheduling, currency and quality of curricular offerings, program development, physical resources, affirmative action, faculty and staff supervision, recruitment and retention, collaboration with external agencies and complex administrative support to the Campus Vice President.

The Instructional Division Dean-Educational Services position provides vision and direction for the use of technology in support of teaching and learning at a campus, oversees the campus academic support service areas and plans, directs and reviews the educational services of an instructional division with instructional programs in environmental technology, pharmacy technology, administrative support careers, real estate, business, computer science and developmental programs.

If you are interested in applying for any of these Instructional Division Dean positions, please contact the Human Resources Employment Office at the address or access numbers listed below or via the Web for a job announcement, information on the required application materials, and instructions on how to complete the application process.

Closing Date: January 29, 1999

Pima County Community College District
Human Resources, Employment Office
4905-D East Broadway, Suite 102
Tucson, AZ 85709-1190

Toll Free 1-877-PIMAJOB; Phone (520) 206-4624; TTY (520) 206-4852;
Fax: 206-4879 or Web Address
http://www.pima.edu/~humres/hrhome.html

Pima Community College is an Equal Opportunity/Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply.

AFFIRMATIVE ACTION OFFICER

The individual in this position has responsibly for promoting sensitivity and understanding throughout our college. Serves as advocate for diversity programs, Equal Opportunity and Affirmative Action Plans. Involved in recruitment and retention of employees and students, including development of various sources. Will plan special events and work with our performance evaluation system.

Requires a Bachelor's degree with 2 years directly related experience. Must have strong interpersonal skills, as well as knowledge of federal and state laws including Affirmative Action, EEO and section 504 of ADA. Must be organized. Salary for this year-round position is $34,683 with increase to $38,537.

For application materials contact:
Northeast Wisconsin Technical College
Human Resources
P.O. Box 19042
Green Bay, WI 54307-9042
(920) 498-5710
EOE m/f/d/v

City Colleges of Chicago

WEST SIDE TECHNICAL INSTITUTE DEAN

This position will assist the President of Richard J. Daley College, one of the City Colleges of Chicago, in developing the philosophy, goals, objectives and financial base associated with the continued success of the West Side Technical Institute (WSTI); ensure adequate staffing and that programs meet the institution's goals in preparing students for successful transition into the workforce; and provide daily leadership, planning and program development for all WSTI programs and services. To succeed, we require a Master's degree in Education (or the equivalent) and 5+ years of administration experience in an educational environment. Occupational education program development, budget planning and management expertise is essential. English/Spanish bilingual fluency and teaching background in an urban community college environment are preferred. Doctorate degree is a plus. For consideration, send your resume to: **Office of the President, Richard J. Daley College, 7500 S. Pulaski Rd., Chicago, IL 60652.** Chicago residency is required within 6 months. EEO/AA/M/F/D/V.

THE UNIVERSITY OF TULSA
COLLEGE OF LAW

SEARCH FOR CHAPMAN DISTINGUISHED PROFESSOR OF LAW

The University of Tulsa seeks applications for the position of Chapman Distinguished Professor of Law on a permanent basis for the Fall, 1999.

The College of Law, now in its 75th year, has experienced substantial growth over the last decade in our law teaching, administrative, physical, and library resources. We have also attracted a faculty committed to excellence in teaching, scholarship and public service. Of particular importance to the College's curriculum are our six specialty centers leading to certificates, which include Alternative Dispute Resolution; Comparative and International Law; Native American Law; Health Law; Resources, Energy, and Environmental Law; and Public Policy and Regulation.

The Chapman Distinguished Professor of Law was established in 1984 as a natural development of our academic mission towards excellence in legal education. In 1992, the chair became a permanent position. From that date to 1997, the Chapman Distinguished Professor of Law was chaired by the late Professor Bernard Schwartz, a legal scholar, prolific historian, and Professor of Law at the University of Tulsa College of Law. Professor Schwartz was internationally recognized as a historian on the U.S. Supreme Court and an expert on constitutional law and administrative law.

In honor of Bernard Schwartz, whose scholarly work and conferences embellished many our programs, we are eager to fill the appointment with a person with a comparable reputation for distinguished scholarship or public service. The Chapman Search Committee would be pleased to consider candidates who have established themselves nationally or internationally in a field that complements or supplements one of our specialty centers, but is open to other areas of expertise. The committee also welcomes applications from candidates with a national reputation who are not engaged directly with the legal professional or academia.

Nominations, applications or inquiries should be directed to **Dean Martin H. Belsky, Chapman Distinguished Professor of Law Search Committee, University of Tulsa College of Law, 3120 East Fourth Place, Tulsa, OK 74104, or Martin-Belsky@utulsa.edu. Fax: (918) 631-3126.** Applications will be accepted until January 31, 1999. For more information about the College, visit our web page at

www.utulsa.edu/law.

The University of Tulsa is an equal opportunity, affirmative action employer and encourages applications from women and minorities.

KEAN UNIVERSITY

ANTICIPATED FACULTY POSITIONS 1999-2000

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure track assignments, effective September 1, 1999. Rank is Assistant Professor unless otherwise specified. General responsibilities include an ongoing agenda for research and publication, involvement in professional organizations, participation in curriculum development, committee service, student advisement and interest or experience in using instructional computer technologies to improve the teaching/learning process.

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Public Administration/Criminal Justice. Teach criminal justice courses with possible focus on police, prosecutors, and related areas. Ph.D. in Criminal Justice or a related field preferred; ABD considered. *Program Coordinator: Dr. Michael Israel.*

SCHOOL OF EDUCATION

Department of Instruction, Curriculum and Administration/Mathematics and Technology Education. Teach Methods of Instruction in Mathematics and Technology, grades K-12 in undergraduate and graduate teacher education courses. Required: Doctorate in area of instruction; experience teaching in a public school classroom; publications and presentations with professional organizations. *Chair: Dr. Myra Weiger.*

Department of Physical Education, Recreation and Health. Teach basic health courses; supervise student teaching in health and physical education. Experience in supervision of health and physical education pre-student teaching and student teaching field experience desirable. Preferred: Doctorate or ABD in health education or related field; college level experience in teaching and scholarly achievement desirable. *Chair: Dr. Dolores Shiposh.*

Department of Special Education and Individualized Services. Teach Special Education courses at the graduate and undergraduate level. Ability to teach courses in curriculum and methodology for all exceptionalities is necessary. Knowledge of special education for diverse populations and familiarity with bilingual special education and terminology is desirable. Doctor in special education and teaching experience with exceptional children required. *Chair: Dr. Elaine Fisher.*

Department of Special Education and Individualized Services/Counselor Education. Teach in Graduate Counselor Education Program: MA and Certification programs. Experience and ability to teach in school, community, drug, alcohol and career counseling; appraisal and assessment; and supervision of practicum and student research. Required: Doctorate in Counselor Education with counseling and teaching experience. *Chair: Dr. Elaine Fisher.*

Department of Special Education and Individualized Services/Special Education Coordinator. Coordinate the Special Education undergraduate program. Prior administrative experience in higher education is desirable. Doctorate in special education and teaching experience with exceptional children required. *Chair: Dr. Elaine Fisher.*

SCHOOL OF LIBERAL ARTS

Communication and Theatre/Organizational Communication (Assistant or Associate Professor). Teach courses in organizational and corporate communication and other undergraduate courses within the public communication program; develop new masters degree program in organizational communication. Doctorate and teaching experience at undergraduate and graduate levels required; administrative experience desirable. *Chair: Prof. Holly Logue.*

Department of Communication and Theatre/Group and Interpersonal Communication. Generalist with communication theory background to teach courses in group and interpersonal communication, persuasion, non-verbal communication, and gender communication. Doctorate preferred; ABD considered. College level teaching experience required. *Chair: Prof. Holly Logue.*

Department of English/Writing. Teach and create courses for the writing curriculum, especially in professional business writing and creative non-fiction prose. Support the revision of the writing option for the English major and potentially provide leadership for the writing across the curriculum program. Doctorate or other terminal degree required in writing or rhetoric; equivalent degrees in alternative fields may be considered, depending upon particulars of study. College level teaching experience required. *Chair: Dr. Robert Cirasa.*

Department of Fine Arts/Jewelry and Metals. Teach and develop undergraduate and graduate jewelry/metals studio courses in NASAD-accredited programs. Candidates with additional craft and studio art expertise desirable to teach other courses. MFA required; teaching experience preferred. *Chair: Prof. Jack Cornish.*

Department of Foreign Language, Literatures and Cultures/Department Chair (Associate Professor). To administer department with undergraduate major programs in Spanish and Spanish Teacher Certification and current course offerings in French, German and Italian. Teach courses in the literatures of Spain or Latin America. Demonstrated experience in academic program evaluation, development, and planning required; experience with computer applications to foreign language education desirable. Doctorate and administrative and college level teaching experience required. *Chair: Prof. Joaquin Portuondo.*

Department of Music/Music Education. Coordinate NASM/NCATE accredited music education program and teach courses in primary and secondary music education; supervise student teachers. Candidates must be proficient in current music education methodologies including Kodaly, Orff and Dalcroze; multicultural approaches appropriate to metropolitan school districts and technological applications. Expertise in [illegible] performance teaching areas desirable. A minimum of three years of successful public school teaching experience required. Doctorate preferred; ABD considered. *Chair: Dr. Mark Terenzi.*

Department of Psychology/Marriage and Family Therapy and Community Psychology. Teach graduate courses in marriage and family therapy and undergraduate courses in other areas of expertise. Develop and teach graduate courses in community psychology. Doctorate required; college level teaching experience preferred. *Chair: Dr. Martin Harris.*

Department of Psychology/Developmental Psychology. Teach undergraduate and graduate courses in child, adolescence, adult, aging and life-span. Doctorate required; college level teaching experience preferred. *Chair: Dr. Martin Harris.*

Department of Social Work/Generalist Practice. Teach courses in an advanced generalist MSW program and a generalist BSW program in areas including social work with individuals, group work, assessment in social work practice, micro, mezzo and macro social work methods, social welfare policy and services, and HBSE. Two years post MSW generalist and advanced generalist experience in service delivery with systems of various types and sizes required. Additional experience including work with individuals, families, groups, communities and organizations preferred. MSW and college level teaching experience required. DSW or Ph.D. in related field preferred. *Chair: Dr. Conrad Graves.*

SCHOOL OF NATURAL SCIENCES, NURSING AND MATHEMATICS

Department of Biological Sciences. Teach introductory genetics course and genetics lab for undergraduates. Cell biology, introductory biology and other courses of specialty may be included. Doctorate in Biology required with specialization in genetics preferred. *Chair: Dr. Denise Mancarella.*

Department of Mathematics and Computer Science. Teach curriculum development in the undergraduate Computer Science major programs: Information Systems and Technical Options; knowledge of business system systems analysis and design, object oriented programming, artificial intelligence, networking, client server and data communications. Knowledge and experience in Web course design highly desirable. Doctorate or ABD in Computer Science required. *Chair: Prof. Carlon Krantz.*

Department of Nursing. Responsibilities: Teaching, clinical supervision and curriculum development in NLN accredited BSN/RN completion program; student academic and career advisement. Master's degree in a nursing specialty and previous experience teaching at the BSN level required; doctorate in nursing or related field preferred. *Chair: Dr. Susan Salmond.*

Department of Occupational Therapy/Fieldwork Coordinator. Half-time teaching position with half-time fieldwork coordination responsibilities for OT baccalaureate and master's entry level. Fieldwork coordination involves contract development, scheduling fieldwork, supporting students and clinical educators and participation in Metropolitan Occupational Therapy Certification Board. Required: Master's degree, minimum of three years clinical practice required; doctorate and previous teaching experience preferred. *Chair: Dr. Paula Kramer.*

APPLICATION, SALARY, BENEFITS INFORMATION ON ALL POSITIONS

Candidacy review begins immediately and continues until appointment is made. Priority consideration given to applications received before January 20, 1999. Send letter of interest, up-to-date resume, names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Chair or Director as identified. **KEAN UNIVERSITY, Morris Avenue, Union, New Jersey 07083.** Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. **KEAN UNIVERSITY IS AN EEO/AA INSTITUTION.**

KEAN UNIVERSITY

BEST COPY AVAILABLE

Sidwell Friends School
PRINCIPAL
UPPER SCHOOL

Co-educational Quaker day school seeks seasoned educator to serve as Upper School Principal. The Principal is chief academic and administrative officer of the high school division (440 students, grades 9-12), bearing responsibility for all aspects of curricular and co-curricular programs. He/she oversees a staff that includes the Dean of Students, Academic Dean, Director of College Services, Counselor and Department Heads. The Principal works closely with a variety of student and parent groups and typically teaches one class. A member of the senior administration reporting directly to the Head of School, the Principal serves on the Administrative Council and sits with the Board of Trustees.

A masters degree or doctorate is preferred, in addition to 7-10 years of both administrative and teaching experience in secondary or higher education. Familiarity with the tenets and practices of the Religious Society of Friends is highly desirable. Sidwell Friends School encourages applications from persons of color, those with disabilities and women. Compensation and benefits are competitive. Send resume and cover letter:

Director of Personnel Services
Sidwell Friends School
3825 Wisconsin Avenue, NW
Washington, DC 20016

Education

Montgomery College

VICE PRESIDENT FOR ACADEMIC AND STUDENT SERVICES

Montgomery College, a two-year community college with three campuses located in suburban Washington, DC, with a credit student enrollment of over 21,000, over 15,000 continuing education enrollments, and 1,300 regular employees, is seeking a Vice President for Academic and Student Services. Reporting directly to the President, this position will serve as the chief academic officer of the institution and will provide leadership and direction of all campus and continuing education programs at the College. Working with the three campus provosts and the provost for continuing education, the vice president will function in a team-oriented, collaborative environment to foster high academic standards, student academic achievement, quality and currency of faculty expertise, and flexibility, quality, and creativity in the delivery of academic and student support programs at the College.

Qualified candidates will possess the following: An earned doctorate, at least 5 years of progressively responsible experience in academic and student service line administration, significant college teaching experience, commitment to the philosophy of a comprehensive community college preparing to meet the needs of the 21st Century, demonstrated skill in planning, budgeting and evaluation of academic and student development programs, strong commitment to innovative learning and teaching and to pursuing the potential of technology to support teaching, learning, and the delivery of instruction, experience in implementing faculty development programs, expertise in the design of collegiate programs for ranges of student ability from developmental to honors, commitment to the design and delivery of courses and programs to meet the needs of the local business community, demonstrated ability to bring about constructive change using participatory processes and to work effectively with culturally and ethnically diverse students, faculty and staff, and strong human relations skills. Work experience in a multi-campus community college environment is strongly preferred.

The salary range is $76,128 - $114,442 per year. The College offers excellent benefits. **Applications for vacancy #1076 can be obtained by calling our 24-hour job line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.**
The review of applications will begin January 29, 1999.

Montgomery College is an EO/AA/Title IX employer

DIRECTOR
LONG ISLAND CENTER

The Director is the chief executive and academic officer of the Center, reports to the Academic Vice President, and participates in the planning and administration of the College as a member of the President's Council. Directors provide academic leadership for the Center, supervise Center personnel, provide liaison to the College's central offices in Saratoga Springs, and administer the academic program and student services of the Center. Directors have responsibility for enrollment management; Center planning, budget and facilities; resource acquisition and outreach activities; and academic program quality.

Empire State College is a national leader in non-traditional, higher education. With eight major centers located across New York State, ESC provides adults the opportunity for individualized instruction and degree programs. The administrative offices for the Long Island Center are located in Old Westbury. The center currently serves 700 to 800 students with 40 full and part-time faculty from three locations: Old Westbury, Hauppauge, and Riverhead.

Earned doctorate, substantial college level teaching, administrative experience, demonstrated interest in education of adult learners with diverse backgrounds, familiarity with learning technologies and their application; and a capacity to work collaboratively. Competitive salary and benefits. Apply by submitting letter and resume to: **Dr. Marjorie W. Lavin, Vice President for Academic Affairs, SUNY ESC, One Union Avenue, Saratoga Springs, NY 12866.** Review of applications will begin January 30, 1999. For more information call: (518) 587-2100, ext. 263.

AA/EOE

Empire State College
State University of New York

CHAIR, DEPARTMENT OF VISUAL AND MEDIA ARTS

The School of the Arts at Emerson College invites applications and nominations for the position of Chair of the Department of Visual and Media Arts. With over 3,100 students, Emerson College is the nation's only accredited undergraduate and graduate institution specializing solely in the study of communication and performing arts.

The Visual and Media Arts Department is one of three departments in the School of the Arts, with 26 full-time faculty. It offers specialization in Film, Video/Television, Audio/Radio, New Media, and Media Studies to approximately 1,087 undergraduates and 112 graduate students.

Successful candidates must give evidence of the ability to provide strong leadership in scholarship and creative activities, high standards in the teaching of media art, and vision in an environment of technological change. Candidates should have excellent administrative and interpersonal skills, demonstrate superb oral and written communication skills for effective departmental (including student, staff, and faculty) advocacy, and must be committed to the goals of affirmative action, cultural diversity and multi-cultural education in an atmosphere of collegiality. Applicants must hold a terminal degree and/or equivalent professional experience in a field represented on the Department's curriculum. The rank is Associate or Full Professor. The salary and benefits are highly competitive. Applications will be reviewed beginning December 14 and will continue until the position is filled.

Qualified candidates should send a letter of inquiry, curriculum vitae, references, and other supporting information to: **Grafton Nunes, Dean, School of the Arts, Emerson College, 100 Beacon Street, Boston, MA 02116.** Emerson College is an Equal Opportunity/ Affirmative Action Employer focused on work force diversity. Minorities and women are encouraged to apply. Visit our web site: **www.emerson.edu.**

EMERSON
COLLEGE

Rhode Island School of Design
Assistant Professor
Photography Department

Photography faculty position: full-time, long-term track. We are looking for a committed individual with at least 3 years of teaching experience. Must have ability to teach core courses (Photo 1 and Photo 2), crit classes, and a variety of specialties. Such specialties might include (but are not limited to) Color, Studio, View Camera, Electronic Imaging, and Multi-Media. Undergraduate and graduate level. Strong exhibition/publishing record desirable.

To apply, send the following (no more and no less, please): a cover letter detailing your teaching experience and your areas of teaching expertise and interest; 20 slides (CD-ROM acceptable) of your work; a resume; a one-page artist's statement; and a list of three professional references (names and phone numbers, no written references at this time). Final deadline for all materials: February 15, 1999. Candidates with applications in by January 15, 1999 will be considered for interviews at C.A.A. No phone calls please. We will contact you when materials are reviewed. Salary range: $36,000-$42,000.

Forward the above information along with a self addressed stamped envelope to:

Ms. Elsie Cimorelli
Secretary, Photography Search
Rhode Island School of Design
2 College Street
Providence, RI 02903-2784

RISD is an AA/EEO employer and strongly committed to increasing the diversity of its faculty, staff, and student body. Women and minority candidates are encouraged to apply.

California State University, Fresno
School of Health and Human Services
TENURE TRACK POSITIONS

California State University, Fresno is located in the heart of the San Joaquin Valley, on the western edge of the Sierra Nevada Mountain Range. The university has a current enrollment of approximately 18,000 culturally rich and diverse students. Positions open until filled.

COMMUNICATIVE SCIENCES AND DISORDERS. Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. **(#98-99_602-1). Contact: Dr. Paul Ogden (559)278-2423.**

HEALTH SCIENCE DEPARTMENT. Teaching and advising responsibilities at the undergraduate and graduate level in the MPH program. Graduate advisement, student projects and theses in health education with emphasis on community, health promotion, & health behavior. **(#98-99_603-1). Contact: Dr. Sherman Sowby (559) 278-4014.**

KINESIOLOGY. Teaching within the following areas: curriculum design, pedagogy in physical education, and assessment and evaluation. The successful candidate will serve as program director for the physical education/pedagogy option, supervise student teachers, and develop and implement curriculum in Pedagogy. **Contact: Dr. Catherine G. R. Jackson (559) 278-5165**

NURSING DEPARTMENT. Two generalist positions to teach coursework in such areas as medical-surgical nursing, critical-care nursing, psych-mental health nursing, fundamentals, and/or maternal-child nursing. **(#98-99_604-1) Contact: Dr. Patricia Nuttall (559) 278-2041.**

RECREATION ADMINISTRATION AND LEISURE STUDIES. The successful candidate will teach in therapeutic recreation foundation, methods, facilitation and programming, special populations and general recreation subjects. **(#98-99_607-1) Contact: Dr. Andrew Hoff (559) 278-4250.**

SOCIAL WORK EDUCATION. Coordinator of field instruction (12 month position). Responsible for planning, development, organization, implementation, and evaluation of the field practicum for both the B.A. and MSW programs. Provide educational leadership to the field component of the curriculum and is expected to teach at least one course each semester. The successful candidate may be called upon to teach in a distance education mode. **(#98-99_608-1) Contact: G. Vishu Visweswaran (559) 278-3992.**

SOCIAL WORK EDUCATION. The primary teaching areas will be social work practice and social work research. Additional responsibilities include curriculum development, student advising, field liaison, and supervision of graduate research projects. **(#98-99_608-2) Contact: G. Vishu Visweswaran (559) 278-3992.**

NORTH PARK UNIVERSITY
CHICAGO, ILLINOIS

PROGRAM DIRECTOR MASTER OF ARTS IN COMMUNITY DEVELOPMENT

North Park University and SCUPE (Seminary Consortium for Urban Pastoral Education) seek a program director for the Midwest's first full master's program in Community Development (grassroots, neighborhood economic development). Although this full-time, tenure-track faculty position involves teaching in the program, the skills most needed in this, the program's first year, are administrative - networking, entrepreneurial vision, self-starting, mastery of detail, interfacing with admissions/marketing personnel, experience in pioneering a program, etc. Doctorate or ABD in a related field highly preferred. Community development experience and commitment to the University's Christian mission and to the integration of faith and learning are required. NPU is an urban, Christian university of 2,300 students sponsored by the Evangelical Covenant Church. Send letter of interest, c.v., 5 references, and transcripts to **Dean Ebner, Vice President for Academic Affairs, North Park University, 3225 W. Foster Ave., Chicago, IL 60625.**

Women and minorities are encouraged to apply.

EOE/M-F

Education

Montgomery College

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

Montgomery College, a two-year community college with three campuses located in suburban Washington, DC, with a credit student enrollment of over 21,000, over 15,000 continuing education enrollments, and 1,300 regular employees, is seeking a dynamic leader to serve in the newly created position of Vice President for Administrative Services. This position was created as part of a restructuring of senior level positions initiated by the new College President.

Reporting directly to the President, the Vice President will provide leadership and direction for the offices of: auxiliary services; budgeting; facilities planning, construction, and maintenance; finance; human resources; information technology; planning and institutional research; and procurement. The College has a total budget of over $100 million. The vice president will function in a team-oriented, collaborative environment to assure the highest quality student, employee, and community support services.

Qualified candidates will possess the following: a Master's degree in Business Administration or equivalent in educational and experiential preparation, with appropriate additional training/education in related fields; a minimum for 5 years high-level experience in one or more of the areas to be supervised, preferably in a multi-campus community college setting; significant understanding of finance and budgeting; commitment to the philosophy of a comprehensive community college preparing to meeting the needs of the 21st Century; demonstrated ability to bring about constructive constructive change using participatory processes and to work effectively with culturally and ethnically diverse students, faculty and staff; and strong human relations skills.

The salary range is $76,128-$114,442 per year. The College offers excellent benefits. **Applications for vacancy #1003 can be obtained by calling our 24-hour job-line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, MD 20850. Review of applications begin 1/29/99.**

Montgomery College is an EO/AA/Title IX Employer

STETSON

COLLEGE OF LAW

DEAN

Stetson University College of Law invites applications and nominations for the position of Dean.

The Dean is the Chief Academic and Administrative Officer at the College of Law and is a Vice President of the University. The Dean reports to the President of the University and serves as an officer of the University on the President's staff and as a member of the University-wide planning committee. The Vice President and Dean is the leader of the faculty and academic community in St. Petersburg and the Chief Executive Officer for the administration of the St. Petersburg campus and interacts directly with the College of Law representatives of the University Board of Trustees and with the College of Law Advisory Board. As Chief Financial Officer for the College of Law, the Dean also interacts directly with the Chief Finical Officer for the University.

Candidates for this position must have a proven record as a visionary, innovative academic leader. Candidates should possess exceptional interpersonal skills and have the capacity and desire to be interactive with faculty, students, alumni, and the external community. The increasing integration of programs across college lines requires special skills of conflict resolution, mediation, and collaboration in the decision-making process. Candidates should also possess proven skills in administrative leadership, fund raising, management, and public relations and must meet the academic requirements for a tenured professor at the College of Law. The candidate should be a creative individual who is able to respond to the needs of a changing legal environment.

Founded in 1900 as Florida's first law school, Stetson is a highly selective private institution with a full-time faculty of 36 and an enrollment of approximately 625-650. The College of Law occupies its own 21 acre campus, approximately 150 miles from the University. Located in the dynamic Tampa Bay area, the College of Law attracts a diverse student body from a national pool of applicants. Visit us at our web site

<www.law.stetson.edu>

The position will become available on May 31, 1999. The deadline for filing applications is January 31, 1999. Applications and nominations should be sent to:

William Blews, Chair
Vice President and Dean Search Committee
c/o Stetson University College of Law
1401 61st Street South
St. Petersburg, FL 33707

STETSON IS AN EQUAL OPPORTUNITY EMPLOYER

California State University Monterey Bay

CSUMB is a comprehensive university which values academic quality and the integration of learning, working, and residential living in a multicultural and interdisciplinary community. The campus is located on scenic and historic Monterey Bay on land that was formerly part of the Fort Ord army base. **CSUMB** is being recognized for its multicultural curriculum, commitment to technology, portfolio assessment, outcomes-based multidisciplinary programs, innovative methods for the delivery of teaching and learning, and community service as an integral part of the curriculum.

The curriculum is focused on meeting the student's educational and social needs of the 21st century. Students are required to demonstrate competency in their chosen fields as part of an overall process to ensure educational excellence, relevance, continuos institutional renewal, and ongoing assessment of student, faculty, and program quality. **CSUMB** seeks faculty who are interested in joining a small, flexible, committed, and high quality academic community.

CSUMB is currently recruiting tenure track faculty in the following areas for Fall 1999.

CENTER FOR COLLABORATIVE EDUCATION AND PROFESSIONAL STUDIES

Liberal Studies Institute

Social Foundations of Multicultural/Multilingual Education
#MBSFME-9908 Asst./Assoc. Professor
Human Development w/Special Emphasis in Child Development
#MBHDCD-9909 Assoc. Prof./Professor

Priority Screening Date for both positions: Friday, January 15, 1999. Positions open until filled. For complete position description and application information contact CSUMB via web address (**http://www.monterey.edu**), email address (**faculty_recruitment@monterey.edu**) or by writing to: **Recruitment/Academic Personnel, CSU Monterey Bay, 100 Campus Center, Seaside, CA 93955-8001. Telephone:** 831/582-3569.

AA/EEO/ADA EMPLOYER

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY
BLACKSBURG, VA

Announcing

FACULTY POSITIONS IN ENGINEERING MECHANICS IN THE DEPARTMENT OF ENGINEERING SCIENCE AND MECHANICS

The Department of Engineering Science and Mechanics at Virginia Tech is seeking applications for tenure track faculty positions from applicants with a Ph.D. and an outstanding record of achievement. Responsibilities include teaching at the undergraduate and graduate levels, directing M.S. and Ph.D. theses, developing strong research programs and participating in the organization or management of outreach programs. Applicants specializing in any area of mechanics-solid mechanics, fluid mechanics, dynamics, vibrations and controls, biomechanics and applied mathematics-and application of analytical, computational, and/or experimental approaches are invited to submit their resumes. We have special interest in one position for a person with industrial design experience to lead the department's undergraduate senior capstone deign course. Positions to be filled are at Assistant, Associate or Professor levels.

Review of applications will begin immediately and will continue until superior candidates are selected to fill the vacancies. Positions are available for start as early as July 1, 1999. Interested parties should send a letter of application and resume to: **Prof. E.G. Henneke, Head, Engineering Science and Mechanics Department, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061-0219.**
Phone: (540) 231-3243; FAX (540) 231-4574, email: henneke@vt.edu.

Virginia Tech is an affirmative action/equal opportunity employer and specifically invites and encourages applications from women, minorities, and people with disabilities.

Individuals with disabilities desiring accommodations in the application process should notify E.G. Henneke, Engineering Science and Mechanics, (540) 231-3243.

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE
NORTHRIDGE, CALIFORNIA 91311

FACULTY POSITION OPENING

AMERICAN INDIAN STUDIES COORDINATOR
TENURE-TRACK ASSISTANT OR ASSOCIATE PROFESSOR

August 1999
Salary: $37,956 - 47,844

Doctorate or appropriate terminal degree preferred (required for tenure and promotion). Applicants must demonstrate strength in research, teaching, and service in subject matter related to the experience of American Indians.

The American Indian Studies minor is an interdisciplinary program, which is administratively place within the College of Social and Behavioral Sciences. It includes course work in Anthropology, History, English, Art, Geography, Religious Studies, and Education. The successful applicant will coordinate and further develop the program in American Indian Studies, convene meetings for the program advisory committee, teach courses in American Indian Studies; develop curriculum and oversee course offerings in the minor; establish and maintain relations with the American Indian community on and off campus; and serve as advisor to the American Indian students on campus. Normal teaching load for this position is 9 units per semester. Submit letter of application, current curriculum vitae, and three letters of reference to:

American Indian Studies Search Committee
Office of the Dean
College of Social and Behavioral Sciences
California State University, Northridge, CA 91330-8256

Phone: (818) 677-3317 Fax: (818) 677-3480

APPLICATION DEADLINE: MARCH 1, 1999

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION, TITLE IX, SECTION 504 EMPLOYER

DEAN OF PROFESSIONAL STUDIES

Plattsburgh State University of New York invites applications and nominations for the position of Dean of Professional Studies. The Dean of Professional Studies is the chief administrator for the approximately 70 faculty in professional studies. The departments represented in this unit include: Child Family Services; Communication Disorders and Sciences; Counselor Education; Educational Studies and Services; Nursing; Food and Nutrition; Social Work; and Sport and Wellness. These programs enroll over 2,000 students at the undergraduate and graduate level, with the largest proportion of students at the undergraduate level. The Dean reports to the Provost and has significant campus and community responsibilities beyond academic areas.

Responsibilities include: Providing effective leadership and oversight for all academic programs; providing leadership for achieving and sustaining diversity in all aspects of University life, particularly in developing a diverse student body, faculty and staff; working closely with other academic and administrative areas; sustaining the University's commitment to excellence and innovation in teaching and learning, including active development of applications of new technologies; assisting in implementing and updating the University's Strategic Plan; assuming significant responsibility for working with appropriate community and regional organizations; leading the faculty in increasing external funding for research and service; and in participating in formulating and implementing college-wide policies. Successful candidates must be committed to excellence in teaching in an undergraduate and graduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate students. Located on the shore of Lake Champlain, the University is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Qualifications include: An earned doctorate is required and a record of teaching and scholarship that would justify appointment in academic administration and as a tenured professor. A record of achievement in academic administration; a demonstrated record of effective communication and cooperation with faculty, staff, students and collective bargaining units; experience in curriculum and program design and implementation; a demonstrated commitment to increasing the diversity of faculty, staff and students; and a record of successful administrative leadership including strategic planning, enrollment management concerns, fiscal management, accreditation and assessment.

Applications from women and minority candidates are especially welcomed.
Plattsburgh State University is an affirmative action, equal opportunity employer.

Nominations and applications should be addressed to: **Chair, Search Committee (PJ# 2213-808), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # 518-564-4600.**

Nominated individuals will be invited to apply. Applications consist of a letter addressing the qualifications noted, a current resume or curriculum vitae, and three letters of reference. Review of applications will begin on January 21, 1999 and continues until appointment is made. Starting date: Fall 1999.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Visit our website, http://www.plattsburgh.edu

CENTRAL MICHIGAN
UNIVERSITY

ASSISTANT DIRECTOR/ADMISSIONS

This position assists in the development of oral and written programs promoting Central Michigan University to high school and community colleges; provides academic, career and admissions advising to prospective students; represents the University at numerous public speaking engagements and assists in the daily operation of the office. Required qualifications include a Bachelor's degree; two years experience in sales, public relations, education, or higher education student activities and leadership; working knowledge of computers; willingness to travel and work long hours; demonstrated positive interpersonal skills; ability to work well with the public; and ability to communicate effectively and project a positive a image. Desired qualifications include experience working with minority students and Spanish language skills. Apply to **CMU, Human Resources/Staff, 109 Rowe Hall, Mt. Pleasant, MI 48859**. Screening will begin mid-January 1999 and will continue until position is filled. CMU provides flexible benefits, an excellent retirement program with tax differed investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service. CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community. (**see www.cmich.edu/aaeo.html**)

Brynn Mawr College and HERS, Mid-America

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 27 through JULY 23, 1999
at Bryn Mawr College
Bryn Mawr, Pennsylvania

For Information Contact:
Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6866

THE NATIONAL ASSOCIATION OF HISPANIC PUBLICATIONS

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UIC

ASSOCIATE PROVOST AND EXECUTIVE DIRECTOR

URBAN HEALTH PROGRAMS

University of Illinois at Chicago

The University of Illinois at Chicago (UIC) is the largest institution of higher education in the Chicago area, one of the top 70 research universities in the United States, and an increasingly significant center for education, research, and public service. UIC is an urban, land grant, research institution whose population reflects the diversity of its setting. It serves a resident, as well as a large commuter population of students. Over a quarter of its undergraduates are over the age of 22. Many students are among the first generation in their family to attend college. To realize its mission, UIC seeks to involve itself in the educational, cultural, community, and economic life of metropolitan Chicago. This goal has made the University particularly aware of the need to ensure that the many voices that comprise this larger community are heard and heeded within the University's own population.

In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivery to ambulatory care facilities in underserved urban areas. The ultimate goal is to train a cadre of minority health professionals and doctoral and masters degree students dedicated to improving the quality of health care where improved health services are most needed. For more information about UHP, please visit our website at **http://www.uic.edu/depts/uhealth**.

The Associate Provost and Executive Director for the Urban Health Programs is responsible for providing vision and leadership for the program, as well as administrative and technical support to seven College programs and three ancillary units. As part of the leadership functions, the Executive Director must create and sustain an organizational environment which encourages early adoption of cutting-edge recruitment and retention strategies, and linkages with university and community stakeholders. Administrative functions include planning, budgeting and development. The Executive Director reports to the Provost and Vice Chancellor for Academic Affairs and works closely with the UHP Management Team, the UHP Executive Committee and the UHP Community Advisory Committee.

A Master's or terminal professional degree is required; candidates with a doctoral degree or qualifications commensurate to holding a faculty position will be considered for faculty status. The ideal candidate will have excellent communication and interpersonal skills and demonstrated experience in administration, including preparation of annual budgets and long-range financial planning (preferably in health educational programs), developing and sustaining a culture of teamwork aimed at innovation and productivity, working with diverse communities and educational groups, developing and evaluating recruitment, retention, and support services initiatives, program assessment, designing admission policies which include alternative criteria, working with longitudinal student databases for multiple disciplines, program planning and management and assessment, and supporting the development and analysis of scholarly research. Affiliations with appropriate professional organizations is also desirable.

Send letter of application, resume, and one-page statement of applicant's vision for the Urban Health Program's Executive Director position to:

Darnell Hawkins
Chair, UHP Search Committee
University of Illinois at Chicago
Office of Academic Affairs (M/C 105)
601 S. Morgan Street, Room 2828 University Hall
Chicago, IL, 60607-7127

Review of applications will begin immediately and continue until the position is filled.

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer. Women, minorities, and people with disabilities are strongly encouraged to apply.

MILLERSVILLE UNIVERSITY

DEAN

GRADUATE STUDIES & EXTENDED PROGRAMS

Millersville University of Pennsylvania invites applications and nominations for the position of Dean of Graduate Studies and Extended Programs. Millersville enrolls approximately 7,500 students and is located in Southeastern Pennsylvania within convenient traveling distance to major East Coast hubs: 90 minutes to Baltimore, two hours to Philadelphia, three hours to New York City and the Atlantic Ocean beaches. Nationally ranked as one of the top regional public institutions of higher learning by U.S. News and World Report, the University is also listed among Kiplinger's 100 top value public institutions. Millersville is highly regarded for offering quality instructional programs at a reasonable cost to its students, consistent with its strong commitment to diversity and teaching excellence. The graduate program offers a full spectrum of regionally recognized programs for its 950 graduate students in 22 master, 4 post-master's certification, 14 supervisory certification and 1 post baccalaureate certification programs. Because of its location and the quality of its faculty, the University has significant potential to develop new and innovative graduate programs. The University also serves as a major provider of a considerable number of continuing education programs for school districts, businesses and governmental agencies within the region.

The graduate dean, who reports to the Provost and Vice President for Academic Affairs, will provide vision, leadership and advocacy for Millersville's graduate and continuing education programs, faculty and students.

QUALIFICATIONS: Candidates must possess an earned doctorate, a record of quality scholarship, teaching experience at the graduate level within a degree program, and service in higher education; a demonstrated commitment to faculty development, the liberal arts and academic freedom, professional standards, excellence in graduate and extended programs, and ensuring quality programs and services to students; and a successful interview.

Candidates need to present a record of leadership that suggests likely success in administration of graduate and extended programs. These leadership qualities include the ability to support existing programs and assess and respond to regional needs for both traditional and innovative programs that meet high standards of academic excellence, and to work effectively with the academic deans of the three schools and the Graduate Course and Program Review Committee to advocate best practice in the various disciplines. The successful candidate will be expected to provide leadership in productive and sound grantsmanship and fiscal management, analyze and communicate the programmatic and resource implications of curricula, and foster positive relationships with external community organizations.

Candidates must be able to assume a university-wide perspective and work and communicate effectively with faculty, students, administrators, and a public of diverse backgrounds, perspectives, and multiple needs. The dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity and must be committed to increasing diversity within graduate studies and extended programs. A capacity and willingness to listen, create consensus as well as foster a healthy climate for debate, solve problems, and assume responsibility are essential. The ability to function effectively in a team-oriented, collective bargaining environment is crucial.

NOMINATIONS AND APPLICATIONS: Applications should include a letter detailing qualifications for the position, a vitae, and the names, addresses and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by 2/5/99. Electronic submissions will not be accepted. Nominations and applications should be sent to:

Chairperson
Graduate Dean Search Committee/HO1298
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

An EO/AA Institution

http://www.millersv.edu

USF
UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

FINE ARTS

Pending approval and funding, the Department of Fine and Performing Arts at the University of San Francisco invites applications for a two year term position in ***Fine Arts*** to teach in its Joint Bachelors of Fine Arts and Joint Bachelors of Architecture Degree programs with California College of Arts and Crafts (CCAC) at the Assistant Professor level, anticipated to begin in Fall 1999. The Joint Degree Program brings together two of the Bay Area's premier educational institutions in an innovative, collaborative approach to arts education.

Responsibilities may include inter alia, teaching the Introduction to the BFA Program class "The Artist, Ideas and Ideologies," which introduces new BFA students to a wide variety of questions about the artist's role in history and contemporary society; developing, coordinating and teaching a new Arts Outreach course that will place and supervise upper division BFA and B.Arch students in community service learning contexts; developing curriculum for and teaching an upper division core course that will explore ethical issues in architecture and the visual arts; collaborating with USF and CCAC faculty on committees that define and promote the program's goals; and advising students.

Qualifications include university teaching experience, a strong commitment to teaching [illegible] scholarship, a terminal degree awarded by Fall 1999, experience working in community settings, experience in curriculum development and service learning projects, knowledge of and significant contacts in the San Francisco Bay Area arts community, crossover experience in visual arts and architecture, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University.

Applicants must submit a letter of application, curriculum vitae, graduate transcripts, copies of recent publications, statement of teaching philosophy, copies of complete teaching evaluations and recent syllabi, evidence of community-based experience in arts and education, and three letters of recommendation to:

Fr. Tom Lucas, S.J.
Department of Fine and Performing Arts
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by ***January 15, 1999*** in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Loyola College in Maryland seeks nominations and applications for the position of Vice President for Academic Affairs to assume office on July 1, 1999.

Founded in 1852, Loyola College is a highly selective Jesuit liberal arts comprehensive university located in a beautiful residential section of Baltimore. With an annual operating budget of $108 million and total sponsored programs of $6.7 million, Loyola enrolls over 6000 students in its graduate and undergraduate programs. Loyola College enjoys a ranking of third among the 142 regional universities in the North in the 1999 U.S. News and World Report rankings of America's Best Colleges.

As the chief academic officer, the Vice President for Academic Affairs reports directly to the President and is charged with the development, implementation and assessment of all academic programs and activities, both undergraduate and graduate, within the College of Arts and Sciences and the Sellinger School of Business and Management. The VPAA provides leadership to the academic division and is actively engaged in long range planning, budgetary and fiscal decision making, faculty development, institutional research and assessment. The VPAA directly supervises the two academic deans and through them all academic departments and programs. Also reporting to the VPAA are enrollment management and financial aid, the Center for Values and Service, and the offices of Multicultural Affairs, Institutional Research, and Records. The VPAA directs the College's academic assessment and functions as the senior officer in implementing, assessing and reporting on the strategic plan.

The VPAA chairs the Loyola Conference and the Council of Department Chairs, and represents the academic division in the governance of the Loyola/Notre Dame Library. The VPAA serves as acting president in the absence of the President, cooperates with elected and appointed officials in advancing the College's goals, and represents the academic division of the College to the local community, students, prospective students and alumni.

The successful candidate will possess an earned doctorate and will have a record of teaching and scholarship that warrants appointment to an academic department at a senior rank. The candidate should have a record of successful administrative leadership at the level of department chair or higher, and should be thoroughly familiar with and committed to the ideals and traditions of Jesuit and Catholic higher education. A strong academic vision, capacity for innovation and proven commitment to all aspects of diversity and vital attributes.

Interested candidates should forward a letter of application and curriculum vitae. Review of applications will begin on January 30 and will continue until the search is completed. Nominations must be received by January 4, 1999. Inquiries, nominations, and applications should be addressed in confidence to:
Ms. Donna Schmitz, Secretary to the Search Committee, President's Office, Loyola College in Maryland, 4501 N. Charles Street, Baltimore, MD 21210-2699

Visit our website at
http://www.loyola.edu

Loyola College in Maryland is an equal opportunity employer that welcomes applicants from all traditions who can contribute to our unique educational mission.

LOYOLA COLLEGE IN MARYLAND

ADVERTISING INDEX

POSITIONS

Alamo Community College District/San Antonio College	TX	45
Austin Peay State University	TN	40
Ball State University	IN	46, 48, 53
Bowling Green State University	OH	40
Brown University	RI	57
California State University, Fresno	CA	62
California State University, Monterey Bay	CA	47, 63
California State University, Northridge	CA	63
Central Michigan University	MI	64
City Colleges of Chicago	IL	56, 59
Cleveland State University	OH	45
College of Lake County	IL	55
Cornell University	NY	47
Denison University	OH	41
East Carolina University	NC	53
Eastern New Mexico University-Roswell	NM	44
Emerson College	MA	61
Florida Atlantic University	FL	54
Florida State University	FL	46
Gainesville College	GA	38
Hillsborough Community College	FL	51
Hunter College/CUNY	NY	49
Iowa State University	IA	48
Kean University	NJ	60
Long Island University	NY	42, 47
Loyola College	MD	66
Manchester Community-Technical College	CT	44
Massachusetts College of Arts	MA	52
Massachusetts Institute of Technology	MA	53
Mercy College	NY	48
Miami University	OH	43
Millersville University	PA	65
Minnesota State University	MN	68
Montgomery College	MD	61, 62
National Science Foundation	VA	42
New Jersey City University	NJ	49
New World School of the Arts	FL	39
North Park University	IL	50, 62
Northeast Wisconsin Technical College	WI	59
Pima County Community College District	AZ	59
Prince George's Community College	MD	55
Purdue University	IN	56
Rhode Island School of Design	RI	40, 62
Roosevelt University	IL	50
Sidwell Friends School	DC	61
Southwest Texas State University	TX	42
Stetson College of Law	FL	63
SUNY Empire State College	NY	61
SUNY Farmingdale	NY	51
SUNY Fashion Institute of Technology	NY	41
SUNY Plattsburgh	NY	64
SUNY University at Albany	NY	54
Temple University	PA	55
Texas A&M University-Corpus Christi	TX	68
Texas Tech University	TX	52
The City College of The City University of New York/CUNY	NY	49, 52
The College of Wooster	OH	58
The University of Iowa	IA	57
The University of Michigan	MI	44
The University of Oklahoma	OK	46
The University of Texas at Brownsville and Texas Southmost College	TX	51
The University of Tulsa	OK	59
The Wharton School University of Pennsylvania	PA	53
Tulane University	LA	56
UMD of New Jersey	NJ	51
University of California, Davis	CA	38, 55
University of Connecticut	CT	44
University of Illinois at Chicago	IL	41, 65
University of Massachusetts Boston	MA	42, 54
University of Missouri-Rolla	MO	42
University of Notre Dame	IN	37
University of Pennsylvania	PA	45
University of Rhode Island	RI	50
University of San Francisco	CA	66
University of South Florida	FL	50, 52
Union College	NY	38
Vermont Law School	VT	56
Virginia Polytechnic Institute and State University	VA	63
Wayne State University	MI	57
William Paterson University	NJ	58

RECRUITMENT

Center for International Studies	NJ	43

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

Amherst College	MA	37

CONFERENCES

American Association for Higher Education	DC	68
California Community Colleges	CA	37
HERS, Bryn Mawr College	PA	64
The National Association of Hispanic Publications	DC	64

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Texas A&M University-Corpus Christi

Dean-University Outreach

Texas A&M University-Corpus Christi is searching for a Dean of University Outreach. This dean provides leadership, vision, supervision, and administrative oversight for programs related to the service mission of the University and is responsible for coordination of conferences and institutes, continuing professional education, sponsored programs and workforce development.

The Dean supervises University Outreach staff and programs, promotes positive working relationships with external constituencies, identifies community and regional needs and opportunities, serves as a liaison between the community and the academic Deans, participates with University administrators in team planning and problem solving, coordinates the development of Outreach goals and plans, and administers the Outreach budget. The Dean of University Outreach reports directly to the Provost.

The qualifications for the Dean of the University Outreach are as follows: the ability to communicate with potential students, public school district personnel, and members of the business community; the ability to analyze and interpret financial reports and legal documents; and the ability to effectively present information in written and verbal formats to senior university management and community groups. A graduate degree is required, an earned doctorate is preferred. The candidate should be able to demonstrate evidence of substantive leadership in a major community initiative and successful administrative experience in an academic environment. An understanding of the educational challenges of the South Texas region is preferred.

Texas A&M University-Corpus Christi has 6,400 students and 270 faculty and is one of the fastest growing universities in the State of Texas. It includes the College of Arts and Humanities, the College of Business, the College of Education, and the College of Science and Technology. During the past two years, the University was named as the top public regional university in Texas in U.S. News and World Report's America's Best Colleges. The University is in a picturesque setting on an island surrounded by Corpus Christi Bay and Oso Bay. Texas A&M University-Corpus Christi is dedicated to providing higher educational opportunities to the South Texas region, particularly to those qualified individuals who are historically under-represented in the higher education community.

Applicants should submit a letter of application, curriculum vitae, and names, address and phone numbers of three professional references to: **Dr. Sandra Harper, Provost and Vice President for Academic Affairs, Texas A&M University-Corpus Christi, 6300 Ocean Drive, Corpus Christi, Texas.** Review of applications will begin on December 21, 1998 and continue until the position is filled.

Texas A&M University-Corpus Christi is an Equal Opportunity Employer committed to diversity.

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The College of Social and Behavioral Sciences at Minnesota State University, Mankato invites applications for tenure track openings in Criminal Justice, Law Enforcement (up to two), Women's Studies, Urban and Regional Studies and Ethnic Studies (assume duties of department chair) and fixed term openings in Social Work and History. Review of applications may begin as early as January 7, 1999. Vacancy notices with specific requirements can be obtained from **Ms. Becky Gunderman, Dean's Office, College of Social and Behavioral Sciences, MSU 22, P.O. Box 8400, Mankato, MN 56002-8400. Phone (507) 389-6307. E-mail: rebecca.gunderman@mankato.msus.edu. TTY: 1-800-627-3529. Fax: (507) 389-5569.** Complete descriptions are also posted in the Academic and Administrative Job Postings Section of the University Web Page at: **http://www.mankato.msus.edu/dept/AffAct/MSU-VAC_NOT/VacHP.html**

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Registration materials coming: December 1998

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Adams Mark, Denver, CO
June 12-16, 1999
Call for Proposals coming: October 1998
Registration materials coming: March 1999

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CONTENTS

FEATURES

Changing the Face of Business 6
Matchmaking Consortium brings together talented minorities and eager corporations

An Afternoon with Edward James Olmos 9

Olmos "stands and delivers" an empowering message to at-risk students

Kellogg Foundation Funds Cultural Change 12
Earmarks substantial dollars for projects aimed at improving opportunities for Latinos and other minorities

Creating Parity Through Mentoring 18

Professionals of color with three to eight years experience are mentored as a group by White male senior executives. Results are promising

Fannie Mae Sponsors MBAs at the University of Florida 20
Seeking diversity in the home mortgage market

HONOR ROLL

Princeton University 15
Brilliant past, present, and future

Wal-Mart Honing the Competitive Edge 22
With its vendors, awarding $20K to each of the "best and brightest"

Amoco and Exxon Foundations Target Minority Engineers 24
$25 million from Amoco and $15 million from Exxon to enhance preparation and recruitment

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4
Forecast on DOE grants of special interest to Hispanics

People, Places, Publications, Conferences 26

Book Review:
Muddy Cup: A Dominican Family Comes of Age in a New America 34

¡Punto Final!
Answering The Call *by Betty Castor president of the University of South Florida* **back cover**

Cover Photo Credit: Courtesy of Consortium for Graduate Study in Management

OUTLOOK ON WASHINGTON

A CAPITOL VIEW

Grants and Student Loans for FY'99

BY GUSTAVO A. MELLANDER

The U.S. DOE has issued its "grants forecast," identifying likely programs and award competitions for FY'99. Published in the *Federal Register* (Volume 63, Number 212, pages 59435-59455),the forecast includes for each program the contacts, due dates, and estimated number and size of awards. They are managed by the department's six principal offices. An updated forecast is to be available online in February at <http://ocfo.ed.gov/grntinfo/forecast/forecast.htm>.

Programs below are of particular interest to Hispanics in higher education.

OFFICE OF BILINGUAL EDUCATION & MINORITY LANGUAGES AFFAIRS

Bilingual education is under attack in several states, but many research and training programs are still being funded by the government.

84.194Q BE	State Grants
84.195A BE	Teachers & Personnel Grants
84.195C BE	Training for All Teachers
84.195C BE	Graduate Fellowship
84.195E BE	Career Ladder
84.288S BE	Program Devel.& Impl.
84.289P BE	Program Enhancement
84.290U BE	Comprehensive School Grants
84.291R BE	System-wide Improvement Grants
84.292A BE	Field Initiated Research
84.293A BE	Foreign Language Assistance/LEA

OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT

Given present and projected K-13 enrollment increases, policymakers are scrambling to prepare for that new reality. Hispanic students are expected to increase dramatically. How will their needs be met? Several programs address that question and encourage "out of the box" solutions.

84.203A	Star Schools—General Grants
84.215V	Partnerships in Character Ed.
84.287A	21st Century Community Learning Ctrs.
84.303A	Technology Innovation Challenge Grants

OFFICE OF ELEMENTARY & SECONDARY EDUCATION

Our Hispanic population still is a young one. Most are under 25. They will be in our colleges, if equity and fairness prevail.

84.004D	Civil Rights Training & Advis. Services/Equity Assistance Centers
84.083A	Women's Ed. Equity Act—Imple.
84.083B	Women's Ed. Equity Act Program—R & D
84.141A	Migrant Ed.—High School Equiv.
84.149A	Migrant Ed.—College Assistance Migrant

OFFICE OF POSTSECONDARY EDUCATION

Will the necessary and adequate programs await Hispanic students? To address that and related questions, a variety of programs will be funded—some new, some old. All have new guidelines.

HIGHER EDUCATION PROGRAMS (HEP)

84.016A	Undergraduate Intl. Studies & Foreign Language (Single Inst. & Consortia)
84.017A	Intl. Research & Studies
84.019A	Fulbright-Hays—Faculty Research Abroad
84.021A	Fulbright-Hays—Group Projects Abroad
84.022A	Fulbright-Hays—Doctoral Dissertation Research Abroad
84.031A	Strengthening Institutions (Devel. & Planning)
84.031H	Institutional Aid—Eligibility
84.031S	Strengthening Institutions—HSIs
84.047A	Upward Bound
84.047M	Upward Bound Math/Science
84.120A	Minority Science Improv. (Institutional, Design, Special & Cooperative)
84.153A	Business & Intl. Ed.
84.217A	Ronald E. McNair
84.220A	Ctrs.for Intl. Business Ed.
84.229	Intl. Ed. Language Resource Ctrs.
84.269A	Inst. for Intl. Public Policy

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (FIPSE)

Many Hispanic-Serving Institutions (HSIs) have benefited from these grants, which can be specifically tailored to Hispanic students and communities.

84.116A&B	Comprehensive Prog.
84.116J	Joint US/EU Consortia for Cooperation in Higher Education and Vocational Education
84.116P	Disseminating Proven Reforms
84.116R	Controlling Cost of Postsecondary Ed.

OFFICE OF VOCATIONAL & ADULT EDUCATION

Teacher Prep. Ed.
Demonstration Grants
Adult Ed. Grants for ESL

Thanks to the magic of the Internet, one need not come to Washington to secure information or assistance to qualify for these grants. Other searchable resources include the *Guide to U.S. Department of Education Programs and Resources* at <http://web99.ed.gov/GTEP/Program2.nsf>, *Grant Award Actions FY 1998 Database* at <http://web99.ed.gov/grant/grtawd98.nsf>, and the *Biennial Evaluation Report: Fiscal Years 1995-1996* at <http://www.ed.gov/pubs/Biennial/ 95-96/>.

STUDENT LOAN ALERT!

The 1998 Higher Education Amendments (HEA) allow many graduates and current students to cut interest costs on student loans, dropping the interest rate from 8.25 to 7.46 percent and extending this rate for 5 years on new loans. To refinance at the favorable rates, you must act before January 31.

The mechanism is loan consolidation, which may extend your repayment period, allow you to repay your loan as a share of your income, and—in many cases—give you a break on interest costs.

Consolidations are available from the DOE's Direct Loan program and from private FFEL lenders. The rate is lower than that of most existing Direct and FFEL loans. [illegible] students save about $50 per $1[illegible] of debt over the life of their loans. The interest rate is recomputed annually, but would be based upon a lower interest rate formula for the life of your loan.

To inquire, call the DOE's Direct Loan Origination Center at 1-800-557-7392, download an application from <http://www.ed.gov/DirectLoan>, or call your FFEL lender.

There is no consolidation fee and no minimum or maximum loan balance. You may choose from several repayment plans and may prepay at any time. Not all are eligible.

Dr. Mellander is a professor at George Mason University.

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SOME OF OUR UPCOMING ISSUES FOR 199

January 8th Issue: Corporations Helping Hispanics
Ad deadline December 15th

January 29th Issue: Financing A College Education
Ad deadline January 12th

February 26th Issue: Women In Higher Education
Ad deadline February 9th

March 26th Issue: Community College Issue
Ad deadline March 9th

April 9th Issue: Assoc. of Governing Boards of Universities and Colleges
Ad deadline March 23rd

April 23rd Issue: TOP 100 Colleges for Hispanics
Ad deadline April 6th

May 7th Issue: Graduate School Issue
Ad deadline April 20th

June 4th Issue: Health Professions Issue
Ad deadline May 18th

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List
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Changing the Face of Business

CONSORTIUM *for*
GRADUATE STUDY
in **MANAGEMENT** *since 1966*

BY JANET HARRELL

During the 1997-1998 school year, 354 Consortium Fellowship winners received approximately $5 million in scholarship aid.

Aesop, of Fables fame, once advised, "Be content with your lot: one cannot be first in everything." In 550 B.C., that was probably good counsel. But in today's increasingly diverse workplace, where finding, recruiting, and retaining the best minority candidates can mean competitive advantage, being first is everything.

Globalization has changed the face of U.S. business, and Corporate America is fully aware of this change. Powered by a compelling business need for a highly trained, racially mixed, equitable workforce, companies have begun to aggressively recruit qualified Hispanic Americans for high-level jobs–not just because it's the right thing to do but because it makes good business sense.

Dr. Phyllis Buford, CEO of Consortium for Graduate Study in Management

Mastering the MBA

Despite Corporate America's best intentions and pressing business needs, however, there are still relatively few Hispanic candidates qualified for high-level positions. Why? Because one of the things that qualifies people for such positions–the MBA–is often not as easy for minority candidates to pursue.

While some might argue that the MBA's ubiquity has rendered it inconsequential, for Hispanic Americans it remains the key that opens the door to management in a corporate world not immune to racial bias. Fortunately, for both Hispanic professionals and the companies seeking to hire them, there is the Consortium for Graduate Study in Management.

For more than three decades, the Consortium has been leading the effort to create a more equitable, more diverse workplace in America. Sponsored by eleven of the nation's top graduate business schools and nearly 200 of the nation's major corporations, the Consortium encourages the most talented students to pursue careers in business and offers graduate business school fellowships.

Geographically and philosophically diverse, the Consortium's large and small, public and private institutional members boast some of the nations top business education programs. And an MBA from the right school can be a powerful

advancement tool for talented and aggressive individuals.

Once admitted to a member university, applicants are eligible to receive Fellowships that cover full tuition and required fees for two years of full-time master's degree study. During the 1997-1998 school year, 554 Consortium Fellowship winners received approximately $5 million in scholarship aid. These Fellowships are funded in part by the more than 150 leading U.S. corporations that serve as sponsors.

> ***"The Consortium puts us in the enviable position of being able to make offers to candidates who haven't even started business school yet."***
>
> ISAÍAS ZAMARRIPA, RECRUITING MANAGER AT AMOCO CORPORATION

The Corporate Connection

Employers recognize the Consortium as an excellent source of talented MBAs. Consortium Fellows' resumes are available to corporate sponsors. Recruiters from sponsoring companies also visit the member school campuses to interview students for summer internship positions and career employment.

All Fellowship recipients are required to attend a three-day orientation program in June prior to beginning graduate study. Here, fellows interact with corporate representatives from Consortium-sponsoring companies. University representatives attend to welcome the new Fellows. The program is designed to prepare the students for issues encountered in their MBA program and careers. It also serves as a unique networking opportunity.

Understandably, the Consortium's recruitment support has Corporate America quite interested. But it is its unique ability to give companies the opportunity to recruit these candidates early–as much a year ahead of competitors–that has Corporate America singing its praises.

"They're incredible," says Isaias Zamarripa, recruiting manager at Amoco Corporation, a global producer of oil, natural gas, refined products, and chemicals, with annual revenues of more than $36 billion. "The Consortium's annual orientation program and career forum is one of the best places we've found to identify and recruit future minority leaders. The key is early identification: the companies that identify candidates first are typically the companies that get those candidates.

"The Consortium puts us in the enviable position of being able to make offers to candidates who haven't even started business school yet. They've already shown the right work ethic and some success in the workplace, and we have an opportunity to recruit them prior to their completing the final step, the MBA."

Amoco Corporation headquarters

Glenna Anderson, minority recruiting manager at Procter & Gamble, the Cincinnati, Ohio-based company that markets more than 300 brands to nearly five billion consumers in more than 140 countries, agrees: "The Consortium is the only organization I know of that helps you identify attractive candidates before they start business school."

Working through the Consortium, Procter & Gamble contacts candidates, interviews them for internships, and enrolls some in a brand management "summer camp" before they ever start school–and, more importantly, says Anderson, before most other companies even know these candidates exist.

"Typically, the sooner you reach a candidate, the better your chance of recruiting," she says. "With The Consortium, we're reaching them almost a year before we would otherwise."

585

Jorge Silva

The Value of Intellectual Property

According to Anderson, the Consortium for Graduate Study in Management not only helps its sponsors identify Hispanic candidates early, it also helps them find people they might otherwise miss. One good example is Jorge Silva.

"Jorge earned an undergraduate degree from Yale and a law degree from the University of Puerto Rico," she explains. "Since Procter & Gamble usually hires from campuses, our recruitment net probably wouldn't have caught somebody who was a practicing lawyer in Puerto Rico."

Fortunately for Procter & Gamble, Jorge Silva was interested in going to business school. He contacted the Consortium for Graduate Study in Management–and the rest is recent history.

"Jorge came to work with us as an intern, earned an MBA at University of Texas at Austin's Graduate School of Business–a Consortium-member university–and came back to work for us as an assistant brand manager," says Anderson. "That J.D. degree might have kept us from ever knowing about him if not for the Consortium."

Strength in Numbers

Bringing together corporations and the best and brightest minority talent is the Consortium's most visible effort. Its most elemental, however, is helping to build a network of minority professionals that spans companies and geographical boundaries.

The Consortium's corporate sponsors recognize the value of this network. Not only does it make their minority employees happier–and thus more likely to stay with a company that makes it possible–it also helps open the door to still more minority candidates.

"One of the best Hispanic candidates we've secured through the Consortium is José Bolívar," says Amoco's Zamarripa. "Sharp, bright–José was identified early, offered an internship, and is now working in our financial division. But, more importantly, he's working with me and the Consortium and traveling to Latin America to recruit more excellent Hispanic candidates like himself."

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Anderson adds that "The Consortium's annual orientation program provides a unique opportunity for minority candidates and existing employees to build relationships. Given the still small numbers of Hispanic professionals in business overall, such networking is important no matter where in the country they work. It is especially important for employees who live and work in areas where the minority population is relatively small!"

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Recruitment Done Right

While Consortium Fellows are not required to work for sponsoring companies at any time, many choose to do so. Indeed, 95 percent of Consortium graduates start their careers with sponsors, and former or current sponsors currently employ 85 percent of Consortium for Graduate Study in Management alumni.

Since its inception, The Consortium has increased the number of Fellowships ninefold–from 20 to more than 180 annually. Today, there are nearly 3,000 Consortium alumni, holding a broad range of public- and private-sector jobs. Many have moved into management positions in major U.S. corporations, some have become entrepreneurs, others have obtained law degrees, and still others have gone on to earn doctoral degrees and teach in business schools.

"It's clear that managing a diverse workforce is the greatest challenge facing Corporate America today," stated Dr. Phyllis Buford, CEO of the Consortium for Graduate Study in Management. "Companies like Amoco and Procter & Gamble are great examples of what it means to be proactive."

"They're actually doing something," she says, to create a workplace environment that is inclusive at all levels.

From early identification, through internships, to recruitment and retention–the Consortium continues to bring together the country's top Hispanic professionals and the corporations intent on hiring them. And that, says Zamarippa, is exactly what should be happening.

"We know that whoever makes first contact has the best chance of getting the candidate. So we're investing our efforts and dollars in the Consortium so we can be among those who make that first contact. That's the way recruitment is supposed to work."

For more information, contact Dr. Phyllis Buford at (314) 935-8712 or visit the Consortium Web site at <www.cgsm.wustl.edu>.

HO

An Afternoon with Edward James Olmos

Empowering the Young

By Patricia Hanson

> ***"Those of us who can speak more than one language are the future. You have a distinct advantage over your English-only brothers and sisters."***
>
> Edward James Olmos

Fifteen hundred brown-skinned, dark-eyed, dark-haired middle and high school children waited patiently in an auditorium in Salinas, California, for an hour because he missed his plane in L.A. They had seen him in *Selena*, *Mi Familia*, *American Me*, and in *Stand and Deliver*, which is required in their elementary school math classes. Some of their teachers might even have seen him on stage in Luis Valdez' *Zoot Suit*, or remembered him as the dour Lt. Castillo on *Miami Vice* in the '80s, or for his bit parts in *Blade Runner* or on *Hill Street Blues*.

But probably few in the energetic audience knew he'd earned two master's degrees, one in sociology and one in theatre, from UCLA, and had been awarded five honorary doctorates from universities around the country. Even fewer would have read of awards too numerous to list for his work during the L.A. riots, initiating community-wide cleanup, and of his other humanitarian efforts–taking his message about Mexican-American heritage and educational empowerment to schools and at-risk kids two or three times a week some 52 weeks a year.

Edward James Olmos has been honored by the NAACP for his leadership in multiracial unity; he has been given the Harvard University Multi-Cultural Award and The Hispanic Heritage Award, a national honor granted by representatives of both the private and public sectors, and has received the John Anson Ford Award from the Los Angeles Commission on Human Relations for his "outstanding and consistent efforts to raise awareness to the need for harmonious and sensitive intergroup relations, and the promotion of civil rights for all."

When he arrives onstage, he asks for the auditorium lights to be up full blast so that he can see into the eyes of the children. He asks them to look right at his eyes so "we can each connect and get the energy for one moment in time." He admits to growing up in East LA, to not being born with any natural talent for the theatre, and to being dyslexic in school. He shares that he reads every day, and makes that a priority.

He lets us know that early in his life when he heard people who spoke English with an accent (whether it be German, Chinese, or French), he thought they were smarter than he was because they could speak in two languages. Those who spoke both languages perfectly especially impressed him. He chortles at the growing national movement to dismantle bilingual education that started in California, the most multicultural state in the nation.

"Who put those two words together?" he shouts at the audience. "Those of us who can speak more than one language are the future. You have a distinct advantage over your English-only brothers and sisters. I give you the rites of passage to grow up and be all you can be."

Olmos passionately, unashamedly makes many of us "Spanish-impaired" Anglo adults in the audience feel very uncomfortable. It is our turn to feel racism in reverse, our turn to mourn the paucity of Chinese, Hispanic, African American heroes that we had never been taught about in education. Our turn to shake our heads and look down, sad to admit to the empty, bland "diet" that he called the 200 years of European American studies we'd been fed in our schools.

To make his point, he acts out a scene about a time when he was cutting the twenty-million-dollar deal to produce his controversial movie about Mexican gangs, *American Me*. The owner of Universal Studios at that time was Japanese. Olmos moves around an imaginary corporate conference table on the stage and mimicks the movie studio owner who shook his hand and said, "Very good, Mr. Olmos" to him in English, but then turned his back and spoke to his staff in Japanese. He mimicks the German financier who also said only, "Very good, Mr. Olmos" in English, and then whispered to his staff in German, and he mimicks the French investor who did the same. Then, to make the point about his own literacy self-confidence, Olmos shows how he shook their hands and said, "Very good" in English, and then turned to his own staff and said, "Comprende, este chingada." The audience, shocked but bowled over with laughter, gets it. Olmos shares that if they'd ever understood the expression he'd used for "this is great," he'd never have gotten the deal.

Mr. Olmos, a master of timing, keeps all 1,500 pairs of eyes on him. He whistles and shouts "look at me" and "give me your eyes" to control the boisterous young crowd.

After the laughter quiets down, he keeps the rapt attention of all the teenagers in the room. "Go out there," he says, "it's important to release, but come back right away. Our time is precious together."

The room quiets instantly as Edward James Olmos goes on to talk about his ancestry. "Roots," he says, "are the single most important aspect of living. First we have to know where we came from. Then we can deal with where we are going, with our future.

"I am a Mexican American, a Chicano, born in America of parents of Mexican ancestry.

"How many of you are Mexican American?" Fully two-thirds raise their hands. "And do you know what a Mexican is?" he challenged this young, very rapt audience.

"A person who is half-white. And half-red. My ancestors come from the Maya, the Yaqui, the Rapajo, the Toltecs, even the Apache, the Cheyenne. They go on and on and on over 40,000 years.

"I love my whiteness AND I love my redness.

"How many of you saw *Selena*?" At least three quarters of the hands go up. "It's like I said as her father. It's really hard being raised here to love both our Mexicanness and our Whiteness, but we must.

"Without two people coming together–a red-skinned and a white-skinned–I would not be the brown tones that I am, that we are.

"Before that–way, way, way back–before that, my ancestors came from Asia. And before that, my great-great-great-great-great-great-great-great-great-great-great-great-great-great-great-great-great...." He walks around the stage stretching out this word with a breath lasting longer than seems humanly possible. "My great great great grandmother was African American!

"Do you get this? I have shivers 'escalofrio' when I remember this with you.

"I give thanks for every human being in my heritage, and I thank the Lord above [lots of applause at that] that God in all Her infinite wisdom put me here with you today.

"Yes, I said 'Her.' One day recently I looked in my mother's eyes, and since then I've been calling God a woman. Take a good look in your mother's eyes, just in case you think I'm wrong. Moms reaffirm godness. I figure that when I go to the rites of passage, if God is a man, He'll forgive me and let me in somehow anyway.

"And Jesus Christ was Jewish," he continued. "So many people forget that. And I don't know where so many of us have gotten that image of Him with long, thin blonde hair and blue eyes!"

Mr. Olmos calls a 12- or 13-year-old boy up to the stage from the second row. The young man shuffles up looking proud and embarrassed at the same time. Thick black strands of his hair are plastered over close-cut knots on his scalp that match his black t-shirt, pants, and shoes. His back to us, Mr. Olmos places our audience guinea pig against the podium. He spreads his arms above him level with his ears and instructs him to hang his head down and to the side. Validating how difficult a position this is to hold, Mr. Olmos presents to the crowd their "new image of Jesus!"

"What does your hair look like when it grows out?" Olmos asks the boy. "Curly," the boy says. "That's it!" Olmos turns from the boy and tells the audience that "the bible said Jesus was woolly haired and bronze-skinned. Take a good look!

"He's been up there at least 90 seconds. After two minutes, you'll have this image in your brain.

"Do you get it? Do you understand for once that this was what Jesus was really like, not some fair, light-haired, blue-eyed European image we've been given?"

The audience roars approval.

"You know, I get so discouraged when people ask me, 'Well, how come Latinos have a 52 percent dropout rate from high school? And why are children of color way overrepresented in penal institutions? What's wrong? What can we do about this?'

"I get these questions all the time...and my answer is that it's a three-pronged triad that makes someone strong. The individual, his/her family, and the society in which they live.

"Our schools are force-feeding you a diet that has literally destroyed your self-esteem, your self-awareness."

Just before closing, Mr. Olmos asks all the teachers to stand–40 to 50 people, 80 percent of them women. Ninety percent appear to be whiter, older, and much unlike the dominant ethnicity in the room.

After garnering a round of applause "for the teachers, for the ones who give of their lives to educate us," Mr. Olmos asks those of us to remain standing who could think of one American hero that we had studied in school who was born of Chinese ancestry. Five or six women remain standing. They name Amy Tan and Maxine Hong Kingston.

Mr. Olmos responds angrily that they were not true heroes but accomplished women writers, who should have been treated by schools as such. He laments loudly that education is a diet deficient in heroes of color, Martin Luther King, Jr., being the only major hero of color to emerge from American education.

"I demand that you DEMAND to be taught about heroes of color! Do not let the bland diet you've been fed go straight to your heart. It's unfair to you and unfair to us as a people!

"And do you know another thing? Not only can you get a higher education. You MUST!

"Not only are you smart enough to go to college, you all have what it takes to get those master's degrees and doctorates! I mean that! Don't let anybody tell you differently. I never thought I'd get two masters' degrees or five honorary doctorates.

"Take another look at our Jesus who is brown-eyed, bronze-skinned and woolly haired.

"Go for your dreams. You can have them!

"Thank you very much for sharing this time with me."

He brings his palms together and bows to his people.

Author's Epilogue

Was this afternoon with Edward James Olmos and nearly two thousand adolescents a pleasure? For this unilingual Anglo educator, it was not. For them, I believe it was. And several students I interviewed said that much of the cultural information he brought up was new to them.

Did I wish Mr. Olmos had praised at least some recent development in education? Did I wish that he'd told these young people where and how they might find a college where they could thrive? Yes, of course.

But pleasure wasn't the issue. The issues were self-esteem and cultural awareness. These kids were mesmerized. They breathed with their movie hero on the stage. They laughed, then they became quiet. And they got it–many for the first time and all of them in a way they'll never forget.

They are not alone. Their culture, their skin-color, their language, their heritage is good. Is God, even.

This was one of the most empowering talks this Spanish-deficient writer and educator has witnessed in more than 30 years of following the stars.

OLMOS, MORENO, SANTANA, AND BINGAMAN

Edward James Olmos, Rita Moreno, and Carlos Santana are not only three Latino superstars–they also are intensely committed collaborators in a dropout prevention program designed to encourage Latino youth to persist in school through grade 12 and beyond. Santana wrote the music for *Cada Cabeza Es un Mundo*, an award-winning film focusing on four Hispanic youths who overcame many obstacles to complete their education.

Last spring, Olmos spoke with middle and high school students from Taos, Penesco, Questa, and San Luis in New Mexico as part of his personal effort to reduce violence among youth. And last June, Moreno joined U.S. Senator Jeff Bingaman, members of the Hispanic Caucus, and other Latino leaders in Washington, D.C., to renew a call to action to curb the nation's alarming dropout rate.

The dropout problem is a crisis for Hispanic high school students, who fail to graduate at a rate more than four times higher than the national average for White students.

"When we look at the problems facing our education system today," said Bingaman in June, "there is no more serious threat to the future of our young people than the school dropout problem. We can train more teachers and put more computers in schools, but if the student isn't in the classroom, it really doesn't matter. Yet somehow, this problem keeps slipping off the national radar screen."

> ***"We can train more teachers and put more computers in schools, but if the student isn't in the classroom, it really doesn't matter. Yet somehow, this problem keeps slipping off the national radar screen."***

Bingaman, author of the National Dropout Prevention Act introduced in the fall of 1997, said that as appropriation season got under way, it was time for Congress to provide resources to help local school districts combat the dropout problem. Key elements of his legislation, which lays out a coordinated national strategy and $150 million per year to help schools implement proven reforms, were included in the President's 1999 budget request to Congress. However, it was approved by the Senate as part of a controversial initiative for private school vouchers that will not be signed into law.

Bingaman and Hispanic leaders also called on President Clinton to convene a White House summit on the school dropout crisis to raise awareness about the problem. He and 25 members of the Senate and House had written to the President asking that he host such a conference.

"Almost 10 years ago, President Bush and the nation's governors established a national goal of graduating 90 percent of high school seniors by the year 2000. Despite that bipartisan commitment to addressing the problem, dropout rates have hardly improved at all in the last decade, and there is too little attention focused on the problem," Bingaman said.

Nationwide, more than 500,000 students leave school each year without graduating, and there are nearly four million young adults without high-school degrees or GEDs. And while the overall dropout rate for White students is 7.3 percent, the rate for Hispanics is nearly 30 percent. The dropout rates for Hispanics remain higher regardless of when they immigrated to the U.S., what language they speak at home, or how much money their parents earn.

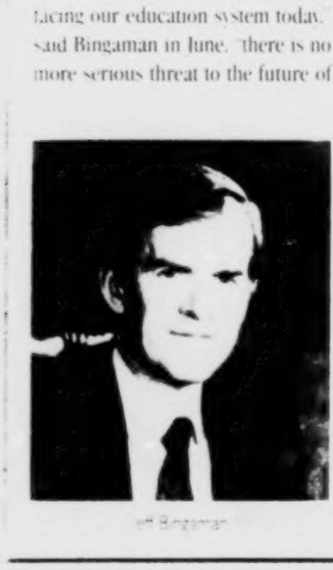
Bingaman has argued that the problem is not with students or their families, but with overcrowded, oversized schools and overworked teachers who do not have extra time to spend with at-risk students. His legislation encourages school districts to try proven strategies like breaking larger schools into smaller learning communities, flexible scheduling, and team-teaching so teachers can get to know their students individually.

"Clearly the heavy lifting will be done at the local level. But we can help by providing resources to help schools implement reforms and by spreading innovative ideas that have worked in other communities. Above all, we must recognize that the dropout problem is not about students failing school; it's about schools failing students," Bingaman said.

At that same press conference, Rita Moreno described the dropout prevention project to which she, Olmos, and Santana give their time. Developed by the California-based Hispanic Education and Media Group, the project is a comprehensive curriculum that challenges Hispanic students to compete academically and trains teachers not to lower expectations for Hispanic students. The project was at that time being utilized by several school districts in eight states.

"My concern," said Bingaman, "is that without a national game plan and resources dedicated to the dropout prevention problem, the innovations that are occurring at the grassroots level will not reach as many students as they could, and many might even die on the vine. It's time to get serious about dropout prevention."

For now, Rita Moreno, Carlos Santana, and Edward James Olmos are taking their message directly to the students. HO



Jeff Bingaman

Kellogg Foundation Funds Cultural Change

W.K. KELLOGG FOUNDATION

Catalytic Grant to CUNY Fueling Research

BY JEFF SIMMONS

The Graduate School at the City University of New York (CUNY) does not offer a degree in the study of philanthropy. Nevertheless, it does house a Center for the Study of Philanthropy, a haven for research to guide students interested in tracing the history–and tracking the future–of nonprofit generosity.

"We now have between 30 and 50 graduate students involved in research," says Dr. Eugene Miller, the Center's assistant director. "There are a number of research projects being run. For example, a major bibliography, one that includes citations and abstracts, that looks at the operation of philanthropy in civil society and in minority communities, and at how philanthropy works to build communities."

The work that goes on inside the Center can easily reflect the work that goes on behind the scenes to promote such research, philanthropy via grants, and scholarships bestowed by foundations. More than 40,000 private, community, and corporate foundations make grants for charitable purposes nationally.

One of the world's largest, the W.K. Kellogg Foundation, which is private, has targeted such work and earmarked considerable funding to projects that improve opportunities for Latino, African American, and other minority students.

"The Kellogg Foundation is very interested in changing the institutional culture of the university," Miller says. "What they want to do

and what this project is designed to do is to make education more immediately relevant to the needs of the community, and they see the needs of the community as being expressed by nonprofit organizations."

Much of the research can commence because of a sizable five-year grant afforded by the foundation. In 1995, Kellogg awarded the midtown Manhattan-based Center $1.5 million to develop a broad range of materials for undergraduate and graduate studies.

"It's really through that grant that we were able to build our multicultural philanthropy," Miller says.

Kellogg has strived to promote diversity–and the understanding of it–through a wide range of projects. It was established in 1930 by cereal industry pioneer W.K. Kellogg, who donated more than $66 million in company stock and investments and sought to focus the money on "the lives of people."

Since then, the Kellogg Foundation based in Battle Creek, Michigan has evolved to encompass programs that promote the health and education needs of youth. Over the last seven decades, the foundation has administered more than $2.95 billion in grants, scholarships, and other efforts.

During fiscal '95-96 alone, the foundation made payments of $65 million to youth and education and higher education programs and $17 million to philanthropy and volunteerism programs. Much of the latter work began in the late 1980s–an emphasis that solidified in 1990 with the creation of the Philanthropy and Volunteerism Program Area.

"The issue of capitalizing on diversity carries a high profile across the Foundation," said Robert F. Long, of the Kellogg Foundation. "I think that foundations can play an important role as a catalyst in helping faculty gain support, recognition, and opportunity to do the needed research and teaching."

When it comes to promoting opportunities for minority students, Long believes that "foundations can help institutions recognize the benefits and opportunities for work in this area. The hope is that this will lead to changing priorities and raise the profile of this work."

Kellogg has spent the last decade weaving minority student development into a number of strategic plans. The foundation has sought to increase the ability of colleges and universities to prepare professionals, particularly Latino and African American ones, to work in the nonprofit sector.

That would fill a large gap. The Council on Foundations recently reported that only about six percent of full-time paid chief executives are people of color. More than two-fifths of them head corporate grant-making programs. A smaller proportion head community and independent foundations.

Only one family foundation and no public foundations reported having a minority chief executive officer. As for Latino representation in the ranks of full-time paid CEOs during 1997, their numbers totaled fewer than a half-percent.

The Kellogg Foundation has noted this disturbing trend and recently provided a $500,000 grant to the Nonprofit Academic Centers Council, which represents the leading programs of study in this field. The grants supply scholarships–one, for $12,000, was awarded to CUNY's Graduate School–to assist minority students.

Kellogg Foundation Building Headquarters Battle Creek, Michigan

"The focus goes beyond minority student support to incorporate the broadest definitions of diversity," Long says.

Kellogg's philanthropic track record is one of the most charitable in the world. The 1998 edition of *Giving USA*, by the American Association of Fund-Raising Counsel's Trust for Philanthropy, ranks Kellogg third in its grants.

During 1997, Kellogg administered $271 million in grants, a seven percent increase from the previous year. Some of its work includes:

- Playing a key role in fostering the service-learning movement in the United States, which encourages students to perform service of "real value" in their communities during their formal school curriculum. It bestowed two grants to the National Youth Leadership Council to create "generator schools" in which service-learning principles are taught.
- Supporting The Family Matters program of the Points of Light Foundation, which has spearheaded a national family volunteerism effort, and the HERO program in Flint, Michigan, which provides community-based ways to combat homelessness.
- Creating the Michigan Community Foundations' Youth Project through a $2 million grant. The Kellogg Foundation has since added nearly $50 million to the project, which supplies challenge grants to create community foundations and recruit young people into the field of fund-raising and grant-making.

As what Long calls a "good corporate citizen," Kellogg also has helped to establish the Foundation Center, the Council on Foundations, and the National Center for Nonprofit Boards.

"The Foundation has long been committed to help nurture the underlying principles of philanthropy and volunteerism, which are so essential to this sector and the subsequent quality of life in communities," Long says.

"We have sought to do three things with our related programming efforts: increase participation by individuals, increase the resources available to support work, and improve the institutions through which the work occurs."

"The higher education institutions are viewed as key," he says, because "they seek to improve

During 1997, Kellogg administered $271 million in grants, a seven percent increase from the previous year.

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understanding of the field practice through research and teaching, while providing services to those engaged in the efforts on behalf of the community."

The effect is tangible at CUNY and at a dozen other institutions that conduct research on philanthropy. Since 1989, The Kellogg Foundation has invested $15 million in projects to establish such centers on philanthropy and volunteerism.

For instance, the money has helped to create the St. Louis Nonprofit Consortium, which links the programs of four universities and eight management support organizations, and to found the Johns Hopkins University Institute for Policy Studies graduate program, which provides students with a curriculum focused on the leadership and management challenges of nonprofits.

Robert F. Long

"Students can understand more clearly the role of giving time and money and how that's affected the development of various communities," says Dr. Miller, who's been involved with the Center for the last two and a half years.

"Because minorities in some communities tend to be in need and economically disadvantaged, in order to strengthen these minority communities, it was important that the nonprofit sector be strengthened, and it was important that the minority nonprofits be strengthened," Miller says.

"That really lead to this initiative to try to entice or draw in good students–good students who happen to come from minority communities–who want to work in a nonprofit field...to draw them into institutions that offer a degree in nonprofit management or who study the third sector."

Long called CUNY's Graduate Center a "good illustration" of how such philanthropic efforts, coupled with a desire to improve opportunities for minorities, can work. By bringing more students into the fold, there is a greater likelihood of increasing the now-scant numbers of minority scholars and faculty who study and teach in the programs of study.

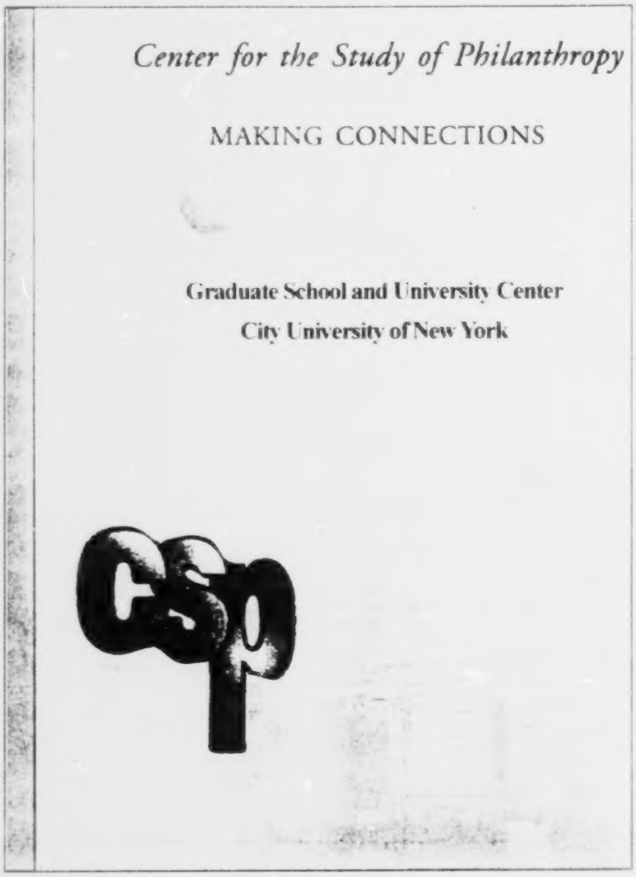
"CUNY would receive a grant of this type because of its research commitment," he says, "and the subsequent access it would provide to emerging minority scholars to support efforts to fill the gaps in the body of knowledge."

John Gutiérrez, a 28-year-old student from Newark, New Jersey, is a prime example of how Kellogg's generosity has helped to raise awareness, improve opportunities, and bring results beyond the college walls.

A student at CUNY's Graduate School, he is now working with the Center to create a bibliography and curriculum guide on Latinos and philanthropy in the United States.

"As I see it, we've had this 30-year growth period in nonprofit organizations in the United States," he says. "We have a lot of research on the development of philanthropic organizations in England, in Colonial America, but we don't know who's doing what and why in terms of Latino philanthropy. This is definitely the first time we will have a list of materials."

"Kellogg is pretty exceptional," he adds. "I don't think other institutions have done as much."


Center for the Study of Philanthropy

MAKING CONNECTIONS

Graduate School and University Center
City University of New York

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The Honor Roll

Princeton University

Brilliant Past, Present, and Future

BY ROGER DEITZ

No ivy-covered buildings are more inspiring than those situated **off Nassau street, where** some of our best and brightest students, teachers, and researchers gather. The lovely wooded campus conveys an Ivy League personality that is distinctly Princeton: venerable, understated, pastoral, and singularly brilliant. Walk the paths where Professor Albert Einstein often rode his bicycle to the Institute for Advanced Study, and you just might encounter Toni Morrison hurrying to class. No words are necessary. Only Princeton feels like Princeton.

Princeton University Nassau Hall

Nineteen current MacArthur Fellows and eight current Nobel Laureates come from Princeton. Historically linked with twenty-nine Nobelists, among them past University President and Peace Prize recipient Woodrow Wilson, it is easy to marvel at the past accomplishments of the faculty and alumni. Yet Princeton continues to develop, to grow with the times, to address matters of community and diversity that have become the great issues in higher education in the latter part of the 20th century.

In 1969, trustees voted to admit women undergraduates (in 1964, a Ph.D. was awarded to a woman for the first time), and in 1971, a Third World Center was established. 2,157 women make up 47 percent of the undergraduate class with 1,242 or 27 percent of the total undergraduate class composed of American minorities and 5 percent foreign citizens. That's why *The Hispanic Outlook* welcomes Princeton to the Honor Roll.

This year Princeton trustees made two changes to its financial aid policies to increase affordability for lower- and middle-income students. They have also reaffirmed a policy that is designed to ensure that Princeton students and their families retain the full benefit of new federal tuition tax credits that begin to take effect this year.

Harold T. Shapiro, 18th President, Princeton University

Honor Roll Facts in Brief

INSTITUTION:
Princeton University

LOCATION:
Undergraduate Admissions
Box 430
Princeton University
Princeton, New Jersey 08544
(609) 258-3060

ESTABLISHED:
1746

ENROLLMENT:
6,351

Princeton University

DEGREE OFFERINGS:
- bachelor's
- master's
- doctorate

ANNUAL TUITION: (in-state, full-time, undergraduate)
$33,040 tuition and fees, including room and board

NUMBER OF FACULTY:
1,082 total

A FEW SPECIAL OR NOTABLE DEGREE PROGRAMS:
- Art and Archaeology
- Astrophysical Sciences
- Civil Engineering and Operations Research
- Ecology and Evolutionary Biology
- Romance Languages and Literature
- Woodrow Wilson School of Public and International Affairs

HISPANIC-SERVING ORGANIZATIONS
- International Center
- Third World Center
- Women's Center

HISPANIC ENROLLMENT (UNDERGRADUATE)
293

INTERNET ADDRESS:
www.princeton.edu

Together these measures represent "the most important changes to Princeton's financial aid policies in several decades," the trustees said. "They will result in a substantial increase in scholarship awards for most students on financial aid, and we hope they will send a very clear message that one of Princeton's highest priorities is to be affordable to all students and their families."

First of all, Princeton will not require any student loan when a family's income falls below $40,000 (roughly the national median). For these students, Princeton will entirely replace the current loan requirement with additional scholarships. Next, Princeton will reduce the amount it expects a family to pay for students on financial aid by removing or reducing the contribution expected from home equity in its financial aid calculations. Further, Princeton has reaffirmed its decision of last fall not to make any upward adjustment in its assessment of a family's financial capabilities as a result of the new federal tuition tax credits—allowing eligible Princeton students and their families to obtain the full relief these credits were intended to provide.

Harold T. Shapiro, installed as the eighteenth president in 1988, comments, "Our intent was to be sure that Princeton remains accessible to talented students from all socioeconomic circumstances and that, especially for students from lower-income families, the cost to them and their families of attending Princeton should be no greater—and in some cases might be less—than attending their state university."

Shapiro continues, "We hope that when our new policies take full effect this coming year, they will add a number of truly outstanding

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students to our applicant pool who until recently would have assumed that Princeton was beyond their financial capabilities."

Chartered in 1746 as the College of New Jersey—the name by which it was known for 150 years—Princeton University was British North America's fourth college. Located in Elizabeth for one year and then in Newark for nine, the College of New Jersey moved to Princeton in 1756. It was housed in Nassau Hall, which was newly built on land donated by Nathaniel FitzRandolph. Nassau Hall contained the entire college for nearly half a century. In 1896, when expanded program offerings brought the college university status, the College of New Jersey was officially renamed Princeton University in honor of the host community of Princeton. Four years later, in 1900, the Graduate School was established. Beginning on the eve of alumni day in 1996 and ending with commencement in 1997, the university celebrated its 250th anniversary.

Today, Princeton's main campus in Princeton Borough and Princeton Township consists of more than 6 million square feet in 160 buildings on 500 acres. The university is Mercer County's largest private employer and one of the largest in the region. With 11,124 full-time, part-time, casual, and student employees, the university plays a major role in the educational, cultural, and economic life of the area. The university's overall regional impact amounted to more than $1 billion dollars for 1997-98, based on the university's total expenditures of approximately $600 million and the expenditures of an estimated 400,000 people attending events on campus, and the expenditures of thousands of students and employees.

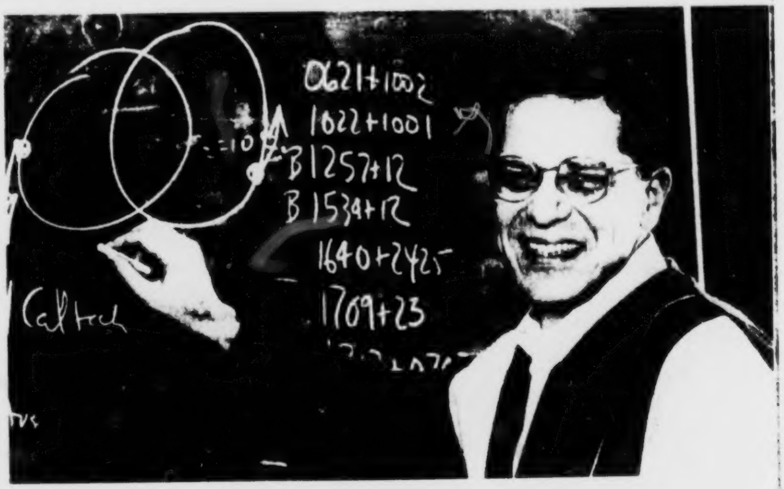
Fully coeducational since 1969, Princeton during the 1997-98 academic year enrolled 6,351 students—4,600 undergraduates (636 of whom are New Jersey residents, representing every county in the state) and 1,751 graduate students. The ratio of full-time students to faculty members is less than eight to one. In 1997-98 the faculty, including visitors and part-time faculty, totaled 1,082, including 429 professors, 64 associate professors, 170 assistant professors, 9 instructors, 310 lecturers, and 100 visitors. Seventy-four percent of the professional faculty is tenured. Excluding visitors, 280 members of the faculty are women, and 127 are identified as members of minority groups. There were 71 tenured women on the faculty last year. Living up to its motto, "In the Nation's Service and in the Service of All Nations," every year, 2,500 members of the student body, faculty, and staff volunteer in community service projects throughout the region.

Princeton has educated two U.S. Presidents, Woodrow Wilson and James Madison, and The House of Representatives has housed a Princeton alumnus every year since it first met in 1789. There also are 44 alumni governors, including 11 New Jersey governors.

There are 72,656 living Princeton alumni, including 17,194 women and 19,416 Graduate School alumni. Princeton's endowment is the fourth largest in the country, with a value of $5.4 billion as of March 31, 1998. (Harvard, the University of Texas, and Yale have larger endowments). As part of Princeton's 250th anniversary activities, the university launched the Anniversary Campaign for Princeton: a five-year effort, culminating in the year 2000, to raise $750 million in annual giving and capital funds. At the end of the third year of the campaign, a total of $643 million in gifts and pledges had been received.

Princeton offers two bachelor's degrees: the bachelor of arts and the bachelor of science in engineering. Within the degree programs, students can choose from among 64 departments and interdisciplinary programs. They may also apply for an independent concentration outside existing programs. Last year, the graduate school enrolled 1,729 degree candidates in 37 departments and programs. Princeton has no business, law, or medical school. Undergraduate admission to Princeton is extremely selective, as demonstrated by the number of students applying for places in the entering class and the qualifications of those admitted. In recent years, approximately 90 percent of each entering class has graduated from Princeton within four years, and 95 percent of all undergraduates have received a degree from Princeton within six years.

Princeton's library system consists of the Harvey S. Firestone Memorial Library (with 70 miles of shelving, for the largest portion of Princeton's collection) and 18 special libraries, including 15 department collections. The libraries contain more than 5 million books, 3 million microforms, 36,000 linear feet of manuscripts, and smaller but distinguished holdings of prints, theatrical set and costume design archives, coins, maps, death masks, and other items. The library system subscribes to more than 30,000 periodicals and acquires more than 68,000 monographs each year in 52 languages. The Princeton University Art Museum is used extensively as a teaching resource. Its collections and exhibitions include Pre-Columbian, classical, and Far Eastern objects; paintings and sculpture of the Renaissance, modern Europe, and America; important collections of prints, drawings, and photographs; and a collection of 20th-century sculpture displayed throughout the campus.



Joe Taylor Dean of the Faculty, 1993 Nobel Prize, Physics

Creating Parity Through Mentoring

Detroit Program Moving to Atlanta and Dallas

BY INÉS PINTO ALICEA

> ***"We believe these programs will propel companies to employer-of-choice status and dramatically transform our workplaces."***
> LETTY HARDY, PRESIDENT, INCLUSION SYSTEMS INC.

A large number of major U.S. corporations are closely watching the launch of a new cross-company mentoring program that could serve as a model for managing diversity and making workplaces more inclusive.

Corporate leaders know that managing diversity is a critical strategy for business success in the 21st Century, said Letty Hardy, president and chief operating officer of Inclusion Systems Inc., which created the program called Quest 21.

The Southfield, Michigan-based company developed the program because executives from more than 100 companies, many of them Fortune 500 companies, asked its sister company, Menttium Corp. in Minneapolis, to create a mentoring program for professionals of color similar to the one it created for women. Thus, Inclusions Systems opened shop and created Quest 21.

But Inclusion Systems set out to create a program unlike any other mentoring program.

According to a 1995 survey by the American Management Association, half of all U.S. employers offer some type of diversity program, but the programs do little to change corporate culture.

Hardy said that most diversity programs do not last long enough to address the fundamental attitudes on diversity and most do not measure success afterward. Hardy said that she prefers the word "inclusion" to "diversity" and prefers to focus on how to include everyone so that your office operates smoothly, and that Inclusion Systems set important goals for the program it created so that it could honor that focus.

"We wanted to create parity in the workplace and diversify talent pipelines all the way to the top," said Hardy. "We plan to lead the way in developing ground-breaking technologies for inclusion strategies. We believe these programs will propel companies to employer-of-choice status and dramatically transform our workplaces."

Quest 21's mentoring program takes a more long-term approach to diversity management, Hardy said. It groups rising professionals of color with three to eight years experience and from a variety of companies with senior executives from other companies for training, dialogue, lectures, and assignments over a 12-month period to enhance mutual understanding.

Inclusion Systems measures and researches the effectiveness of its program throughout the process and for eight months after the program finishes. And unlike other mentoring programs that pair one mentor with one protégé, Quest 21 assigns three mentors to a group of about 20 protégés, and the group works together resolving problems, discussing issues, and sharing information on how to advance in Corporate America. That type of mentoring is new to Corporate America, Hardy said, adding that group mentoring provides bigger benefits for all of the participants because they reap advice and insights from a number of sources–not just one, as in more traditional mentoring relationships.

Mentoring is important to an individual's success because it develops leadership and networking skills, said Betty Maple, tax partner and national director of diversity for Deloitte & Touche, one of the program sponsors. She said her company believes that participating in such a program "offers individuals the opportunities to enhance those skills."

Hardy said she is optimistic that the extensive training of mentors and in-depth dialogue sessions and lectures that participants undergo in Quest 21 will have a positive impact on Corporate America as more companies participate nationwide. The program gives the participants the skills for grappling within a diverse workplace.

About 35 companies participated in the launch program in November of Quest 21, said Hardy. President Clinton seems to agree that Quest 21 is the wave of the future in diversity management. The program was cited as a "promising practice" by the President's Initiative on Race.

"As mentees learn from a role model, the mentors will learn that the mentoring relationship is an opportunity to maximize the return on their investment, while creating an inclusionary culture," said Hardy, a former professor of management. "This learning is critical if behavior is going to change."

Hardy said that it is costly for companies to ignore diversity management. Professionals of color who see limited advancement

Letty C. Hardy, President & CEO

opportunities tend to leave in high numbers seeking better opportunities at other companies. According to the 1995 *Federal Glass Ceiling Report*, recent studies estimate that turnover costs range between 150 and 193 percent of a manager or professional's annual salary. But turnover costs are just part of the economic picture.

Minorities will comprise nearly half of the U.S. population by 2007, and the combined annual consumer spending of these groups is more than $500 billion a year. Hardy said that companies cannot afford to ignore these consumers by being seen as bad employers for minorities. In addition, companies also are losing millions in discrimination costs. According to the U.S. Department of Labor, 3,000 discrimination suits were brought before federal district courts between 1990 and 1994. And between 1989 and 1992, the number of wrongful employment practices filed with the Equal Employment Opportunity Commission rose steadily from 59,411 to 90,000.

"The clarion calls for change in the workplace are not to meet quotas but to manage diversity and create a corporate environment that is inclusive at every level," said Hardy. "Corporate America must move beyond affirmative action and Equal Employment Opportunity Commission mandates because we're talking of nonnumeric parity and not quotas."

Leslie Sabbath of Comerica Bank

Quest 21's first class consists of 55 participants from different Detroit companies. Ten of the participants are mentors, mostly White males, since studies show that 97 percent of senior managers are White males. The protegés are all professionals of color.

Participants are chosen by their companies, and Inclusion Systems Inc. interviews the prospective participants. The chosen undergo diagnostic tests, including ones that address a person's attitudes on race and ethnicity. Before leading groups, Inclusion mentors will undergo training in inclusive strategies, group facilitation, coaching, intercultural communications, management, networking, and confidence-building. Companies pay $2,500 per protegé and $6,500 for the mentor.

"This program lasts for one year, but I expect that some of the relationships that are formed will continue, which I think speaks to the success of the program," said Maple.

Hardy said that the organization's program has generated so much interest that numerous companies in several cities have expressed interest in starting classes in their towns. Inclusion Systems Inc. plans to launch classes in Atlanta and Dallas next year with sessions of about 100 people starting every six months. The company plans to offer sessions in Chicago, San Francisco, Boston, and Minneapolis in the immediate future. The organization also is developing an internal product that companies can launch within their individual organizations.

Hardy said that the program should be seen as "a tool that companies will use to recruit and retain professionals of color."

"If you look at the way demographics are changing, you're going to have more people of color in the workforce," said Romeo McNairy, director of diversity and work-life planning for Ford Motor Co., the national sponsor of Quest 21. If a person can see Ford as a company eliminating barriers for people of color, it will help us in our recruiting efforts."

Hardy said that the mentoring relationships should give protégés the tools to navigate some of the hurdles they face in Corporate America and that it should make some senior-level executives more sensitive to minority hires to improve retention.

"The company benefits because the person of color who has the opportunity to grow managerial skills, without shrinking his or her own identity, comes through the process not only prepared but positive," said McNairy. "And the mentoring manager, who commits to opening a productive relationship with someone dissimilar, becomes not only a better person but a better manager."

Hardy said one of the unique features of Quest 21 is that the mentors are senior executives. In other mentoring programs, mid-level executives are recruited.

"We're using the senior-level executives because all too often the issue gets lost at the middle level," said Hardy. "There isn't a clear line of communication as to how inclusion strategies will affect the organization."

In addition, Hardy said senior executives have more of a vested financial interest.

"Senior executives are the bottom-line checkwriters," Hardy said. "They are the ones who will mandate where the companies will go in the 21st Century."

Erin Reese Burks, a regional manager for Detroit Medical Center, was chosen to participate in Quest 21's first class as a protegé.

"I felt honored that I was chosen," said Reese Burks. "This is an opportunity for these executives to see what's out there, to understand the caliber of skills they have right there. Sometimes [as a professional of color], you feel discounted."

Reese Burks said that she hopes the group will feel comfortable enough to discuss the issues that arise amongst themselves.

Betty Maple of Deloitte & Touche

"I want to be as effective as possible without turning people off," she said. "I would like to make sure that I have the skills and tools necessary for me to succeed in my chosen area. I want coaching on the do's and don'ts....I hope people will feel comfortable enough to express their views even though it may not be what I want to hear."

Leslie Sabbath, director of employee relations at Comerica Bank in Detroit, will participate in the program as a mentor. Comerica Bank is another sponsor of the program.

Though Sabbath said she has mentored people on her own in the past, she likes the idea of a more structured setting for developing the relationship and welcomes conducting the mentoring sessions as a group. Sabbath said that the experience should provide both professional and personal growth for the Quest 21 participants.

"I view this as a wonderful opportunity," said Sabbath. It shows employees that we are interested in their professional development."

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FannieMae® Sponsors MBAs at University of Florida

> ***"As a public institution, we rely heavily on the generosity of friends like Fannie Mae to keep our doors open to everyone."***
>
> DEAN JOHN KRAFT, WARRINGTON COLLEGE OF BUSINESS, UNIVERSITY OF FLORIDA

Fannie Mae, the nation's largest source of home mortgage funds, recently announced a five-year scholarship program for MBA students at the University of Florida.

Adolfo Marzol, Fannie Mae's executive vice president and chief credit officer, presented the scholarships to four MBA students at a recognition ceremony held in November.

A graduate of the University of Florida, the presentation held special meaning for Marzol.

"I am very proud to present these scholarships to these deserving students. We need to encourage and support a diverse group of men and women for the mortgage banking industry who will continue to lead our industry."

To assist in the company's efforts, Fannie Mae's Office of Diversity has initiated outreach to, and partnerships with, universities such as the University of Florida, and with professional associations.

Universities are selected based upon ranking and reputation in the fields of finance, accounting, real estate, information systems, and/or public policy.

One of Fannie Mae's corporate commitments is diversity, which is based on respect for one another and on recognition that each brings his or her own unique attributes to the corporation, said Marzol.

"At Fannie Mae," said Marzol, "we are committed to providing equal opportunity for all employees to reach their full potential; it is a fundamental value, and it makes good business sense. Fannie Mae will be most successful in meeting the company's public mission and corporate goals when it fully capitalizes on the skills, talents, and potential of all its employees."

This year the scholarships were awarded to four MBA students based on their outstanding contributions and leadership in the fields of finance and/or real estate. The $2,000 scholarships assist students with tuition, books, supplies, and related expanses, and help to foster and encourage diversity in the MBA program. In 1999, and subsequent years through 2002, five students will be awarded scholarships.

"We're very grateful for these scholarships," said Warrington College of Business Dean John Kraft. "As a public institution, we rely heavily on the generosity of friends like Fannie Mae to keep our doors open to everyone. Our student body is that much richer when bright, qualified young men and women of diverse backgrounds bring their talents to it."

The MBA program at the University of Florida began in 1946. Since then, the program has become nationally recognized for its quality. There are presently more than 400 students enrolled in the MBA programs, which are designed

Adolfo Marzol, Executive Vice President and Chief Credit Officer, Fannie Mae with curricular structures to fit varying levels of professional and educational experience. In the past two years, the MBA program faculty in marketing, management, accounting, finance, and economics have been highly ranked in national surveys, including *U.S. News & World Report*.

Laura Parks, acting director of MBA admissions, explained diversity recruiting efforts made by the college. "We hold events, such as open houses, which are targeted to reach underrepresented groups," she said. "We also participate in the Graduate Management Admissions Search Service and are made aware of women and other minorities who have taken the GMAT, which helps us get a good pool of applicants. Female and other minority students accounted for more than 45 percent of this year's incoming class," she added.

In November, ACORN, the Association of Community Organizations for Reform Now, a national organization, released a study demonstrating increasing racial disparities in the home purchase mortgage market. The report covered all lenders in 35 cities over three years. ACORN found that Latinos and African Americans were rejected more frequently than were White applicants for both conventional and government-backed mortgages and that this disparity is rising.

The growth in conventional mortgages for African Americans between 1995 and 1997 was modest, below five percent, but the increase in lending to White borrowers was nearly five times larger. Over the same period, conventional home purchase lending to Latinos did not grow at all, but declined by one percent.

"With unemployment at a thirty-year low and interest rates at their lowest in decades–conditions that have historically erased racial disparity–these trends are unacceptable," commented ACORN national president Maude Hurd. "Instead of being able to take advantage of these good times to walk into new homes, African Americans and Latinos are having the doors slammed in their faces by lenders."

The study also found that while conventional mortgages were becoming less available to Latinos and African Americans, there was a significant increase in government-backed mortgages to these borrowers.

The study found that rejection ratios for Latinos and African Americans grew in both the conventional and government mortgage markets. In 1997, African Americans were rejected 210 percent more frequently than were White applicants for conventional mortgages, and 256 percent more frequently than were Whites for government mortgages, a 1.3 percent and 18.7 percent increase respectively since 1995.

Latinos were rejected 181 percent more frequently than were Whites for conventional mortgages and 172 percent more frequently than were Whites for government mortgages in 1997, a 74 percent and 277 percent increase respectively.

"Our blighted communities have struggled for years while these mortgage-financing disparities persist. It's been long enough," added Hurd. "These trends must be reversed if inner cities are to break the cycle of poverty and develop thriving communities."

Demand for conventional mortgage products continues to grow for Latino and African American applicants, despite high rejection rates and ratios. Latino applications grew 10.8 percent over the period surveyed, to 101,583.

Over the same period, government-backed mortgages to Whites grew 17.3 percent, to 16,672; to African Americans, they increased 18.2 percent, to 56,725; and to Latinos, government-backed mortgages grew 57.6 percent, to 47,102.

In 1997, government-backed mortgages represented 41.6 percent of all home purchase mortgage loans to Latinos and 46.6 percent of all such loans to African Americans. According to an *Associated Press* report, Fannie Mae's own survey of Hispanic and African American households, conducted last April, reflected a significant drop in the number of minorities who said that they had experienced discrimination as mortgage applicants, down to 40 percent from the 59 percent reported in 1993.

And Fannie Mae reported last July that only six percent of homeowners surveyed perceived housing discrimination as a major obstacle to home ownership–down from 18 percent just a year earlier.

The *AP* quoted a spokesperson for the American Banker's Association as saying that banks are casting a wider net for applicants; thus more people of lesser means or "less attractive credit profiles" are applying, and the rejection rate is rising.

Fannie Mae is a federally chartered, shareholder-owned company and the nation's largest source of funds for home mortgages. It has committed to provide $1 trillion in targeted lending for 10 million homes by the end of the decade. The targeted lending will serve low- and moderate-income families, minorities, new immigrants, residents of central cities and other underserved areas, and people who have special housing needs.

Over the past 30 years, Fannie Mae has provided $2.5 trillion in mortgage financing for 32 million families. More information about Fannie Mae can be found on the Internet at <http://www.fanniemae.com>.

ABOUT ADOLFO MARZOL

Adolfo Marzol is Fannie Mae's executive vice president and chief credit officer. He chairs the Credit Policy Committee and is responsible for credit risk allocation, underwriting and servicing policies, and counterpart risk management. Prior to this, he served as senior vice president-single family business.

Marzol began his career at Fannie Mae as senior vice president-capital markets, where he was responsible for the development and marketing of mortgage securities products, including REMICs. He also managed Fannie Mae's brokering and lender-funding services, which include the company's customer-serving trading desk and custodial services, in addition to managing Fannie Mae's relationship with Mortgage-Backed Securities (MBS) investors.

Prior to his tenure at Fannie Mae, Marzol served as executive vice president and chief financial officer for Chase Manhattan Mortgage Corporation, where he was responsible for interest rate risk management, long-term strategic planning for Chase's mortgage business strategy, and all financial accounting and business performance reporting associated with mortgage servicing, loan origination, and the mortgage investment portfolio.

Adolfo Marzol received a master's degree in finance and a bachelor of science degree in business administration economics from the University of Florida.

Wal-Mart Honing the Competitive Edge

WAL★MART®

With Vendors, Funds $20K Scholarships

During the 1998-99 school year, Wal-Mart is working with 75 vendors to award 257 scholarships nationwide.

The future of America will depend, in large part, on what happens in our classrooms today. That's why Wal-Mart and its vendors help send the best and brightest high school students in the U.S. to college through the Wal-Mart Competitive Edge Scholarship Fund.

Four-year, $20,000 Competitive Edge scholarships are available for high school seniors who choose majors in areas related to manufacturing, industry, and technology. So far, the program has created more than 1,100 scholarships and invested $23 million in the country's future.

Recent studies show that the number of students graduating from college with a high-tech degree is falling. Competitive Edge scholarship students are expected to help the U.S. continue to be a world industrial and technology leader.

THE
COMPETITIVE
EDGE
SCHOLARSHIP FUND

Competitive Edge Background

Competitive Edge winners, all high school seniors, are granted $20,000 college scholarships over four years to study in areas related to manufacturing, industry, and technology. Wal-Mart's founder, Sam Walton, initiated the program in 1992 to continue U.S. prominence in these sectors.

The very first year, Wal-Mart awarded 82 scholarships at 72 universities. During the 1998-99 school year, Wal-Mart is working with 75 vendors to award 257 scholarships nationwide. More than 140 different schools, representing all 50 states and Puerto Rico, help Wal-Mart pick the scholarship winners.

Much of the Competitive Edge scholarship funding comes from Wal-Mart's customers. A portion of the proceeds from the sale of selected Sam's American Choice food items helps send America's best students to college. Seventy-five vendors that sell to Wal-Mart also donate to the scholarship program. Vendors might also provide internships for Competitive Edge students.

This school year, the number of available scholarships was 257, triple the original number. One hundred forty-four colleges and universities, in all 50 states and Puerto Rico, picked the 257 scholarship winners for the 1998-99 school year.

Competitive Edge Criteria

Wal-Mart has set high standards. Students who want to earn a Wal-Mart Competitive Edge Scholarship must have achieved:

- 27 or higher on the ACT, or 1100 or higher on the SAT
- 3.5 or higher cumulative H.S. GPA
- 90 percent or higher class rank

And they must have demonstrated both community service and leadership within community or school; and they must declare a major in one of the Competitive Edge fields of study, which are: Computer Science, Computer Information Systems and Quantitative Analysis, Industrial and Technical Education, Biological and Agricultural Engineering, Chemical Engineering, Computer Systems Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Food/Poultry Science, Small Business and Entrepreneurship, International Economics and Business, Transportation and Distribution, and Industrial Marketing.

Students are eligible to renew the scholarship every year, and to do so, they must:

- Maintain at least a 3.0 cumulative GPA
- Enroll in 12 or more hours each semester
- Remain in a Competitive Edge field of study

As the second wave of Competitive Edge scholarship winners graduates from college, some of the students are already making an impact on the workforce. Thanks to Competitive Edge, Quinton Burns received a top-notch education at Michigan, graduating with a degree in Computer Engineering, and is now working as a Software Design Engineer for Microsoft.

Current student Joe Morman is getting his Engineering degree at the Montana College of Mineral Science and Technology thanks to Wal-Mart's scholarship fund, and says Competitive Edge was crucial for him to continue his dream of becoming an electrical engineer. Joe can be seen in a Competitive Edge commercial that is airing across the country.

Hispanic students, too, are among the "best and brightest" selected. Competitive Edge winners include: Charita Mayo of Madison, Tenn., studying electrical engineering at Tennessee State University; David Godinez of Albuquerque, N.M., studying computer science at the University of New Mexico; Eric Fernández studying computer science at New Mexico State; and Lesley Pena of Las Vegas, Nev., international business, University of Las Vegas. And six students from the University of Texas-Pan America—Yara Maite Aguilar of Edinburg, Texas, Gabriel García of McAllen, Texas, and Guillermo Luna of Pharr, Texas, all studying mechanical engineering; Michael Ray Luna of Mission, Texas; Orlando González of San Benito, Texas; and Rafael Tapid of Edinburg, Texas, all studying electrical engineering. HO

COMPETITVE EDGE UNIVERSITIES

When the Wal-Mart Competitive Edge Scholarship Fund started in 1992, 72 universities worked with Wal-Mart to award 82 scholarships. Today, the number of schools participating in the program has doubled.

The list of colleges and universities participating in the Wal-Mart Competitve Edge Scholarship Fund for the 1998-99 school year:

ALABAMA
Alabama A&M University
University of Alabama-Tuscaloosa
Auburn University

ALASKA
University of Alaska-Fairbanks

ARIZONA
Arizona State University-Tempe
University of Arizona-Tuscon

ARKANSAS
University of Arkansas-Fayetteville
University of Arkansas-Pine Bluff
University of Central Arkansas-Conway
Arkansas State University-Jonesboro
Boise State University

CALIFORNIA
San Diego State University
University of California-Los Angeles
University of California-Berkeley
University of San Diego
California Polytechnic State
University-San Luis Obispo

COLORADO
University of Colorado-Boulder
Colorado State University-Fort Collins
University of Colorado-Denver

CONNECTICUT
University of Connecticut
Central Connecticut State-New Britain

DELAWARE
Delaware State College
University of Delaware-Newark

FLORIDA
Florida A & M University
Florida State University
University of Florida-Gainesville

GEORGIA
Columbus College
Georgia State University
Southern College of Technology
Georgia Tech

HAWAII
University of Hawaii-Manoa

IDAHO
University of Idaho
Idaho State University-Pocatello
Boise State University

ILLINOIS
University of Illinois-Urbana
University of Illinois-Chicago

INDIANA
Purdue University
Indiana University-South Bend

IOWA
Iowa State University
University of Iowa-Iowa City

KANSAS
Kansas State University
University of Kansas
Wichita State University

KENTUCKY
University of Kentucky
University of Louisville
Western Kentucky University
Morehead State University

LOUISIANA
Louisiana State University
Louisiana Tech-Ruston
University of Southwestern Louisiana-Lafayette

MAINE
University of Southern Maine-Portland

MARYLAND
University of Maryland-College Park
Johns Hopkins University

MASSACHUSETTS
University of Massachusetts-Amherst
Southeastern Massachusetts University

MICHIGAN
Michigan State University
University of Michigan
Central Michigan University
Western Michigan University
Wayne State University

MINNESOTA
University of Minnesota
Mankato State University
Moorhead State University

MISSISSIPPI
Alcorn State University
University of Southern Mississippi
Mississippi State University
University of Mississippi

MISSOURI
Southeast Missouri State University
Southwest Missouri State University
Truman State University
University of Missouri-Rolla

MONTANA
Montana State University
Montana College of Science and Technology

NEBRASKA
University of Nebraska-Lincoln
University of Nebraska at Kearney

NEVADA
University of Nevada-Reno
University of Nevada-Las Vegas

NEW HAMPSHIRE
University of New Hampshire

NEW JERSEY
Rutgers University
The College of New Jersey

NEW MEXICO
New Mexico State University
Eastern New Mexico University
University of New Mexico

NEW YORK
State University of New York at Buffalo
Rensselaer Polytechnic Institute
New York University

NORTH CAROLINA
University of North Carolina-Chapel Hill
North Carolina A & T State University
University of North Carolina at Charlotte

NORTH DAKOTA
North Dakota State University
University of North Dakota-Grand Forks

OHIO
Xavier University
Ohio State University
University of Cincinnati

OKLAHOMA
Oklahoma State University
Northeast State University
University of Oklahoma-Norman
Oklahoma Baptist University

OREGON
Oregon State University
Portland State University

PENNSYLVANIA
Drexel University
Penn State University

RHODE ISLAND
University of Rhode Island
Rhode Island College-Providence

SOUTH CAROLINA
Clemson University
South Carolina State University
University of South Carolina-Columbia
Charleston Southern University

SOUTH DAKOTA
South Dakota State University
University of South Dakota

TENNESSEE
Tennessee State University
University of Memphis
University of Tennessee-Knoxville

TEXAS
University of North Texas
Texas A & M University
Prairie View A & M University
University of Texas at El Paso
University of Texas-Pan America
Texas Tech-Lubbock

UTAH
University of Utah
Utah State University-Logan

VERMONT
University of Vermont

VIRGINIA
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Old Dominion University-Norfolk
George Mason University

WASHINGTON
University of Washington
Washington State University
Central Washington University

WEST VIRGINIA
West Virginia University
West Virginia Institute of Technology

WISCONSIN
University of Wisconsin-Green Bay
University of Wisconsin-Madison

WYOMING
University of Wyoming

PUERTO RICO
University of Puerto Rico

Amoco and Exxon Foundations Target Minority Engineers

BY ADALYN HIXSON

A five-year, $25 million dollar program targeting minority students has been launched by the Amoco Foundation. Called the Minority Engineering Recruitment and Retention Initiative, the program seeks to encourage minority students to pursue technical careers and improve their participation and success.

"We are excited about the potential of this program to stimulate new ideas among the academic community," said Paula Banks, president of the Amoco Foundation. "It is our sincere hope that our initiative may be benchmarked by others to increase the number of minorities in engineering."

Grants will range from one to five years in length, with donations falling between $15,000 and $50,000 per year. The grant program is intended to provide funding to organizations, schools, colleges, and universities that have developed innovative programs encompassing several of the following elements relevant to engineering:

Campus and department initiatives to increase retention rates; curriculum development; student activities linked to engineering study and careers; tutoring, mentoring, and counseling programs; faculty and/or student awards; student internships; and career planning or collaborations that improve minority participation, retention, and success in engineering programs and careers.

The Amoco Foundation expects many of the programs that receive funding will be new programs. However, enhancement awards also will be given where additional funding can make a dramatic impact on a program already in place.

Programs will be evaluated on impact on students, evidence of institutional commitment to diversity, strength of current minority engineering program or initiatives, collaboration or partner organizations, measurable outcomes, and program sustainability after Amoco support ends.

An advisory committee lent critical assistance in designing the initiative and developing the funding criteria, according to the Foundation, and will play a role too in reviewing grant applications and recommending funding.

Committee members are Howard Adams, National Institute on Mentoring, Georgia Tech; Earnestine Baker, University of Maryland-Baltimore County; Sue Bidstrup-Allen, Georgia Institute of Technology; Karen Krailean, Society of Women Engineers; Otis Jackson, INROADS; Noe Lozano, Stanford University; Sandra Begay-Campbell, American Indian Science & Engineering Society; and Joy Vann-Hamilton, University of Notre Dame.

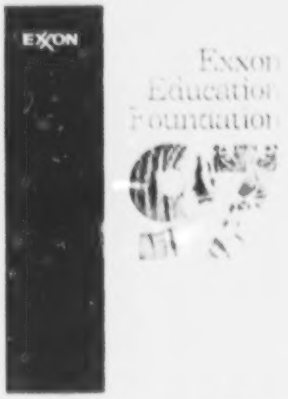
Awards will be announced March 1. The Amoco Foundation Web site is at <http://www.amoco.com>. Written inquiries should be sent to Amoco Foundation, Mail Code 2308, 200 East Randolph Drive, Chicago, IL 60601-7125.

EXXON EDUCATION FOUNDATION

Exxon Education Foundation

The Exxon Education Foundation last year pledged $15 million to support engineering education for women and minorities, through grants to SECME, formerly known as the Southeastern Consortium of Minorities in Engineering, and to SWE, the Society of Women Engineers.

"SECME and the Society of Women Engineers have proven themselves highly effective in motivating students to study these disciplines at the college level," said Tony Atkiss, chairman of the Exxon Education Foundation. "Their focus on minorities and women–two dramatically underrepresented groups in the engineering professions–makes these grants particularly important to Exxon."



The grants to SECME and SWE are part of Exxon's longstanding and broad support of education, women, and minorities. Exxon Corporation and the Exxon Education Foundation were founding members of the United Negro College Fund and the National Action Council for Minorities in Engineering. Since 1994, the corporation itself has given $165,000 to the Society of Hispanic Professional Engineers, and it is a major supporter of the National Hispanic Scholarship Fund and the American Indian College Fund.

The foundation's principal areas of interest are mathematics education; the restructuring of elementary and secondary education; the reform of undergraduate science, technology, engineering, and mathematics education; K-12 science education, and increasing educational opportunities for minorities. Since 1955, the Exxon Education Foundation has given more than $475 million in support of American education.

SECME

The $900,000 grant to SECME—$300,000 per year for three years—will strengthen and expand SECME's nationally recognized promotional programs to additional states; fund teacher and administrator training programs; establish program development forums for SECME and its university, school district, and business partners; provide guidance to teachers and administrators regarding academic requirements and career opportunities in engineering; and enhance SECME's data management and program evaluation.

"The comprehensive nature of Exxon's substantial commitment will allow SECME to strengthen its core competencies and to enhance its operational capabilities," said R. Guy Vickers, executive director of SECME. "The end result of this multi-year pledge will be real increases in the number of African American, Hispanic, and Native American students entering and completing postsecondary studies in math- and science based disciplines."

SECME was founded in 1975 by the deans of seven southeastern universities and has evolved into a network of 90 school systems, 685 K-12 schools, 58 universities, and 65 industry/government partners.

[illegible] president

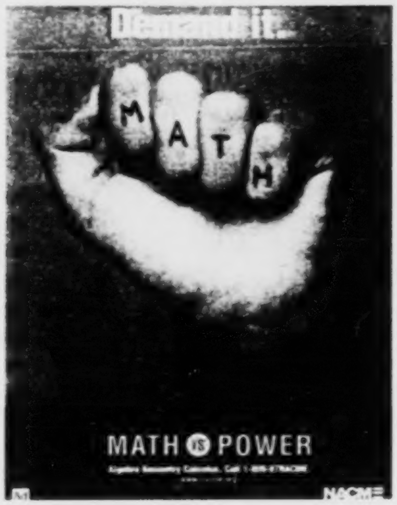
Society of Women Engineers

Exxon's three-year grant to the Society of Women Engineers, totalling $600,000, will provide start-up funds for innovative educational outreach programs and career development projects at local SWE chapters across the country. Through the SWE Section and pilot program Development Fund, these ventures will help increase the number of women earning engineering degrees and advance career development for women within the professions.

The grant also will provide major funding for SWE's Career Guidance Awards, allowing local chapters to replicate their award-winning programs and distribute related publications and audiovisual materials that effectively encourage girls and women to pursue engineering careers.

"Women currently comprise approximately 20 percent of the engineers entering the workforce each year and only around 11 percent of all practicing engineers," said Elaine Osterman, executive director of the Society of Women Engineers. "Exxon's pledge will have a significant long-term impact on addressing this disparity."

Established in 1950, SWE is a nonprofit educational service organization composed of 16,500 professional engineers and student members in 80 local and 298 university sections, or chapters. In 1997-98, SWE awarded 114 scholarships to women engineering students totalling $150,000, up $20K from the previous year. The corporate sponsored scholarships ranged from TRW's 10 at $200 each to Lockheed Martin Corporation's two at $5,000 each. Other corporate sponsors included Chevron, Chrysler, GE, General Motors, GTE Foundation, Hewlett Packard, 3M, Microsoft, Nalco Foundation, Northrop, Northrop-Grumman, Rockwell, David Sarnoff Research Center, Stone & Webster, Texaco, United Technologies, and Westinghouse Foundation.



Data released by NACME, the National Action Council for Minorities in Engineering, states that more than half of all students plan to drop advanced math and sciences courses, regardless of their career interests and without knowing the consequences. Only 15 percent of all students in the U.S., and only 6 percent of minorities, graduate from high school with the four years of advanced math and science courses required to begin any science-based course of study in college.

"The American education system still perpetuates the notion that only a few students have what it takes to learn advanced math and science, while other nations insist that their students take these courses and acquire the skills they need to succeed in a technologically driven global economy," says Dr. George Campbell, Jr., NACME president and CEO. "Common sense tells us that all students need these skills to compete."

NACME's public service ad campaign—Math Is Power—is geared toward altering this landscape. Launched in 1995 in partnership with the Advertising Council, and with financial support from IBM, the National Science Foundation (NSF), and the Annenberg/CPB Math and Science Project, Math Is Power has leveraged more than $50 million in donated placements, with more than $36 million in TV, $13 million in radio, and $1.5 million in outdoor, print, and the Internet. More than 80,000 information kits have been distributed to students, parents, teachers, and administrators and linkages built with 150 community-based, regional, and national organizations.

NACME is a not-for-profit organization that for 25 years has led the national effort to increase access to careers in engineering and science-based disciplines for Latinos, African Americans, and American Indians. NACME also is the nation's largest privately funded source of engineering scholarships for minorities. Ten percent of all minority graduates since 1980—6,700—have completed engineering school with NACME scholarships.

People-Places-Publications-Conferences

PEOPLE

Arriola to Become Vice President of External Affairs at UTPA

Roland S. Arriola, executive director of the Office of Center Operations and Community Services (CoSERVE) at The University of Texas-Pan American (UTPA), has been named the university's first vice president for external affairs, effective June 1, 1999.

In announcing the appointment, UTPA President Dr. Miguel A. Nevárez said Arriola will spend the preceding months planning for the university's new division of external affairs.

Nevárez said the new division of external affairs will broaden and strengthen UTPA's outreach into the diverse business, cultural, educational, and social communities of South Texas and beyond, and will help them better address the three areas of their institutional mission–education, research, and public service.

Arriola was the first Hispanic mayor of the City of Waco; he was onced named one of the Ten Outstanding Young Men in America by the U.S. Jaycees; and he was a national finalist in the White House Fellowship Program.

He holds a bachelor's degree and a master's from Baylor University and a master's from Harvard University.

White House Honors Ruiz

Ramón Eduardo Ruiz, Professor Emeritus of Latin American History at the University of California-San Diego (UCSD), was one of nine distinguished Americans to be awarded the 1998 National Humanities Medal by President and Mrs. Clinton at the White House in November.

A foremost historian of Hispanic America, Ruiz is the author of a dozen books and numerous articles. He has written on multiple aspects of Mexico's history and has taught at the Universidad Nacional Autónoma de México and other Mexican institutions.

Ruiz's studies of the two most important upheavals in Hispanic America, the Cuban and Mexican revolutions, are now standard reference works. A former president of the Chicano/Latino Faculty Association of the University of California system, he has been honored for his contributions to education by the Chicano Federation of San Diego and by his students at UCSD.

Huerta Speaks at the University of San Francisco

Dolores C. Huerta, co-founder of the United Farm Workers, recently gave a lecture, "Harvest of Shame: A Woman's Perspective on Social Justice and Activism," at the University of San Francisco.

Huerta, secretary-treasurer of the United Farm Workers of America, AFL-CIO (UFW), is one of the best-known women in the American civil rights movement. She has played many key roles in the UFW, including: negotiating the first collective bargaining agreement for farmworkers, heading the UFW's national grape boycott, and directing the UFW's political and lobbying efforts. She is currently participating in UFW's strawberry industry-wide organizing campaign in Watsonville, Calif.

In 1993, Huerta was inducted into the National Woman's Hall of Fame. In addition to her UFW post, she is the vice president of the Coalition for Labor Union Women and the vice president for the California AFL-CIO.

QCC's González Tackles Shakespeare

Queensborough Community College (N.Y.) students, including student actors Gary González and Ashanti Appasimata (pictured), were recently seen cavorting around the campus as fairies, runaway lovers, warrior women, royal dukes, and rude mechanicals in a new version of Shakespeare's *A Midsummer Night's Dream*.

The production was part of the College's Artists-in-Residence Program, an initiative that brings critically acclaimed directors, designers, and actors to the school's campus to work directly with the students. This year, the students benefited from the expertise of internationally known director Georgia McGill.

In *A Midsummer's Night Dream*, McGill took a modern, eclectic approach to the beloved classic. She has a special knack for helping students see classical works through new eyes, and, while discovering and enjoying the rich language of the beautiful text, they see it freshly and find the connections with their own lives. Just ask González and Appasimata.

De Cordero Counsels Noncredit Students

Angela Caballero de Cordero has joined the staff of Allan Hancock College's (Calif.) Community Education department and is part of a state-funded effort to provide educational counseling to students enrolled in community college noncredit courses and programs. As a noncredit matriculation specialist, de Cordero ensures that the students enroll in and complete the right college courses to achieve their educational objectives.

"Our goal in Community Education is to help the student who is searching for a job, a new career, or a personal pursuit through the noncredit program," said de Cordero. She also assists students in making the transition into credit classes so they can take advantage of degree and transfer programs.

A licensed clinical social worker, de Cordero has a master's degree from California State University-Fresno.

Padilla Wins Oliver Cromwell Cox Award

Felix Padilla, a sociology professor at the C.W. Post Campus of Long Island University in Brookville, N.Y., was awarded the Oliver Cromwell Cox Award for his 1997 book, *The Struggle of Latino/Latina University Students in Search of a Liberating Education*, which depicts the unique challenges faced by Latino/a students in the world of higher education.

Originally from Vega Baja, Puerto Rico, Padilla is founder of the *Latino Studies Journal*, which publishes articles and manuscripts on all aspects of the experiences of Latino/a people.

Internationally recognized for his scholarship in the areas of Latino/a studies and critical education, Padilla is the author of five major books on the Latino/a experience in the United States. He has written a dozen journal articles on topics such as Puerto Rican, Mexican American, and Cuban relations; the sociology of Latino culture and identity; the sociology of salsa music; and Latino/a youth gangs.

Rivera Multicultural Director at Madonna University

Last fall, Osvaldo (Ozzie) Rivera became the new multicultural director at Madonna University (Mich.). Rivera has over twenty years of experience working with diverse community organizations, including human services and advocacy groups.

To reach out to the Hispanic youth of this country, Rivera established the Youth Activities Center in southwest Detroit and worked with gang members in Los Angeles. He served as a substance abuse counselor and prevention director at La Casa Family Services, a predecessor of Latino Family Services.

He is a producer and host for the radio program *Caribe Serenade*, a historical overview of Afro-Hispanic music in the Caribbean region, and is co-leader of Fuego, a Latin-Caribbean dance band.

Having a master's degree from the University of Michigan, he often serves as a consultant on local, state, and federal levels in the areas of substance abuse prevention and outpatient services for Latinos.

Calvillo Named Outstanding Professor

Evelyn Ruiz Calvillo, a professor of Nursing, was honored by California State University-Los Angeles as one of its 1997-1998 Outstanding Professors.

Calvillo is the co-project director of "Learning Community for Underrepresented Nursing Majors," program at Cal State-L.A. She also is the co-investigator and project coordinator of a three-year research study on Hispanic patients recently diagnosed with Type II Diabetes.

She joined the Cal State-L.A. Department of Nursing in 1990, where she has taught 16 different courses, including clinical and theory lower- and upper-division courses in the areas of medical surgical nursing, pathophysiology, nursing research, and professional issues. She also teaches nursing theory in the graduate program.

She has a bachelor's degree from the University of Texas-Galveston and a doctorate from the University of California-Los Angeles.

Documentary on Lavadenz's Quest for Cultural Identity

Only three years old when her family fled Cuba and the Castro regime in 1961, Magaly Lavadenz grew up in the U.S. caught between two cultures, two languages.

Lavadenz returned to the country of her birth for the first time last February and explored her family history. With her were documentary filmmaker Glenn Gebhard and cameraman Mario Congreve. The result is *Crossing Borders: A Cuban Returns*, a 49-minute documentary that aired on the PBS affiliate in New York last fall.

In the film, Lavadenz retraces her family's steps. The journey helps her make peace with her own struggles with cultural identity. She realizes that the bicultural experience is not to be overcome but to be embraced as something that both strengthens and enriches this country.

"The documentary is about biculturalism and what it means to be a hyphenated American, in this case Cuban-American," Gebhard says.

Lavadenz specializes in second language acquisition at Loyola Marymount University (Calif.), where she is an assistant professor in the School of Education.

Bilingual Storyteller Sacre at NJCU

Antonio Sacre recently visited New Jersey City University (NJCU), telling Cuban and Mexican stories. The program was part of "Creative Knowing: A Function of Storytelling," a fall series at NJCU.

A man who celebrates his Cuban family, culture, and heritage, Sacre tells stories in English and Spanish that are drawn from a repertoire that ranges from hilarious yarns about his own childhood to traditional Latin American folktales. Through his storytelling, Sacre entertains and educates while motivating his audiences to gather their own stories and preserve their family and cultural heritages.

Born in 1968 to a Cuban father and an Irish-American mother, Sacre was raised bilingually and nicknamed "Papito." After being teased and called "Dorito" by his kindergarten classmates, Sacre changed his name to Tony and refused to speak Spanish. It was his grandmother who forced him to reclaim his heritage by re-teaching him Spanish through stories, fables, and family tales recounted in her native tongue.

He has earned a bachelor's degree from Boston University and a master's from Northwestern University.

Ortíz Awarded Fellowship

The Milano Graduate School of Management and Urban Policy (N.Y.) named Rafael Ortíz the first recipient of the Isador Lubin Fellowship, presented to a student pursuing a Ph.D. in the school's program in public and urban policy. Ortíz holds a master's in human services from Lincoln University, where he was given a faculty award for his excellence. In addition to pursuing his interest in urban education within the Ph.D. program, he is director of technical assistance and development for IMPACT II-The Teachers Network, a national nonprofit organization engaged in the professional development of teachers.

Soto Delivers Young Lecture at RIC

"The Society of Cells–Cancer and the Control of Cell Proliferation" was the topic of the fifth annual Robert M. Young Memorial Lecture at Rhode Island College, delivered by Ana M. Soto, an associate professor of cellular biology at Tufts University Scool of Medicine.

Soto holds an M.D. degree from the University of Buenos Aires in Argentina. Since her arrival in the United States in 1973, her research interest has been the control of cell proliferation in metazoan organisms. In particular, she studies the regulation of cell proliferation by sex steroids in breast and prostate cells.

Cortés Speaks about Community Organizing at UT-Austin

Ernesto Cortés, Jr., Southwest regional director of the Industrial Areas Foundation, spoke at The University of Texas-Austin campus last fall on the topic, "Community Organizing in the 21st Century."

Cortés is the fall 1998 Robert Lee Sutherland Visiting Scholar at the UT-Austin School of Social Work. A graduate of Texas A&M with postgraduate studies in economics at UT-Austin, Cortés participated in the leadership training program at the Industrial Areas Foundation headquarters in Chicago in 1972. In 1974, Cortés went to San Antonio, where he organized Communities Organized for Public Service, a community-based movement for social justice.

In the years since, he has been involved in the mobilization of local communities. He has received appointments as a MacArthur Fellow, as visiting professor at the Kennedy School at Harvard University, and as a Martin Luther King, Jr., visiting professor at the Massachusetts Institute of Technology.

Chacón Selected for IIPP Fellowship

Adriana Chacón, a Barry University (Fla.) junior, is among the 20 students throughout the nation selected as Institute for International Public Policy fellows. Chacón is an honors student with a 3.9 GPA, majoring in international business.

In the summer of 1999, Chacón will study at Princeton. The program will pay for her master's degree in international public affairs. She hopes to go to either Georgetown or Princeton. Next fall, she will immerse herself in Japanese culture and economics in her studies in Tokyo, Japan.

Born in Bogota, Colombia, she has been teaching herself Japanese for two years. She speaks her native Spanish, English, French, Portuguese, Italian, and sign language.

She plans to work in the international field, either in the corporate world or for a not-for-profit organization, and would like to do some work to help her native Colombia.

Ramírez Appointed to Madonna Board

Héctor J. Ramírez, quality assurance manager, Ford Motor Company, has been appointed for a three-year term to Madonna University's (Mich.) board of trustees.

Ramírez gaduated from Henry Ford Community College and completed requirements for the Quality Control Certificate Program. He serves as president of Latinos de Livonia, an organization made up of dedicated individuals from many diverse backgrounds, whose members assist students with their educational pursuits. In 1989, Latinos de Livonia established a scholarship fund at Madonna University, making higher education accessible to local Hispanic students. Each year, Madonna students have benefited from this scholarship fund, and Ford Motor Company, a long-time Madonna University supporter, has matched the Latinos de Livonia gift for many years.

Esperanza B. de Varona Chairs Archives Organization

Miami Esperanza B. de Varona, division coordinator for the Cuban Heritage Collection at the University of Miami (UM) Otto G. Richter Library in Florida, also is the chair of the Section of University and Research Institution Archives of the International Council on Archives.

De Varona will continue to be an active member of the Section's steering committee and will lead the organization for the next four years. Widely recognized as curator of the UM Cuban Heritage Collection, she also serves as a member of the Florida State Historical Records Advisory Board.

UM's Cuban Heritage Collection is one of the largest and most comprehensive historical collections in the world dedicated solely to the study of Cuba.

González Encouraging Hispanic Students

Andrew González, a cancer survivor and a coordinator of El Centro de la Raza's Amistades Program–affiliated with the University of New Mexico (UNM)–has been working hard to be a role model for Hispanic students. He has dedicated his life to encouraging Hispanic youth to get a college degree.

González thinks the upcoming generation needs a role model, especially secondary school students. "They might not consider college because they think they don't have the grades or they can't afford it, but they might think about the military or gangs," said González.

In this role, he matches seasoned students with incoming first-year students. This peer mentor program is designed to offer new students academic and personal, career and financial advisement. "Some students...are not prepared for college. We show them the ropes–what classes to take, how to get a tutor, and how to access scholarships and other financial aid," he said.

He earned a bachelor's degree from UNM and is presently pursuing a master's.

PLACES

Allan Hancock College Marketing Students Win Statewide Award

Sonia Arruda, a representative from EdVenture Partners, a company that connects college marketing students with General Motors dealerships, made a personal appearance recently at Allan Hancock College to award thirteen students with statewide marketing awards. The students garnered top recognition for an award-winning marketing campaign that they executed for Stephens Airport Auto Center of Santa Maria last spring. Arruda presented the interns with "Best Public Relations Campaign" and "Best Philanthropic Event" awards for what she called "an astounding achievement." Over 100 colleges competed for the coveted awards.

Pictured here are, from left to right: Stephens Airport Auto Center owner Jeff Stephens; interns Christina Ruiz, Connie Moreno, Maria Cordero, Amanda Fontenot, April Smith, Arcelia Jáquez, Linda Bonnes, (senior internship coordinator) Martha Gonzáles, and Dyanna Cridelich; and Allan Hancock College business instructor Tom Vogt, who oversaw the project. Not pictured are Joni Chafe, Carol Lesher, Gayle Young, and Brenda Roberts.

UT-Austin's Blanton Museum of Art Presents Ground-breaking Exhibition of Contemporary Argentinean Art

In keeping with its 35-year history of leadership in the field of contemporary Latin American art, the Jack S. Blanton Museum of Art is presenting "Cantos Paralelos: Visual Parody in Contemporary Argentinean Art" from January 22 through March 7. Drawing from important public and private collections in Buenos Aires, this international exhibition explores the use of parody in the work of nine of Argentina's most imaginative contemporary artists: Antonio Berni, Jorge de la Vega, Alberto Heredia, Pablo Suárez, Juan Carlos Distéfano, León Ferrari, Rubén Santantonin, Victor Grippo, and Luis F. Benedit. Most of these artists' works have never before been shown in the United States. Following its premiere in Austin, the exhibition will travel to venues in the U.S. and Colombia before returning home to Buenos Aires.

According to Mari Carmen Ramírez, curator of Latin American Art at the Blanton Museum and organizer of the exhibition, "The works created by this group are, without question, among the boldest and most innovative to have come out of Argentina."

NECC Targets Hispanics for Nursing Programs

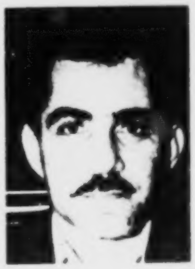
A Northern Essex Community College (Mass.) plan designed to help train bicultural, bilingual nurses received a shot in the arm thanks to a $5,000 grant from the Stevens Foundation, a private foundation located nearby. The donation provides mentors and intensive support services for bilingual, bicultural students taking Foundations of Health Care, an introductory health and nursing career course.

Francesca Fay, a member of the registered nursing faculty at Northern Essex (second from the right in photo), designed the plan. Also shown in the photo (left to right) are Sylvia Hallsworth, the college's director of nursing education, Philip Eyssallenne, a nursing student, and Leyda Tejeda, also a nursing student.

There is a terrible shortage of bicultural, bilingual nurses, particularly those who are Hispanic. The most recent statistics show that while Hispanics comprise nearly 10 percent of the United States population, only 3 percent of all graduates of registered nursing programs are Hispanic.

The UH World Laboratory

The University of Houston Center for the Americas has been selected as the site to house the World Laboratory Center for Pan-American Collaboration in Science and Technology.



The UH World Laboratory Center will seek to strengthen U.S. ties with developing Latin American countries by helping to create a stronger science and technology base with them. "Houston is a leader in multiculturalism, a leader in international trade with Latin America....Its proximity to our Latin America neighbors, along with UH's scientific resources, underscores the importance of having the World Lab Center here," said Carlos Ordóñez, UH World Laboratory Center and physics professor.

The UH World Laboratory is the latest of a network of 35 research centers established by the International Centre of Scientific Culture-World Laboratory, a nongovernmental international organization headquartered in Lausanne, Switzerland, and recognized by the United Nations. The organization's goal is to promote science and technology, at their highest level, in developing countries.

Distinguished Maricopans

The following members of the Maricopa Community College District (Ariz.) were in the news recently:

Cathy Della Penta, English/humanities faculty, Mesa Community College, was awarded a grant by the National Endowment for the Humanities to lead a book discussion series on "Lives Worth Knowing" last fall. Books by Maya Angelou and Richard Rodriguez were among those discussed.

George Díaz (pictured here), government relations assistant, was presented the Arizona Achiever Award of the Western Association of Educational Opportunity Personnel.

James Cervantes, Mesa Community College English faculty, served as a panelist for "Creative Writing Across the Curriculum" at the Associated Writing Programs annual conference. He was also a panelist for "Literary Publishing in the New Millennium" at the Tucson Poetry Festival.

Alma Padilla, campaign coordinator for the Maricopa Colleges Foundation, was among nine "Women Who Make a Difference" honored at a recent dinner hosted by *Latina Style* magazine.

UTSA Students Participate in "America Reads"

The America Reads program at the University of Texas at San Antonio (UTSA) is changing the city's future—one student at a time. Through America Reads, 40 UTSA student tutors help grade school students whose reading skills need a boost, said Evra Pérez, Alliance for Education projects manager.

Student tutors earn work-study wages as they spend 10 to 15 hours a week one on one with a first through third grader whose reading skills are below grade level.

Tutors learn the difference between the education ideal taught in a college classroom and teaching in the real world.

The benefits of helping a child succeed are well worth the commitment, said education major Christella Ramos.

Junior Rosibel Martínez said that the benefits of tutoring go far beyond her paycheck. "When the children come up to you and give you a hug or something they've made, you can't trade that for anything," Martínez added.

UCSD, Southwestern, and Sweetwater Launch "UniversityLink"

A "UniversityLink" educational opportunity partnership between the University of California-San Diego (UCSD), Southwestern College, and the Sweetwater Union High School District was formally launched last November.

UCSD Chancellor Robert C. Dynes, Southwestern president Serafín A. Zasueta, and Sweetwater Superintendent Edward Brand (pictured l. to r.) signed a "UniversityLink" agreement.

The "UniversityLink" partnership has two primary goals: to encourage and promote the college-going and transfer rates of the diverse student population living in San Diego's South Bay, and to enrich the UCSD campus by fostering diversity in its student population.

Southwestern College

Fulfillment of "UniversityLink" contracts signed by high school seniors enrolling at Southwestern will guarantee admission to a fall quarter at UCSD.

Study of Latino-Owned Businesses in Southern Calif.

The Latin Business Association (LBA) and David E. Hayes-Bautista, director for the University of California-Los Angeles (UCLA) Center for the Study of Latino Health, gathered last November to discuss a comprehensive study of Los Angeles-area Latino-owned businesses.

The study presents information on the estimated number of Latino-owned businesses for 1998 in Los Angeles County, Orange County, Riverside County, San Bernardino County, and Ventura County; the role of Latino-owned businesses in the growing Southern California economy, and the rapid growth of Latino-owned businesses between 1972-1998.

Taking part in the discussions were Héctor V. Barreto, Jr., Chairman of the Board, LBA; Dr. David E. Hayes-Bautista, Director, UCLA Center for the Study of Latino Health; Richard S. Amador, Esq., Chair, Latino Business Expo, LBA; and Ruth López Williams, Vice Chair, LBA.

Noticias de Texas A&M

La prevención y sus soluciones con base en la comunidad son dos factores estratégicos del Consejo de Salud que necesitan mucha atención, dice Renato Espinoza, director de la Oficina de Salud de la Minorías del Departamento de Salud de Texas.

Hablando el otoño pasado frente a un

grupo de profesionales de la salud y educadores, en la conferencia sobre de la salud de la minorías en la Universidad Texas A&M. Espinoza sacó a la luz la preocupación sobre el acceso a los servicios de salud que comparten los que trabajan en el área de la salud para las minorías.

"Necesitamos concentrarnos y enfocarnos en la prevención que va más allá de decirle a alguien que haga ejercicio o que no fume," dijo Espinoza. "Necesitamos cambiar el ambiente para facilitar los medios preventivos. Tenemos que ir a ellos [a la gente]."

La conferencia titulada "Servicios de salud para las minorías: ¿estamos ayudando?" fué patrocinada por el Instituto de Estudios Raciales y Étnicos de Texas A&M (RESI), el Centro de Ciencias para la Salud de Texas A&M y la Facultad de Medicina. Mejorar los servicios de salud para las minorías y promover a las minorías en esta profesión, fueron solo algunos de los temas que se discutieron en la conferencia.

SAC Nursing Team Nationally Recognized

A team of faculty members in the Department of Nursing Education at San Antonio College (SAC) in Texas, was one of only five teams in the U.S. and Canada to receive the 1998 Consortium for Community College Development Faculty Recognition Award.

Responding to a need for registered nurses in South Central and Southwest Texas, the SAC team–Irene Aguilar (pictured here giving an orientation session to students), Rebecca Bonugli, Karen Malloy, Dr. Lula Pelayo, and Leana Revell–developed the state's first and only Associate Degree in Nursing Program to be offered by distance videoconferencing.

Nursing instructors Aguilar and Bonugli earned credentials as Certified Distance Learning Professionals from Texas A&M University and, in addition to their usual teaching duties, provide professional development training in interactive video teaching for San Antonio faculty.

Latin American Artists at USF

The art works of internationally renowned Latin American artists Claudia Bernardi, Luis González Palma, Pablo Garber, and Estela Garber were recently featured at the University of San Francisco (USF). The show was titled "Diffused Limits/Límites Difusos: A Show of Latin American Artists."

USF also sponsored a marathon reading of the works of Argentine poet Federico García Lorca.

Bernardi, Pablo Garber, and Estela Garber are from Argentina. González Palma is from Guatemala.

The event was sponsored by the Center for Latino Studies in the Americas in the USF College of Arts and Sciences. Pedro Lange-Churión, USF assistant professor, modern and classical languages, facilitated the event.

Cal State's Beckman Scholars

California State University-Los Angeles was among 20 universities nationwide chosen out of 800 applicants to participate in The Beckman Foundation's new Beckman Scholars Program. The four outstanding undergraduate students at Cal State-L.A. selected as Beckman scholars are Ernest Cruz (junior, chemistry), Cristal Gama (junior, biochemistry), Leana Wen (junior, biochemistry), and Sang Woo Kang (transfer student, biochemistry).

They will start July 1 with full-time research participation through the summer and part-time during the academic year. All four students plan to pursue the Ph.D. following completion of the Bachelor of Science degree. The students will represent Cal State-L.A. in July at the Research Symposium, designed to showcase the research achievements of Beckman Scholars.

Carlos Gutiérrez, Cal State-L.A. professor of chemistry and biochemistry, is the faculty coordinator and mentor for the program.

Chapman Gets $1.3 Million Federal Grant

Chapman University's School of Education (Calif.) has received a $1.3 million grant that will help advance the careers of 100 instructional assistants and could ultimately boost the education of as many as 12,000 Limited English Proficient students.

The grant is from the United States Department of Education, Office of Bilingual Education and Minority Languages Affairs.

At least 100 current paraprofessionals will receive the education necessary to earn a credential to teach and serve students whose first language is not English.

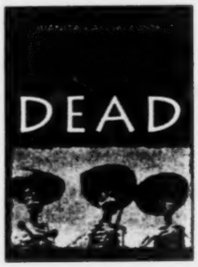
Grant money will help defray tuition costs as well as participant's child-care costs, book expenses, and attendance at professional conferences. Working instructional assistants are the primary target of this program, but parents, community members, and bilingual students also will be encouraged.

Cheryl Valdéz (pictured here), associate dean of Chapman's School of Education, who co-wrote the grant, said, "The grant is to prepare teachers to work with children whose first language is not English."

PUBLICATIONS

Digging the Days of the Dead: A Reading of Mexico's Días de Muertos

by Juanita Garciagodoy

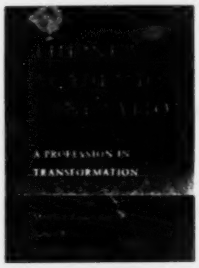


Macalester College (Minn.) Professor Juanita Garciagodoy performs an extensive examination of various aspects, religious and cultural, of the Mexican holiday Días de Muertos ("Days of the Dead"), a celebration honoring the dead. She studies its roots and describes its changing role in contemporary Mexico.

October 1998
333 pgs.
ISBN 0-87081-499-0
$34.95 cloth
University Press of Colorado
(303) 530-5337

The New Academic Generation: A Profession in Transformation

by Martin J. Finkelstein, Robert K. Seal, and Jack H. Schuster

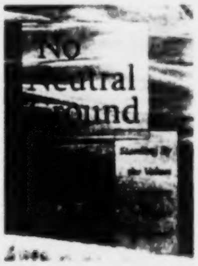

A PROFESSION IN TRANSFORMATION

This book focuses on the changing face of American college and university academe, as women, foreign-born, and minority scholars enter the professoriate in larger numbers and as alternatives to full-time tenure-track appointments take hold.

1998
236 pgs.
ISBN 0-8018-5886-0
$32.50 cloth
The Johns Hopkins University Press
(800) 537-5487

No Neutral Ground: Standing by the Values We Prize in Higher Education

by Robert B. Young

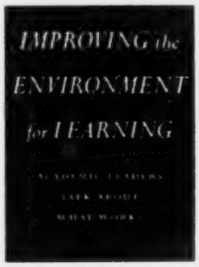

No Neutral Ground
Standing By the Values

Robert B. Young identifies seven essential core values (service, truth, freedom, equality, individuation, justice, and community) vital for those within higher education. He explains how higher education administrators, faculty, and trustees can incorporate these values into their own practice and transmit them to the community at large.

1997
231 pgs.
ISBN 0-7879-0800-2
$31.95 cloth
Jossey-Bass Inc.
(888) 378-2537

Improving the Environment for Learning: Academic Leaders Talk about What Works

by Janet Donald


IMPROVING the ENVIRONMENT for LEARNING
ACADEMIC LEADERS TALK ABOUT WHAT WORKS

This book identifies optimal practices or "benchmarks" for creating a quality learning environment within higher education and outlines steps faculty can take to improve student learning.

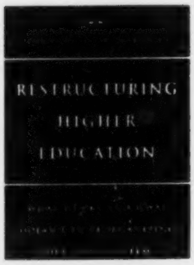
1997
269 pgs.
ISBN 0-7879-0832-0
$29.95 cloth
Jossey-Bass Inc.
(888) 378-2537

Restructuring Higher Education: What Works and What Doesn't in Reorganizing Governing Systems

by Terrence J. MacTaggart and Associates

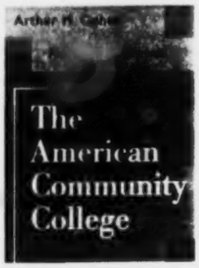
This book examines what actually works and what doesn't in restructuring state systems of higher education–and offers guidelines for producing successful change.

1996
260 pgs.
ISBN 0-7879-0193-8
$34.95 cloth
Jossey-Bass Inc.
(888) 378-2537


RESTRUCTURING HIGHER EDUCATION

The American Community College

by Arthur M. Cohen and Florence B. Brawer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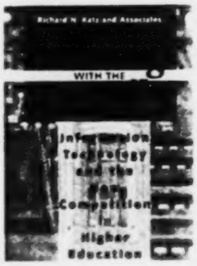
by Richard N. Katz and Associates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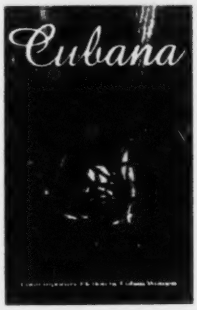

In this book, Havana editor and author Mirta Yáñez has assembled an impressive group of sixteen stories that reveal the strength and variety of contemporary writing by Cuban women–and offer a glimpse inside Cuba during a time of both extreme economic difficulty and artistic renaissance.

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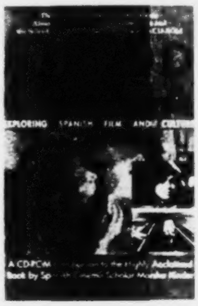
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CONFERENCES

National Institute for Leadership Development

January 10-15

For women with a master's degree who work in a community college. Provides leadership training that utilizes the concepts of the most current and progressive models to define the essence of leadership for the 21st Century. The institute consistently trains leaders to have a positive impact on their educational institutions. In Phoenix, Ariz. Also February 28-March 5 in Seattle, Wash.; May 20-June 4 in Boston, Mass.; and September 26-October 1 in Chicago, Ill.

January 28-31

For female CEOs of community colleges. Includes enhancing your leadership skills, debating current issues, networking with colleagues, recreation, and rejuvenation.

Contact: NILD President Carrole Wolin or NILD Director Nancy Schwede, (602) 285-7494.

Teleconference: Addressing Claims of Sexual Harassment

January 12 - Boston
January 14 - New York
January 26 - Los Angeles
January 28 - San Francisco
February 9 - Atlanta
February 11 - Houston
February 23 - Chicago
February 25 - Columbus, Ohio
March 9 - Washington, D.C.
March 11 - Philadelphia

"How to Address Claims of Sexual Harassment: What the Law Demands," presented by The University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Affirmative Action personnel.

Contact: UVM, (800) 639-3188. Visit teleconference Web site at <http://uvmce.uvm.edu/profprog.htm>.

National Association for Bilingual Education Annual Conference

January 26-30

"Bilingual Education: More Than Just Talk!" is the NABE conference theme. In Denver, Colo.

Contact: NABE, (202) 898-1829; Web site: <www.nabe.org>.

Ethnic Studies National Conference

February 9-13

Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.

In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr., (606) 783-2650.

The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

United into the Next Millennium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching, Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College at Jacksonville. At the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e- mail, <jchamber@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

Conference on the Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3653; e-mail, <mdominguez@csudh.edu>.

Book Review in Brief

By Johnnie D. Spraggins, Ph. D.
Visiting Assistant Professor, Department of Sociology
State University of New York-Geneseo, Geneseo, New York

Muddy Cup:
A Dominican Family Comes of Age in a New America
by Barbara Fischkin.
367 pgs.
New York: Scribner
(1-800-223- 2348), 1997.
ISBN 0-684-80704-1
Hardcover $24.

In this important book about a family emigrating from the Dominican Republic to New York City in the 1980s, Fischkin draws attention to their plight as they negotiate the U.S. Immigration and Naturalization Service, secure housing, and navigate the educational system.

Fischkin includes in her narrative the idiosyncrasies of immigration policy and procedures, with rates and trends. The process of learning English, the placement in the educational system, and the varying generational differences are all described. The book is important as a well-researched sociological perspective on immigration in the 1980s and 1990s.

The Almonte family situation is described from several perspectives simultaneously. Fischkin draws parallels to the fact that she comes from a family of earlier, European immigrants, and acknowledges how as an author and observer this fact colors her outlook on the Almontes. The Almontes are somewhat unusual in that the New York media covers the story. It also attracts the attention of a local politician who influences their management by the INS.

Unusual in its personal perspective in such a usable book on the ethnography or sociology of immigration, this book intimately speaks to the student. The ethnic makeup of New York state schools and the experience from an immigrant's stance are also strengths. Instructors will find this book valuable in courses on Race and Ethnicity, Immigration, Education, and American Culture. *Muddy Cup* adds to our understanding of the diversity of contemporary U.S. society with a personal story bolstered by demographic facts, and each influences the other.

SOME OF OUR UPCOMING DATES AND DEADLINES

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CLOSING DATES

Issue Date	*Closing Date*	
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
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March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Association of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
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May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
July 2	June 15	

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OAKLAND

Saturday, Feb. 6, 1999
Oakland Marriott /
Convention Center
1001 Broadway (at 10th)
10 a.m. - 3 p.m.

The 1999 California Community Colleges Job Fairs are for faculty and administrative positions only.

SAN ANTONIO COLLEGE
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Anticipated Fall 1999 Tenure Track Faculty Position

Nursing Instructor (99066)

Required: Master's degree in Nursing. 3 years clinical practice in medical/surgical. Current Texas Registered Nurse or eligible for registration with the minimum time.

Position closes January 29,1999. Submit: cover letter, resume, names/addresses of at least 3 references, copies of transcripts:

Alamo Community College District • Human Resources Department
201 W. Sheridan, Suite A60 • San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm • emresume@accd.edu
(210) 208-8051 • EOE • ACCD is closed 1/18/99.

HAMILTON COLLEGE

Assistant Professor of Physics

The Physics Department seeks applicants for a tenure track position as Instructor or Assistant Professor beginning August 1999. Candidate's Ph.D. should be completed or near completion. Information on the position, college and department may be found at the departmental website at **http://www.hamilton.edu**. A curriculum vitae, a statement of professional interests, and three letters of reference should be sent to **Prof. Ann Silversmith, 198 College Hill Road, Clinton, N.Y., 13323**. Inquiries may be sent to physpos@hamilton.edu. For full consideration all materials should be received by February 15, 1999.

Hamilton College is an Equal Opportunity/Affirmative Action employer. Women and minority candidates are encouraged to apply.

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FACULTY POSITION OPENINGS

The following tenure-track positions in Social & Behavioral Sciences at California State University, Northridge are currently being advertised. For additional information contact the individual departments at the numbers indicated. All require Ph.D. or appropriate terminal degree. Pay Scale for Assistant Professor is from $37,956 to $41,526.

American Indian Studies
Coordinator. Assistant or Associate Professor. Appropriate terminal degree. Candidate must have strength in research, teaching, and service in subject matter related to the experience of American Indians. Deadline: March 1, 1999. Phone: (818) 677-3318.

Geography
Urban Geographer. Assistant Professor. Empirical, applied orientation preferred. Deadline: February 1, 1999. Phone: (818) 677-3532.

Geography
GIS. Assistant Professor. Preference to candidate with background in spatial analysis, database development, programming, and/or remote sensing. Deadline: February 1, 1999. Phone: (818) 677-3532

Pan African Studies
Assistant Professor. Ph.D. in a Social Sciences discipline, emphasis on African American or Disaporan experience preferred. Deadline: January 15, 1999. Phone: (818) 677-3311.

Psychology
Industrial Organization psychology. Assistant Professor. Specialize in organizational behavior, macro-ergonomics, human factors, organizational development, evaluation research, or action research. Deadline: December 15, 1998 or until position is filled. Phone: (818) 677-3591.

Psychology
Human Factors. Assistant Professor. Strong backgrounds in quantitative methods required. Deadline: November 15, 1998 or until position is filled. Phone: (818) 677-3591.

Urban Studies and Planning/Sociology
Urban Sociology. Assistant Professor. Applied experience relevant to meeting the American Institute of Certified Planners certification requirements desirable. Deadline: January 20, 1999. Phone: (818) 677-2904

Urban Studies and Planning/Chicano Studies
Assistant Professor. Ph.D. in Urban Planning or closely related discipline and general knowledge of Chicana/o urban experience, public policy implementation, and urban planning experience necessary. Deadline: February 1, 1999. Phone: (818) 677-2904.

THE OHIO STATE UNIVERSITY

VICE PROVOST FOR MINORITY AFFAIRS

Position Description

The Ohio State University invites nominations and applications for the position of Vice Provost for Minority Affairs. The Vice Provost for Minority Affairs reports to the Provost and participates in the collective staff meetings and policy discussions of the Office of Academic Affairs.

The Vice Provost for Minority Affairs has line responsibility for the Office of Minority Affairs. As administrative head of the Office of Minority Affairs, the Vice Provost cooperates with other university offices, with academic units, faculty, staff, and students in monitoring, evaluating, proposing, and implementing improvements in programs, policies, practices, and outcomes with respect to minority student recruitment, retention, support, graduation rates and quality of life. The Vice Provost works collaboratively with the Office of University Development to raise funds to support minority students and programs; and with the Alumni Association to strengthen links between minority alumni and the University.

Candidates for this position should have an earned doctorate or equivalent terminal degree; demonstrated leadership and administrative accomplishments, preferably in a comprehensive teaching and research university; and accomplishments pertinent to the specific functions of this position. Eligibility for appointment in an academic department is desirable.

The position is available July 1, 1999. Salary is negotiable. For fullest consideration, applications should be received by January 30, 1999; but applications will be accepted until the position is filled. Nominations and applications should include a cover letter describing the individual's interest in and qualifications for the position, and a current resume or curriculum vitae. Please send to:

Professor Isaac J. Mowoe, Chair
Search Committee for the Vice Provost
for Minority Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans, and individuals with disabilities are encouraged to apply.

ITHACA

The Department of Politics at Ithaca College is seeking a tenure-eligible Assistant Professor to teach introductory and intermediate courses in international relations and global studies. Candidates are also expected to teach an introductory theory course, with an international and global focus. At the intermediate and advanced levels, we invite applicants prepared to teach courses in international conflict with a secondary concentration in area studies, Latin American or African politics preferred.

Required qualifications: Ph.D. preferred; ABD required. College-level teaching experience preferred.

Send complete file, including curriculum vita, transcripts of graduate work, three letters of recommendation to: **Professor Asma Barlas, Department of Politics, Ithaca College, 370 Muller Center, Ithaca, NY 14850-7289.**

Screening of applications begins **February 15, 1999**, and will continue until the position is filled.

Ithaca College is an Equal Opportunity/ Affirmative Action Employer.

Washington State University

Assistant Director of Housing and Dining Services for Financial Services

Position Description: The Assistant Director of Housing and Dining Services is responsible for the supervision of Housing and Dinning Financial Services and provide oversight of all accounting and information systems activities of WSU's Housing and Dining system, with an annual operating budget in excess of $26 million. The WSU Housing and Dining system is comprised of 18 residence halls, 9 apartment complexes, and 4 dining centers serving approximately 6,500 students. In addition, campus vending services and campus food carts are part of the system.

Qualifications: Requirements: Bachelor's Degree in Business Administration with three years experience in a general accounting position and supervisory experience. **Preferred qualifications:** Bachelor's Degree in Accounting, supervisory experience in a university setting.

Compensation: Commensurable with experience. Send letter of application, resume, and names and telephone numbers of three references to: **Tony Nowak, Search Committee Chair, Housing Services, Streit-Perham Building, Pullman, WA 99164-1726**, (509) 335-7732, FAX (509) 335-3415. Application review will begin January 30, 1999. This position is being readvertised.

Washington State University is an Equal Opportunity/Affirmative Action Educator and Employer. Members of ethnic minorities, women, Vietnam era or disabled veterans, persons of disability and/or persons age 40 and over are encouraged to apply.

KINGSBOROUGH
COMMUNITY COLLEGE
The City University of New York

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 67-acre oceanfront campus is located in Manhattan Beach, Brooklyn — 25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated instructional position vacancies for Fall 1999 — subject to financial ability:

• SPEECH

Assistant Professor - teaching undergraduate courses in Communication/Speech Arts and/or Speech-ESL.
Qualifications: Doctorate in Communication, Speech Science, TESOL or related area; college-level teaching experience in Communication and/or Speech ESL, preferably in an urban environment and evidence of scholarly activity.

• EARLY CHILDHOOD EDUCATION

Assistant Professor - teaching a full range of Early Childhood Education undergraduate courses.
Qualifications: Ph.D or Ed.D in Early Childhood, Elementary Education or Secondary Education required; supervisory experience in an Early Childhood setting; experience working with pre-school aged children and evidence of scholarly activity.

• MATHEMATICS AND COMPUTER SCIENCE (Two Positions)

Assistant Professor - teaching a full range of undergraduate courses in Mathematics and Computer Science.
Qualifications: Ph.D in Mathematics or Computer Science; prior college-level teaching experience and evidence of scholarly activity. Preference will be given to candidates with expertise in Computer Science, especially C++, Assembler, Discrete structures, and data structures.

• NURSING (Two Positions)

Instructor/Assistant Professor - teaching undergraduate courses in all areas of nursing; student advisement, committee participation and scholarly activity.
Qualifications: Master's Degree in Nursing, plus NYS RN license required; Doctorate or equivalent required for Assistant Professor. Prior teaching experience in specialty in an academic setting; recent clinical experience required. Knowledge of and commitment to Associate Degree Nursing Education and curriculum development; evidence of scholarly activity.

• EARTH SCIENCE

Assistant Professor - teaching courses in undergraduate Earth Science and/or Meteorology and/or Astronomy or related area.
Qualifications: Doctorate in Earth Science sub-discipline of Meteorology and/or Astronomy or related area; prior college-level teaching experience; ability to upgrade Earth Science laboratories and evidence of scholarly activity.

• SECRETARIAL/OFFICE ADMINISTRATION

Assistant Professor - teaching undergraduate courses in Secretarial/Office Administration.
Qualifications: Doctorate or equivalent in Secretarial/Office Administration or Business Education; prior teaching experience on the college level and involvement in the field of Business Education; knowledge of word processing packages including WordPerfect 7 for Windows, Microsoft Office Professional 95 (Word, Access, Excel and PowerPoint), Windows 95/98 and Business Communications. Knowledge of Adobe Illustrator 7 and QuarkXpress 4 desirable and evidence of scholarly activity.

• TRAVEL AND TOURISM

Instructor/Assistant Professor - teaching undergraduate courses in the areas of Tourism, primarily in Food Service and Hospitality industry.
Qualifications: Master's Degree in a related area required; Doctorate or equivalent required for Assistant Professor. Extensive professional experience in Hospitality and Food Service desirable; college-level teaching experience desirable; knowledge of computer hospitality and food service reservation systems, familiarity with the Internet, and evidence of scholarly activity.

- Responsibilities for all positions require student advisement, commitee participation and scholarly or creative works.

Salary:	Instructor:	$29,409 - $40,331
	Assistant Professor:	$32,062 - $44,840 (Tenure Track Position)
	Commensurate with qualifications and experience.	

Please send resume by **January 13, 1999** to: **Dean Fred B. Malamet**
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TENURE TRACK FACULTY POSITIONS

In the Department of Engineering Management

University of Missouri-Rolla
Rolla, Missouri

The School of Engineering invites applications for the following tenure-eligible positions in the Department of Engineering Management at all ranks beginning with Fall 1999. Candidates must hold a degree in engineering or science and the appropriate credentials for the applicable rank in engineering management. These positions require a PhD. Industrial experience is desired but not required. Excellence in teaching, research and scholarly publications must also be demonstrated in the area specific to the position being sought.

The Department confers the degrees of BS, MS and PhD with option areas in Management of Technology, Industrial Engineering, Quality Engineering, and Packaging and Manufacturing Engineering. The Department currently has 20 full-time faculty members and an enrollment of 175 undergraduate and 50 graduate students on campus. There are four off-campus sites which produce 80 to 100 MS degrees per year. The department is leading a new state-wide cooperative program in graduate distance education in engineering management to which candidates will be expected to contribute through the use of video/internet technology and occasional travel to remote sites. Successful applicants will also be expected to possess excellent written and oral communication skills along with the ability and background to teach, develop a research program, and develop new graduate and undergraduate courses in their area of specialization. All applicants should have a system integration perspective and have the ability to work as a team in generation and dissemination of research results and teaching methods among the above areas.

Position # R52983 - Management of Technology

Requires significant expertise that is applicable to technical organizations in one or more of the following areas: technology management, strategic management, accounting, finance, marketing, organizational behavior and human resources in technical organizations.

Position # R52984 - Systems/Industrial Engineering

Requires significant expertise in one or more of the following areas: optimization, smart engineering system design, evolutionary programming, neural networks, data mining, cognitive decision making, fuzzy systems, information systems, computer simulation, production planning and scheduling and supply chain management.

Position # R52994 - Manufacturing

Requires significant expertise in one or more of the following areas: manufacturing systems and processes, material handling, computer-integrated manufacturing, process automation and control, flexible manufacturing, reliability, virtual manufacturing, product disassembly, concurrent engineering design, environmentally conscious manufacturing, process and product design, and manufacturing systems management.

A complete application must include a letter of application to one of the above positions, current curriculum vitae, teaching evaluations from any previous teaching experience, statement of research plans, summary of past research and grant related activities and a list of four references. Rank and salary will be commensurate with qualifications.

The search committee will begin reviewing applicants on March 1, 1999 and continue until the positions are filled. Additional information on UMR and the Engineering Management Department can be found at **http:/www/umr.edu.**

Please submit application and vitae to **Human Resource Services, Reference Numbers R52983, R52984, or R52994, University of Missouri-Rolla, 1202 North Bishop Avenue, 1870 Miner Circle Drive, Rolla, MO 65409-1050.**

UMR is an AA/EEO employer. Females, minorities and persons with disabilities are encouraged to apply.

Molecular Epidemiologist

An open rank search has been initiated for a state-funded, tenured/tenure-track Molecular Epidemiologist at the Piscataway campus of the recently expanded statewide University of Medicine and Dentistry of New Jersey - School of Public Health. Applicants should have experience conducting epidemiologic research in etiologies of cancer, adverse reproductive outcomes, respiratory, neurologic or other disorders. Areas of special interest include environmental and occupational exposures, diet and nutrition, and ionizing and non-ionizing radiation. The applicant's research should demonstrate molecular epidemiologic knowledge and techniques. Qualified applicants should possess an earned doctorate in epidemiology, medicine or a related field. Individuals should have a demonstrated history of peer-reviewed publications and research funding and should participate in graduate teaching.

The successful candidate will be appointed through the University of Medicine and Dentistry of New Jersey at the Assistant, Associate or Full Professor rank, based upon their background and experience, and will be located at the NJSPH. It is anticipated that the faculty will be jointly appointed in the Department of Environmental and Community Medicine at UMDNJ - Robert Wood Johnson Medical School. They may also be eligible for appointments at the Environmental and Occupational Health Sciences Institute (EOHSI) and/or the Cancer Institute of New Jersey (CINJ), or the National Institute of the Environmental Health Sciences, Center of Excellence.

The Piscataway/New Brunswick Program of the UMDNJ - School of Public Health, formed in conjunction with Rutgers University, is an expansion of the fully accredited New Jersey Graduate Program in Public Health, which was established in 1983. The UMDNJ - School of Public Health confers the MPH, PhD, and DrPH degrees.

Applicants should send a curriculum vitae, a short statement of research plans, and the names and addresses of references, to: **George G. Rhoads, M.D., M.P.H., EOHSI, 170 Frelinghuysen Road, Room 234, Piscataway, NJ 08854.** The UMDNJ - School of Public Health is an Affirmative Action/Equal Opportunity Employer, m/f/d/v, and a member of the University Health System of New Jersey. Visit our website at: **http://www.umdnj.edu**

Wheelock
COLLEGE

DEAN OF THE GRADUATE SCHOOL

The Trustees and President of Wheelock College in Boston, Massachusetts, seek nominations and expressions of interest in the position of the Dean of the Graduate School. Founded in 1888, Wheelock College has a unique mission to improve the lives of all children and their families. Wheelock is a premier institution preparing students for careers in education and human services; the College has approximately 700 undergraduates students and 500 students enrolled in its graduate degree programs. Wheelock maintains a serious commitment to interprofessional collaboration with urban communities, schools, and agencies.

The Dean of the Graduate School provides intellectual, administrative, and fiscal leadership as the chief academic officer of the Graduate School. There are fourteen programs offering Master's degrees, organized in three departments: Care and Education, Human Development and Family Studies; and Leadership, Policy and Administration. The Dean reports to the Vice President for Academic Affairs and works closely with the Dean of the Undergraduate School.

The successful candidate will possess an earned doctorate, a strong academic record of teaching, scholarship and service, excellent communication skills, and demonstrated administrative ability in higher education. Preferred candidates will have experience with academic program planning and strong interest in liberal and professional education.

Review of applications will commence January 15,1999, and will continue until the position is filled. Requests for a copy of the Criteria Statement and questions may be directed to the consultants supporting Wheelock College in this process, Nancy C. Whitcomb or Jane E. Courson, via e-mail at wheelockdeangrad@emnemn.com. Additional information about Wheelock may be viewed at its Web site, www.wheelock.edu. Letters of nomination or applications should be submitted to:

Dean of the Graduate School
Wheelock College
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554

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LEADING THE WAY

GAINESVILLE COLLEGE

UNIVERSITY SYSTEM OF GEORGIA

Gainesville College, a two-year unit of the University System of Georgia, has tenure track faculty vacancies in the following areas for the 1999-2000 academic year. All positions are dependent upon budget approval.

Biology
Computer Information Systems (Business Administration)
English
History
Instrumental Music
Journalism/Speech or Journalism/English
Mathematics
Spanish
Speech Communications

Gainesville College is located 50 miles northeast of Atlanta, Georgia, near beautiful Lake Lanier. It has almost 3,000 students and 90 full time faculty members. In addition to traditional day classes, the College, primarily transfer-oriented, has a robust night program and several off-campus sites.

For specific information about the vacancies, please visit our web site at:

http://www.gc.peachnet.edu

PO BOX 1358
GAINESVILLE, GA 30503
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Education

Montgomery College

VICE PRESIDENT FOR ACADEMIC AND STUDENT SERVICES

Montgomery College, a two-year community college with three campuses located in suburban Washington, DC, with a credit student enrollment of over 21,000, over 15,000 continuing education enrollments, and 1,300 regular employees, is seeking a Vice President for Academic and Student Services. Reporting directly to the President, this position will serve as the chief academic officer of the institution and will provide leadership and direction of all campus and continuing education programs at the College. Working with the three campus provosts and the provost for continuing education, the vice president will function in a team-oriented, collaborative environment to foster high academic standards, student academic achievement, quality and currency of faculty expertise, and flexibility, quality, and creativity in the delivery of academic and student support programs at the College.

Qualified candidates will possess the following: An earned doctorate, at least 5 years of progressively responsible experience in academic and student service line administration; significant college teaching experience, commitment to the philosophy of a comprehensive community college preparing to meet the needs of the 21st Century; demonstrated skill in planning, budgeting and evaluation of academic and student development programs, strong commitment to innovative learning and teaching and to pursuing the potential of technology to support teaching, learning, and the delivery of instruction, experience in implementing faculty development programs, expertise in the design of collegiate programs for ranges of student ability from developmental to honors, commitment to the design and delivery of courses and programs to meet the needs of the local business community, demonstrated ability to bring about constructive change using participatory processes and to work effectively with culturally and ethnically diverse students, faculty and staff, and strong human relations skills. Work experience in a multi-campus community college environment is strongly preferred.

The salary range is $76,128 - $114,442 per year. The College offers excellent benefits. **Applications for vacancy #1076 can be obtained by calling our 24-hour job line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850.**
The review of applications will begin January 29, 1999.

Montgomery College is an EO/AA/Title IX employer

UNIVERSITY OF
WISCONSIN
MADISON

DEAN OF THE COLLEGE OF ENGINEERING

The University of Wisconsin-Madison, one of the top ranked research universities in the United States, invites nominations and applications for the position of Dean of the College of Engineering. The College of Engineering currently offers research programs as well as graduate, undergraduate, and outreach instruction in a wide range of fields organized through eight departments: chemical engineering, civil and environmental engineering, electrical and computer engineering, engineering physics, engineering professional development, industrial engineering, materials science and engineering, and mechanical engineering, and eight interdisciplinary degree programs: biological systems engineering, biomedical engineering program, geological engineering program, manufacturing systems engineering program, materials science program, oceanography and limnology graduate program, polymer engineering and science, and water chemistry program. The college enrolls approximately 1100 graduate and 3400 undergraduate students. Annual extramural research support is more than $55 million. As a result of the recent building program, the college has attractive and modern physical facilities appropriate for current teaching and research activities as well as allowing room for innovative future programs. More comprehensive information about the College of Engineering can be accessed at:

http://www.engr.wisc.edu/

The dean provides leadership to a faculty of approximately 185 and a budget of approximately $108.5 million. The dean is the chief academic and executive officer of the college, with responsibility for personnel, curriculum, academic affairs, research, budget, fund raising, community relations, and physical facilities.

Major qualifications for this position include: a proven record of administrative skills and successful leadership in higher education; a comprehensive appreciation of the complex issues in the fields of engineering; academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment as full professor at the University of Wisconsin-Madison; a commitment to maintain and improve the quality of undergraduate and graduate instruction, research, technology transfer, and public service; and a demonstrated commitment to diversity. The successful candidate will be expected to represent the college through interactions with external groups such as alumni, legislators, and representatives from government, foundations, and industry.

The position will be available 1 July 1999. Applications and nominations must be received by 26 February 1999 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current curriculum vita and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor W. Harmon Ray
Dean Search and Screen Committee for the College of Engineering
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728
Email: quilllin@mail.bascom.wisc.edu

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching and is actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and/or be assigned to provide instruction through distance education.

Faculty positions will be filled at the level of assistant professor, instructor level if ABD, and selected appointments may be made at the associate level for outstanding candidates. Applicants should send a letter of application, resume, and three names, addresses and telephone numbers of references to the office of the appropriate dean by January 21, 1999.

COLLEGE OF ARTS AND SCIENCES *Ansley W. LaMar, Ph.D., Dean*

- ☐ **ART (2 positions)**-The first position is in Illustration. Strong professional background in conceptual, traditional and digital illustration to teach a wide range of courses is required. Candidate should have at least five years of teaching and professional experience. Second position is in Jewelry/Metalsmithing. Artist with significant exhibition record, commitment to teaching; and knowledge of 3D computer applications including CAD-CAM. MFA required,. Ph.D or Ed.D. a plus.
- ☐ **BIOLOGY**-Teach courses in comparative anatomy, invertebrate zoology, and freshman major courses. Appropriate computer skills are required.
- ☐ **ENGLISH (2 positions)**-The first position is for a generalist who has a strong background and teaching experience in the area of dramatic literature or British literature since 1620. The second position is for a generalist who has experience in teaching American literature surveys and who is familiar with African-American, Latino, and/or Asian-American literature. Both positions require the ability and willingness to teach support courses in freshman composition; developmental, creative, and business writing; and language and usage.
- ☐ **MUSIC/DANCE/THEATRE (2 positions)**-One position is for a Choral Director and the second position is for a Theatre Technician (generalist).
- ☐ **PSYCHOLOGY**-Teach undergraduate and graduate level courses in developmental and/or clinical/counseling.
- ☐ **WOMEN'S STUDIES**-Requirements are a doctorate in women's studies or a relevant related field and teaching experience in interdisciplinary core courses in women's studies. Scholarship about women of color and/or women globally is a plus.

COLLEGE OF EDUCATION *Yiping Wan, Ph.D., Dean*

- ☐ **ADMINISTRATION, CURRICULUM, AND INSTRUCTION (3 Positions)**-One position is to teach graduate courses in administration and supervision. New Jersey principal and superintendent certifications, administrative experience, and established record of publications preferred. The second position is to teach undergraduate and graduate courses in early childhood education. Extensive experience in public and private schools preferred. College teaching, supervision, and an established record of scholarly publications a plus. The third position is for undergraduate and graduate courses in secondary education in mathematics and sciences. Extensive experience in urban public secondary/middle schools preferred. College teaching and supervision experience, and a record of scholarly publications a plus.
- ☐ **LITERACY EDUCATION**-Teach skills, undergraduate and graduate courses. Experience and knowledge of public schools is required, as is a solid working knowledge of contemporary teaching/learning technologies. College teaching experience is preferred along with evidence of research and scholarship interests. Active involvement in professional/community agencies a plus.
- ☐ **EDUCATIONAL TECHNOLOGY**-Administer a new master's degree program in Educational Technology and teach graduate courses in the program. Thorough knowledge of relevant software, including Web browsers and Web authoring, presentation software, multimedia development and related applications. Strong technology skills constructing distance education program including audio/video production, on-line course development, and instructional material development. Experience and assessment with distance learning essential as many courses are taught on-line.

COLLEGE OF PROFESSIONAL STUDIES *Sandra Bloomberg, Ph.D., Dean*

- ☐ **BUSINESS ADMINISTRATION/MANAGEMENT**-Evidence of successful teaching and research or industry background in management information systems and production/operations management is required. Ability to develop applications using state-of-the-art online and distance technology needed. Commitment to student advisement, retention and department development essential.
- ☐ **BUSINESS ADMINISTRATION/MARKETING**-Exemplary record of teaching and successful professional experience in marketing required, accompanied by specific knowledge of market research, consumer behavior, sales and integrated market communications. Commitment to student advisement, retention and department development is essential.
- ☐ **BUSINESS ADMINISTRATION/TRAVEL AND TOURISM MANAGEMENT**-Program Director/Faculty. Excellent opportunity for experienced educator to start-up program which provides a minor for non-business majors and a concentration for students majoring in business administration. Must provide leadership in the development of the program, to include establishing linkages with industry, two-year schools and the community. Individuals with administrative experience in the travel and tourism industry will be given preference. Strong communication and organizational skills are essential. Master's degree in travel and tourism management or related field is required, doctorate preferred.
- ☐ **CRIMINAL JUSTICE**-Evidence of successful teaching or background as a practitioner in the field of criminal justice is required. Ability to teach research methodology is essential. Experiences in developing applications using state-of-the-art online and distance technology a plus. Willingness to advise students and contribute to departmental development and operations is necessary. Undergraduate/graduate teaching opportunities.
- ☐ **HEALTH SCIENCES**-A strong student orientation and commitment to teaching and conducting research with graduate and undergraduate students is essential. Areas of particular importance: biostatistics, environmental health, epidemiology, public health, research methodology. Experience as a practitioner in public health/health care administration/managed care preferred. Willingness to contribute to department development and operations is essential. Interest and abilities in online and distance learning technology a plus. Undergraduate/graduate teaching opportunities.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University

2039 Kennedy Boulevard
Jersey City, New Jersey 07305

An Affirmative Action, Equal Opportunity Employer, the College especially welcomes and encourages applications from women and minority candidates.

Education

DIRECTOR OF COUNSELING

Reporting to the Dean of Student Development, the Director of Counseling is responsible for day-to-day operation of Counseling Center. This includes developmental programs, college-wide advisement services, student attrition reduction strategies, transfer information, and departmental technology implementation.

QUALIFICATIONS: Master's in Counseling, Guidance, or related; counseling experience in community college or higher education setting; pattern of progressively higher levels of supervisory/managerial responsibilities in counseling or related; prior work experience with students of various social, economic, racial, ethnic, gender, and disability backgrounds; excellent communication skills, both oral and written.

APPLICANTS must submit completed application form, resume, letter of interest, (3) letters of reference, and official degree transcripts by February 26, 1999 for full consideration.

CONTACT Human Resources at (847) 543-2065. TDD# (847) 223-5615. Fax # (847) 223-0824.

**COLLEGE OF
LAKE COUNTY**
19351 W. WASHINGTON ST.
GRAYSLAKE, IL 60030-1198

Equal Opportunity/Affirmative Action Employer. Women, Minorities, and Persons with Disabilities are highly encouraged to apply.
Visit our website at http://www.clc.cc.il.us/

Washtenaw Community College

NURSING INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Nursing instructor. This individual will instruct courses in lecture, lab, and clinical setting with a focus on transition to the registered nurse role in both acute care and community settings. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in Nursing with a medical-surgical clinical application focus is required, current Michigan Registered Nursing licensure or eligibility for MI license, equivalent of four years full time work experience in nursing, and equivalent of two years teaching experience (equivalent of 900 student contact hours).

Anticipated date of appointment is for the Fall 1999 semester. Initial annual salary range is $34,330-$45,980 dependent upon education and related experience, base load 160 days/32 weeks/450 contact hours per academic year with numerous fringe benefits.

Applications will be accepted until the position is filled.

Interested persons should send completed WCC application form with credentials to the **Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106** (734) 973-3497 Job Hotline (734) 973-3510. For job postings see our web site at **http://www.washtenaw.cc.mi.us/jobs/** Application and clock hour form is available on the web.

Note: In order to establish preliminary candidacy all credentials reflecting stated minimum qualifications, e.g. transcript, student copy acceptable, current licensure, and candidates statement of the number of clock hours taught in front of students for current and past teaching appointments must accompany application form.

Washtenaw Community College is an AA/EEO/ADA employer.

ASSOCIATE DEAN FOR FISCAL AFFAIRS AND ADMINISTRATION

(Search Reopened)

The University of Illinois College of Medicine at Rockford invites applications for the newly reopened search for the position of Associate Dean for Fiscal Affairs and Administration. With this renewed search, the position responsibilities have been clarified to include the following: ***The Associate Dean...***

- provides close oversight and managerial supervision for all business and accounting operations of the College
- directs and supervises the development of all financial reports, analyses, and projections
- provides leadership, vision, and career development for all non-academic personnel of the College
- Leads the human resource evaluation and review program for non-academic staff
- reviews and approves all departmental budgets and prepares the College budget
- reports directly to the regional dean and bears supervisory responsibility for Medical Service Plan (administration), accounting, central stores and inventory control, computer services, medical transcription, physical plant, media services, and other administrative and support units.

The College of Medicine combines the appeal of a small college atmosphere with the strength and resources of one of the nations largest and most respected universities. The Rockford site educates second-, third-, and fourth-year medical students in classes of 50 students per year. The College's internationally recognized curriculum emphasizes community-based, primary care medical education.

The successful candidate must possess an MBA or equivalent and have at least 3-5 years experience in positions of financial and managerial responsibility in an institution of higher education. Applications will be accepted through February 1, 1999. Interested candidates are invited to submit a letter of interest and resume to:

**Philip K. Fulkerson, M.D.
Associate Dean for Academic Affairs
c/o Helen Beale
University of Illinois College of Medicine at Rockford
1601 Parkview Avenue
Rockford, IL 61107-1897
Fax (815) 395-5644
e-mail Helenb@uic.edu**

The University of Illinois is an Equal Opportunity Affirmative Action Employer

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Founded in 1863, Boston College is a private, Jesuit Catholic university, ranked among the nation's most highly competitive institutions for admission, with an enrollment of approximately 14,000 undergraduate and graduate students. The University is currently in the early stages of a comprehensive campaign which seeks to raise significant support for faculty, financial aid, libraries, research programs and facilities.

Assistant Or Associate Director, Leadership Gifts Development Office

There are currently four Assistant or Associate positions available. The title and level will depend on experience and qualifications.

The Assistant/Associate Director, Leadership Gifts reports to the Director of Leadership Gifts and is responsible for the direct cultivation, solicitation, and stewardship of individuals capable of campaign gifts in the range of $100,000 to $999,999. The Assistant/Associate Director will manage a portfolio of approximately 250 individuals and meet specific goals for contacts and solicitations completed; devise strategies for the ultimate solicitation of prospects for the campaign; work with other staff members to maximize fundraising productivity; staff at least one reunion class at the Leadership Gift level; recruit reunion chair(s), conduct screening and solicit the maximum number of Leadership Gifts possible; provide staff support for volunteer campaign committees as desired by the Director of Leadership Gifts, and develop productive working relationships with key volunteers.

These positions require a Bachelor's degree and a minimum of five years' fundraising experience, preferably in a higher education campaign environment, or a combination of four years' fundraising plus three to five years' directly related experience. Additionally an Associate must have a proven track record of soliciting and closing gifts over $100,000. Travel and some evening and weekend work is required and demonstrated ability to speak and write persuasively about higher education and the Jesuit tradition is highly desirable.

Boston College offers a competitive salary and a comprehensive benefits program including tuition programs for employees, spouse and children. To apply, please refer to **job code #816561010HO** and send two copies of letter of interest and resume to: **Boston College, Department of Human Resources, More Hall 315, Chestnut Hill, MA 02467-3819.** To learn more about Boston College visit our website at www.bc.edu.

Boston College is an Affirmative Action/Equal Opportunity Employer.

BOSTON COLLEGE
A Jesuit Catholic University

619

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UNIVERSITY OF RHODE ISLAND

Dean, College of Arts and Sciences

The University of Rhode Island invites nominations and applications for the position of Dean of the College of Arts and Sciences.

The Dean is the principal administrative officer of the College and reports directly to the Provost/Vice President for Academic Affairs. The Dean's responsibilities for the development and management of the College's programs and resources include: implementing and managing educational planning and policy; managing academic and non-academic personnel in a collective bargaining environment; managing financial resources; maintaining and improving the quality of the College's programs; securing and allocating support for the teaching, research/creative, and service activities of the College; encouraging curricular development; and promoting funded and unfunded research. The Dean represents the College in its relations with the rest of the University, its alumni, and the State of Rhode Island.

■ College and University

The University of Rhode Island is the principal public research institution in the State of Rhode Island. Its status as a land grant, sea grant, and urban grant institution highlights its traditions of natural resource, marine, and urban-related research. With strong undergraduate and graduate programs in the liberal arts, humanities, and sciences and focus programs in the areas of marine and environmental studies; health; children, families and communities; and enterprise and advanced technology, the University enrolls more than 10,600 undergraduates and 3,100 graduate students and annually receives more than $45 million for funded research.

Celebrating its 50th anniversary this year, the College of Arts and Sciences is home to 22 departments in the arts, humanities, social sciences, natural sciences, and mathematics as well as the Center for the Humanities, the Cancer Prevention Research Consortium, the John Hazen White Sr. Center for Ethics and Public Service, the Psychological Consultation Center, and the R.I. Partnership for Research on Women and Gender. The College participates in or sponsors a broad variety of academic and cultural programs including the German Summer School of the Atlantic, the Great Performances Series, international exchange programs in Braunschweig, Novgorod, and Mexico City, summer programs abroad, and on-campus summer programs for young people. The College now serves more than 10,000 students, enrolls more than 4,400 majors and offers 44 undergraduate degrees, 11 Master's degrees, 8 doctoral degrees, and 4 professional degrees. Additional information may be obtained at www.uri.edu/artsci/

■ Qualifications:

- An earned doctorate or appropriate terminal degree from a recognized and accredited institution of higher education;
- Teaching, research/creative, and service credentials that will qualify the candidate for appointment as a tenured full professor in an appropriate department;
- A minimum of three, and preferably five or more years of successful administrative, managerial, and planning experience – preferably in higher education – comparable to that of a Department Chair or above, with a record of increasing responsibility;
- A record of successful extramural fund-raising and outreach activities.

Additionally, applicants for this position must demonstrate:

- A commitment to shared governance;
- A commitment to fostering a climate of respect for students and excellence in academic advising and other student services;
- A commitment to promoting diversity in faculty, students, staff, and curriculum consistent with the University's mission;
- A commitment to equal opportunity and affirmative action.

Preference will be given to candidates who can demonstrate:

- An ability to provide strong leadership capable of moving the College forward in its continuing pursuit of excellence in teaching, research/creative, and outreach activities;
- Insight and vision that can guide the College in clarifying its mission and role in a changing university;
- An ability to develop and promote positive relations that will foster the mission of the College and the University with appropriate groups and organizations, both on and off campus;
- Experience in attracting and managing sponsored research.

■ Nominations:

Nominations of qualified individuals are welcome and encouraged. Letters of nomination must include full contact information for the nominee.

■ Applications:

Applications will be accepted until the position is filled. However, to assure consideration, **completed applications must be received on or before January 25, 1999.** Applications should include a brief statement addressing the position and qualifications, as well as expressing the applicant's educational and administrative philosophy and vision or goals; a current resume or curriculum vitae; and the names, addresses, telephone and FAX numbers, and e-mail addresses of four references (who will not be contacted without the approval of the candidate). If desired, the candidate may request in writing that his or her application remain confidential until such time as the finalists are identified.

Nomination or application information should be provided to: Dr. James G. Kowalski, Search Committee Chair, (Log #021360), University of Rhode Island, P.O. Box G, Kingston, RI 02881. Fax: (401) 874-4617. E-mail: kowalski@cs.uri.edu
The University of Rhode Island is an affirmative action/equal employment opportunity employer and is committed to increasing the diversity of its faculty, staff, and students. Qualified candidates from underrepresented groups are encouraged to apply.

POSITION ADVERTISEMENT

The Department of Education at Trinity University seeks candidates for a tenure-track position as a school-based clinical faculty in elementary education. Trinity features a 5-year teacher preparation program, including an 8-month internship in a professional development school. Candidates must hold the doctorate degree and be committed to school-based teacher preparation with classroom teachers serving as mentors. The appointment will be effective the fall semester 1999, and the application deadline is February 26, 1999

John H. Moore, Chair
Department of Education
Trinity University
715 Stadium Drive
San Antonio, TX 78212-7200
(210) 736-7501

Oklahoma State University
Oklahoma City Campus

ASSOCIATE VICE PROVOST FOR ACADEMIC AFFAIRS

OSU-OKC has an immediate opening for an Associate Vice-Provost for Academic Affairs. Masters degree required. Doctorate preferred and five years of higher education experience required. This position directs evening/weekend programs, off-campus courses, distance learning courses, coordinates classroom assignments, develops articulations with vocational technical schools, serve as tech-prep and school-to-work liaison. Assists in all academic areas. Experience in supervision and budget control a plus. Review of applications will begin January 20, 1999. Interested applicants should submit a cover letter, resume, transcripts and three reference sources to **OSU-OKC Personnel, 900 North Portland, Oklahoma City, Ok 73107**

OSU-OKC is an AA/EOE employer committed to multicultural diversity

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EDUCATION

Temple University, a recognized leader in the area of higher education, has an outstanding opportunity available in its Undergraduate Admissions Department.

ASSOCIATE DIRECTOR

Recruitment/Transfer Affairs

We are seeking an individual to plan and manage all aspects of freshman and transfer student recruitment functions including preparing annual recruitment plan; coordinating all direct mail communication to prospects, inquiries and matriculated students; conducting open houses; and matriculated student receptions, and other campus-based recruitment programs; and coordinating off-campus recruiting. Will also supervise admissions staff; act as liaison to other offices, assist with budget planning, write reports, and analyze market research.

A related Master's degree and at least five years experience in undergraduate admissions or related area are required. Knowledge of personal computers, computerized student information systems, and admissions marketing techniques is also a prerequisite. Supervisory experience and excellent communication skills are musts. The ability to effectively manage personnel and coordinate extensive recruitment/outreach programs is required. Must also have access to private transportation.

We offer a competitive salary and comprehensive benefits package, including 100% tuition remission. Qualified candidates should send/fax resume, including salary requirements, to: **Carol Wilson, Employment Rep., Temple University, Req. # 333-8, 1601 N. Broad St., 203 USB, Phila., PA 19122. FAX: (215) 204-5921.** EOE, M/F/D/V.

UNIVERSITY OF WISCONSIN-EXTENSION

ASSISTANT PROFESSOR OF LABOR EDUCATION

The School for Workers, University of Wisconsin Extension, Madison, Wisconsin, the nation's oldest university-based labor education program, is currently seeking candidates for a tenure-track appointment as assistant professor. Responsibilities include developing, coordinating and teaching labor education programs, providing technical and facilitation services and conducting applied research for unions and other clientele. Expertise required in core areas such as collective bargaining, labor relations and union leadership, and in one or more of the following specialized areas: (a) high performance work practices, (b) computer and distance education applications for unions, and (c) organizing and union building.

Qualifications

- PhD or other terminal degree in industrial relations or related field normally required
- Excellence in teaching
- Capacity to conduct and publish applied research
- Union and/or labor relations experience

Send/fax letter of interest, resume and names of four references to

School for Workers
Attn: Search and Screen Committee
610 Langdon St
422 Lowell Hall
Madison WI 53703
Fax: (608) 265-2391

Application Deadline: March 1, 1999

Affirmative Action/Equal Opportunity Employer

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UNIVERSITY OF NEBRASKA LINCOLN

DEAN

COLLEGE OF HUMAN RESOURCES AND FAMILY SCIENCES

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Human Resources and Family Sciences

The University of Nebraska is an AAU, Research I, land-grant institution with a distinguished tradition of teaching and research in the major disciplines With a current enrollment of approximately 23,000 undergraduate and graduate students, it is designated as the principal research and graduate institution in the state

The College of Human Resources and Family Sciences has three departments Family and Consumer Sciences, Nutritional Science and Dietetics, and Textiles, Clothing and Design The College includes 50 faculty, 850 undergraduate and 100 graduate students, housed on two campuses

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and a spokesperson who is interested in building local and national linkages and a national reputation for excellence for the College Applicants must hold the doctorate or other appropriate terminal degree and it is expected that the successful candidate will have qualifications meriting an appointment as a tenured full professor in the College The successful candidate must have strong experience in teaching, research, and/or outreach/extension and administrative experience in budget, planning, and personnel issues A comprehensive position announcement is available on the Web site or from the address listed below

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples We assure reasonable accommodation under the Americans with Disabilities Act (Dean Richard Durst, 402/472-9339)

The position begins as soon after July 1, 1999 as the appointee's schedule permits The committee will begin screening applications on February 19, 1999 and will continue until an appointment is made Nominations are welcomed and applications, including letter of interest, vita, and contact information for at least three references who can speak to the candidates current expertise, should be sent to

HRFS Dean Search Committee
Dean Richard Durst, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

Contact information Tel 402-472-9339
Fax 402-472-4929
Email **mray@unlnotes.unl.edu**
Web site
http://www.unl.edu/svcaa/Activities/HRFSdean.html

UNIVERSITY OF PENNSYLVANIA

DEAN, SCHOOL OF ENGINEERING AND APPLIED SCIENCE

The University of Pennsylvania, the nation's first university and Philadelphia's largest private employer, invites nominations and applications for the position of Dean of the School of Engineering and Applied Science. As its chief academic and administrative officer, the dean has overall responsibility for the School's educational and research programs, strategic directions, faculty growth, and development. One of twelve schools within the University, Engineering has seven departments with vibrant interdisciplinary research and educational programs that include interactions with the Institute for Medicine and Engineering, the Institute for Research in Cognitive Science, the Laboratory for Research on the Structure of Matter, and the Institute for Neurological Sciences. The School has both undergraduate and graduate joint programs with Wharton, the School of Nursing, Arts and Sciences, and the Annenberg School for Communication

Candidates should possess exceptional leadership attributes, and an understanding and appreciation of the role and mission of an interdisciplinary research and teaching institution. He/she must possess a vision for engineering that will enable the school to attract talented faculty and students, and to generate the resources to support research and programmatic initiatives

The Committee will begin reviewing applications by January 15, 1999 although the search will remain open until the position is filled. To apply, please send a letter discussing your qualifications, along with a current curriculum vitae to

Professor Morris A. Cohen, Chair
c/o Office of the Secretary
University of Pennsylvania
121 College Hall
Philadelphia, PA 19104-6382

The University of Pennsylvania is an Equal Opportunity/ Affirmative Action Employer

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Education

Montgomery College

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

Montgomery College, a two-year community college with three campuses located in suburban Washington, DC, with a credit student enrollment of over 21,000, over 15,000 continuing education enrollments, and 1,300 regular employees, is seeking a dynamic leader to serve in the newly created position of Vice President for Administrative Services This position was created as part of a restructuring of senior level positions initiated by the new College President

Reporting directly to the President, the Vice President will provide leadership and direction for the offices of: auxiliary services; budgeting; facilities planning, construction, and maintenance; finance; human resources; information technology; planning and institutional research; and procurement. The College has a total budget of over $100 million The vice president will function in a team-oriented, collaborative environment to assure the highest quality student, employee, and community support services.

Qualified candidates will possess the following: a Master's degree in Business Administration or equivalent in educational and experiential preparation, with appropriate additional training/education in related fields; a minimum for 5 years high-level experience in one or more of the areas to be supervised, preferably in a multi-campus community college setting; significant understanding of finance and budgeting; commitment to the philosophy of a comprehensive community college preparing to meeting the needs of the 21st Century; demonstrated ability to bring about constructive constructive change using participatory processes and to work effectively with culturally and ethnically diverse students, faculty and staff; and strong human relations skills

The salary range is $76,128-$114,442 per year The College offers excellent benefits. **Applications for vacancy #1003 can be obtained by calling our 24-hour job-line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, MD 20850. Review of applications begin 1/29/99.**

Montgomery College is an EO/AA/Title IX Employer

REGISTRAR

The REGISTRAR of Dartmouth College is responsible for the planning, organization, and record-keeping of the instructional activities pertaining to undergraduates in the Arts and Sciences at Dartmouth. The Registrar is an ex oficio member of the Faculty of Arts and Sciences and reports directly to the Dean of the Faculty of Arts and Sciences. The Registrar oversees the efforts of two full-time professional staff members and seven office assistants.

In addition to the normal activities associated with this position, for example maintaining student records, College publications, academic requirements, internal and external reporting, and setting the academic calendar, the Registrar at Dartmouth is responsible for: cooperating with student deans to coordinate academic advising, and with admissions and off-campus programs to manage the numbers of students admitted to the College and in residence in a given term; working in collaboration with the Director of Institutional Research, conducts projects to evaluate student academic progress, enrollment patterns, grading trends, and other matters relating to the curriculum and its impact on students and faculty; serving on administrative and faculty committees dealing with issues such as the curriculum, disability, equal opportunity, enrollment planning, classrooms, administrative computing, and off-campus activities; and playing a substantial role in the development and implementation of campus-wide administrative computing systems involving student records.

Dartmouth is currently using the Banner student information system; thus, knowledge of this system would be highly desirable. Coordinating activities and reports with the registrars of the graduate programs in Arts and Sciences, the Thayer School of Engineering, the Tuck School of Business Administration, and the Dartmouth Medical School.

Applicants for the position should have a Master's or a Ph.D. (preferred) and at least five years of relevant experience. Please submit a statement of background and qualifications, a curriculum vitae, and the names (including addresses and phone numbers) of at least three professionals qualified to comment in support of the applicant's credentials to:

Ms. Marie Bean, Administrative Assistant, Office of the Dean of Faculty, 211 Wentworth, HB 6045, Dartmouth College, Hanover, New Hampshire 03755
Application review will begin on February 1, 1999.

For a more detailed description of the position, please e-mail **HYPERLINK "mailto:Marie.Bean@Dartmouth.edu", Marie.E.Bean@Dartmouth.edu** or call her at **603-646-1302**.

Dartmouth College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Dartmouth College
Hanover, New Hampshire

George Mason University

George Mason University Libraries
Instructional Services/Reference Librarian

DUTIES: Responsible for providing general reference services; designing, assessing and implementing instructional series including curriculum-based instruction, walk-in instructional sessions, web-based tutorials, library orientations, and individual student appointments; developing the Johnson Center undergraduate collection including leading a team of selectors in a designated subject area and participating in outreach initiatives to the Johnson Center and University community. Each Johnson Center librarian is also responsible for providing leadership and coordination of a library function or activity. This position will be responsible for initiating reference outreach to the Johnson Center Community, and facilitating communication regarding reference services among librarians. Duties may include development of Johnson Center reference collection. Reports jointly to the Johnson Center Librarian and the Associate Director for Information Services.

QUALIFICATIONS: Required: ALA accredited MLS and library reference experience; experience with electronic and web-based resources; experience providing library instruction. Preferred: Experience in developing undergraduate collections. Desired: Second Master's Degree; experience using HTML and development of web pages, supervisory experience.

GENERAL: Twelve month appointment. Excellent benefits with State or optional retirement plans including TIAA-CREF. AA/EEO employer, minorities encouraged to apply.

SALARY: $34,000+ depending on experience. To learn more about George Mason University visit **http://www.gmu.edu** **DEADLINE** for applications is January 31, 1999.

TO APPLY: Send letter of application, resume, and names, addresses and phone numbers of three current references to:

Instructional Services/Reference Librarian Search
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444
AA/EEO

UNIVERSITY OF MINNESOTA

Silha Professor of Media Ethics and Law
School of Journalism and Mass Communication

The University of Minnesota School of Journalism and Mass Communication seeks applications and nominations for the Silha Professor of Media Ethics and Law. This is a full-time, 9-month tenured position beginning Fall 1999, at the rank of professor or associate professor, depending upon qualifications and experience, and consistent with collegiate and University policies. Salary is competitive with similar academic positions.

The Silha Professor will be an integral part of a major new initiative that will use an infusion of new legislative funds, private funds, and redirected college resources to revitalize this highly respected school.

The successful candidate must have a record of outstanding scholarship in media law and teaching, and/or substantial professional experience and national prominence in the field of media law. The holder of the Silha Professorship will be expected to lead a program of research, teach undergraduate and graduate courses, advise graduate and undergraduate students, maintain ties to the professional community, and serve on appropriate committees. Candidates must show evidence of teaching effectiveness or strong promise of excellence in teaching. Earned doctorate or law degree required.

To apply, send letter of application, current resume or curriculum vitae, and samples of research and/or a narrative statement on research goals and plans. In addition, please provide names and addresses of three references who would be willing to write letters of recommendation.

Applications will be reviewed beginning February 1, 1999. Position is open until filled.

Submit application to:

Mary Achartz, staff to SJMC Search Committee
School of Journalism and Mass Communication
University of Minnesota
111 Murphy Hall
206 Church St. SE
Minneapolis, MN 55455

THE UNIVERSITY OF MINNESOTA IS AN EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER

Social Work Tenure Track

West Chester University

West Chester University of Pennsylvania's Department of Social Work seeks applicants for a tenure track Assistant Professor in the BSW/MSW Program available Fall, 1999. Successful candidates will teach primarily in the graduate program, research and community practice and other areas as needed. Experience teaching in a combined BSW/MSW Program is preferred. Other responsibilities include student advising, committee assignments, field liaisoning, scholarly activities, i.e., conference presentations, publications, research, and community service. Appointee will be expected to contribute to the further development of the MSW program.

Requirements include: (a) Three years post MSW social work practice experience; (b) Eligibility for PA licensure as a social worker; (c) Ph.D. or DSW; (d) Ability to provide leadership in the research sequence; (e) Graduate teaching experience in accredited social work department. Finalists must successfully complete interview and/or teaching demonstration.

Submit letter of interest, curriculum vitae, graduate transcripts, and three letters of recommendation to: Dr. Larry Ortiz, Search Chair, Dept. of Social Work, West Chester University, West Chester, PA 19383. Review of applications will begin immediately and continue until the position is filled. For more information, call 610-436-2527. AA/EOE. Women and minorities are encouraged to apply.

Bates | College

Bates College invites applications and nominations for the position of Vice President for Academic Affairs and Dean of Faculty; the appointment will begin July 1, 1999.

The chief responsibility of the VPAA/DOF is to foster vigorous and creative teaching, scholarship and learning at the College. The VPAA/DOF is second in authority to the President and is the College's chief academic officer; oversees the personnel processes of the faculty, including hiring, reappointment and promotion; has administrative responsibility for the College Library, Information Services, the Writing Center, the Athletic Department, the College Museum and the Registrar's Office, as well as the academic departments and programs; and is a partner to the President in strategic and long-range planning. The duties of the office are shared with an Associate Dean, who is recommended for appointment by the VPAA/DOF from the ranks of the faculty.

The VPAA/DOF must be a strong intellectual and administrative leader. Candidates should have a distinguished record of academic teaching and scholarly accomplishments, sufficient to be appointed with tenure, as well as a commitment to diversity and Affirmative Action.

Salary is commensurate with qualification and experience. Review of nominations and applications will begin January 11, 1999, and continue until a selection has been made.

Please send nominations or application with curriculum vitae, to:

Chair, VPAA/DOF Search Committee
c/o Secretarial Services
2 Andrews Road, 7 Lane Hall
Bates College
Lewiston, ME 04240

The search is being assisted by A.T. Kearney, Inc. Inquiries regarding the search may be directed to Shelly Weiss Storbeck, Managing Director and Vice President, A.T. Kearney, Inc., at 703/739-4613 (fax: 703/518-1782) or shelly.storbeck@atkearney.com.

Bates College is a private, highly selective, residential, co-educational undergraduate institution located in central Maine, 140 miles north of Boston and 35 miles from Portland, Maine. The College enrolls approximately 1600 undergraduate students and has a faculty of nearly 160 FTEs. Bates is recognized among the nation's leading colleges of the liberal arts and sciences, and emphasizes academic excellence, quality teaching, scholarship and an egalitarian tradition.

Visit our web page at: **http://www.bates.edu**

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

COLUMBIA UNIVERSITY

Faculty Positions Available

The Graduate School of Architecture, Planning, and Preservation is seeking candidates for two or three positions in its architecture programs (rank open). Responsibilities will include teaching, scholarship, and administration, including possibly serving as Director of the Advanced Architecture Studios. Professional and/or teaching experience is required. The emphasis will be on Architectural Design and/or Urban Design, with the ability to teach a seminar/lecture on Architectural History/Theory or Building Technologies. Candidates must hold a Master of Architecture or the equivalent.

Applicants should respond with a letter of interest, curriculum vitae, illustrations or work a writing sample not exceeding 35 pages, and names and addresses of three references. Review of applications will take place upon receipt and will continue until candidates are chosen.

Material should be sent to

Bernard Tschumi, Dean
Graduate School of Architecture, Planning,
and Preservation
Columbia University
402 Avery Hall
1172 Amsterdam Avenue
New York, NY 10027

Columbia University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

College of Nursing

Anticipated Faculty Positions for Fall 1999

With a tradition of excellence and leadership in research and nursing education, we invite applications for Full-time Faculty for Fall 1999.

Women's Health-Maternal Child Care
Pediatrics
Adult-Aged Adult Health
Psychiatric-Mental Health
Community Health

Tenure-track and clinical track positions available. Doctorally prepared nurse practitioners preferred. A doctorate is required for tenure-track positions and to be eligible for appointment to all professonal ranks.

Highly competitive salary and comprehensive benefits package.

The College of Nursing at Rutgers, The State University of New Jersey, has over 600 students on four campuses, and offers the Baccalaureate, Master's and Ph.D programs. The College is committed to providing quality education in a diverse, scholarly, supportive, and caring environment.

To apply, send letter of application, Curriculum Vitae, and letters of reference to:

Dr. Noreen Cerino
Associate Dean, Administration
College of Nursing
180 University Avenue, Newark, NJ 07102

Visit our web site
at http://nursing.rutgers.edu/nursing/

CAL POLY
POMONA

TENURE-TRACK FACULTY POSITIONS CIVIL ENGINEERING ELECTRICAL ENGINEERING AND ENGINEERING TECHNOLOGY

(See http://www.ent.csupomona.edu/)

The College of Engineering at California State Polytechnic University, Pomona, is seeking applicants for tenure-track positions at the assistant or associate professor level, to begin in Fall 1999. The college serves approximately 3700 students in masters and bachelor degree programs in 13 disciplines. The college is first and foremost teaching institution known by a faculty recognized as being both excellent teachers and experienced practitioners in the engineering profession.

The Department of Civil Engineering is seeking applicants for one position in the area of Structural Engineering. Minimum qualifications: a Bachelor of Science degree in Civil Engineering, a Ph.D. in structural engineering, and a minimum of two years of full-time structural engineering experience after the bachelors degree. University teaching experience and California CE registration are desirable.

The Department of Electrical and Computer Engineering is seeking applicants for four positions with expertise in communications, computer engineering, and VLSI design. Minimum qualifications: either **(1)** a Ph.D. in electrical engineering (or related area) with either acceptable applied research or a minimum of 1 year related industrial experience, or **(2)** a masters in electrical engineering (or related area) with a minimum of five years of related industrial experience.

The Department of Engineering Technology is seeking applicants for two positions with expertise in electronics and computer engineering technology **(ECET)**, and construction engineering technology **(CET)**. Minimum qualifications for the **ECET** position: a bachelors and masters degree in electrical engineering (or closely related field), at least three years industrial experience, with expertise in circuit analysis, analog and digital electronics, computer literacy, microprocessors, C programming, communications and control systems. Minimum qualifications for the **CET** position: a bachelors and masters degree (from an ABET/ACEE accredited program) in construction engineering/management (or closely related field), at least three years relevant industrial experience, with expertise in engineering fundamentals and in materials, estimating, accounting, inspection, safety, equipment, contracts and specifications.

As part of the application process, finalists for all positions are expected to give presentations that demonstrate technical expertise and excellent communication skills, and to demonstrate a commitment to undergraduate and graduate teaching. New faculty are expected to participate in professional, program, and college enhancement activities, work with others in a collegial manner, and be responsive to the educational equity goals of the university and its ethnic diversity and international character.

To be considered for a position, individuals must submit **(1)** a completed application form, **(2)** a curriculum vitae, **(3)** an official transcript showing highest degree earned (from an accredited educational institution), and **(4)** a minimum of three recent (within the past two years) letters of reference and two additional referenced with phone numbers. Initial reviews of applications will begin February 1, 1999, and each search will continue until the pertinent position is filled. Materials submitted by the candidate will be available for examination by all tenured and probationary faculty of the pertinent department. Please request application packages from:

Civil Engineering: Dr. R. Carlyle, Chair, Dept. of Civil Engg., (909) 869-2488, e-mail: **rlcarlyle@csupomona.edu.**
Electrical and Computer Engineering: Ms. S. Moore, Dept. of Electrical and Computer Engg., (909) 869-2511, e-mail: **semoore@csupomona.edu.**
Engineering Technology: Ms. M. Knight, Dept. of Engineering Technology, (909) 869-2493, e-mail: **maknight@csupomona.edu.**

California State Politechnic University, Pomona, 3801 W. Temple Ave., Pomona, California, 91768.

California State Politechnic University, Pomona, is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, handicapped, marital status, age, religion, or veteran status. The University hires only individuals lawfully authorized to work in the United States, and is smoke free.

SANTA MONICA COLLEGE

Santa Monica Community College is currently accepting applications for the following full-time tenure-track faculty positions for Fall 1999 and one (1) administrative position:

Administrative Position:

DIRECTOR, STUDENT CENTERS

Deadline to apply: 04/30/99

FACULTY POSITIONS AND CLOSING DATES

Human Anatomy-03/26/99; **Physical Anthropology**-04/30/99; **Acquatics (Swim Coach)**-03/19/99; **Architecture**-03/26/99; **General Biology**-03/12/99; **Chemistry**-03/19/99; **Child Development**-04/02/99; **Computer Applications** (2)-04/23/99; **Computer Science (Programming)**-04/23/99; **Cosmetology**-03/19/99; **Counselor (African American Center)**-02/26/99; **Counselor (CalWORKs)**-03/12/99; **Counselor (Disabled Student Center)**-04/09/99; **Counselor (EOPS)**-03/12/99; **Counselor (Transfer Center)**-02/26/99; **Disabled Students (High Tech Center)**-04/09/99; **English Composition/Literature** (2)-03/05/99; **ESL (Vocational)**-02/26/99; **United States History**-03/19/99; **Human Development**-04/02/99; **Journalism**-03/19/99; **Librarian (Collection Development)**-03/26/99; **Mathematics**-Cross Level (2)-03/19/99; **Mathematics (Statistics)**-03/05/99; **Music (Appreciation/Theory)**-04/30/99; **Philosophy**-03/26/99; **Physics**-04/02/99; **Political Science**-03/05/99; **Psychology**-03/12/99; **Public Safety**-04/30/99; **Spanish**-03/05/99; **Speech** (2)-03/26/99; **Theatre Arts**-03/12/99

Salary range is $34,184-$70,330 for faculty positions. The salary range for the administrative position is $81,918-$87,948. For a complete job description and a district application, please contact **the Office of Academic Personnel, Santa Monica Community College District, 1900 Pico Blvd., Santa Monica, CA 90405, (310) 434-4336 (24hr. employment information line)**, AA/EOE

UNIVERSITY OF MINNESOTA

Cowles Chair of Media Management and Economics

The University of Minnesota School of Journalism and Mass Communication seeks applications and nominations for a nationally-known media scholar or senior-level media manager or economist to assume the endowed Cowles Chair of Media Management and Economics. This is a full-time, nine-month tenured position at the rank of professor, beginning fall term, 1999.

The Cowles Chair will be an integral part of a major new initiative that will use an infusion of new legislative funds, private funds, and redirected college resources to revitalize this highly-respected School.

The successful candidate must have a record of outstanding scholarship in media management or media economics research and teaching, or a substantial (at least 5 years) senior management experience and innovative national leadership in a media industry. Bachelors degree is required.

Send letter of application, current resume or curriculum vitae, samples of research and/or a narrative statement on research goals and plans, and an evaluation of teaching performance if available. In addition, please provide names and addresses of three references who would be willing to write letters of recommendation.

Applications will be reviewed beginning February 1, 1999. Position is open until filled.

Submit application to:

Mary Achartz, staff to Cowles Search Committee
School of Journalism and Mass Communication
University of Minnesota
111 Murphy Hall
206 Church St. SE
Minneapolis, MN 55455

THE UNIVERSITY OF MINNESOTA IS AN EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER

624

ASSISTANT DIRECTOR FOR TRAINING AND DEVELOPMENT

Under the supervision of Director of Human Resources, position will work in concert with various committees and commissions to plan, develop, implement, and evaluate a comprehensive training and development program for College employees.

QUALIFICATIONS: Master's Degree required (graduate coursework in training and development is preferred as well as experience in developing, implementing, and assessing employee training and development programs); excellent written and oral communication skills required; ability to interface and work collaboratively with various departments and groups is essential; progressively responsible experience in Human Resources office highly desirable.

APPLICANTS must submit completed application, resume, letter of interest, (3) letters of reference, and official degree transcripts by February 12, 1999 for full consideration.

CONTACT Human Resources at (847) 543-2065 for application/information. TDD# (847) 223-5615.

COLLEGE OF
LAKE COUNTY
19351 W. Washington Street
Grayslake, IL 60030-1198

The College is an Equal Opportunity/Affirmative Action Employer which highly encourages the application of women, minorities, and persons with disabilities.
Visit our website at http://www.clc.cc.il.us/

DEAN, SCHOOL OF EDUCATION
THE CITY COLLEGE OF NEW YORK

The School of Education at CCNY, a unit of the College of Liberal Arts and Science, offers programs leading to B.S. Ed., M.A. Ed., M.S. Ed. and Advanced Certificates in many fields, involving over 800 undergraduate and 2000 graduate students.

The Dean, who reports to the Provost, must demonstrate strong communication skills and a strong commitment to excellence in the preparation of practitioners and scholars in the field of education and provide leadership in working with appropriate agencies to ensure accreditation and licensure.

The successful candidate will have a distinguished record of accomplishment in educational practice, research, grantsmanship and policy, demonstrated excellence in leadership and administrative skills at the departmental level or higher, an earned doctorate, and qualify for the rank to Tenured Professor. The salary range is $92,904-$112,602.

The review will begin February 15, 1999 and continue until the position is filled. Applications and letters of nomination and at least five references should be sent to:

Chair, Search Committee for the Dean of Education,The Office
of Affirmative Action, Harris 412A
The City College of New York
138th Street and Convent Avenue
New York, NY 10031

For additional information, see **http:\\www.ccny.cuny.edu** or request from the Chair. An AA/EO Employer. M/F/D/V.

Behavioral Scientist/ Health Educator

An open rank search has been initiated for a state-funded, tenured/tenure-track Behavioral Scientist/Health Educator faculty member at the Piscataway campus of the University of Medicine and Dentistry of New Jersey - School of Public Health (UMDNJ-SPH). The successful candidate must possess a doctoral degree in behavioral science, education or public health with at least one degree in health education; Certified Health Education Specialist (CHES) preferred. Evidence to publish scholarly work and obtain external support for research must be provided and leadership in the profession must be demonstrated. Responsibilities of the position include teaching at the graduate level, student advisement, research and community service. Excellent opportunities are available for interdisciplinary collaboration with faculty within the School, as well as with faculty based at one of the other 7 UMDNJ Schools. Primary appointment will be in the Division of Health Education and Behavioral Science, UMDNJ-School of Public Health, Piscataway with a joint appointment in the Department of Environmental and Community Medicine at UMDNJ-Robert Wood Johnson Medical School. They may be eligible for appointments at the Environmental and Occupational Health Sciences Institute (EOHSI), the Cancer Institute of New Jersey (CINJ), or the National Institute of the Environmental Health Sciences, Center of Excellence.

The Piscataway/New Brunswick Program of the UMDNJ - School of Public Health, formed in conjunction with Rutgers University, is an expansion of the fully accredited New Jersey Graduate Program in Public Health, which was established in 1983. The UMDNJ - School of Public Health confers the MPH, PhD, and DrPH degrees.

Applicants should send a curriculum vitae, a short statement of research plans, and the names and addresses of references, to: **George G. Rhoads, M.D., M.P.H., EOHSI, 170 Frelinghuysen Road, Room 234, Piscataway, NJ 08854.** The UMDNJ - School of Public Health is an Affirmative Action/Equal Opportunity Employer, m/f/d/v, and a member of the University Health System of New Jersey. Visit our website at: **http://www.umdnj.edu**

UMD
NEW JERSEY

CALIFORNIA COMMUNITY COLLEGE
FULL TIME INSTRUCTOR POSITIONS

NAPA VALLEY
COLLEGE

- Accounting
- Administration of Justice
- Child & Family Studies
- Computer Studies
- English Composition
- Mathematics
- Nursing - Medical-Surgical/Pediatric
- Psychology

Tenure track positions responsible for teaching all courses in identified curriculums. Administration of Justice requires bachelors degree and two years experience or associate degree and six years experience. All others require subject matter masters degree or equivalent. All openings require demonstrated experience working with individuals from diverse backgrounds. $32,789-$60,068. Initial salary placement for all positions commensurate with education and experience according to salary placement guidelines. Extensive fringe benefit package. Start fall semester, August 13, 1999. For application packet contact:

Office of Human Resources
Napa Valley College
2277 Napa-Vallejo Highway
Napa, CA 94558
(707) 259-8020 (voice mail)

FILING DEADLINE FRIDAY, FEBRUARY 26, 1999

Situated in the heart of California's wine country, the college is located 50 miles northeast of San Francisco and serves more than 10,000 students overall.

An Equal Employment Opportunity/Affirmative Action Employer, the college maintains a drug-free workplace and requires that employees abide by that policy.

625

RIO HONDO COLLEGE

Whittier, CA. EEO, has the following positions available:

MANAGEMENT

- *Deputy Superintendent/Vice President of Student Learning and Success*
  Closing Date: 2-25-99
- *Executive Dean of Institutional Planning and Effectiveness*
  Closing Date: 2-22-99
- *Dean of Business and Technology*
  Closing Date: 2-22-99
- *Dean of Arts and Cultural Programs*
  Closing Date: 3-1-99
- *Dean of Corporate and Community Development*
  Closing Date: 3-10-99
- *Director of Student Activities*
  Closing Date: 3-4-99
- *Director of Upward Bound*
  Closing Date: 3-8-99
- *Director of Facilities Services*
  Closing Date: 2-10-99

FACULTY-TENURE TRACK

- *Computer Science/Information Systems*
  Closing Date: 3-8-99
- *English*
  Closing Date: 3-11-99
- *Psychology*
  ClosingDate: 3-10-99

Call Job Line (562) 692-3677 or (562) 908-3405 H.R.

COLUMBIA UNIVERSITY

Faculty Position Available

The Graduate School of Architecture, Planning, and Preservation is seeking candidates for the position of Assistant or Associate Professor of Urban Planning. Emphasis is on spatial, infrastructure, and development planning and/or housing with ability to teach basic planning theory and methods courses. A master's or doctoral degree in planning or related discipline is required. Membership in relevant professional organizations is desirable. Please indicate experience in teaching, research, and/or professional practice related to urban planning.

Applicants should respond with a letter of interest, curriculum vitae, some examples of work, and names and addresses of three references. Review of applications will take place upon receipt and will continue until a candidate is chosen.

Material should be sent to:

Bernard Tschumi, Dean
Graduate School of Architecture, Planning, and Preservation
Columbia University
402 Avery Hall
1172 Amsterdam Avenue
New York, NY 10027

Columbia University is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

CSU Cleveland State University

Cleveland State University's College of Education invites applications for the following positions effective August 1999:

Assistant Professor of Mathematics Education

Duties to include teaching K-12 methods courses in mathematics education, advising students, and supervising related practicum and field experiences. **TERMS:** Nine-month, tenure-track position. **MINIMUM QUALIFICATIONS:** Earned doctorate in mathematics education or related field, with consideration given to qualified candidates for the doctoral degree. Minimum of three years successful teaching experience in grades K-12 or equivalent. **PREFERRED QUALIFICATIONS:** Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to undergraduate teacher preparation and the use of technology and distance learning in instructional delivery. Evidence of scholarly activity/potential and/or prior university teaching experience. **SEARCH COMMITTEE:** *Please address all correspondence regarding this opening to: Mathematics Education Search, Department of Specialized Instructional Programs, 1319 Rhodes Tower.*

Assistant Professor of Reading and Language Arts Education

Duties to include teaching undergraduate and graduate courses in literacy foundations, emergent literacy, language arts methods, content area reading, phonics, and/or the assessment and evaluation of literacy development; advising students; and supervising related practicum and field experiences. **TERMS:** Nine-month, tenure-track position. **MINIMUM QUALIFICATIONS:** Earned doctorate with a graduate degree in literacy or related field. Consideration given to qualified candidates for the doctoral degree. Minimum of three years successful preK-12 teaching experience or equivalent. **PREFERRED QUALIFICATIONS:** Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to undergraduate teacher preparation, the use of technology and distance learning in instructional delivery, and working with diverse populations. Evidence of scholarly activity/potential and/or prior university teaching experience. **SEARCH COMMITTEE:** *Please address all correspondence regarding this opening to: Reading/Language Arts Search, Department of Specialized Instructional Programs, 1319 Rhodes Tower.*

Associate Professor of Reading and Language Arts Education

Duties to include teaching undergraduate and graduate courses in literacy foundations, emergent literacy, language arts methods, content area reading, phonics, and/or the assessment and evaluation of literacy development; advising students; and supervising related practicum and field experiences. **TERMS:** Nine-month, tenure-track position. **MINIMUM QUALIFICATIONS:** Earned doctorate in literacy or related field. Minimum of three years successful preK-12 teaching experience. Evidence of scholarly activity and prior university teaching experience to qualify for appointment at the rank of associate professor. **PREFERRED QUALIFICATIONS:** Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to undergraduate teacher preparation, the use of technology and distance learning in instructional delivery, and working with diverse populations. **SEARCH COMMITTEE:** *Please address all correspondence regarding this opening to: Reading/Language Arts Search, Department of Specialized Instructional Programs, 1319 Rhodes Tower.*

Assistant Professor of Teaching English to Speakers of Other Languages (TESOL)

Duties to include teaching undergraduate and graduate courses in TESOL theory and methods, introductory survey courses on diversity in education, and/or methods courses in foreign language education; advising students; and supervising related practicum and field experiences. **TERMS:** Nine-month, tenure-track position. **MINIMUM QUALIFICATIONS:** Earned doctorate in TESOL or related field, with consideration given to qualified candidates for the doctoral degree. Minimum of three years successful teaching experience in grades K-12 or equivalent. **PREFERRED QUALIFICATIONS:** Strong background in linguistics and/or foreign language education. Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to working with diverse populations and the use of technology and distance learning in instructional delivery. Evidence of scholarly activity/potential and/or prior university teaching experience. **SEARCH COMMITTEE:** *Please address all correspondence regarding this opening to: TESOL Search, Department of Specialized Instructional Programs, 1319 Rhodes Tower.*

Assistant Professor of Urban Teacher Education

Duties to include teaching undergraduate courses in curriculum design and classroom management, introductory survey courses on diversity in education, and discipline-specific content area methods courses; advising students; and supervising field experiences. **TERMS:** Nine-month, tenure-track position. **MINIMUM QUALIFICATIONS:** Earned doctorate in teacher education, educational studies, or related field, with consideration given to qualified candidates for the doctoral degree. Minimum of three years successful teaching experience in grades K-12 or equivalent. **PREFERRED QUALIFICATIONS:** Expertise in one or more of the following areas: art, English/language arts, foreign language, mathematics, science, or social studies education. Significant professional and/or academic experience in multicultural, urban educational settings. Demonstrated commitment to middle childhood education, undergraduate teacher preparation, and issues of urban and/or multicultural education. Teaching experience in grades four through nine. Evidence of scholarly activity/potential and/or prior university teaching experience. **SEARCH COMMITTEE:** *Please address all correspondence regarding this opening to: Teacher Education Search, Department of Specialized Instructional Programs, 1319 Rhodes Tower.*

ADDITIONAL RESPONSIBILITIES: In addition to the specific duties associated with each listing, all successful candidates for the tenure-track positions are expected to conduct research; pursue publication and external funding; contribute to the College's doctoral program in urban education; and provide service to professional associations, the University, and the local community.

SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of instructor, assistant, or associate professor. All nine-month, tenure-track positions include a competitive benefits package and possible summer appointment, if desired.

APPLICATION DEADLINE AND PROCEDURE: All positions listed are open until filled. Review of applications will begin on January 19, 1999. To apply, please send a letter of interest, curriculum vitae, three letters of reference, and copies of graduate transcripts c/o the appropriate search committee, **Cleveland State University, Euclid Avenue at East 24th Street, Cleveland, OH 44115-2440.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

ECC ELGIN COMMUNITY COLLEGE

VICE PRESIDENT OF FINANCE AND ADMINISTRATION

$68,959-$97,963

As the College's chief fiscal officer is responsible for all budgeting and advises the President, as well as being a member of the President's Cabinet. Duties include coordinating all purchasing; auxiliary enterprises; physical plant, preparation of financial reports and analyses; telecommunications and data processing, payroll, assurance of adequate insurance coverage for the College as well as campus security and inventory control. Master's degree in appropriate discipline required, minimum of seven years proven experience in finance, budgeting and supervision; an understanding of budgeting in the context of nonprofit and state budgeting system and auxiliary enterprises and the ability to define goals and priorities clearly. If interested submit resume, copy of transcripts and the names and telephone numbers of three references by January 27 to **Peg Gorman, Director Human Resources, Elgin Community College, 1700 Spartan Drive, Elgin, IL 60123.** *ECC is an EOE/AA employer.* **http://www.elgin.cc.il.us**

DEAN

Graduate College of Education

- The University of Massachusetts Boston invites applications and nominations for the Dean, Graduate College of Education. One of five campuses that make up the state university system, UMass Boston has a strong urban mission that provides the focus for its nearly 100 programs, in which 12,000 culturally and racially diverse students work toward baccalaureate, master's or doctoral degrees.

The Graduate College of Education was established in 1989 and is growing vigorously. A strong educational community, it enrolls approximately 1,000 students, and comprises master's programs in counseling, school psychology, instructional design, teacher preparation, special education, critical and creative thinking, and administration; doctoral programs in educational leadership; an undergraduate teacher education program, and several institutes and centers for research and service to the urban community. The college is currently preparing for its initial NCATE accreditation review.

The new Dean will provide leadership for the college's continuing progress in:

- strengthening its academic programs through collaborations with other units on campus and across the university system, area schools, networks of teachers and administrators, community agencies and other institutions of higher education;
- preparing competent, caring educational professionals, who can be strong advocates for children, families and urban public education;

Will also have a strong commitment to:

- increasing the cultural and ethnic diversity of the college's students and faculty;
- supporting faculty development in research and teaching;
- working cooperatively and productively with public policy makers, elected officials, other educators and administrators, community agencies and service providers, to effect innovative solutions to the problems of contemporary public urban education;
- being an articulate advocate in the public arena for public education and high quality professional preparation programs.

The successful candidate will ordinarily have an earned doctorate; a distinguished record in research, teaching, and service and significant experience in public education, and multicultural, urban environments. Salary commensurate with experience and qualifications. Application review will begin immediately and continue until the position is filled. Please send a cover letter, curriculum vitae, and names, addresses and telephone numbers of three references to: **Office of Human Resources, Search 340-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer. For more information on the University see our website at www.umb.edu.

UMass Boston

Peralta Community College District

INSTRUCTOR POSITIONS

College Nurse
Laney College,
Closes 2/10/99

DSP&S Counselor
Geology Instructor
Merritt College,
Closes 2/10/99

Mexican/
Latin American Studies
Air Conditioning & Refrigeration
Welding
Laney College,
Closes 2/11/99

Librarian
Merritt College,
Closes 2/11/99

Assistant Dean of Instruction (Humanities)
Merritt College,
Closes 1/21/99

Fully paid fringe benefits program (holidays, sick leave, medical, dental, etc.) For information, contact Peralta Community College District Personnel in **Oakland, CA**

(510) 466-7297

www.peralta.cc.ca.us

AA/EOE

AMHERST COLLEGE

DEAN OF ADMISSION AND FINANCIAL AID

Amherst College invites applications and nominations for the position of Dean of Admission and Financial Aid. The preferred starting date is July 1, 1999. The Dean reports to the President of the College and administers the College's admission and financial aid activities in collaboration with the Director of Admission and the Director of Financial Aid. The Dean leads a professional and support staff of approximately twenty-five persons. He or she is responsible for all policy development, strategic planning, program analysis, operational activities, communications and external relations, and personnel administration involved in the admission and financial aid processes. The Dean is also expected to facilitate regular consultation with the Faculty Committee on Admission and Financial Aid and the larger Amherst College community.

The successful candidate will have demonstrated experience in educational institutions, commitment to the goals of a demanding liberal arts education; excellent interpersonal and communication skills; administrative ability; strong analytical skills; and the ability to represent the College effectively.

Amherst College is a highly competitive, independent liberal arts college of some 1600 men and women. Situated in the Connecticut Valley of Western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Letters of application or nomination; the names and addresses of three persons willing to write on the candidate's behalf; and a current curriculum vitae should be sent to: **Professor Walter Nicholson, Chair, Admission Search Committee, Box 2204, Amherst College, Amherst, MA 01002-5000.** The Committee will begin considering candidates on February 1, 1999. Applications will be accepted until the position is filled. Inquiries should be addressed to Search Committee by regular mail or by e-mail at **admissionsch@amherst.edu.**

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

BLOOMSBURG UNIVERSITY

Instructor/Assistant Professor I Rank

The Mass Communications Department is seeking to fill one tenure track position in telecommunications, with experience in television news/production for Fall 1999. The candidate will also be expected to be active in teaching in the departmental core and in advising students.

Ph.D. in appropriate field or equivalent work experience preferred. ABD required. Evidence of successful teaching and potential for research and/or creative production required. Demonstrated ability to work with diverse populations required.

Finalists for this position must communicate well, successfully complete an interview and a teaching demonstration, and gain recommendation by majority of regular, full-time faculty.

Send letter of application, copies of transcripts, resume, and names of three persons familiar with your work to

Search and Screen Committee Chair
AA27-7-127
Department of Mass Communications
Bloomsburg University
Bloomsburg, PA 17815-1301

For full consideration, applications must be received by February 2, 1999.

AA/EOE.

For more information about the department, please visit our website at

http://hubble.bloomu.edu/~masscomm/

DIRECTOR

MASTER OF ARTS IN LIBERAL STUDIES

Skidmore College invites applications for the position of Director for its External Master's Program. The non-residential MALS program features interdisciplinary learning and flexible, individualized curricula. Skidmore's only graduate degree program, patterned after its undergraduate University Without Walls program and building upon its Liberal Studies curriculum, provides the opportunity for non-traditional students, primarily working adults, to earn the Master's degree. Reporting to the Dean of Special Programs and overseeing a small professional staff, the Director is responsible for the academic leadership and general administration of the MALS program. A personalized program of approximately 70 students, MALS is a self-supporting Special Program of the College.

The successful candidate will have a Doctorate, preferably in one of the liberal arts disciplines, and successful teaching and administrative experience in higher education. He or she will demonstrate exceptional skills in leadership, communication with diverse groups, curricular design, fiscal management and education administration. The successful candidate will be a person of integrity, vision, creativity, enthusiasm and commitment. Experience with graduate, interdisciplinary and non-traditional education is desirable. A good sense of humor is required.

Screening of applicants will begin January 27, 1999 and continue until an appropriate candidate is found. Anticipated starting date is June 1, 1999.

Applications should be sent to: **Donald J. McCormack, File #52, Skidmore College, 815 North Broadway, Saratoga Springs, New York 12866.**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

Visit our website at http://www.skidmore.edu

SKIDMORE
COLLEGE

San José State
UNIVERSITY

UNIVERSITY LIBRARIAN

San José State University invites applications and nominations for University Librarian.

The successful candidate will provide the University with strong and imaginative leadership in the areas of collections, library services and effective management of about 75 professional librarians and paraprofessional staff. The University Librarian is responsible for creating strong community ties and pursuing external funding. The University Librarian will also have a major role in the proposed Joint Use Library with the City of San José expected to open in the year 2004. Candidates should have a commitment to diversity. The full printed text of the position announcement is available by writing the address below, on the San José State University website (http://www.sjsu.edu/depts/HR/opp.htm), or by emailing provost@sjsu.edu; it is available in alternative formats to accommodate disability by calling (408) 924-2400. Candidates should send a letter of application, a complete curriculum vitae, and a list of five references to the address below. The screening process will begin February 15, 1999 and applications must be received by that date in order to receive consideration. The position is available July 1, 1999, with the exact date of appointment negotiable. Address all correspondence to **University Librarian Search Committee, c/o Office of the Provost, San José State University, One Washington Square, San José, CA 95192-0020**

San José State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran or Vietnam veteran status. San José State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

USF ***University of South Florida***

The University of South Florida invites nominations and applications for the position of

Dean and Executive Officer of the USF Lakeland Campus

USF is a comprehensive, metropolitan, Research University I serving over 34,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. The University offers degree programs in 79 undergraduate disciplines, 89 master's and specialist programs, and 26 doctoral programs, including the MD. The faculty numbers over 2,000.

The Lakeland Campus of USF is shared with Polk Community College, a state-supported 2-year institution. The Lakeland Campus is slated for significant growth in the next decade. The Campus is designed to provide not only traditional classroom instruction but also to encompass advanced educational technologies. USF Lakeland presently offers undergraduate degree programs in Business, Criminology, Interdisciplinary Social Sciences, Education and Engineering. Graduate programs are offered in Education, Engineering, Criminology, and Public Administration. The Lakeland Campus serves an area of high growth and plays an important role in retaining and attracting industries to the area by providing highly skilled professionals.

POSITION AND QUALIFICATIONS

The person filling this position will be the chief academic and administrative officer for all USF operations in Lakeland. The Dean and Executive Officer will be responsible for academic programs, student affairs, business operations, administrative and academic support services, advancement, and coordination of physical plant including facilities planning. The Dean and Executive Officer will report to the Provost and Executive Vice President and be a member of the University Council of Deans, a policy advisory body to the Provost. Candidates seeking this position must have a strong record in teaching and scholarship and possess academic credentials (including an earned doctorate) appropriate to appointment at the rank of Professor with tenure within a discipline at USF. An established record of accomplishment in academic administration at the level of department chair or above is required. Preference will be given to candidates with experience in academic planning, academic advising, admissions, budgeting, fund raising, and grantsmanship. Candidates should be student oriented; have a strong commitment to the principles of faculty governance; possess strong interpersonal skills; and be a consensus builder in interactions with academic, business and community constituencies.

ABOUT THE COMMUNITY

Nestled amid sparkling blue lakes and ringed by fragrant citrus groves, Lakeland is a vibrant community on the move. It boasts a booming economy, strong economic development resources, an excellent transportation system and a prime location in the heart of Central Florida. Lakeland is located only forty-five minutes from both Tampa and Orlando. Situated within fast-developing Polk County, this thriving city of 76,000 residents is a perfect place for exceptional business and educational opportunities. Lakeland is also a terrific place to live with an average annual temperature of 75 degrees.

Application Process

Send letters of application or nomination to:

Dr. John Belohlavek
Chair, Lakeland Search Committee
Office of the Provost and Executive Vice President
University of South Florida
4202 E. Fowler Avenue, ADM 226
Tampa, FL 33620

Letters of application should be accompanied by a curriculum vitae and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.
The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

Applications must be received no later than 5:00 p.m. EST February 15, 1999.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Ms. Ly Nguyen at (813) 974-8394 or TDD (813) 974-1510 at least five working days in advance of need.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UW-L

University of Wisconsin La Crosse

Developing Minds for the 21st Century

University of Wisconsin-La Crosse

Founded 1909

Provost/Vice Chancellor for Academic Affairs

The University of Wisconsin-La Crosse seeks nominations and expressions of interest for the position of Provost/Vice Chancellor for Academic Affairs, a position now available as our distinguished Provost/Vice Chancellor has moved to a University presidency.

For a full position description and qualifications visit our web-site:
www.uwlax.edu/vacancies/index.html

WHY UW-LA CROSSE?
CONSIDER THE FOLLOWING:

BRIGHT AND TALENTED STUDENTS

- First-year students rank first among the UW System comprehensive schools in ACT scores and class rank
- 1998-twenty-five percent in the top 10% of their high school classes
- Sixty-two percent in the top quarter of high school classes

A BROAD ARRAY OF HIGH QUALITY AND PROGRESSIVE PROGRAMS

- 69 undergraduate majors in four academic units
- 21 graduate majors
- New programs are under development in management information systems, software engineering, athletic training, and international business

WE VALUE DIVERSITY

- UW-La Crosse believes that diversity is a cornerstone in building academic excellence as evidenced in our aggressive participation in implementing UW-System's Plan 2008
- In that spirit, UW-L actively seeks to recruit and retain an ethnically and racially diverse faculty and student body

A REGIONAL UNIVERSITY WITH A GLOBAL PERSPECTIVE

- Students from 42 countries
- Partner universities in Latin America, China, Russia, Europe, and Australia
- Planning and development of new International Center

QUALITY OF LIFE

- La Crosse is located between rock-faced bluffs to the east and the Mississippi River to the west
- La Crosse residents enjoy one of the highest qualities of life in the United States, supported by world class medical institutions, fine schools, and four-season recreation
- Nineteenth century downtown business district, active cultural calendar, and affordable housing
- La Crosse is on direct transportation routes between Chicago, Milwaukee, Madison and Minneapolis-St. Paul. It is served by Amtrak, I-90 and air connective service (American, Northwest, Skyway) to Chicago, the Twin Cities and Milwaukee

Visit La Crosse, WI: www.la-crosse.wi.us

REQUIRED QUALIFICATIONS

- An earned doctorate or other terminal degree
- At least five (5) years of academic leadership experience as a Dean, Academic Vice President, or other senior administration
- A distinguished record of performance as a faculty member whose teaching and scholarship records are appropriate for an appointment as a tenured full Professor in one of the University's academic departments

For other desired qualifications, full position description, and application procedures visit:
www.uwlax.edu/vacancies/index.html

SEND INQUIRIES AND APPLICATIONS TO:

Dr. Dorothy Zeisler-Vralsted, Chair, Provost/Vice Chancellor Search Committee, c/o Diane Jorstad, Human Resources, 144 Graff Main Hall, University of Wisconsin-La Crosse, La Crosse, WI 54601

Phone: 608/785-8640 FAX: 608/785-8525

UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process please contact Dr. Zeisler-Vralsted to make appropriate arrangements.

GRINNELL COLLEGE

Instructional Multimedia Technology Specialist in the Humanities (Non-Fine-Arts)

Grinnell College is a highly selective, small liberal arts college, with a national reputation and student body. As part of our commitment to academic and pedagogical excellence we are enhancing our support for faculty seeking to integrate technology into their teaching. With the initial support of the Mellon and Culpeper Foundations, we are hiring technology specialists to work with faculty in specific disciplinary areas. The position advertised here will support the Humanities faculty in the following fields: Literature, Languages (Ancient and Modern), Philosophy, and Religious Studies.

RESPONSIBILITIES: The instructional multimedia technology specialist (IMTS) in the Humanities (non-fine-arts) will work together with the associate dean of the college, the director of computer services, and the other three IMTS's(social studies, science, and fine arts) to encourage, develop, and support faculty projects using multimedia and information technology in classroom teaching. The IMTS's work directly with faculty to identify new areas for application of multimedia and information technology to instructional purposes and assist faculty as they integrate this technology into the curriculum. They train, consult, and assist faculty and staff in their efforts to create material for use on the campus WWW server and within the local network, at times in collaboration with library staff. Each IMTS actively researches and tests new uses of technology specific to the pedagogical goals of individual departments and faculty members in his or her area, and may hire, train, and supervise student employees in support of ongoing faculty projects.

QUALIFICATIONS: A Bachelor's degree with a strong background in a humanities discipline is required. An advanced degree and/or teaching experience in a humanities field preferred. Interest in pedagogical issues and a demonstrable record of experience in using a range of instructional technologies are required.

ALSO REQUIRED: WWW design and HTML authoring background. Experience with networked Windows and Macintosh computers and software, multimedia tools and standards, microcomputer peripherals, and information retrieval using the Internet. Excellent verbal and written communication skills, an ability to convey effectively complex technical concepts to lay persons, and an understanding of the mission of liberal-arts education.

DESIRABLE EXPERIENCE: multilingual computing, digital media capture and editing, desktop publishing and web scripting. Knowledge of some of the following software packages (or comparable applications) a plus: Photoshop, Premiere, SoundEdit, Authorware, Director, PageMill, Powerpoint, Excel, FileMaker. Abilities to work both independently and collaboratively a must.

APPLICATION PROCESS: To be assured of consideration submit a letter of application, a resume, and a list of three employment references to: Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112 by January 29, 1999. The position will remain open until filled.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.

UNIVERSITY OF DETROIT MERCY

DEAN

COLLEGE OF EDUCATION AND HUMAN SERVICES

The University of Detroit Mercy seeks a creative, dynamic academic and administrative leader who is committed to interdisciplinary collaboration, academic excellence and education within the urban context.

The University of Detroit Mercy is Michigan's largest private university offering more than 100 majors and programs in 60 academic fields. Sponsored by the Society of Jesus and the Sisters of Mercy of the Americas, the University has three campuses located in downtown and northwest Detroit.

The University is at an exciting stage in its history. It has forward looking leadership, a growing number of leading edge programs, and the flexibility to adapt quickly to changing challenges and opportunities. There is a primary focus on our teaching mission, and scholarship is encouraged which strengthens our teaching mission. Our faith-based mission encourages a warm embrace of Metropolitan Detroit and its rich diversity. The University offers competitive benefits, release time for special assignments, and a generous paid research leave program. The Detroit area is home to many of the world's largest industrial corporations, and the city has many strong cultural institutions. Graduates of the University and the College are sought after by area, regional, and national employers.

The College of Education and Human Services is part of an urban health education center which focuses on the interdisciplinary preparation of future professionals. The College offers programs in addiction studies, counseling, criminal justice, education, human services, legal administration, security administration, and social work. These programs provide students with the knowledge and skills to address the complex needs of children and families in the 21st century.

Ideally, the Dean of the College should be:

- a visionary with excellent leadership ability who will move the College forward in providing cutting edge programs that will address the needs of an urban based community;
- someone who will effectively represent the College of Education and Human Services throughout the University and surrounding community;
- someone with the skills to cross boundaries in inter-disciplinary collaboration with administrators and faculty in other colleges and schools within the University;
- someone who has a terminal degree in one or more of the disciplines represented in the College or in a closely related area, with teaching experience and inter-professional experience;
- someone who is a solid scholar, well acquainted with the professional areas encompassed by the College and with nontraditional learners;
- someone with exceptional communications skills who will utilize the strengths of the faculty and continue to lead the College in academic excellence and through the various accreditation processes;
- someone with the ability to work in a collective bargaining environment;
- someone who, if not a Jesuit, Mercy, or other religious, has an appreciation of the religious and moral values of this University;
- someone with multi-cultural sensitivity and a commitment to diversity; and
- someone who will provide support to faculty to acquire external resources for the programs of the College.

The salary will be competitive. The Search Committee will begin reviewing nominations and applications on February 1, 1999, and will continue until the Dean has been appointed.

Prospective candidates are asked to send:

1. A letter of interest describing how their experiences and accomplishments match the criteria listed above;
2. A resume or curriculum vita;
3. The names, addresses (including E-mail if possible), and telephone numbers of three or more professional references.

The University of Detroit Mercy is an affirmative action, equal opportunity employer that actively encourages applications, nominations, and expressions of interest from women and persons of color.

Please send nominations or application materials to:

Mr. John C. Thomson
Office of Academic Affairs
University of Detroit Mercy
4001 W. McNichols Rd.
P. O. Box 19900
Detroit, MI 48219-0900

For more info about UDM visit our web page at:
http://www.UDMercy.edu

Queens College

FACULTY DIVERSITY PROGRAM

A liberal arts, co-educational college on a 79-acre campus, Queens College, one of the senior colleges of the City University of New York, offers an outstanding educational opportunity to approximately 18,000 undergraduate day, evening, and graduate students who represent a rich mosaic of ethnic/cultural, economic, and social backgrounds.

The Faculty Diversity Program has as its aim the development of a pool of candidates which will allow Queens College to progress toward greater faculty diversity. Candidates for these openings must have a doctorate (or, in the fields of music and art, a record of exceptional achievement) and potential in teaching and research which will make a significant contribution to Queens College.

Appointment rank and salary depend on qualifications and experience. All Full Professor, Associate Professor, and Assistant Professor ranks are tenure-track positions. Current salary schedules are: Full Professor, $51,861–$80,318; Associate Professor, $41,780–$66,837; Assistant Professor, $32,062–$55,930. Excellent fringe benefits.

Review of resumes will continue as vacancies become available. Closing date for this search is March 16, 1999. Send materials directly to appropriate department chair at Queens College, City University of New York, Box HO, 65-30 Kissena Blvd., Flushing, NY 11367-1597. *AA/EOE/ADA*

Reach for

EXCELLENCE

Assistant Professor in English Education

Plymouth State College, Faculty-in-Residence, Assistant Professor in English Education. One year appointment, renewable for three years, beginning September 1999. ***Qualifications:*** Earned doctorate, publications, and at least three years teaching experience in secondary schools. ***Duties:*** Teaching professional courses and classes in language study, literature and composition; supervising student teachers. **Applications must be received by January 29, 1999.** Please send letter of application, curriculum vitae, and three current letters of recommendation to: **Mary-Lou Hinman, Chair, English Dept., MSC #40, Plymouth State College, 17 High Street, Plymouth, NH 03264.** *Hiring contingent upon eligibility to work in the U.S. PSC is an AA/EEO employer and actively seeks women and minorities.*

Plymouth State College

San Jose State
UNIVERSITY

ASSOCIATE VICE PRESIDENT FOR GRADUATE STUDIES & RESEARCH

San Jose State University invites applications and nominations for the Associate Vice President for Graduate Studies and Research.

The successful candidate will provide leadership to the University in the areas of graduate curricula and research. The Associate Vice President serves as the "college dean" for the School of Library and Information Science and the interdisciplinary Masters program in Human Factors/Ergonomics. The Associate Vice President is the President's designee for research in all matters pertaining to external support. The Chief Operating Officer of the San José State University Foundation is a direct report to the Associate Vice President. Candidates should have a commitment to diversity. The full printed text of the position announcement is available by writing the address below, on the San Jose State University website (http://www.sjsu.edu/depts/HR/opp.htm), or by emailing provost@sjsu.edu; it is available in alternative formats to accommodate disability by calling (408) 924-2400. Candidates should send a letter of application, a complete curriculum vitae, and a list of five references to the address below. The screening process will begin February 15, 1999 and applications must be received by that date in order to receive consideration. The position is available July 1, 1999, with the exact date of appointment negotiable. Address all correspondence to: **AVP/Graduate Studies & Research Search Committee, c/o Office of the Provost, San José State University, One Washington Square, San José, CA 95192-0020.**

San Jose State University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran or Vietnam veteran status. San Jose State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

COMPUTER

STATISTICAL PROGRAMMER/ANALYST

The Association of American Medical Colleges (AAMC) is the leading nonprofit organization assisting medical schools, teaching hospitals, and academic societies nationwide to improve medical education and the health of the nation. Your technical data processing, and project/people management skills are needed to help us in our efforts.

Primary duties include data processing, data cleaning/correction, and data documentation. You'll write SAS and SQL data file creation programs and database specifications. You will also generate periodic data reports as well as one-time, ad hoc reports pertaining to minorities in medicine, including information from the Minority Physician Database.

To qualify, you'll need a bachelor's degree in computer science, public health, or a social science discipline plus at least 2 years of applied data analysis using large data files. Your experience should have a strong focus on data processing, management and research in an educational environment; experience with minority educational issues a plus. SAS and SQL skills are required and Informix skills are a plus. In addition to your technical skills, it is essential that you are able to communicate.

The Association of American Medical Colleges offers an exceptional salary and benefits package. To apply, please send a cover letter and resume, with salary requirements, to: **AAMC, HR-392, 2450 N St., NW, Washington, DC 20037; FAX: (202) 862-6212.**

EOE, M/F/D/V

Visit www.AAMC.ORG

AAMC ASSOCIATION OF AMERICAN MEDICAL COLLEGES

AAUP

PROGRAM DIRECTOR

ACADEMIC FREEDOM AND PROFESSIONAL STANDARDS

The American Association of University Professors seeks applications and nominations for the position of program director in the areas of academic freedom, tenure, governance, and other professional standards. The program director supervises and contributes to the work of the AAUP staff in support of policy development and implementation in these areas.

Substantial faculty experience, familiarity with academic practices and AAUP policies, and administrative experience are highly desirable. Knowledge of employment and civil liberties law is also useful. Candidates must be committed to AAUP principles. The position requires excellent writing skills, an aptitude for collegial staff administration, and the ability to work well with AAUP members, campus faculty, and administrators. Salary comparable to senior faculty appointments. Excellent benefits. Initial appointment for two years.

Selection of candidates for interviews will commence in March 1999 and continue until the position is filled. Availability as of September 1999 preferred. Inquiries, nominations, and applications should be directed to Ernst Benjamin, Associate General Secretary, AAUP, 1012 Fourteenth St., NW, Suite 500, Washington, DC 20005-3465.

Applications from minority group members and women are strongly encouraged.

YCCD

YOSEMITE COMMUNITY COLLEGE DISTRICT

NEW FACULTY POSITIONS

The Yosemite Community College District invites applications for the following tenure-track faculty positions beginning the 1999-2000 academic year.

COLUMBIA COLLEGE

Anthropology/Sociology
Emergency Medical Services

MODESTO JUNIOR COLLEGE

MJC

Biology
Child Development
Counselor
English (2)
History (Closing 2/11/99)
Industrial Technology
Learning Disability Specialist
Math
Speech

COLUMBIA COLLEGE 1968

Closing date Friday, February 26, 1999 unless otherwise indicated

YOSEMITE COMMUNITY COLLEGE DISTRICT
PO Box 4065
2201 Blue Gum Ave., Modesto, CA 95352
(209) 575-6968 • FAX (209) 575-6969
www.yosemite.cc.ca.us

631

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

PROVOST AND SENIOR VICE-PRESIDENT FOR ACADEMIC AFFAIRS

Applications and nominations are invited for the position of Provost and Vice-President for Academic Affairs.

The Provost reports to the President and is the College's chief academic officer, with responsibility for enhancing the overall academic life of the institution. The Deans of Hunter's School of Arts and Sciences, Education, Health Professions and Social Work report to the Provost. In addition, the Chief Librarian, Dean of Research, Director of the Office of Instructional Computing and Information Technology, Director of Research Administration, other academic support services, as well as the Hunter College Campus Schools, and numerous institutes and centers report to the Provost.

Hunter College, the largest of the senior colleges in the City University of New York system with an enrollment approaching 20,000 including more than 4,000 graduate students, is a comprehensive institution, offering a wide range of Baccalaureate and Master's Degree programs in more than thirty academic departments and professional schools, as well as participating in the Ph.D. programs of the City University of New York. Hunter has long been a leader within its academic mission and a Provost is sought who will continue that academic leadership by developing new and innovative programs as well as instituting programs and policies leading to academic reform and change.

Candidates must have a strong commitment to the goals of urban, public higher education in a multicultural, multiracial environment and have the scholarly accomplishments commensurate with the rank of a tenured full professor. Further criteria include: successful administrative and teaching experience at the collegiate level; experience with funded research; an understanding of the strengths and limitations of new teaching and research technologies; demonstrated ability to work effectively with faculty, students, and staff in fostering academic change and growth; a commitment to graduate and professional education within the liberal arts context; willingness to plan and participated in the college's ongoing private fund-raising efforts; and appreciation of the importance of liberal arts educations and the undergraduate mission; and knowledge and appreciation of the complexities facing a comprehensive college as it enters the 21st Century.

SALARY RANGE: $96,868 to $115,379.

The position will be available in July 1999. Review of nominations and applications will begin in early January 1999 and will continue until an appointment is made.

Applications and nominations should be sent to: **Hunter College, Attn: Charles E. Hayes, Director of Human Resources, 695 Park Avenue, E1502, New York, NY 10021.**

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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UNIVERSITY OF MARYLAND

Senior Appointment
Foreign Policy, National Security, or
International Economic Policy

The School of Public Affairs at the University of Maryland is seeking a Senior Professor of Public Policy specializing in foreign policy, national security, or international economic policy.

For full information visit our web site
http://www.puaf.umd.edu.

As an affirmative action/equal opportunity employer, the School particularly welcomes applications from women and minority candidates.

UNIVERSITY OF NEBRASKA AT KEARNEY

College of Education

Tenure-Track Faculty Vacancies

Position and application information is available at
www.unk.edu/departments/aa_eo/employop.htm

The University is an affirmative action/equal opportunity institution and actively seeks applications from members of traditionally underrepresented groups.

East Stroudsburg
University of Pennsylvania

HISTORY DEPARTMENT

History/Education - The History Department of East Stroudsburg University seeks a Tenure Track Assistant Professor beginning in the Fall of 1999. Ph.D. with non-western history emphasis (Latin American, African, Asian, or World) required. Certification in secondary education and three years teaching experience in secondary school required. Successful candidate must teach a methods course, supervise student teachers in the field, and teach two courses in non-western history. Excellent salary and benefits package. Final determination will be based upon successful interview, which may include teaching demonstration performance. Send letter of application, current curriculum vitae, all undergraduate/ graduate transcripts, three current letters of recommendation, and a statement of teaching philosophy by March 31, 1999 to: **Professor Lawrence Squeri, Search Committee Chair, Department of History, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

ASSISTANT PROFESSOR
Bilingual/ESL Graduate Studies

- The Bilingual/ESL Graduate Studies Department at the University of Massachusetts Boston is seeking qualified applicants for a tenure track faculty position to teach graduate level courses in Bilingualism, Psycholinguistics, General Linguistics and Foreign Language Methodology. The person hired will assume a major role in working with public schools and supervising student practica. Candidate must have a Ph.D. in Applied Linguistics, at least three years experience in teacher training education, and background in student teaching supervision. Technology in language education would be desirable. Application review will begin immediately and continue until the position is filled. Please send a cover letter, curriculum vitae, and samples of scholarly work to: **Office of Human Resources, Search 350-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** An Affirmative Action, Equal Opportunity, Title IX employer. For more information on the University see our website at www.umb.edu.

U Mass Boston

Green River
COMMUNITY COLLEGE

FACULTY POSITIONS FOR 1999-2000

Green River Community College is located on a 168-acre wooded site near Auburn, Washington, about 30 miles from both Seattle and Tacoma. The college opened in 1965 and enrolls over 8000 students. It includes 11 instructional divisions and offers 50 vocational programs. The college is committed to diversity, student development, job placement, teaching excellence, and meeting the needs of community, industry, and government.

Green River is a comprehensive community college which supports its students as they transform their lives through education. The college assists students in achieving their personal and professional goals as they train to enter the job market, prepare to transfer to other colleges and universities, build their basic skills, and seek personal enrichment, through innovative programs, responsive services, opportunities to our community and beyond.

The college seeks innovative, creative, experienced faculty who are dedicated to helping students achieve excellence in their academic work, who are able to employ alternative instructional methods and strategies, and who adapt to a variety of teaching situations. The following full-time, tenure track faculty positions are available beginning September 1999 and continuing with annual nine-month contracts.

Anatomy/Physiology Teach microbiology and anatomy/physiology for a wide range of programs/students including medical office assistant, hazardous materials management technician, court reporting, physical therapist assistant, occupational therapy assistant, practical nursing, and four-year college transfer. Minimum qualifications: Master's degree in biological science with a clear and strong focus in microbiology and course work in anatomy or physiology, and two years (part-time or full-time) successful college-level teaching (not including teaching assistant positions) including one year (part-time or full-time) of microbiology.

Anthropology Teach courses such as introduction to anthropology, physical anthropology, and field archeology. Minimum qualifications: Master's degree in anthropology and at least three quarters of teaching anthropology at the college level.

Electronics Teach a variety of electronics related courses including electronic fundamentals (Ohms Law, AC & DC circuits, etc.), semi-conductor circuits, linear amplifiers and power amplifier design, digital logic circuits, and computer hardware. Responsibilities also include coordinating the Electronic Technology Program, student advising, and job placement. Minimum qualifications: Bachelor's degree in electronics, vocational education, or related field. Three years (full-time) practical experience in industry including telecommunications, process controls, and fiber optics. Teaching experience at the college level, plus experience in curriculum, competency based education and outcomes assessment is required.

English Basic Skills Teach transfer and non-transfer level composition courses, both vocational/technical and academic; teach basic skill courses such as spelling, grammar, vocabulary and study skills, and teach individually paced courses using computer-enhanced instruction. Minimum qualifications: Master's degree in English or equivalent and a minimum of three years experience teaching composition at the college level.

English Composition Teach developmental and transfer level writing courses including courses designed for professional-technical and academic students. Minimum qualifications: Master's degree in English and a minimum of three years experience teaching a variety of composition classes at the college level.

English Composition (one-year replacement only) Teach developmental and transfer level writing courses including courses designed for professional technical and academic students. Minimum qualifications: Master's degree in English and a minimum of three years experience teaching a variety of composition classes at the college level.

English Technical Writing Teach transfer and non-transfer level writing courses including courses designed for professional-technical and academic students. Minimum qualifications: Master's degree in English and a minimum of three years experience teaching a variety of composition classes at the college level.

ESL Two positions - Teach courses in a comprehensive ESL program for immigrants and refugees. Teach basic ESL classes, tuition-bearing developmental ESL and other bridge courses, administer and evaluate the ESL CASAS assessment process, and participate in ABE grant writing sessions. Develop new VESL and developmental ESL classes. Minimum qualifications: Master's degree in English as a Second Language or other related area, and three years experience teaching ESL in an immigrant and refugee program at the college level.

Mathematics Two Positions - Teach courses ranging from arithmetic through differential equations which may include developmental, college transfer and vocational mathematics classes. Minimum qualifications: Master's degree in mathematics or equivalent graduate level course work in mathematics.

Mathematics (Professional/Technical) Teach professional/technical mathematics courses including mathematics for automotive technology, carpentry, machine shop, drafting and electronics, and teach developmental courses ranging from arithmetic to intermediate algebra. Minimum qualifications: Bachelor's degree in mathematics or equivalent course work.

Physical Ed. Health/Wellness Teach physical activity classes, first aid, and wellness and coordinate the Fitness Center. Classes may include jogging, aerobic walking, bench aerobics, cardio conditioning, strength conditioning, physical fitness lab and weight training. Primary supporting areas include volleyball, court games, group dynamic activities, soccer, basketball, golf, karate, and archery. Minimum qualifications: Master's degree in physical education, health and/or wellness or related field area and five years teaching experience in physical education and health/wellness at the college level.

Political Science Teach courses to include introduction to political science, modern government, United States government, international relations, and introduction to state and local government. Minimum qualifications: Master's degree in political science and three quarters of teaching political science at the college level.

Sociology Teach courses such as survey of sociology and social psychology and participate in the selection, orientation, and evaluation of part-time faculty. Minimum qualifications: Master's degree in sociology with teaching experience at the college level.

All teaching assignments include advising students, curriculum development, serving on committees, college and division professional activities, and other duties as outlined in the negotiated agreement. Excellent communication skills, both oral and written, are essential.

Salary range: $31,172 - $46,231
Closing date: February 22, 1999
Application materials may be obtained by calling the Office of Human Resources' job opportunity line at (253)288-3380 or TDD (253)288-3345.

GRCC is an Equal Opportunity Employer/Affirmative Action
Women and people of color are encouraged to apply.

Chabot-Las Positas Community College District is accepting applications for the following position with a deadline date of 1/28/99.

DISTRICT DIRECTOR OF PUBLIC INFORMATION & MARKETING

$62,700 - $71,976/Annually
For application materials please contact:

Chabot-Las Positas
Community College District
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
AA/EOE
24 Hour Job Line (925) 485-5200
E-Mail: hr@clpccd.cc.ca.us

Geneseo

ACADEMIC COUNSELOR/COORDINATOR, AOP TUTORIAL SERVICES

Bachelor Degree with significant progress towards Masters required; completed Master's Degree preferred. Shall have academic counseling load and responsibility for Program's Tutorial Services. Teaching, writing, or reading seminar in the Summer and Fall expected plus will coordinate AOP alumni affairs and conduct relevant program studies when appropriate. English-Spanish speaking helpful. Candidates should send detailed letter of application, a current resume, and three letters of references by February 15, 1999 for fullest consideration to:

Chair, AOP Search Committee
AOP Department
Blake Building, Rm. 104C
State University of New York at Geneseo
Geneseo, NY 14454

Position will remain open until filled.

AA/EOE. Women and minorities are encouraged to apply.
AOP Web Site: www.geneseo.edu/~aop   Job Desc Web Site: www.geneseo.edu/~payper/vacancy.htm

OHIO UNIVERSITY

School of Health Sciences
Assistant/Associate Professor (Tenure Track)
Health Services Administration, Fall, 1999

QUALIFICATIONS: Earned Doctorate in applicable discipline (Health Administration, Business Administration, Public Health). Previous university teaching required, preferably at both a graduate and undergraduate level. Practical experience in health services administration or public health preferred.

RESPONSIBILITIES: Teach Undergraduate/Graduate courses in the School of Health Sciences; advise students; conduct research; publish; participate in university and community service. Individual should have research interest/teaching abilities in one or more of the following areas: Quantitative Methods, Health Information Systems, Health Economics.

TO APPLY: Review of completed applications will begin January 15, 1999 and will continue until the position is filled. Completed applications should include a curriculum vitae, a letter describing how qualifications and accomplishments fit the requirements of the position, and names, titles, addresses, and telephone numbers of three current references. Send application materials to:

Paul E. Fitzgerald, Ph.D., Director
School of Health Sciences
Ohio University
417 The Tower
Athens, OH 45701-2979
E-mail: fitzgera@oak.cats.ohiou.edu

Ohio University is an Equal Opportunity/Affirmative Action Employer committed to an aggressive program of affirmative action.

PROVOST

Rensselaer Polytechnic Institute - Troy, New York

Rensselaer Polytechnic Institute and its new President seek a strong Provost with exceptional academic, management, and communication skills to provide leadership for Rensselaer's educational and research activities. The new Provost will serve as the Institute's chief academic officer and will help to further strengthen the Institute's exceptional teaching initiatives, to design and implement new academic programs, and to build its research portfolio. Rensselaer's impressive research and teaching initiatives, its high quality, energetic faculty, staff and student body, and its unusual market opportunities combine to position the Institute for a remarkable future.

Rensselaer, the nation's first technological university, educates approximately 4,500 undergraduates and 1,800 graduate students at its Troy, NY campus. Additionally, a second campus located in Hartford, CT, focuses on graduate and continuing education of 2,400 evening students and 7,000 participants in professional development programs. The Institute has five schools: Architecture, Engineering, Humanities and Social Sciences, Management and Technology, and Science. It has recently begun a new cross-disciplinary degree program in Information Technology. Rensselaer is an internationally recognized university with a strong faculty, a graduate engineering program ranked 18th in the nation, a strong teaching tradition, has long-standing and innovative relationships with industrial and governmental research initiatives, and is a flourishing incubator for economic development. Rensselaer has spearheaded interactive learning and the application of modern techniques and practices to technological education.

The Provost will share actively with the President in crafting the emerging vision and strategies of the Institute, and in engaging and inspiring the entire Rensselaer community to build its academic and research strength and stature. Rensselaer looks to the next Provost to shape the academic priorities and programs of the Institute, to attract and support an outstanding faculty, and to further expand its research enterprise. Acceptable Provost candidates must bring a combination of experiences, personal qualities and professional knowledge fully matching the Institute's ambitious plans.

The search is scheduled to conclude in the spring of 1999 with a starting date in the summer of 1999. Final appointment will be made by the President. Salary will be competitive and will depend on qualifications and experience. Inquiries, referrals, and resumes should be sent with a cover letter and in confidence to: Cindy Novak, Secretary to the Provost Search Committee, Room 3019, Troy Building, Rensselaer Polytechnic Institute, Troy, New York 12180-3590; Tel: 518-276-2440; Confidential Fax: 518-276-2439. Email: novakc@rpi.edu. Web page: www.rpi.edu/dept/provost-search. Rensselaer is an equal opportunity, affirmative action employer. Candidates of all backgrounds are encouraged to apply.

Rensselaer

UNIVERSITY OF FLORIDA

College of Education
1999

Tenure Track Professor and Chair Position

The Department of Special Education at the University of Florida invites nominations and applications for the position of Chair and Professor. The University of Florida is a member of the AAU, and a major public, research, land grant institution. It serves a wide geographic area and culturally diverse population. The College of Education has over 90 full-time faculty members with a strong tradition of excellence and visibility in teaching, research, and public service. Degree programs enrolling more than 900 graduate and 1200 undergraduate students are offered through five departments: Counselor Education, Educational Leadership, Foundations of Education, Instruction and Curriculum, and Special Education.

The Department of Special Education's PROTEACH teacher education program, a five-year combined B.A.E and M.Ed. program is offered in behavior disorders, specific learning disabilities, mental retardation, and physical impairments and culminates in state certification in two of these areas. The department also offers the Unified PROTEACH Early Childhood and Early Childhood Special Education program, a joint program across three departments, which provides preservice students a state certification in both Birth to 4 years and age 3 to grade 3. The Department offers advanced graduate programs leading to the Master of Education or Master of Arts in Education degrees, the Specialist in Education degree, and the Doctor of Education or Doctor of Philosophy degrees. Graduate specializations include behavior disorders, specific learning disabilities, mental retardation, and physical impairments, early childhood special education, secondary/transition, teacher education special education, and special education administration.

Qualifications: The Chair is expected to provide leadership; maintain an administrative environment that promotes faculty teaching, research, and service; and represent the interests of the department at the college and university levels. Essential qualifications include excellence in research, teaching, and service, and the ability to communicate effectively with the internal and external constituencies of the department. Requirements include a doctoral degree, administrative experience in higher education, and eligibility for appointment at the rank of Professor.

Application: Complete applications consist of a letter of application addressing these qualifications, a curriculum vitae, copies of three relevant publications, and three letters of recommendation.

Deadline: Application must be postmarked no later than February 19, 1999. The anticipated starting date is July 1, 1999. Nominations and applications should be sent to: **Dr. Ben Nelms, Search Committee Chair, PO Box 117048, Gainesville, Florida 32611-7048.**

The University of Florida is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are especially welcome.

PORTLAND STATE UNIVERSITY

PROVOST

Portland State University (PSU) invites applications and nominations for the position of Provost. Located in downtown Portland and surrounded by a rapidly growing metropolitan area of 1.8 million, the University is at the hub of Oregon's largest business, financial, and professional center, and is the state's only major urban university.

THE UNIVERSITY. Portland State was established in 1946 and became a doctoral degree granting university in 1969. As one of the early institutions that defined and adopted an urban mission, PSU has been nationally recognized for its outreach and collaborative activities in the community as well as for its award- winning general education program.

The University is governed by the Board of the Oregon University System, as are the University of Oregon, Oregon State University, three regional universities, and a technical institute. Oregon Health Sciences University (OHSU), also located in Portland, is affiliated with the Oregon University System. PSU and OHSU maintain close educational and research ties. PSU's annual operating budget in 1997-98 was $181 million. Student financial aid in the fiscal year 1997-98 was $64 million and the University administered more than $17 million in grants and contracts in 1997-98.

The major academic units of the University are the Colleges of Liberal Arts and Sciences, and Urban and Public Affairs; the Schools of Business Administration, Engineering and Applied Science, Extended Studies, and Fine and Performing Arts; and the Graduate Schools of Education, and Social Work. The library comprises holdings of more than one million volumes. The student body is culturally and socially diverse, and consists of more than 15,000 students, of whom 30% are in graduate programs. The University employs about 770 full- and part-time teaching faculty.

GENERAL SCOPE OF THE POSITION. The Provost is the principal academic officer for the University and directs the University's academic programs. The Provost reports to the President, serves on the President's executive committee, presides over the Council of Academic Deans, and is an ex-officio member of the Faculty Senate. The Provost acts for the President in his absence.

EDUCATION AND EXPERIENCE. Preference will be given to those holding an earned doctorate and presenting a minimum of five years of progressively responsible experience in academic administration in higher education. The Provost should present a record of exemplary achievement in teaching and scholarship. In addition, the Provost should have a record of successful experience with and commitment to community relations, including the development of partnerships with other educational institutions, governmental agencies, business, industry, and community groups. The Provost should have a significant experience in working with people of culturally diverse backgrounds and a demonstrated record in building diversity.

SPECIAL SKILLS AND DESIRABLE TRAITS. The Provost must have demonstrated the capacity to articulate a vision for and to lead a major academic institution through a period of change in higher education. The Provost also should (1) be actively engaged with current issues in higher education, (2) be able to provide leadership in interpreting the University's urban mission, and (3) be supportive of multi- and interdisciplinary approaches in education and research.

STARTING DATE. The position of Provost is available beginning July 1, 1999.

APPLICATION/NOMINATION PROCEDURE. Applications and letters of nomination should be sent to:

Nohad A. Toulan, Ph.D.
Chair, Provost Search Committee
Portland State University
College of Urban and Public Affairs
P.O. Box 751
Portland, OR 97207-0751

Applications should include a detailed curriculum vitae and the names of at least five references. All inquiries, nominations, and applications will be treated as confidential. Women and minority candidates are strongly encouraged to apply. Portland State University is an affirmative action, equal opportunity employer. The process of screening application will begin February 15, 1999, and will be continued until the position is filled.

For additional information, visit our Web site at http://www.pdx.edu.

Reach for
EXCELLENCE

Assistant Professor of Communication

Plymouth State College, Assistant Professor of Communications, tenure-track, beginning September 1999. ***Qualifications:*** Earned doctorate in Communication; college teaching experience in communication and literature, publications, and experience with desktop publishing. ***Duties*** include teaching courses in communication, communication theory, mass media, literature and composition. **Applications must be received by January 29, 1999.** Please send letter of application, curriculum vitae, and three current letters of recommendation to: **Mary-Lou Hinman, Chair, English Dept., MSC #40, Plymouth State College, 17 High Street, Plymouth, NH 03264.** *Hiring contingent upon eligibility to work in the U.S. PSC is an AA/EEO employer and actively seeks women and minorities.*

Plymouth State College

OFFICE OF THE PROVOST

DIRECTOR OF INSTITUTIONAL RESEARCH

Dartmouth College seeks an experienced professional for the position: Director of Institutional Research, Office of the Provost. Reporting to the Associate Provost for Planning, the Director of Institutional Research conducts research studies on a wide range of institutional and educational subjects designed to provide relevant information and projections to senior officers at the College. The principal focus of the position is to provide insight and data that support decision-making on major issues and long range planning.

The central focus of the Office will be on high quality research projects that provide understanding of Dartmouth's programs and their impact. The activities of the Office will be aimed at providing senior administrators the necessary information and understanding to support decision-making and strategic planning. Studies will help to shape institutional policies and procedures, on topics such as educational effectiveness, student life, financial aid, budget parameters, faculty compensation, etc. The Director will undertake a disciplined effort to determine what information is relevant for planning and decision-making. To this end, the Director will gather and analyze objective information to aid in understanding complex activities and relationships, hopefully illuminating the less obvious. Research should embrace a qualitative, as well as quantitative, dimension. In addition, there should be a regular effort to gather longitudinal data that provides insight into trends and patterns.

In addition, the Director of Institutional Research will coordinate the work of staff charged with research activities in other College offices and will act as a consultant to other offices on research design and methodology. The Office will conduct some market research to better understand how various external constituencies perceive Dartmouth. The Office will work with Administrative Computing in an effort to achieve compatibility of systems and consistency of data across the institution. The Office of Institutional Research will coordinate requests from external agencies for data about Dartmouth. The Director will work with counterparts at other colleges and universities on cooperative studies, helping to understand Dartmouth's experience in a broader context.

Qualifications: Ph.D. in specific research field (sociological, psychological, or research) with at least 3-5 years experience in research techniques and methods: statistical analyses and data processing; or the equivalent. Experience in writing research expected. Demonstrated ability to work effectively with faculty, academic departments and administrative officers on institution-wide educational research and strategic planning. Must be comfortable using various computer systems and familiar with current statistical packages.

Interested applicants should submit a letter and resume outlining their interest in the position to **Rose Murphy, Assistant to the Dean of Admissions and Associate Provost, 6016 McNutt Hall, Dartmouth College, Hanover, NH 03755-3541.** Applications will be reviewed beginning February 1, 1999.

Dartmouth College is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply.

Dartmouth College

YALE UNIVERSITY

YSN

SCHOOL OF NURSING

Applications and nominations are invited for the post of

Associate Dean for Clinical Affairs

Founded in 1923 as one of the first university-based nursing programs, the Yale School of Nursing has a long tradition of leadership in clinical scholarship, faculty practice and participation in health policy formation and evaluation As the School moves into the next century, we seek an individual whose vision matches our mission of continuing to shape the health care system through research, practice and policy development within a rich, multi-disciplinary environment The School's University-affirmed strategic direction includes expanded collaboration with other faculties, an increased presence as a national and international leader, and the development of centers of excellence in practice, research and policy

Yale School of Nursing offers graduate education exclusively, preparing master's students for practice as clinical nurse specialists, nurse-midwives or nurse practitioners as well as roles in management and policy Our rapidly growing doctoral program prepares students for clinical research and teaching careers

The newly created position of Associate Dean for Clinical Affairs of the School of Nursing will lead the faculty in the development of the policies related to faculty practice and clinical scholarship The Associate Dean for Clinical Affairs will also be an active member of the larger University community, responsible for the relations of the School with professional practice communities at Yale New Haven Hospital, the Yale University School of Medicine, other area hospitals and community agencies

Applications and nominations and supporting materials may be sent to

Ann Williams, Ed.D., R.N., F.A.A.N.
Professor of Nursing
Chair, Associate Dean for Clinical Affairs Search Committee
Yale University School of Nursing, MC 105
100 Church Street South, Box 9740
New Haven, Connecticut 06536-0740

Fax (203) 785-3554
E-mail yale.nurse@yale.edu

Yale University is an Equal Opportunity, Affirmative Action Employer
The interest of men and members of minority groups is encouraged

Position available July 1, 1999
Application Deadline February 15, 1999

MSJC

MT. SAN JACINTO COLLEGE SUPERINTENDENT/PRESIDENT

The Board of Trustees of Mt. San Jacinto Community College District invites application for the position of Superintendent/President of the district

Mt San Jacinto Community College District services a 1,700 square mile area in Riverside County (southern California) Population within the district exceeds 400,000, and supports seven K-12 districts For the past three years, the District has had the highest growth rate in the State, in terms of both student and adult population

The area provides a diverse geography that includes recreational lakes, mountains, desert and wide open spaces MSJC is located about 100 miles southeast of Los Angeles and 50 miles west of Palm Springs There is freeway access to ocean beaches, skiing and cultural offerings in San Diego, Los Angeles and Orange County

A highly qualified staff of 88 full-time faculty, approximately 270 associate faculty, 18 administrators and 140 support staff provide a comprehensive academic program

The desired qualities applicants should possess are successful teaching and administrative experience, preferably in a community college; an in-depth understanding of the role of the college and of the role of the superintendent/president in the communities the college serves, a commitment to the principle and practice of shared governance, and a commitment to the concept of affirmative action and cultural diversity A master's degree from an accredited institution and eight (8) years of recent administrative and/or management experience is required, an earned doctoral degree from an accredited institution is preferred

For application materials contact:
Mt. San Jacinto College
Human Resources Dept.
1499 N. State Street
San Jacinto, CA 92583
(909) 487-MSJC (6752), ext 1111 or 1150

E-mail **CHRO940@msjc.cc.ca.us**
Website **www.msjc.cc.ca.us**

Applications will be accepted until the position is filled However, to ensure consideration, a completed District application packet must be received in the Human Resources Office no later than, Friday, January 29, 1999 Resumes will not be accepted in lieu of completed district application form

AA/EOE

GRINNELL COLLEGE

Director, Grinnell College Art Gallery

Applications are invited for the directorship of a new art gallery to be opened in the fall of 1999 at Grinnell College in Grinnell, Iowa The Gallery is located in the new Matthew and Carolyn Swartz '51 Bucksbaum Center for the Arts, designed by the world-renowned architect, Cesar Pelli The Center includes a gallery (7,420 square feet) as well as excellent music, studio art, and theatre facilities. Preliminary discussions among College faculty and the Board of Trustees has advanced the concept that the Gallery will serve as a space for traveling exhibitions of contemporary art, including sculpture The exhibition budget will be secured through a grant from Grinnell College's Fund for Excellence, an innovative budgeting mechanism developed by Grinnell's Board of Trustees to encourage innovation and excellence at the College The Gallery is also part of a larger effort by the College to project itself more effectively in the region and nation Although Grinnell College has holdings of prints, paintings, and other art, it does not intend, at the present time, to purchase art actively but hopes to develop a long-term acquisition strategy to be crafted by the Director

The College is looking for a person excited about working in a high intensity environment in which the Director will have both the opportunity and responsibility to build a first-rate gallery and exhibition program The new Director will participate in developing the Gallery's mission statement There may also be the possibility of some teaching in appropriate circumstances The College already has a small staff attached to the Gallery which will likely be augmented after discussions with the new Director The Director reports to the President of the College Candidates should possess an appropriate master's degree, an advanced degree in the fine arts, or equivalent experience. Previous experience in a museum or gallery environment is strongly preferred

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student; the top twenty in alumni gifts per student Additional information can be found at the college's web site **<www.grinnell.edu>**

APPLICATION PROCESS: To be assured of consideration submit a letter of application, a resume, and a list of three employment references to Ms. Jan A Veach, Office of Human Resources, Grinnell College, PO Box 805, Grinnell, IA 50112 by February 10, 1999 The position will remain open until filled

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability

HIGHLINE
COMMUNITY COLLEGE

Des Moines, Washington
1999-2000 Faculty Tenure Track Positions

Highline Community College, located in Des Moines, Washington is accepting applications for full time tenure track faculty positions for the 1999-2000 academic year. Highline is an Affirmative Action employer and seeks applicants with diverse backgrounds who can contribute to the College's diversity, multicultural understanding and student success. Instructor positions available are:

Screening of applications will begin on February 22, 1999 for:

Biology
CIS/Computer Science
Office Occupations
Physical Education
Social Science
Writing

Screening of applications will begin on March 22, 1999 for:

Engineering-Occupational
Engineering-Transfer
Math
Nursing
Physics/General Science
Speech

For a detailed job description and application materials visit our College website at **www.highline.ctc.edu**, or call/write:

Sue Williamson
Director of Human Resources
Highline Community College
P.O. Box 98000
Des Moines, WA 98198-9800

E-MAIL ADDRESS
personnel@hcc.ctc.edu
APPLICATION REQUEST/JOBLINE
(206) 870-3751
OFFICE NUMBER
(206) 878-3710 ext. 3320
FAX NUMBER
(206) 870-3773

HCC is an Affirmative Action/Equal Opportunity Employer

Dominguez Hills

Division of Student Affairs
DIRECTOR OF ADMISSIONS AND RECORDS
12 Month Position with Competitive Salary
Anticipated Starting Date: July 1, 1999

The Director of Admissions and Records provides professional leadership and managerial direction to the management and supervisory staff in the administration of the Office of Admissions and Records. Works closely with the Associate Vice President for Student Affairs in managing the campus student enrollment plan. Represents the Division of Student Affairs on the appropriate committees.

DUTIES AND RESPONSIBILITIES: The Director of Admissions and Records develops, implements, monitors, and evaluates system and local admissions and records policies and services, works with deans and administrators to develop and implement policies related to admissions and records, maximizes efforts to increase automated systems development and maintaining continuous liaison with computer services and campus wide committees, responsible for setting direction and coordinating overall campus implementation of new technologies, identifies operational expenses and equipment requirements for the unit budget, forecasts program needs, authorizing all expenditures and review of all personnel actions, monitors supplementary admissions criteria for impacted programs, acts as spokesperson/representative to other educators, educational segments and outside agencies, charged with policy directions as they affect enrollment, academic advising, admissions, international students, distance learning, students with disabilities, prepares system and local reports adhering to state, federal, system and local guidelines.

QUALIFICATIONS: Minimum - Equivalent to graduation from an accredited college or university in a field or major which demonstrates the applicant has acquired the necessary educational background to perform successfully. Three or more years of progressively responsible university administrative experience within the Admissions and Records area. Evidence of planning, implementing, supervising, and evaluating programs related to Admissions and Records. Previous supervision of personnel which clearly demonstrates the ability to manage a major complex Admissions and Records unit. Creative, team oriented, and conscientious. **Preferred** - Advanced degree in a related field and evidence of the implementation of programs/systems in Admissions and Records for a multi-cultural commuter campus.

APPLICATION: To ensure full consideration, a letter of application, or nomination, current resume, and names, addresses, and telephone numbers of three professional references must be postmarked by Wednesday, March 31, 1999 and sent to: Human Resources Management, California State University, Dominguez Hills, Room ERC B-518, 1000 East Victoria Street, Carson, CA 90747. Our web address is **http://www.CSUDH.edu/Human_Res/jobmpp.htm**

Equal Opportunity, Affirmative Action, Section 504, Title IX Employer

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CSU Cleveland State University

The Department of Curriculum and Foundations in the College of Education at Cleveland State University, Cleveland, Ohio has the following tenure-track faculty positions available:

Assistant Professor
Curriculum and Instruction

DUTIES: Teaching undergraduate and graduate courses in curriculum theory and instruction and undergraduate courses in methods and classroom management; supervising limited class-related field experiences; and advising students. **REQUIREMENTS**: Earned doctorate in education with an emphasis on curriculum, teacher education, secondary education, or equivalent field (completed no later than August 31, 1999); expertise in teacher preparation, curriculum theory, and secondary methods; minimum of three years of experience teaching in secondary schools; professional experience in multicultural and/or urban settings; evidence of or potential for scholarly productivity. **PREFERRED QUALIFICATIONS:** University teaching experience; experience in or potential for securing extramural funding; commitment to innovative, collaborative teacher education programs, including field-based operations; expertise in diverse instructional strategies (e.g., constructivist, reflective, and critical teaching models); experience with the use of technology and/or distance learning in instructional delivery. **ADDITIONAL RESPONSIBILITIES**: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; and provide service to professional associations, the University, and the local community. University-school partnerships are encouraged. **For this position, submit application information to Dr. Dia Sekayi at the address shown below (E-mail: d.sekayi@popmail.csuohio.edu).**

Assistant Professors
Urban Teacher Education (2 positions)

DUTIES: Teaching graduate courses in a school-based master's program in secondary teaching; supervising program-related field experiences, including a practicum and student teaching; advising students; working closely with supervising teachers and their administrators; developing the master's program; and managing the school partnerships that support the program. **REQUIREMENTS**: Earned doctorate in teacher education, curriculum, foundations of education, subject area curriculum or instruction, or related field (completed by August 31, 1999); three years K-12 teaching experience; evidence of or potential for scholarly productivity; and professional experience in multicultural and/or urban settings. **PREFERRED QUALIFICATIONS**: Expertise in two or more of the following areas: social foundations of education, curriculum, instruction, subject area teaching or curriculum (mathematics, science, English, or social studies education), and teacher or classroom research; commitment to issues of social justice and equity in education and integration of these issues into teaching and curriculum; evidence of scholarly activity/potential; university teaching experience; experience in or potential for securing extramural funding; experience with the use of technology and/or distance learning in instructional delivery. **ADDITIONAL RESPONSIBILITIES**: In addition to the specific duties associated with the position, all successful candidates are expected to conduct research; pursue publication and external funding; and provide service to professional associations, the University, and the local community. **For this position, submit application information to Dr. Fran Peterman at the address shown below (E-mail: f.peterman@popmail.csuohio.edu).**

SALARY AND BENEFITS: Commensurate with entry-level appointment at the rank of assistant professor. Nine-month, tenure-track positions include a competitive benefits package and frequent summer appointments, if desired.

APPLICATION PROCEDURES AND PROCESS: To apply, please send a letter of interest, curriculum vitae, three current letters of reference and official copies of all college transcripts to the appropriate search committee chairperson c/o **College of Education, Curriculum and Foundations, Cleveland State University, 1860 East 22nd Street, Cleveland, OH 44114-4435.** Review of applications will begin on January 19, 1999; positions open until filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Announcing a Search for

The President Of The College Board

The College Board seeks a President to lead the organization at the beginning of the Board's second century. The Board is a national not-for-profit association of schools, colleges and universities founded to aid the transition of students from secondary school to higher education. Its mission, "Educational Excellence for All," emphasizes both high academic standards and an energetic effort to cross the lines of race and socioeconomic status to strengthen the academic preparation of all students, and to promote a more diverse and inclusive undergraduate student body in the country.

Among its best known products and services are the Scholastic Assessment Tests (SAT-I and II), the Advanced Placement Program (AP), CSS Profile, Pacesetter, and Equity 2000. The College Board membership represents 3,600 schools, school systems, colleges, and universities. The Board has an annual budget of approximately $250 million. It pursues its work through a staff of 350 in its New York headquarters and regional offices throughout the country and through contractual partnerships with the Educational Testing Service (ETS) and others.

The College Board's new President should have a deep and informed understanding of education: the variety of its values, practices, and the policy issues that affect it. The presidency will also require a powerful commitment to promote educational equity, the ability to play a high profile, public role representing The College Board and its educational values and issues. The President must be knowledgeable about the uses of technology, possess significant management experience, have the capacity to guide a values driven and market sensitive, technical business, and the ability to work fruitfully with a highly competent professional staff in the context of a membership organization. The successful candidate will have a demonstrated ability to exercise leadership inside and outside the organization. Compensation is competitive and appropriate to the seriousness of these responsibilities.

We believe this to be one of the most important and interesting positions in American education. We invite your interest and assistance in helping us fill it appropriately.

The Search Committee for the next President of The College Board is chaired by Peter W. Stanley, President of Pomona College and past chair of the Board of Trustees. **Inquiries, applications and nominations should be addressed to:**

Ms. Jenny Gelber, Isaacson, Miller,
334 Boylston Street, Suite 500,
Boston, MA 02116-3805.
Tel: 617/262-6500. Fax: 617/262-6509.
Email: jgelber@imsearch.com

The College Board is an Equal Opportunity Employer.

THE
COLLEGE
BOARD

MICHIGAN STATE
UNIVERSITY

Graphic Designer, Studio Art
Associate Professor, Tenure-track

Salary & benefits competitive. Start August 16, '99. Assume leadership role & teach graphic design; research in specialty. Deadline January 15, '99. For info: **Linda O. Stanford, Chair, Dept Art, Michigan State University, 113 Kresge Art Center, East Lansing, MI 48824-1119. (517-355-7610).** *AA-EOP*

Persons with disabilities have the right to request & receive reasonable accommodation.

ASSISTANT PROFESSOR OF CHICANO STUDIES

The Department of Comparative American Cultures,
Washington State University, Pullman, WA

The Department of Comparative American Cultures invites applications and nominations for a tenure-track assistant professorship in Chicana/o Studies (specializing in literature and/or history). The appointee will be responsible for teaching core, service, and advanced courses in the curriculum. Candidates must have a Ph.D. or equivalent. Applications and nominations will be accepted until the positions are filled. Screening of candidates begins on February 15, 1999. To apply, please send a cover letter including a complete vitae, reprints or writing samples, three letters of recommendations, and evidence of successful teaching to: **Search Committee Chair, Department of Comparative American Cultures, Washington State University, Pullman, WA 99164-4010.** *Washington State University is an Equal Opportunity/Affirmative Action educator and employer.*

http://www.wsu.edu:8080/~CAC/

SCHOOL OF EDUCATION

SCHOOL PSYCHOLOGY

ASSISTANT/ASSOCIATE PROFESSOR-TENURE TRACK

POSITION AVAILABLE: Tenure track assistant or associate professor position in School Psychology. The NASP-approved program in School Psychology leads to the Educational Specialist degree and Washington State ESA Certification in School Psychology. **REQUIREMENTS:** Earned doctorate or ABD in school psychology. Minimum three years successful school psychology experience at P-12 level; demonstrated expertise in P-12 school collaboration and consultation; experience with diverse populations; demonstrated potential for excellent teaching and clinical supervision. **PREFERRED:** Successful university level teaching experience. Special education or counseling background. **RESPONSIBILITIES:** Teaching, supervision of practicum and internship experiences and advising. Summer teaching expected with additional salary. **SALARY:** Competitive. **APPLICATION DEADLINE:** Letters of application postmarked by January 25 will receive full consideration. **APPLICATION PROCESS:** Send letter of application, vita and names, addresses and telephone numbers (work and home) of three current references to **Kristin Guest, Ph.D., Chair, School Psychology Search Committee, School of Education, Seattle University, Broadway & Madison, Seattle, Washington, 98122-4340. FAX: (206) 296-1982. E-MAIL: kguest@seattle.edu. DESCRIPTION OF UNIVERSITY:** Seattle University, a Jesuit institution founded in 1891, is the largest independent university in the Northwest with an enrollment of 6,000 students (approximately 2,500 graduate students). The School of Education is one of seven Schools/Colleges within the University. The School consists of nine programs: Adult Education, Counselor Preparation, Curriculum and Instruction, Educational Administration, Educational Leadership (doctoral program), School Psychology, Student Development Administration, Teacher Education, and Teaching English to Speakers of Other Languages.

Seattle University is an equal opportunity, affirmative action employer.

http://www.seattleu.edu

ASSISTANT ATHLETICS DIRECTOR
INTERCOLLEGIATE ATHLETICS

Florida Atlantic University

FAU seeks applicants for a full-time/12-month administrative and professional position which serves as the Academic Advisor for Athletics.

Responsibilities include: monitoring academic performance; ensuring compliance with NCAA rules; liaison with coaches, faculty/staff, administrators and student-athletes regarding academic issues; participation in study hall supervision; progress towards degree and career goals; assignment of tutorial services; and assisting with other related responsibilities.

Position requires a Master's degree in an appropriate field of specialization and two years direct experience in athletic academic advising or a Bachelor's degree in same with four years direct work experience in athletic academic advising. Demonstrated knowledge of computers, computer applications and effective verbal and written communication skills required. Salary range is $28,420-$50,300.

Application deadline is January 31, 1999. To apply, please send a cover letter referencing position #309020, a detailed resume and the names and phone numbers of three professional references to: **FAU, Employment Manager, 777 Glades Road, Boca Raton, FL 33431-0991.** Please notify us at least five days in advance if a reasonable accommodation for a disability is needed by calling 561-297-3058. TDD 561-297-2403.

EEO/Access/AA Institution

The Indiana University Career Development Center seeks applications for the position of

SENIOR ASSOCIATE DIRECTOR

Our comprehensive, proactive center serves a campus of over 35,000 and includes five program areas (career counseling, internships, student employment, arts and sciences placement, and the career library) with over 30 professional, support, graduate student, and undergraduate student staff members. **RESPONSIBILITIES:** Oversee the daily operation of programs and also manage the center in the director's absence. Articulate and interpret CDC services and policies to university staff, faculty, students, alumni, and prospective students and their families. Collaborate with the director to oversee staff development, outreach programming, public relations, and interviewing and selection process for all staff vacancies. Some budgetary responsibilities. May also administer one program area within the center. **SALARY: $35-40K;** excellent benefits. **QUALIFICATIONS:** MA/MS in student personnel, higher education, or related field and/or 5+ years of progressively responsible work experience in higher education or program management. Demonstrated leadership, teambuilding, and administrative skills and sensitivity to the needs of a diverse student clientele. Outstanding organizational abilities. Strong customer service orientation and interpersonal, group, and written communication skills. **TO APPLY:** Submit cover letter, resume, and the names and contact information for three professional references to **Susan Timmins, Search Committee Chair, Career Development Center, 625 North Jordan Avenue, Bloomington, IN 47405.** Application review begins January 22, 1999 and continues until the position is filled. AA/EOE.

Web address: **www.indiana.edu/~career.**

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

invites applications and nominations for the following positions

- **PRESIDENT, LOS ANGELES HARBOR COLLEGE**
- **PRESIDENT, LOS ANGELES PIERCE COLLEGE**

FILING DEADLINE: JANUARY 29,1999 - The Los Angeles Community College District is seeking Presidents to serve at Los Angeles Harbor College and Los Angeles Pierce College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS - All applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university. Also required are three years of full-time experience as faculty or management in accredited institutions of higher learning, and two years of full-time experience in administrative or management positions in business, industry, education or government.

SALARY - Salary and benefits will be negotiated between the Board and the candidate selected. The Board is committed to providing a competitive salary.

FILING AN APPLICATION - To apply, send a resume, a letter of intent for each position for which you are applying, and three letters of recommendation. Materials should be received not later than 4:30 p.m. on Friday, January 29,1999, but applications will continue to be accepted consistent with the process until the positions are filled. Cleared candidates will be sent additional application materials. If selected, additional documentation, such as official transcripts, will be required. Send to: **Human Resources Department, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. For additional information, contact the Senior Director of Personnel Operations at (213) 891-2252.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

George Mason University

Director of University Police

George Mason University, a public university in the Commonwealth of Virginia, with an enrollment of 24,000 students on three campuses, is seeking a Director of University Police, responsible for a comprehensive law enforcement program across all campuses. The Director will lead a department accredited by the CALEA with 48 sworn officers and additional security and support personnel. Responsibilities include developing and directing comprehensive programs in law enforcement to ensure a safe and secure environment for living and working, consistent with the laws of the Commonwealth and policies of the University, developing budgets, allocating resources, managing personnel, representing the University as the law enforcement liaison with other law enforcement agencies, and directing security and traffic for special events. Minimum qualifications: Master's degree in a relevant field desirable, certification or eligibility for certification by the Virginia Department of Criminal Justice, and progressively responsible law enforcement experience to include significant experience at the command level. Experience in law enforcement in higher education is desirable. Equivalent combinations of education, training, and experience may substitute for the stated qualifications.

Starting salary range $65-$70,000/yr. plus comprehensive benefits package. Interested individuals should submit a letter of application and resume, no later than January 22, 1999 to: **Director of University Police Search, Human Resources, MSN 3C3, George Mason University, Fairfax, Virginia 22030**

AA/EOE

RIVERSIDE COMMUNITY COLLEGE

The Riverside Community College District is located in Riverside, California, 60 miles east of Los Angeles and southland beaches, near the San Bernardino mountain range and ski resorts, and within an hour's drive of desert resorts. Riverside Community College District has three campuses that serve the educational needs of students within a 450 square mile area. The current enrollment of 25,000 students is distributed at approximately 25% at Moreno Valley Campus, 25% at Norco Campus, and 50% at Riverside City Campus. Riverside Community College District is seeking outstanding candidates for the positions of

DEAN OF INSTRUCTION
ENGLISH INSTRUCTOR
MATHEMATICS INSTRUCTOR
Deadline: February 5, 1999

HISTORY INSTRUCTOR
WRITING & READING CENTER COORDINATOR/ENGLISH INSTRUCTOR
Deadline: February 11, 1999

POLITICAL SCIENCE INSTRUCTOR
READING INSTRUCTOR
Deadline: February 18, 1999

ADMINISTRATION OF JUSTICE INSTRUCTOR
MICROBIOLOGY INSTRUCTOR
CHILD DEVELOPMENT CENTER SITE SUPERVISOR
Deadline: February 25, 1999

AUTOMOTIVE TECHNOLOGY INSTRUCTOR
PHYSICIAN ASSISTANT INSTRUCTOR/CLINICAL COORDINATOR
Deadline: March 4, 1999

NURSING INSTRUCTOR
Deadline: March 18, 1999

For additional information and to request a ***required*** District application form, please contact: ***Riverside Community College District, Human Resources, 4800 Magnolia Avenue, Riverside, CA 92506. Phone: (909) 222-8588, Fax: (909) 222-8035. Website:*** **http://www.rccd.cc.ca.us** A completed District application form, a current resume or vita, 3 current professional reference letters, transcripts verifying college work and degrees (copies of transcripts may be submitted, official transcripts required upon employment), must be submitted (by deadline listed above. POSTMARKS NOT ACCEPTED!) to Human Resources.

039

OHIO UNIVERSITY

School of Health Sciences

Assistant/Associate Professor (Tenure Track)

Community Health - 2 positions Fall, 1999

Qualifications: Earned Doctorate in applicable discipline (Community Health, Public Health). Previous university teaching required, preferably at both a graduate and undergraduate level. Applications from those whose interests span broad areas of Community/Public Health are encouraged.

Responsibilities: Teach Undergraduate/Graduate courses in the School of Health Sciences; advise students; conduct research; publish; participate in university and community service.

To Apply: Review of completed applications will begin January 15, 1999 and will continue until the position is filled. Completed applications should include a curriculum vitae, a letter describing how qualifications and accomplishments fit the requirements of the position; and names, titles, addresses, and telephone numbers of three current references. Send application materials to:

Paul E. Fitzgerald, Ph.D., Director
School of Health Sciences
Ohio University
417 The Tower
Athens, OH 45701-2979
E-mail: fitzgera@oak.cats.ohiou.edu

Ohio University is an Equal Opportunity/Affirmative Action Employer, committed to an aggressive program of affirmative action.

UNIVERSITY OF ALASKA SOUTHEAST

CAMPUS DIRECTOR

University of Alaska Southeast (UAS), Sitka Campus. A master's degree is required. Provides campus leadership as well as direct supervision of academic programs, students services, budget, personnel and physical plant as determined by the Chancellor and university policy and regulation. The successful candidate should have well-rounded education and experience to develop education and training programs for the Sitka community (pop. 8,500). Demonstrated experience with technology-aided instruction and distance delivery of educational programs a must. Experience in team building with faculty, staff, the community, university colleagues and other educational institutions. Experience working with both traditional and non-traditional students. Must value the cultural diversity of students, faculty and the community and develop student recruitment and retention programs. Able to increase campus resources by grant writing, fundraising, and development of partnerships. Salary DOE and includes an excellent package of medical and retirement benefits.

Submit UAS Employment Application Form, current resume, educational transcripts, six references and a cover letter describing your qualifications for this position. For detailed position description and application instructions, forms or other information, contact the **University of Alaska Southeast, 11120 Glacier Highway, Juneau Alaska 99801. Attn: Tom Dienst, telephone: 907-465-6263 or e-mail:(jypers@acadl.alaska.edu)**. A detailed position description and other information on UAS is available on the home page at: **http://www.jun.alaska.edu**. Application material must be received by **January 30, 1999**.

UAS is an AA/EO employer and educational institution.

CHANCELLOR

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Los Angeles, California

The Board of Trustees of the Los Angeles Community College District invites applications and nominations for the position of Chancellor of the District. The District includes nine colleges with a budget of half-a-billion dollars, serving 100,000 credit students annually. The Los Angeles Community College District is governed by an elected seven-member Board of Trustees, plus a student trustee. The Board seeks an accomplished leader to work with the District in addressing major organizational and fiscal issues.

The District faces significant challenges. The new Chancellor will be expected to work with the nine college presidents in implementing a decentralized system for delivery of educational services.

Application Information:
A brochure with information about the District and the Chancellor Search may be obtained by contacting **Mr. Lucian Carter, Liaison to the Chancellor Search Committee, Los Angeles Community College District, 770 Wilshire Boulevard, Los Angeles, CA 90017; Phone: (213) 891-2252; Fax: (213) 891-2411; Internet: carterlc@laccd.cc.ca.us.** Applications and nominations should be sent to the same address. PLEASE FILE IMMEDIATELY.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

COLLEGE OF SAINT BENEDICT/SAINT JOHN'S UNIVERSITY

Department of Education

The Education Department of the College of Saint Benedict and Saint John's University invite applications for a full-time, tenure track position beginning Fall 1999. Qualified candidates must have a doctorate in literacy education, extensive course work in language arts, at least three years of teaching in grades K-8, and licensure to teach elementary and middle school. Experience teaching college as well as knowledge of the Minnesota Graduation Rule and instructional technology are preferred. Successful candidate must be an effective communicator in both oral and written language. Personal characteristics should include initiative, well-honed interpersonal skill, and willingness to be part of a team.

Teaching responsibilities include: 1) Reading Writing and Language Growth 4-8, and **2)** Middle School Literacy and Pedagogy all of which require a clinical/teaching experience for the students. Additionally, supervision of a clinical experience during the January Term is required as is student advising.

The Education Department operates in the belief that learning should be active, constructive and developmentally appropriate, and happen in an atmosphere that promotes personal growth and well-being.

Saint John's University, a liberal arts college for men, and The College of Saint Benedict, a liberal arts college for women, are coordinate institutions located in central Minnesota lake country, 70 minutes northwest of Minneapolis/St. Paul. Additional information is posted on our website **www.csbsju.edu.**

Send letter of application, curriculum vitae, graduate transcripts, three recent letters of recommendation, and evidence of teaching effectiveness to:

CSB/SJU Director of Human Resources
Saint John's University
Collegeville, MN 56321

Applications received after **January 15, 1999** cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply. EEO/AA employers.

OSWEGO STATE UNIVERSITY

ASSISTANT PROVOST FOR SOCIAL EQUITY
AND
DIRECTOR OF LEARNING SUPPORT SERVICES

Oswego State University invites applications and nominations for the position of Assistant Provost for Social Equity and Director of Learning Support Services. Oswego State is a comprehensive academic institution with a competitive student body of 6,600 undergraduate and 1,000 graduate students being served in the College of Arts and Sciences, the School of Education, and the School of Business. Originally founded in 1861, the college became a charter member of the State University System in 1948. The 200-acre campus is located in Oswego on the shore of Lake Ontario, forty miles north of Syracuse and sixty miles east of Rochester. Oswego is the Port City of Central New York with 20,000 residents.

The Assistant Provost for Social Equity and Director of Learning Support Services is a single position reporting directly to the Provost. The Director leads a staff of twelve full-time teaching and counseling professionals and numerous graduate students in a program which provides academic and personal support services for nearly 900 students admitted to the University through special criteria, including the Educational Opportunity Program. The Office of Learning Support Services offers a comprehensive program that includes academic development, counseling, financial aid, and mentoring. The Director's responsibilities include program and resource development, program and staff supervision, budget management, quality control, and coalition building. As advocate for human diversity and social equity issues, the Assistant Provost maintains working relationships with the academic, administrative and student services divisions, including serving on appropriate councils.

Minimum qualifications include a Master's degree and at least five years of progressive responsibilities at the college level, including experience with supervising professional staff, developing programs, managing budgets, a demonstrated commitment to multicultural education, and the ability to work with a diverse population. Teaching experience at the college level and familiarity with the operation of a public university system are desirable.

Salary will be commensurate with qualifications and experience. Review of applications will begin February 15, 1999 and will continue until the position is filled. Minorities, persons with disabilities, and women are encouraged to apply. Nominations or letter of application, resume, and names, addresses, and telephone numbers of three references should be sent to:

Howard Gordon, Administrative Liaison
Assistant Provost Search Committee
708 Culkin Hall, Oswego State University
Oswego, New York 13126

Oswego State University is an Affirmative Action/Equal Opportunity Employer

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MT. SAN JACINTO COLLEGE TENURE-TRACK VACANCIES

Mt. San Jacinto College announces the following full-time, tenure track faculty vacancies available Fall 1999:

- ☐ **Computer Information Systems**
- ☐ **CISCO/Networking**
- ☐ **Counseling (DSPS)**
- ☐ **Geography/GIS**
- ☐ **Health Science**
- ☐ **Math (2 positions)**
- ☐ **Sociology**
- ☐ **Biology**
- ☐ **Speech**

Mt. San Jacinto College District services a 1,700 square mile area in Riverside County (southern California). Population within the District exceeds 400,000 and supports seven K-12 districts. For the past three years, the District has had the highest growth rate in the State, in terms of both adult and student population.

MSJC is located about 100 miles southeast of Los Angeles and 50 miles west of Palm Springs. There is freeway access to ocean beaches, skiing and cultural offerings in San Diego, Los Angeles and Orange County.

A complete application will include a MSJC application form, current resume, cover letter addressing your educational philosophy, transcripts for ALL college level work, and three current letters of reference. No additional application materials will be accepted. Mt. San Jacinto applications, individual position qualifications and a current faculty pay schedule may be obtained by contacting: **Mt. San Jacinto College, Human Resources Department, 1499 N. State St., San Jacinto, CA 92583.** Tel (909)487-MSJC (6752) ext. 1111 or 1150 FAX (909)654-5971 e-mail **CHRO940@msjc.cc.ca.us** TDD (909)654-2098 Web site: **www.msjc.cc.ca.us.**

Application review will begin March 1, 1999 and will continue until positions are filled. To ensure consideration, a completed application packet must be received in the Human Resources Office no later than Friday, February 26, 1999. Resumes will not be accepted in lieu of completed district application packet.

AA/EOE

UNIVERSITY OF FLORIDA

College of Education
1999

Irving and Rose Fien Endowed Professorship in Elementary and Special Education

The College of Education of the University of Florida seeks a distinguished professor, with an outstanding record in promoting the education of "at risk" children, to fill the Irving and Rose Fien Professorship in Elementary and Special Education.

The College. The University of Florida is at the end of a four-year effort to revise its teacher education program and reorganize the College of Education in order to serve the critical needs of children who have often not been well served by schools. The aim of the new Unified Elementary Proteach program, to be implemented in the fall of 1999, will be to prepare all elementary classroom teachers to serve all children, including those with special needs, those with limited English proficiency, and those from diverse cultural, economic, and ethnic backgrounds in both rural and urban settings.

The Professorship. We are recruiting a teacher educator with the experience and vision to collaborate in implementing, refining, and extending this model. The Fien Professor should be someone with a national or international reputation for research and professional leadership, who will command immediate credibility with our constituents, and who has a proven record of commitment to the students targeted in this program.

Position Description. This will be a full-time tenured position in the rank of Professor in the Department of Instruction and Curriculum beginning August, 1999. The successful candidate will be expected to pursue research and service initiatives which will be determined by his or her strengths and interests. The position will involve leadership in doctoral studies, pursuit of external funding, and active participation in the PROTEACH program but no administrative responsibilities. (For a more detailed description of the Proteach Program and the role the Fien Professor will play, contact Ben F. Nelms, Chair, Department of Instruction and Curriculum, bfn@coe.ufl.edu, 352-392-9191 x226.)

Qualifications. An earned doctorate in an appropriate field, an outstanding record of scholarly writing and research, success in securing and administering grants and contracts, teaching and mentoring in preservice and doctoral education, and service within schools representing the target population.

Application. Submit a statement presenting evidence of your interests and qualifications for this position as well as a tentative description of the type of initiatives you would be interested in pursuing. Include also a curriculum vitae; examples of scholarship and research; and the names, US mail and e-mail addresses, telephone and fax numbers of at least three and no more than five individuals you have asked to serve as references.

Application materials should be sent by February 15, 1999, to **Dr. Joe Wittmer, Search Committee Chair, PO Box 117046, Gainesville, FL, 32611-7046. Phone: (352) 392-0731, ext. 235. Fax: (352) 846-2697.**

The University of Florida is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are especially welcome.

California State University, Bakersfield
SCHOOL OF EDUCATION

Located 110 miles north of Los Angeles in the southern San Joaquin Valley, Bakersfield offers all the amenities of modern city life without the disadvantages. New housing is the best in the state for value and availability; excellent lifestyle for family; stress-free driving; convient airport. The School of Education at CSUB, an Hispanic-serving institution, is WASC, NCATE and CCTC accredited. We seek to create an inclusive, progressive, and democratic teaching and learning environment. Faculty with a sincere commitment to public education and improving educational opportunities for diverse learners are invited to apply for tenure-track positions. Summer employment available.

QUALIFICATIONS: All positions require a doctorate or ABD status appropriate to the position; substantial K-12 teaching experience with diverse learners; well-articulated research and publication agenda; evidence of service to, and collaboration with, public schools; collegiality. **PREFERRED:** A strong knowledge-base in multicultural education and/or second language acquisition, and experience with technology-mediated instruction.

POSITIONS:

1. ELEMENTARY EDUCATION-GENERALIST (ASSISTANT/ASSOCIATE)

Doctorate in C&I, Elementary Education or related field (any academic specialization). Teach undergraduate and graduate content methods courses in the subjects taught in elementary school. Prefer recent K-12 teaching or supervisory experience.

2. READING/LANGUAGE ARTS (ASSISTANT/ASSOCIATE)

Seeking a person to teach Reading and Language Arts Methods. Must be knowledgeable about eclectic approaches to reading. Willingness to teach with ITV.

3. MULTICULTURAL/INTERNATIONAL EDUCATION (ASSISTANT)

Seeking a person to provide leadership school-wide in developing and strengthening multicultural education in both theory and practice.

4. SECONDARY EDUCATION (ASSISTANT/ASSOCIATE)

Seeking persons with expetise in one of the following areas: Educational Technology, English/ESL, Reading/Literacy, or Foreign Languages to provide leadership for the teacher education program at the secondary level. Depending upon background and experience, the incumbent may also be invited to apply for the directorship of the Kern-Eastern Sierra Writing Project.

5. MATHEMATICS EDUCATION (ASSISTANT/ASSOCIATE)

Seeking a person with expertise in mathematics teacher education (elementary, middle, or secondary level, depending upon interest and background). Earned doctorate in Mathematics Education, C&I (Mathematics), or Mathematics (with cognate area related to teacher education).

6. SPECIAL EDUCATION (ASSISTANT/ASSOCIATE) TWO POSITIONS.

Seeking two individuals for teacher education programs: Mild/Moderate and Moderate/Severe. Willingness to teach some courses at off-campus center.

7. CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION (ASSISTANT)

Seeking a person with demonstrated potential for effective and innovative teaching, scholarly activity, effective communication and interpersonal skills with diverse populations. Teach undergraduate courses in child development and early childhood education.

8. PHYSICAL EDUCATION (ASSISTANT)

Primary responsibility teaching physical education pedagogy courses. Secondary teaching adapted physical education.

SALARY: Commensurate with education and experience. Excellent Benefits.

BEGINNING DATE: May elect, Summer 1999 or Fall 1999.

APPLICATION PROCEDURE: Applications received by January 31, 1999 will be given full consideration; positions are open until filled. Submit letter of application with current vita, transcripts of graduate coursework or university placement file, and three letters of reference to:

Dr. Sheryl L. Santos, Dean
School of Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSUB fosters and appreciates ethnic and culturally diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

CAZENOVIA COLLEGE
Institutional Research Officer

Cazenovia College, an independent two- and four-year coeducational college, seeks qualified candidates for a full-time Institutional Research Officer. The successful candidate will provide and coordinate the production of data-driven reports to many offices on campus. Responsibilities include research support for student learning outcomes assessment, preparation of all required State, Federal, and other external data requests, and data support for admission, retention, strategic planning, and grant activities.

QUALIFICATIONS: Bachelors degree and three years experience in institutional research. Master's degree in research-based field desirable. The successful candidate will also possess a commitment to the mission and direction of the College, ability to work independently and in teams, proficiency in statistical analysis and survey design, excellent oral and written communication skills, high energy, and the ability to self-direct.

Candidates should submit a detailed letter of application addressing these qualifications, current curriculum vita, and the names and telephone numbers of three references. Review of applications will begin immediately and will continue until the position is filled. The position begins as soon as practical. Send application to:

Institutional Research Search
Cazenovia College
10 Seminary St.
Cazenovia, NY 13035

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles southeast of Syracuse. For further information, visit our website at www.cazcollege.edu

AA/EOE

BSC Buffalo State College
State University of New York

TENURE-TRACK FACULTY POSITIONS
PENDING FINAL BUDGETARY APPROVAL

Elementary Education and Reading- 2 positions. Assistant and Associate Professor. Required: Doctorate elementary education curriculum, or related field from an accredited university; experience may be as a generalist or have specialization's in mathematics, science, or social studies education; must be committed to site based teacher education, have strong potential for and/or demonstrated competence in scholarly productivity including writing for publication. Preferred: Teaching experience at the primary, intermediate, or middle school level; experience in urban schools; ability to infuse technology in educational setting; specialization in social studies and/or science education. Submit applications to: *Dr. Richard Frazita, Chair, Recruitment Committee, Department of Elementary Education and Reading, Bacon Hall 316P*

Exceptional Education- Associate Professor. Required: Ph.D. or Ed.D., in special education or related field; background in and ability to contribute to the college's urban mission; successful teaching experience with individuals with special needs at elementary, middle or secondary level; evidence of successful teaching experience at the post-secondary level; record of research and/or publications; demonstration of extensive knowledge and expertise in special education. Preferred: Certification in special education; record of effective research and/or teaching in instructional methods and curriculum practices in special education; demonstrated interest in teacher preparation, particularly in field-based and collaborative models of service delivery. Submit application to: *Dr. R. Bruce Baum, Chair, Professional Welfare Committee, Exceptional Education Department.*

Speech Language Pathology- Tenure-track position in CAA accredited program. Rank depends on qualifications. Expertise in an area of speech and/or adult language disorders required, with motor speech disorders, fluency, dysphagia, or adult language disorders preferred. Additional qualifications include awarded or imminent doctorate, CCC-SLP, eligibility for NY licensure, evidence of potential for successful teaching, clinical supervision, and scholarship. Send letter of application, vita and three letters of recommendation to: *Dr. Sally Arnold, Speech Language Pathology, 208 Ketchum Hall.*

Submit applications to the appropriate person at

BUFFALO STATE COLLEGE
1300 Elmwood Avenue
Buffalo, New York 14222

Application review begins Jan. 26, 1999

Buffalo State

Buffalo State is an affirmative action, equal opportunity employer. The college serves more than 11,000 students and offers 155 undergraduate and graduate programs.

BEST COPY AVAILABLE

VICE PRESIDENT FOR ACADEMIC AFFAIRS
McHenry County College

McHenry County College invites applications for the position of Vice President of Academic Affairs. The Vice President serves as the chief academic officer of the college, reports to the President and serves as a member of the President's Cabinet.

McHenry County College is a public comprehensive community college offering credit and noncredit programs and services. Annual headcount enrollment is 20,000 (100,000 SCH). The permanent 108 acre campus is located in Crystal Lake, Illinois which is approximately one hour's drive northwest of Chicago and south of Milwaukee. McHenry County is the fastest growing county in Illinois and the college is experiencing steady enrollment increases. As it grows, the College maintains its commitment to the values of each individual.

The Vice President is responsible for the academic leadership of the college including, but not limited to, academic planning and evaluation, enhancement of programs and curriculum, accreditation, recruitment of faculty and faculty development. Likewise, the Vice President is responsible for academic and student services and the use of these services to promote student success.

Minimum Qualifications: An earned doctorate from a regionally accredited college or university and a distinguished record of teaching and service, with a minimum of five years of full-time classroom teaching, preferably at the two-year college level; eighth years of progressively more responsible administrative experience, preferably at the two-year college level; professional record documenting an understanding of changing trends and issues in higher education, particularly teaching and learning strategies utilizing instructionally-related technology, demonstrated ability to manage fiscal and personnel resources to plan and evaluate programs, and to think creatively, strategically and proactively, superior interpersonal and communication skills.

Application process: Candidates should submit: (1) a letter of application outlining their educational philosophy and addressing the minimum qualifications, (2) a current resume, (3) names, addresses, and phone numbers of three references. Materials must be received by February 12, 1999 (fax and E-mail not acceptable) to **Ms. Nancy Loomis, Assistant Vice President of Human Resources, McHenry County College, 8900 U.S. Highway 14, Crystal Lake, IL 60012-2761**

Effective Date of Employment: July 1, 1999

McHenry County College is committed to diversity in its college community, particularly in its professional staff, and is an equal opportunity employer.

FACULTY POSITIONS

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT invites applications from qualified individuals for tenure-track faculty positions at the nine colleges of the District. Selections are made from open and continuous pools in 57 academic and 87 vocational fields. Approved applications are valid for three years; candidates may renew at the end of that period by filing a renewal application. Visit our internet home page **http://www.laccd.edu for information.** WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY.

REQUIREMENTS

Applicants must meet State minimum requirements either by a credential or degree. There may be additional District requirements beyond the State minimum.

SALARY

The current salary range is $32,780 to $51,040 for new employees, with a potential maximum of $60,910, for a 40-week academic year. New employees to the District will be allocated within the salary range according to previous training and experience. Employee benefits include 25 paid holidays/vacation days annually, district-paid medical/hospital, dental and vision care plans and a $40,000 group life insurance policy. Regular faculty who retire after a vesting period have lifetime medical coverage if Medicare enrollment is maintained after age 65.

FILING AN APPLICATION

For each subject field, a separate application must be filed. Applications may be obtained (specify field(s)) by calling (213) 891-2211, or FAX (213) 891-2411, or reply by e-mail on the internet to jobs@laccd.cc.ca.us including name, address, phone, and subject. Legible photocopies of transcripts are acceptable for the application; if selected, official transcripts will be required. Applications may be filed in person or mailed to the **Academic Selection Unit, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017.**

Colleges of the District are: L. A. City College, East L. A. College, L. A. Harbor College, L. A. Mission College, L. A. Pierce College, L. A. Southwest College, L. A. Trade-Technical College, L. A. Valley College, and West L. A. College.

In accordance with its strong commitment to diversity, the District encourages all qualified candidates, including members of underrepresented groups, to apply in all subject areas for which they qualify. THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Leave Replacement Position for 1999-2000

THEATRE–Technology,
Graphics for the Designer,
and design courses

These position is being posted
jointly with the
Five Colleges of Ohio Consortium.
For complete job description, please see
www.wooster.edu,
click on **Inside Wooster,**
click on **Employment Opportunities**
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

Rock Valley College

SPANISH INSTRUCTOR

Tenure-track position available August 1999- full-time instructor of Spanish. Applicants must possess earned Masters degree in Spanish or be university-educated native-level speaker. Qualifications to teach French or German also highly desirable. Applicants will demonstrate minimum two years' successful teaching experience in foreign languages at college or secondary level. Rock Valley is a comprehensive community college in one of Illinois' largest cities, located 90 miles northwest of Chicago and serving a population of 300,000. Responsibilities include instructional load ave. 15 hours/semester plus supplemental duties: community and secondary-school outreach; curriculum development in alternative methodology (multimedia, asynchronous instruction, other interactive teaching strategies). Salary range: $29,000 to $36,000; optional overload and summer when available. Send letter specifically addressing qualifications, including phone numbers and addresses of three professional references, copies of all undergraduate and graduate transcripts, philosophy statement on foreign language instruction, and documentation of teaching excellence. Assemble under single cover to:

Lori Alfe
Chair, Division of Communications
3301 North Mulford Road
Rockford, IL 61114

Postmark deadline: February 1, 1999. EOE.

ARTIST-IN-RESIDENCE

Skidmore College, an undergraduate liberal arts institution, is inviting applications to share a three-year, renewable position. The appointment will be full-time for the Fall semester only. Candidates should be familiar with different approaches to the teaching of acting, with special emphasis in textual analysis with a basis in Stanislavski. The accepted candidate will share academic advising, assist in the student-directed workshop program, and participate in other departmental activities. Candidates must have college teaching experience with an MFA or professional experience.

Position begins September 1999. Review of application will begin February 1, 1999. Applicants should submit c.v. and three letters of recommendation to:
Chair, Theater Department, File # 52, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866.

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

Visit our website at http://www.skidmore.edu

SKIDMORE
COLLEGE

Community College of Philadelphia

PRESIDENT

The Community College of Philadelphia is seeking to identify its fifth president to succeed Dr Frederick W Capshaw who died in June 1998 after providing outstanding leadership for four years. The new president will want to build on the College's abundant strengths as he or she seeks to move the College to an even higher level of excellence.

Community College of Philadelphia is thriving. Enrollment is strong (18,500 FTE), supported by over 1,000 highly qualified full-time and part-time faculty teaching in programs located at the main campus, three regional centers and many smaller sites throughout the city. The College is a significant presence within Philadelphia and the region. The transfer rate is among the highest in the country and there are over 80 articulation agreements. The College's financial foundation is sound, the physical plant is reasonably adequate to programmatic needs, technology is being enhanced, and new collective bargaining agreements have recently been signed. The Board is informed, engaged and deeply supportive of the College and its mission.

The ideal candidate will have the following qualifications and characteristics:

- Enthusiasm for carrying out the College's mission
- Substantial administrative experience and a demonstrated record of success
- Ability to lead a complex and growing, multi-campus urban institution with multiple internal and external constituencies
- Demonstrated expertise in institutional financial management
- A management style that includes consensus-building and decisiveness, with the ability to energize and engage the College community
- Political skills and personal style that will enable effective external relationships with city and state governments and corporate leaders, and that will build visibility and financial support for the College
- Skills necessary to work effectively within a collective-bargaining environment
- Demonstrated commitment to diversity and an eagerness to engage and serve the diverse groups in the city of Philadelphia and the College
- Eagerness and ability to build rapport and relationships with the wide variety of faculty, staff and students that make up the College community
- Credentials sufficient to earn the respect of the academic community and to foster academic excellence

Compensation for the position will be commensurate with experience and qualifications. More information about the position qualifications and the College is available on the web at **www.ccp.cc.pa.us/pressearch**. Nominations and applications are invited; for full consideration, materials should be received by February 19, 1999. Candidates should submit a letter describing interest in and qualifications for the position, a curriculum vitae, and the names, addresses and phone number of five references. Materials should be sent to **Dr. Jean Dowdall, Vice President, A.T.Kearney Executive Search, 225 Reinekers Lane, Alexandria VA 22314; e-mail to jean_dowdall@atkearney.com; or by fax to (703) 518-1782.** All information will be treated confidentially.

As an Affirmative Action/Equal Opportunity Employer, Community College of Philadelphia eagerly encourages applications from women and minority candidates.

Skagit Valley College

Skagit Valley College, Whidbey Campus, Located in Northwest Washington and dedicated to educating and serving students, is seeking applicants for the following full-time, tenure-track faculty positions. Starting date for faculty positions is September, 1999.

Spanish/Humanities Instructor; Biology Instructor

QUALIFICATIONS: MA/MS in appropriate discipline required.

SALARY: $31,400 for nine-month contract, plus benefits.

Licensed Practical Nursing Instructor

QUALIFICATIONS: BS in Nursing required, MS in Nursing preferred. Hold or obtain WA State RN or ARNP license.

SALARY: $31,400 for nine-month contract; $7,102.68 for 8-week summer quarter contract. Benefits.

APPLICATION PROCEDURE: Applications may be obtained from and returned to:

Skagit Valley College
Human Resources Office
2405 East College Way
Mount Vernon, WA 98273
(360-416-7800/TTY360-416-7718/www.svc.ctc.edu)

Applications must include: **1)** Official SVC application, **and 2)** resume with names and phone numbers of three professional references. Positions open until filled. Screening begins February, 1999.

EEO/AA Employer

Vice President for Student Affairs

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Applications and nominations are invited for this position, which provides executive leadership, direction, coordination, administration, management and budget formulation and allocation for student services programs and activities. The Vice President provides executive direction to two Assistant Vice Presidents for Students Affairs-one for Enrollment Management (Admissions, Career Planning and Placement, Financial Aid, Orientation, Outreach and Recruitment, and Registration and Records) and one for Student Services (Center for Student Life, Educational Opportunity Program, International Student Services, Student Advocacy, Students with Disabilities, and Student Health Center). The University, one of 23 campuses of the California State University system, is located at the eastern edge of Los Angeles and adjacent to the Western San Gabriel Valley, with more than 19,000 students reflecting the rich ethnic diversity of the area.

QUALIFICATIONS:

- An earned doctorate or other terminal degree and a record sufficient to warrant a tenured appointment in an academic department at Cal State L.A.
- A record of significant executive level responsibility in the area of academic support services
- Proven leadership abilities
- Demonstrated ability to build relationships with faculty, staff and students
- Excellent oral and written communication skills
- Demonstrated ability and/or interest in working in a multicultural/multiethnic environment

Salary for this Administrator IV position is commensurate with experience and qualifications. A comprehensive benefit program is provided.

Open until filled: Submit letter of application, curriculum vita, three letters of recommendation, and transcript from institution awarding highest degree by Friday, **January 22, 1999** to

Chair, VPSA, HRM, #H98-173
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8534

www.calstatela.edu

Reasonable accommodation may be requested.
Equal Opportunity/Title IX Employer

CHIEF INFORMATION OFFICER

The American Council on Education

Washington, D.C.

The American Council on Education (ACE) is seeking a Chief Information Officer (CIO) who will position ACE at the leading edge of information technology.

Founded in 1918, ACE is the nation's umbrella higher education association. Its approximately 1700 members include accredited degree-granting colleges and universities from all sectors of higher education, and other education and education-related organizations.

The CIO reports to the Vice President for Administration and is responsible for information systems and services that serve the diverse needs of an organization with 170 staff and an annual budget of $35 million. The CIO oversees the operations of the Information Technology Services (ITS) Department, ensures systems security, supervises staff, develops and implements policies, procedures and training programs.

The successful candidate will have at least ten years progressively responsible experience in the management of information technologies, preferably in an academic center or another large professional association. Demonstrated leadership and human relations skills are critical. Candidates should have excellent communication and consensus building skills, a proven track record with project management, a strong customer-service orientation, the ability to thrive on challenge and work effectively with diverse constituencies.

The search is currently underway and will continue until the position is filled. Nominations and applications may be submitted to the consultants supporting ACE in this search.

Ace Chief Information Officer
c/o Janet M. Worth, Educational Management Network/Witt/Kieffer
5420 LBJ Freeway, Suite 460
Dallas, TX 75240

More information about ACE is available on their website at ***http://www.ace.edu.*** *Requests for copies of the Position Prospectus and questions or confidential inquiries may be made to Janet M. Worth, 972-490-1370 or Gary J. Posner, 615-665-3388 or via email:* ***ace@emnemn.com.***

NORTHWEST VISTA COLLEGE
PALO ALTO COLLEGE
ST. PHILIP'S COLLEGE
SAN ANTONIO COLLEGE
ALAMO COMMUNITY COLLEGE DISTRICT

Vice Chancellor for Fiscal Affairs

(Extended Search)

Application materials are being accepted for this key administrative position. The Alamo Community College District (ACCD) is the parent organization for four community colleges located in the River City of San Antonio, Texas, with a diverse faculty, staff and student population, and a multi-million dollar annual operating budget. The Vice Chancellor for Fiscal Affairs will report to the Executive Vice Chancellor; direct day-to-day accounting and finance management activities and work closely with the Chancellor and Board of Trustees in developing long-range financial plans, annual budgets. The successful candidate will have:

- Comprehensive knowledge of financial principles and practices applicable to a large and complex organization
- Considerable knowledge of all community college federal, state and local financial accounting reporting requirements
- Excellent communication skills
- Proven experience in project management, and computer-based financial analysis/reporting in a multi-college organization
- Prefer administrative experience in higher education, governmental fiscal affairs or business management functions
- Masters degree in Finance, Business Administration, Accounting or Economics and CPA license
- Eight (8) years financial management experience to include 6 years at administrative/supervisory level

For further information about the ACCD and this position, visit our web site at www.accd.edu.

Submit the following by February 12, 1999: cover letter articulating your organizational role of Fiscal Affairs and your management style; comprehensive resume to include education, professional training, chronology of job assignments and significant achievements; three letters of recommendation and copies of transcripts. Incomplete packages will receive no consideration.

James R. Dickerson
Alamo Community College District
201 W. Sheridan, Suite A60
San Antonio, TX 78204
(210) 208-8051• EEO Employer
ACCD is closed 1/18/99.

Fashion Institute of Technology® (SUNY)

F.I.T.® An internationally known leader in career education, is a college of art and design business and technology of the State University of New York offering 30 career-related majors leading to A.A.S., BFA., BS., and M.A. degrees.

Tenure Track
Faculty Position
(Search Reopened)

Cosmetics and Fragrance Marketing and Management

seeks dynamic, creative marketing professional with management experience and a passion for cosmetics and fragrance to train industry leaders for the 21st century. The person selected for this faculty appointment as instructor will be expected to provide leadership in curriculum and course design, specifically in such general management areas as strategic planning, organizational design, corporate finance, human resource management, production and supply-chain management, and global marketing. The appointee will also be expected to work directly with the Dean for Graduate Studies in shepherding the program through the College and State University approval process, and in maintaining ongoing conversations with an energetic and committed industry advisory board and with key College faculty. Appointment will begin in Spring 1999, with a projected startup date for the program of June, 2000. Master's degree required; experience in the cosmetics and fragrance industry preferred; teaching experience desirable.

Send resume, cover letter, the names and telephone numbers of three references, as well as any supporting materials to Dr. Bruce W. Chambers, Dean for Graduate Studies, F.I.T., Seventh Avenue at 27 Street, Rm E-315, New York City 10001-5992 or fax to 212-217-5156. **Application deadline January 24, 1999.**

F.I.T. is an equal opportunity/affirmative action employer

Anne Arundel Community College

Students First

PROGRAM DIRECTOR, TEACHER EDUCATION

Responsible for the overall planning, development, implementation and evaluation of credit and noncredit programs in Teacher Education, including supervision of credit curricula for the training of teachers and programming to further the continuing professional education needs of teachers in the early childhood education through secondary education system. Qualifications include: master's degree in Education or related field; five years experience in developing, implementing and evaluating educational programs preferably in a post secondary setting; supervisory and fiscal management experience; conversant with current county and state requirements for teacher certification in the Early Childhood Education through secondary education system. Doctorate and college level or K-12 teaching experience a plus. Review of resumes will begin on February 1, 1999.

Send letter and resume to the:

Office of Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

For further information, visit our website at
www.aacc.cc.md.us

645

DEPARTMENT OF COMMUNICATION

The New School, the founding division of **New School University**, has opportunities available for three communication professionals. The Department currently enrolls 900 undergraduate credit and non-credit students each semester in courses in Film Theory and Production, Screenwriting, Journalism, Media and Culture, Media Practices, and Documentary Studies, and 100 students in the M.A. in Media Studies program with curricula in Media Theory, History and Philosophy, Media Criticism and Analysis, Cinema Studies, Media Management, Media Design, and audio, video, film, and multimedia production.

PROGRAM COORDINATOR (P/T)

Ideal candidate will be organized, energetic, and possess strong foresight to coordinate a non-credit and undergraduate credit curriculum. Work with the Chair of the department and the Film Program Advisor on curriculum development, recruitment and review of more than 100 part-time faculty, program marketing, and the development of external partnerships. Qualifications: advanced degree or equivalent in a communication-related field, teaching and administrative experience, a strong vision for future growth of the program, and a commitment to adult education.

DIRECTOR OF GRADUATE STUDIES (F/T)

A dynamic media educator or leader in the communication profession needed to direct a diverse Media Studies M.A. program. Responsibilities: curriculum development, faculty recruitment and review, management of admissions process and pursuit of external funding. Qualifications: Ph.D. or equivalent industry experience, record of scholarship/teaching, and demonstrated administrative competence.

STUDENT SERVICES COORDINATOR (F/T)

Exceptional administrator and communicator needed to coordinate student services for M.A. program in Media Studies. Responsibilities: manage student recruitment, advising, financial aid, internships, alumni relations, and special events. Qualifications: advanced degree in a communication-related field and experience working closely with a large diverse student population. Excellent organizational and interpersonal skills.

Excellent benefits including free tuition, one month vacation and comprehensive health insurance.

The New School is committed to an educational environment in which the curriculum and every other aspect of the university reflect the multicultural city and international world in which we live. Review of applications will begin **January 15, 1999** and continue until the positions are filled. Apply to: Carol Wilder, Associate Dean and Chair, Department of Communication, **THE NEW SCHOOL**, 2 West 13th Street, New York, NY 10011. Affirmative action/equal opportunity employer.

New School University

CENTRAL MICHIGAN
UNIVERSITY

RESIDENCE HALL DIRECTOR

Office of Residence Life, 9 1/2 month, academic year appointment. Provides leadership in creating an atmosphere conducive to student development and diversity education. Responsible for programming and hall council advisement, residence hall administration, supervision of resident assistants and multicultural advisor, and academic/career advising. One position available January, 1999; other vacancies anticipated beginning June, 1999. Bachelor's degree required. Master's preferred. One year of residence hall work experience and one additional year of professional work experience since obtaining Bachelor's degree desired. Minimum semi-monthly starting salary of $983, commensurate with qualifications, plus apartment and meals. Opportunities exist for temporary assignments during the summer. Submit resume and cover letter to **Kim Voisin, Assistant Director of Residence Life, 201 Bovee University Center, Central Michigan University, Mt. Pleasant, MI 48859.** Please indicate in cover letter if you will be attending OPE in March, 1999. Screening of applications begins immediately and will continue until all positions are filled. CMU provides flexible benefits, an excellent retirement program with tax deferred investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).

NEW JERSEY COMMISSION ON HIGHER EDUCATION

Trenton, New Jersey

EXECUTIVE DIRECTOR

The New Jersey Commission on Higher Education invites nominations and applications for the position of Executive Director. The Commission was established in 1994 as part of the new coordinating structure for higher education in New Jersey. New Jersey's higher education governance structure has three principal components: Pre-existing institutional boards of trustees, the Presidents' Council (representing presidents from all degree-granting institutions of higher education in New Jersey), and the Commission on Higher Education (replacing the previous Board of Higher Education, which was a regulatory body rather than a coordinating body). The Commission is responsible for statewide policy, planning, coordination, and advocacy, including a specific mandate to conduct research on higher education and develop a comprehensive higher education master plan. New Jersey's location, in the heart of the Boston-Washington corridor, and its leadership by Governor Christine Todd Whitman, contribute to making it a growing and highly dynamic state. The Commission has 21 staff members, including five directors for various functions.

The ideal candidate will have significant familiarity with educational policy issues; familiarity with all of the major sectors of higher education and with issues of common concern to them; an understanding of the balance between institutional and statewide issues; an understanding of the provision of access and educational opportunity for all citizens, and comfort working within the diversity of the state.

Compensation for the position is competitive with that of other similar SHEEOs in the region. The position is available immediately. Inquiries, applications, and letters of nomination will be treated confidentially; they should be sent to **Jean A. Dowdall, Vice President, A. T. Kearney Executive Search, 225 Reinekers Lane, Alexandria, VA 22314; Phone (703) 739-4761; Fax (703) 518-1782; e-mail jean_dowdall@atkearney.com.** Candidates should provide a curriculum vitae, the names and phone numbers of five references, and a cover letter describing their interest in the position and their experience. Additional information about the search is available at www.state.nj.us/highereducation/execdir.htm. For fullest consideration, materials should be received by January 31, 1999, although the position will remain open until it is filled.

The New Jersey Commission on Higher Education is an Equal Opportunity Employer

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The University of Puget Sound

ASSOCIATE DEAN FOR STUDENT SERVICES

Begins September 1, 1999. Serves as Dean's primary associate and member of Dean's management team. Master's degree required; Ph.D. or Ed.D. preferred. A minimum of five years experience in higher education administration, student services and assessment, preferably in a liberal arts college; familiarity with counseling and health services, substance abuse prevention, student conduct and their legal environment; excellent organization, problem-solving, writing, editing and communication skills; sound judgment; ability to establish credibility and trustworthiness with students, relate to diverse constituencies, and oversee and lead professional staff; a commitment to liberal arts education; and familiarity with a range of computer software. $46,680-$54,912, generous benefits package. Interested individuals are encouraged to submit interest letter, resume and names of three references postmarked no later than February 1, 1999 to insure consideration. Send to:

Student Services Search
University of Puget Sound
P.O. Box 7297
Tacoma, WA 98407

EOE/AA

Georgia Perimeter College (formerly DeKalb College) is a public, two-year multi-campus community college in the University System of Georgia. Located in the eastern suburbs of Metropolitan Atlanta, with a total enrollment of approximately 30,000 students, the College is the State's third largest higher education institution.

ASSISTANT DIRECTOR FOR BUSINESS, INDUSTRY, & TECHNOLOGY

This Assistant Director will work in cooperation with team members in the Center for Continuing & Distance Education to actively identify, develop, promote, and coordinate the delivery of business, industry, and technology training. Must have a demonstrated knowledge of workforce development issues and of the fiscal management of training programs. Experience with distance learning technologies and grant writing highly desirable. Successful candidates must be detail oriented, possess strong communication, presentation, organization, consensus building, multi-tasking, and computer skills.

Position requires a Bachelor's degree with a minimum of five years or Master's degree with a minimum of three years progressively responsible experience in sales, marketing, workforce, and economic development. *Salary: $39,500+.* Salaries are commensurate with education and experience with excellent benefits. BACKGROUND INVESTIGATION REQUIRED. Application deadline 02/08/99.

Applicants should reference position number 99-126 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcript(s), and (4) list of five professional references (names, addresses, email addresses, telephone numbers) to: **Judy Chastonay, Human Resources, Georgia Perimeter College, 3251 Panthersville Rd., Decatur, GA 30034 or Fax (404) 244-5774.**

For detailed information on this position, please visit our web site at www.gpc.peachnet.edu

An Associate Degree Granting College
of the University System of Georgia

Georgia
Perimeter
College
(formerly DeKalb College)

GA IS AN OPEN RECORDS STATE

AA/EOE/ADA

UNIVERSITY OF PENNSYLVANIA

DEAN, SCHOOL OF LAW

The University of Pennsylvania invites nominations and applications for the position of Dean of the Law School. The Dean is the chief academic and administrative officer of the Law School, overseeing 37 standing faculty and over 800 students in four degree programs: Juris Doctor, Master of Comparative Laws, Master of Laws, and Doctor of the Science of Law. The Dean reports to the Provost of the University of Pennsylvania and interacts directly with the President of the University.

The University of Pennsylvania Law School enjoys a strong position among the top tier of American law schools. It possesses a highly interdisciplinary, intellectually diverse, productive and research-oriented faculty; a tradition of leadership and active involvement in law reform and experiential methods of teaching and learning, and an outstanding student population drawn from around the country and the world. As one of the 12 schools of the University of Pennsylvania, the Law School has strong research and teaching connections with other outstanding professional schools and academic departments.

The mission of the University of Pennsylvania Law School is, through research and teaching, to generate intellectual and human capital for the leadership of the legal profession in the 21st century. The Dean should have a distinguished record of scholarship and professional achievement; academic leadership experience is desirable. The successful candidate should expect to assume office on or before July 1, 1999.

Letters of inquiry, application and nomination should be accompanied by curriculum vitae and be received no later than February 15, 1999. Correspondence may be directed to:

Dr. Richard J. Herring, Chair
Law School Dean Search Committee
c/o Office of the Secretary of the University
236 S. 34th Street, 4th Floor
Philadelphia, PA 19104-3804

The University of Pennsylvania is an Equal Opportunity/ Affirmative Action Employer

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COLLEGE OF SAINT BENEDICT/ SAINT JOHN'S UNIVERSITY

Department of Management

(3 positions)

The College of Saint Benedict/Saint John's University seek candidates for the following positions in the Department of Management beginning Fall 1999:

TENURE TRACK. Applicants should be prepared to teach courses in undergraduate ***CORPORATE FINANCE*** and ***INVESTMENTS.***

TENURE TRACK. Applicants should be prepared to teach courses in ***ORGANIZATIONAL BEHAVIOR*** and ***HUMAN RESOURCE MANAGEMENT*** as well as ***INTRODUCTION TO MANAGEMENT.***

TENURE TRACK. Applicants should be prepared to teach courses in ***COMPUTER APPLICATIONS IN BUSINESS*** along with functional area courses in ***OPERATIONS OR FINANCE.***

MBA or equivalent required; Ph.D. or DBA preferred. Undergraduate teaching experience strongly desired.

The Management Department offers a generalist management degree integrated with a liberal arts education. Active and innovative pedagogy is a hallmark of our faculty. For more information contact Virginia Arthur, chair of the search committee, at ***VARTHUR@csbsju.edu.***

Saint John's University, a liberal arts college for men, and The College of Saint Benedict, a liberal arts college for women, are coordinate institutions located in central Minnesota lake country, 70 minutes northwest of Minneapolis/St. Paul. Additional information is posted on our website ***www.csbsju.edu.***

Please submit letter of application, vita, three recent letters of recommendation, undergraduate and graduate transcripts, along with supporting materials explaining your teaching philosophy and summarizing any available student feedback about your previous teaching to:

CSB/SJU Director of Human Resources
Saint John's University
Collegeville, MN 56321

Please make reference to specific position you are applying for in the letter of application.

Applications received after *March 1, 1999* cannot be guaranteed consideration.

Women and people of diverse racial, ethnic, and cultural backgrounds are encouraged to apply.
EEO/AA employers

Geneseo

VICE PRESIDENT FOR STUDENT AND CAMPUS LIFE

The State University of New York at Geneseo invites nominations and applications for the position of Vice President for Student and Campus Life.

Geneseo is a highly selective, primarily residential public liberal arts college with approximately 5000 students. The campus is located in an historic village in the Finger Lakes region of Western New York just south of Rochester. Recognized for excellence in undergraduate education, Geneseo is consistently ranked among the best colleges and universities in such publications as *US News* and *Kiplinger's Personal Finance*. It offers a full range of liberal arts programs, selected professional programs, and a wide variety of co-curricular and cultural activities. Geneseo is a member of the Council of Public Liberal Arts Colleges.

Geneseo seeks a chief student affairs officer who will provide creative leadership in the setting of a public liberal arts college that combines a rigorous curriculum and a rich co-curricular life in an integrated learning-centered environment. As one of four vice presidents reporting directly to the President, the Vice President for Student and Campus Life is the senior officer responsible for three major areas of College activity: residential life; student services; and student activities. Within those broad areas of responsibility, the following departments are included: office of the Dean of Students; residential life; student health services and education; counseling; athletics; student union and activities; career services; multicultural affairs; orientation and Greek life. The Dean of Students reports directly to the Vice President.

Successful candidates will have a record of progressively more responsible student affairs or general administrative experience; a commitment to the values and purposes of a liberal education and understanding of issues of student development; excellent communication skills; the ability to work collaboratively with faculty and staff in academic affairs to make student life outside the classroom an integral part of Geneseo's educational mission. Prior experience at the Dean or Director level in student affairs is preferred, as is experience in one or more of the following: teaching at the college or university level, auxiliary operations, human resource and/or budgetary management. Candidates must demonstrate achievement in fostering a diverse community, maintaining a healthy and safe campus environment, managing significant human and financial resources, and working as part of an administrative team with all members of a diverse community. Ph.D. or other appropriate terminal degree is strongly preferred; master's degree required.

Applications, including a letter of interest, curriculum vitae, and the names and telephone numbers of at least three references, should be sent to:

Professor David K. Geiger, Chair
Vice President for Student and Campus Life Search
Office of the President
State University of New York at Geneseo
1 College Circle, Geneseo, NY 14454

Review of applications will begin February 1, 1999 and will continue until position is filled. AA/EOE. Women and minorities are encouraged to apply

---

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P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

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Counselor, Athletic Counseling Emphasis
Counselor (2 positions)
Counselor (IDILE Program)
Counselor (PUENTE Program)
Counselor, International Scholars Program
Counselor, Southeast Asian Program
Counselor, Student/Athlete Support Program
Counselor/Trainer, Academic Probationary Program
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Electronics
English (4 positions)
ESL
Forensics/Speech
French and Spanish
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General Biology/Natural History
Geography
Geology
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Information Systems/Office Technology
Librarian (2 positions)
Mathematics (4 positions)
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Medical Assistant/Multi-Skilled Health Technician
Music (Choral/Vocal)
Office Technology
Philosophy (2 positions)
Physics/Engineering
Political Science (2 positions)
Sociology/Psychology
Spanish (2 positions)
Speech (2 positions)
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Women's Basketball Coach/Student Activities Coord

For an application package please contact our Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call us at (559) 226-0720, FAX us at (559) 229-7039, or visit our website at www.scccd.cc.ca.us.

ADVERTISING INDEX

POSITIONS

ALASKA	
University of Alaska Southeast	62
CALIFORNIA	
California State Polytechnic University, Pomona	46
California State University, Bakersfield	64
California State University, Dominguez Hills	59
California State University, Los Angeles	66
California State University, Northridge	36
Chabot-Las Positas Community College District	55
Los Angeles Community College District	61, 62, 65
Mt. San Jacinto College	58, 63
Napa Valley College	47
Peralta Community College District	49
Rio Hondo College	48
Riverside Community College	61
San Jose State University	50, 53
Santa Monica College	46
State Center Community College District	70
Yosemite Community College District	53
CONNECTICUT	
Yale University	58
DC	
American Association of University Professors	53
American Council on Education	67
Association of American Medical Colleges	53
FLORIDA	
Florida Atlantic University	60
University of Florida	56, 63
University of South Florida	50
GEORGIA	
Gainesville College	39
Georgia Perimeter College	69
IOWA	
Grinnell College	51, 58
ILLINOIS	
College of Lake County	41, 47
Elgin Community College	48
McHenry County College	65
Rock Valley College	65
University of Illinois, College of Medicine at Rockford	41
INDIANA	
Indiana University	61
MASSACHUSETTS	
Amherst College	49
Boston College	41
The College Board	60
University of Massachusetts Boston	49, 54
Wheelock College	38
MARYLAND	
Anne Arundel Community College	67
Montgomery College	39, 43
University of Maryland	54
MAINE	
Bates College	45
MICHIGAN	
Central Michigan University	68
Michigan State University	60
University of Detroit Mercy	52
Washtenaw Community College	41
MINNESOTA	
Saint John's University	62, 69
University of Minnesota	44, 46
MISSOURI	
University of Missouri-Rolla	38
NEBRASKA	
University of Nebraska at Kearney	54
University of Nebraska-Lincoln	43
NEW HAMPSHIRE	
Dartmouth College	44, 57
Plymouth State College	52, 57
NEW JERSEY	
New Jersey City University	40
New Jersey Commission on Higher Education	68
Rutgers, The State University of New Jersey	45
UMD of New Jersey	38, 47
NEW YORK	
Cazenovia College	64
Columbia University	45, 48
Hamilton College	35
Hunter College/CUNY	54
Ithaca College	37
Kingsborough Community College/CUNY	37
New School University	68
Queens College/CUNY	52
Rensselaer Polytechnic Institute	56
Skidmore College	50, 66
SUNY/Fashion Institute of Technology	67
SUNY at Geneseo	55, 70
SUNY at Oswego	63
SUNY College at Buffalo	64
The City College of New York/CUNY	47
OHIO	
Cleveland State University	48, 59
Ohio University	56, 62
The College of Wooster	65
The Ohio State University	36
OKLAHOMA	
Oklahoma State University	42
OREGON	
Portland State University	57
PENNSYLVANIA	
Bloomsburg University	49
Community College of Philadelphia	66
East Stroudsburg University of Pennsylvania	54
Temple University	42
University of Pennsylvania	43, 69
West Chester University of Pennsylvania	44
RHODE ISLAND	
University of Rhode Island	42
TEXAS	
Alamo Community College District	67
San Antonio College	35
Trinity University	42
VIRGINIA	
George Mason University	44, 61
WASHINGTON	
Green River Community College	55
Highline Community College	59
Seattle University	60
Skagit Valley College	66
The University of Puget Sound	68
Washington State University	37, 60
WISCONSIN	
University of Wisconsin-Extension	42
University of Wisconsin-La Crosse	51
University of Wisconsin-Madison	39

RECRUITMENT

University of St. Thomas	36
Center for International Studies	70
Texas A&M University-Kingsville	35

CONFERENCES

California Community Colleges	35
Hispanic Association For Higher Education of New Jersey	37

¡PUNTO FINAL!

ANSWERING THE CALL

Betty Castor, president of the University of South Florida *since 1994 and a former Florida Commissioner of Education, serves on the American Council on Education's Governmental Relations Commission and The President's Task Force on Teacher Education.*

By 2050, it is said that one in every four U.S. residents will be Hispanic. The states leading the growth charge are those with the largest Hispanic populations—Florida, California and Texas.

Here in Florida, where Hispanics last year became the largest single minority group, we anticipate welcoming 6.54 million new neighbors over the next 25 years, many of them Hispanic.

They will face a country far better prepared to welcome them than the United States of 100, 50, even 25 years ago. Laws nationwide now ban discrimination based on ethnicity and country of origin. ESL is routinely available in most districts, the better to help students of any nationality succeed academically and prepare for a future in the U.S. Hispanic immigrants, in particular, should be inspired by the growing number of government, education, and business leaders who share their heritage.

Higher education leaders—especially those at public universities—have begun to grasp the role we can and must play. We must help prepare those from disparate cultures and countries to lead in our society, even as we help them preserve their heritage and values. Pure classroom instruction is the most important part of the answer, but it is not the only part. We can do much more.

Hispanics have been strongly represented in Tampa since it was incorporated more than 100 years ago. Yet the University of South Florida, which opened its doors in 1960, had no Hispanic agenda until the current decade, when we began to commit more financial and intellectual capital to our Hispanic community.

Much of what we have done over the past five to ten years has built on our strengths—hiring multicultural admissions officers, forming a community-based advisory committee, seeking out Hispanic media and publications, creating an Office of Latin Community Advancement, etc. As our fundamental commitment to the Hispanic community becomes more broadly realized, it spawns initiatives and ideas that are transformative.

Simply put, the relationship between USF and the Hispanic community is no longer "us" and "them." There is simply "us." Together we have forged new developments.

USF's 1995 Latin American-Caribbean Initiative grew two years later into the Latin American & Caribbean Studies Program, which, in its brief history, has hosted the International Conference on the Americas, established distance learning courses in the circum-Caribbean, and organized first-ever presidential trips to Costa Rica and Mexico, and faculty development seminars in Brazil, Colombia, Panama and Cuba. State approval was just won for a master's degree program in Latin American & Caribbean Studies.

Our office of Latin Community Advancement established a program for Hispanic students that has in six short years awarded $375,000 in need-based scholarships to more than 100 students—a program funded entirely through local community gifts, including an additional half million in pledged endowments.

Launched in '87, our Center for Migrant Research has helped more than 500 students from migrant or seasonal farmworker families to attain high school diplomas. The only one of its kind in the Southeast, the Center has earned more than $3 million in federal grants.

Through our archives and community outreach, we've created programs to preserve and promulgate local Latino/Hispanic culture. Our Library's Special Collections is home to historically important papers about the Latino mutual aid societies that served the workers who built Tampa's turn-of-the-century cigar industry.

USF's location has played a pivotal role in this Hispanic-related activity. But these things can happen elsewhere. And as the Hispanic community continues to grow nationwide, citizens will increasingly—and justifiably, I think—demand that similar initiatives take place at public universities, whether those institutions are in New England or the Pacific Northwest.

Institutions that are sensitive and responsive to demographic shifts will be rewarded with enriched campuses and programs. All students will benefit, and by creating universities that are more reflective of Hispanic and other cultures, we certainly will attract even larger numbers of diverse students.

National Council of La Raza chairman Ramon Murguia recently told the *Kansas City Star*, "We need to train young Hispanics for leadership now."

That might be one of the most important preparations we can make for the 21st century. And that's a call that America's public universities are uniquely positioned to answer.

The Hispanic Outlook in Higher Education

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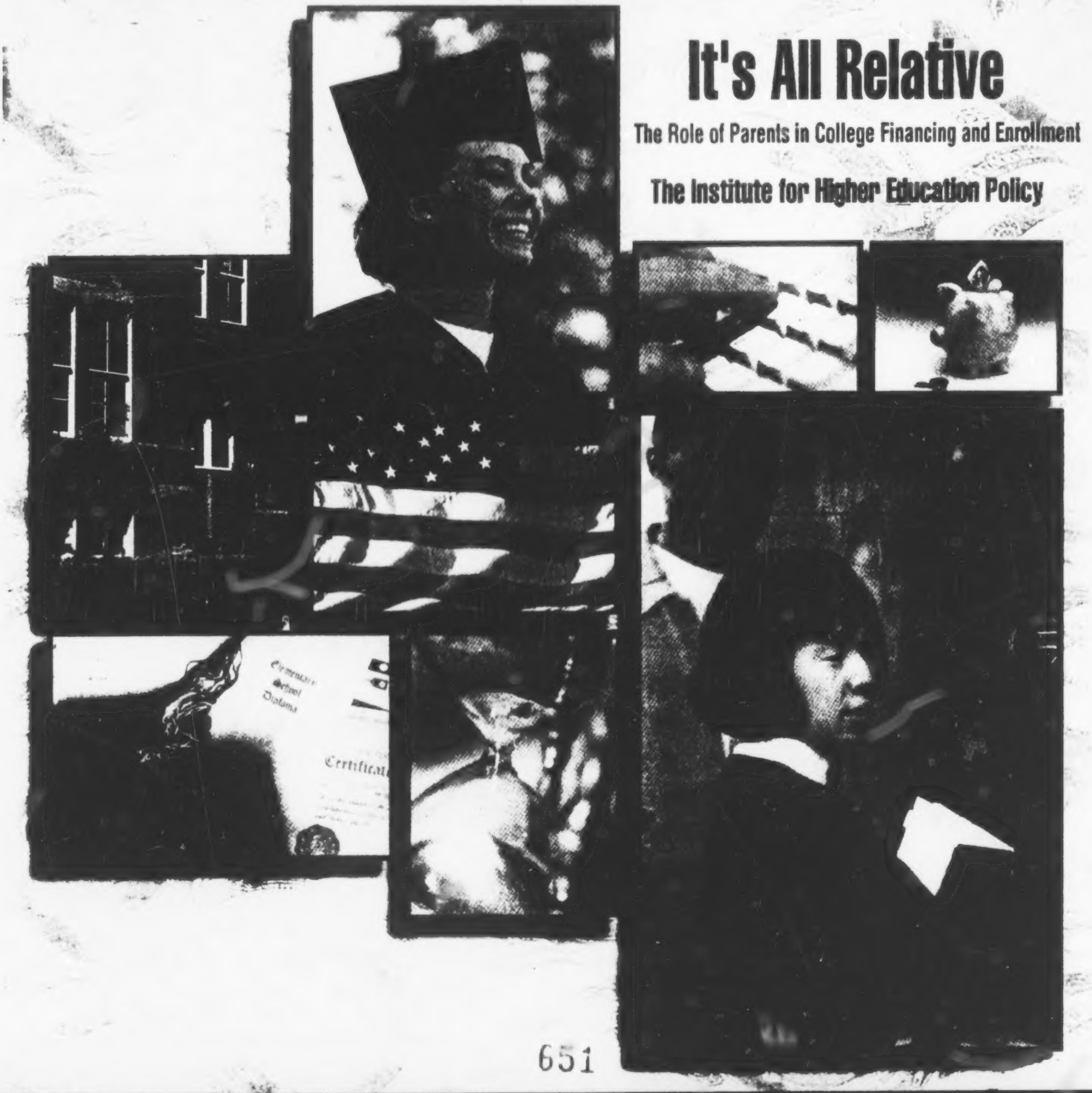
THE HISPANIC Outlook IN HIGHER EDUCATION

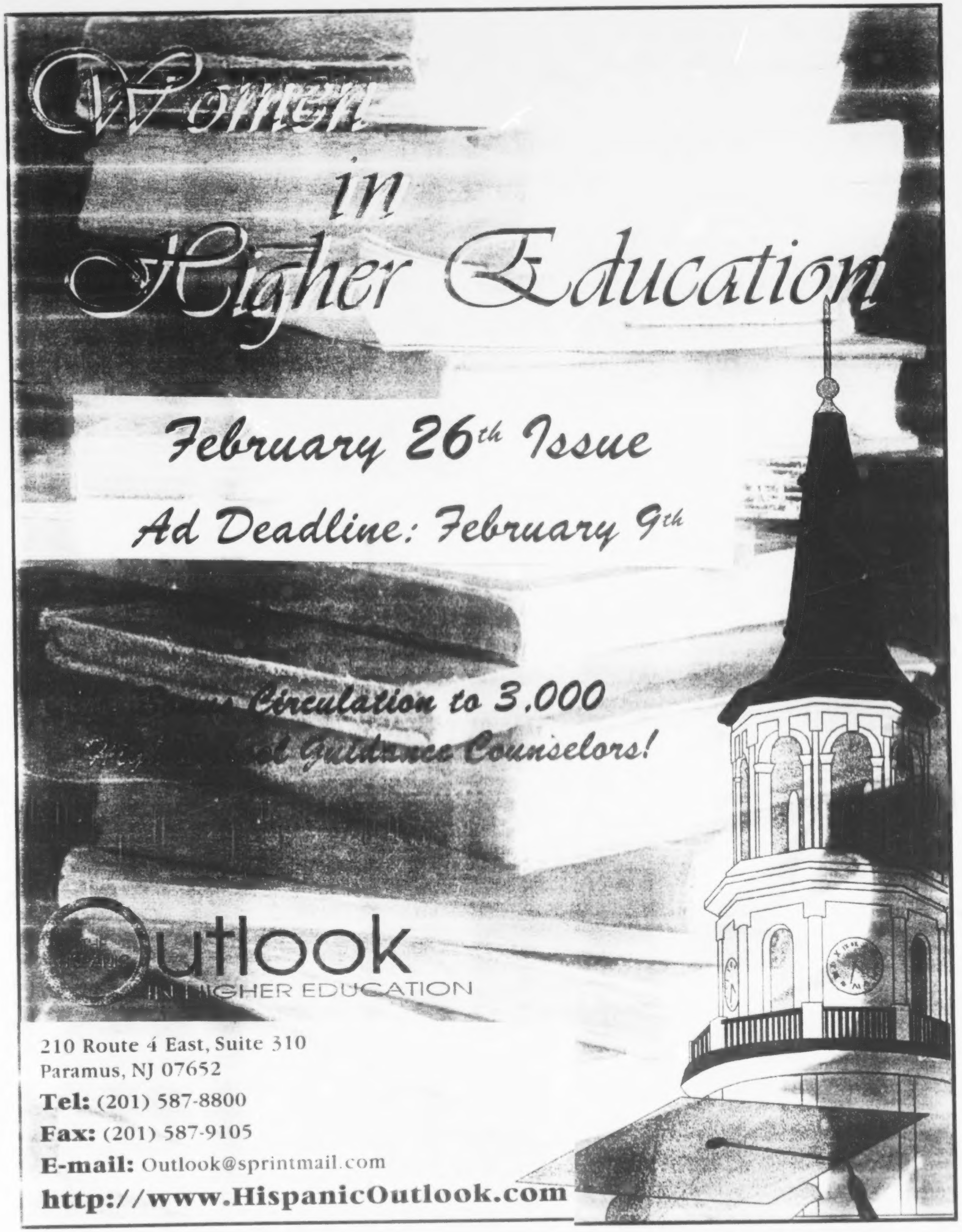
FINANCING A COLLEGE EDUCATION



It's All Relative

The Role of Parents in College Financing and Enrollment

The Institute for Higher Education Policy



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February 26th Issue

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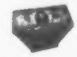
CONTENTS

FEATURES

Paving the Road to Scholarships 6

Texas team trains families to compete all-out for college funds.

Campaign Says "College Is Possible!" 11



Targets all who assume cost is an impasse.

Who Will Pay? 13

New reports detail the declining power of Pell grants and parental contributions.

Hispanic Enrollment Ups and Downs 19

↑↓ *As the West Coast works through political constraints, many small schools report increases.*

College Tuition: The Shattering Explosion 21

College costs–still under scrutiny with no end in sight

HONOR ROLL

The University of Northern Colorado 16

This Best Buy and Top 100 selection is a good reason to go west.

President Clinton's Record in Higher Ed 24

A retrospective look at the Clinton administrations higher education efforts

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Apply by March 1 for NEH institutes from Paris to Kalamazoo

SUCCESS STORIES 28

The Consummate Student: Luis Gómez

University of Michigan Professor, the complete Buddhologist

People, Places, Publications, Conferences 30

Book Review: *George Washington Gómez* 37

¡Punto Final!
Shaping Destiny Hands On *by Dr. Juan Lopez Garriga, Professor, Department of Chemistry, University of Puerto Rico, Mayaguez* back cover

Cover Photo Credit: USA Group

A CAPITOL VIEW

Seminars and Institutes for Teachers

BY GUSTAVO A. MELLANDER

The Division of Research and Education Programs of the National Endowment for the Humanities (NEH) each year offers college and university teachers opportunities to study humanities topics in a variety of summer seminars and institutes. The dates and duration of each project are listed below. The application deadline is March 1, 1999.

Amount of Award

Participants in summer seminars and institutes receive between $2,800 and $3,700, depending on the length of the seminar or institute, to cover the costs of travel, books and other research expenses, and living expenses.

Eligibility

For detailed eligibility requirements, applicants should consult the printed application materials. Selection committees for seminars and institutes are directed to give first consideration to applicants who have not participated in an NEH-supported seminar or institute in the last three years.

How to Apply

Detailed information and application materials are available from project directors. Use the telephone numbers and mail and e-mail addresses given below to request information on the seminars and institutes in which you are interested. When using e-mail, include your regular mailing address because directors will send application material through the mail. You may request information about as many projects you like, but you may apply to no more than two projects.

Information

Direct all questions concerning individual seminars and institutes as well as all requests for application materials to the appropriate director. General questions concerning the NEH program may be directed to (202) 606-8463 or e-mailed to <sem-inst@neh.gov>.

SEMINARS

Each seminar includes 15 participants working in collaboration with one or two leading scholars. Participants will have access to a major library collection, with time reserved to pursue individual research and study projects.

Society and Culture in Roman Egypt

June 14-July 23, 1999 (6 weeks)
Roger S. Bagnall
Information:Continuing Education
and Special Programs
Columbia University
303 Lewisohn Hall, Mail Code 4110
2970 Broadway
New York, NY 10027-6902
(212) 854-5771
e-mail: nehbagnall@columbia.edu

The Twentieth-Century Bible: Death and Return of the Author

June 28-August 6, 1999 (6 weeks)
Leslie Brisman
Information:Yale Summer Programs
246 Church Street, Suite 101
New Haven, CT 06510-1722
(203) 432-2430
fax: (203) 432-2434
e-mail: summer.programs@yale.edu

Nature and Human Societies on Three Continents: North America, South America, and Africa

June 7-July 16, 1999 (6 weeks)
Donald E. Crummey and Cynthia Radding
University of Illinois at Urbana-Champaign
Department of History
309 Greg Hall
810 S. Wright Street
Urbana, IL 61801
(217) 333-1155
e-mail: dcrummey@uiuc.edu or
radding@uiuc.edu

The Literature of Islamic Mysticism

June 14-July 16, 1999 (5 weeks)
Carl W. Ernst
University of North Carolina at Chapel Hill
Department of Religious Studies
CB# 3225, 101 Saunders Hall
Chapel Hill, NC 27599-3225
(919) 962-3924 (after January 1)
e-mail: cernst@email.unc.edu

Folk Psychology vs. Mental Simulation: How Minds Understand Minds

June 14-July 16, 1999 (5 weeks)
Robert M. Gordon
University of Missouri-St. Louis
Department of Philosophy
St. Louis, MO 63121
(314) 516-5631
fax: (314) 516-5415
e-mail: nehsem@admiral.umsl.edu

Literature, Aesthetics, and Psychoanalysis: The Legacy of British Object Relations

June 14-July 23, 1999 (6 weeks)
Mary L. Jacobus
Cornell University
Department of English
340 Rockefeller Hall
Ithaca, NY 14853
(607) 255-3878
e-mail: jacobus_neh@cornell.edu

The English Reformation: Literature, History, and Art

June 14-July 23, 1999 (6 weeks)
John N. King
Information: Kevin Lindberg
Ohio State University
Department of English
164 W. 17th Avenue
Columbus, OH 43210-1370
(614) 292-6065 (w), (614) 875-1761 (h)
e-mail: lindberg.2@osu.edu

"Marvels of Rome": The Classical City in the Middle Ages

June 14-July 23, 1999 (6 weeks)
(Seminar Location: American
Academy in Rome, Italy)
Dale Kinney and Birgitta Lindros Wohl
Department of History of Art
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010
(610) 526-5342
e-mail: dkinney@brynmawr.edu or
bwohl@earthlink.net

Philosophy of Experimental Inference: Induction, Reliability, and Error

June 14-July 23, 1999 (6 weeks)
Deborah G. Mayo
Virginia Tech
Department of Philosophy
235 Major Williams
Blacksburg, VA 24061-0126
(540) 231-8488
fax: (540) 231-6367
e-mail: mayod@vt.edu

Reading Ethically, Reading Aesthetically: American Texts as Moral Example

June 21-July 30, 1999 (6 weeks)
Lee C. Mitchell
Information: Marcia Rosh
Princeton University
English Department
22 McCosh Hall
Princeton, NJ 08544
(609) 258-4093
e-mail: mrosh@ariel.princeton.edu

Cultural Difference and Values: Human Rights and the Challenge of Relativism

June 21-July 30, 1999 (6 weeks)
Andrew J. Nathan
Information: Continuing Education
and Special Programs
Columbia University
303 Lewisohn Hall, Mail Code 4110
2970 Broadway
New York, NY 10027-6902
(212) 854-5771
e-mail: nehnathan@columbia.edu

Renaissance Bodies: English Literature and Medicine

June 21-July 30, 1999 (6 weeks)
Michael Schoenfeldt and Valerie Traub
Information: Donna Johnston
University of Michigan
Department of English
Ann Arbor, MI 48109
(734) 936-2271
e-mail: traubv@umich.edu or
mcschoen@umich.edu

The American Playwright, 1920-1950

June 21-July 30, 1999 (6 weeks)
Howard Stein
Information: Continuing Education
and Special Programs
Columbia University
303 Lewisohn Hall, Mail Code 4110
2970 Broadway
New York, NY 10027-6902
(212) 854-5771
e-mail: nehstein@columbia.edu

Morality and Society

June 7-July 16, 1999 (6 weeks)
Alan Wolfe
Information: Michael Feiler
Boston University
The University Professors
745 Commonwealth Avenue
Boston, MA 02215
(617) 353-1123
e-mail: mfeiler@bu.edu
http://www.bu.edu/people/wolfe/

INSTITUTES

Institutes provide intensive collaborative study of texts, historical periods, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields of scholarship. Lasting between four and six weeks, institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities.

The Built Environment of the American Metropolis: Public and Private Realms: 1900-2000

June 28-July 23, 1999 (4 weeks)
Director: Robert Bruegmann
Department of Art History
Information: Linda Vavra, Asst Director
Institute for Humanities, MC 206
701 S. Morgan
University of Illinois at Chicago
Chicago, IL 60607
(312) 996-6354
e-mail: huminst@uic.edu

The Civil Rights Movement: History and Consequences

July 5-July 30, 1999 (4 weeks)
Directors: Henry Louis Gates, Jr., Waldo Martin, and Patricia Sullivan
Information: Patricia Sullivan
Harvard University
W.E.B. Du Bois Institute
Barker Center
12 Quincy Street
Cambridge, MA 02138
(617) 496-0196
e-mail: pasulliv@fas.harvard.edu

Memory, History, and Dictatorship: The Legacy of World War II in France, Germany, and Italy

June 21-July 30, 1999 (6 weeks)
(Institute location: Paris and Caen, France)
Directors: Richard J. Golsan and Nathan Bracher
Information: Nathan Bracher
Texas A&M University
Department of Modern and Classical Languages
College Station, TX 77843-4238
(409) 845-2125 or -7425
e-mail: k-may01@tamu.edu

New Sources and Findings on Cold War International History

July 11-August 6, 1999 (4 weeks)
Director: James R. Millar
Information: Heather Freedman
The George Washington University
Institute for European, Russian, and Eurasian Studies
2013 G Street, NW #401
Washington, DC 20052
(202) 994-6342
e-mail: freedman@staff.esia.gwu.edu
http://www.gwu.edu/~elliott/centers/ieres/index.html

Authority, Text, and Context in Nineteenth-Century Spanish Realism (In Spanish and English)

June 21-July 30, 1999 (6 weeks)
Directors: Stephanie Sieburth and Harriet Turner
Information: Janelle Haynes
Duke University
Department of Romance Studies
Box 90257
Durham, NC 27708
(919) 660-3100
e-mail: RJJC77@acpub.duke.edu

Anglo-Saxon England

June 21-July 30, 1999 (6 weeks)
Director: Paul E. Szarmach
Western Michigan University
The Medieval Institute
104E Walwood Hall
1201 Oliver Street
Kalamazoo, MI 49008
(616) 387-8751
e-mail: MDVL_RAWLINS@wmich.edu
http://www.wmich.edu/medieval/rawl/

Islam and the 21st Century: Heritage and Prospects

June 7-July 2, 1999 (4 weeks)
Director: John O. Voll
Georgetown University
Center for Muslim-Christian Understanding
Washington, DC 20057
(202) 687-8375
e-mail: neh-cmcu@gusun.georgetown.edu

Re-Imagining Indigenous Cultures: The Pacific Islands

June 14-July 16, 1999 (5 weeks)
Director: Geoffrey M. White
East West Center
1601 East-West Road
Honolulu, HI 96848-1601
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Dr. Mellander is a professor at George Mason University.

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Issue Date	*Closing Date*	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Association of Governing Boards of Universities and Colleges**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
July 2	June 15	
July 16	June 29	

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Paving the Road to *Scholarships*

BY MICHELLE ADAM

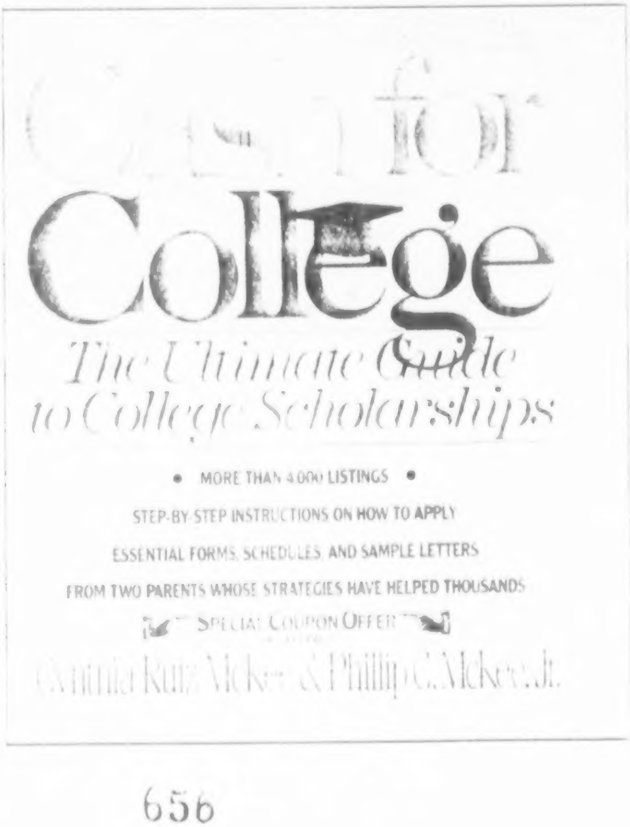
> ***At first the McKees believed they would be helping the poorer students. They discovered that the greatest need for scholarships was among that part of the middle class that wouldn't receive federal assistance yet didn't earn enough to pay for college.***

There's a Latina working around the clock with her husband in San Antonio, Texas. Fifteen- to 18-hour days are typical for the couple, the price they pay for starting a business from home nine years ago, and as a result of being, as they describe themselves, obsessively compulsive about helping students nationwide afford the college of their dreams.

Cynthia Ruiz McKee and Phillip McKee, authors of *Cash for College* and owners of College Resource Materials, help students and their parent find the necessary scholarships to go to universities whose soaring costs would otherwise deter them from attending. Aside from providing students with potentially the largest data base on scholarships in the country, currently at 400,000 entries, the McKees conduct workshops for all ages and provide individual consultations that include tips on interviewing, writing essays, staying organized, building resumes, and developing student careers and opportunities from as early on as kindergarten. They've worked with local Hispanic groups such as MAPA (Mexican American Physicians Association) and AVANCE, as well as the Pentagon and Department of Defense, and have assisted students from the local level to students from places as far away as the Congo and Argentina.

What sets the McKees apart from so many others is their strong desire, above all else, to help students achieve their college dreams in the same way they helped their own son prior to beginning their business. While in high school, their only son, Phillip, had his eyes set on Harvard, Yale, and Princeton, but his parents knew they couldn't afford to pay $20,000 (now closer to $35,000) annually for his education. "We always knew Phillip could get into any schools he wanted, and we knew we wouldn't get financial aid of any kind," said Cynthia Ruiz McKee.

Phillip McKee doubted his parents' ability to find the funds through scholarships. But the McKees took nearly three weeks of their vacation time and spent every possible minute of it in the library, from open to close, researching each data entry they could find on


Cash for College

The Ultimate Guide to College Scholarships

• MORE THAN 4,000 LISTINGS •

STEP-BY-STEP INSTRUCTIONS ON HOW TO APPLY

ESSENTIAL FORMS, SCHEDULES, AND SAMPLE LETTERS

FROM TWO PARENTS WHOSE STRATEGIES HAVE HELPED THOUSANDS

SPECIAL COUPON OFFER

Cynthia Ruiz McKee & Phillip C. McKee, Jr.

potential scholarships for their son.

"We knew that if you were interested, it was out there. But we didn't realize the enormity of what we were tackling," said Cynthia."

What they ended up with–after 100 hours of researching, after sending out 150 requests for applications, filling out and writing approximately 27 applications and essays, and nagging their son to join volunteer efforts, clubs, and other organizations to make him a well-rounded student–was more than $342,000 in scholarship money, above and beyond what he needed to cover his tuition for Yale undergraduate and Harvard graduate school. To this date, Phillip has earned more than $500,000 in scholarships and internships and intends to reach the million mark to fund law school in the upcoming years.

With an estimate of $28 billion available in private scholarships, according to *Money Magazine*, September 1997, and with only 10 percent of those funds awarded for academic achievement, Phillip isn't the only one capable of receiving adequate funds for the college of his dreams. As Cynthia noted, "Students, despite color, gender, and class, can achieve scholarships. What they need to hone in on is what they are good at." While she's seen students at the bottom of their class achieve scholarships equally as well as those on top, she also knows that it takes persistence and work to get there.

"I grew up Hispanic, disabled, and female in south Texas. 'You can't do that' is all I heard. I didn't want that for my child," said Cynthia.

Phillip received scholarships based on his leadership abilities, as well as on his Hispanic background. The McKees urge others to find their unique strengths–and the earlier, the better. They are disheartened when they encounter parents and students who don't build on those strengths in their search for scholarships. And what's most upsetting to Cynthia, as a Hispanic, is that many Hispanic parents aren't aggressive enough.

"It saddens me when Hispanic students come to me senior year and say they've always wanted to go to an Ivy League," said Cynthia. "I find that Hispanics want a great deal but they don't always prepare the path because they don't know how. Many are waiting for high school teachers and counselors to do it."

The McKees' own persistence in finding tuition money for their son snowballed into something much greater than the couple ever imagined. Friends and co-workers were soon asking for help finding scholarships for their children, and after having published their story only once in the local newspaper, the McKees, while out of town, received more than 200 messages on their answering machine within two hours of the article's publication. "We had to hire someone to answer phones," said Cynthia, and the hiring took place that very day. "Parents needed to know where to turn. Since then, we've never turned back."

DON'T GET SCAMMED ON YOUR WAY TO COLLEGE!

LOOK FOR 6 SIGNS A SCHOLARSHIP SEARCH MAY BE A SCHOLARSHIP SCAM!

1. **"This scholarship is guaranteed or your money back."**
   No one can guarantee that they'll get you a grant or scholarship. Refund guarantees often have conditions or strings attached. Get refund policies in writing before you pay.
2. **"You can't get this information anywhere else."**
   There are many free lists of scholarships available. Check with your school or library before you decide to pay someone to do the work for you.
3. **"May I have your credit card or bank account number to hold this scholarship?"**
   Don't give out your credit card or bank account number on the phone without getting information in writing first. It may be a set up for an unauthorized withdrawal from your account.
4. **"We'll do all the work."**
   Don't be fooled. There's no way around it. You must apply for scholarships or grants yourself.
5. **"The scholarship will cost some money."**
   Don't pay anyone who claims to be "holding" a scholarship or grant for you. Free money shouldn't cost a thing.
6. **"You've been selected by a 'national foundation' to receive a scholarship," or "You're a finalist in a contest" (that you never entered).**
   Before you send money to apply for a scholarship, check it out. Make sure the foundation or program is legitimate.

NEED MONEY FOR COLLEGE?

Check with your school guidance counselor or local librarian for free information about current scholarships before you pay someone for the same or similar scholarship lists.

For more information about planning and paying for college, visit the Web site for Sallie Mae at http://www.salliemae.com. Sallie Mae is a financial services corporation that specializes in funding student loans.

To find out how to spot, stop and report a scholarship scam, contact the Federal Trade Commission at P.O. Box 996, Washington, DC 20580, on the Web at http://www.ftc.gov, or call the National Fraud Information Center: 1.800.876.7060.

They started their business that year, 1989, with $300 and a donated computer. And while at first the McKees believed they would be helping the poorer students, they discovered that the greatest need for scholarships was among that part of the middle class that wouldn't receive federal assistance yet didn't earn enough to pay for college.

Cynthia, a former medical researcher, and Phillip, an architect, had the good fortune of extensive research and computer experience before embarking on their journey. And Cynthia, as a Hispanic woman in Texas, limited by gender and race as well as by polio, knew what it took to achieve what she calls "realistic goals." She was not able to complete graduate school because of her physical limitations, but she hasn't let that stop her from helping others do it.

For a lot of people, however, applying for college, whether undergraduate or graduate, can be an overwhelming process. As the McKees have learned, there are many different kinds of scholarships available for various age groups and interests. There are even scholarships that begin as early as kindergarten, which will be listed in the McKees' upcoming book, *Kids' Cash for College*.

For youngsters, there are scholarship competitions that include designing posters and nature walks. The proceeds are placed in

College Resource Materials
Scholarship Information

savings bonds for their college years. Throughout middle school, students are asked to give speeches, write essays, and produce artwork. While competitions designed for earning undergraduate monies are more general in nature, those for graduate school are often essays and works geared toward specific subjects.

"We've taken it as a personal challenge to let parents know that you've got to start early," said Cynthia. "We teach them how to prepare for competition."

The McKees consider it crucial for students to become actively involved in organizations, sports, and volunteer efforts as early on as possible in order to build themselves as well-rounded individuals. Even students going to graduate school after years in the workforce must do a minimum of one kind of volunteer work each year to be considered a good scholarship candidate, said Cynthia. Although there are fewer graduate scholarships (they are publishing their two-volume book, *Cash for Graduate and Professional School*, in late 1999) than undergraduate, there are also fewer students applying. And among the scholarships available, the greatest number are for women, minorities, and those students pursuing degrees in science, math, or engineering.

"There's a lot of money out there for Hispanics. You have some areas that you will be able to use for your advantage," said Cynthia.

As for pointers in applying for scholarships, the couple offered the following:

For undergraduate school: 1. Make certain to apply for as many scholarships as you can. "You never know what you are good at and what the pool is like." 2. Stay organized. Keep on top of dates. 3. Look at the qualifications of the entire student (GPA, tests, activities, classes, etc.). 4. Put together a good resume of all activities. "A lot of students shoot themselves in the foot on this one." 5. Have three good essays (250 words each) on goals, role models, and an experience that affected your life. These essays will need to be modified only slightly for each application. 6. Stay motivated while applying. Other friends might not be doing it, but you have to keep on top of new opportunities every year.

For graduate school: 1. Write an alive and informative personal statement (1,000-1,200 words). 2. Develop a strong four-year resume. Include all activities, volunteer efforts, and community participation. There are many scholarships for women who have done volunteer work. 3. Be more focused than you were with the undergraduate application process (quality vs. quantity). 4. Stay motivated. 5. Stay alert for opportunities on bulletin boards, in newspapers. Because there are fewer scholarships, you have to look more carefully.

Thousands of people work with the McKees every year, in addition to those who have bought their books. *Cash for College* is already on its 12th print run, with more than 100[illegible] copies sold. An updated version book will be published in April of this year, as well as *Write It Right*, a book detailing the process of producing effective essays, which will be published in late 1999. They also published *Dinero Para la Universidad* in 1993, said to be the first book published by Hearst in Spanish, but it is no longer on the shelves, after failing to sell more than one thousand copies. "We give them away," said Cynthia. "It bothers me how few Hispanic high school students go on to college, much less go on to graduate school." The book, she said, "provided them with a form of attack."

At least two to three days a week, the McKees scoot from one group to another giving workshops in their predominantly Hispanic hometown of San Antonio. Although they have traveled throughout the country making such presentations, their primary focus has been to assist locals, from kindergartners to grandparents. It's during these times that they have an opportunity to inspire students and families, giving them hope and possibility.

"Most students become shell-shocked after listening to two-hour workshops," said Phillip McKee. They receive so much information, said Phillip, "they come out awed, some frustrated, and they stop and ask dozens of questions walking out the door. The workshop is like trying to take a drink from a fire hydrant."

He recalled specifically one third grade student who told him

While she's seen students at the bottom of their class achieve scholarships equally as well as those on top, she also knows that it takes persistence and work to get there.

that he wouldn't go to college because his family couldn't afford it. "It's great to see the same kid with a different look on his face" after giving him hope, said Phillip. "We try to light a fire."

Every year the McKees conduct a workshop for students enrolled in MED PREP, a 12-year program developed by the Mexican American Physicians Association of South Texas to assist predominantly poor Mexican American inner-city students through high school and on to college. "When you bring in the McKees and their resources, it opens doors for young people who have not had them opened before," said Executive Director Bobby Martinez.

While these students, about sixty each year, need coaxing to believe they are smart enough to even consider college, they also need to know that going to college is an affordable possibility. "Money is the second largest obstacle they see in their minds," said Martinez. "In our cultural community, the pursuit of an education is not always seen as a wise investment. Cynthia," he said, "lets them know, yes—college is expensive, but it's an obstacle that can be overcome." This year, every one of MAPA's students has gone on to college.

> ***"I find that Hispanics want a great deal but they don't always prepare the path because they don't know how. Many are waiting for high school teachers and counselors to do it."***
>
> CYNTHIA RUIZ MCKEE

The McKees have been written up in *Hispanic Business*, *Hispanic Magazine*, *Más*, *Money Magazine* and *Padres de Sesame Street*, and have been broadcast on NPR, CNN in Spanish, Telemundo, Ocurrió Así, and many local radio stations throughout the country. They are quick to give advice or names of scholarships that might benefit listeners who call in to talk shows for advice. College financial aid offices often refer people to the McKees, as do national sororities.

Cynthia is working long hours from a wheelchair, but she always makes time for students who call for advice. "We want students to know they can approach us," she said.

Jean-Paul Daemen, a Cuban American who received $300,000 in scholarships for college, was one of those students who benefited greatly from Cynthia's ongoing support. She helped him complete essays five hours before they were due, and was always available when he was confronted by extremely negative input from his counselors and teachers. He is now a sophomore at the University of Texas, with his tuition paid up and money for extra expenses.

"She went out of the way...she helped me incredibly," said Daemen. "When it came to graduation, I had the most scholarships. It made me smile."

While Daemen was a strong student, one who achieved good grades and high SATs and was actively involved in school activities and sports, his teachers and counselors didn't believe he was worthy of college or scholarships that would pay his way. "You would not believe how horrible my recommendations were," he said. Even the principal questioned the validity of the scholarships that Daemen received.

Amazed by Cynthia's support throughout the process, he said, "There isn't a month that's gone by that I haven't called her."

Phil Towle, owner of the United States Education Group in Rochester, NH, has also been working with the McKees, assisting students on the East Coast with scholarship information and support. In six months, after helping 40 to 50 students, he too has been seeing the results. One student, who escaped Vietnam by boat as a child, has already accumulated $50,000 in scholarships to go to school in this country. "If the kids will take the time, and the parents will take the time, there is no question they'll get the money," said Towle.

Knowing where to go and how to go about getting scholarships isn't always easy. Many students and parents have had bad experiences working with groups that promise scholarship information and supply very little. It takes extensive legwork and know-how to get the right information and to know what to do with it. Once on the road to scholarship success, however, the results can be outstanding.

Cynthia always knew she would one day help others, but **how** was as much a surprise to her as to anyone else. "Now I realize this is what I was meant to do. This is such a fulfilling and rewarding business. All the long hours are worthwhile," she said. The couple have watched thousands of students make it. "When you have a kid that calls us because they have the money to go to the school of their choice, it's a great feeling," said Phillip.

It's the fact that the McKees walk the talk, as Martinez pointed out, that makes them and those they help a success story.

"You give them wings," said Cynthia. "That's what it's all about."

HO

Philip Mckee and Cynthia Ruiz McKee

McKees on Winning Cash for College

1. You must be motivated.
2. You must be aggressive.
3. You must be organized.
4. Start early–as early as kindergarten.
5. Get to know yourself–your talents and strong points.
6. Put together a sparkling resume. Start it the moment you enter high school.
7. Start planning for college costs early.
8. Consider other alternatives. Cooperative programs allow students to attend classes and then work the next semester. There are also prepayment programs to lock in costs early.
9. Prepare for recommendation letters. Most colleges require at least two.
10. Be thorough. Don't leave any questions blank on the applications.

McKees on Writing Essays

1. Choose your words carefully. What you don't say is as important as what you do say.
2. Don't repeat yourself.
3. Explain yourself fully. Don't mention an accident without stating who was involved.
4. Don't generalize or state the obvious. Example: People judge success by their earning potential. Change to: Sometimes people are judged....
5. Progress through your essay logically. Don't jump around all the time.
6. Keep your viewpoint consistent. If you're telling your story in the first person, don't include another person's thoughts, and don't warn the reader.
7. Use contractions, except for emphasis. Essays must sound as though the student is talking to the interviewer.
8. Use active voice, not passive voice. Not: The college I attend will be chosen by me.
9. Maintain sentence variety: Don't start each sentence with "I plan," "I will," or "My goals are...."
10. Be creative. Don't use clichés such as "hot as the sun" or "cold as ice."

Avoiding Common Mistakes Made on College and Scholarship Applications

1. Don't forget to sign the application.
2. Answer all the appropriate questions. If it does not pertain to you, fill in "Not applicable."
3. Be sure to submit a complete application. This includes the school transcript and recommendations.
4. Don't submit a recommendation letter written for another scholarship or award.
5. Don't submit a recommendation letter that's more than one year old.
6. Don't submit an inappropriate recommendation letter. Once you've completed one college semester, you should never have a high school teacher write a recommendation letter. Letters can be written by university professors, employers, volunteer supervisors, pastors or priests, or even a family friend.
7. Don't submit something that wasn't requested, including letters, pictures, resumes, or portfolios.
8. Follow all the directions. Read the application guidelines before submitting. If the directions clearly state that an essay should be on one sheet of paper, don't submit two or three. Don't exceed the word count.
9. Proofread all parts of the application. Have someone else read it before sending it in.
10. Don't send a smudged, dirty, or wrinkled application. An application represents you.

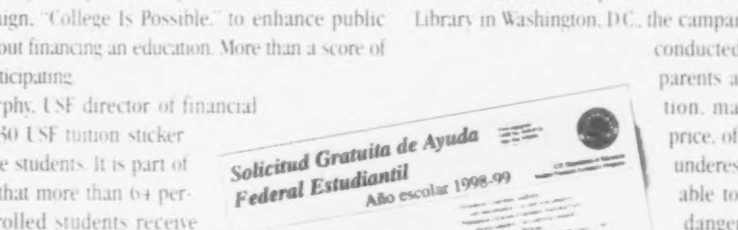
Coalition Says "College Is Possible"

Targeting Parents and Students Nationwide

BY PAT HANSON

The University of San Francisco will join with some 1,200 colleges across the country, both public and private, in a national education campaign, "College Is Possible," to enhance public knowledge about financing an education. More than a score of Bay Area colleges also are participating.

According to Susan Murphy, USF director of financial aid, "At first look, the $16,630 USF tuition sticker price might scare prospective students. It is part of my job to get the word out that more than 64 percent of USF's currently enrolled students receive financial aid and that the average financial aid award here is more than $10,500 annually. I think these figures help place the true cost into perspective."



Solicitud Gratuita de Ayuda Federal Estudiantil
Año escolar 1998-99

Free Application for Federal Student Aid 1998–99 School Year

"Every student in America who works hard and makes the grade has lots of choices about where they go to college, how much they want to pay, and the ways in which they finance their college studies," said Secretary of Education Richard Riley at the launching of the "College Is Possible" campaign.

The Coalition of America's Colleges and Universities, a group of nearly 1,200 colleges and universities as well as associations, is part of the campaign. "College Is Possible" will include efforts by local campuses to reach students and parents in their region, supported by a Web site (www.CollegeIsPossible.org), the U.S. Department of Educations special toll-free number for college information (1-800-433-3243), and a comprehensive resource guide. Information is being offered on costs, financial aid, sources of assistance, and what students should do to prepare themselves for college.

Announced to the press in October at the Martin Luther King Memorial Library in Washington, D.C., the campaign is in response to survey research conducted early last year showing that while parents and students value a college education, many dramatically overestimate the price, often by as much as 200 percent, and underestimate the resources that are available to them to help pay for college. The danger that the Coalition hopes to avert through this campaign is that many citizens will miss out on the opportunity for a college education because they do not have adequate information about the range of options and sources of help. The students most at risk are minority students, families with low income, and students whose parents did not themselves attend college.

Overall, Latinos were 79 percent more likely than Whites to think college was not affordable, and Blacks were 83 percent more likely to hold such beliefs, according to an ACE study.

Journalist Richard T. Cooper wrote in the *Los Angeles Times*: "Many of the roughly 55 million Black and Latino high-school seniors who failed to go on to college last year–and who will pay the price in lower incomes and lost opportunities–were not held back by bad grades or low test scores or even by the fact that they are poor. Rather, they believed they could not afford a college education."

"Colleges and universities have an obligation to help all Americans open the door of opportunity–and this is especially true for the Hispanic community," said Stanley O. Ikenberry, president of the American Council on Education.

"Far too many studies have shown that Hispanic Americans and others are getting left behind when it comes to higher education. We must redouble our

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661

efforts to let students and families know that college is possible. To that end, over 1,200 campuses are engaged in a national campaign to reach out to students and families and give them the tools they need to make college possible," Ikenberry said.

"The Hispanic Association of Colleges and Universities, and the White House Initiative on Educational Excellence for Hispanic Americans, have been actively involving in planning the campaign. We also plan to extend the campaign to include church and community organizations. No deserving student should be deprived of a college degree because he or she doesn't have the right information," he said. "We think this nationwide campaign will help close the information gap."

Findings from a survey released in May revealed that many Americans are not aware of the wide range of tuition prices and academic experiences among the 3,500 colleges and universities in the United States. Most people do not realize that $60 billion is available to students in financial aid from federal, state, local, and institutional sources to help them meet college bills.

Seven out of 10 full-time students qualify for financial aid–many receive a substantial amount. At private colleges, for example, the average undergraduate receives $9,000 to help pay for college, reducing their expenses by almost half. Students at public colleges and universities also receive significant amounts of student aid, further reducing the price of attendance.

The survey research also demonstrated that parents and students need more information on the components of college costs and why they are on the rise. The "College Is Possible" campaign is intended to encourage colleges and universities to adopt creative and innovative cost-cutting measures and to better communicate with the public about the complexities of college financing.

"Despite the fact that tuition increases have stabilized in recent years, the higher education community must continue to find ways to contains costs and control tuition increases," Ikenberry said. "However, we also should fill the information gap with respect to actual versus perceived tuition prices, as well as educate people about why college costs what it does."

"A college education, unfortunately, is not cost-free. But it's far less costly than many believe. And for all motivated Americans, there is another cost to consider: the cost of not going to college," said C. Peter McGrath, president of the National Association of State Universities and Land Grant Colleges.

"College Is Possible" is slated to run through the year 2000. Coalition members have committed to engage their communities on the issues of tuition prices, the wide availability of student aid, and campus efforts to improve cost management. Through advertising and outreach at the local level, and a toll-free number and Web site available nationally, the Coalition wants to get a simple three-word message out to the American people: College Is possible.

ASSOCIATIONS JOIN CAMPAIGN

American Association of Community Colleges
www.aacc.nche.edu
American Association of State Colleges and Universities
www.aascu.org
American College Personnel Association
www.acpa.nche.edu
American Council on Education
www.acenet.edu
Association of American Universities
www.tulane.edu/~aau
Association of Governing Boards of Universities and Colleges
www.agb.org
Association of Jesuit Colleges and Universities
www.ajcunet.edu
The College Board
www.collegeboard.org
The College Fund/UNCF
www.uncf.org
Council for Advancement and Support of Education
www.case.org
Council of Independent Colleges
www.cic.edu
Hispanic Association of Colleges and Universities
www.hacu2000.org
National Association for College Admission Counseling
www.nacac.com
National Association for Equal Opportunity in Higher Education
www.nafeo.org
National Association of College and University Business Officers
www.nacubo.org
National Association of Independent Colleges and Universities
www.naicu.edu
National Association of State Universities and Land-Grant Colleges
www.nasulgc.org
National Association of Student Financial Aid Administrators
www.nasfaa.org
National Association of Student Personnel Administrators
www.naspa.org
National Collegiate Athletic Association
www.ncaa.org

Who can afford college?
You can!

Think college is out of reach? The truth is, just about everyone who wants to go to college can afford it. In fact, last year American college students received $60 billion in grants, scholarships and low-interest loans.

Seven out of ten full-time students receive financial aid – an average of $7,000 – to help pay college bills. This aid comes from federal and state governments, colleges, corporations and private charities. You may qualify.

To learn more about the many ways that you can make college affordable, call the U.S. Department of Education's special toll-free number for college information, 1-800-433-3243, and ask for the "College is Possible" brochure. Or visit us at our website: www.CollegeIsPossible.org

COLLEGE IS POSSIBLE
$60 billion is available to help you pay for college.

THE COALITION OF AMERICA'S COLLEGES AND UNIVERSITIES

Who Will Pay?

New Reports Center on Parents and Pell Grants

All Relative

BY GIL KLINE

Two reports issued late last year add both light and weight to the information pool surrounding college tuition. Both were prepared by The Institute for Higher Education Policy, a Washington-based nonprofit education research group.

It's All Relative: The Role of Parents in College Financing and Enrollment, commissioned by the USA Group Foundation, a research and philanthropic organization, is the first monograph published in its New Agenda Series. The parent USA Group is a nonprofit company based in Indianapolis, Ind., and the nation's largest administrator of student loans.

A second report, *Do Grants Matter: Student Grant Aid and College Affordability*, was prepared in collaboration with TERI, The Education Resources Institute, a Boston-based, not-for-profit organization providing education information and financing services.

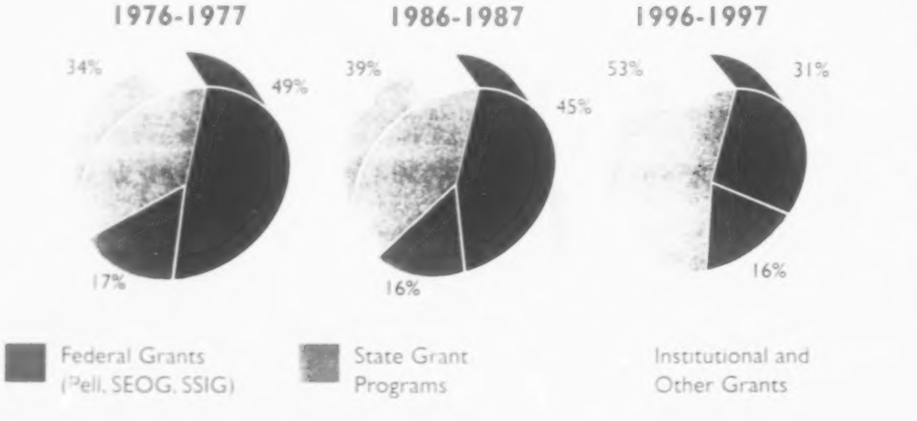
It's All Relative blends recent research by NCES, the National Center for Education Statistics, with a new, nationally representative survey of 750 parents who had at least one dependent child enrolled in college during 1997-98. The study examines the parental role in order to help clarify fiscal responsibilities among the federal government, states, institutions, philanthropy, parents, and students.

Data Sources

Inputs from the National Center for Education Statistics included *NELS, the National Education Longitudinal Study*, and *NPSAS, the National Postsecondary Student Aid Study*. *NELS* provided trend data following the 1988 eighth-grade cohort through graduation from high school and transition into postsecondary education or the labor force, with the most recent follow-up survey conducted in 1994. *NPSAS* describes postsecondary students at all institutional types and class levels, with particular attention given to student financial aid and educational expenses. In each survey, says the report, students and parents of a sub-sample of students were interviewed by telephone regarding issues that could not be gleaned from institutional records. The NPSAS study was administered in academic years 1986-87, 1989-90, 1992-93, and 1995-96, though not always in precisely the same man-

In the last 10 years, while the average price of attending a four-year institution has risen by an inflation-adjusted 38 percent, parental support has actually dropped by 8 percent.

Student Grant Aid by Source



Source: College Board, 1997

ner, therefore the surveys are not fully comparable.

Telephone Survey

In addition, the Institute in 1998 commissioned Rickman Research & Communications, of Silver Spring, Md., to conduct a telephone survey of parents. A list of currently enrolled students obtained from the American Student List Company, Mineola, N.Y., which included home telephone numbers of more than two million students, was the basis for the random selection of 3,000 names, using the "nth number" selection process. The survey was conducted in June and July of 1998. The telephone interviews averaged 12 minutes. A total of 750 interviews were completed, yielding a margin of error of approximately plus or minus 3.5 percent at the 95 percent confidence level.

Findings

The report reveals a shifting landscape of who pays for college and how they are paying for it. Parents over the last decade are covering less of the growing price of their children's college education. In the last ten years, while the average price of attending a four-year institution has risen by an inflation-adjusted 38 percent, parental support has actually dropped by 8 percent.

Overall, parents are relying on current incomes more, saving at far lower levels than needed to pay for college, and–for those who take out loans–borrowing higher amounts.

The report states that parents on average contribute 55 percent of the price of attending college, a decline from 69 percent in 1986. Student loans and other sources are making up the difference. Two-thirds of parents rely mainly on current income to finance college. The average total amount now saved for that purpose is $9,956, or only about one year of the average price of a public four-year college.

Average Undergraduate Tuition, Fees, Room, and Board Charges

Current dollars:

	All institutions	Private 4-year	Public 4-year	Public 2-year	Private 2-year
1976-77	*$2,275*	$3,977	$1,935	$1,491	$2,971
1986-87	*$5,206*	$10,039	$4,138	$2,989	$6,384
1996-97	*$9,199*	$18,476	$7,331	$4,412	$11,889
Total increase	*304%*	365%	279%	196%	300%

Constant 1996 dollars:

	All institutions	Private 4-year	Public 4-year	Public 2-year	Private 2-year
1976-77	*$6,081*	$10,630	$5,172	$3,985	$7,941
1986-87	*$7,346*	$14,165	$5,839	$4,217	$9,008
1996-97	*$9,083*	$18,243	$7,239	$4,356	$11,739
Total increase	*49%*	72%	40%	9%	48%

Source: NCES, 1997; BLS, 1998a

For the 25 percent of parents who borrow for college, the average loan amount is up 50 percent over the last five years.

The study indicates that most parents are not going into debt to pay for college education, but do contribute substantially: two-thirds supply cash gifts, and 10 percent extend loans to their children. A full 80 percent of parents provide food, clothing, and transportation. The report also shows a high level of involvement by parents in their children's efforts to select, enroll, and plan financially for college.

The widening gap between higher prices and the levels of parental support, according to the report, results from prices climbing faster than available funds. In addition, other factors–such as low levels of saving for college, increased reliance on current income, and widespread availability of student loans–might be impacting this trend. Parents also might not be realistic about how to pay for college and about how much they should expect to pay for it, suggests the report. Despite the reality that current income is the parents' main source, recent studies indicate that parents of high school students anticipate using savings and grants as their primary source, with current income a distant fourth choice.

"This report confirms both the increasing burden on families stretching to meet education expenses and the considerable efforts by parents to keep pace financially," said Robert C. Dickeson, head of the USA Group Foundation. "It also raises broader questions for our future about how to balance the relative burden of paying for college."

Student Grants Report

A 20-year erosion of student grant aid, says the second report, threatens to undermine college affordability and to widen the disparity of access to college among students from differing income levels. Student grants are covering a significantly diminishing proportion of the price of attending college. Both average and maximum Pell grants cover about half of what they did two decades ago.

More than 3.6 million students currently receive a Pell grant. In 1976-77, the average Pell grant covered 19 percent of the annual price of a private four-year institution. In 1996-97, it covered only 9 percent. Similarly, in 1976-77, the average grant covered 39 percent of the price of a public four-year school. In 1996-97, only 22 percent.

Similar downshifts hold for the maximum Pell grant in the same time frame, from 33 percent to 13 percent for private and from 72 percent to 34 percent for public.

In addition, while the average Pell grant award declined by 23 percent (after inflation) between 1976-77 and 1996-97, college prices rose by 49 percent, and family incomes inched slightly higher, 10 percent. This has resulted in a reduction in the overall affordability of college–that is, whether the net price that students and families actually pay is within their reach.

The Sticker Price

The "net price" of college–the sticker price minus the total grant aid received–has increased for most families in the 1990s. For example, the average net price of attending a private four-year college for a student from a family with income below $10,000 rose from $8,178 in 1989-90 to $11,159 in 1995-96, an increase of 42 percent in just six years. The growing gap between net prices and families' ability to pay highlights the critical role of grants and the serious consequences of the low levels of grant aid, according to the study.

Between 1976-77 and 1996-97, the average price of attendance at all institutions increased by 304 percent. Differences exist by the type of institutions: prices increased by 365 percent at private four-year, 300 percent at private two-year, 279 percent at public four-year, and 196 percent at public two-year. In comparison, consumer prices increased by about 171 percent over the same 20-year period, and median family income increased by 178 percent.

After adjusting for inflation, the average price of attendance at all institutions increased 48 percent, and median family income rose 10 percent.

One indicator of the erosion in grant aid is that while college enrollment rates have increased in the last two decades, the gap between low-income and high-income students is still wide. In high-income families, 78 percent of the children go on to college. In low-income families, only 49 percent.

These trends, the study reports, are leading students to seek out other funding sources, including student loans, which are up 740 percent (after inflation), other consumer borrowing, and credit cards. They are also a factor in changing the ways that students participate in higher education: working part or full time, using "distance learning," or limiting their education to two-year public institutions.

Despite recent increases in funding for grants by institutions, by states, and by the federal government, the purchasing power of grants has deteriorated. The maximum Pell grant award, which was increased to $3,000 in 1998, would need to double to more than $6,000 to pay for the same proportion of college prices that it did two decades ago.

Recommendations

"In many ways, these are good times for higher education. Overall enrollments are up, the public is supportive, and funding has modestly increased," said Jamie Merisotis, president of the Institute for Higher Education Policy. "But these trends mask the fact that there is a gap of almost 30 percentage points in enrollment between low-income and high income students. Shoring up grant aid is the best way to improve affordability for these students and close the gap in enrollments."

The report urges policy-makers to increase need-based grant aid at all levels, emphasizing the urgency of reinvigorating the "political will" for such support. The study cites an erosion of support for grant aid by policy-makers as part of the trend toward budget austerity, smaller government, and fewer entitlement programs. At the state level, the rise of non-need-based grant aid has infringed upon the amount of need-based aid available, while state budget crunches pit education against other expenditures, such as prisons and Medicare. At the federal level, the study points to the recent creation of tuition tax credits as further evidence of this weakened political support for grants.

"For more than 20 years, need-based grants have answered the question, 'How can I afford college?' for millions of students and their families," stated Thomas D. Parker, senior vice president of TERI. "But with the declining purchasing power of grants, that question has fewer answers. We must revitalize our commitment to these students, and to our own future as a country, by investing in grant aid at all levels."

Do Grants Matter? Student Grant Aid and College Affordability is accessible via <www.ihep.com> or by calling (800) 255 TERI, ext. 4762.

The 62-page *It's All Relative: The Role of Parents in College Financing and Enrollment* can be accessed at <www.usagroup.com> in the General Public & Media section or by calling (317) 951-5493.

HO

Sources of Funds Used by All Parents, by Selected Characteristics

(as a proportion of their total contributions to their children)

SAVINGS			
Parent: More than three children*	19%	One child	25%
Parent: Income under $20,000	16%	$100,000 or more	30%
Parent's highest education level: High School	18%	Graduate degree	29%
Minority*	19%	White	24%
Parent: Age 40 to 44*	20%	Age 60 or older	30%
Tuition: $1,000 or less	17%	$20,001 or more	29%
CURRENT INCOME			
Parent: One child	29%	More than three	40%
Parent's highest education level: High School*	31%	Graduate degree	37%
Tuition: $1,000 or less*	31%	$20,001 or more	34%
BORROWED INCOME			
Parent: Age 60 or older*	11%	Age 40 - 44	14%
Public institution	9%	Private Institution	18%
Tuition: $1,000 or less	3%	$20,001 or more	14%

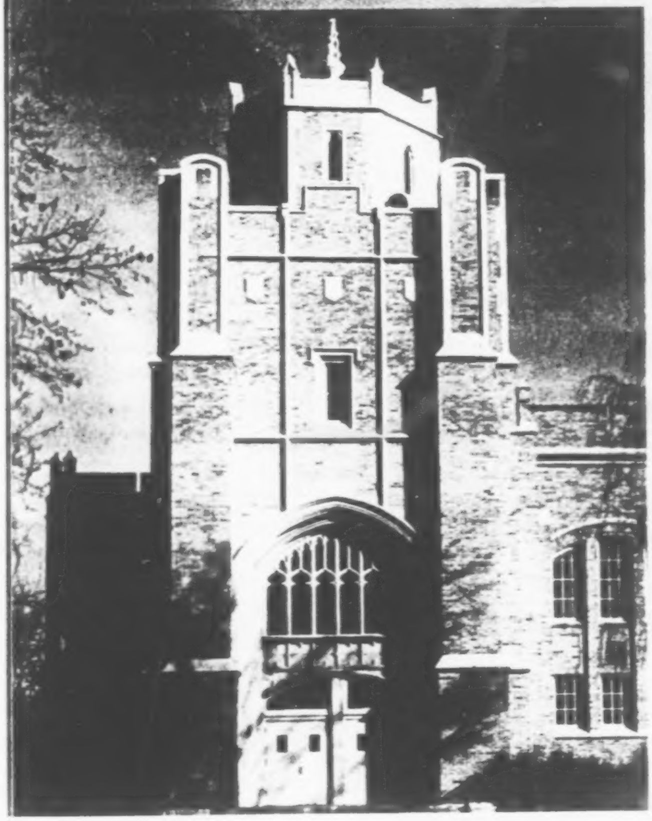
Note: * means not a statistically significant difference

The Honor Roll

University of Northern Colorado

Promising "tomorrow's frontier today"

BY ROGER DEITZ



University of Northern Colorado: Gunter Hall

There was a time in our nation's history when the expansion westward by those seeking a better life made the Northern Colorado frontier an exciting place to live. It still is. Much of that pioneer spirit remains in the way people in this region approach the issues affecting their future, and in the way Colorado residents look to education to improve their prospects. Nowhere is this Colorado frontier spirit more evident than in the higher education policies of the University of Northern Colorado, where it is promised that a student will encounter "tomorrow's frontier today." How appropriate that the university, a school that takes a frontier approach to addressing sophisticated educational challenges, is located in Greeley–a frontier town named for journalist and politician Horace Greeley, who encouraged the great American move westward with the words, "Go West, young man."

Greeley is a town of 65,000 where the Old West meets modern America. On one hand, Greeley is host to a 15-day Stāmpede, complete with rodeos and big-name entertainment, an event that culminates in a great deal of hoopla on the fourth of July. On the other hand, the high technology firm of Hewlett-Packard is located right down the street, and nearby, the North Colorado Medical Center offers the finest medical care and medical research in the region. Only an hour west, one can visit Rocky Mountain National Park. There's so much in Greeley to inspire the mind and spirit, more than enough to place the University of Northern Colorado on the *Hispanic Outlook* Honor Roll.

UNC already has been listed by the *Hispanic Outlook* as one of the top 100 colleges and universities graduating Hispanics and has been selected to *The Student's Guide to America's 100 Best*

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Hank Brown president, University of Northern Colorado

College Buys as well as Barron's *Best Buys in College Education, 5th Edition*. Former Colorado Senator and Congressman Hank Brown became the 11th president of the University in July 1998. Brown has lived in Greeley with his family since 1969, having moved there shortly after serving in the U.S. Navy and being decorated for his service in Vietnam.

"While national recognition is a great tribute to UNC," says Brown, "our greatest source of pride comes in the quality of teaching that takes place across campus. With more than 90 percent of our classes taught by full-time faculty rather than teaching assistants or graduate students, we place greater emphasis on direct contact with individual students than do many other institutions. UNC's faculty-to-student ratio is one of the lowest in Colorado, and we have avoided very large classes."

President Brown says that UNC undertook a new set of distance-education initiatives last fall and that the school will continue to pioneer the use of technology to "bring the world to our campus." But, he says, "Change never comes easy. We must understand that it is a process, not an event. The pace of change requires that we have a strong sense of where we have come from and where we are going."

Colorado entered the union in 1876 as the 38th state. It was still a frontier state when, on April 1, 1889, the governor of Colorado signed the bill creating the State Normal School to train qualified teachers

Honor Roll Facts in Brief

INSTITUTION:
University of Northern Colorado

LOCATION:
Office of Admissions
University of Northern Colorado
Carter Hall 3006
Greeley, Colorado 80639
(970) 351-1890

ESTABLISHED:
1889

ENROLLMENT:
10,670

DEGREE OFFERINGS:
Bachelor's
Master's
Doctorate

ANNUAL TUITION:
(Resident) $2,616 for 12 credit hours

NUMBER OF FACULTY:
460 Full-time

A FEW SPECIAL OR NOTABLE DEGREE PROGRAMS:
Biological Sciences
Black Studies
Communications Disorders
Hispanic Studies
Human Rehabilitative Studies
Interdisciplinary Studies
Theater Arts

HISPANIC-SERVING ORGANIZATIONS:
César Chávez Cultural Center
Cumbres Innovative Teacher Education Program
International Center
Third World Center
Women's Center

HISPANIC ENROLLMENT (UNDERGRADUATE):
790

INTERNET ADDRESS:
www.unco.edu

for the state's public schools. Greeley citizens raised the necessary money for the first building, and the cornerstone was laid on June 13, 1890. The school opened its doors on October 6 with a staff of four instructors and an enrollment of 96 students. Certificates were granted after completion of a two-year course.

In 1911, the school's name was changed to Colorado State Teachers College by the state legislature. The College was then offering four years of undergraduate work and granting a Bachelor of Arts degree. By 1935, the school was renamed Colorado State College of Education to recognize the fully developed graduate program, which had begun in 1913. Early in 1957, the state legislature approved shortening the school's name to Colorado State College. To recognize the further growth of programs and offerings, in 1970, the school's name was changed once more, this time to the University of Northern Colorado.

It is a multipurpose institution offering a wide range of graduate and undergraduate degree programs in five academic colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, and Performing and Visual Arts. The College of Continuing Education extends the institution's academic programs statewide. The University offers more than 2,000 academic courses annually.

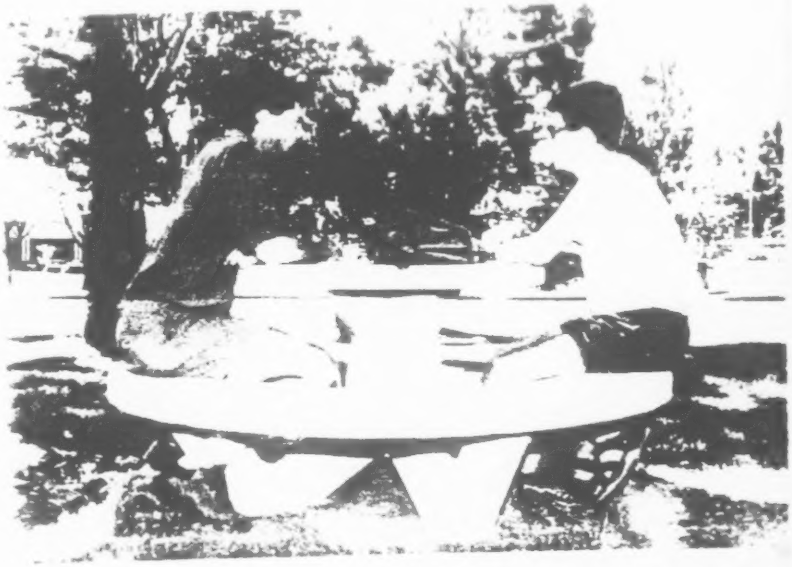
The campus in Greeley is located about an hour north of the city of Denver. UNC's 236-acre UNC campus has two distinct, adjacent parts, both of which have residence halls and classroom buildings. The central campus features older, tree-lined paths and buildings, while the west campus is distinguished by modern high-rise structures.

Last fall, UNC had a total enrollment of 10,670 students. Of these, 9,082 were undergraduates. Women made up 6,444 of the total, and 1,588 students were ethnic minorities. Within the subgroup, 790 students were Hispanic; 494, Asian American; 241, African American; and 63, Native American.

Student scholarships are offered, ranging from automatic $500 first-year-student awards that recognize high achievement in high school to annual $5,000 awards for high-ranking first-year resident students. Diversity awards also are available that take into account ethnicity, income, and first-generation-student status. Numerous talent scholarships are available to new students in various artistic and athletic endeavors. The University Honors Program offers an opportunity for students of academic excellence to enrich their intellectual experience at UNC. Participants have access to honors-only seminars and a senior independent research project, and are allowed interaction with select faculty. The number of full-time faculty is at about 460; 410 of these are instructional faculty.

Last school year, the University of Northern Colorado celebrated the silver anniversary of its Hispanic Studies program, established in 1972. At the time, retiring President Howard Skinner remarked, "We put the spotlight on Hispanic Studies not simply for diversity's sake, but also so we can, as an academic community, look at the accomplishments and achievements of Hispanics in all aspects of our culture." UNC's program was the first of its kind in the west.

In 1972, the Colorado Commission of Higher Education approved UNC's Mexican American Studies major in the hopes of "accommodating the cultural differences surfacing throughout the United States." Also of note is UNC's Cumbres (Peaks), an innovative teacher education program that is a partnership between UNC's Hispanic alumni and its Colleges of Education and Arts and Sciences. The Cumbres program aims to recruit, retain, and graduate 100 Hispanic students each year who will go into the teacher education program. The program's goal is to "improve teacher preparation for the instruction of language-minority students, children of poverty, and Hispanics." Cumbres accomplishes its goal by using UNC Hispanic alumni as mentors.



Hispanic Enrollment Ups & Downs

Many Small Schools Reporting Gains

BY AMALIA DUARTE

Amalia Duarte is an editor in public relations at Lucent Technologies.

> ***The positive trend is that just about half of the schools included in* CB's Who Got In? *book, published in the fall of 1998, reported higher Hispanic enrollment.***

During the 1997 academic year, there was good news and bad news in Hispanic enrollment trends, according to the 12th annual *College Bound* survey of admissions officers. The poll found that Hispanic enrollment had dropped at some of the schools that usually earn a spot on *Hispanic Outlook*'s "Top 100" lists. Meanwhile, at a broad range of institutions with traditionally small Hispanic student populations, there was an unexpected upswing.

While not a scientific survey, each fall the *CB* poll serves to highlight admission trends for high school guidance counselors and college admissions officers. In general, for 1997, this sampling of several hundred public and private colleges and universities throughout the country found that there were more applications, bigger first-year classes, and more institutions accepting electronic forms of applications. One surprise came in answers to a question about whether rising tuition costs were depressing enrollment. Most admissions officers responding said that they felt high tuition did not have a negative influence because their scholarship programs and loans kept pace with expenses.

Divergent Trends

When it came to Hispanic enrollment, the survey picked up two divergent trends. The positive trend is that just about half of the schools included in *CB's Who Got In?* book, published in the fall of 1998, reported higher Hispanic enrollment. This broad range of schools included many smaller universities not normally thought of as magnets for minorities, and many of them located in states with small Hispanic populations. Included in this group were Bucknell College and Lehigh University, both in Pennsylvania, Middlebury College in Vermont, and Oberlin College in Ohio. These small and excellent schools are so off the radar screen in terms of minority enrollment that not one was among the *Hispanic Outlook*'s annual selection of "Publisher's Picks" for schools offering Hispanics outstanding opportunities. (The "Publisher's Picks," started in 1995, is compiled by using formal and informal sources, surveys, statistics, and anecdotal evidence from students, faculty, and administrators.)

University of South Florida

Students at U.C.-Berkeley campus

At 2,440-student Willamette University in Salem, Oreg., admissions director Steven Dutton reported "more excellent applicants of color." Willamette currently enrolls 67 Hispanic students, which represents 11 percent minority.

Hispanic students increased, too, at some prestigious institutions typically selected as "Publisher's Picks"—including Northeastern University, Boston College, where Hispanic enrollment picked up after a three-year decline, Harvard, Radcliffe, Carnegie-Mellon, and Vassar.

Hispanic enrollment increased even at some schools where the numbers of African Americans and other minorities were down or stable. At Macalaster College in St. Paul, Minn., admissions officer

Nancy MacKenzie reported to CB that the school had admitted more Hispanics yet fewer Native American, African American, and Asian Americans for fall 1997. Macalaster is about 15 percent minority students.

Other schools reporting Hispanic increases included "Publisher's Picks" such as Catholic University, Northwestern University, Ohio State University, the State University of New York (SUNY) at Stony Brook, University of North Carolina at Chapel Hill, the University of South Florida, and William Paterson University.

But the second trend is a disturbing one that might have a greater impact for overall Hispanic graduation parameters in the long term. A number of schools that usually rank in the *Hispanic Outlook*'s "Top 100" lists reported a decline or leveling off in Hispanic enrollment.

Perhaps it is a one-year fluke for some. New York University, No. 57 in *HO*'s "Top 100" for awarding bachelor's degrees, and the University of Arizona, No. 15 in that category, both enjoy diverse student populations—about 35 percent minority at NYU, and 26 percent at UA, with half that percentage Hispanic.

"We are hoping the drop was just a blip," said Cathey Mayes, assistant director of Minority Student Recruitment. "We are very aggressive in our recruiting efforts and work with the local community colleges, minority alumni, and the financial aid office to try and bring those numbers even higher. Our goal is to increase the percentages."

In California

But at other schools, political issues are limiting opportunities for Hispanic students. UC at Berkeley, which has been No. 1 in awarding doctorates to Hispanics, told *CB's Who Got In?* about a drop in all minority enrollment in fall 1997. And this trend isn't likely to get better in the near future. The California Board of Regents and a subsequent voter referendum, Proposition 209, banned the use of race and ethnicity in the admissions process within the UC system. The aftermath has been a steady decline of Black and Hispanic acceptance rates in California's public universities.

Affirmative action came to a grinding halt within the UC system this academic year, but even in 1997 there was a slight decline in Hispanic enrollment on some campuses. In academic year 1997 among California student residents, UC-Berkeley admitted 1,238 Chicano/Latino students, down from 1,526 the previous year. In addition, while overall first-year-student applications to UC-Berkeley increased by 8.1 percent for that fall, the university might look to efforts under way in California to boost minority enrollment while working within the confines of Prop 209.

UC officials have countered Prop 209 by broadening the admissions criteria and stepping up outreach efforts to minorities. Instead of ranking students strictly by test scores, all UC schools now look at other factors such as family income and whether an applicant is the first in the family to attend college. New outreach programs for African American and Hispanic high school students also have been created, along with efforts to partner college campuses with predominantly minority high schools and junior highs. The 1998-99 UC budget added $38.5 million to outreach funding. Coupled with a potential $31 million in K-12 matching money, spending on UC outreach programs is expected to reach $155 million in this academic year, more than double the amount spent in the previous fiscal year.

"We have expanded our admissions guidelines and begun programs to get kids turned in the right direction to focus on being a better student," said Terry Lightfoot, spokesman for the UC system. "We are beginning a process of focusing on enhancing educational opportunities at needy secondary schools and junior high schools. If we can improve the quality of education there, then these students can better compete for admissions down the road."

At the same time, other California schools included in *College Bound*'s poll, such as Loyola Marymount University in Los Angeles, a "Publisher's Pick" and "Top 100" list-maker, are putting out the welcome mat to Hispanics. Loyola Marymount, which enrolls a 45 percent minority population, brings in the state's top Hispanic high schoolers for a day of tours and discussion and, hopefully, to sell them on an education at LMU. Part of the pitch is the more than 2,500 internships offered in local industries, including movies, health care, and high-tech companies. Then, after Hispanic students are admitted, they're invited for an overnight stay on campus to which parents are included to ease their concerns about financial aid and dorm life. Said admission counselor Sandra Ortiz, "We offer smaller class size and better faculty to student ratios. Our pride is that we are a diverse university."

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College Tuition: *The Shattering Explosion*

BY GUSTAVO MELLANDER
AND NELLY MELLANDER

Going to college has never been inexpensive. Most families have had to plan carefully and even sacrifice along the way. There was a time, however, when parents could with judicious planning hope to save enough to see their children through college. A reasonable amount set aside every year for years on end went a long way toward providing an adequate nest egg.

That level of security and comfort has been shattered. Shattered over the past twenty years by an explosion in annual tuition increases. As much as they saved, as careful as they had been, most parents were not prepared for double-digit annual tuition increases. Neither were students trying to work their way through college.

Perceptions of colleges being predatory and mercenary were further exacerbated since tuition increases far outpaced the nation's inflation increases. The public soured on colleges. Politicians, even liberals, began to believe that government should impose restrictions on colleges to keep tuition in check.

Congressman Goodling mirrored the feelings of many on Capitol Hill when he told* HO *that he is determined "to curb soaring tuition increases." He stated further, "It's plain and simple: it now costs too much to go to college."

Washington

Although several governors addressed the issue, it was not resolved. In early 1997, Republican leaders in Congress seized the leadership of this popular issue. Earlier public pressure to curtail tuition hikes increased. President Clinton had suggested that colleges should be penalized for raising tuition beyond the cost-of-living guidelines. Those comments and the heightened interest in this issue throughout the land led to several steps.

In May of 1997, at the urging of Congressman Bill Goodling (R-Pa.) the Cost of Higher Education Review Act of 1997 was drafted. Proposed as an effort to curb the rapid rise in college tuition, it quickly gained bipartisan support. It called for a commission to study the factors contributing to "soaring" tuition rates and to identify potential solutions.

"This commission will provide us with the information we need to begin making college education an option for more of our sons and daughters," Goodling said. "It has become very difficult for American families to keep pace with annual tuition hikes."

The Congressman and others were buttressed by General Accounting Office reports, which stated that college tuition has increased by 234 percent since the early 1980s. That rate of increase far exceeded the cost of living and any rise in family income. Those figures and constituent complaints led to the appointment of an eleven-member National Commission on the Cost of Higher Education.

Authorized by Congress in June, 1998, the Commission members met for the first time on August 11 and elected William F. Trout, president, Belmont University, their chair. Membership included a state system chancellor, several college presidents, heads of state as well as of national associations, and university professors, among others.

Their time frame to complete their task was a stringent 120 days. The group was charged by Representative Buck McKeon (R-Calif.), chair of the House Subcommittee on Post Secondary Education, to "put forth bold ideas to keep higher education affordable." The Commission's work was considered particularly significant since the Higher Education Act would be re-authorized this year.

The Reports

The report, due December 1997, was completed on time. Yet its focus on portraying the cost of higher education as a "bargain" created a firestorm of criticism. Official Washington's reaction was so negative that the Commission rewrote its report and did not issue the final revision until January 21, 1998.

Entitled "Straight Talk About College Costs and Prices," it was a well-written, long (more than 50 pages plus numerous charts and reports), deliberative piece. Comprehensive and detailed, it covers five broad areas: Strengthening Institutional Cost Controls, Improving Information Available to the Public, Deregulation, Accreditation, and Streamlining Financial Aid Delivery Systems.

The American Council on Education placed the entire report on its Web site. In a cover letter to his membership, Dr. Stanley O. Ikenberry, president of ACE, acknowledged "that a high level of public anxiety about college costs is real, and that higher education has a responsibility to engage the issue, to inform the public more effectively, and to redouble our efforts at cost control."

A Veil of Obscurity

The report readily acknowledged that tuition rose exponentially between 1976 and 1996. Characterized by some as "sticker shock," those increases have shocked a public trying to finance its children's education. The report also noted that colleges had not been effective in explaining the realities of pricing issues. On a somber note, the Commission members warned that given widespread public concern, colleges faced both state and federal intervention if they did not reduce costs.

The report continued in the earlier vein by pointing out the high quality and accountability of American higher education. But it also criticized colleges. It said they must be more "affordable and more accountable." It acknowledged the public's frustration and stated that "many academic institutions have not seriously confronted the basic issues involved with reducing their costs—and that most of them have also permitted a veil of obscurity to settle over their basic financial operations."

Key Issues: Cost as Price

A key point of the report was to try to explain and clarify the relationship between costs and prices. Cost is the amount expended to educate a student, which is different from the price charged. Price is what a student pays, cost is the actual expense. Costs are very high, but the price charged a student is much lower. Further, the role of financial aid alleviates the impact since so many students do not pay the full cost of their education. The average undergraduate student pays two-thirds of the actual cost. In some institutions, only half. That is not well known—not even at universities.

Five Recommendations

The recommendation section was long, carefully written, painfully honest, and specifically proscriptive.

Academic institutions should intensify their efforts to control costs and increase institutional productivity.

The academic community is called upon to provide the leadership required to develop better consumer information about costs and prices and to improve accountability to the general public.

1. Governments should develop new approaches to academic regulation, approaches that emphasize performance instead of compliance, and differentiation in place of standardization.

2. The academic community should develop well-coordinated, efficient accrediting processes that relate institutional productivity to effectiveness in improving student learning.

3. Congress is asked to continue the existing student aid programs and simplify and improve the financial aid delivery system.

True to the exhaustive nature of this report, each recommendation was explored in great detail. Considerable data, past history, and a clear rationale explaining the present circumstances were presented. Just as importantly, a foundation for future changes was included. Each recommendation also had a detailed "implementing recommendations" section. Those succinctly spelled out precise policy issues to be addressed, changed, modified, and even created afresh.

Colleges must do two things: First, become more efficient, keep costs down. Second, colleges should provide the public with more and better information. Sharing more consumer-oriented information on costs and prices is long overdue.

Dr. David L. Warren, President NAICU

Reaction

The report caused a stir in Washington. It was well-written and engaging. Painfully honest and pragmatic, it was generally accepted as one of the most comprehensive studies ever written on this issue. It was factual and extensive. At times critical of financial aid restrictions and the academy as well, it pointed out how complex America's higher education system really is—a system that has served millions and one that would suffer were restrictive governmental mandates imposed.

Destined to be analyzed and discussed by many constituencies for years, it had an immediacy in Washington.

Congressman Goodling mirrored the feelings of many on Capitol Hill when he told *HO* that he is determined "to curb soaring tuition increases." He stated further, "It's plain and simple: it now costs too much to go to college. While Congress and the Administration can take steps to help higher education institutions contain costs, this issue in primarily in the hands of college and university administrators."

Congressman McKeon joined Goodling in recommending that colleges redouble their efforts to contain and cut costs. Secondly, the academic community must provide the leadership required to develop better consumer information.

Dr. William Trout, the Commission's chair and president of Belmont University, told *HO* that he and other Commission members were "very pleased" with the broad

Now, given the good times, high tax collections, and such, the Democrats in the Virginia legislature are pressing for a tuition reduction. It is rumored that Governor Jim Gilmor, a Republican, is going to steal the issue and announce it as one of his goals for 1999.

based support the report received.

Congressional sponsors, both Democrats and Republicans, Secretary of Education Richard Riley, and the national education associations all responded positively. Clearly there was work to be done, and specific recommendations appeared throughout the report. He noted that the necessary data were not readily available at most institutions. "College costs are far too opaque; there is a need for fiscal transparency and cost containments."

Dr. George Waldner, a Commission member and president of York College of Pennsylvania, noted that colleges, even those very efficient ones, must do more. He said all could benefit from an "efficiency review" that could be done by locally appointed task forces made up of parents, students, and community members as well as college faculty and staff.

NACU, the Washington-based independent college association, called the report "sobering news." Its president told *HO*, "Hundreds of private colleges are already cutting costs, reorganizing, downsizing, and finding new sources of revenue. At the same time, they are increasing the amount of student aid earmarked for low- and middle-income students.

"However, there is still much progress to be made. Institutions nationwide must continue improving the efficiency of their operations while maintaining the integrity of their academic programs."

Dr Stanley O Ikenberry American Council on Education Washington, DC

Ikenberry told *HO* that given its importance, ACE had decided, in collaboration with OREX, to publish the entire report. Ikenberry also characterized the report as "fair and balanced."

It addressed "an incredibly complex issue and did so in a credible fashion even though they only had 120 days to complete the task." He further noted that many colleges had for the past 15 years studied their pricing policies and actual costs, so the movement is not new to some institutions. But the report will stimulate others to address those thorny issues. "I hope," he concluded, "the report is widely studied. The fundamental challenge we face is cost control. How can we best provide outstanding teaching, research, and public service?"

As much as they saved, as careful as they had been, most parents were not prepared for double-digit annual tuition increases. Neither were students trying to work their way through college.

Conclusion

This issue is not going away. The Commission's carefully documented report identified roles and responsibilities for the academy. Many welcome the opportunity to explore the issue and tell their story.

Congress for its part is going to monitor what happens. They see themselves having a "public watch dog" responsibility. They want the General Accounting Office to issue annual reports on cost increases and to suggest which burdensome federal regulations might be eliminated to cut unnecessary costs to colleges universities.

At this writing, a year after the report's release, the tuition topic is still hot. Politicians are continuing to pursue it; pressure from students and parents continues to grow. Colleges are being defensive, trying to explain their side of the story, etc. Indeed, there has been a barrage of explanations emanating from many a college explaining its costs, why tuition is at its present level. And it is not all public relations. They do have a point. Higher education is labor intensive, there is a lot of pressure to offer scholarships, and more.

Certain colleges and universities have been called upon by others and by national associations to explain their rationales more effectively. At two national conferences I attended last semester, I heard veiled suggestions that they should "reform themselves." There is an obvious desire, too, to avoid onerous government regulation.

The report has even generated interest in the most sacred of all academic sacred cows: tenure. Federal relief is suggested to allow colleges more flexibility. Specifically, colleges should be permitted to offer enhanced early retirement incentives to tenured faculty members.

At a DOE press conference in December, Secretary Riley asked colleges and universities not to automatically raise tuition fees or cut back on scholarships now that Hope Scholarship money is available to virtually all. Riley said that colleges should keep tuition increases to the cost of living.

William E Troutt, President, Belmont University, Nashville Tennessee

Here in Virginia, tuition is decidedly a political issue this year. In the late '80s, under Democratic Governor Douglas Wilder, tuition in Virginia's public institutions increased at a double-digit pace, 12 to 14 percent per year. Republican George Allen ran for governor in 1993, promising to hold down tuition increase. He was elected and did so. Now, given the good times, high tax collections, and such, the Democrats in the legislature are pressing for a tuition reduction. It is rumored that Governor Jim Gilmor, a Republican, is going to steal the issue and announce it as one of his goals for 1999.

The Commission report might not have been intended to be a Pandora's Box—but its effect will be far-reaching and hopefully beneficial to all.

The Mellanders teach at George Mason University.

Clinton's Record in Higher Education

Long Term Lobbyist Shares Views

BY ADALYN HIXSON

Something about Lyndon Johnson always made me feel he sincerely cared about giving poor people a shot at the American dream. Johnson, it seemed to me, actually acknowledged that minorities existed, a rarity among politicians of his generation and region. No other 20th century president struck me quite that way until Clinton came along.

While governor, Clinton played a key role in a national conference of governors called by President George Bush to address education problems. One result was Goals 2000, a program of priorities aimed at raising standards, a program emphasizing basics such as reading and math. But Goals 2000 languished for five years, unsupported by significant funding, until Clinton's election. Early in his presidency, he signed Goals 2000 into law.

Frances C. Fowler, writing in 1995 about federal educational policy, cited economic growth, community, and equality as the policy values most emphasized by Clinton, calling it a change from the conservative emphasis on efficiency and liberty, and from the emphasis in the 1960s on equality.

In 1996, President Clinton appointed a 25-member White House Initiative on Education Excellence for Hispanic Americans, with five research priorities covering considerable territory, ranging from improved access and dropout prevention to school finance reform.

Last month, on the eve of the Clinton impeachment vote, *HO* spoke with career lobbyist Terry Hartle, senior vice president of the American Council on Education (ACE), about the president and his record on higher education.

Transforming Power of Education

"I think Bill Clinton is unusual among American presidents in two respects, " said Hartle. "One, he understands at a deeply personal level the transforming power of higher education. Bill Clinton grew up in lower-middle-class circumstances in Arkansas, and access to world class higher education fundamentally changed his life. I think that at a gut level, the president understands that in a way that most politicians do not.

"Two, President Clinton....came into office having had extensive experience in education policy as a result of his efforts in Arkansas, particularly in....elementary and secondary education. President Clinton had been a leader among governors. He had proven himself willing to tangle with the teachers' unions in an effort to pursue what he thought was good public policy."

Early Challenges

From the beginning, said Hartle, access to higher education was a matter of considerable concern to Clinton. But his administration faced two political problems immediately. First, it had to reduce the cost of student loan defaults. Second, it faced a huge shortfall in the Pell funds.

"Recall that the economy was in a recession and that means more people go to college," said Hartle. "Access to higher education tends to be countercyclical."

Because Pell is a quasi-entitlement, all financially eligible students receive their grants. But the cost far exceeded the appropriations passed by Congress in '91 and '92, and Clinton had to pay off more than a billion dollars in Pell Grant debts accumulated during the Bush administration.

President Clinton moved very quickly too, said Hartle, to propose a major change in the federal student aid programs. "Historically, the feds have paid a subsidy to banks to make loans to financially needy undergraduates. President Clinton proposed to replace the bank-based program and have the federal government make the loan directly."

Congress was unwilling to go that far, he said, and wound up creating two loan programs on separate tracks–one bank-based, one government-based. Clinton's administration thus had to pay off the Pell debts, implement the bank-based program, and implement an entirely new student loan program all at the same time.

Preserving Student Aid

In 1995, "a newly-elected Republican Congress had identified a large number of possible cuts in federal spending, including deep reductions in federal student aid," Hartle told *HO*.

"The Clinton administration indicated early on that they would fight to defend access to higher education." In February, Clinton delivered what Hartle called a strong defense of federal support for student assistance at the ACE meeting in San Francisco.

'97 and '98

"The president led the effort to lower the interest on federal student loans....and was active in the effort to expand the modest federal grant program for HSIs (Hispanic Serving Institutions), said Hartle.

"And the president led the effort to establish what is called the Gear Up Program, an early information and awareness program for low income and minority youngsters about higher education." Gear Up has been funded and will start this year, Hartle told *HO*.

"The default rate has dropped dramatically on federal student loans–a clear success for the administration. It is the sort of thing that never gets headlines because it is the nitty gritty nuts and bolts work of government."

"The Pell Grant Program loans have been paid off, Hartle continued. "The Pell Grant maximum has increased significantly. And the visibility and importance of the Pell Grant Program has grown during this administration's tenure."

Direct Loan Program

The Direct Loan program, said Hartle, didn't replace the bank-based program, as the administration had anticipated, and hasn't grown as large as the administration suggested it would, "but the federal government is now far and away the largest lender of student loans in the country, and despite occasional glitches, the program works."

Moreover, said Hartle, the creation of direct lending stimulated an enormous improvement in the quality of services available to students and schools under the bank based program. "Competition works, and banks improved the quality of their service and the nature of their product because they wanted to continue to attract customers. Direct lending is a considerable success...."

Income-Contingent Student Loan Payments

Hartle noted that when the Clinton administration created Direct Lending in 1993, it also created an income-contingent student loan repayment program–"an idea that had been talked about in scholarly and analytic circles for two decades. Indeed, it was first discussed by Milton Friedman in 1962. President Clinton managed to put it in place in 1993, thirty years later."

Thus far, Hartle said, a relatively small number of students have taken advantage of it, thus it is not yet as popular as anticipated, "but it is nonetheless an option."

"With income-contingence, payment fluctuates depending on income the preceding year. It is a clear idea analytically. It is a very, very complicated thing to put in place administratively– like going to an adjustable rate mortgage where the variables are not just the interest rate but also your income."

Tax Credits

In 1996, Clinton proposed the HOPE tax credit and what became the Lifetime Learning tax credit. Congress enacted both in 1997.

"Ultimately these tax credits have worked as the administration wanted," said Hartle, "put money in the hands of middle class voters. The higher education community has always wished that some of that money would have been put in the hands of low income students, but that was simply never in the administration's plan."

'98 HEA Amendments

"The Higher Education ACT amendments of 1998 are by and large a very good piece of legislation," Hartle told *HO*. "Most notably, the formula used to calculate the interest rate of federal student loans has been changed in a way that has lowered the interest rate charged to new borrowers by three quarters of one percent.

"This is the lowest level of student loan interest rate in two decades.

"The interest rate fell for multiple reasons, but at the top of the list is the strong position the administration staked out on this issue early in 1997–we think the interest rate can go down this far.

"Congress didn't want to go that far, but with the administration's aggressive position on interest, Congress lowered it more than they would have. To me, a lobbyist, I want the students to have the best possible interest rate, and that is what happened."

As noted in some but not all media coverage of the HEA debate, the American taxpayer is picking up the tab for the reduced rate, not the banks, an outcome opposed by The American Association of University Professors, which had stated: "We have expressed a preference for direct subsidies to students over supports for the profit margin of the banking industry."

Americorps

HO asked Hartle about AmeriCorps–Clinton's program, launched in 1993, in which young people receive minimum wages for working on community projects for up to two years and are given a voucher of about $5,000 a year toward educational expenses. IBM economists reported that AmeriCorps yields benefits of $1.60 to $2.60 for every dollar invested in it, but the program has not received Republican support.

"Americorps is a go," said Hartle. "We have never seen it as a student aid program, but it is very beneficial in some ways."

Criticism of Pell Growth

"If there is a criticism of the administration's presence, it is that the federal Pell Grant program has not grown as rapidly as advocates would like," said Hartle. "The political system favors the middle class and it does not do all that it should for the financially needy among us, and so people like me and others would very much wish that the Pell Grant program would have gone up more rapidly than it has."

"A lot of the credit for the boost in student aid spending has to go to the Republican Congress. In 1995 the Republican Congress recommended draconian cuts in student aid. In '96, '97, and '98, the Republican Congress proved very supportive of federal student aid.

"I think this happened for two reasons. First, the democratic process worked, that is, in 1995 when the Republicans were talking about cutting student aid, they were hearing from a lot of voters, 'this is important for me–this is something we want the federal government to do.' They shifted their position. They shifted their response.

"The second thing that happened is that the design of the student aid program has some intuitive appeal to Republicans. The Pell Grant program is a voucher. It puts the money in the hands of the student. The student decides how to use it. This is the model the Republicans would like to use at the elementary and secondary level.

"Because they like it there, they have generously supported the Pell Grant program. In each of the last three years, they have put more money into the Pell Grant program than Clinton requested.

"Republicans also like the College Work Study Program because this involves working your way through college. They also have funded that program generously."

Bipartisan Support

"Both the Democrats and the Republicans have been very committed to federal student aid," Hartle told *HO*. "Federal student aid has done better with a Democratic President and a Republican Congress than it has with a Democratic president and a Democratic congress."

"The one thing I would simply say, and I am not a Republican, I am a Democrat–the Republicans deserve enormous credit for reassessing their position on student aid and for putting significant resources into it. The higher education community has been very fortunate to have people like John Porters of Illinois, Buck McKeon of

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675

California, Bill Goodling from Pennsylvania, and Arlen Specter from Pennsylvania in leadership positions."

HO asked Hartle about the performance of Hispanics in Congress.

"Well, there aren't very many," said Hartle. "But Henry Bonilla of Texas has been a very strong advocate of the TRIO Program. Henry Bonilla was a TRIO participant and he, like Bill Clinton, knows first hand how education, and access to high quality education, can transform lives. Ultimately, we come back to the fact that it comes down to individuals.

"The Clinton administration came in with a traditional Democratic commitment, but Clinton, I think, was absolutely decisive," said Hartle.

Affirmative Action

One of the amendments of particular concern to the higher education community when the HEA was being debated in '98, said Hartle, was the proposal, from Frank Riggs of California, to eliminate affirmative action.

"The administration opposed it very, very vigorously and it was decisively rejected. So in addition to appropriations support and policy initiatives such as the expansion of funding for the HSIs, Hispanic Serving Institutions, and the lowering of interest rates on student loans, you also have to give the administration very strong credit for its willingness to defend affirmative action.

"We face a grave situation with respect to affirmative action because the legal cases are going the wrong way pretty consistently. But I think that the Clinton administration–thanks to its leadership and the hard work of the education community–has made sure the repealing of affirmative action will not succeed at the federal level, that national legislation will not eliminate federal affirmative action through the political process."

All Not Rosy

Asked about Clinton's interest in national standards, Hartle said, "I didn't want to imply everything is rosy with the administration. There were several efforts to expand the regulatory reach of the Department of Education into the academic affairs of colleges and universities that we opposed vigorously. We were ready to kill them."

"In '92, 93, 94, a new administration was moving aggressively. In some of the areas, they implemented too aggressively and overstepped the traditional authority of the federal government in a way that threatened the academic autonomy of colleges and universities. Big and small, public and private, HBCUs and HSIs and white institutions–maintaining academic autonomy of the institution, especially with regard to the federal government, [is critical]. They overreached regularly."

HO mentioned the headline-grabbing conflicts last year involving New York's state and city university systems, Mayor Giuliani, and appointees of Governor Pataki.

"The dynamic between state governments and public colleges," Hartle responded, "is different than the dynamic between the federal government and public and private colleges. The state governments do have a case that they have some control over public colleges and universities. New York's public colleges and universities are creatures of the New York government."

But, he added, "academic freedom is a bedrock principle of ACE. There is no rationale, there is no history, and there is no principle involved in the federal government trying to regulate what goes on in the classroom or what goes wrong in the classroom, but in keeping the federal government out of the classroom."

"Under the Clinton administration, the DOE got a little too close to a bedrock principle. We tussled with them several times very vigorously in this regard, even considered suing them. That became unnecessary."

Helping the Disadvantaged

"Many of my colleagues would say [Clinton and his administration] simply have not done enough for low income citizens, for those who don't have access to higher education. They could have done more, but they have made a huge difference."

HO mentions a study showing that the U.S. now leads the industrialized world in the disparity between rich and poor. And that poor children in the U.S. have a lower standard of living than poor children in fifteen other industrialized nations.

"If we look," says Hartle, "the analytic case is very clear about who goes to higher education. Low income individuals are badly underrepresented in higher education. Low income individuals, relative to more well-heeled persons, are much less likely to be prepared to succeed in higher education. They don't take the courses that prepare them for it.

"The analytic evidence is unambiguous. We need to be putting more resources....into the hands of low income and minority individuals.

"But the fact of life at the end of the 20th century in American politics is that the middle class holds the whip hand. Income disparities in the United States have grown more acute over the last twenty years. That's not something that just happened in the Clinton administration. You can look at the income disparities and at the growing gap between the most well to do and the least well to do."

Asked why he uses the phrase "middle class" instead of "upper class," Hartle says, "Because there is no telling where some people would draw the line between the middle and upper class."

Asked who is pushing for the "lower class," he says, "The challenge for advocates has always been to work in the political environment that is a given–and to ensure that we do all we can to help the lowest income individuals, so therefore I am pretty pleased with the Pell Grant increases, and the enormous growth in the TRIO programs. It should be more. I wish it would be more. But we've done OK. The challenge that we are facing now is to hold on to that over the next couple of years."

Hartle and people like him, he says, "are very worried about what's in the president's budget report, which comes out February 5. Despite the fact that we've had a very good two year period in Washington, people like me are working late on Friday nights largely to see if we can increase federal support for Pell and TRIO, focused on lowest income citizens.

"We're fighting. I've had years when we haven't done anywhere near this well!"

The Big Picture

"The Department of Education is moving more smoothly than it was, the quality of student loans has improved, the cost to taxpayers of student loans has fallen, the maximum Pell Grant has increased considerably for millions of middle class families. That is the big picture," Hartle told *HO*.

"So far, this administration has a very strong record in higher education. The higher education lobby in Washington is very deeply concerned about what will be in the president's FY 2000 budget and whether the president's commitment to higher education will continue. Information we have been getting leads us to be deeply concerned.

"Bill Clinton has made a very big difference in the framework of education policy–a very significant and positive difference."

676

REGARDING HISPANICS

The following excerpts from HO's Outlook on Washington columns highlight some of the proposals, progress, and stalemates in the Hispanic struggle for educational equity under the Clinton administration.

9/15/95 Getting Up to Date

Republican efforts to merge or eliminate the U.S. Department of Education have been thwarted.

9/29/95 National Round-up

The House Appropriations Committee had approved more than $3.9 billion in cuts to the education budget and $10 billion in cuts to student-loan programs. The proposal included reducing funding for bilingual education by $100 million. President Clinton was threatening to veto the legislation unless funding was increased.

"This short-sighted and politically motivated action sacrifices our childrens future for a tax break for the wealthy," said Education Secretary Richard S. Riley.

10/27/95 States Might Lose with Block Grants

Republicans in Congress favor using block grants to return control of social programs, including education, to the states. But the grants are controversial in Washington and across the country.

"The purpose of the federal government's role in education is consistency and equity in the treatment of children, " asserts Margaret Hoyos, a government relations specialist for the Washington-based NEA. "Some states do a good job of taking care of their children, and others don't."

6/21/96 Counting on Cooperation

The case before the Supreme Court rose from a decision by Bush administration Commerce Secretary Robert A. Mosbacher not to adjust the 1990 population count after Commerce's Bureau of Census acknowledged that a disproportionate number of Blacks and Hispanics had been undercounted. An estimated 4.8 percent of the Black population and 5.2 percent of the Hispanic population were missed in the 1990 count.

8/30/96 Commission Calls...

President Clinton's Advisory Commission's recommendations include:strengthening its office support; actively cultivating preschool education for Hispanic Americans; empowering all teachers to deal effectively with multicultural populations....; monitoring student progress K-12 and beyond to decrease high school drop-outs and postsecondary attrition.

Former chairman Raul Yzaguirre resigned in April in frustration and anger, saying that the commission would be unable to rise above the bureaucratic morass and partisan politics to deliver a substantive and independent report.

11/22/96 Financial Aid Spared Chopping Block

One of the biggest winners...was the federal work-study program [which] received a nearly $200 million increase in funding. "The combination of the President making student aid increases a priority and the public's disenchantment with the Republican attempts to cut aid was ideal," said Becky Timmons, director for congressional relations with the American Council of Education.

2/21/97 Coming Season in Congress

The federal government has been turning to loans as a way to provide aid to students, shrinking the amount of federal grant money. Borrowing via student loans rose to $27 billion in 1996 from $16 billion in 1992. Of about $35 billion that the government spends each year on student aid, 70 percent goes to loans and only 30 percent in grants.

7/25/97 Nation at Risk.....

In Texas, 41 percent of Hispanic students read at a "basic or above" level on the NAEP. Only 22 percent of the Hispanic students in California scored at that level.

Are Latino students in Texas that much smarter? Of course not. A bar graph...clarified the issue. In Texas, 90 percent of the teachers had fewer than 25 children, ranking it number two in the U.S., right behind Oklahoma. By contrast, 7 percent of the teachers in California had class sizes under 25, the worst percentage in the entire nation.

8/22/97 Technology and Education

"We know, purely and simply, that every single child must have access to a computer, must understand it, must have access to good software and good teachers and to the Internet, so that every person will have the opportunity to make the most of his or her life." President Clinton

9/05/97 A Sea Change in Admissions

While the nation, led by Texas and California, has begun to dismantle affirmative action in higher education and other segments of society, Washington remains home to a president whose official stance on this issue coheres around the slogan: "Mend it. Don't end it." Champions of affirmative action have found in Clinton a sympathetic, if at times wavering, voice.

The issue is upon us, and hundreds of thousands of Hispanics await opportunities long denied past generations.

10/17/97 Budget, Higher Education & Hispanics

"...The heart of this balanced-budget agreement is its historic commitment to education– the most significant increase in education funding in 30 years." President Clinton

"This budget meets my goal of making education America's number one priority on the edge of the 21st century." President Clinton

Few can disagree with that assessment. On the question of its fairness to low-income Hispanics, many would disagree. The battle to pass the budget is over, but the war to ensure equal educational opportunity in higher education continues.

10/31/97 Tomorrow's Teachers

Clinton has clearly identified education as a major concern during his second term in office. His $350 million initiative to attract talented people from all backgrounds into teaching at low income schools across the nation is yet another indication of his determination to provide educational opportunities to all.

12/26/97 Tackling Dropouts

Yet the record shows that proportionately, Hispanics have not been well served by TRIO.

7/17/98 Offering High Hopes to All

Dubbed the "High Hopes" initiative, it would encourage children to believe that going to college is not a distant dream or a thing that others do.

The President's budget calls for a $140 million investment in new "High Hopes" partnerships in 1999.

8/14/98 A Turning Point in Dropout Prevention

The administration intends to provide in 1998: $47.8 million in grants to states and municipalities to boost skills of 630,000 Hispanic students and others lacking English skills; $150 million to help local education agencies teach 500,000 immigrant children and youths; $305 million toward educating children of migrant workers; $18 million in higher ed institutions and local agencies to train 2,000 teachers in ESL or bilingual education.

The administration proposes for fiscal year 1999 some $7.6 million in Pell Grant[s].... to benefit more than 500,000 Hispanics.

The Consummate Student

Faculty Profile: Luis Gómez, University of Michigan

BY BONNIE BRERETON

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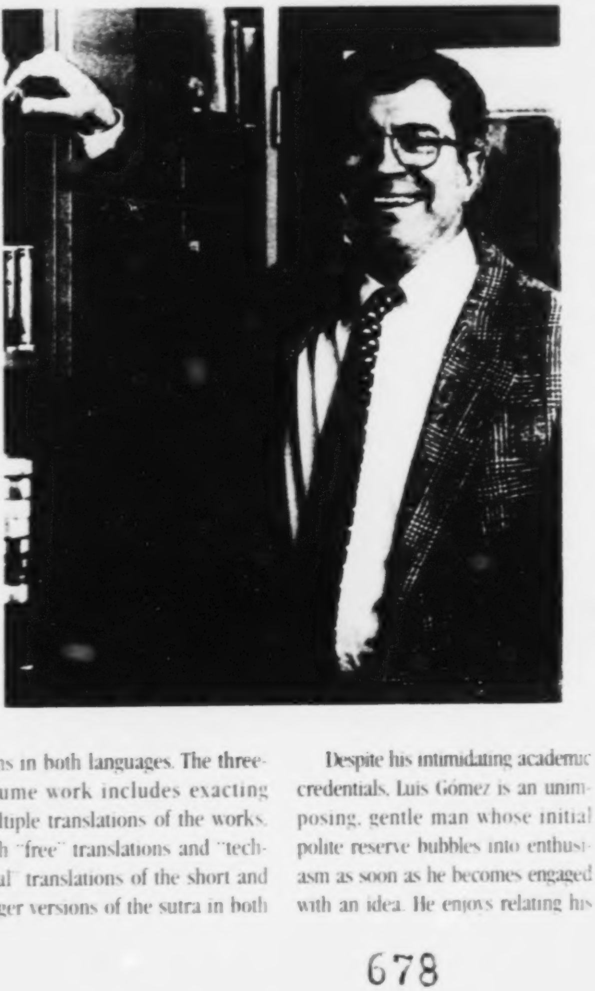
Some of his colleagues talk about his aura. Others call it his mystique. Buddhist studies professor Luis Gómez is something of a legend in his field. His ability to do scholarly work in six Asian languages (Sanskrit, Japanese, Chinese, Tibetan, Pali, and early vernacular Indic languages) is intimidating to scholars who've struggled to master one or two languages–especially when they find that he learned several of them on his own. The fact that he also knows Latin, German, French, Italian, and, of course, his mother-tongue Spanish, makes him seem even more imposing.

Gómez's linguistic ability has enabled him to analyze texts and do comparative studies over the entire spectrum of the Buddhist tradition. While most scholars of Buddhism specialize in a single geographic area, such as East Asia or South Asia, and a language or two from that area, Gómez covers them all. Experts in Indian Buddhism consult with him as do experts in Japanese Buddhism. "The range of his knowledge is astounding," observes Ralph Williams, chair of Michigan's Program on Studies in Religion, who points out that Gómez also is familiar with Western religious traditions "in a wonderfully detailed and precise way. He has a habit of mind and discernment which is never pedantic, but always fresh," Williams says.

While Gómez's training in philology is reminiscent of that of 19th- and early 20th-century scholars, "he doesn't have the methodological conservatism that one would associate with them," observed U-M colleague Donald López, who specializes in Tibetan Buddhism. "He's very innovative."

Gómez's opus magnum thus far is a translation and comparative annotation of two Buddhist texts from Chinese and Sanskrit. *The Sukhavativyuha Sutras*, texts describing the "Land of Bliss," or paradise of the Amitabha Buddha, are found in long and short versions in both languages. The three-volume work includes exacting multiple translations of the works, both "free" translations and "technical" translations of the short and longer versions of the sutra in both Sanskrit and Chinese.



Gómez brings to his teaching and scholarship perspectives from a stunning spectrum of historical, cultural, and philosophical traditions. His lectures are rich in insights from art history, anthropology, and psychology, from visits to museums and religious pilgrimage sites, from opera or theater performances, and from conversations with his three-year-old grandson, Andrew.

Despite his intimidating academic credentials, Luis Gómez is an unimposing, gentle man whose initial polite reserve bubbles into enthusiasm as soon as he becomes engaged with an idea. He enjoys relating his encounter at a famous Buddhist pilgrimage site with an Indian tour guide who narrated in vivid color the story of the Buddha's attainment of enlightenment, pointing out the exact spot where the Buddha is supposed to have sat, along with other details. And just about everyone who has taken a course with Gómez knows about "Bharati's pizza effect" on Buddhist practice. That is, just as Americanized pizza has influenced the pizza now being eaten in some places in Italy, so has North American Buddhism influenced Buddhist practice in some places in Asia.

"He has a way of generating excitement about what he teaches," says Robert Sharf, a formal doctoral student who is now one of Gómez's colleagues in the Buddhist Studies program at Michigan. "While he is a demanding taskmaster, he is also a compassionate human being."

"He's the consummate student," says Harvard's Charles Hallisey, who feels that the power of Gómez's scholarship lies in his eagerness to learn.

While it's common for an academic to excel in one of three areas–teaching, research, or administration–Gómez has excelled in all three, notes Don López. He holds positions in the Department of Asian Languages and Cultures as well as in the Program on Studies in Religion and the Department of Psychology, and he has created literally dozens of courses. A small sampling of his undergraduate courses includes Mystical Literature of Spain and India, Gender and Spirituality, Psychology and Religion, and Geographies of Death, as well as more basic introductory area courses in Buddhism. He also team-taught several courses with the late Roy Rappaport, a U-M anthropologist widely renowned for his work on religious meaning and ritual.

Gómez is also responsible for building, single-handedly, Michigan's graduate program in Buddhist Studies. Graduate courses have ranged from Theories and Controversies about Religious Experience to Buddhist Ethics and Readings in Buddhist Literature in Sanskrit and Chinese.

Many now consider Michigan's Buddhist Studies program to be the best in the country, says Don López, and it is also among the most highly regarded centers for the study of Buddhism in the world. One indication of excellence in an academic program is the success of its graduates, and it is notable that Gómez's former students have done extremely well in the job market. Sharf points out [illegible] a recent job search for a Buddhist studies position at Yale, all three candidates on the short list had earned doctorates at Michigan.

The presence of Gómez and López in the same program is a source of both amusement and confusion, López notes. Some scholars have nicknamed it the "Gopez" program, and the two Buddhologists with Hispanic surnames are often mistaken for one another and frequently receive mail discussing the other's work. López recalls a letter that arrived at the Department of Asian Languages and Cultures addressed to "Luis Lopez." Unsure of whom it was for, they asked the secretary, Karen Munson, to open it and read it aloud. Even after hearing it read, no one could really say who the intended recipient had been.

Luis Gómez isn't content, however, to just sit back and be a Buddhologist. He is now completing a second doctoral degree in clinical psychology. His dissertation is an empirical study of the cognitive style of obsessive-compulsive persons. The spill-over from Buddhist studies into psychology isn't surprising in the light of Buddhism's emphasis on mental awareness and Gómez's interest in adding a social science dimension to his teaching interests.

His interests in psychology are multifaceted. One interest, not surprisingly, given his background in religious studies, involves ideas of psychological constructions of reality. "Some of the extremes in our notions of reality show the fragility of our grasp of reality," he explains. "Certain elements of reality construction in religion can be seen as deception or as creative imagination–it depends on what your personal inclinations are."

Another interest is the psychology of ritual, an area where Gómez has done research and teaching relevant to the study of religion. "I'm interested in the fact that you can have a number of rituals that are adaptive and healthy as well as rituals that are pathological," he explains.

A third focus is the development of notions of religion in individuals at various points in their life. "How do children acquire notions of religion, and how might those conceptions change in adolescence or in the aging process?"

Gómez's study of psychology has affected the way he teaches his courses in religious studies. He explains that he used to look at the biography of the Buddha as doctrine or as a philosophical statement about the nature of things. "Now I look at it often as a myth of human development, as confrontation with death, and transition from an adolescent view of death to a mature view of death."

If you ask Gómez how his career choices all came about, he is likely to give you a choice of answers. First, there's the Zen teacher's response: "It just happened!" (This is the one he prefers, he'll tell you, with his characteristic one-sided grin and quick little laugh.) This is the intuitive side of him, arguing that things don't necessarily happen in a rational, logical way.

The other is the psychologist's response, which begins with his childhood in Guayanilla, Puerto Rico. Growing up in a household that wasn't particularly religious, Gómez found going to church with aunts and uncles a special treat and became fascinated with religious ideas. From early on in life, he came into contact with books and with diverse cross-cultural experiences. A great-aunt, who was one of the pioneering faculty at the University of Puerto Rico, gave him books for every birthday and Epiphany, which, instead of Christmas, was celebrated with gift-giving. (One of Gómez's favorites from that group was a volume on psychology.)

The son of a physician, Gómez lived in places as idiosyncratic as Peoria, Illinois, and Mexico City, Mexico, while his father was a medical student and intern. When he returned to Puerto Rico, he realized that aspects of Mexican culture had rubbed off on him, including a Mexican accent that his Puerto Rican classmates found amusing.

Gómez credits a high school Spanish teacher in Puerto Rico with opening up worlds of ideas to him. "She was what I'd call an ideal teacher," he says. "She wrote poetry and really believed that all human cultural productions are of interest, even if they are different from what we're used to." Students in her classes read selections from world literature, including the writings of Confucius and the Indic epic *Ramayana*.

When he entered the University of Puerto Rico at 16, Gómez hoped to major in philosophy and foreign languages. He recalls eagerly asking his philosophy professor when they were going to study Indian philosophy. "That's not philosophy," he was told. He headed for the library immediately after class "because I knew that wasn't true."

After graduating in 1963, Gómez married Ruth Maldonado, whom he calls his best friend, and who is now a high school Spanish teacher. That same year he began working on a Ph.D. in Buddhist studies at Yale. He finished in only four years, in part a response to the responsibilities of supporting his young family, which by then included a three-year-old son. After a year at the University of Washington, a year in Asia, and four years at the University of Puerto Rico, where he was chair of the Department of Philosophy, he began teaching at the University of Michigan in 1973. Though only in his mid-50s, he's been regarded as a senior scholar in Buddhist studies for 20 years.

Gómez's achievements haven't gone unnoticed at Michigan. Since 1986, he has held the Charles O. Hucker Professorship. The college offered him the honorary post and support for an additional position in the Buddhist Studies program he established (in the early 80s) after Stanford launched a "star-wars" effort to lure him away. In 1996, he was one of five faculty members named to the Arthur Thurnau Professorship, awarded for outstanding contributions to undergraduate teaching. Thurnau Professorships extend for three years and include a grant to support teaching activities. The previous year, he received a John H. D'Arms Faculty Award for Distinguished Graduate Mentoring in the Humanities.

In his free time, Gómez loves to go to museums, the opera, the theater, and Disney films. Lately, he's been teaming up for these activities with his grandson, which allows him to see many things in a whole new light. He often shares with his classes insights gleaned from their time together on "Andy-days," which have become a regular part of his routine.

Bonnie Brereton earned a Ph.D. in Asian Languages and Cultures at the U-M. She is the author of Thai Tellings of Phra Malai, *1995.*

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People-Places-Publications-Conferences

PEOPLE

Yale Divinity School Honors Ayala

Fernando A. Ayala is serving as a Coffin-Forsberg Fellow at the Yale Divinity School (Conn.) for the 1998-99 academic year. Having been elected by the Divinity School General Faculty, Ayala and four others were honored at a November installation ceremony.

Ayala is a substance abuse counselor for an outpatient treatment services group. He has a decade of commitment and service to those struggling with the demons of alcohol and drug addiction. His work has led him to serve populations in New Haven, Conn., such as the homeless and those with AIDS, as well as to undertake prevention work with Latino children. He has been described as a person who gives first priority to helping his clients recover from addiction and start living productive lives.

The other four Fellows honored were Rabbi Herbert Brockman, Elsie Cofield, Andrea Cole, and the Rev. Dr. Edwin R. Edmonds.

Sister Dianna Ortíz Speaks at Ramapo

"I am an ordinary person with a moral obligation to prevent the heinous practice of torture from shattering more lives," said Sister Dianna Ortiz, co-founder of the Torture Abolition Survivors Support Committee. Ortiz presented a lecture in the series, "Human Rights, Human Responsibilities," at the Model United Nations Dinner at Ramapo College of New Jersey. The lecture series commemorated the 50th anniversary of the Universal Declaration of Human Rights.

In 1989, Ortiz, an Ursuline nun, originally from New Mexico, was kidnapped in Antigua, Guatemala, taken to a secret prison in Guatemala City, and tortured by the Guatemalan military. Since then, she has sought the release of information from the Guatemalan and United States governments, and worked to end torture and bring those responsible to justice.

Reyes Elected Treasurer of National Hispanic Bar Association

Karen Reyes, a second-year law student at St. Mary's University, in San Antonio, Texas, was elected treasurer of the law student division of the National Hispanic Bar Association at its convention held in Albuquerque, N.M.

Reyes and nine other St. Mary's law students represented the largest group from across the country at the convention.

A native of San Antonio, Reyes is treasurer of the Hispanic Law Students Association at St. Mary's, works at the Immigration Clinic at the Center for Legal and Social Justice on campus, and participates in public interest work, such as the VITA tax program, helping poor people in the Laredo area file tax returns.

Macías New UCLA Chicana/o Studies Chair

Reynaldo F. Macías has been named chair of the University of California-Los Angeles (UCLA) César Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies. Macías specializes in bilingual education and policy analysis, literacy, language demography, teacher preparation, and multicultural curriculum issues.

Macías has written several books and authored hundreds of articles on Chicanos in higher education, bilingualism, language minorities, and the changing demographics in schools.

Among his many goals at UCLA are to incorporate community service and applied research into the Chicano studies curriculum–through internships, learning experiences, student-initiated programs, and education abroad programs.

He earned a bachelor's degree and master's at UCLA. He also received a master's and a doctorate at Georgetown University.

As an undergraduate at UCLA in the late 1960s, he was part of a student group that helped develop the Chicano Studies Research Center and the Interdepartmental Program in Chicana and Chicano studies.

Cabrera Speaks to Hispanics at Garden City

A youth motivator who served as one of six keynote speakers at last October's United States Hispanic Leadership Conference in Chicago came to Garden City, Kan., to address high school students from throughout Western Kansas.

Jimmy Cabrera, who talks about values, self-discipline, and cultural awareness, was the keynote speaker at the 1998 Hispanic Student Day at Garden City Community College (GCCC).

Ruíz Awarded National Humanities Medal

President William J. Clinton and First Lady Hillary Rodham Clinton awarded the 1998 National Humanities Medal to Ramón Eduardo Ruiz and eight other distinguished Americans at a special ceremony on the South Lawn of the White House in November.

The National Humanities Medal honors individuals or groups whose work has deepened the nation's understanding of the humanities, broadened citizens' engagement with the humanities, or helped preserve and expand Americans' access to important humanities resources. The humanities are areas of study such as history, literature, philosophy, and language that form the record of human cultural heritage.

Ruiz, an emeritus professor at the University of California-San Diego, is a distinguished historian of Hispanic America. Author of a dozen books and numerous articles, he has written on multiple aspects of Mexico's history and on the two most important upheavals in Hispanic America, the Cuban and Mexican revolutions. These studies are now reference works.

UNM's Fernández Wins Government Buyer Honor

Chris D. Fernández, a buyer in the University of New Mexico (UNM) Purchasing Department, was honored as one of the "1998 Government Buyers of the Year" by the Rio Grande Minority Purchasing Council, Inc. in November.

A letter from the Council's Executive Director, Elinor B. Ochoa, informed Fernández that he was selected because his "advocacy of small business within the UNM purchasing organization is truly extraordinary. From your participation in our Council to your community involvement, you carry the message that doing business with small business is good business."

Ochoa further cited Fernández and UNM for "playing an active role in the economic development of our local minority and women-owned businesses."

The Council is a 22-year-old nonprofit organization that specializes in developing commerce between minority or women-owned businesses and corporate and government entities.

UNM's Cyrino Awarded for Teaching Excellence

The American Philological Association (APA) recently honored Mónica Cyrino, an assistant professor of Classics in the University of New Mexico (UNM) Department of Foreign Languages and Literatures, with its 1998 Excellence in Teaching Award.

Each year, the APA honors three professors teaching undergraduate courses in Greek and Latin language, civilization and culture in universities and colleges in the United States and Canada. Once a staple of college curriculums, enrollments in Classics courses have declined steadily since the 1960s. In order to reverse this trend, the APA created the award to encourage new and innovative approaches to the discipline.

She received a master's degree and a doctorate from Yale University.

Peña Representing Texas A&M System

Amado M. Peña, Jr., well-known Texas artist and Texas A&M alumnus, was featured in The Texas A&M University System advertisement in the magazine *Texas Monthly* last November.

Texas A&M-Kingsville's "Distinguished Alumnus" for 1997, Peña has been active in art since the fourth grade. Reportedly, after coming to Texas A&I University, now Texas A&M University-Kingsville, in 1963, Peña won the design contest for the Javelina battle flag that was adopted in the fall of 1965 and is still used today.

Peña decided to devote all his time to his art in 1980.

He communicates his vision of a land, a people, and their art through serigraphs, etchings, and paintings that convey his mastery of color, strong graphics, spatial relationships and form. His work is owned by collectors throughout the country as well as Mexico and China.

He earned his bachelor's and master's degrees from Texas A&M-Kingsville University.

Torres Named to Endowed Chair

The Johns Hopkins University (Md.) board of trustees has accepted the recommendation of university president William R. Brody that Sasha Torres, a faculty member of the Krieger School of Arts and Sciences, be appointed to an endowed chair in her field.

Appointed in July as an assistant professor in the Department of English, Torres has been named to the Second Decade Society Faculty Development Chair. She is highly regarded in her field of television and the meaning of race in the United States.

Cumpián, Chicano Poet and Performer, at North Park

Carlos Cumpián, Chicano poet and performer, read and interpreted selections from his works, *Coyote Sun*, *Latino Rainbow*, and *Armadillo Charm*, at North Park University in Chicago last November.

Cumpián's poetry has been published in many small press journals and numerous anthologies, including *Telling Stories: An Anthology for Writers; Chaos, Creativity, and Culture: A Sampling of Chicago in the 20th Century; Real Things: An Anthology of Popular Culture in America;* and *Haystacks and Skyscrapers: An Anthology of Illinois Poetry*. He is editor-in-chief of MARCH/Abrazo Press, celebrating more than 15 years of publishing. He has led creative workshops for youth and adults at schools and libraries, and conducted seminars on Latino and Native American Literature in local and national venues. Since 1992, he has worked as an adjunct instructor in the English Department at Columbia College in Chicago.

González Among 100 Most Influential Hispanics

U.S. Under Secretary of Agriculture I. Miley González, former associate agriculture dean at New Mexico State University, has been named among the 100 Most Influential Hispanics by *Hispanic Business* magazine.

González was recognized in the magazine's October 1998 issue along with successful Hispanics from around the nation such as White House Deputy Chief of Staff Maria Echaveste, movie star Cameron Diaz, author Sandra Cisneros, and Kellogg Co. President Carlos Gutiérrez.

"I appreciate the honor bestowed upon me by *Hispanic Business* magazine. My commitment to strengthen our country's agriculture research and education portfolio is strong. It is imperative that our country work to attract young people, particularly from groups that are now underrepresented in the agricultural and natural resource sciences, to

681

meet the demands of a workforce for a global marketplace," Gonzalez said.

He earned a bachelor's degree and a master's from the University of Arizona and a doctorate from Pennsylvania State University.

MCC's Dowdy Named Teacher of the Year

Elizabeth Vargas Dowdy, associate professor of English, reading, and foreign languages at Manatee Community College (MCC) in Florida was selected "1998 Teacher of the Year" by the Florida Foreign Language Instructors in Community Colleges at the Florida Foreign Language Association conference held in Tampa in October.

Dowdy was also one of 78 from among 600 applicants nationwide to receive a $5,000 scholarship award from the American Association of University Women.

Working in the Manatee County school system, she became one of the first to teach English for speakers of other languages. As an instructor at MCC, she founded and served as faculty advisor for the Hispanic-American Organization and helped develop a mentor program for migrant students.

She has a master's degree from the University of South Florida and is pursuing a doctorate at the University of Sarasota.

Scambio Developing Program Curriculum for IEP

Dr. Elena J. Scambio has joined Innovative Educational Programs (IEP), (N.J.), as Vice President for Curriculum and Instructional Services. Scambio has been a consultant to IEP since its official launch in 1997.

She is responsible for development of curriculum in all program areas for IEP.

IEP is a new venture that provides creative approaches to partnerships with school districts and communities in the development of customized programs for early childhood education, special education, alternative education, including option, magnet, and charter schools; and programs for at-risk youth and adults in the correctional systems.

"Going into the next century, our schools need to be more creative," said Scambio. "Public/private partnerships offer far-reaching opportunities to prepare students at every level and in every situation for the workforce of tomorrow in a more cost-effective and comprehensive manner."

PLACES

Senior Health Forum at UT Pan American

The University of Texas-Pan American (UTPA) Center on Aging and Health, in collaboration with the National Hispanic Council on Aging and Amigos del Valle, hosted a two-day community forum titled "A Voice for Hispanic Seniors in the Health Care Debate."

According to Armando G. Dominguez, forum coordinator and research assistant for the UTPA Center on Aging and Health, the forum was designed to provide information about important health care issues through speakers, exhibits, and workshops.

The forum offered participants an opportunity to obtain information on health care issues as well as interact with people who are concerned with improving the health and health care services for the Hispanic elderly.

UCSB Latino Mobility/Graduation Rate Study

UCSB A University of California-Santa Barbara study, "The Hazards of Changing Schools for California Latino Adolescents," has found that, for California Latino teens, even one school change doubles the odds of their dropping out before completing high school.

The study focused on Latino teens and their families because Latinos are the largest and fastest growing segment of the state's population. It showed that among Latino secondary students, 89 percent of those who made no school changes graduated from high school, compared to 65 percent who made one school change and 60 percent who made two or more.

The numbers also indicated that disciplinary problems predicted school mobility among Latino students, but not among other non-Latino white students.

And compared to non-Latino white students, research showed that almost twice as many Latino secondary students changed schools without changing residences.

Bilingual Education Addressed at USF Forum

Delaine Eastin, California superintendent of public instruction, addressed bilingual education issues at a University of San Francisco (USF) presidential forum last November.

Panel respondents were Dr. Alma Flor Ada (pictured here), USF professor of international and multicultural education; Dr. Rosa Apodaca, San Francisco Unified School District assistant superintendent; Marian Joseph, member of the State Board of Education; and Dr. Yehudi Webster, associate professor of sociology, Cal State-Los Angeles.

Spelman Symposium on Black Christ Statues

Spelman College (Ga.) recently hosted a multidisciplinary international symposium addressing the presence of black Christ figures and statues found in South America.

"Our perception of Jesus Christ has been constructed in large part by images created by the great masters of the Italian Renaissance, and more recently, Hollywood."

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said Arturo Lindsay, Ph.D. (pictured here), associate professor of art and art history at Spelman College and organizer of the symposium. "However, there exists a centuries-old tradition of depicting and venerating images of a black Christ by very devout Christians in other parts of the Americas and the Southwest."

The three-day bilingual symposium featured scholars who presented research on this topic in the areas of anthropology, religious studies, art history, Latin American studies and African American studies.

Carlos Navarrete, Ph.D., of the Universidad Autónoma de México (Autonomous University of Mexico), Dr. Gloria Fraser-Giffords, a leading conservator of Spanish colonial art, and Padre Hector Sosa Paz of the Basilica de Esquipulas in Guatemala (Church of Esquipulas in Guatemala) were among the featured international and national speakers.

Loyola Marymount Mexican American Alumni Honored

Attorney Raúl Francisco Salinas and the Parking Company of America (PCA)–owned and operated by the family of Alex Chaves, Sr.–were honored last fall by the Loyola Marymount University (Calif.) Mexican American Alumni Association at its 17th Annual Scholarship Benefit.

Salinas (pictured here third from left), a partner in the law firm of Alvarado, Smith, Villa & Sánchez, was honored as an alumni role model. He established the California Hispanic Corporate Council, which encourages the advancement of women and minorities to senior management positions in large public and private corporations. He is also chairman of the East L.A. Classic Theatre, which exposes youth to Shakespearean and other classical works.

The PCA and the Chaves family were honored for distinguished service to the community. Chaves, Sr., developed and patented an innovative collection system for daily parking operations which is now used throughout the United States. His work in a number of local, national, and international issues led to his appointment to a task force working on the North American Free Trade Agreement.

Border Rights Issues Examined at Conference

Human rights activists from 11 southern states converged at the University of Texas-San Antonio (UTSA) to examine border rights issues at the Amnesty International 1998 Southern Regional Conference, hosted by the Division of Bicultural-Bilingual Studies.

A pre-conference tour of the U.S.-Mexico border at los dos Laredos enabled participants to see aspects of life at the border firsthand. The tour included U.S. Border Patrol offices and a private jail under contract to the U.S. Immigration and Naturalization Service.

Tom Ricento, associate professor of bicultural-bilingual studies and UTSA's liaison with Amnesty International, said he hopes students can get engaged in human rights and border issues so that they can become proactive and not just read about those events in the newspaper.

Carmen Valenzuela, a Guatemalan physician who was abducted and tortured by the Guatemalan military and eventually released after an international human rights campaign, was among the featured speakers.

Symposium on Latin America at OU

James R. Jones, former United States ambassador to Mexico, headlined the first symposium on Latin America, "Nationalism in Latin America at the Crossroads of the 21st Century," at the University of Oklahoma (OU).

Other participants in the symposium included: Elena Poniatowska, distinguished Mexican journalist, essayist, and novelist; Sergio Ramírez, author, and former vice president of Nicaragua; Lupe Andrade, journalist and columnist and former advisor on communications and media to the president of Bolivia; Max J. Castro, senior research associate at the North-South Center at the University of Miami; and Eduardo Gamarra, professor, author, and the editor of *Hemisphere*, a magazine on Latin American and Caribbean affairs.

Ismael P. Márquez, OU director of International and Area Studies, said the symposium was to be a unique opportunity for the whole university to be part of an event that will bring into focus Latin America, an area critical to the United States.

Southern Colorado's Aviña Designs Holiday Logo

Maya Aviña, assistant professor of art at the University of Southern Colorado, had her logo selected for the Millennium Holiday Christmas Tree in Washington, D.C., in the year 2000.

The U.S. Forest Service has chosen a 65-foot Blue Spruce from Pike National Forest that will be transported to Washington along the Santa Fe Trail, tying into the trail's 150th anniversary. Aviña's logo will be carved into the end of the trunk of the spruce and will be seen as it travels enroute to Washington visiting mini-festivals occurring in communities along the way. Once it arrives in Washington, the tree will be placed in the D.C. Mall and will be decorated by Colorado fourth graders with 4,000 handmade ornaments and 6,000 lights.

In Florida, Impact of Treaty of Paris Examined

In November, scholars from across the globe took part in a two-day conference in Miami that examined the historical and political impact of the 1898 Treaty of Paris–the treaty that concluded the Spanish-American War, set Cuba on its path towards independence from Spain, and transferred the former Spanish colonies of Puerto Rico, the Philippines, and Guam to the United States.

The conference, co-hosted by Florida International University (FIU) and the University of Miami (UM), featured historians, political scientists, and other experts on the Spanish-American War, the Treaty of Paris, and its ramifications.

According to conference co-chair Uva de Aragon, assistant director of the Cuban Research Institute at FIU, conference participants were going to take a look at the result of the peace treaty and what it meant for the countries involved, with an emphasis on Cuba.

Juan Carlos Espinosa, coordinator of the UM Cuban Studies Association, said: "The Treaty of Paris sets a pattern of national frustration for Cubans, a situation where foreign powers determined the fate of the Cuban nation."

Documentary on Cotton in NM

Once cotton, not chile, was King of New Mexico Agriculture.

At one time more than 300,000 acres of white gold covered the sections of the state. Acala 1517, a brand of cotton developed in the 1930s at New Mexico A&M College (New Mexico State University) led the way.

"Acala Gold: The Rio Grande Cotton Kingdom," is an hour-long radio documentary that explores how cotton changed the social and environmental landscape of the southern Rio Grande. It was produced by Kent Paterson of KUNM–the University of New Mexico's public radio station–in both English and Spanish. It looks at the history of Acala 1517, the cotton that spurred the state industry and was credited with being the parent seed of the massive California cotton business as well. Paterson also tackles rarely discussed episodes of New Mexico and West Texas history such as the 1930s farmworker strikes, the Dust Bowl migration to New Mexico, and the Bracero Program of farm labor between Mexico and the U.S. from 1942-64.

Dennis Valdés, Professor of Chicano History at the University of Minnesota, and Yolanda Leyva, Professor of History at the University of Texas-San Antonio, are among those providing commentary in the film.

New Job Posting Web Site Announced

DiversiLink, the Official Career Development and Job Posting Web Site of the Society of Hispanic Engineers (SHPE) has announced the availability of a new and improved Job Posting Resume Database. The new software offers increased functionality for the job seeker and recruiter alike by integrating both components. Job seekers, with the click of a button, can now submit their resume, which they have previously stored in the database, to any number of jobs retrieved from a search result. Job seekers select a log-in and password at the time of resume submission, allowing them to return to the database for the purpose of updating their resumes when needed.

Since November 1996, DiversiLink (http://www.diversilink.com) has been the SHPE's medium for distributing career-related information to the 6,000 student and 1,500 professional members nationwide. SHPE is the largest and leading Hispanic engineering organization in the country, with 55 professional chapters and 155 student chapters in many major cities and universities.

For more information on DiversiLink, contact: Pedro G. Medrano (pictured here), President of Innovative Human Resources Solutions, (650) 962-0255.

PVCC in International Workforce Development Partnership

Dr. Raúl Cárdenas, president of Paradise Valley Community College (PVCC) in Phoenix, Arizona, has announced that PVCC is part of a new International Workforce Development Partnership that will bring together the resources and expertise of the college, the Universidad de Tecnología de Tabasco (UTTAB) in Mexico, and the Partnership for Environmental Technology Education to train environmental technicians in the Tabasco area.

The three-year agreement, funded by a grant from the American Association of Community Colleges, supports the U.S. Agency for International Development's strategic goal of protecting the world's environment for long-term sustainability by creating a qualified cadre of workers in Mexico who are knowledgeable about environmental health and safety issues and prepared to assist industries, the government, and/or others in implementing practices that will protect the environment.

Bob Treloar, is the Director of Training for PVCC's Environmental Health and Safety Technology Program.

Sol Y Canto Performs at St. Mary's

The Pan-American folk group Sol Y Canto performed at St. Mary's College (Ind.) at a free concert.

Sol Y Canto is an exuberant Latin band headed by former members of the Boston-based Flor de Cana. Built upon a framework of warm, versatile Spanish guitar and crystalline vocals, Sol Y Canto's music ranges from tender ballads to driving dance tunes. In addition to fresh interpretations of traditional songs, the six-member group's repertoire includes original numbers as well.

Acculturation Conference at USF

How interactions between different cultural groups affect individuals' well-being and the larger society was the focus of an international conference held at the University of San Francisco (USF) last month.

The free, public conference "Acculturation: Advances in Theory, Measurement and Applied Research," featured leading scholars who discussed such issues as ethnic identity, mental and physical health, and risk behaviors. A goal of the conference was to analyze the significance of acculturation for African Americans, American Indians, Asian Americans, and Hispanics/Latinos.

Aida Hurtado, of the University of California-Santa Cruz, discussed "The Peculiar Effects of Class and Gender on Acculturation: The Case of Chicanas in Higher Education." USF's Gerardo Marin talked about "Acculturation and Values." Daniel Santisteban, of the University of Miami, led "Acculturation and Family Relations." Raul Caetano, of the Dallas Master of Public Health Program, discussed "Acculturation and Risk Behaviors." "The Role of Acculturation in Physical Health in Racial/Ethnic Minorities" was led by Hector F. Myers, of the University of California-San Francisco, and Norma Rodriguez, of Pitzer College. Harvard Medical School's Dharma E. Cortes discussed "Acculturation and Mental Health: Conceptual and Empirical Issues."

HPRA Honors CSU-Domínguez Hills Students

Three seniors at California State University (CSU)-Dominguez Hills have been honored with $1,000 scholarships from the Hispanic Public Relations Association. (Pictured below left to right) Andy Pérez, Gabriela Cortez, and Martha Gallardo were cited by the Association for outstanding progress in their academic studies, as well as in student activities.

The three students, all majoring in communications with an emphasis in public relations, garnered the lion's share of scholarships awarded by the Association at its achievement luncheon.

Pérez is president of CSU-Dominguez Hills' 51-member Public Relations Student Society of America chapter. Named "Outstanding Junior" by the university's Communications Department in the previous academic year, he received last year a grant from the national Public Relations Society of America for career promise in communications.

Cortez, an elementary school teacher's assistant, plans a career in community relations. Her goal is to create programs to improve the communities of children and adults living below the poverty level.

Gallardo has a special interest in advertising.

Northeastern University to Preserve 25 Years of Boston's Latino History

Northeastern University's archives and special collections department recently acquired 25 years of La Alianza Hispana's historical records. The 200 cubic feet of records document the history of Boston's Latino community and will help support Northeastern's "Preserving the History of Boston's Under-Documented Communities" project.

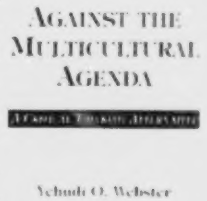
To mark the acquisition, WCVB-TV's Jorge Quiroga moderated a panel discussion on the historical role of Boston's Latino agencies. Panelists included: María Estorino, Northeastern University; Jovita Fontanez, Latino y Niños Center; Gery Mena, La Alianza Hispana; and Miren Uriarte, University of Massachusetts-Boston. Northeastern history professor Félix Matos Rodriguez served as master of ceremonies, and Professor Elsa Núñez of Wheelock College delivered welcoming remarks.

La Alianza Hispana is the largest Latino educational, health, and social service agency in the Boston area. Founded in 1970, the agency works to combat the effects of poverty, discrimination, and the stresses of migration.

PUBLICATIONS

Against the Multicultural Agenda: A Critical Thinking Alternative

by Yehudi O. Webster



This book offers an analysis of pluralist, Afrocentric, and postmodernist advocacies of multicultural education and multiculturalism, but suggests formidable flaws in their conceptions of gender, race, culture, knowledge, learning, and social change. The author claims that multiculturalism is not a remedy for problems of sexism, racism, and educational underachievement among "ethnic minorities."

1997
240 pgs.
ISBN 0-275-95877-9
$22.95 paper
Praeger Publishers
(203) 226-3571

Dance Between Two Cultures: Latino Caribbean Literature Written in the United States

by William Luis

This book offers insights into Latino Caribbean writers born or raised in the United States who are at the vanguard of a literary movement that has captured both critical and popular interest. Some of the writers William Luis treats in this book are Oscar Hijuelos, Julia Álvarez, Cristina García, Carolina Hospital, Judith Ortíz Cofer, Ricardo Pau-Llosa, and Piri Thomas.

1997
376 pgs.
ISBN 0-8265-1302-6
$39.95 cloth
Vanderbilt University Press
(800) 937-5557

The War of 1898: The United States and Cuba in History and Historiography

by Louis A. Pérez Jr.

The War of
1898
Louis A. Pérez

In this book, Louis A. Pérez discusses the differences in U.S. and Cuban accounts of the "Spanish-Cuban-American War" (as he refers to it). It is valuable reading for those who aim to understand U.S.-Cuban relations.

October 1998
192 pgs.
ISBN 0-8078-4742-9
$16.95 paper
The University of North Carolina Press
(800) 848-6224

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Scene from the Movie *Giant*

by Tino Villanueva

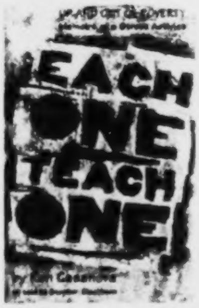
Scene From the movie GIANT
TINO VILLANUEVA

A 14-year-old boy sits in the darkness of the Holiday Theater watching a scene of anti-Mexican racism in a James Dean/ Elizabeth Taylor movie. This scene, this memory, is at the heart of this remarkable book-length poem in five parts.

1993
56 pgs.
ISBN 1-880684-12-8
$9.95 paper
Curbstone Press
(860) 423-5110

Each One Teach One: Up and Out of Poverty (Memoirs of a Street Activist)

by Ron Casanova (as told to Stephen Blackburn)

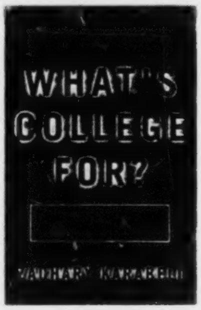


A powerful and compelling autobiography, *Each One Teach One* chronicles Ron Casanova's struggle out of poverty, homelessness, and drug addiction to find dignity and purpose in his life. Through his own dramatic awakening, this Black, Puerto Rican activist ultimately finds his answer in helping other people.

September 1998
260 pgs.
ISBN 1-880684-3
$22.95 cloth
Curbstone Press
(860) 423-5110

What's College For?: The Struggle to Define American Higher Education

by Zachary Karabell

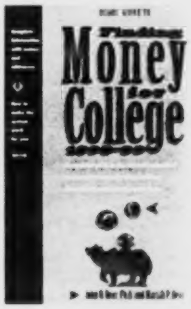


Today, nearly two-thirds of high school graduates go on to some form of higher education, the overwhelming majority being working-class people seeking education to get a job; they are not seeking a liberal education, nor planning to go on to graduate school. This book discusses the problems faced by faculty members ill-equipped to handle this changing student body.

August 1998
288 pgs.
ISBN 0-465-08770-1
$24.00 cloth
Basic Books
(800) 331-3761

Finding Money for College 1998-99

by John Bear and Mariah Bear



More than six billion dollars in scholarships, grants, loans, fellowships, and unused corporate reimbursement plans that could have gone to help needy students go unclaimed every year. This book shows students how to claim this money for themselves and their education.

1998
160 pgs.
ISBN 0-28195-15934-1
$8.95 paper
Ten Speed Press
(510) 559-1600

The Distance Learners' Guide

by Western Cooperative for Educational Telecommunications

The DISTANCE LEARNER'S Guide

This user-friendly student guide provides a basic understanding of distance learning for potential students who are unfamiliar with the concept and face a confusing array of academic and technical options.

1999
192 pgs.
ISBN 0-13-939513-X
$20.00 paper
Prentice Hall
(800) 922-0579

CONFERENCES

University of Vermont - Teleconference: Addressing Claims of Sexual Harassment

February 23 - Chicago
February 25 - Columbus, Ohio
March 9 - Washington, D.C.
March 11 - Philadelphia

"How to Address Claims of Sexual Harassment: What the Law Demands," presented by The University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Affirmative Action personnel.

Contact: UVM, (800) 639-3188. Visit teleconference Web site at <http://uvmce.uvm.edu/profprog.htm>.

NAHLS - Ethnic Studies National Conference

February 9-13

Conference of the National Association of Hispanic & Latino Studies and the National Association of African American Studies.

In Houston, Texas.

Contact: NAHLS Exec. Dir., Dr. Lemuel Berry, Jr., (606) 783-2650.

ACE - The Academy in Motion

February 13-16

Annual meeting of the American Council on Education (ACE). At the Grand Hyatt Hotel, Washington, D.C.

Contact: Annual Meeting Office, ACE, (202) 939-9410.

NAHP - United into the Next Millennium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

ASPIRA-New Jersey - Latino Education Conference

April 5-6

The first-ever Latino Education Conference in New Jersey, this one will focus on "Where are the Latino Voices in School Reform?" At Harrah's Casino and Hotel in Atlantic City.

Contact: William Colón, (973) 484-7554; for registration packet, call Carmen Nazario, (973) 484-7554; Web site, <www.aspira.org/NewJersey.htm>.

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College at Jacksonville. At the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e-mail, <jchamber@fccj.org>. Visit conference Web site at <http://www.teach-learn.org>.

CSU-Domínguez Hills - Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Domínguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Domínguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3653; e-mail, <mDominguez@csudh.edu>.

HENRY FORD COMMUNITY COLLEGE
5101 Evergreen
Dearborn, MI 48128

Henry Ford Community College is seeking to fill the following full-time, faculty positions:

- Sociology Instructor
- Criminal Justice Instructor
- Geography Instructor
- Psychology Instructor
- Computer Information System Instructor
- Electronics/Robotics Technology Instructor
- Drafting and Print Reading Instructor
- Preventive Maintenance, Mechanical and Related Trades Mathematics Instructor
- Developmental Mathematics Instructor

Henry Ford Community College is a comprehensive, publicly supported institution enrolling more than 20,000 persons of all ages through an open-door policy. The 75-acre campus is located on the former estate of the late Henry Ford (Fairlane), a wooded greenbelt in the heart of Dearborn with easy access to all parts of the Detroit Metropolitan area.

For specific information about these vacancies, please visit our web site at:

www.henryford.cc.mi.us

Henry Ford Community College is an affirmative action/ equal opportunity employer

Associate Vice President for Information Technology

Reports directly to the Vice President for Academic Affairs - Provides leadership for information technology throughout the university

Qualifications should include a record of accomplished and successful information technology administration, working knowledge of mainframe and client-server environments; strong technical knowledge of computing and telecommunications; knowledge of web page development and technologies; excellent organizational and interpersonal skills, as well as excellent verbal and written communication skills; ability to work with both technical and user environments; willingness to adapt to a rapidly changing higher education environment; and experience in performance-based management of professional level staff. Graduate degree required.

Twelve-month position with salary commensurate with experience. Start date negotiable. Applications are currently being accepted.

Nominations and applications with resume and names, addresses and telephone numbers of five references should be sent to:

Dr. Una Mae Reck
Vice President for Academic Affairs
SUNY College at Fredonia
Fredonia, NY 14063
T - 716-673-3335
F - 716-673-3338
e-mail: Reck@Fredonia.edu

SUNY FREDONIA
State University of New York College at Fredonia
State University of New York is an Equal Opportunity/Affirmative Action Employer

FACULTY POSITIONS IN ART & MUSIC

ASSISTANT/ASSOCIATE PROFESSOR OF MUSIC HISTORY AND LITERATURE

Tenure-track. Musicologist, preferably with Medieval-Renaissance-Baroque emphasis; strong record of publications; successful college/university teaching experience is required; doctorate and strong performance background are required.

ASSISTANT/ASSOCIATE PROFESSOR ART EDUCATION WITH ART HISTORY OR STUDIO AREA SECONDARY EMPHASIS

Tenure-track. Required Ph.D. or Ed.D; successful work in art education, art history/or studio, and research; two years each of college and public school (K-12) teaching experience.

CONTACT: (970) 351-2194 for complete Vacancy Announcement on the above positions. DEADLINE FOR SUBMISSION OF MATERIALS: FEBRUARY 15, 1999. University of Northern Colorado, College of Performing and Visual Arts, Greeley, CO 80639.

UNC is an AA/EO employer committed to fostering diversity in its student body, faculty and staff. Affirmative Action/Equal Opportunity Office, Carter Hall, 2011

Book Review

By John Wegner, Ph.D.

George Washington Gómez by Américo Paredes. Arte Público Press, University of Houston, Houston, TX 77204-2090 (1990). ISBN 1-55885-012-0. 301 pages. SC $9.50.

Midway through Américo Paredes' *George Washington Gómez*, the narrator tells us that George Washington Gómez, in the eighth grade, "developed simultaneously in two widely divergent paths. In the schoolroom he was an American; at home and on the playground he was a Mexican. Throughout his early childhood these two selves grew within him without much conflict, each an exponent of a different tongue and a different way of living" (147). The eventual collision of these internal forces and the external result are at the heart of Paredes' novel about a young boy growing up on the Texas-Mexico border between 1915 and the late 1930s.

In 1915, Texas Rangers arrest Gumersindo Gómez because of his relationship with his wife's brothers. Both Feliciano and Lupé are seditionists working with de la Peña and the Republic of the Southwest (a little-known movement in the early 1900s that fought a guerilla-like war to create an independent Southwestern State out of South Texas and Northern Mexico). After questioning Gómez, Texas Rangers kill him while he is "trying to escape." With his dying breath, he asks his brother-in-law, Feliciano, to take care of his wife, daughters, and newly-born son, George Washington Gómez, and he asks him to raise his son with "no hate" (21).

GEORGE WASHINGTON
GÓMEZ
AMERICO PAREDES

Feliciano takes the family from Mexico to Jonesville-on-the-Grande, Texas, where he works for the dominant political party in the city gathering the Mexican vote on election day. Lupé, however, remains steadfastly loyal to the independence movement. The novel focuses on Gómez' development after his family moves across the border. Central to his childhood is the conflict between his Anglo education and his Mexican family and history.

While Gómez' coming-of-age provides the bulk of the novel's narrative, Lupé plays an integral role in Gómez' life. When he is about to graduate from high school (during the Depression), he walks home one night and a mugger accosts him. He slips and falls, and his hand lands on a brick that he uses to hit the man on the head. Shortly thereafter, the man, Gómez' uncle Lupé, dies. Their meeting is a quirk of fate (and perhaps a weakness in the novel), but Lupé's death deeply affects Gómez. Because of Lupé, Gómez discovers the cause of his father's death, and in his anger at his uncle, he lashes out at the destiny his father wanted for him, telling his uncle that "I'm not going to be a great man. I'll just be another Mexican with the seat of his pants torn and patched up. That's all I'll ever be. And I don't want to help my people. Help my people? What for? Let them help themselves, the whole lot of ragged, dirty pelados" (265).

In his anger, Gómez "was adamant about not going to college, solely because he knew he could hurt his uncle that way" (266). Despite his anger, Gómez goes to college. His return to Jonesville-on-the-Grande after school is less than auspicious, though. Instead of returning to help his people, he returns as a "first lieutenant in counter-intelligence" whose "job is border security" (299). In complete contrast to his uncles who fought for independence, the "leader of his people" returns "in the service of [his] country" (302). Any questions that Gómez might have had earlier about his Anglo-self and his Mexican-self are lost, and Feliciano wonders if his "country includes the Mexicans living in it" (302).

Américo Paredes began writing *George Washington Gómez* in 1936 and completed the novel in 1940. He left the novel to pursue other interests and did not publish it until 1990. In some areas, it reads like a first novel. The ending is abrupt, and some of his characters are hollow and one-dimensional. These weaknesses aside, the novel is fun to read, and Paredes tells an engaging story that reads as both a coming-of-age story and a critique of an Anglo educational system that requires submission of the minority self. Gómez ends the novel a "Cabron!...Vendido sanavabiche!" (294) when he rejects his old friends, his uncle, and his history. The paradox of success for Gómez is that he must capitulate to the system, but in doing so, he rejects his family.

When I teach the novel in my Contemporary Texas Novels course, this Gordian knot most interests my students. Even the Anglo students recognize that education separates them from certain aspects of their past. My Chicano and African American students especially relate to the tension between "selling out" for success and failing because the system requires education ("brainwashing" some students call it) shaped by Anglo Americans. Paredes' novel allows us to talk about the history of education, integration, and racism and the past and present schooling system. The beauty of Paredes' novel is that he does not make the issue a simple one. While it is difficult to sympathize with Gómez by the end of the novel, Paredes does not allow us to ignore the difficult choices Gómez had to make to "Get out of this filthy Delta" (300).

Dr. John Wegner assistant professor of English at Angelo State University, San Angelo, Texas, has taught the Nineteenth-Century Novel, the Contemporary Texas Novel, and other American literature courses. He is currently working with a study team to create a Studies of the Southwest and Northern Mexico program at Angelo State.

To submit a book review, please e-mail us at: outlook@aol.com (the Hispanic Outlook office for Book Reviewers' Guidelines)

POSTDOCTORAL FELLOWSHIPS IN POPULATION STUDIES

The population Research Center of NORC and the University of Chicago is accepting applications for 2 postdoctoral fellowships. The fellowships are funded by the NICHD and are for the period of one year with a possibility of renewal. Stipends vary according to experience level.

Applications should be sent by March 1, 1999 and should consist of

- A curriculum vitae
- A statement of research goals
- At least 2 letters of reference
- A sample of written work

Submit completed applications to: **Kathleen Parks, Population Research Center, 1155 E 60th St., Chicago, IL 60637. Ph: 773-256-6302, fax: 773-256-6313, email: kpark@spc.uchicago.edu**

AA/EOE

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

The Cooperative Grants Program

Awards for Cultural Enrichment Programming

The Cooperative Grants Program (COOP) of NAFSA, in cooperation with the United States Information Agency, is now accepting proposals for grants of up to $6,000 for campus-or community-initiated projects that creatively involve international and U.S. study abroad students in U.S. campuses and communities. **Eligibility:** U.S. Institutions of higher education and community organizations. Individuals and K-12 institutions are not eligible to apply. Funding is not available for financial aid, scholarships, research assistance, or exchange programs. COOP funds must be spent in the U.S.

DEADLINE FOR PROPOSALS
March 1, 1999

For an application or more information contact:
NAFSA: Association of International Educators,
1307 New York Ave., NW, 8th Floor, Washington,
DC 20005-4701; email: ElizabethS@nafsa.org,
Phone: 202-737-3699 X252

ASSOCIATE VICE PRESIDENT FOR HUMAN RESOURCE SERVICES

Under the oversight of the vice president for business and finance, responsible for directing the daily operations of human resource services, including employee relations, employee benefits, personnel services and payroll, and for developing innovative human resource programs that will support Montclair State University's mission and development into the next millennium. The associate vice president is the chief management negotiator and/or representative to management negotiating teams at the local level, and primary institutional liaison to state-wide negotiations. He or she will provide leadership in developing and implementing policies related to the University's employees and will oversee implementation in a manner that is consistent with law, University regulations and a commitment to a fair and equitable environment.

Qualifications: The successful candidate will be a proven leader with a record of substantial experience in collective bargaining. She or he will provide evidence of an awareness of, and sensitivity to, the unique characteristics of the academic community, the value of academic collegiality and shared governance and the importance of professional development and training. Finally, she or he will demonstrate a deep commitment to equal opportunity and diversity. The successful candidate will have a minimum of a master's degree in a related field and 10 years' experience as a senior manager of a comprehensive human resources operation at a complex institution. Preference will be given to those applicants with an earned doctorate, with managerial experience in a university, and in the public sector.

Salary Range: Commensurate with experience and qualifications
Starting Date: May 1, 1999
Apply by: February 15, 1999

Send letter and resume (include V#) **to:** Dr. Nicholas Michelli, Montclair State University, Box C316-V#08/HO, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

Assistant Director, Residence Life

CENTRAL MICHIGAN UNIVERSITY

Office of Residence Life. Direct administration and supervision of four residence halls housing over 1,400 students and a summer conference program. Duties include training, supervision, and evaluation of four residence hall directors, a building maintenance worker, personal counselor, and office staff, developing and maintaining partnerships with other university departments and community organizations, coordinating and directing conference planning, programming, and financial management for all summer conferences. Required qualifications include Master's degree; three years of direct full-time residence life experience; knowledge and experience of student development; demonstrated organizational skills; strong supervisory skills; experience with conference planning and management; and the ability to develop and maintain positive interpersonal relationships with faculty, administrators, students, parents, and conference participants and planners. Applications will be reviewed immediately and remain open until position is filled. Submit resume materials to **Human Resources/Staff, Central Michigan University, 109 Rowe Hall, Mt. Pleasant, MI 48859.** CMU provides flexible benefits, an excellent retirement program with tax deferred investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service. CMU, an AA/EOE institution, is strongly and actively committed to increasing diversity within its community (see **www.cmich.edu/aaeo.html**)

UNIVERSITY OF ARKANSAS
FAYETTEVILLE

PROVOST
AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Arkansas, Fayetteville, invites expressions of interest in, and nominations for, the position of Provost and Vice Chancellor for Academic Affairs.

The University of Arkansas, Fayetteville, is the flagship campus of the University of Arkansas System and is the primary land-grant campus in the state. Two of the University's most critical priorities are to enhance the research and teaching stature of the University and to receive a Carnegie classification of Research I and become a premier land-grant university for the 21st century.

The University currently has 15,000 students and a full-time faculty of 973. The University's annual budget is currently $225 million, its endowment is valued at $180 million, and its externally funded research is $40 million annually. Two of the goals of the administration are to increase the external research funding to over $100 million and to double the annual budget within five years.

The Provost is the chief academic officer of the University and reports to Chancellor John A. White. The Provost is responsible for all seven schools and colleges at the University.

The successful candidate will have earned a terminal degree in a discipline appropriate for appointment as a full professor and will have a demonstrated record of excellence in scholarship, teaching, grant support, and professional service. This person should have a record of meaningful and successful administrative and fiscal responsibility and skills that will have been derived from management of a complex organization. This person must have an understanding of, appreciation for, and commitment to the land-grant concept.

The University seeks a distinguished academic leader who will have a strong commitment to scholarship, teaching, academic freedom, and diversity and who will have a strong appreciation for the balance between teaching and research. The person must be one of unquestioned integrity and ethics with decisiveness and skill as a consensus-builder. The Provost should have a high energy level and a fair, decisive, and innovative leadership style.

This is a unique opportunity for an academic leader to be part of the new administration of one of our country's premier land-grant institutions.

Repeatedly rated as one of the nation's top communities, Fayetteville, Arkansas, is legendary for its beauty, livability, and safety. As we enter the next century, it will be only miles away from the country's population center, connected to the nation by new major arteries and a new regional airport and to the world by the University's ever-expanding information networks.

Under the state's Freedom of Information Act, individual applications are available to the public upon request. All correspondence should be directed to the University's executive search consultant:

Jerry H. Baker, Partner
Baker, Parker & Associates, Inc.
Two Concourse Parkway, Suite 775
Atlanta, GA 30328
jbaker@bpasearch.com

University of Arkansas home page:
http://www.uark.edu
University of Arkansas information:
http://pigtrail.uark.edu/info/briefing_book/

The University of Arkansas is an equal opportunity/affirmative action institution.

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PROFESSOR OF ECONOMICS
NATIONAL DEFENSE UNIVERSITY
INDUSTRIAL COLLEGE OF THE ARMED FORCES
(TWO POSITIONS)

The National Defense University invites interested persons to apply for the position of Professor of Economics, (two positions), available July 1st, 1999, on the civilian faculty of the Industrial College of the Armed Forces (ICAF). As Professor of Economics, the incumbent will lecture and conduct graduate-level seminar instruction on defense economics policies and procedures in ICAF's core economics course, teach in elective courses, participate in the industry studies program, and conduct other activities such as supervising student research and participating in outreach activities in furtherance of the mission of the National Defense University. The ICAF is a senior service college of the Department of Defense with the mission of preparing selected military officers and civilians of the Department of Defense and other federal agencies to assume responsibilities at the general/flag officer and senior executive service levels. The College's academic program focuses upon issues related to national security strategy and resource management. Students are enrolled for a full academic year commencing in August of each year.

The closing date for receipt of applications is February 15, 1999: applications must be received or postmarked by that date. You may apply in the format you prefer, using a Resume, Curriculum Vitae, OF 612 (Optional Application for Federal Employment) or SF 171 (Application for Federal Employment). However, your application should contain sufficient information to support your qualifications for the position. The selection decision will be based upon the following highly qualifying criteria: (1) Knowledge of defense economics, national security resource management and government policies and organization. (2) Demonstrated ability to teach at the graduate level which includes responsibility for course development and curriculum design. (3) Interest and expertise in the study and analysis of national security related industries. (4) Ability to conduct research and supervise student research. (5) Possession of a doctoral degree in economics or a closely related field of study. The successful applicant must be able to obtain a Top Secret security clearance and must be willing to accept a three-year term appointment beginning July 1st, 1999, with three-year extensions thereafter. The first year of appointment is probationary. Salary is competitive and commensurate with experience.

Applications should reference Vacancy Announcement NDU-015-98 and should be addressed to the **National Defense University, ATTN: NDU-PAS (Ms. Lyons), Bldg 62, 300 5th Avenue, Ft. Leslie J. McNair, Washington, D.C. 20319-5066.** ***Questions concerning the vacancy announcement should be directed to Ms. Chris Lyons at (202) 685-2147 or DSN 325-2147.***

http://ndunet.ndu.edu

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MICHIGAN STATE
UNIVERSITY

SCHOOL OF SOCIAL WORK AND THE JULIAN SAMORA RESEARCH INSTITUTE

This position announcement is part of a Michigan State University initiative to strengthen faculty capacity in Latino–Chicano studies. In addition to this position being advertised in the School of Social Work, faculty positions are being advertised in Psychology, Sociology and Anthropology, of which two will be filled.

Social Work/Latino Studies - The School of Social Work invites applications for a tenure track faculty position (assistant professor) specializing in work with Chicano/Latino families and communities. The candidate will be appointed in the School of Social Work (the tenure home) and will have an affiliation with the Julian Samora Research Institute, the Midwest's premier policy research and outreach center to Latino communities. The School is seeking applicants with expertise in teaching and research in curricula areas of direct practice and a second curriculum area of the candidate's choice. The position requires an M.S.W. and a Ph.D. (or D.S.W.) in social work or related disciplines and demonstrated interest in the field of children, youth and families with particular ability to work with Michigan Latino farm workers and/or urban communities. There are opportunities to work in the School of Social Work's accredited undergraduate and M.S.W. degree programs and doctoral program through the University's interdisciplinary Ph.D program. The School of Social Work and the Julian Samora Research Institute are part of the University's College of Social Science. The position begins August 16, 1999; the application deadline is March 1, 1999, but will be extended as needed until suitable candidates have been identified. Interested individuals should send a letter of application, vitae, and names of three references to **Gary R. Anderson, Ph.D., Director, School of Social Work, 254 Baker Hall, Michigan State University, East Lansing, MI 48824.**

Handicappers have the right to request and receive reasonable accommodations.
MSU is an Affirmative Action/Equal Opportunity Institution.

Search Re-Opened

The University of Illinois at Chicago

EXECUTIVE DIRECTOR, OFFICE OF ADMISSIONS AND RECORDS

Admissions: Executive Director of the Office of Admissions and Records, University of Illinois at Chicago (UIC). UIC is one of 88 Research I universities in the United States. It is the leading public university in the Chicago area with 15 colleges and schools and an enrollment of 16,000 undergraduates and 8,000 graduate and professional students. Reporting to the Vice Chancellor for Student Affairs and Enrollment Management, the Executive Director has leadership responsibility for recruitment, admission and student registration. The Executive Director is specifically responsible for the following functions: 1) oversees the operations of recruitment and admissions; 2) develops policies impacting recruitment, admission and matriculation of the student body; 3) acts as the custodian for the student database; 4) oversees a budget of $3.5 million and approximately 120 FTE staff.

Qualifications: a master's degree, with a doctorate preferred. Minimal requirements: seven years of administrative experience in admissions or registration and records-related operations (admissions experience preferred); a record of progressive administrative responsibility in higher education; experience in supervision of a large staff; demonstrated commitment to diversity; a working knowledge of marketing enrollment management strategies. Other preferred qualifications of the successful candidate for Executive Director: knowledge of student information systems; demonstrated ability to build relationships with faculty, staff and students; involvement in professional organizations; and excellent oral and written communication skills.

To ensure full consideration, nominations should be received by January 29, 1999. Applications, accompanied by a complete curriculum vita and the names and telephone numbers for three references, should be received or postmarked by February 22, 1999. The materials should be sent to:

Dr. Diane Hodges
Chair, Search Committee for the Executive Director of the Office of Admissions and Records
Office of the Vice Chancellor for Student Affairs and Enrollment Management
The University of Illinois at Chicago
1200 W. Harrison Street, Suite 3010 (M/C 600)
Chicago, Illinois 60607-7165

Additional information about the University of Illinois at Chicago
can be found at our website (**http://www.uic.edu**).

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

Temple University College of Education

Temple University is a senior, comprehensive, public research university located in Philadelphia. The current student enrollment is approximately 29,000. The College of Education seeks to fill five tenure-track faculty positions effective September 1, 1999. Salaries will be commensurate with qualifications and experience.

Educational Administration. The Department of Educational Leadership and Policy Studies seeks to fill a tenure-track position in Education Administration at the assistant or associate level. Required qualifications include: an earned doctorate in Educational Administration or a related field; evidence of scholarly productivity; ability and commitment to work with public school personnel and educational institutions and agencies; and the ability to direct doctoral dissertation research. Preferred qualifications include experience as a school administrator, especially in an urban school district. The areas of specialty are open but the successful candidate must be knowledgeable about principalship and superintendency. Responsibilities include: developing a program of practice-sensitive, field-based research; supervising doctoral dissertations; developing and teaching graduate courses in education administration; and working with school districts.

School Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in the School Psychology program at the assistant professor level. Temple University's School Psychology program has full APA accreditation. Preference will be given to applicants who are certified school psychologists and are licensed or eligible for licensure in Pennsylvania. Additionally, applicants should have evidence of scholarly productivity. The responsibilities associated with the position include: supervising doctoral dissertations; teaching graduate courses; providing clinical supervision; and establishing a program of research. Interest in education in urban schools is highly desirable.

Elementary/Early Childhood. The Department of Curriculum, Instruction and Technology in Education seeks to fill a tenure-track position in the area of Elementary/Early Childhood Education at the assistant professor level. The primary responsibility will be teaching undergraduate and graduate courses in Elementary and Early Childhood Education. Required qualifications include an earned doctorate (Ed.D. or Ph.D.) in social studies or a related field with teaching experience and interest in middle-school. The position also requires a strong commitment to teacher preparation and field-based research.

Physical Education. The Department of Physical Education seeks to fill a tenure-track position at the assistant professor level. Primary duties include teaching undergraduate and graduate courses in the CAAHEP- and NATA-approved Athletic Training programs, and the Department's Anatomy and Physiology courses. Additional responsibilities include: directing the undergraduate athletic training program; curriculum, thesis, dissertation and program advising of students; and research and other scholarly and service activities. Qualifications include an earned doctorate in Athletic Training or a related field, a minimum of three years experience as a NATA-certified athletic trainer, and previous college/university teaching experience, preferably in Athletic Training and Human Anatomy and Physiology courses.

Counseling Psychology. The Department of Psychological Studies in Education seeks to fill a tenure-track position in Counseling Psychology at the assistant or associate professor level. Applicants should have teaching experience, a publication record in refereed journals and solid clinical skills. The program is looking for a generalist to teach beginning courses in the master's program and a specialist to teach applied courses in an APA-accredited doctoral program. Although the area of research interest is open, preference will be given to applicants whose research concerns one of the following areas: career development, multicultural counseling, preparation and training of school and agency counselors, family studies, or teacher education. Applicants should be able to direct doctoral dissertations, conduct research with diverse populations, be student centered and sensitive to cross-cultural issues.

Applicants interested in any of the above positions should send a letter of application including a current vita containing the names, addresses and phone numbers of at least three references. Materials should be sent to: **Search Committee, c/o Dr. Trevor E. Sewell, Dean, College of Education, Temple University, Philadelphia, PA 19122.**

Applicants will be reviewed beginning January 15, 1999 and continue until the positions are filled. Temple University is an equal opportunity/affirmative action employer. Women and ethnic minorities are especially encouraged to apply.

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DePaul University
Announces a Search for
Dean of the College of Commerce

During the last decade, the DePaul University College of Commerce has emerged as one of the nation's most innovative and successful business schools. Located in Chicago, the College of Commerce is one of eight colleges and schools of DePaul University. Offering day and evening undergraduate and graduate programs to over 5,500 students, the College of Commerce is the seventh largest AACSB-accredited graduate business school in the country. Increasingly international in orientation, the college offers degree programs on three campuses in the Chicago area as well as Hong Kong and certification programs in Eastern Europe. Its MBA in International Marketing and Finance (MBA/IMF) is the first of its kind in the United States and draws students from around the world. The college's record of innovation has earned it national attention. *U.S. News and World Report* has regularly ranked the part-time MBA program among its top 10 in the nation and *Success Magazine* has ranked the entrepreneurship program in the top twenty-five. Most recently the *International Herald Tribune* recognized the MBA/IMF to be among the best international business programs in the world.

After a ten-year record of accomplishment, Ron Patten will step down as dean. The college now seeks a dean who will sustain and enhance the college's momentum. The ideal candidate will be both a builder and advocate who can lead the college's efforts to offer high quality, multi-dimensional and readily accessible business education in innovative ways. Supported by the University's ambitious growth objectives, the successful candidate will have the opportunity to build an extraordinary business school. Other desired qualifications include the capacity to be a strong and persuasive spokesperson for the college and the ability to champion the college's interests to alumni, the business community and accrediting agencies; the ability to lead faculty and support them in their teaching and research; commitment to international programs and the ability to provide leadership to them; an appreciation for the Catholic, urban, Vincentian ideals that guide the University's mission.

The University's Search Committee, chaired by John Ahern, DBA, CPA, Associate Professor of Accountancy, is assisted in its efforts by a national executive search firm. All inquiries, nominations and resumes may be submitted in confidence to: David Welch or Mario Borunda, Isaacson Miller, Box 1784, 334 Boylston Street, Boston, MA 02116, Phone (617) 262-6500; Fax (617) 262-6509. e-mail dwelch@imsearch.com or mborunda@imsearch.com

To learn more about DePaul University and the College of Commerce, please contact the University's web site at www.depaul.edu

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SCHOOL OF ARCHITECTURE and ENVIRONMENTAL STUDIES (SAES) THE CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DEAN

The School of Architecture and Environmental Studies (SAES), with 600 students, awards 4 year B.A. degrees in architecture and landscape architecture, a 5 year B.Arch. and an M.A. in urban design. The School seeks to expand its graduate offerings.

The Dean, who reports to the Provost, leads the School in curriculum development, program planning and the acquisition of external funding, and maintains liaison within the campus, government agencies, related organizations and associations, and community leaders. The successful candidate should have a Master's degree and professional license in Architecture or Landscape Architecture, or shall have a Ph.D. in a related area of study as well as demonstrated commitment to urban architectural education, and a history of teaching, administration and/or distinguished professional accomplishment to qualify as a tenured full professor. The salary range is $92,904-$112,602.

Applicants should send a letter of interest, CV and list 4 references to be contacted at a later date by March 1, 1999 to: **Search Committee for Dean of SAES, Office of Affirmative Action, Harris Hall, Rm. 412A.** Applications will be considered until the positions are filled.

FACULTY POSITIONS-FALL 1999

All positions require a Ph.D. or equivalent degree or a Master's degree and professional licensure or registration. A CV should be sent by 3/1/99 to the individual listed.

URBAN DESIGN/ARCHITECTURE, Asst to Full Prof., to teach graduate level design studios with the ability to direct the program in the future and with expertise in another core subject such as history, theory and methods. Professor Lance Jay Brown

SPECIALIST IN BUILDING SYSTEMS TECHNOLOGY, Asst. Prof. A creative vision of how computers can be used in teaching and research is desired. Professor Rosaria Piomelli

ARCHITECTURAL DESIGN, Asst. Prof. A knowledge and experience in the application of computers to architectural design is desirable. Professor Carmi Bee

Salary ranges: Asst. Prof. $30,829-$53,779; Assoc. Prof. $40,173-$64,226; Prof. $49,866-$77,229. See also http:\\www.ccny.cuny.edu\positions

THE CITY COLLEGE OF NEW YORK/CUNY
SCHOOL OF ARCHITECTURE and ENVIRONMENTAL STUDIES
Convent Avenue at 138th Street, New York, NY 10031

EO/AA Employer M/F/D/V

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

DIRECTOR
Center for Excellence in Teaching & Learning

Position Description

The University at Albany, State University of New York, invites applications and nominations for Director of the Center for Excellence in Teaching & Learning (CETL). Candidates should have administrative and faculty development experience. The Director holds a full-time, calendar-year position and reports to the Provost & Vice President for Academic Affairs. The position requires a dynamic and resourceful leader who will take responsibility for faculty development and advancement of a campus culture that values and rewards excellence in teaching and learning, develop programs that enhance faculty teaching and pedagogy, promote creative uses of advanced learning and teaching technologies, secure external funding for innovative programs and research in instruction, coordinate faculty exchange of ideas and research related to pedagogical practices, collaborate with various university offices, centers, and programs, develop and administer multiple budgets, and hire, supervise, and evaluate staff.

Additional qualifications include:

Knowledge of current learning theory and effective pedagogical and technological practices, a proven track record in pedagogical innovation in higher education, excellent interpersonal, communication, and organizational skills, ability to work with diverse faculty interests, disciplines, and cultures, and experience working with varied academic and support units. Earned doctorate preferred.

Institution and Setting

Established in 1844, the University at Albany is the oldest state chartered public institution of higher education in New York State. Albany has a broad mission of undergraduate and graduate education, research, and public service. Approximately 17,000 students are enrolled in more than 100 academic programs from the bachelor's degree through the doctorate in eight degree-granting schools and colleges of the University. Further information is available at the University Web site

http://www.albany.edu.

The Center for Excellence in Teaching & Learning, founded in 1994, is a central element of the University's strategic plan to promote engaged learning and innovation through technology. The Director will be instrumental in orienting campus faculty to new facilities, opening summer 1999, which will house a variety of innovative teaching spaces and instructional technology development studios and laboratories.

Application Deadline:

Review of applications will begin on February 1, 1999 and continue until the position is filled.

Application Procedure:

Submit a letter of application addressing qualifications, vita including a brief statement of teaching philosophy, and names, addresses, phone numbers of three references to:

Professor Roberta Bernstein, Search Committee Chair, Center for Excellence in Teaching & Learning, ULB-34, University at Albany, SUNY, Albany, NY, 12222.

The University at Albany is an Equal Opportunity Affirmative Action employer.

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FLORIDA
GULF COAST
UNIVERSITY
State University System of Florida

PRESIDENT

The Board of Regents invites applicants and nominations for the position of President, Florida Gulf Coast University.

Florida Gulf Coast University (FGCU), the State University System's 10th member institution, opened on August 25, 1997 and is governed by the system-wide Board of Regents. The campus, located between Fort Myers and Naples near the coast in Southwest Florida, is built on 760 acres of land in the heart of Southwest Florida's lush landscape. This location provides unique opportunities for observing and studying the highly sensitive ecosystem in the midst of one of the fastest growing regions of the United States. FGCU, a comprehensive public university, is proud to boast over 3,000 students; $35 million in foundation assets; an operating budget of $32.8 million; state-of-the-art library, Public Television (WGCU-TV Channel 30) and Public Radio (WGCU-FM 90.1) Stations; and construction underway to support growth to over 8,000 students by 2003. For more information about FGCU, please see the web site at **www.fgcu.edu**.

The University seeks a leader to build upon the impressive success already achieved by the Founding President, Roy E. McTarnaghan, who will retire in May 1999. The President reports to the Chancellor of the State University System and is charged with leading the University—academically, administratively and financially. Applicants should have comprehensive knowledge of current higher education issues/trends and a commitment to the unique mission of the University, including:

- Focus on undergraduate education, with selected graduate programs based on need;
- Primary service area of Charlotte, Collier, Glades, Hendry, and Lee Counties, with distance education enabling the extension of educational opportunities beyond this region;
- Innovative ideas and technologies (distance learning) in delivery of programs and services;
- Alternative learning methods to serve a diverse student population;
- Emphasis on environmental studies and international perspectives;
- Community and academic partnerships;
- Student service learning and community-based service;
- Scholarship to support teaching and service, especially applied research with regional focus;
- Mix of multiyear and tenured/tenure earning faculty appointments.

Candidates should have successful senior level experience, preferably as a university president, provost and/or vice president. Skills in fundraising, building relationships, and enhancing diversity are important. An earned doctorate and a distinguished record of scholarly and professional accomplishments are preferred. Send letter of nomination, request for detailed position description, or c.v./resume and cover letter to:

Morris & Berger
201 S. Lake Ave., Suite 700
Pasadena, CA 91101
Fax: 626-795-6330

The State University System of Florida is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" laws of the State of Florida.

DIRECTOR OF ADMISSIONS

Reporting to the Dean of Student Development, the Director of Admissions has responsibilities which include supervising all aspects of the admissions and registration process, maintenance of the student records data system, ensuring customer satisfaction with service delivery systems, assisting in development of college's marketing program, consulting with instructional staff on admissions and records issues, and preparation and maintenance of student credentials.

QUALIFICATIONS: Master's in Student Personnel Administration, Educational Leadership, Counseling, Management or other related areas; supervisory experience in an admissions and records department; excellent communication skills, both oral and written.

APPLICANTS must submit completed application form, resume, letter of interest, (3) letters of reference, and official degree transcripts by March 3, 1999 for full consideration.

CONTACT Human Resources at (847) 543-2065; TDD# (847) 223-5615. Fax: (847) 223-0824.

**COLLEGE OF
LAKE COUNTY**
**19351 W. WASHINGTON ST.
GRAYSLAKE, IL 60030-1198**

Equal Opportunity/Affirmative Action Employer.
Women, Minorities and Persons with Disabilities are highly encouraged to apply.
Visit our website at http://www.clc.cc.il.us

Elmhurst
College

DEPARTMENT OF EDUCATION

ONE TENURE TRACK FACULTY POSITION IN TEACHER EDUCATION AT THE ASSISTANT PROFESSOR LEVEL WITH TEACHING RESPONSIBILITIES PRIMARILY IN THE ELEMENTARY AND MIDDLE SCHOOL LEVELS
(Pending Board Approval)

Responsibilities include:
- Teaching Foundations courses in American Education
- Teaching Content Area Reading/Literacy Courses
- Teaching a Psychological Foundations of the Middle School Course
- Supervising Student Teachers
- Advising Program Students

Requirements Include:
- Earned Doctorate in Education
- K-12 Teaching Experience including Working with Special Needs Students
- Teaching Experience at the College Level Preferred
- Ability and Experience in Working with Diverse Students

Elmhurst College is a private, church related liberal arts college located sixteen miles west of Chicago, Illinois. The Department of Education offers undergraduate and graduate programs in early childhood, elementary, secondary, and special education. Its programs are accredited by the Illinois State Board of Education, NCATE and the North Central Association. The College's day and evening enrollments total approximately 2800 students.

Minority candidates are encouraged to apply. Applicants should submit a letter of application, a vita, and three letters of recommendation by **February 22, 1999** to:

Dr. Michael Feldman
Chairperson, Department of Education
Elmhurst College
190 Prospect
Elmhurst, Illinois 60126

693

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MILLERSVILLE UNIVERSITY

Assistant Director of Admissions
(Search Extended)

Develop an annual recruitment schedule; work with Latino groups on campus and in their communities; develop recruitment/admissions publications geared to interest and concerns of prospective Latino students; establish a schedule for campus visits; coordinate a volunteer student worker program. Serve as a liaison to athletic depts. and evaluate applications to determine student eligibility. Additionally, conduct recruitment and admissions activities in a defined geographic area; interview students and parents both on campus and at college visitation nights and assist at alumni functions; aid in recruitment activities and render admissions decisions.

Required: Bachelor's degree, fluency in Spanish, and 1 year college admissions experience. Preferred: Master's degree, evidence of successful experience working within Latino communities, and knowledge of recruitment/retention software. Competitive salary and comprehensive benefits including dependent tuition waiver. Send letter of application, resume, and three current work references to: **Admissions Search HO0199, Office of Human Resources, MILLERSVILLE UNIVERSITY, P.O. Box 1002, Millersville, PA 17551-0302.** Applications received by 2/8/99 receive full consideration. An EO/AA Institution.

http://www.millersv.edu

POSITION ANNOUNCEMENT

INSTITUTIONAL RESEARCH DIRECTOR

University of Minnesota Duluth

Applications and nominations are invited for the position of Institutional Research Director at the University of Minnesota Duluth.

Responsibilities include: 1) establishing and maintaining working relationships with other University departments in the development and dissemination of data in the areas of enrollment, budget, and academic performance; 2) responding to information requests from senior management, government agencies, and educational groups; 3) monitoring national and international trends in higher education; and 4) designing, directing, and supervising data collection and analysis.

Required qualifications include a master's degree in a research-related field including but not limited to social science statistics; minimum of 2 years direct experience with data collection and statistical analysis; ability to work effectively with multiple managerial levels and staff with diverse backgrounds. The candidate must also exhibit excellent communication skills. Desired qualifications include an earned doctorate in a research related field including but not limited to social science statistics, minimum of 5 years direct experience with data collection and statistical analysis, and professional experience in higher education.

Starting date is February 15, 1999. The position of the Institutional Research Director is a full-time, 12-month position with an initial appointment of three years. Salary is competitive and commensurate with credentials and experience. The committee will begin its review of applicants January 15, 1999 and will continue until the position is filled.

Applications must include a letter expressing interest, availability, experience, and strengths as they relate to the position; a current resume, a personal statement detailing the application's affirmative action, equal opportunity, and diversity philosophy and experience with related issues, and the names, addresses, and phone numbers of three references who may be contacted. A detailed position description may be found at:**http://www.d.umn.edu/cla/Research_Director/ird.html**

Send completed applications to: **John Hamlin, Chair; Institutional Research Search Committee; 109 Cina Hall, H; 10 University Drive; Duluth MN 55812-2496; Telephone (218) 726-6387; Fax (218) 726-6386; email jhamlin@d.umn.edu**

The University of Minnesota is an equal opportunity educator and employer.

STATE CENTER COMMUNITY COLLEGE DISTRICT
Fresno, California
Fall 1999 Recruitment

ADMINISTRATIVE POSITIONS

Associate Dean of Instruction
Associate Dean of Instruction
Dean of Instruction
Director of Arts, Honors, and Student Services

FACULTY POSITIONS

Agricultural Business (sabbatical replacement)
English (sabbatical replacement)
Art (2 positions)
Auto Collision
Auto Technology
Business
Business/Information Systems
Business and Technology (2 positions)
CADD/CAM
CalWORKs Counselor
Chemistry
Child Development
Coach/Instructor (4 positions)
Counselor/Assessment Center Coordinator
Counselor, Athletic Counseling Emphasis
Counselor (2 positions)
Counselor (IDILE Program)
Counselor (PUENTE Program)
Counselor, International Scholars Program
Counselor, Southeast Asian Program
Counselor, Student/Athlete Support Program
Counselor/Trainer, Academic Probationary Program
Developmental English
Electronics
English (4 positions)
ESL
Forensics/Speech
French and Spanish
General Biology/Anatomy & Physiology
General Biology/Natural History
Geography
Geology
History (3 positions)
Information Systems
Information Systems/Office Technology
Librarian (2 positions)
Mathematics (4 positions)
Mechanized Agriculture
Medical Assistant/Multi-Skilled Health Technician
Music (Choral/Vocal)
Office Technology
Philosophy (2 positions)
Physics/Engineering
Political Science (2 positions)
Sociology/Psychology
Spanish (2 positions)
Speech (2 positions)
Theatre Arts (Drama)
Women's Basketball Coach/Student Activities Coord

For an application package please contact our Personnel Office at 1525 E. Weldon, Fresno, CA 93704, or call us at (559) 226-0720, FAX us at (559) 229-7039, or visit our website at www.scccd.cc.ca.us.

694

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California Lutheran University
Business Office
60 West Olsen Road
Thousand Oaks, California 91360-2787

ASSISTANT OR ASSOCIATE PROFESSOR FOR THE SCHOOL OF EDUCATION

Full-time faculty position beginning August 1999.

Responsibilities: teach courses in graduate Counseling and Guidance Programs including the Pupil Personnel Services credential program and College Student Personnel specialization. Assist with student admission, advisement and assessment. Supervise students in field placement. Represent the Counseling and Guidance Programs in the K-12 and college and university communities. Assist with program development. Develop and maintain an active program of research. **Qualifications:** Earned doctorate in counseling, educational psychology or related field; record of successful teaching in higher education; and experience as a counselor. Hold PPS credential and have knowledge of contemporary school counseling and pupil personnel services. Will consider new professionals, ABD. Women and minorities are encouraged to apply. Review of applicants will begin February 15, 1999 and continue until the position is filled. Send a letter of application, a curriculum vita, publication reprint or article in process, and names of three references to: **Dr. Gail Uellendahl, Chair of Search Committee, School of Education, California Lutheran University, 60 W. Olsen Road, Thousand Oaks, CA 91360.**

TENURE TRACK POSITION
Fall 1999

Entry level, 10 month contract. Master's degree in discipline required.

English Basic Skills and/or Composition

Teach English Basic Skills and/or Composition Req'd. Degree in English, Developmental Studies, Rhetoric, Composition, Writing or Reading; one year college Basic Skills teaching experience. Familiarity with computer applications or ESL populations desirable.

Send letter of application, resume, names addresses and phone numbers of three professional reference to:

Department of Human Resources
Bergen
COMMUNITY COLLEGE
400 Paramus Road, Room A310
Paramus, NJ 07652
Fax: (201) 612-8225 • AA/EOE

FRONT RANGE
COMMUNITY COLLEGE

VICE PRESIDENT, LARIMER CAMPUS
Fort Collins, Colorado

Front Range Community College is currently recruiting for a Vice President of the Larimer Campus. The position is located in Fort Collins, Colorado and reports to the President of Front Range Community College. Front Range is seeking an individual who possesses the vision, creativity, imagination and innovation to lead the Larimer Campus into the new millennium.

The Community and Larimer Campus
The Larimer Campus is located in Fort Collins, Colorado. The city's population is approximately 107,000 (1997 est.). The Larimer Campus added 75,000 square feet of new construction in the past two years.

Position Responsibilities
The Vice President for the Larimer Campus is responsible for the operation of multiple campus sites of Front Range Community College in Larimer County. The Vice President provides overall leadership and day-to-day oversight and supervision to the Larimer Campus and represents the Larimer Campus to civic, business, educational, and governmental constituents of the county. The Vice President is also a member of the president's Cabinet, a group that provides leadership and direction to college wide activities. The Vice President works under broad administrative guidelines and broadly stated mission and goals from the President. The position directly supervises the campus leadership team, directs campus strategic planning including instructional programs, budget development, staffing, college foundation and facilities, and determines and communicates educational, administrative and community priorities. Evaluates programs and personnel, ensures observance to system and college policies and procedures, recommends campus personnel for employment, implements campus diversity and professional development program, and oversees the expansion, utilization and maintenance of facilities.

Position Qualifications
Required: Masters' Degree in business administration, organizational management, higher education administration or instruction, or comparable field from an institution regional accreditation status. Doctorate preferred. The successful candidate must be able to document increasingly responsible professional experience which includes supervision of staff, college instruction, higher education administration, finance, organizational development, and curriculum design, or any equivalent combination of education and experience. At least three years of the experience cited above should include successful experience as Dean, or Vice President in a post secondary educational institution. The successful candidate must have thorough knowledge and experience in planning and budgeting, must have excellent written and oral communication skills, must have demonstrated ability to work effectively with diverse academic, staff, student and community populations. Prior teaching experience in a post-secondary educational institutional or community college desired.

Salary Range: $60.000-$77.000

Selection Process: Preliminary screening will be made on the basis of completed Application Package submitted by candidate. Completed Application Packet includes: FRCC application, letter of interest detailing experience as related to this position, resume, three letters of reference written within the last three years and copies of college transcripts. Please call for an FRCC application. Selected applicants will be invited by the screening committee for interviews. Finalist will be required to furnish official transcripts. ALL APPLICATION MATERIALS BECOME THE PROPERTY OF FRONT RANGE COMMUNITY COLLEGE AND CAN NOT BE COPIED OR RETURNED.

Date of Notice:	**December 14, 1998**
Closing Date:	**4:00 p.m. MST, Friday, February 26, 1999**
Starting Date:	**Negotiable**
BENEFITS:	Regular administrative positions receive paid annual and sick leave, group health, dental and life insurance with college cost participation and a state retirement program
CONTACT:	**Front Range Community College** **Human Resources Department** **3645 W. 112th Avenue** **Westminster, CO 80030** **(303) 404-5323** **(303) 438-9077 FAX**
E-mail:	**fr_searl@cccs.cccoes.edu** **http://frontrange.rightchoice.org**

Front Range Community College has a strong commitment to the principles of diversity and welcomes responses from women, minorities, and persons with disabilities.

Announcement # 597

FACULTY TENURE TRACK POSITIONS
Aniticipated Start Date 9/1/99

ASSISTANT PROFESSOR, SOCIOLOGY

Teach introductory and advanced Social Sciences courses, advise students, participate in curriculum development and sustain an active program of research and scholarship. Ph.D. in the Social Sciences, expertise to teach Social Stratification, Complex Organizations,and Sociology of Work. Experience in college teaching and ability to conduct effective research or scholarship in the discipline is required. Please reference job code: **SOCSCI**

ASSISTANT PROFESSOR, SOCIAL WORK (2 POSITIONS)

Teach undergraduate social work courses, conduct research, supervise field experience, advise students and provide service to the university and community outside of the classroom. MSW and Doctorate in Social Work or related field, minimum of two years post-MSW practice experience, demonstrated potential for research and scholarly publications, substantive knowledge of practice and/or HBSE. Please reference job code: **SCWK**

COUNSELORS (2 POSITIONS)

Handle personal, educational and career counseling. Teach academic development courses in SEEK Program. May be assigned to specific areas of counseling such as peer mentoring, special interest groups, and career counseling. Serve on college and university committees. For appointment as Lecturer or Instructor, minimum of masters' degree in counseling, psychology, social work or related field; minimum of two years counseling Teaching experience in higher education setting; excellent communication and organizational skills; history of scholarly publications and/or professional activities required. For appointment as Assistant Professor a doctorate in any of the above areas is required. Please reference job code: **SEEKC**

COUNSELORS (2 POSITIONS)

Personal, educational and career.counseling. Teach student development courses. May be assigned to specific areas of counseling such as disabled, substance abuse or international students. Serve on college and university committees. For appointment as Lecturer or Instructor, minimum of masters' degree in counseling, psychology, social work or related field; minimum of two years counseling and teaching experience in higher education setting; excellent communication and organizational skills; history of scholarly publications and/or professional activities required. For appointment as Assistant Professor a doctorate in any of the above areas is required. Please reference job code: **STUDEVC**

ASSISTANT PROFESSOR, CHEMISTRY

Teach undergraduate courses in organic or inorganic chemistry, biochemistry and advanced electives. Must be able to maintain an active research program in biochemistry or bioinorganic chemistry supported external funding; engage in student advisement; participate in departmental and college committees and activities. Ph.D. and postdoctoral research experience in biochemistry or bioinorganic chemistry, with strong commitment to undergraduate teaching and research. Please reference job code: **CHEM**

ASSISTANT OR ASSOCIATE PROFESSOR, ENVIRONMENTAL HEALTH SCIENCES

Teach undergraduate courses (air pollution, epidemiology, environmental management/law; environmental physiology, food sanitation, hazardous/solid waste, public health, and vector/rodent control), and conduct research in Environmental/Occupational Health or a closely related discipline. In addition to teaching research/scholarship, faculty are required to advise students, assist with curriculum development, participate in departmental & college committees, and all other faculty functions, including grant writing. Earned Ph.D. in Environmental Health or a relevant environmental field and expertise in environmental biological areas. Must have expertise in modern analytical methods of environmental/toxicological exposure and health risk assessment. Effective teaching, demonstrated ability to publish in peer review journals and success in grant funding are essential. Professional certificate or license, such as PE, CIH would be a plus. Please reference job code: **ENV**

ASSISTANT PROFESSOR, PHYSICAL EDUCATION/MOVEMENT SCIENCE

Teach courses in Movement Science, Physiology of Exercise, Kinesiology,Cardiovascular Fitness, etc. Assist in the development of the Movement Science and Health Promotion Management majors. Supervise the Human Performance Lab and the Health Promotion Center and advise students in the Movement Science and Health Promotion Management. Doctoral degree in Physical Education, or related field; college teaching experience;excellent organizational, written and oral communication and interpersonal skills; computer skills; ability to work with a culturally diverse college community, experience in health promotion setting desirable. Please reference job code: **PE/MS**

ASSISTANT OR ASSOCIATE PROFESSOR, PSYCHOLOGY

Teach courses in Educational Psychology and other courses as assigned; pursue research activities in area of interest, advise psychology majors pursuing certification in teaching; serve on departmental and college committees and participate in the implementation of the teacher education program and the college mission. Ph.D. or an equivalent degree, with specializations in Educational Psychology and two of the following areas: Child and Adolescent Development; Special Education; Learning and Cognition; Educational Research and Statistics. Teaching experience and record of scholarly achievement required; an active research program preferred. Please reference job code: **PSYCH/TE.**

ASSISTANT OR ASSOCIATE PROFESSOR, ENGLISH/TEACHER EDUCATION PROGRAM

Teach courses and develop other courses and curricula in Elementary Literacy Education; supervise Elementary Education students in the field; advise English majors preparing to teach at the elementary school level; teach courses in Literacy (reading and writing) for college students; carry out other teaching, scholarship, and service as appropriate to rank. Earned doctorate in Reading; BA/MA English major preferred; experience as reading specialist preferred; three years minimum prior experience working in an elementary school setting. Please reference job code: **TEACH**

ASSISTANT PROFESSOR, PHYSICAL EDUCATION K-12

Take an active role in the development of teachers of Physical Education K-12, and supervision of student teachers, play an active role in the placement of Physical Education student teachers in schools for Supervised Student Teaching. Teach courses in: Curriculum & Methods at the Elementary (K-6) and Secondary (7-12) levels, Measurement and Evaluation of Physical Education, Psychology of Motor Skills, Sport and Society, Organization and Administration of Physical Education, and advise Physical Education (K-12) students. Doctorate in Physical Education, or related field; New York State Teaching Certification K-12; 3-5 years teaching experience in Elementary or Secondary Education; excellent oral and written communication skills; ability to work with diverse college community; college teaching desirable. Please reference job code **PE K-12**

Salary Ranges:	Lecturer/Instructor	$29,409 - $41,734
	Assistant Professor	$32,062 - $44,840
	Associate Professor	$41,780 - $59,831
	(Commensurate with qualifications and experience.)	

To apply, please send cover letter, resume and names, addressis and telephone numbers of 3 references to address below by February11, 1999. Cite job code of position applying for.

YORK COLLEGE
Office of Human Resources, Room 2H01
94-29 Guy R. Brewer Blvd.
Jamaica, NY 11451
Or FAX (718) 262-2143

Visit our website www.york.cuny.edu/~hmr for more details.
An Equal Opportunity/Affirmative Action/IRCA/American With Disabilities Act Employer

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USF University of South Florida

The University of South Florida invites nominations and applications for the position of

Dean of International Affairs

USF is a comprehensive, metropolitan, Research I University serving over 34,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg and Sarasota. The University offers degree programs in 79 undergraduate disciplines, 89 master's and specialist programs, and 26 doctoral programs, including the MD. The faculty numbers over 2,000.

POSITION AND QUALIFICATIONS

The Dean provides leadership, advocacy, development, and support for all central and college-based international activities. The Dean consults with a faculty-based advisory committee, reports to the Provost and, as a member of the Council of Deans, participates in the strategic planning, priority setting, and policy development processes of the University. The Dean works in collaboration with the college and regional campus deans to promote international education, research, outreach, and service programs. The Dean oversees the Center for Latin American and Caribbean Studies, the Office of Overseas Studies and Exchanges, The Center for Africa and the Diaspora, the Office of International Student and Scholar Services, and the USF Linkage Institutes. The Dean International Affairs will be expected to lead development of academic program offerings (area studies) and services, international exchanges, partnerships with business, industry, and government both in the U.S. and overseas, and to increase the venues for international activities, and enhance faculty, student and staff training and development. Qualifications of the Dean of International Affairs include an earned doctorate, successful experience in teaching and research in the international dimensions of an academic discipline; a significant record of scholarly achievement commensurate with a tenured appointment in one of the University's academic units; and academic administrative experience at the chair or higher level. Successful candidates will also demonstrate strong academic values and a commitment to academic excellence, leadership and consultation skills, and excellent written and verbal communications skills. Extensive foreign experience and a second language are required. Experience in creating and implementing international programs, interacting with government and business organizations in the U.S. and overseas, and resource development. Important qualities include a commitment to working productively with diverse populations and a commitment to the principles of equal opportunity.

ABOUT THE COMMUNITY

The Tampa Bay area is a growing hub of international access and activity with the 10th largest U.S. port, a world-class international airport, and growing international business community all within its domain.

APPLICATION PROCESS

Send letters of application or nomination to:

Dr. Mohsen Milani
Chair, International Affairs Search Committee
Office of the Provost and Executive Vice President
University of South Florida
4202 E. Fowler Ave., ADM 226
Tampa, FL 33620

Letters of application describing interest in the position and qualifications should be accompanied by a curriculum vitae and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

Review of applications will begin on February 15, 1999 and continue until the position is filled.

Additional information may be obtained from the department's web page at http://www.usf.edu/iac

The University of South Florida is an Equal Opportunity/Equal Access/Affirmative Action Institution. For disability accommodations contact Marlene Reese at least five working days in advance of need at 813-974-5543. TDD: 974-2218.

www.usf.edu • 4202 E. Fowler Ave., Tampa, FL 33620

LAKE WASHINGTON TECHNICAL COLLEGE

President

Lake Washington Technical College

The Board of Trustees invites applications and nominations for the position of President of Lake Washington Technical College. One of Washington State's thirty-three community and technical institutions, the College is located in Kirkland, ten miles east of Seattle. The College offers technical training opportunities to a diverse student body in over forty-six programs with twenty-five A.A.S. degree areas and thirty-nine certificate programs. Accredited by the Northwest Association of Schools and Colleges, Lake Washington Technical College is now celebrating its 50th Anniversary.

The Board is seeking a dynamic and experienced individual to provide leadership in collaboration with diverse campus constituencies. Using excellent communication and listening skills, personal integrity and respect for others, the next President is expected to unite the board, students, faculty, staff and community to maintain a learner-centered college.

Personal and Professional Qualifications

- Strong leader and decision maker experienced in leading a diverse organization with respect, honesty and fairness
- Senior-level administrative experience in higher education is highly desirable
- Senior level administrative experience in business or industry is highly desirable
- Knowledge of or experience in technical education is highly desirable
- Understanding of technology and its use in higher education, business and industry
- Experience in organizational team building and managing change
- Experience developing partnerships with business, industry and education
- Experience working with local and state government
- Superior written, presentation and oral communication skills
- Knowledge of or experience in the areas of fund development and foundation work
- Knowledge of organizational marketing and public relations
- Knowledge of or experience with interest-based collective bargaining
- Doctorate desirable

Application Process

Application materials should be received by 4:30 p.m., March 15, 1999. For application materials and position announcement, please contact:

Mrs. Fredrica Denton, Trustee
c/o Lake Washington Technical College Personnel Office
11605 132nd Avenue NE
Kirkland, WA 98034
Voicemail: (425) 739-8209 • Email: trustees@lwtc.ctc.edu
Website: http://www.lwtc.ctc.edu

An Affirmative Action, Equal Opportunity Employer

PERU STATE COLLEGE

PERU, NEBRASKA

PRESIDENTIAL SEARCH

The Board of Trustees of the Nebraska State College System invites applications and nominations for the Presidency of Peru State College, Peru, Nebraska

Peru State is a state-supported, open admissions college committed to providing high quality instruction, personalized attention and a supportive learning environment for students of diverse abilities. Its principal baccalaureate programs in teacher education, business, and liberal arts and sciences are complemented by numerous pre-professional occupational and continuing education programs. A masters degree in education is also offered. Peru State College is accredited by the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education

The oldest college in Nebraska, founded in 1867, Peru State College serves approximately 1,100 full-time and part-time students on campus and an additional 600 in off-campus, video- or computer-based courses. Peru State College is located in southeastern Nebraska, approximately one hour's drive from Lincoln and Omaha, and two hours from Kansas City, Missouri

The Board of Trustees is seeking an experienced administrator with strong leadership skills and outstanding scholarly achievements. An earned doctorate from an accredited institution is required. Administrative experience in public higher education and in a shared governance environment is required

The Search Committee seeks individuals with the following additional qualities

- a strong record of scholarly achievements and commitment to liberal arts education.
- proven ability to work with the college community to promote an open, honest and objective atmosphere for policy making and management of the institution,
- demonstrated skills in fiscal planning and management, budget development, strategic and long-range planning
- proven ability to work with local government, business, industry, civic and community groups.
- superior communication skills
- proven record of recruitment and retention of diverse students and faculty
- collective bargaining experience, and
- a successful record in fund raising

The starting date will be mutually agreed upon to be sometime after May 1, 1999. The review of applications will begin March 1, 1999 and will continue until the position is filled. Candidates should provide a letter expressing interest in the position, a resume and the names, addresses and telephone numbers of five references. Interested individuals are encouraged to visit the College web page at www.peru.edu

Send nominations or applications to **Ms. Linda Moody, Secretary, Presidential Search Committee, Peru State College, Peru, Nebraska, 68421.**

The Nebraska State College System is committed to equal opportunity and affirmative action.

PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

The City College of the City University of New York is seeking nominations and applications for the position of Provost and Senior Vice President for Academic Affairs of the College

The City College offers more than 50 undergraduate, 30 masters and 10 doctoral programs. The College is composed of the College of Liberal Arts and Sciences, Education, the School(s) of Architecture and Engineering as well as 15 centers and institutes, and a wide array of Continuing Education, sponsored and honors programs

DUTIES: The Provost and Senior Vice President for Academic Affairs, is the chief academic officer reporting directly to the President and serves as Deputy President in the absence of the President. The academic deans, the Deputy Provost and Directors of support services such as the Libraries, the Admissions Office, various Centers, Institutes, and Programs report to the Provost. The Provost, in consultation with the Vice President for Finance and Management, prepares the budget for the division of Academic Affairs, and is responsible for academic planning, curricula, and programs

QUALIFICATIONS: For appointment as the Provost and Senior Vice President for Academic Affairs, a candidate must have an earned doctorate or equivalent terminal degree with a record of scholarship, research, and teaching, suitable for appointment as a tenured full professor. He/she must have at least five years of successful academic administrative experience, at the level of Chair, Dean and /or Associate/Deputy Provost at a College/University. This experience should include demonstrated ability to work with faculty, staff, and students in promoting scholastic achievement, innovative academic programs, faculty development and research, and a commitment to foster a campus environment which actively promotes diversity and excellence on all levels.

SALARY: $ 96,868-$115,379 commensurate with qualifications and experience. Executive Compensation Plan. Applicants should send a letter of interest and qualifications, their curriculum vitae, and should identify 4 references, with names, addresses, affiliations and phone numbers, to be contacted at a later date with the applicant's specific permission. Nomination letters should include the candidate's curriculum vitae when possible. Review of application and nominations will begin February 25, 1999, however applications and nominations will be considered until the position is filled. Correspondence should be addressed to: **VPAA Search Committee, Office of Affirmative Action/H412A**

The City College of New York
Convent Avenue at 138th Street
New York, NY 10031

The CCNY is an Equal Opportunity/Affirmative Action Employer, with a strong commitment to racial, cultural, and ethnic diversity and actively seeks and encourages nominations and applications from men and women of all "races" and ethnic backgrounds. The College provides reasonable accommodations to individuals with disabilities upon request

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John Jay College of Criminal Justice
The City University of New York

Announces four (4) faculty positions for Fall 1999
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship who may participate in undergraduate and graduate education. Doctorate required for professorial rank. For appointment as Instructor, master's degree required. ABD and teaching experience preferred. Instructors limited to five one-year appointments. Salary commensurate with experience

Department of Anthropology
Assistant Professor
Position Revised and Search Reopened

Specialization in area related to criminal justice, e.g., legal or urban anthropology, alcohol studies, comparative cultural study of deviance

Department of Counseling and Student Development
Assistant Professor
Search Reopened

Ph.D. in Counseling Psychology or related field required. Provide personal and academic counseling, teach freshman orientation course, coordinate sophomore advisement program, evidence of strong clinical and organizational skills and experience counseling urban students

Department of Physical Education & Athletics
Assistant Professor/Instructor and Coach

Responsibilities include teaching classes in rifle and pistol for law enforcement and coaching both varsity sports

Department of Sciences
College Laboratory Technician

High school diploma and a minimum of four years related education and work experience or Associate degree and minimum of two years experience. Bachelor's degree in appropriate field, minimum of two years experience preferred. To prepare and organize laboratory experiments, provide routine maintenance of scientific equipment, and supervise technicians

Please send letter of application, curriculum vitae and three references etc. to respective department chairpersons at John Jay College of Criminal Justice, CUNY, 899 Tenth Avenue, New York, NY 10019. For Information about JJC and its programs, visit WWW site at **http://www.jjay.cuny.edu.**

John Jay College has a strong institutional commitment to the principle of diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request

AA/EEO/ADA/IRCA Employer
Deadline: February 19, 1999

AUSTIN PEAY
STATE UNIVERSITY

Clarksville, Tennessee 37044

POSITION:

DEAN OF THE COLLEGE OF GRADUATE STUDIES

DESCRIPTION:

Austin Peay State University seeks nominations and application for a dynamic, experienced leader to serve as Dean of the College of Graduate Studies. This person will serve as the chief academic and administrative officer of the college. Austin Peay is a growing, public, comprehensive liberal arts university with a total enrollment of approximately 7,500 students on two campuses. It has four colleges covering all of the traditional liberal arts and selected professional programs including education, business, health services, engineering technology, and several others. There are 534 graduate students enrolled in 13 graduate programs, at the masters and educational specialist levels, in seven academic departments. In the midst of a physical and technological renaissance, the university sees potential for significant expansion of its programs at the graduate level. One hundred full-time faculty, out of a full-time total of approximately 300, serve as members of the graduate faculty.

The dean has leadership responsibilities in the areas of curriculum, budget, recruiting, program evaluations, program development, and research. He or she serves as chair of the Graduate and Research Council and reports directly to the Vice President for Academic Affairs. The dean must be committed to excellence in graduate education and be able to promote and enhance the research capabilities of the university. Leadership is also required in the building of programs at off-campus sites, including distance learning, and enhancing the economic health of the program. Teaching by all academic administrators is encouraged. Initially, this position will carry some teaching responsibilities.

QUALIFICATIONS:

The successful candidate must have an earned doctorate; successful leadership experience in the administration of graduate programs and financial management; a documented record of experience in research management and compliance; excellent communication skills; the ability to bring to the campus innovative ideas for graduate program development as well as graduate recruitment and retention; and a documented record of scholarship, teaching, and/or creative activity sufficient to meet the standards and eligibility requirements for a tenured appointment at the rank of full professor in a discipline at APSU. Preference will be given to candidates who demonstrate a commitment to the principles of cultural diversity.

SALARY:

The salary is competitive and commensurate with experience.

AUSTIN PEAY STATE UNIVERSITY

See full details about Austin Peay State University and the College of Graduate Studies on the World Wide Web at http://www.apsu.edu.

APPLICATION PROCESS:

Both applications and nominations for the position are invited. Applications should include (1) a narrative letter that explains the individual's experience and background as related specifically to the qualifications for the position, (2) a complete curriculum vita accompanied by an unofficial transcript, and (3) three letters offering professional recommendations. Applicant screening will begin February 15, 1999, and continue until the position is filled. The position starting date is July 1, 1999. Send applications and nominations to:

Dr. James D. Lester, Chair
College of Graduate Studies Search Committee
P.O. Box 4487
Austin Peay State University
Clarksville, TN 37044

Minorities, women, and members of other protected groups are encouraged to apply. APSU is an Affirmative Action/Equal Opportunity Employer.

MACALESTER COLLEGE

Macalester College seeks Student Affairs Professionals with the ability to promote cultural/racial diversity and translate student development theory into practice.

ASSISTANT DEAN OF STUDENTS

RESPONSIBILITIES: Administer College judicial forum and mediation program; edit student handbook; sexual harassment/violence compliance; advise student government; develop parent programs. **QUALIFICATIONS:** Master's degree with minimum five years of professional experience. Salary: $42,000. Priority date to apply 3/1/99. Interviewing at NASPA.

DIRECTOR OF CAMPUS CENTER

RESPONSIBILITIES: Participate on team for construction of new center (2001 completion date); manage facility; direct summer conference program; manage facility reservation system; act as liaison with contract food and retail services. Reports to the Dean of Students. **QUALIFICATIONS:** Master's degree, minimum of seven years in facilities management, and experience with construction or renovation projects desirable. Salary $45,000 to $50,000. Priority date to apply 3/1/99. Interviewing at NASPA.

HALL DIRECTORS (2)

RESPONSIBILITIES: Facilitate community development in residence areas of 250 students; supervise and evaluate 8-10 paraprofessionals; initiate developmental programming; facilitate dispute resolution and student conduct processes; advise hall government; participate in collaborative programming efforts. **QUALIFICATIONS:** Master's degree in College Student Personnel or related field, previous employment within a residential life program, and successfully complete a criminal background check. This is a 10 month/year position for two years. Salary $2,000/month plus furnished apartment, board plan, and $500 toward professional development. Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

CENTRAL PROGRAMS COORDINATOR

RESPONSIBILITIES: Develop and coordinate co-curricular and academic support programming for residential system of 1250 students, serve as liaison to Academic Programs Office and College's Learning Center; supervise student staff; provide programs related to student leadership development; manage student staff in 24-hour residential computer labs; initiate hall-wide programming related to academic skill development. **QUALIFICATIONS:** Master's degree in College Student Personnel or related field and two years employment experience in Student Affairs on a diverse campus. Salary $27,000. Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

CAREER COUNSELOR

RESPONSIBILITIES: Provide career counseling services, workshops and programs for the College and Alumni. **QUALIFICATIONS:** Master's degree in counseling or related field; experience in career counseling college; experience in organizing and presenting workshops; computer background with experience on the web and internet career resources; and strong presentation and writing skills. This is a 10 month per year position. Competitive salary. Resumes will be accepted until position is filled.

CAMPUS PROGRAMS COORDINATOR

RESPONSIBILITIES: Advise program board; work with student media; assess leadership and multicultural competencies/develop programs; reports to Director of Campus Programs. **QUALIFICATIONS:** Master's degree in student development/related field or Bachelor's degree with equivalent professional student personnel experience; previous employment in a diverse activities or programming role; work evenings and weekends on a regular basis. Salary $25,000-$28,000 (live-on optional). Resumes will be accepted until position is filled. Interviewing at Oshkosh and ACPA.

To apply for these positions, submit a cover letter, resume, names/addresses/phone numbers of three references to: **Human Resources, Macalester College, 1600 Grand Ave., St. Paul, MN 55105.** Minority candidates are encouraged to apply. Must be authorized to work in the U.S. upon employment start date. For more information, visit our web site at www.macalester.edu.

Founded in 1874, Macalester College is a privately supported, nationally recognized, four-year coeducational, liberal arts college serving 1715 full-time undergraduate students. The academic program includes 23 academic departments offering 35 majors and 30 minors, approximately 25% of the student body participates in international study abroad programs each year. Over 70% of students live on-campus in a variety of residence halls, academic communities and language houses. The College is located in an historic residential neighborhood approximately seven miles from downtown Minneapolis and four miles from downtown St. Paul, MN.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

WEST HILLS

Human Resources Department
300 Cherry Lane
Coalinga, CA 93210
(559) 935-0801 ext. 3718
(559) 935-3302 Fax

Come Join A College that is Making A Difference!

West Hills is one of the fastest growing comprehensive, public community colleges in California and serves the western San Joaquin Valley. Located in the heart of California, West Hills' communities offer country living and proximity to other attractions. San Francisco, Los Angeles, the California coast, and Yosemite are all within a three-hour drive. Our college consists of three main sites, with the main campus in Coalinga. The Kings County Center in Lemoore is expanding to a new, 100-acre site and the North District Center in Firebaugh has recently been expanded and is experiencing unprecedented growth. West Hills is a college focused on learning. We invite you to join the West Hills team and offer you the excitement, challenge, and reward of being part of a college that is making a difference!

FACULTY POSITIONS

- **Biology**
- **English/Speech**
- **Corrections**
- **Math**
- **Chief Librarian/ Electronic Resources Specialist** (221 days/yr.)

Applications are being accepted for the following full-time positions. All faculty positions are 177-days per year, tenure track, and will commence Fall Semester 1999 except as noted. Salary commensurate with academic preparation and experience. Additional consideration will be given to applicants who can teach in more than one discipline.

Screening process will begin March 1, 1999.
Request application information and return applications to:
Ken Stoppenbrink, Director of Human Resources
West Hills Community College District • *(see above also)*
E-mail: stoppeke@whccd.cc.ca.us • www.westhills.cc.ca.us

WHC IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY, SECTION 504, TITLE IX EMPLOYER

McHENRY COUNTY COLLEGE

McHenry County College is a public comprehensive community college in Crystal Lake, Illinois, approximately one hour northwest of Chicago, with an annual headcount enrollment of 20,000. We are seeking qualified candidates for full time teaching positions beginning in Fall 1999. Experience teaching at a community college level is preferred.

Instructor of Health Care

Teaching responsibilities include 15 contact hours covering course offerings in health and human performance and in the health care area. Bachelor's degree in a health related field, current R.N. license, 2,000 hours of related work experience, CPR Instructor certification and other specialized certification are required. Master's degree in health care/education field is preferred.

Instructor of History

Teaching responsibilities include 15 contact hours of lower division history and political science courses. Master's degree in history is required.

Instructor of Biology

Teaching responsibilities include 15 contact hours of lower division biology courses. Master's degree in biological sciences is required.

Instructor of Chemistry

Teaching responsibilities include 15 contact hours of lower division chemistry courses. Master's degree in chemistry or in science with 15 graduate hours in chemistry and graduate research in chemistry or organic chemistry is required.

Application Process: All materials must be received by February 26, 1999. Candidates should submit cover letter, resume, transcripts and three letters of reference to:

Laura Shuler; Director of Employment Services; McHenry County College; 8900 US Hwy 14; Crystal Lake, IL 60012-2761

McHenry County College is committed to diversity in its college community and is an equal opportunity employer.

For more information about MCC visit our web site at
http://www.McHenry.cc.il.us

CLAREMONT GRADUATE UNIVERSITY

CLAREMONT, CALIFORNIA

DEPARTMENT OF PSYCHOLOGY: PROGRAM EVALUATION FACULTY POSITION

The Psychology Department of Claremont Graduate University announces a search for a social or organizational scientist who specializes in evaluation research. This non-tenure track appointment is of three years duration, and it has the potential to convert to tenure track. Outstanding candidates at the assistant, associate, and full professor ranks will be considered. The successful candidate will teach, supervise research, and assume a leadership role in the Department's new master's concentrations in Evaluation, and contribute to other academic programs within the Department (social psychology, organizational behavior, developmental psychology, cognitive psychology, or human resource management). Candidates should have completed the Ph.D., demonstrate a strong record of research accomplishments, and possess outstanding teaching skills.

Evaluation of candidates will begin February 1, 1999 and continue until the position is filled. Candidates should send a vita, personal statement of relevant skills and experiences, and samples of recent work (publication, evaluation reports, etc.) to: ***Dr. Stewart I. Donaldson, chair, Evaluation Search Committee, Department of Psychology, Claremont Graduate University, Claremont, CA 91711***

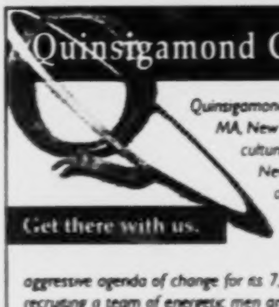
DEPARTMENT OF MUSIC: ASSISTANT/ASSOCIATE PROFESSOR OF MUSIC

The Claremont Center for the Arts, a division of Claremont Graduate University, seeks a composer for a tenure track appointment beginning July 1, 1999 at the assistant or associate rank. Candidates should be prepared to teach historical courses in music of the 19th and 20th centuries with special attention to questions of music and society. Expertise in film scoring and/or computer assisted audio/visual or multimedia art is highly desirable. Qualified candidates will be able to work skillfully in a wide variety of compositional styles and genres.

First Round of Applicant Reviews: Beginning of March, 1999. Position open until filled. Letter of interest, curriculum vitae, and references, including phone numbers (and e-mail addresses), to: ***Professor Frank Traficante, chair, Department of Music, Claremont Graduate University, Claremont, CA 91711, (909) 621-8081 (departmental office); E-mail: music@cgu.edu***

Claremont Graduate University is an equal-opportunity employer and encourages applications from women and minorities.

Quinsigamond Community College


Get there with us.

Quinsigamond Community College, located in Worcester, MA, New England's second largest city, offers rich cultural diversity, affordable housing and typical New England charm. With an extensive menu of instructional programming, QCC plays a key role in the educational and workforce development challenges of Central MA. As the College gears up to meet an aggressive agenda of change for its 7,500 full- and part-time students, we are recruiting a team of energetic men and women who are passionate about teaching and learning, integrative and expansive in their thinking, and eager to assume the challenge of moving the college's ambitious agenda forward.

QCC offers over 40 Associate Degree and Certificate study options, modern classroom and laboratory facilities and an open, stimulating and supportive environment. A key player in the community, Quinsigamond enjoys a reputation for its outstanding caliber of teachers and professors who possess an unwavering dedication to the success of each and every student.

The following tenure track positions are anticipated for the Fall of 1999. A Master's Degree in the subject or a related field is required, along with experience teaching adults. QCC invites applications and nominations from dynamic, creative, student-centered faculty for the following positions:

Computer Information Systems
English/ESL
Nursing (Med/Surg Nursing Major)-2 Positions

Visit our web site at www@qcc.mass.edu for an application and position description or send cover letter and resume postmarked no later than February 5, 1999 to: Human Resources, Quinsigamond Community College, 670 West Boylston St., Worcester, MA 01606. QCC is an Equal Opportunity Employer that strongly affirms the American Association of Community College's statement of inclusion. Tel: (508) 854-4259; Fax: (508) 854-4390; E Mail: cyndye@qcc.mass.edu

BEST COPY AVAILABLE

The College of Education seeks faculty for the following full-time, tenure track position beginning August 1999.

FACULTY POSITION — **EARLY CHILDHOOD EDUCATION**

Teach graduate and undergraduate foundation, general education and method courses, supervise field experiences, and advise early childhood graduate and undergraduate students. Expertise in speech and/or language development and assessment of infants and young children with some background in special education preferred. Completed doctorate in early childhood required along with a minimum of three years experience at the preschool/primary grade levels.

The College of Education seeks faculty for the following full-time, non-tenure track position beginning August 1999.

FACULTY POSITION — **EARLY CHILDHOOD EDUCATION**

Teach graduate and undergraduate foundation, general education and method courses, supervise field experiences, and advise early childhood graduate and undergraduate students. Expertise in speech and/or language development and assessment of infants and young children preferred but not essential. Minimum completed master degree in early childhood required along with a minimum of three years experience at the preschool/primary grade levels.

Please send a detailed curriculum vita and three letters of professional recommendation with a letter of application to:

Dr. Mary Jo Young, ECHD Program Director
College of Education
Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605

EOE/AA

ALLAN HANCOCK COLLEGE

Public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following academic positions:

AGRIBUSINESS INSTRUCTOR	closes 02/17/99
CHEMISTRY INSTRUCTOR	closes 02/17/99
DENTAL ASSISTING INSTRUCTOR	closes 02/08/99
DISABLED STUDENT PROGRAMS & SERVICES - HIGH TECH SPECIALIST	closes 02/17/99
GEOLOGY/PHYSICAL SCIENCE INSTRUCTOR	closes 02/08/99
PHYSICS/ENGINEERING INSTRUCTOR	closes 02/17/99
READING INSTRUCTOR	closes 02/08/99

Salary and Fringe Benefits: The annual starting salary range is $34,235 to $49,738 depending upon education and experience. Fringe benefits include medical and dental insurance.

For a district application and qualification profile, please contact:

ALLAN
HANCOCK
COLLEGE

EEO/AA Employer

Human Resources, Bldg. U
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196

DIRECTOR OF CAMPUS DIVERSITY AND COMPLIANCE

University of Alaska Anchorage (UAA)

The University of Alaska Anchorage invites applications and nominations for the newly created position of Director of Campus Diversity and Compliance. Under the general direction of the Chancellor, this senior level position is responsible for University-wide leadership in all matters pertaining to equity and diversity for students, faculty and staff. This position provides administration of the University's Affirmative Action plan and monitors the University's efforts on behalf of all matters pertaining to equal opportunity. This position interacts with the University community at large and external constituents through cooperative community relations and by sponsoring/presenting workshops on EEO/AA/ADA issues.

Required Qualifications

1. Bachelor's degree in behavioral or social science, public or business administration, or related field.
2. Progressively responsible experience administering diversity, EEO programs.
3. Demonstrated ability in establishing and maintaining productive relationships with a full range of campus and external constituents that reflects a strong commitment to cultural diversity and administration of equal opportunity programs.
4. Demonstrated ability to understand, interpret and apply Equal Opportunity (EO), Americans with Disabilities Act (ADA) and Affirmative Action (AA) legislation, regulation compliance, and an AA plan.
5. Demonstrated experience with investigation of formal complaints or informal complaints by providing competent advice on the appropriate corrective action to the appropriate parties.
6. Demonstrated experience with dispute resolution.
7. Demonstrated excellence with oral and written communication skills.
8. Demonstrated experience in budget planning and personnel supervision.

Preferred Qualifications

1. Advanced degree.
2. Experience in higher education.
3. Knowledge of Alaska Native issues (both rural and urban).
4. Experience with creating and implementing diversity programs.
5. Experience administering, conducting, coordinating and sponsoring workshops on AA/EO and diversity issues to faculty, staff and students.

Review of applications will begin on February 15, 1999 and will continue until a successful candidate is selected. Salary is negotiable, depending upon experience and qualifications.

For additional information, visit UAA's job announcement web site at **http://www.finsys.uaa.alaska.edu/uaahrs/main10.htm** or contact Ms. Cynthia Matson at **ancm@uaa.alaska.edu**

To be considered for this position, please submit a letter of application addressing the following:

- Your experience related to each of the qualifications listed above
- Your vision of how to develop a successful diversity program
- Your leadership style

Please also attach a resume and the names, addresses, telephone and fax numbers of five current references and send to:

Human Resource Services
University of Alaska Anchorage
Administration Building, Suite 245
3211 Providence Drive
Anchorage, Alaska 99508
Voice: 907-786-4608
TTY: 907-786-1420
Fax: 907-786-4727

UAA is an AA/EO employer and educational institution.

BEST COPY AVAILABLE

Wheelock
COLLEGE

FULL-TIME FACULTY POSITIONS
September 1, 1999

EARLY CHILDHOOD EDUCATION

Tenure track. Prepare undergraduate students to teach in birth through age 5 and kindergarten through grade 3 inclusive programs. Requires a terminal degree in early childhood, early childhood special education, or a related field. Professional focus in special education or child care administration and leadership, and expertise in technology applications and integration of writing skills across curriculum are particularly sought. Field experience with children ages birth through 8 is desired. Please send resume and two letters of reference to Undergraduate Dean, c/o Nancy Hutchins. Review of applications will begin February 15, 1999.

ELEMENTARY EDUCATION

Two tenure track positions. Prepare undergraduate students to teach at the elementary level in inclusive settings. Requires Ph.D. or Ed.D., experience teaching at college level and in schools grades 3 through 6, expertise in curriculum development in multicultural environments, and a commitment to ethnic and racial diversity. Professional focus in one or more of the following areas particularly sought: special education, technology applications, and/or integration of writing skills across the curriculum. Please send resume and two letters of reference to Undergraduate Dean, c/o Nancy Hutchins.

ENGLISH AND COORDINATOR OF FIRST-YEAR PROGRAMS

Assistant Professor of English and Coordinator of First Year Programs (tenure track). Students have a liberal arts major and professional preparation in education, child life, and social work. Teaching responsibilities may include composition, first year seminar, and other writing courses. Ph.D. in Rhetoric and Composition or English with specialization in multicultural studies. Excellence in teaching and experience in program coordination, integration of technology, and writing across the curriculum. Please send resume and two letters of reference to Dr. Marcia Folsom, Chair of English Search Committee. Review of applications will begin February 15, 1999.

HISTORY

Assistant or Associate Professor of History, one-year renewable position. The Humanities Program at Wheelock College seeks an historian to teach world history, European history, and one other area, preferably Africa or Latin America. Courses include introductory world history, intermediate and advanced classes in specialty and interdisciplinary humanities courses. Competencies in integrating writing across the curriculum and classroom technology desirable. Ph.D. and college teaching experience preferred. Please send resume and two letters of reference to Dr. Jama Lazerow, Chair of History Search Committee. Review of applications will begin February 15, 1999.

MATHEMATICS

Assistant or Associate Professor of Mathematics, one-year renewable position. The Mathematics/Science Program at Wheelock College seeks applicants to teach all levels of Mathematics courses, from developmental mathematics to courses for Mathematics/Science majors. Applicants should be outstanding teachers who are familiar with the NCTM Standards, using technology in the classroom, and innovative curricula and pedagogy. Ph.D. in Mathematics preferred. Ph.D. in Mathematics Education with Master's in Mathematics considered. Resumes and inquiries should be directed to Walter Burke, Coordinator of Mathematics/Science. Review of applications will begin February 15, 1999.

Wheelock College, 200 The Riverway,
Boston, MA 02215.

Wheelock College is an equal opportunity/affirmative action employer.
Wheelock College is a member of the Colleges of the Fenway Consortium.

www.wheelock.edu

HAMILTON COLLEGE
Assistant Professor of Physics

The Physics Department seeks applicants for a tenure track position as Instructor or Assistant Professor beginning August 1999. Candidate's Ph.D. should be completed or near completion. Information on the position, college and department may be found at the departmental website at **http://www.hamilton.edu**. A curriculum vitae, a statement of professional interests, and three letters of reference should be sent to **Prof. Ann Silversmith, 198 College Hill Road, Clinton, N.Y., 13323.** Inquiries may be sent to physpos@hamilton.edu. For full consideration all materials should be received by February 15, 1999.

Hamilton College is an Equal Opportunity/Affirmative Action employer. Women and minority candidates are encouraged to apply.

WESTERN CAROLINA UNIVERSITY

Director of Housing Search Extended. Full-time, 12-month position, reports jointly to Student Affairs and Business Affairs, provides overall leadership for university housing program serving approximately 3,000 students. Masters required, doctorate preferred, substantial experience at the Associate or Director's level. Position Available Immediately. Submit letter of interest, resume, and names/addresses of three references to **Dr. Robert Caruso, Vice Chancellor for Student Affairs, 460 HFR Administration Building, Western Carolina University, Cullowhee, NC 28723.**

AA/EOE.

UNIVERSITY OF
WISCONSIN
MADISON

POSITION VACANCY

Director
Career Advising and Planning Services

UW-Madison seeks a Director (L) for its Career Advising and Planning Services (CAPS).

EDUCATIONAL QUALIFICATIONS: Master's Degree required. PhD or other terminal degree preferred.

POSITION AVAILABILITY AND SALARY: This fulltime position is available July 1, 1999. Salary level is dependent on qualifications with a minimum salary of $52,986. Application and nomination deadline is February 15, 1999. For application information and position description contact:

Kim Edwardson
104 South Hall, 1055 Bascom Mall
University of Wisconsin-Madison
Madison, WI 53706
608/265-5461
E-mail: kaedward@lssaa.wisc.edu

Unless confidentiality is required in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

MCTC MANCHESTER
COMMUNITY TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges. It serves about 9,000 students at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000.

Assistant Professor
(Engineering and Technology)

Assistant Professor
(Computer Science/Technology)

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at
www.mctc.commnet.edu/per
or call (860) 647-6153.

Send letter of intent, resume, transcripts, and the names of three references to

Deborah A. Wilson
Director of Personnel
and Contract Administration
Manchester Community-Technical College
P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than February 18, 1999

EOE/AA/M/F

BEST COPY AVAILABLE

Search for the
PRESIDENT
of Baruch College
The City University of New York

The Board of Trustees of The City University of New York and the Presidential Search Committee invite nominations and applications for the position of President of Baruch College.

The City University of New York, the nation's leading urban university, is a multi-campus, publicly funded system, comprising ten senior colleges, six community colleges, one technical college, a graduate school, a law school, a medical school, and an affiliated medical school. More than 204,000 students are enrolled in programs, ranging from associate degrees to the doctoral degree, offered at campuses throughout the five boroughs of New York City.

Established in 1919, Baruch College consists of three schools: The Zicklin School of Business, the Mildred and George Weissman School of Arts and Sciences; and the School of Public Affairs. The College is the only CUNY College offering accredited degree programs leading to the BBA, MBA and MS in several business disciplines. The College also offers accredited programs leading to a variety of undergraduate and graduate degrees, including public affairs, real estate and metropolitan development, business journalism, and corporate communications. Baruch also houses the University's Ph.D. programs in business and industrial/organizational psychology.

The faculty includes more than 450 full-time and 420 part-time members. The College has an enrollment of 15,000 students, of whom approximately 2,500 are in graduate degree programs. The majority of undergraduates attend full-time and 85 percent major in business disciplines. Baruch is a mosaic of cultures with students representing more than 100 ethnic and linguistic backgrounds, many of whom are the first in their families to attend college. Baruch has a rigorous program of business and public affairs study, and is committed to providing a sound, thorough liberal arts foundation for its students. By mandate of the faculty, all undergraduates must take at least half of their courses in the humanities, social sciences, and natural sciences.

The College is funded by the State of New York and has a current operating budget in excess of $100 million. Baruch is located in the Gramercy Park area of Manhattan's midtown south business district. The College's new Academic Complex, scheduled for completion in 2001, will consolidate and dramatically improve its physical facilities. Housing classrooms, recreational facilities and faculty offices, it will be the hub of an urban campus and the home of both the Zicklin and Weissman Schools.

The President serves as the chief academic and administrative officer of the institution. Leading candidates will typically have:

- A demonstrated broad intellectual capacity and grounding in a suitable academic discipline. The search committee has a very considerable preference for candidates with an earned Ph.D. and/or significant academic achievement in one of the learned professions and a record of scholarly and/or professional achievement; candidates must have a full commitment to all of the missions of an academic institution.
- The capacity and desire to present Baruch's mission and program to a very wide variety of prominent audiences; a history as effective representatives of their organizations, with a clear capacity to command respect both inside and outside their institutions.
- A history that will, over time, allow a President to gain recognition in city, state, and national corporate circles as a knowledgeable and trusted advisor in management and educational markets.
- Excellent fund raising skills (with a proven record) and a commitment to the fundamental importance of development.
- A demonstration of leadership and integrity by creatively implementing a central vision in an institution that operates in a complex public environment; an understanding of the role of a college within a multi-campus system in which the President serves under the general direction of the Chancellor according to policy set by the Board of Trustees; an ability to manage the complexities of public funding.
- A track record of senior management success in complex organizations that have intricate implicit and explicit reporting relationships, that serves many constituencies, and requires a service mentality.
- The strongest candidates will have experience with New York or a similar urban setting which they find congenial.
- A fundamental commitment to corporate service; an understanding of the New York economy, its politics, its finances and its institutional architecture.
- A commitment to a multi-cultural, multi-ethnic student body and to enhance the quality of student life and strengthen the delivery of services to students; experience with equal employment opportunity, affirmative action, and the promotion of cultural pluralism.

The position is available immediately. Compensation and benefits are competitive. The review of applications will begin immediately, therefore submission of additional applications and nominations is especially encouraged before February 1, 1999.

Applications: Applicants should send (1) a letter expressing their interest in the position; (2) their curriculum vitae; and (3) the names of five references (references will not be contacted without applicant's prior permission).

Nominations: Nominators should send a letter of nomination, and, if possible, the nominee's curriculum vitae.

Applications and nominations should be sent to:

Secretary Genevieve Mullin
Board of Trustees
The City University of New York
535 East 80th Street, Room 302
New York, NY 10021

All inquiries, nominations, and applications will be held in strictest confidence.

The City University of New York is an Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer with a strong commitment to racial, cultural, and ethnic diversity. The search committee actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

Oswego State University

Director of Campus Life

The Director of Campus Life will report to the Vice President for Student Affairs and will be a member of the Vice President's Advisory Council. This is a full-time twelve-month position responsible for management, leadership and coordination of varied activities and resources related to the quality of student life on campus. The Director will supervise the Campus Life Office professional, classified service, and student staff. The Director is the primary departmental liaison to the campus and external groups. The Director is responsible for establishing collaborative and cross-functional planning efforts, implementing programs and services, and assigning use of facilities. The Director provides leadership, initiative, and creativity to the following areas: co-curricular activities, student activities, student organizations and student government, leadership development, multicultural programs, and college union, intramurals and recreation, and student life off campus. Other areas include advisement of the Student Association, liaison to Greek social organizations, and assessment/evaluation of the quality of campus live programs. The Director must frequently attend evening and weekend programs, events and workshops.

Qualifications: Masters degree in College Student Personnel or related area required. A doctorate in College Student Personnel, Higher Education Administration, or related field is desirable. Other required qualifications include:

- evidence of progressively responsible professional experience in student affairs in a higher education setting,
- experience in co-curricular programming, student organization advisement, multicultural programs, student activities and events planning,
- supervisory and budgetary experience,
- excellent verbal and written communication skills,
- ability to establish rapport with students, faculty, staff and community constituencies,
- working knowledge of student development theory and application, particularly student learning outside the classroom.

An understanding of safety and risk management issues, experience with campus-wide Greek social organization advisement and intramural/recreation programs, and knowledge of program and facility design are desired.

Applications: Submit letter of application, resume, three letters of reference and official transcripts to:

Ann Fitzsimmons
Office of Human Resources
410 Culkin Hall
Oswego State University
Oswego, New York 13126

Review of applications will begin March 1, 1999; however, they will be accepted until the position is filled. Starting date will be July 1, 1999.

Oswego State University
is an Affirmative Action Employer

KEAN UNIVERSITY

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Kean University is seeking applicants and nominees who will bring leadership, effective management, creativity and enthusiasm to expand a diverse advancement/development program.

ABOUT THE UNIVERSITY: Founded in 1855, Kean University is the second largest state college/university in New Jersey with almost 12,000 students. It is a comprehensive Master's level institution. The University has a particularly strong concentration of studies in the allied health sciences and services programs such as public administration and social work. Located in Union County, Kean is in a metropolitan area of New Jersey, only 1.5 miles from Newark International Airport and within 30 minutes of New York City.

PRIMARY RESPONSIBILITIES: Kean University seeks a dynamic professional for the position of Vice President for Institutional Advancement (VPIA). The VPIA will be responsible for cultivating major gift prospects and closing gift agreements. The VPIA will provide executive direction and coordination for a new advancement/development division to include: marketing, public relations, annual fund, corporate relations, foundations relations, major gifts, planned giving, alumni relations, communications and capital/major gift campaigns. The VPIA is responsible to the President for all operations relative to external fund development, including identification, cultivation and solicitation of government and private sector funds for the University and its programs. The VPIA will have the opportunity to contribute substantially to the University's strategic planning process. The VPIA will report to the President of the University and have administrative responsibility over the Office of Development. Alumni Affairs and University Relations. The VPIA will serve on the President's Cabinet, will be responsible for developing and recommending policies and procedures related to the advancement/development programs and will be an active participant in institutional budget and policy decisions.

QUALIFICATIONS: Applicants should possess proven management skills and commitment to academic excellence, teamwork, and consensus-building in a college environment. Past performance history should include a record of preparedness for assuming the senior management position for directing a comprehensive advancement/development program: (a) Bachelor's degree required; (b) A minimum of ten years' experience and demonstrated success in fund raising and/or development, institutional advancement, or a related assignment required; (c) Excellent writing and oral communication skills; ability to persuade; (d) Proven organizational and interpersonal skills; (e) Experience with databases for prospect and fund management preferred; (f) Familiarity with the use of Internet as a communication tool preferred; (g) A thorough knowledge of funding sources with higher education; (h) A willingness to travel for development of prospects; (i) Understanding of and strong commitments to a service orientation and cultural diversity; (j) Personal and professional integrity; (k) the willingness and ability to close with gift prospect.

Competitive salary, benefits and managerial bonus program. Application deadline: March 1, 1999. Send a letter of application, resume, and five professional references and phone numbers to the direction of the Office of the President, Kean University, Union, New Jersey 07083. Kean University is an Affirmative Action/Equal Opportunity Employer.

KEAN
UNIVERSITY

MCTC MANCHESTER
COMMUNITY-TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges. It serves about 9,000 students at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000.

Director of Continuing Education

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at

www.mctc.commnet.edu/per
or call (860) 647-6153

Send letter of intent, resume, transcripts, and the names of three references to

Deborah A. Wilson
Director of Personnel
and Contract Administration
Manchester Community-Technical College
P.O. Box 1046
Manchester, CT 06045-1046

Must be postmarked no later than February 18, 1999

EOE/AA/M/F

CHEMEKETA
COMMUNITY COLLEGE

Chemeketa Community College is a **large comprehensive**, two year, fully accredited, public educational **institution (48,000** headcount, 9,000 FTE students) **known** for innovation and regional leadership. Chemeketa has a **strong commitment** to fulfill both personal and professional educational needs for the community. Salem, the state's third **largest** city and the capitol of Oregon, is home of Chemeketa's main campus and is nestled in the heart of Oregon's **beautiful** Willamette Valley. The Willamette Valley **boasts a** wide variety of cultural and recreational activities. We are presently **seeking** applicants for the faculty positions listed below. A full job announcement can be seen on Chemeketa's WEB Site:

http://www.chemek.cc.or.us

- Nursing Instructor, requires Master's in nursing, 3 yrs. nursing exp, eligibility for Oregon RN licensing
- Computer Science Instructor, requires Master's in information systems, computer science or related discipline or Bachelor's in related discipline with current experience in Unix, JAVA, and data structures
- Early Childhood Education Instructor, requires Master's in ECE or related field, or degree in progress, 2 yrs teaching exp. (1 yr. with young children and 1 yr. with adults which may have occurred during graduate level course work.)
- Vineyard Management Instructor, requires Master's or equivalent in viticulture, or agricultural science, 2 yrs occupational exp. in vineyard management
- Geography Instructor, requires Master's in geography, generalist who can develop and teach all specialties (physical, cultural, economic, regional), background in natural resources and land use dynamics of the northwest U.S.
- Farm Business Management Instructor (2 positions) requires Master's or equivalent in agriculture, 4 yrs. experience in farm management practices
- English Instructor, requires Master's in English Composition or literature with 24 graduate hours in the discipline or demonstrated equivalent, teaching experience in English composition or literature (may include experience as a graduate teaching assistant)

Application Process: Please call (503) 399-5009 for application and job announcement. Refer to the individual job announcement for required application materials. Application materials should be sent to **Chemeketa Community College, Personnel and Payroll Department, P.O. Box 14007, Salem, Oregon 97309.** Electronic inquiries **(personnel@chemek.cc.or.us)** will be accepted, however, to apply, submit original application documents by 4:30 p.m., February 19, 1999, or postmarked by midnight of that date.

Chemeketa is an equal opportunity institution, values diversity in its workforce, and is committed to affirmative action. We encourage minorities, women and persons with disabilities to apply.

UNIVERSITY OF MINNESOTA

HEAD

Department of Plant Biology

The University of Minnesota invites applications and nominations for the position of Head of the Department of Plant Biology in the Colleges of Biological Sciences and Agricultural, Food, and Environmental Sciences. The Department currently has 15 faculty with graduate students in several graduate programs and offers an undergraduate major. The successful candidate will have a Ph.D. (or foreign equivalent), a distinguished record of research, and will be encouraged to maintain an active research program as well as participate in educational activities. The Head will lead the department through a series of faculty searches over the next few years. For a more complete position description and information about the Department, please see the Department's web site: **http://www.biosci.cbs.umn.edu/plantbio/pbio.** Applications will be reviewed beginning March 15, 1999. Applications will continue to be accepted and reviewed until the position has been filled. A statement of intent and curriculum vitae should be submitted to:

Ms. Julie Ulrich
Plant Biology Head Search Committee
College of Biological Sciences
University of Minnesota
123 Snyder Hall
1475 Gortner Avenue
St. Paul, MN 55108

The University of Minnesota is an Equal Opportunity Employer.

DIRECTOR

Film & Television Archive

The University of California at Los Angeles is seeking a new Director for its Film and Television Archive, one of the world's largest and most distinguished collection of films and television programming, with dynamic programs in preservation, research and study, commercial services and active cinematheque screening 400 films per year. The UCLA Film and Television Archive contains over 200,000 film and television programs, and 27 million feet of newsreel footage.

The UCLA Film and Television Archives serves the past, present and future by assuring that the audio-visual records of our century survive to be enjoyed and studied for generations to come. Working in close cooperation with the film and television industry, educational institutions and other archives around the world, UCLA is committed to achieving the following goals: **to build** a broadly representative collection of motion pictures and broadcast programming; **to rescue** our endangered moving image heritage; **to advance** public understanding and appreciation of moving image media; **to support** scholarly research, media production and publications that use film and broadcast materials; and **to explore** ways that new technologies can contribute to the preservation and educational use of archival holdings.

The Director should have leadership, vision and substantive administrative skills to manage a complex department with several operating units; demonstrated success with fundraising and income generation; outstanding communication skills and the ability to develop positive relationships with government, the film and television industry, professional archive associations and other cultural institutions. Among the qualifications that will be considered will be general knowledge of 1) film and television history; 2) the entertainment industry and media arts; and 3) moving image archive fields. Applicable professional experience, an advanced degree in an appropriate discipline or equivalent knowledge is desirable. The ability to interface in a dynamic, complex University environment is also essential. The Director reports to the Dean of the School of Theater, Film and Television. Salary will be commensurate with background and experience.

To be assured full consideration, nominations and applications should be sent by February 28, 1999 to:

Archive Director Search Committee
C/o Ms. Rene Dennis
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

UCLA is an Equal Opportunity Employer

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

York College invites applications and nominations for the positions of Provost and Vice President for Academic Affairs. As the College's chief academic officer, the successful candidate will provide leadership and vision in the areas of program and faculty development, academic administration, collaborative outreach, strategic planning, teaching excellence and innovation, research and grantsmanship and budgeting. The Provost/Vice President will represent the President and the College within the College's external and internal communities.

York College is one of nine senior colleges of the City University of New York, the nation's largest publicly supported urban university. Founded in 1966 and conferring baccalaureate degrees in over 40 majors, the College was recently reaccredited without conditions by the Middle States Association of Colleges and Schools, and occupies facilities on a $170 million 50-acre campus in southeast Queens. The College has a full-time faculty of 160, enrolls 6,000 students, and is supported by an annual budget of $25 million.

The successful candidate will have an earned doctorate, in excess of five years of senior executive level experience, a record of effective college-level teaching, and sufficient academic and professional accomplishments to warrant an appointment as professor with tenure. Additional qualifications include familiarity with working within a multi-campus system, significant experience with academic program planning and development; demonstrated human relations, communications and problem-solving skills; ability to work campus governance; evidence of commitment to affirmative action and cultural diversity; evidence of leadership in fostering excellence in teaching, learning, research and other scholarly/creative endeavors; knowledge of creating, managing, and allocating budgets; and experience obtaining and managing external funding. **Salary is: $105,000 to $111,000, commensurate with experience and salary history.** The President expects to fill this position by July 1, 1999.

Applications should include a letter highlighting experience and accomplishments in academic administration and in teaching and scholarship; a one-page statement articulating the applicant's vision for strengthening the role of an urban, public liberal arts and sciences institution in the 21st century (OR leadership and educational philosophy); a current vita; and the names, addresses and telephone numbers of five references. (References will be contacted only in the advanced stages of review). Nominations of qualified candidates are also encouraged. Please reference job code: PROVOST. All information should be forwarded by mail or fax by **February 19, 1999** to:

SPECIAL ASSISTANT TO THE PRESIDENT FOR LABOR AND LEGAL AFFAIRS

(Higher Education Officer)

Responsible for the administration and interpretation of all collective bargaining agreements; representing the College at complaint/grievance hearings, and overseeing the disciplinary process for all faculty and staff. Will serve as legal advisor to the President; interprets and advises on College contracts and government documents, Board Bylaws, and other rules and regulations affecting the College. Will serve as the President's liaison to the University Offices of Faculty and Staff Relations and Legal Affairs on labor/legal matters, while working closely with administrators to ensure a conflict-free environment.

Requirements include a Baccalaureate degree plus eight years of experience in labor relations, human resources, management or other related fields. Master's or JD degree and higher education experience essential; experience in a large, unionized, public institution is highly desirable. The successful candidate will have excellent interpersonal and communications skills, and a record of effectiveness in dealing with mediation and conflict resolutions. **Salary is: $49,865-68,812, commensurate with background and salary history.** Please reference job code: LABOR/LEGAL. Send cover letter, resume and the names of three references by **January 31, 1999** to:

YORK COLLEGE
Room 2H01
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11461
Fax: (718) 262-2143

Visit our website www.york.cuny.edu/~hmr for more details.

An Equal Opportunity Affirmative Action/IRCA/Americans With Disabilities Act Employer.

ASSOCIATE DIRECTOR, UNIVERSITY ADVISEMENT CENTER, California State University, Hayward, CA (Search reopened)

The University Advisement Center (UAC) provides academic advising and General Education evaluation services for CSUH students. This includes academic counseling for undeclared students and conducting orientations for new students. The UAC reports jointly to Academic Affairs and Student Affairs. The Associate Director is responsible for supervising two advising professionals, one student advising intern, two Enrollment Services evaluators, one office manager, and five to seven student assistants.

Requirements: Equivalent to four years of progressively responsible professional student services work which includes advising students individually and in groups. B.A. required. Masters or doctoral degree in Counseling or related field preferred. Strong supervisory skills. Excellent oral and written communication skills essential. Review will begin 10 February 1999 and continue until the position is filled.

Application information should be mailed to: **Human Resources, Ref. #98-113, CSU Hayward, 25800 Carlos Bee Blvd., Hayward, CA 94542**

CSUH is an Equal Opportunity Employer in conformance with Federal and State regulations.

HEAD WOMEN'S VOLLEYBALL COACH

Responsibilities:
Responsible for all aspects of an NCAA Division III Women's Volleyball program. Duties include supervision of all practices and contests, monitoring of equipment, recruitment/retention of student athletes, selection and supervision of assistant coaches.

Minimum Qualifications:
Successful coaching experience on the college or secondary school level (head coach preferred), evidence of extensive volleyball background and strong organizational skills required and must possess a valid Driver's License.

Salary: $4,400.00 (Part-time)

Starting Date: As soon as possible

Application Review: Beginning immediately and continuing until the position is filled.

Resume and Inquiries :

Mark Griffin Assistant Director of Athletics
New Jersey City University
2039 Kennedy Blvd
Jersey City, NJ 07305
Phone: 201-200-3317 • Fax: 201-200-2365

NEW JERSEY CITY UNIVERSITY

EOE

CONNECTICUT

Community-Technical Colleges

PRESIDENTIAL SEARCH

GATEWAY COMMUNITY-TECHNICAL COLLEGE
NEW HAVEN, CONNECTICUT

The Board of Trustees of the Connecticut Community-Technical College System invites nominations and applications for the Chief Executive Officer position at Gateway Community-Technical College, one of twelve colleges within the state system of two-year, comprehensive community-technical colleges.

Founded in 1992 as a result of the merger of Connecticut's systems of community and technical colleges, Gateway serves approximately 4,000 full-time and part-time learners in credit programs at its two campuses in New Haven and North Haven. Gateway also plays a strong role in the region's economic and community development through partnerships with area businesses,industries, educational institutions, and community organizations. To advance Gateway's position as a valued resource for the communities it serves, the Board of Trustees is most interested in candidates who will lead the college, working within a system, through strategic planning and progressive programming including learning technologies, advancing economic and community development, enhancing resources through development and marketing.

Closing date is March 1, 1999.

Position announcements may be obtained from, and letters of application addressed to:

Dr. Bruce H. Leslie, Chancellor,
BOARD OF TRUSTEES OF CONNECTICUT COMMUNITY-TECHNICAL COLLEGES,
61 Woodland Street, Hartford, CT 06105.

The Connecticut Community-Technical Colleges are equal opportunity, affirmative action employers, m/f.

Discover

Saint Joseph College

••••••••••••••••••••••••••••*Connecticut*••••••••••

Expand your horizons, **explore** new directions,
discover new possibilities...

Saint Joseph College, located in residential West Hartford, CT, midway between Boston and New York City provides rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

Department Chair - Education

Saint Joseph College is seeking a creative, experienced educator who will bring effective leadership to its largest department. The Chair directs and facilitates the work of the faculty members, supervises programs for undergraduate women and coeducational graduates; collaborates with campus special education and early childhood lab schools; and works in partnership with practitioners and community agencies.

Qualifications include an earned doctorate in an appropriate educational field with sufficient experience for a tenure track faculty position, excellent interpersonal and communication skills, as well as a clear commitment to teaching excellence and shared governance within the context of the mission of the College. Administrative or teaching experience in public/private K-12 schools is preferred.

Please send a letter of application and statement of educational philosophy, vitae, transcripts and names of three references to Human Resources, Education Dept. Chair Search Committee

Saint Joseph College
1678 Asylum Avenue
West Hartford, CT 06117-2791

Review of applications will begin February 1, 1999 and will continue until the position is filled.

Inquiries may be made to (860) 232-4570 x390 or e-mail rcaldwell@sjc.edu. *Saint Joseph College is committed to diversity and is an EOE/M/F/V/O employer.*

Saint Joseph College is a community which promotes the growth of the whole person in a caring environment which encourages strong ethical values, personal integrity and a sense of responsibility to the needs of society.

SAINT
JOSEPH
COLLEGE

Learn about us: **www.sjc.edu**

UNIVERSITY OF NEBRASKA
OMAHA

DEAN

COLLEGE OF EDUCATION

The University of Nebraska at Omaha (UNO) is one of the four campuses of the University of Nebraska System and is located in the heart of Nebraska's largest metropolitan area. UNO, situated on 88.5 acres, is surrounded by beautiful parks and residential areas and is a comprehensive university with over 100 undergraduate majors and 50 graduate majors. Student enrollment is over 13,500. Full-time faculty numbers over 450.

The College of Education has 66 full-time faculty and approximately 150 part-time faculty organized into the departments of Counseling, Educational Administration and Supervision, Special Education and Communication Disorders, Teacher Education, and the School of Health, Physical Education and Recreation offering undergraduate, master's, certificate programs and the Educational Doctorate is offered in Educational Administration and Supervision. The college serves over 1,400 undergraduate students and approximately 900 graduate students. The college has NCATE, Nebraska Department of Education, ASLHA, and CACREP accreditation.

The Dean of the College of Education is responsible for the leadership and overall direction of teaching, research/scholarly activity, and professional and community service functions of the college. The dean, as a member of the Executive Committee of the Metropolitan Omaha Educational Consortium, comprised of the seven metropolitan school districts, is expected to provide focus and direction for the consortium. The dean will be expected to have a strong commitment to the role of faculty governance. The dean will also be expected to promote, enhance, and support external funding for the college. The dean reports to the Vice Chancellor for Academic Affairs.

Qualifications include an earned doctorate, experience as a full-time faculty member, 5 years academic administrative experience at the department level or higher, preferably in a metropolitan environment; distinguished record of teaching, scholarship, and service to qualify for professorial rank and tenure in one of the college's departments or school; demonstrated ability to provide leadership through a participatory management style in strategic planning; program and personnel management; budget management; external grant funding, development, technology; active involvement with professional organizations; community involvement; and effective interpersonal and communication skills.

Nominations and applications should be sent to:

Vice Chancellor Derek J. Hodgson
Vice Chancellor for Academic Affairs
University of Nebraska at Omaha
Omaha, Nebraska 68182-0001
FAX (402) 554-4896

Applications should include a letter discussing experiences and accomplishments relevant to this position, a resume, and the names, addresses and telephone numbers of three references. Application deadline is March 15, 1999. UNO is an equal opportunity employer.

See our website for further information:
http://www.unomaha.edu/aa/faculty.html

OAKTON COMMUNITY COLLEGE

Oakton Community College is a caring community of educators dedicated to excellence in teaching and learning. We expect from ourselves and our students tolerance, fairness, responsibility, compassion and integrity. We invite and encourage applications from candidates who reflect the increasing diversity present in our community and student body; who will enhance and promote engagement with other cultures; who are current in their utilization of evolving technologies; and who will challenge our students to be knowledgeable, ethical and capable global citizens.

Located 17 miles from downtown Chicago and 35 miles from the border with Wisconsin, Oakton's district has highly rated elementary and secondary schools, is serviced by major transportation systems and has access to world class cultural events.

The following tenure track positions are available for the 1999-2000 academic year:

Computer Information Systems, two positions. These faculty members will be responsible for teaching beginning and advanced programming courses (e.g., C++, JAVA, and Assembler), Internet and client-server courses, as well as current applications. Candidates should have a strong programming and operating systems background, be familiar with visual programming, Web-based techniques, and/or current applications. Minimum qualifications are a bachelor's degree in a relevant area, at least 3 years of relevant work experience, MCSE certification, and strong communication and presentation skills. Preference will be given to candidates with teaching experience and a graduate degree in Computer Information Systems, Computer Science, or a closely related business degree.

English, one position. Minimum requirement is a master's degree in English. Preference will be given to candidates with a graduate specialty or emphasis in composition and some college teaching experience. This faculty member will teach freshman and developmental composition.

Manufacturing Technologies, one position. This faculty member will be responsible for teaching a variety of courses including CNC set-up and programming, metrology, automation-related technologies (e.g., hydraulics, robotics, and PLC's), and the latest version of AutoCAD. The faculty member will be expected to participate, as well as lead in, curriculum development, student advising, recruiting, and developing linkages with local industry. Minimum requirements are a bachelor's degree in engineering or related technology, a minimum of 3 years of industrial/technical experience, and strong communication and presentation skills. Preference will be given to candidates with a graduate degree in engineering or related technology, and teaching/training experience.

Mathematics, two positions. These faculty members will teach mathematics courses from Developmental Mathematics through Calculus and Differential Equations. Ideally, at least one of the faculty members will also be qualified to teach Computer Science classes (e.g., Introductory through Data Structures). Minimum qualifications are a master's degree in Mathematics and/or Computer Science and strong communication and presentation skills. Preferred qualifications are a doctorate in Mathematics and/or Computer Science, past teaching experience and/or industrial or business experience.

Nursing, one position. Minimum requirement is a MSN and 2 years of nursing experience. Current knowledge and experience in psychiatric nursing is required. The individual will also need to be able to teach medical/surgical, geriatric, or community-based nursing. Preference is given to prior teaching experience.

Physics, one position. Minimum requirement is a master's degree in Physics. Preference will be given to candidates with a Ph.D. and some college teaching experience.

Psychology, one position. This faculty member will teach a full range of psychology courses, among them Introduction to Psychology, Child Psychology, Human Development, and Psychology of Abnormal Behavior. Minimum qualifications are a Master's degree in Psychology and some college teaching experience. Training, experience, and certification in substance abuse counseling are preferred.

Speech, one position. Requires a master's degree in Speech or Speech and Theater as well as experience working with related student activities.

The following one-year position is available for the 1999-2000 year:

Health Information Technologies, one position. Minimum requirements are a bachelor's degree in a relevant area and 2 years of coding experience. Preference will be given to those with teaching/training experience.

For information on all positions, instructions on materials needed for the application, and more information about Oakton, visit our website at: www.oakton.edu.

Review of applications will begin on February 15, 1999 and will continue until the positions are filled. To request an application, please contact: Craig Ahrndt, Human Resources, Oakton Community College, 1600 E. Golf Rd., Des Plaines, IL 60016 847-635-1675, FAX: 847-635-1764, e-mail: facsearch@oakton.edu.

Oakton Community College is an equal opportunity employer and encourages applications from traditionally underrepresented groups.

NORTH SHORE COMMUNITY COLLEGE

PRESIDENT

North Shore Community College, established in 1965, is located approximately 25 miles north of Boston, MA with campuses located close to the picturesque seacoast of both Beverly and Lynn. Our new campus is in Danvers. The College offers a wide variety of programs to approximately 10,000 full and part-time, credit and non-credit students enrolled days, evenings, and weekends.

The Board of Trustees of North Shore Community College invites nominations and applications for the position of President of the College.

In its search for the President, the College will assess the candidate's demonstrated leadership ability to:

- ***Develop and articulate a vision for the future of the College in our service area.***
- ***Interpret, implement and execute community college policies as outlined by the Board of Higher Education and in compliance with state and federal laws and regulations.***
- ***Administer fiscal affairs, budgets, facilities and personnel within a complex organization.***
- ***Maintain a system of participatory governance and professional development in a collective bargaining environment.***
- ***Ensure the development and evaluation of educational programming and curriculum in liberal arts and occupational preparation.***
- ***Ensure successful implementation of the College's strategic plan.***
- ***Direct appropriate staff in developing and evaluating strategies to address institutional effectiveness measures.***
- ***Develop successful alliances with various organizations including specific partnerships with schools, community groups, governmental agencies and local business and industries.***
- ***Participate visibly in public relations, resource development and fund raising for the College.***
- ***Ensure fair interpretation and administration of all collective bargaining provisions and requirements.***
- ***Ensure implementation of Affirmative Action policies and procedures in an environment that promotes sensitivity to pluralism and diversity.***
- ***Participate actively on various local, state, and national committees/task forces addressing issues and problems of interest to community colleges and higher education.***

Minimum Qualifications:

Master's Degree from an accredited institution, earned Doctoral Degree preferred; six years of leadership experience in senior administrative position (Dean or above) or equivalent experience in business, government or non-profit organization; teaching credentials sufficient to warrant appointment to a senior faculty position at the institution; demonstrated record of successful program development and evaluation; demonstrated record of successful administration of finances, budgets, facilities and personnel; demonstrated knowledge of current major issues facing community colleges, both nationally and regionally; political astuteness and the ability to function effectively within a complex political environment; knowledge and sensitivity to collective bargaining environment; understanding the use of technology application in a complex institution; successful experience in resource development; experience in developing effective and successful alliances with various organizations, including but not limited to those in business and industry; affiliation and participation with organizations devoted to the advancement and improvement of community colleges; and proficiency in oral and written communications and interpersonal skills, including ability to work effectively with administrators, faculty, staff, students, local community members, business and industry, state and local governmental agencies, and other educational institutions.

Compensation for the position will be commensurate with experience and qualifications. More information about the College is available on the web at **www.cc.ma.us** or by calling the **Human Resources Office** at **978-762-4000, X4305.** For full consideration, nomination or application materials should be received by **March 17, 1999.** Candidates should submit a letter describing interest and qualifications for the position, a resume, and the names, addresses and phone numbers of five references.

Send nominations or applications to: **Jane Coviello, Director of Human Resources, North Shore Community College, One Ferncroft Road, P.O. Box 3340, Danvers, MA 01923.**

As an equal opportunity, affirmative action employer, North Shore Community College is seeking candidates who will augment the diversity of its faculty, staff, and administration.

Position Announcement

HEAD

Department of Biochemistry

PURDUE UNIVERSITY

Applications are invited for the position of Department Head, beginning with the 1999-2000 academic year. The Department has 1[illegible] full-time faculty members and established undergraduate and graduate programs leading to the B.S., M.S. and Ph.D. degrees. The Faculty of the Department are also major participants in interdepartmental programs in Biochemistry and Molecular Biology, Genetics, and Plant Biology. Several new appointments are anticipated during the next 3-5 years. Candidates must have a Ph.D. or equivalent degree and be eligible for tenure at the rank of professor. The successful candidate should have an established, internationally recognized program of sponsored research, leadership skills, a distinguished record of ongoing scholarly activity, and a commitment to teaching excellence. A competitive package in the area of recruitment and resources is available. More detailed information about the department is available at: **http://www.biochem.purdue.edu.**

Qualified persons are requested to submit the following: a letter of application, a statement of research, teaching and administrative philosophy, complete curriculum vitae, including names, addresses, and telephone numbers of five references. The selection process will begin on February 1, 1999, and continue until a suitable candidate is found. Nominations of potential candidates for the position are welcome. Applications, nomination, and inquiries should be addressed to:

Professor Ronald Somerville
Chair, Biochemistry Department Head Search Committee
c/o Office of the Dean of Agriculture
1140 Agricultural Administration Building
Purdue University
West Lafayette, IN 47907-1140

Phone: (765) 494-1614
Fax: (765) 494-7420

Purdue University is an equal opportunity/affirmative action employer.

CORNELL

DIRECTOR, CORNELL CAREER SERVICES

Cornell University invites applications for the position of Director, Cornell Career Services. Cornell, a major research university, has an enrollment of over 18,500 students in seven undergraduate colleges, a graduate school, and four professional schools. Career services at Cornell are offered in a coordinated, decentralized environment comprised of the University Career Center and specialized career offices in the colleges. Cornell Career Services is in the Division of Student and Academic Services and collaborates with other units in the Division to support the educational mission of the University.

Working with the colleges and their deans, faculty, staff, employers, and a worldwide network of alumni, the Director provides leadership, vision, and strategic planning in developing programs and services. The selected candidate will play a key role in enhancing internal and external relations and in developing the necessary resources for superior services, technology, and facilities.

The Director oversees a staff of 35 in several locations across the campus and administers a current annual budget of $1.5 million. The successful candidate will have demonstrated leadership in a complex administrative environment and have a proven ability to work effectively within an organization committed to a team management philosophy. Individuals should have an advanced degree and experience working with volunteers and advisory boards.

To apply, submit resume and cover letter addressing your philosophy concerning leadership and management within a career services environment to:

Search Committee Chair
103 Barnes Hall
Cornell University
Ithaca, NY 14853

Applications will be reviewed beginning February 1 and will continue until the position is filled.

Cornell University is an equal opportunity, affirmative action educator and employer.

BEST COPY AVAILABLE

College of Marin invites applications for the following position:

◆

Full-time Instructor-Nursing (Medical Surgical/Geriatric)

CCC Credential in the subject OR- Masters in Nursing or BA in Nursing and Masters in Health Education or Health Science- OR- the equivalent. Maximum entering step salary range: $44,044 - $55,113/yr. Additional desired experience in community and/or home health, pediatric, psychiatric, or maternal child nursing. Specific requirements available in detailed job announcement (see below)

Offers extensive benefits package. Please call (415)485-9567 (24 hrs.) for a detailed job announcement & required application forms to be mailed to you. Application deadline Thursday, February 18, 1999 by 5:00PM. No Faxes, Postmarks, or E-mail accepted.

An AA/EEO Employer

LAGUARDIA COMMUNITY COLLEGE

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

DUTIES: The Associate Dean will report to the Vice President for Academic Affairs, and will be responsible for serving as the curricular and pedagogical leader of the college, and as liaison to the department and college curriculum committees. **QUALIFICATIONS:** Doctorate or equivalent and a minimum of three years experience in academic administration at an institution of higher education. Requires strong teaching background, experience with curriculum development, ability to work with and motivate faculty, record of demonstrated educational innovation and excellent communication skills. **SALARY:** Mid $80's to mid $90's, commensurate with qualifications. Send letter and resume by Feb. 12 to: **Ms. Diane Rodman, Rm M400.**

INSTRUCTOR/ASSISTANT PROFESSOR-MATHEMATICS

Two Anticipated Openings

DUTIES: Teaching developmental and college-level mathematics courses. Performs research, guidance duties, committee and departmental assignments. **QUALIFICATIONS:** For appointment as instructor: Masters Degree in Mathematics or Math Education required; current enrollment in related doctoral program highly preferred. For appointment as assistant professor: Doctorate in Mathematics or Math Education required. Also demonstrated evidence of significant success as a teacher and ability to interact well with faculty, staff and students. **SALARY: Instructor:** $28,278-$38,780; **Assistant Professor:** $30,829-$39,745, commensurate with qualifications. Send letter and resume by Feb. 12 to: **Jorge A. Perez, LaGuardia Community College, 31-10 Thomson Ave, LIC, NY 11101.** Additional information available at **www.lagcc.cuny.edu or (718) 482-JOBS.**

Discover
Saint Joseph College
Connecticut

Expand your horizons,
explore new directions,
discover new possibilities...

Saint Joseph College, located in residential West Hartford, CT, midway between Boston and New York City, provides rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

Our faculty place a high value on teaching, service, professional development and research, and we provide an ideal environment for your professional development and growth. We seek faculty with a strong desire to teach undergraduate students and with skills to work effectively with a diverse array of students.

THE FOLLOWING FULL-TIME TENURE TRACK POSITIONS WILL BEGIN FALL 1999:

■ **Mathematics** - The Department of Mathematical Sciences invites applications for a full-time tenure track position. Candidates must have a Doctorate degree in mathematics, have knowledge and experience in current reform efforts, be familiar with the use of technology in the classroom, and demonstrate a strong commitment to and potential for excellence in teaching. Duties include teaching undergraduate mathematics (abstract algebra and geometry essential) and computer science courses, student advisement and committee service. The Department offers B.S. degrees in mathematics, math/computer science, math/economics and math/physics.

Please send a letter of application and statement of teaching philosophy, vitae and names of three references to Human Resources, Mathematics Search Committee.

■ **Biochemistry** - The Department of Chemistry is seeking applications for a tenure-track assistant professor appointment. Candidates must have a Ph.D. in chemistry or biochemistry. Responsibilities include teaching biochemistry (one course in support of our ACS approved B.S. degree, and another in support of our nursing major) in our undergraduate women's college, as well as advanced topics in biochemistry in our coeducational Master's program. Candidates will be expected to direct student research at the B.S. and M.S. level.

Please send resume, description of teaching philosophy, description of research interests, transcripts and three letters of recommendation to the Director of Human Resources, Biochemistry Search Committee.

■ **Nursing** - The Division of Nursing is seeking applications for a full-time tenure track appointment for its innovative curriculum. The Baccalaureate and Master's program is NLN accredited and COCNE approved. Candidates must be doctorally prepared with a Master's in Nursing, demonstrate a strong commitment to and potential for excellence in teaching and have flexibility to teach collaboratively across the nursing curriculum. The successful candidate will possess a nursing philosophy that is built on caring and is consistent with the mission of the College.

Please send a letter of application and statement of teaching philosophy, vitae, transcripts and names of three references to Human Resources, Nursing Search Committee.

Review of applications will begin February 1, 1999 and will continue until the position is filled.

Saint Joseph College
1678 Asylum Avenue
West Hartford, CT 06117-2791

Inquiries may be made to (860) 232-4570 x390 or e-mail rcaldwell@sjc.edu. *Saint Joseph College is committed to diversity and is an EOE/M/F/V/D employer.*

Saint Joseph College is a community which promotes the growth of the whole person in a caring environment which encourages strong ethical values, personal integrity and a sense of responsibility to the needs of society.

SAINT
JOSEPH
COLLEGE

Learn about us: **www.sjc.edu**

HAMILTON COLLEGE

The Department of Mathematics invites applications for an **assistant professor tenure-track position in mathematics**. A Ph.D., together with a commitment to and excellence in undergraduate teaching are required. Prior teaching experience is desirable. Research area is open; candidates from all fields in pure and applied mathematics will be considered. Responsibilities include teaching five courses per year at a variety of levels. Hamilton College is a small, highly selective liberal arts college of 1600 students, located in rural upstate New York. The Department has 8 members, and averages 20-25 majors per year. To apply, send the AMS cover sheet, a current curriculum vitae and three letters of reference (at least one that evaluates teaching) to **Richard Bedient, Search Committee Chair, Department of Mathematics, Hamilton College, Clinton, NY 13323**. Review of applications will continue until the position is filled. *Women and members of other underrepresented groups are especially encouraged to apply; Hamilton College is an Equal Opportunity/Affirmative Action employer.*

LANSING COMMUNITY COLLEGE

Faculty Member

NURSING (#493)

Masters of Science in Nursing (MSN) - completed or in progress; specialty certification desired. Must have or be eligible for a Michigan Nursing License. Must possess both clinical (min. 2 yrs.) and teaching exp. in adult health care. Must have a commitment to working with a diverse population as a team member. Position requires excellent communication and interpersonal skills. Must be open to learning a variety of teaching methodologies. To ensure full consideration, forward materials by 3-30-99. To apply, send letter of application, resume and completed application form (call 517/483-9753 to obtain form) to: **8260-Human Resources Dept. Lansing Community College, PO Box 40010, Lansing, MI 48901-7210**. EEO/AAE

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WILLIAMS COLLEGE

Williams College welcomes applications for the following position:

DIRECTOR OF FINANCIAL AID

Williams College seeks an experienced financial aid professional to lead its Office of Financial Aid. The Director of Financial Aid is responsible for the overall administration of federal, state and institutional financial aid programs. Williams College is committed to need-blind admission, to need-based financial aid only, and to meeting the full need of students qualifying for aid. The Director is an integral part of the College's administrative team, including the Advisory Committee on Admission and Financial Aid, and reports directly to the Provost, the chief budget officer of the College. The Director supervises a staff of five and is responsible for a department budget of $350,000. The office annually administers [illegible] million in loans and scholarship aid to approximately 850 students. Candidates are expected to have five or more years of experience in financial aid at a college or university, in-depth knowledge of institutional, federal and state financial aid programs and regulations, solid experience and comfort with financial aid management software, and a record of achievement that includes evidence of service orientation, successful planning, creative problem solving and effective management.

Williams College is a highly selective, primarily undergraduate, residential, privately endowed, coeducational liberal arts college located in Williamstown, Massachusetts. With roughly 2,000 undergraduates and 200 tenure-track faculty, Williams has an operating budget of $95 million and an endowment of roughly $750 million.

TO APPLY: Review of resumes begins February 1, 1999.
Send cover letter and resume along with the names, addresses and phone numbers of three work-related references to
Office of Human Resources, Job #1342-O,
15 Park Street, Williamstown, MA 01267-2114.
(413)597-2681; FAX(413)597-4060
E-MAIL: Human.Resources@williams.edu
Questions regarding the position can be directed to the chair of the search committee, Stuart B. Crampton, Provost, Williams College.
E-Mail: scrampto@williams.edu.

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applicants for the following positions:

ACCOUNTING INSTRUCTOR: MA in Accounting or C.P.A. with MA in Business Administration, Information Systems, or related field. Close 2/19/99.

BIOLOGY INSTRUCTOR: MA in Botany or in closely related Biological Science field. Close 2/5/99.

COUNSELORS (2): - MA in education Counseling or related field. Close 2/20/99.

ECONOMICS INSTRUCTOR: MA in Economics. Close 4/1/99.

MANAGEMENT INSTRUCTOR: MA in Business, Business Administration, Business Education, or related field. Close 3/19/99.

MATHEMATICS INSTRUCTOR: MA in Mathematics or in teaching Mathematics. Close 2/16/99.

OFFICE TECHNOLOGY INSTRUCTOR: MA in Business, Information Systems, Education, or related field. Close 3/1/99.

NOTE: Instructor positions require two years (full-time equivalent) successful teaching experience. $35,000 for academic year unless otherwise indicated. All applicants must have sensitivity and ability to successfully interact with diverse populations. All positions dependent upon adequate State of Washington funding.

To ensure consideration, apply by closing date indicated. All applicants must request official application by contacting:

Human Resources Office
Community Colleges of Spokane
2000 N. Greene Street
Spokane, WA 99217-5499

Phone: (509) 533-7429; for TDD: (509) 533-7466.
Website: http://ccs.spokane.cc.wa.us AA/EOE

UW-L

University of Wisconsin-La Crosse

University of Wisconsin-La Crosse seeks a director for the Office of Mutlicultural Student Services (100% annual position). **Responsibilities:** Administrative responsibility for that office which reports to the Dean of Student Development. Will help provide leadership on multicultural issues throughout the campus and community with an emphasis on serving the needs of multicultural students. Will serve as a student advocate and ensure high quality services that contribute to the retention and graduation of multicultural students. Administrative duties include supervising and assessing services and personnel, fiscal management, generating external funding and developing effective communication and relationships with students, faculty, staff and administration. Also, responsible for the provision of multicultural educational programming and leadership opportunities for students and staff as well as enhancement of pre-college and summer/academic year programs through collaboration with academic colleges and other units. **Required qualifications:** Master's degree, doctorate preferred; minimum of four years of administrative experience and minimum of four years of experience with multicultural populations. **Salary:** commensurate with qualifications and credentials, includes a generous fringe benefits package. **Starting date:** July 1, 1999. Submit letter of application; vitae; and names, addresses, telephone numbers and e-mail addresses of three references postmarked by Feb. 19, 1999, to: **Dr. Larry Ringgenberg, Office of Student Life, 149 Graff Main Hall, UW-La Crosse, 1725 State St., La Crosse, WI 54601.** For more information, contact Dr. Ringgenberg at phone (608) 785-8888, FAX (608) 785-6575 or e-mail ringgenb@mail.uwlax.edu. Refer to recruitment number 99MSS01 when inquiring about the position.

AA/EOE

DIRECTOR, NUWAY PROGRAM
Information Services

NUway is Northeastern University's multi-year initiative to improve student and customer services, improve University-wide decision-making, and transition our administrative systems from a legacy base to PeopleSoft. This program consists of three major university initiatives; development of a WEB student services application, establishment of a university wide data warehouse and decision support capability, and implementation of an enterprise wide PeopleSoft software solution. Reporting to the Vice President of Information Services, the Director will be responsible for balancing institutional human and fiscal resources among the three initiatives to ensure timely delivery and maximum University benefit. The Director, NUway Program will work closely with the Director of Administrative Computer Services, the PeopleSoft Project Manager, and the Director of Academic Computing as the leader of the 'virtual' implementation organization. Ensure, in proactive partnership with leaders in the functional administrative areas, ongoing program support and communication across all University constituencies, including senior executive management. Responsible for enabling the related business process reengineering efforts that are central to a successful PeopleSoft implementation.

Minimum of Bachelor's degree in a related field, preferably with continuing studies and course work; Master's degree preferred. Minimum 10-12 years' management and technical experience to include extensive program and project management experience. Excellent analytical and presentation skills. Demonstrated success implementing major projects. PeopleSoft, data warehousing and WEB development skills desirable. Higher Education functional and/or technical skills, strong interpersonal skills, and proven team building experience are required.

Located in Boston, Northeastern is a national research university that is student-centered, practice-oriented and urban.

Competitive compensation and excellent benefits are available. Interested candidates should submit a letter of application, resume, and at least three professional references to Susan Scannell, Information Services, 275 Richards, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; Fax: (617) 373-2054. Review of applications will begin on January 29, 1999 and continue until the position is filled.

Northeastern University is an Equal Opportunity,
Affirmative Action Title IX Employer

Northeastern
UNIVERSITY

710

OFFICE OF EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

DIRECTOR

The Director of the Office of EO/AA reports directly to the President. The successful candidate will have a Master's or Ph. D. or J.D. degree and six to nine years of experience in higher education administration. In addition, it is essential that the successful candidate have a demonstrated commitment to all areas of equal opportunity, affirmative action, and diversity. The position requires extensive knowledge of civil rights laws and their application in higher education; proven communication, counseling, and mediation skills; demonstrated ability to deal effectively with all constituencies in an institution; and an established record of creative leadership.

The Director is responsible for the development and administration of the College's Equal Opportunity/Affirmative Action Program and for the coordination of the College's diversity programs and activities. The Director manages the EO/AA Office and develops and monitors the execution of the affirmative action plans of the College and associated professional schools. The office oversees all faculty searches as well as searches for salaried administrative staff. The Director serves as the institutional liaison to governmental agencies on EO/AA matters, and monitors compliance with EO/AA statutes and guidelines. The Director investigates and mediates resolution of EO/AA complaints. Finally, the Director serves as the coordinator and catalyst for diversity efforts throughout the College community.

Applicants should submit a letter of application, including a summary of background and qualifications, accompanied by a curriculum vitae and the names of at least three professional individuals (please include addresses, phone and FAX numbers) capable of commenting in support of the applicant's credentials to:

Ms. Patricia R. Moffitt
Administrative Assistant
Office of the Provost
204 Parkhurst
Dartmouth College
Hanover, New Hampshire 03755

Application review will begin on the 15th of February, 1999 and continue until the position is filled. For a more detailed description of the position, please contact Ms. Moffitt by e-mail <Patti@Dartmouth.edu>
or by phone at 603-646-1408.

Dartmouth College is an Equal Opportunity/Affirmative Action employer, and thus applications from women and members of minority groups are strongly encouraged.

Dartmouth College

WICHITA STATE UNIVERSITY

Computer Science Department

Applications are invited for one or more tenure-track assistant professor positions in the Computer Science Department. All positions are subject to budgetary approval. The closing date for all applications is February 8, 1999 or the first of the month thereafter, until the positions are filled. Anticipated starting date is August 18, 1999.

Required qualifications for the position(s) include a Ph.D. in Computer Science (or a closely related area), and demonstrated potential for research, teaching and scholarship; also candidate should have successful experience with diverse populations, and a commitment to diversity. Preference will be given to candidates who can teach courses in the areas of Information Systems, Internet Applications, and Software Systems \& Engineering, and who can also collaborate with existing faculty in research. The research interests of the department include algorithms, artificial intelligence, automated theorem proving, complexity theory, computational biology, databases, object-oriented systems, and programming languages. For more information about the department, see the web page at:

www.cs.twsu.edu

Letters of application including a resume and the names, addresses, e-mail and phone numbers of at least three references should be sent to:

Search Committee
Department of Computer Science
Wichita State University
Wichita, Kansas 67260-0083

Wichita State University is an AA/EOE.
We encourage applications from women and minority candidates.

DIRECTOR OF BUSINESS SERVICES

Oakton Community College is a dynamic, comprehensive community college serving the near north and northwest suburbs of Chicago. We are seeking a director who is an innovative leader, who will continue a strong tradition of excellence, and who reflects the increasing diversity present in our community and student body.

The responsibilities of the Director of Business Services include purchasing, the Bookstore, shipping and receiving, mail, printing and duplicating, inventory and records retention, and working with our contracted food service operation. The Director supervises a staff of approximately 20 and reports to the Vice President of Business and Finance.

The preferred candidate will have a bachelor's degree in business, or a related major. Five years of general business experience is required, including supervisory experience and managing million dollar budgets. A master's degree and a CPM are desirable.

The Director must be a person of demonstrable integrity with excellent human relations, problem solving and communication skills, and a sense of humor. The Director will be familiar with computerized purchasing systems and Microsoft Office.

To apply, submit your resume and cover letter to: Oakton Community College, Human Resources, 1600 E. Golf Road, Des Plaines, IL 60016-1268. Attention: Craig Ahrndt, 847-635-1675, Fax: 847-635-1764, e-mail: admsearch@oakton.edu

For more information on the position, instructions on materials needed for the application, and more information about Oakton, visit our website at: www.oakton.edu.

Review of applications will begin on February 15, 1999 and will continue until the position is filled.

OAKTON COMMUNITY COLLEGE

Oakton Community College is an equal opportunity employer who encourages applications from traditionally underrepresented groups.

University of Wisconsin-Stevens Point

RANK	Assistant Professor-Foundation Studio Specialist
APPOINTMENT	Probationary Tenure Track
QUALIFICATIONS	MFA degree. An active record of professional achievement, and university teaching experience desired. Applicant should possess a broad understanding of pedagogical issues related to teaching first year students.
DESCRIPTION	Primary responsibilities involve teaching 2-D Foundations (2-D design, drawing) and coordinating the Freshman Foundation program. Candidate will bring expertise in area of specialty and continued professional activity will be expected. Responsibilities also include curricular development and student advising, as well as other department governance and service. Candidate must have strong communication and studio skills plus ability to work successfully with students in a NASAD accredited BFA, BA studio program.
SALARY	Competitive, commensurate with experience and qualifications.
STARTING DATE	August 23, 1999
DEADLINE	All applications must be received by March 15, 1999. Initial review to begin February 1.
TO APPLY	Please send letter of application, vita, statement of foundation teaching philosophy, 3 recent letters of recommendation, copies of graduate transcripts, 20 slides of personal work, 20 slides of student work if teaching experience is indicated (in lieu of slides, alternative formats will be considered), SASE to

Search Committee-Foundations
Dept of Art and Design
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

email: ghagen@uwsp.edu
Web: http://www.uwsp.edu/acad/art/

Additional materials may be solicited as screening advances. Affirmative Action/Equal Opportunity Employer
Women and minority candidates strongly encouraged to apply.
CAA Conference informational meetings encouraged.

COLLEGE LIBRARIAN

Skidmore College, a highly selective, liberal arts college in historic Saratoga Springs, New York, invites nominations and applications for College Librarian.

Skidmore College is seeking an energetic and creative leader who possesses a clear vision of the library's central role in supporting the teaching, learning, and research activities of students and faculty at a liberal arts college. The successful candidate will have an understanding of the library of the future that will integrate technology with the more traditional library activities. Further, the successful candidate should have the ability to lead and inspire people in a rapidly changing environment while serving as an advocate for the library's educational mission. The College Librarian must be able to work closely and effectively with faculty and administrative offices, especially the Center for Information Technology Services. Skidmore College is looking for a candidate who understands the special needs of an academic community that is preparing students for a multicultural and global environment and who has the intellectual depth to win the respect of the faculty. The College Librarian reports to the Chief Academic Officer.

Renovated in 1995, Skidmore College's Lucy Scribner Library is a state-of-the-art facility with a recently installed, second-generation Endeavor catalog system. The library, with a book collection of approximately 400,000 volumes and the most utilized computer clusters on campus, is dedicated to serving the information needs of the college's undergraduate and faculty population.

Required Qualifications: ALA accredited MLS degree; second graduate degree in a discipline relevant to a liberal arts college. Excellent communication and interpersonal skills, including an active sense of humor. Demonstrated administrative and management experience in an academic library, including developing and overseeing a library budget. Experience with local, regional, and national collaborative agreements for resource sharing. Evidence of ongoing professional and scholarly involvement.

The position is a 12-month faculty appointment, with an anticipated starting date of July 1, 1999. Please send a letter and vita, along with the names, addresses and phone numbers of at least three professional references to: **Prof. Susan Bender, Acting Dean of the Faculty, File #52, Skidmore College, Saratoga Springs, NY 12866.** Review of applications will begin March 15, 1999, and will continue until position is filled.

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

SKIDMORE

ASSOCIATE DIRECTOR OF DEVELOPMENT CANCER CENTER

The Associate Director of Development, UCSD Cancer Center, is a key development officer responsible for garnering private gifts toward UCSD's Cancer Center fund-raising program. Requires knowledge and experience in the full spectrum of development, which includes: gift policies, solicitations, stewardship, donor recognition, high level boards, support groups and administration. Must have excellent management and organizational skills for the administrative staff and volunteers. Success in planning/closing major gifts from individuals, foundations and corporations, as well as a proven record of writing proposals essential. A Bachelor's degree with advanced study in a relevant field or equivalent experience preferred. Experience in a large university setting or a medical environment for fund-raising desired.

This is a renewable contract position with full benefits. Review of resumes will begin 2/15/99 and will continue until position is filled. Please reference Job #114884-X, to: UCSD Human Resources, La Jolla CA 92093-0967. AA/EOE. Web Site: http://www-hr.ucsd.edu

University of California San Diego

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT
San Mateo, CA
(Located on the beautiful
San Francisco Bay Peninsula)
Invites nominations and applications for the position of

ASSOCIATE CHANCELLOR
(CHIEF BUSINESS AND OPERATIONS OFFICER)

QUALIFICATIONS: A Master's degree from an accredited college or university with emphasis in business administration, finance, or related fields, OR possession of either a CPA license or Bachelor's degree, plus a combination of education and experience that is appropriate to the position. **SALARY RANGE:** $99,816 to $110,316 (Increase is pending) plus excellent benefits. Open Until Filled. (Screening of applications will begin in early February.) For descriptive brochure and complete details contact **Office of Personnel Services, Director of Personnel Services-(650) 574-6555** OR Visit our website located at **http://www.smcccd.cc.ca.us/smcccd/jobs/jobs.html**

EOE/ADA

BEST COPY AVAILABLE

GALLAUDET UNIVERSITY is the only fully accredited liberal arts university for deaf and hard of hearing people in the world. It is a unique, private, federally assisted, bilingual (American Sign Language and English) university located in Washington, DC. Gallaudet University is currently seeking dynamic faculty in a variety of disciplines.

Faculty positions have been tentatively identified as follows:

Department	**Application Deadline**	**Send application to the attention of**:
Administration and Supervision* School of Education and Human Services	4/1/99	Dr. William Marshall (202)651-5525 (FAX (202)651-5749)
Deaf Studies* College of Arts and Sciences	2/12/99	Dr. Benjamin Bahan (202)651-5814 (FAX (202)651-5823)
Education (Early Childhood) School of Education and Human Services	Open until filled	Dr. Joseph J. Innes (202)651-5530 (FAX (202)651-5860)
English (2 - 5 positions available) College of Arts and Sciences	Open until filled	Dr. Bruce White (202)651-5580 (FAX (202)651-5599)
Mathematics and Computer Science (2 – 4 positions available) College of Arts and Sciences	Open until filled	Dr. Vicki J. Shank (202)651-5315 (FAX (202)651-5828)
Psychology (School Psychology) College of Arts and Sciences	Open until filled	Dr. Neil Reynolds (202)651-5540 (FAX (202)651-5747)

Positions are contingent on funding

Qualifications: Master's in discipline and demonstrated commitment to pursue studies in a doctoral program in the field or an allied field; willingness to learn sign language. **Preferred:** Earned doctorate/terminal degree in field plus three or more years of teaching experience; knowledge of deafness and/or skill in sign language. (If a code is indicated [*], applicant must meet qualifications, as well as, the additional requirements specified).

* Requires Earned doctorate/terminal degree, knowledge of deaf culture and sign language skills at time of employment.

For complete job announcements and requirements, please contact the appropriate telephone number listed above.

APPLICATIONS: Interested individuals should send a letter of application, describe personal and/or academic connections to diverse communities, as well as, knowledge of Deaf Culture; a current vita; and three letters of recommendation.

SEND APPLICATIONS TO:
Attention: Department Chair or Search Committee shown above
Gallaudet University
800 Florida Ave., NE
Washington, DC 20002-3695

SALARY: Competitive and commensurate with experience. **RANK:** Negotiable

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER
Qualified women, persons with disabilities and minority candidates are encouraged to apply.

713

Montgomery College

Education
Full-time Faculty

Montgomery College, is Maryland's largest and oldest community college with campuses located in Takoma Park, Rockville and Germantown. Committed to excellence and student success, Montgomery College is seeking applications for several full-time faculty positions to teach in the following areas beginning in the Fall 1999 semester, providing funding is available.

General requirements: All full-time faculty positions require a Master's Degree in the discipline to be taught or a closely-related discipline unless otherwise specified. General criteria include evidence of teaching excellence and commitment to the community college philosophy and mission. Willingness and flexibility to teach day, evening, and weekend sections are needed. Salary is commensurate with experience and the hiring range is from approximately $32,100 to $48,350, plus excellent benefits. Assignments begin August 23, 1999.

TAKOMA PARK CAMPUS

American English Language, (2541) Takoma Park
Counseling, (2425, 2532) Takoma Park
Mathematics, (2256) Takoma Park
Nursing, (2177, 2176, and 2311) Takoma Park
Occupational Therapy Assistant, (2533) Takoma Park
Radiological Technology, (2229) Takoma Park
Surgical Technology, (2534) Takoma Park

ROCKVILLE CAMPUS

Art, (2329, 2384) Rockville
Advertising Art, (2530) Rockville
Architectural Technology CAD/ID, (2238) Rockville
Architectural Technology/Construction Management, (2350) Rockville
Biology, (2535) Rockville
Counseling, (2539) Rockville
Computer Science, (2536) Rockville
Chemistry, (2348) Rockville
English, (2266, 2290, 2322, 2540) Rockville
ESL, (2174, 2538) Rockville
Foreign Languages/Spanish, (2220) Rockville
Geography, (2289) Rockville
Mathematics, (2216, 2529) Rockville
Nutrition, (2537) Rockville
Reading, (2148, 2407) Rockville
Speech, (2391) Rockville
Theatre, (2531) Rockville

GERMANTOWN CAMPUS

ESL, (2343) Germantown
Mathematics, (2314, 2522) Germantown

For a more detailed description of these positions, including specific requirements, please visit our web site at **http://www.mc.cc.md.us** or you may request that a position description list be mailed to you.

All applicants must submit the following documents: a completed Montgomery College application and unofficial undergraduate and graduate transcripts.

To apply for these vacancies, please submit a faculty application. Applications can be obtained by calling our 24-hour job line at (301) 279-5374, or by coming to the

Office of Human Resources
Montgomery College
900 Hungerford Drive
Suite 130
Rockville, Maryland

Applications must be received by 5:00 p.m. on February 26, 1999.

An EO/AA/Title IX Employer

East Stroudsburg University of Pennsylvania
MOVEMENT STUDIES & EXERCISE SCIENCE

Assistant Professor - Full-time continuing position beginning in September 1999. Doctorate in Physical Education, Exercise Science or Kinesiology required along with three to five years of university teaching experience. Responsibilities include coordinating intramural activities for the Department of Movement Studies and Exercise Science and teaching of undergraduate and graduate courses in physical conditioning, strength training, aerobic and anaerobic conditioning and self defense. Competence is required in at least three of the following areas: aquatics, dance, stress management, educational gymnastics, and individual and team sport. Additional duties require service on departmental/university committees, and academic advisement of students. Scholarly production and involvement in undergraduate and graduate student research is encouraged. Final determination will be based upon successful interview which may include teaching demonstration. Send letter of application, credentials and three letters of reference by March 1, 1999 to: **Dr. Robert J. Smith, Department of MSES, East Stroudsburg University, Koehler Fieldhouse, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

Washtenaw Community College

Digital Photography Instructor

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Digital Photography Instructor. This individual will teach courses in the Visual Arts Technology Department, specializing in Studio Commercial Photography, both film and digitally based, as well as emerging forms of multimedia. The college is located in the city of Ann Arbor, MI, a community of over 100,000.

The successful candidate must possess a Bachelor's degree in a related field; Master's degree preferred, equivalent of two years full time commercial, industrial and/or military experience in photography, equivalent of one year full time teaching experience (equivalent of 450 contact hours), preferably at a community college, and submit a presentation of a professional portfolio and examples of student work.

Anticipated date of appointment is for the Fall 1999 semester. Initial annual salary range is $34,330-$45,980 dependent upon education and related experience, base load 160 days/32 weeks/450 contact hours per academic year with numerous fringe benefits.

Deadline for receipt of official WCC application form and credentials in the Office of Human Resource Management is April 2, 1999.

Interested persons should send completed WCC application form with credentials (college transcripts, statement of clock hours and professional portfolio) to the **Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106.** (734) 973-3497 Job Hotline (734) 973-3510. For job postings see our web site at http://www.washtenaw.cc.mi.us/jobs. Application and clock hour form are available on the web.

Washtenaw Community College is an AA/EEO/ADA employer

BEST COPY AVAILABLE

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

FACULTY AND MANAGEMENT POSITIONS

Foothill-De Anza Community College District is currently accepting applications for the following management and faculty positions. The District is located in Northern California approximately 45 miles south of San Francisco and in the Heart of Silicon Valley. One of the largest districts in the state, Foothill-De Anza provides credit classes for approximately 56,000 students per quarter, and has proudly been committed to excellence and innovation in academic programs and student services for over 40 years.

De Anza College:

Dean, Academic Services,
Job #99060
First Review February 19, 1999

Computer Information Systems Instructor, Job #99048
First Review February 19, 1999

Mathematics Instructor, Job #99057
First Review March 5, 1999

Physics Instructor, Job #99058
First Review February 26, 1999

Chemistry Instructor, Job #99059
First Review February 19, 1999

Reading Instructor, Job #99063
First Review March 5, 1999

Foothill College

Sociology Instructor, Job #99040
First Review February 19, 1999

Interested candidates may obtain application materials from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
650-949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html
TTY: 650-949-5813

A resume or vita may not be substituted for a completed application. AA/EOE

UNIVERSITY OF WISCONSIN
Whitewater

CHANCELLOR

The University of Wisconsin System invites applications and nominations for the position of Chancellor of the University of Wisconsin-Whitewater, to succeed H. Gaylon Greenhill, who has announced his retirement after 37 years of distinguished service, the last 8 as chancellor. UW-Whitewater is one of eleven comprehensive universities in a public higher education system which also includes two doctoral institutions, a system of freshmen-sophomore transfer colleges, and a statewide Extension service.

The Chancellor is the university's chief executive officer and is accountable to the Board of Regents through the UW System President. Operating in an environment of shared governance, the chancellor is responsible for the leadership and administration of academic, personnel, fiscal, and student life of the institution, as well as for advancing the interests of the university with local and state government leaders, alumni and foundation support groups, UW System colleagues, and business and industry.

The position is available July 1, 1999. Evaluation of applications will begin on February 26, 1999, and will continue until the position is filled.

Further information about the position, the application process, and the university is available at **http://www.uww.edu,** or by contacting **Prof. Donald E. Sorensen, Chair of the Search and Screen Committee, 800 West Main Street, Whitewater, WI 53190**, phone 414-472-5458, fax 414-472-4863, or **sorensed@uwwvax.uww.edu**

The Committee is being assisted in this search by Jean Dowdall, Vice President, A.T. Kearney; questions may also be directed to her at (703) 739-4761, or **jean_dowdall@atkearney.com**

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer committed to the principles of diversity and actively seeks and encourages applications from women, minorities and persons with disabilities.

University of Alaska Anchorage (UAA)

Director of Human Resource Services

PCN: 307575

Vacancy Announcement

The University of Alaska Anchorage (UAA) invites applications and nominations for the position of Director of Human Resource Services. Under the general direction of the Vice Chancellor for Administrative Services, this position will provide overall organizational leadership and expertise for campus human resource functions, including recruitment and selection, classification and compensation, retention, training and professional development, employee and labor relations, employee assistance, benefits administration, records, payroll, and HRIS. This position will build on a newly developed consulting organization to ensure high quality delivery of client services in all functional areas and to advance the University's strategic goals. This position will also administer collective bargaining agreements for union represented faculty, adjunct faculty, and staff in consultation with union representatives and the University of Alaska system office and will provide administrative oversight to University grievance processes.

REQUIRED QUALIFICATIONS:

- Bachelor's Degree in Human Resource Management, Labor Relations, Business Administration, or related field.
- A record of progressively responsible management experience in the area of human resources.
- Professional level experience in employee relations as well as a combination of other human resource functions including classification, compensation, benefits, payroll, recruitment, human resource development, training, and labor relations.
- Demonstrated experience in budget management and personnel supervision.
- Demonstrated ability in establishing and maintaining productive relationships with a full range of campus and external constituents that reflects a strong customer service commitment and continuous quality focus.
- Demonstrated excellence in oral and written communications including presentation and influencing skills.
- Demonstrated ability to identify and implement imaginative and entrepreneurial solutions to complex problems and to analyze issues from diverse perspectives.
- Demonstrated ability to develop and implement university-wide human resource programs, policies, procedures, and organizational initiatives.
- Experience with and respect for diversity and diversity programs.

PREFERRED QUALIFICATIONS:

- Experience in higher education.
- Advanced degree.
- Knowledge of HRIS systems.

Review of applications will begin on February 9, 1999 and will continue until a successful candidate is selected. Salary is negotiable, depending upon experience and qualifications.

To be considered for this position, please submit a letter of application referencing PCN 307575 and addressing the following:

1. Your experience related to each of the qualifications listed above.
2. Your perception of how the areas of responsibility should be managed and meet the needs of a changing institution.
3. Your leadership style.

Please also attach a resume and the names, addresses, telephone and fax numbers of five current references and send to:

Human Resource Services	**Voice:**	**(907) 786-4608**
University of Alaska Anchorage	**TTY:**	**(907) 786-1420**
Administration Building, Suite 245	**Fax:**	**(907) 786-4727**
Anchorage, Alaska 99508		

FOR MORE INFORMATION:

Visit our UAA website at **http://www.uaa.alaska.edu/** For additional information on Alaska please visit the Anchorage Chamber of Commerce website at **http://www.anchoragechamber.org/**

Applicants needing reasonable accommodations to participate in the application or interview process should contact Human Resource Services prior to the review date.

UAA is an AA/EO Employer and Educational Institution. Must be eligible for employment under the Immigration Reform and Control Act of 1986 and subsequent amendments. Your application for employment with the University of Alaska is subject to public disclosure.

Bronx Community College/Cuny
Anticipated Full-Time Tenure Track Faculty Positions
Fall 1999

Bronx Community College (BCC), in the City University of NY (CUNY) system, is a comprehensive community college committed to excellence and innovation in teaching. BCC enrolls approximately 8,000 full-time students, and is located on a landmark campus in the north Bronx. All positions are for Fall 1999 contingent upon fiscal ability.

Department	Rank	Field
Biology & Med Lab Tech (2)	Assistant Professor/ Lecturer	Biology, Med Lab Tech (MT/ASCP certified or equivalent)
Business (1)	Assistant Professor/ Lecturer	Information Technology
Chemistry & Chem Tech (1)	Assistant Professor/ Lecturer	General/Organic Chemistry/ Environmental Health Science
Commun Arts & Science (2)	Assistant Professor/ Lecturer	Speech Communication, Speech Pathologist (ASHA certification, min 3 yrs teaching exp)
Ed/Reading/ESL (1)	Assistant Professor/	ESL/Reading (doctorate required)
English (2)	Assistant Professor/ Lecturer	Written Comp, Literatature
Health, PE & Wellness (1)	Assistant Professor/ Lecturer	Community School Health
Math & Comp Science (3)	Assistant Professor/ Lecturer	Math, Computer Science
Physics and Tech (1)	Assistant Professor/ Lecturer	Elect Tech, Telecomm Tech
Social Sciences (2)	Assistant Professor/ Lecturer	Psychology
Student Development (1)	Assistant Professor/ Lecturer	Counselor

Unless otherwise specified, doctorate required for Assistant Professor, masters required for Lecturer. Evening/Saturday/Sunday teaching may be required; community college teaching experience preferred; knowledge of databases and/or instructional technologies an asset. **Salary range: Assistant Professor $30,829. - $53,779; Lecturer $29,278. - $44,168.**

Refer to specific position above and send cover letter and resume no later than March 1, 1999 to: **Ms. Shelley B. Levy, Director of Personnel Services, Bronx Community College, West 181st Street & University Avenue, BX, NY 10453.** EEO/AA/IRCA/ADA Employer

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SAN ANTONIO COLLEGE

Dean of Student Services
(98230)
(Extended Search)

San Antonio College, a college of the Alamo Community College District, is located in San Antonio, Texas, a city of approximately 1.2 million located in South Central Texas. The college is a comprehensive community college serving 21,000 credit and 15,000 non-credit students enrolled days, evenings and weekends.

The college is pleased to receive applications and nominations for the position of **Dean of Student Services**. Units within this division include Counseling and Services for Special Populations, Admissions and Records, Assessment, and Student Activities. The Dean also provides oversight of the contracted food service and bookstore operations. The Dean reports to the Executive Vice President.

The Dean must have excellent leadership skills with the vision and ability to implement the college mission and to work in concert with all members of the college and local community. Of particular importance are the following:

- Understanding of commitment to the role of the community college
- Demonstrated sensitivity to the needs of a diverse student population and experience with innovative programs that enhance student recruitment, retention, and services
- Experience with planning and budgeting
- Working knowledge of current technology designed to enhance enrollment management, student services, and advisement
- Ability to provide balanced support for each area of responsibility, gain respect for student services throughout the college community, represent the college and student services well in district operations and in the local community
- Willingness and ability to be an effective liaison with local public school districts and area universities; perform and interact effectively with other members of the college administration; interact effectively with all instructional units of the college; abide by Board policies and administrative procedures; use consensus as the preferred means of decision-making
- Commitment to keep supervisor informed of emerging issues, concerns and developments in student services

The successful candidate must possess outstanding analytical and communication skills, a demonstrated appreciation and commitment to diversity, and an interest in innovative approaches to student services. Master's degree required, prefer Doctorate. Five (5) years experience in teaching, counseling, enrollment management, student activities, and/or administration, preferably in a community college.

Please deliver or postmark application package by Feb. 26, 1999: (1) cover letter indicating position title and reflecting your views of the position's role in a culturally diverse community college and how you can make a difference, and how your background can serve as a positive influence for a diverse student population, (2) comprehensive resume, (3) three letters of recommendation, (4) legible copies of transcripts.

Alamo Community College District • **Human Resources Department**
201 W. Sheridan, Suite A60 • San Antonio, Texas 78204
www.accd.edu • (210) 208-8051 • EOE • ACCD is closed 1/18/99

SAN JOSE/EVERGREEN
COMMUNITY COLLEGE DISTRICT

The San Jose/Evergreen Community College District is Currently accepting applications for the following positions

POSITION:	REVIEW DATE
FULL TIME FACULTY:	
535 Title III Curriculum Lead	2/12/99
536 CIS (Computer Information Systems)	2/25/99
537 ESL (English as a Second Language)	2/25/99
538 English	2/29/99
539 Air Conditioning (HVAC)	2/29/99
540 Business Administration/Marketing	3/01/99
541 Accounting	3/03/99
542 Nursing	3/03/99
543 Biology	3/03/99
544 Spanish	3/06/99
545 Communication Studies	3/06/99
546 Instructional Technology	3/03/99
547 Counselor (Vietnamese Emphasis)	3/07/99
548 EOP&S Counselor	3/08/99
549 Accounting	3/08/99
550 CIS (Computer Information Systems)	3/08/99
552 Director of Student Health Services	3/09/99
553 Counselor FasTrack	2/15/99
555 DSP Coordinator/Counselor	3/16/99
556 Counselor General and Special Programs	3/04/99
ACADEMIC MANAGEMENT :	
551 Director of Finance and Administrative Services	2/15/99
CLASSIFIED MANAGEMENT:	
533 Director of Software Implementation	1/29/99
534 G.O. Bond Programmer	2/15/99
554 Campus Diversity Officer	2/17/99

For further information, job description and application visit our website **www.sjeccd.cc.ca.us**
To request an application be mailed to you send a S.A.S.E. to:

Human Resources
SJECCD
4750 San Felipe Road
San Jose, CA 95135-1599
Telephone: (408) 270-6406
24 Hour Job Line (408) 223-6707
email: sjeccdhr@sjeccd.cc.ca.us

An equal opportunity employer and in compliance with Title IX and Regulation 504
Minorities, women, persons with disabilities and Vietnam veterans are encouraged to apply

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WILLIAMS COLLEGE

DEPARTMENT OF POLITICAL SCIENCE

VISITING APPOINTMENT IN ETHNIC AND RACIAL POLITICS IN THE UNITED STATES

Williams College invites applications for a visiting appointment in ethnic and racial politics in the United States. The appointment begins in 1999-00 and is for one-three years, depending on the qualifications and preferences of the candidate.

The department invites applications from and is interested in recent Ph.D.'s senior faculty, and ABD's, and is committed to supporting research as well as to sponsoring excellent teaching.

Applications are due March 2, 1999. Send a letter detailing current research interests, a curriculum vitae, and three letters of recommendation to: **Ethnic and Racial Politics in the United States, c/o Ms. Nancy Bellows, Political Science Department Secretary, Stetson Hall, Williams College, Willamstown, MA 01267.**

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, extensive library and museum collections, computer center and well-equipped laboratories.

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

UNIVERSITY OF CINCINNATI

Assistant/Associate Professor Instructional Design & Technology

(98UC4158) Tenure track faculty position beginning September 1999, is available at the University of Cincinnati, College of Education in the Curriculum and Instruction Program. Responsibilities will include teaching undergraduate/graduate coursework in educational technology. Will work closely with the Cincinnati initiative in Teacher Education (CITE) program. The position serves the teacher education (CITE) program and the Curriculum and Instruction Graduate Program. Min. Qualifications: An earned doctorate with specialization in the field of educational technology with teaching experience in K-12 desirable. The candidate will be expected to teach courses at the graduate and undergraduate levels and to guide graduate work at both the masters and doctoral level. Expertise/experience in understanding how instructional technologies are effectively used in K-12 and other educational setting is necessary. Knowledge of and expertise with assistive technologies is highly desired. The candidate should also have experience working with linguistically and culturally diverse populations; authoring multimedia with one or more toils such as HyperStudio, Authoware, Director, HTML, and other web programming tools, video and video editing, and securing external research funding.

Opportunities for funded summer research and or summer school teaching, involvement in collaborative efforts across the university and Professional Practice/Development Schools, and access to culturally diverse populations in community and area schools.

Salary is competitive and dependent upon reparation/experience. Benefits include state teachers retirement system, medical insurance options, dental insurance, term life insurance, tuition remission, various optional plans such as long-term disability insurance, health care account, family life insurance, and dependent care account.

The University of Cincinnati, the second largest comprehensive research institution in Ohio, has an enrollment of approximately 38,000 students and offers degrees through the doctorate. The university is located near the center of the city. Cincinnati offers cultural amenities to faculty and students, including the symphony, art museums, opera, dance, repertory theater, a fine zoo, and major league sports teams.

Send letter of interest (noting control #), vita, and 3 current letters of reference to Janet L. Bohren, PhD, Chair of Search Committee, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002. Resumes accepted until filled. Informal requests for information may be sent to Janet.Bohren@uc.edu.

The University of Cincinnati is an affirmative action/equal opportunity employer.
Women, minorities, disabled persons, Vietnam era and
disabled veterans are encouraged to apply.
UC is a smoke-free work environment.

ART HISTORIAN

THE ART INSTITUTE OF BOSTON AT LESLEY COLLEGE

The Art Institute of Boston at Lesley College is seeking a full-time Art Historian beginning September 1, 1999. PhD/MA/MFA. Preference given to candidates with three or more years of teaching experience in a BFA granting program and a record of publication. Commitment required to the relationship between art history and studio art work. Position requires committee assignment, student advising and departmental responsibilities. Teaching load four courses (12 hours) per semester. Teach art history survey (ancient to present) and advanced undergraduate electives. Salary commensurate with experience.

Application deadline: March 1, 1999. Send letter of application stating teaching philosophy, CV, photocopy of recent publication and SASE to **Chairperson, Liberal Arts Department, Art Institute of Boston, 700 Beacon Street, Boston, MA 02215-2598.** Position contingent upon funding. Women and minorities encouraged to apply.

LESLEY

The Art Institute is an Equal Opportunity Employer.

THE OHIO STATE UNIVERSITY

RESIDENCE HALL DIRECTOR

If you can clearly explain to your parents, family and friends all that a Hall Director does, we are interested in you.

We value **CARING, CREATIVE & ENGAGING EDUCATORS** who will develop student communities that are academically and socially stimulating. We are looking for individuals to engage in meaningful interactions with a diverse student population who are eager to invest time in the development of students.

Our successful applicants must have a Master's degree in College Student Personnel, Higher Education, or Counseling with full-time or graduate residence life experience. We seek candidates who have the skills to coach and supervise RAs and student staff, shape student leaders while advising student groups, encourage students to develop a sensitivity to, and appreciate of, differences, create links to the academic community, provide support and referral to students in crisis, and challenge students to take risks within their communities.

Remuneration: 12-month position with a starting salary of $26,124; furnished apartment, comprehensive benefits package, meal plan, professional development fund of $400, and tuition waiver. Live-out opportunities are negotiable.

To apply: Submit resume and letter of application which addresses the qualifications noted above to **Hall Director Selection Committee, 190 W. Woodruff Avenue, Office of Residence Life, The Ohio State University, Columbus, OH 43210-1119.**

If you wish to be considered for a pre-arranged interview at the ACPA Conference (Atlanta, GA), or the Oshkosh Placement Exchange, your application must be received by February 24, 1999. However, applications will be accepted until positions are filled. Questions about the position can be refereed to Office of Residence Life at (614) 292-3930 or to Cheryl Sawyer, Hall Director Selection Chair, via e-mail at **sawyer.30@osu.edu**. To learn more about OSU check out **www.osu.edu.**

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

Monroe Community College

Monroe Community College is seeking Full-Time, Permanent teaching and staff positions in the following areas

- Biology
- Computer Related Curricula
- Computer Science
- Dental Studies
- English/Philosophy
- Health Education
- Nursing
- Physical Education
- Radiologic Technology
- Speech
- Transitional Studies
- Visual and Performing Arts, Technical Assistant

MCC is committed to hiring individuals who are versatile in their teaching and/or in their profession, proficient with technology, open to change, passionate about learning and self-improvement, and committed to serving in various capacities to realize the College's mission of student success. The College wishes to increase our representation of diverse groups among its faculty and staff. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply and to identify themselves if they wish. Specific qualifications for each position are listed in the job descriptions on our website at **http://www.monroecc.edu** or on hard copy available in the Human Resources Office.

Located in Rochester, NY, the third largest city in the State, MCC serves a metropolitan area of over one million people. Known as the "World's Image Center," the Rochester area is home to 15 institutions of higher education and many high-tech, optics, research, and manufacturing companies, including 61 Fortune 500 companies. Rochester ranks second in exports in New York State and ranks among the top ten exporting communities in the country. The city's cultural resources include the Memorial Art Gallery, Rochester Philharmonic Orchestra, Rochester Museum and Science Center and the world-renowned photographic collections housed in the George Eastman House.

The College is a multi-campus institution including a 300-acre suburban campus, three miles outside of the City of Rochester; an urban campus in downtown Rochester; an Applied Technologies Center; and several extension sites in the county. It has an enrollment of 14,000 full- and part-time credit students with significant multicultural representation and offers more than 60 degree and certificate programs to traditional and adult learners. The College is consistently rated in the top ten of all community colleges in the country for the number of degrees granted. MCC is one of 30 community colleges within the State University of New York (SUNY) and is one of 18 members of the prestigious League for Innovation in the Community College.

Screening to commence March 15, 1999. Send letter of interest addressing the qualifications listed in the job description, resume, names/addresses/ telephone numbers of three references, official transcripts, and statement of philosophy regarding teaching or regarding the role of today's community colleges to:

Dr. Sherry D. Ralston
Director of Human Resources
Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623-5780

For information not listed on our website, call (716)292-2012

Monroe Community College is a unit of the State University of New York. It is the policy of the University and of this College not to discriminate on the basis of sex, race, color, religion, national origin, disability, age, or marital status in admissions, employment and treatment of students and employees in any educational program or activity. AA/EOE/SUNY

DIRECTOR

The College of Urban Planning and Public Affairs, University of Illinois at Chicago (UIC), invites nominations and applications for the position of Director of the **Institute for Research on Race and Public Policy (IRRPP)**. UIC, located in the heart of Chicago, has a diverse faculty and student population. The Institute will promote, coordinate, and conduct multi-disciplinary, socially relevant basic and applied research designed to improve knowledge and understanding of historically under-represented groups within the U.S. for the support of action-oriented policy development designed to improve the quality of life for people of color and raise the consciousness of society at local, state, national and international levels. **POSITION:** The Director of the IRRPP is administratively responsible to the Dean of the College of Urban Planning and Public Affairs. The Director will provide strong leadership for the IRRPP and work with faculty, staff and administration to develop a high quality, collaborative institute which recognizes the diverse, dynamic, multi-disciplinary character of UIC. The Director is expected to initiate and maintain relations between the IRRPP and diverse communities and publics outside the university. **PROFESSIONAL QUALIFICATIONS:** A nominee and an applicant must have a doctorate and a national reputation for relevant scholarly achievement sufficient to warrant a tenured appointment to an academic department. A track record of effective management, collaborative work, and strong fund raising at a senior level in a comparable institution is critical. **SALARY:** Salary will be competitive. **APPLICATION PROCEDURE:** For fullest consideration, interested persons should submit a letter of application and a resume by 3/1/1999 to **Prof. Lascelles Anderson, Chair, Search Committee, C/O Vernita A. Wickliffe-Lewis at College of Urban Planning and Public Affairs, 400 S. Peoria St., suite 2100, ALHN (M/C 345), Chicago, IL 60607.** For further information call **312-996-9145 or E-Mail: VLEWIS1@uic.edu.** Position is subject to approval of University of Illinois at Chicago Board of Trustees. Minorities and women are encouraged to apply. The University of Illinois at Chicago is an Equal Opportunity Affirmative Action Employer

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DIRECTOR
INTERNATIONAL EDUCATION

The College of Oneonta invites applications for the position of Director of International Education. SUNY-Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students. The College, with 5500 students and 225 full-time faculty, is located in the scenic Catskills, three and one/half hours from New York City. See the Oneonta home page for additional information **(http://www.oneonta.edu)**.

QUALIFICATIONS: PhD in appropriate field required along with ability to teach at the college level; fluency in English and competency in one foreign language; studied (or had relevant experience) in a non-English speaking country; proven track record in recruiting foreign students and in the area of developing student and faculty foreign exchange programs, with demonstrated success in the collegial management of those programs; and demonstrated expertise in administering study abroad programs, academic credentialing, immigration laws/regulations and budgetary/fiscal management required. **TO APPLY:** Send letter of application, resume, names, addresses and telephone numbers of three references to: **Employment Opportunities, Box H, 208 Netzer Administration Building, SUNY Oneonta, Oneonta, NY 13820-4015.** Review of applications will begin immediately and continue until the position is filled.

SUNY Oneonta is an Affirmative Action, Equal Opportunity Employer.

BEST COPY AVAILABLE

Texas A&M University-Corpus Christi College of Business

Tenure Track Positions Available for Academic Year 1999-2000

Texas A&M University-Corpus Christi, College of Business invites applicants for three or more tenure track faculty positions Rank and salary are open. However, preference may be given to assistant or associate level individuals. The college is seeking AACSB accreditation and presently is scheduled to be visited in Spring 1999 Each of the positions requires teaching graduate and undergraduate courses, active scholarship in intellectual contributions, being involved in service to the college, university and community The positions are in the Department of Finance, Economics and Decision Sciences (FEDS).

●Economics ●Finance ●Management of Information Systems

Applications will be accepted until positions are filled Candidates must have a Ph.D or D.B.A with the appropriate major for their respective discipline Applications should include a vita that includes a complete employment history, copy of all college transcripts, teaching evaluations, a statement of teaching philosophy, and the names and related information of at least three individuals who may be contacted as references Please submit applications to

Dr. M. H. Abdelsamad, Dean, College of Business
Texas A&M University-Corpus Christi
6300 Ocean Drive, Corpus Christi, TX 78412
Telephone: (512) 994-6045; Fax: (512) 994-2725
Web: http://enterprise.tamucc.edu

Texas A&M University-Corpus Christi is a part of the Texas A&M University System The urban campus is located on Ward Island and overlooks Corpus Christi Bay It is one of the fastest growing universities in the state and is considered by many to be an ideal place for personal and professional growth.

Texas A&M University-Corpus Christi is an equal opportunity employer with a commitment to diversity

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MSJC

MT SAN JACINTO COLLEGE is accepting applications for the following full-time administrative vacancy

DEAN OF INSTRUCTION, CAREER EDUCATION CAREER AND TECHNICAL

Starting salary: $68,684-$77,305/annually

The Dean of Instruction, Career Education will plan, organize, direct and evaluate the career education instructional program. The Dean is responsible for the day-to-day supervision of the administrative and instructional personnel, staff, budgets, and facilities related to the career education division. The position requires a Master's degree, minimum of two (2) years of formal training, internship, or leadership experience reasonably related to the administrator's assignment AND either three (3) years experience as a full-time faculty member at the college level, or five (5) years related occupational teaching experience. Two (2) years of experience supervising community college or occupational programs as a division chair, director, or higher level administrator is preferred. **Final Filing Date: February 19, 1999.**

Applicants may be assigned to the San Jacinto Campus, the Menifee Valley Campus, or any District Facility

Resumes will not be accepted in lieu of completed district application packet. For more information and an application, contact **Mt. San Jacinto College, Human Resources Dept., 1499 N. State Street, San Jacinto, CA 92583.** (909) 487-MSJC (6752), ext 1111 or 1150 FAX (909) 654-5971
E-mail **CHRO940@msjc.cc.ca.us.** TDD (909) 654-2098
Website **www.msjc.cc.ca.us.**

AA/EOE.

DALLAS COUNTY
COMMUNITY COLLEGE DISTRICT

FACULTY POSITIONS

The Dallas County Community College District is recruiting applicants for faculty positions to be filled for the Fall Semester, 1999

Generally, all faculty positions require

1. Master's degree with eighteen hours in the field (Unless otherwise indicated)
2. A minimum of one year's teaching experience
3. Demonstrated skills in successfully working with diverse populations through experiences such as formal training, past work experience, etc

◆ Indicates positions that require the above stated criteria

To be considered for any of the positions listed below, you must

- Complete an official Dallas County Community College District Application for Employment Form (Note A separate application is required for each position for which you apply)
- Provide official college transcripts

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999.

BROOKHAVEN COLLEGE

◆Mathematics (Position No. 029801003) - Two positions

◆ **Computer Information Systems (Position No. 029901001)** - Experience in developing/delivering Internet technology instruction

Contact Brookhaven College Human Resources (972) 860-4813, 3939 Valley View Lane, Farmers Branch, TX 75244

CEDAR VALLEY COLLEGE

◆ **Computer Animation (Position No. 039901003)** - Experience with 3D Dimensional Graphics and Animation tools for the IBMDC platform running under the Windows NT Operating System

Contact Cedar Valley College Human Resources (972) 860-8225, 3030 N Dallas Ave., Lancaster, TX 75134

EASTFIELD COLLEGE

◆ **Automotive (Position No. 049901001)** - Bachelor's degree in automotive area with a minimum of three years of industry related experience or Associate degree in same with a minimum of seven years same experience ASE Master Mechanic certification required Toyota T-Ten certificate desirable

◆ **Computer Information Systems (Position No. 049901003)** - Three years work experience in the field of computing

Contact Eastfield College Human Resources (972) 860-7071, 3737 Motley Drive, Mesquite, TX 75150

EL CENTRO COLLEGE

◆Developmental Math (Position No. 059901001)

Contact El Centro College Human Resources (214) 860-2261, Main & Lamar Streets, Dallas, TX 75202-3604

MOUNTAIN VIEW COLLEGE

◆Developmental Math (Position No. 069901001)

Contact Mountain View College Human Resources (214) 860-8703, 4949 W Illinois Ave., Dallas, TX 75211

NORTH LAKE COLLEGE

◆Mathematics (Position No. 079901001)
◆Physical Fitness Technology (Position No. 079901003)

◆ Speech Communications (Position No 079901004) - Experience coordinating Forensics tournaments

◆ Hotel Motel Management (Position No 07990005) - Bachelor's degree with three years experience in hospitality

◆ Computer Information Systems (Position No 079901006) - (Two positions) - Documented work experience in UNIX, LAN Administration, Networking, Programming and/or other computer experience

Contact North Lake College Human Resources
at (972) 273-3307, 5001 N. MacArthur Blvd., Irving, TX 75062.

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999.

The Dallas County Community College District offers competitive salaries, excellent benefits and a quality working environment. Applications are encouraged from racial and ethnic minorities and women.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER
Visit our website at
http://www.dcccd.edu

President

New School University is seeking an exceptional man or woman who is an exemplary leader and shares the values and commitments of a distinctive institution. He or she will be a person of integrity, broad intellectual interests, and deep resonance with the arts.

Located in historic Greenwich Village, New School University is one of the nation's leaders in adult learning, arts education, the social sciences, and urban studies. It was founded in 1919 as the New School for Social Research by a distinguished group of intellectuals to be a center where people of all ages could exchange ideas freely with scholars and artists representing a wide range of intellectual, aesthetic and political orientations. The original faculty included Charles Beard, Thorstein Veblen, James Harvey Robinson, Wesley Clair Mitchell, and John Dewey. Its first degree programs began as a response to the crisis in Europe in 1933, when a University in Exile was established which became the Graduate Faculty of Political and Social Science.

Since then New School University has grown into a highly diversified urban university that also is deeply interested in the arts and their intersection with intellectual life. Today it offers more than 150 degrees at the Baccalaureate, Master's and Doctoral level — in all fields of design and the fine arts, music and the dramatic arts, the social sciences and liberal arts, management, and urban and public policy.

New School University's seven academic divisions are: The New School (Adult Division), Parsons School of Design, Eugene Lang College, Mannes College of Music, School of Dramatic Arts, Robert J. Milano Graduate School of Management and Urban Policy, and Graduate Faculty of Political and Social Science. The 7,000 degree students come from 140 countries and all of the United States.

Nominations and expressions of interest will be accepted until a new President is selected. They may be sent in confidence to: Malcolm B. Smith, Chair, Presidential Search Committee, c/o Office of the Secretary, **NEW SCHOOL UNIVERSITY**, 66 West 12th Street, New York, NY 10011. In employment as in education, New School University is committed to equal opportunity and encourages the applications of women and people of color.

New School University

Sister Christine Beck Department of Education
Full-Time, Tenure-Track Position

The Sister Christine Beck Department of Education at Belmont Abbey College seeks applicants for a full-time, tenure-track position at the assistant professor level to begin in August 1999. Qualifications include an earned doctorate in Curriculum and Instruction (or related areas), a minimum of three years public school teaching experience, knowledge of current practices related to technology instruction in public school classrooms, and eligibility for North Carolina teaching licensure. The position involves teaching, student advising, supervising student teachers/interns, and participation on college committees. Experience with NCATE accreditation and college teaching preferred.

Belmont Abbey College is a Catholic, Benedictine, liberal-arts college with an enrollment of 950 students located 15 miles west of Charlotte, NC.

Applicants should send a letter of application, resume, transcripts and three letters of reference to **Dr. Sandra Loehr, Chair, Sister Christine Beck Department of Education, Belmont Abbey College, Belmont, NC 28012.**

Review of applications will begin February 19, 1999.

Belmont
Abbey
College

Texas A&M University-Corpus Christi
College of Business
Tenure Track Position Beginning August, 1999
Ennis & Virginia Joslin
Endowed Chair in Accounting

Texas A&M University-Corpus Christi, College of Business, invites applicants to apply for the Ennis & Virginia Joslin Endowed Chair in Accounting. The college is seeking AACSB accreditation and presently is scheduled to be visited in spring 1999. The position will require the individual to teach graduate and undergraduate courses, to contribute in research and scholarship, and to advise students.

Applications will be accepted until the position is filled. Review of applications will continue until a successful applicant is found. Candidates must have a Ph.D. or D.B.A. in the field, with a strong research record. Applications with three cited references should be submitted to

Dr. Moustafa Abdelsamad, Dean
College of Business
Texas A&M-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412
Phone (512) 994-6045; Fax (512) 994-2725
Web: http://www.enterprise.tamucc.edu

Texas A&M University-Corpus Christi is a growing state-supported university. The campus is on an island overlooking Corpus Christi Bay. Its location in South Texas with a growing population and economic base makes it an ideal place to grow personally and professionally.

Texas A&M University-Corpus Christi is an equal opportunity employer with a commitment to diversity.

Florida International University

EDUCATIONAL RESEARCH

Applications are invited for a tenure-track faculty position at the rank of Associate or Full Professor in educational research, effective August 1999. Principal responsibilities related to the position include teaching graduate-level research courses, directing doctoral dissertations, and maintaining a productive commitment to research. Salary is negotiable and competitive. Applicants for the position are required to have a doctorate in research, research design/methodology, or a closely related area; a demonstrated level of excellence in teaching master's- and doctoral-level research courses and in directing a substantial number of doctoral dissertations; and a sustained record of research and publication. Applications must include **(1)** a letter of interest that clearly establishes the applicant's qualifications for the position; **(2)** a current curriculum vitae; **(3)** one recent scholarly publication; and **(4)** documentary summary evidence of teaching effectiveness over the past three years. References may be requested from candidates after applications are reviewed. Applications must be received no later that **March 4, 1999**, and are to be submitted to: **Professor Peter J. Cistone, Chair, Search and Screen Committee, Department of Educational Leadership and Policy Studies (ZEB 310), Florida International University, Miami, FL 33199**

Florida International University is a member of the State University System of Florida and an Equal Opportunity/Equal Access/Affirmative Action Employer

STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

The College at Oneonta invites applications for three Lecturer positions and one Assistant Professor position. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and masters levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students. The College, with 5500 students and 225 full-time faculty, is located in the scenic Catskills, three and one/half hours from New York City. See the Oneonta home page for additional information (**http://www.oneonta.edu**). send application letter, resume, names, addresses and telephone numbers of three professional references, transcripts, and additional material as specified below to: **Chair Search Committee, Box H, SUNY Oneonta, Oneonta, New York 13820-4015.** SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

COORDINATOR

The Office of Education Advisement and Field Experiences seeks applications for the position of Coordinator. This is a full time, 12 month Lecturer position starting July 1, 1999. This position reports to the Dean of Education. Responsibilities include: coordinating advisement, field experiences with campus faculty and school community personnel, coordinating staff development with faculty on/off site, oversight of data collection and assessment systems, development of extensive field experience sites, (professional development school model) maintenance of all student records associated with office, oversight of all teacher education advisement activities and teaching, if needed. Qualifications: Earned doctorate in education, teaching certificate and experience in K-12 schools required. Administrative experience preferred.

TO APPLY

Send letter of application, resume, names, addresses and telephone numbers to **Dr. Ronald Cromwell, Chair, Department of Education.**

MUSIC DEPARTMENT

The Department of Music announces an opening for a Lecturer in its Music Industry Program beginning with the Fall, 1999 semester. The Department of Music has a rapidly growing, comprehensive Music Industry Program with over 200 majors preparing for the Music and Entertainment Industry. Responsibilities: Teach courses relating to the record industry and some area of studio performance and/or ensemble. Participate actively in departmental, recruitment, and outreach efforts. Required qualifications: Juris Doctorate or Master's Degree; successful experience and expertise in at least three of the following areas: Business affairs, record company operations, middle or senior-level record company management and marketing, A&R creative, publishing, promotion, song-writing, recording technology and computer-assisted theory instruction. A complementary performance skill in keyboard, voice, or wind instrument is preferred.

TO APPLY

Send letter of application with curriculum vitae, performance tape or CD to **Dr. Robert Barstow, Chair, Department of Music.**

HUMAN ECOLOGY

The Human Ecology Department seeks applications for the position of Lecturer in the area of Dietetics beginning with the Fall, 1999 semester. This position involves teaching undergraduate courses in nutrition, food science, and advanced food science. Responsibilities include: advising students, serving on committees, conducting scholarly activities and participating in other faculty activities. Requirements: Master's Degree in food and nutrition required, PhD preferred. Also, RD preferred.

The Human Ecology Department is accredited by AAFCS, ADA, and Middle States. The ten full-time faculty members offer degree programs to 350 majors in Dietetics, Food Service and Restaurant Administration, Home Economics Education, and Human Ecology with emphases in Apparel and Textiles, Consumer Studies, and Child Development and Family Studies. Minors in Nutrition and Health and Wellness are offered. The Dietetics program is approved by the American Dietetics Association.

TO APPLY

Send letter of application and curriculum vitae to **Dr. Loraine Tyler, Chair, Department of Human Ecology.**

SPEECH COMMUNICATION AND THEATER

The Speech Communication and Theater Department seeks a tenure-track Assistant Professor position in Mass Communications beginning with the Fall, 1999 semester. Responsibilities: Teach courses in at least three of the following areas: Mass media writing, announcing, mass media survey, audio production, broadcast journalism, and area of specialty. Qualifications: PhD, evidence of strong commitment to teaching and quality scholarship.

TO APPLY

Send letter of application and curriculum vitae to **Dr. Ali Zohoori, Chair, Department of Speech Communication and Theater.**

CARLETON COLLEGE
Northfield, Minnesota

OFFICE OF INTERCULTURAL AFFAIRS
(Formerly Multicultural Affairs)

Carleton College invites applications and nominations for two positions within the newly named Office of Intercultural Affairs. This office provides support and guidance to insure academic and social success for over 300 students of color, promotes cultural pluralism and dialogue on matters of race and ethnicity for the entire campus community; and works in collaboration with other departments within the Division of Student Affairs and the College to enhance the learning environment for all students.

DIRECTOR OF INTERCULTURAL AFFAIRS

Reporting directly to the Dean of Students, the Director of Intercultural Affairs is responsible for:

- Managing the Office of Intercultural Affairs, including direct supervision of the assistant director, the administrative assistant, student program assistants and office personnel; and budget oversight.
- Providing direct personal support to students of color, and insuring they are informed of and encouraged to utilize all campus resources.
- Coordinating and implementing a full calendar of intercultural programming in collaboration with student organizations, academic departments, College Relations, and The Learning and Teaching Center.
- Administration of grants and fellowship programs for students of color.
- Communication and interaction with the Multicultural Alumni Network.
- Collaborating with colleagues on a variety of student affairs initiatives.

Qualifications include a master's degree, understanding of young adult identity development, and demonstrated experience in creating and implementing programs for a diverse community. Preference will be given candidates with demonstrated success with traditional under-represented student populations, diversity training skills, and knowledge of and appreciation for the small, liberal arts college environment.

ASSISTANT DIRECTOR, INTERCULTURAL AFFAIRS

The assistant director provides advice and counsel to several multicultural student organizations, the residential culture houses, and the Multicultural Center. The assistant director also has primary responsibility for selection, training and supervision of the Multiculural Peer Counselors and the Program Assistants. S/he also works closely with the director in the implementation of social and intercultural programs, and in creating campus dialogue on race, ethnicity, and cultural understanding.

Qualifications include a BA degree and experience in peer counseling and/or social programming at the college or university level.

Carleton College is a highly selective, coeducational, residential, non-sectarian, private liberal arts college with 1,850 students and approximately 200 faculty located 45 miles south of Minneapolis and St. Paul. Students come from all over the continental United States as well as several foreign countries.

Candidates for these positions should send a cover letter, resume, and the names of three references by March 1, 1999 to: **The Human Resources Office, Carleton College, Northfield, MN 55057.** Information interviews may be conducted at ACPA and NASPA. On campus interviews will be held in early April. Preferred reporting date in July 15, 1999. Carleton College is an Affirmative Action, Equal Opportunity Employer.

AMHERST COLLEGE

DIRECTOR OF CURRICULAR COMPUTER SERVICES

Amherst College invites applications and nominations for the new position of Director of Curricular Computer Services. Reporting to the Director of Information Technology, the Director will provide leadership for efforts to support faculty in using computer technology in teaching. The Director will both provide services directly to faculty, as well as manage a small group of staff. Candidate will assist faculty with identifying and applying computer technology appropriate to teaching in a liberal arts setting, provide training to faculty using those technologies, and assist in the day to day use of those technologies.

QUALIFICATIONS: graduate work beyond the Bachelor's Degree and experience supporting faculty in using computers in teaching required. Ability to communicate effectively with faculty about technology is critical. The work requires an understanding of the teaching process in a liberal arts setting, as well as technical skills. Experience in a liberal arts environment preferred.

Amherst College is a private coeducational liberal arts college of approximately 1,650 students, 170 faculty, and 500 staff employees. Located in Western Massachusetts, the College participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Candidates should submit a letter of application and resume, including the names of three professional references, to: **Chair, Search Committee for Director of Computer Services, Box 2204, Amherst College, Amherst, MA 01002-5000.** Review of applications will begin on March 1, 1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

TWO TENURE-TRACK POSITIONS IN

PSYCHOLOGY: Fall 1999

San José State
UNIVERSITY

PHYSIOLOGICAL PSYCHOLOGY OR NEUROSCIENCE

Assistant Professor in Physiological Psychology or Neuroscience. Tenure track position beginning Fall 1999. Requirements: Ph.D. (or Ph.D. completed before position begins) in experimental psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is desired: physiological psychology, neuroscience, biopsychology, or biological/health psychology. Duties include teaching undergraduate, and graduate courses in research methods, statistics, and introductory biopsychology and one or more of the following areas: neuroscience, health psychology, experimental psychology, learning, and computer applications. Teach and supervise graduate students in the MA program, including supervision of masters theses. Also required: Awareness of and sensitivity to the educational goals of a multicultural population; interest in teaching students with nontraditional or ethnically diverse backgrounds. Send application letter, vita, and three letters of recommendation to: **Physiological/Neuroscience Recruitment Committee (PVIN SS 99-73), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 95192-0120.**

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Assistant or Associate Professor, Industrial/Organizational Psychology. Tenure track position beginning Fall 1999. Requirements: Ph.D. in I/O psychology or closely related field, evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is preferred: organizational development, organizational behavior, management psychology, leadership, team building, personality assessment. Responsibilities include developing and teaching undergraduate and masters level courses in I/O psychology and one or more of the following content areas: social, personality, research methods, statistics, developing and maintaining an active research program, supervising graduate student internships and theses. Opportunities exist to develop contacts for applied research and consulting. Send application letter, vita, and three letters of recommendation to: **I/O Recruitment Committee (PVIN SS 99-62), Department of Psychology (DMH 157), San Jose State University, San Jose, CA 5192- 0120.**

Review of applicants begins February 15, 1999 and will continue until the positions are filled.

SJSU is an Equal Opportunity Employer

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

MASS SPECTROMETRY FACILITY MANAGER

The facility includes an HP100 LC/MSD and an HP5989A research engine with various inlets. The individual will be responsible for all aspects of facility operation including instrument and computer maintenance. Method development and application of new techniques to a wide variety of compounds and complex mixtures is expected. Salary is commensurate with experience (Range $25,994 to $77,229). A Ph.D. in Chemistry and mass spectrometry experience is required.

Interested parties should send a resume along with three letters of recommendation to: **Dr. William V. Sweeney, Chairperson, Hunter College Chemistry Department, 695 Park Avenue, New York, NY 10021.**

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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Assistant Football Coach/Recruiter

(Part-time)

New Jersey City University (formerly Jersey City State College), an NCAA Football Division III member, plays in the New Jersey Athletic Conference. The responsibilities of this position include, but are not limited to, recruitment of prospective student athletes, coaching of a position area, assisting in the development of game plans, participation in the coaching of special teams, assisting in the general administration of the football program, and other football-related duties assigned by the Head Coach.

Candidates should have a Bachelor's degree as well as college playing experience and/or college or high school coaching experience, be success oriented, and have football-related career goals, and must possess a valid Driver's License.

This coaching position involves multiple responsibilities and requires an extensive time commitment. The successful candidate will be offered a 12-month contract.

Salary: $14,000.00

Starting Date: As soon as possible

Send letter of application and resume with 3 professional references to:

Roy Miller,
Head Football Coach
New Jersey City University
2039 Kennedy Blvd.,
Jersey City, NJ 07305
Phone: 201-200-3092
Fax: 201-200-2220

NEW JERSEY
CITY
UNIVERSITY

Equal Opportunity Employer

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UNIVERSITY OF CINCINNATI

Educational Foundations Program Assistant/Associate Professor in Cognitive Developmental Psychology

[98UC4156] Position responsibilities include: Continuation of research agenda in an area of specialization relevant to the cognitive development of school-age children in urban learning environments; designing/teaching undergraduate/graduate courses in cognitive development for students in a nationally acclaimed teacher education program, and in a newly approved interdisciplinary doctoral program in urban educational leadership; participation in efforts to use technology to enhance teaching/learning, and addressing issues of diversity with sensitivity to the social and cultural contexts of urban educational settings.

Min. Qualifications: An earned doctorate and evidence of an active research agenda. Preference will be given to candidates at the level of Assistant or Associate Professor who show creativity in developing/teaching courses which emphasize issues in urban education.

Benefits include AAUP Collective Bargaining, State Teachers Retirement System or an alternative retirement plan, medical insurance options, dental insurance, and tuition remission.

UC is the second largest comprehensive research institution in Ohio and has an enrollment of approximately 38,000 students. Cincinnati offers a variety of cultural amenities to faculty/students, including the symphony, art museums, opera, dance, repertory theater, an excellent zoo, and major league sports events.

The Program in Educational Foundations is part of the Division of educational studies which includes other graduate degree programs in Educational Administration and Urban Educational Leadership. The Division is committed to fostering an educational community which enhances awareness of social and cultural diversity in urban educational contexts. Applicants should submit a letter of application (including control #) and official transcript to Dr. Judith Frankel, College of Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002. The review process will begin on January 11, 1999 and continue until the position is filled pending funding.

The University of Cincinnati is an affirmative action/equal opportunity employer.
Women, minorities, disabled persons, Vietnam era and
disabled veterans are encouraged to apply.
UC is a smoke-free work environment.

ACADEMIC AREA COORDINATOR

Community & Human Services or Public Administration/Criminal Justice

SUNY Empire State College is a national leader in nontraditional education with a distance learning program established in 1987. The Center for Distance Learning provides both individual courses and complete undergraduate programs at a distance for adult learners studying independently, with 9000 enrollments per year using Web-based delivery, print, video and audio. The Area Coordinator (Asst. Prof., tenure track) requires broad academic interests, the ability to supervise course development in community and human services, criminal justice, and public administration; in addition to academic advising and teaching at a distance with adult students. Earned doctorate; three years teaching experience (exp. with adult students, non-traditional teaching formats or delivery formats integrating technology preferred); practical experience in Community and Human Services or Public Administration/Criminal Justice desirable. Letter of application, resume & names of 3 references by 2/12/99 to: **Jean Carpenter, Area Coordinator Search Committee, Center for Distance Learning, SUNY ESC, 3 Union Avenue, Saratoga Springs, NY 12866. email: JCarpenter@sln.esc.edu** AA/EOE

Empire State College
State University of New York

COMMUNITY COLLEGE SOUTHERN NEVADA

The Community College of Southern Nevada is a comprehensive community college with an average enrollment of more than 27,000 students. Facilities include 5 campuses and approximately 40 learning centers distributed throughout the four county districts. CCSN is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

The following faculty positions begin in August, 1999.

FALL FACULTY POSITIONS

Anthropoloby (Cultural/Physical)
Art (Foundry)
Art History
Astronomy
Automotive
Biology
Building Technology
Cardiorespitory Sciences/Dir of Clinical Educ
Chef (Cold/Hot)
Chemistry
Computer Information Technology
Computer Graphics-Animation
Dance
Economics
Teacher Education
Emergency Medical Technician
English
English as a Second Language
Fire Science
Geography (Physical) GIS
Health Information Technology
History
Laboratory Technician-CAD
Mathematics Education
Mathematics
Mathematics (Developmental)
Medical Lab Technician
Music (Pep Band)
Ophthalmic Tech
Philosophy
Physics
Psychology
Sociology
Spanish
Speech

TO ENSURE FULL CONSIDERATION, APPLICATION MATERIALS MUST BE RECEIVED NO LATER THAN FRIDAY, FEBRUARY 26, 1999-5:00 p.m. Open until filled. Completed packets will include: letter of interest with title of position, a resume, three letters of reference (dated within the last three years) with name, address and telephone number and copies of unofficial transcripts. All materials sent remain the property of the College and will not be returned. A separate application package must be filed for each position. Submit materials to: **Human Resources Office, Community College of Southern Nevada, 3200 E. Cheyenne Avenue, North Las Vegas, NV 89030. Telephone: (702) 651-4312, Fax (702) 651-4310, Website: http://www.ccsn@nevada.edu.**

CCSN employs only U.S. citizens and aliens authorized to work in the U.S. AA/EOE/ADA

DIRECTOR OF INTERDISCIPLINARY STUDIES PROGRAM
ASSOCIATE DEAN FOR DEGREE PROGRAMS

The College of Lifelong Learning
Wayne State University

The College of Lifelong Learning invites applications for the position of Director of the Interdisciplinary Studies Program (ISP)/Associate Dean for Degree Programs. The Associate Dean reports directly to the Dean of the College, while providing leadership for one of the college's three major divisions.

The Associate Dean administers the bachelors and masters degree programs in the Interdisciplinary Studies Program; provides intellectual leadership in a pioneering program and curriculum; supervises a resident faculty of 22 and academic staff of 6; administers an enrollment-driven unit budget; and oversees student services, including recruitment and retention of a nontraditional student body of over 600 working adults. ***http://www.cll.wayne.edu/isp***

Minimum qualifications include an earned doctorate or equivalent terminal degree, a solid professional record that makes the candidate tenurable in a major research university; administrative and leadership experience; demonstrated ability to work collegially and creatively; a record of commitment to affirmative action and to integrative approaches to education; energetic commitment to the urban mission of the College and the University, to curricular and teaching innovations, to recruitment and retention in a competitive market, to the promotion of active scholarship and research, to securing external funding, and to technological innovations.

Minorities and women are encouraged to apply. Salary is competitive and the position carries excellent fringe benefits. Applications will be accepted through February 26, 1999 or until a suitable candidate is hired. Send letter of application, resume, names, addresses, and telephone numbers of at least three references, at least three samples of creative scholarship, curricular innovations, or program development to:

Dr. William Volz, Chair
Associate Dean for Degree Programs
Search Committee
College of Lifelong Learning
Wayne State University
5700 Cass Avenue
Detroit, MI 48202

WAYNE STATE UNIVERSITY

Wayne State University is an equal opportunity/affirmative action employer.
All buildings, structures and vehicles at WSU are smoke-free
Wayne State University—People working together to provide quality service

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MBA MANAGEMENT FACULTY

SUNY Empire State College invites applications for a full-time, tenure track position in a new, competency based-MBA. This MBA combines weekend residencies with Web based delivery in a modular format. Based on traditional MBA content with a target market of experienced managers, this program emphasizes integration through themes (ethics, globalization, organizational effectiveness) and a focus on functional and managerial competency assessment. SUNY ESC, a national leader in non-traditional education, is an arts and sciences college of the State University of New York. With over 40 locations across New York State, ESC provides individualized instruction, assessment of experiential learning for college credit, and distance learning using educational technology to support its mission of access to quality academic programs.

A twelve month position responsible for coordination and teaching of one or more courses in management with possible supervision of adjuncts. Includes student advisement and competency assessment responsibilities. Assistant Professor; starting date: 9/1/99; location in Saratoga Springs, NY preferred; other SUNY ESC locations in NY State possible.

Qualifications: Earned doctorate in management required, demonstrated teaching experience using web based delivery or strong interest in working in new and creative learning environments. Interdisciplinary focus highly desirable, familiarity with Competing Values Model useful.

Closing date for applications is 2/26/99. Send letter of interest, resume and names of three references to: **MBA Search, SUNY ESC, Office of Graduate Studies, 28 Union Avenue, Saratoga Springs, NY 12866.**

AA/EOE

Empire State College
State University of New York

Striving for Excellence!

Harford Community College

Harford Community College is a comprehensive two-year institution located in Bel Air, Maryland with easy access to Baltimore City, Washington, Philadelphia, and the Chesapeake Bay. The College is a dynamic and progressive institution for higher education committed to excellence in all of its programs and services, systemic change in a collegial environment, and life long learning. Applicants committed to excellence and whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classrooms are invited to apply for the following full-time positions. We welcome qualified candidates who expect more than traditional responsibilities as an educator. We are creating a comprehensive student learning environment that advances the purposes of public education, strengthens the community, and enables students to progress in the knowledge age. *The faculty positions are to begin August 15, 1999 with a starting salary in the range of $25,000-$35,000; college and/or community college teaching preferred.*

COORDINATOR FOR WELLNESS & ATHLETICS

Requires a bachelor's degree in sports management, physical education, health fitness, or directly related field; master's degree preferred. Must have experience in intercollegiate athletics administration, wellness programs and services, and facilities management; a proven record and understanding of student development practices and working with individuals from diverse backgrounds; and knowledge of NJCAA intercollegiate athletic rules and regulations. **Starting salary range: $36,878-$42,400**

ECONOMICS INSTRUCTOR

Requires a master's degree in economics or related field. Must be computer proficient in a Windows-based PC environment and able to show evidence of the ability to use technology in the classroom.

COMPUTER INFORMATION SYSTEMS INSTRUCTOR

Requires a master's degree in computer information systems or related field. Must have documented expertise with a variety of software applications including Microsoft Office 97 products, Windows 95, Power Point, and Excel. Expertise with networking, internet technology, computer programming, and curriculum development experience is desirable.

DEVELOPMENTAL MATH INSTRUCTORS

Requires a master's degree in math or math education. Must be able to show evidence of the ability to teach at-risk students and the ability to use technology in the classroom.

Request the **required** application and **detailed job description** by calling the Human Resources Office at (410) 836-4415, by calling the automated job line at (410)836-4202; or via e-mail to Vaylmer@harford.cc.md.us or Csanders@harford.cc.md.us. **RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION.** Return the completed applications, signed in all areas, to Human Resources, Harford Community College, 401 Thomas Run Road, Bel Air, MD 21015, **by February 24, 1999, for best consideration.** Only those candidates receiving further consideration will be contacted.

HCC is an EO/AA/ADA Employer
www.harford.cc.md.us

UNIVERSITY OF NORTHERN COLORADO

College of Arts and Sciences-
Greeley, CO 80639

FACULTY POSITIONS

Applicants sought for 2 full-time faculty positions starting August 18, 1999. Both positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. Both positions may include teaching assignment in off-campus statewide programs and/or partnership school activities. Applications must include: 1) application letter stating position number and position-relevant qualifications, 2) current vita, 3) the names and addresses of at least 4 reference contacts, 4) official transcripts, and 5) statements of teaching philosophy and research interests. Review of application materials will begin by February 26, 1999 and will continue until the position is filled. For a vacancy announcement giving complete details, write or call the appropriate department or view the vacancy announcement on the College's web site

http://www.asweb.unco.edu/vacancies.htm

The College of Arts and Sciences consists of nineteen departments in humanities, social sciences, and sciences. The College is fully committed to the values afforded by a liberal arts and sciences education and offers programs leading to degrees at the baccalaureate, masters, and doctoral levels. Currently, there are approximately 4,000 undergraduate and 170 graduate majors in A&S programs. The College is nationally acclaimed for its array of learning communities for new students, a program of interdisciplinary general education courses (Life of the Mind), the interdisciplinary Mathematics and Science Teaching (MAST) Center and the interdisciplinary Institute for History and Social Science Education.

For more information about the University of Northern Colorado please visit our home page at

http://www.unco.edu

INQUIRE: DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY 970/351-2559

Assistant Professor of Chemistry (#20211). Tenure track position. Ph.D. in chemistry or in chemical/science education required, expertise in both a chemistry subdiscipline and in chemical education preferred. Demonstrated accomplishments in or potential for excellence in teaching, research, and grant activity are required. Primary teaching responsibilities will be in the candidate's area of expertise and may include responsibilities in off-campus programs and/or partner school activities. In addition to classroom instruction, the position requires active participation in the department's ACS-accredited baccalaureate program, as well as master's and doctoral programs, development of research programs for undergraduate/graduate students and potential for external funding for those efforts, and service to the department, college and university.

INQUIRE: DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY 970/351-2559

Lecturer in Chemistry (#21896). One-year term position potentially renewable. Ph.D. in chemistry required, expertise in areas such as materials chemistry, polymer chemistry, environmental chemistry, or another allied area preferred. Teaching load will be 12 semester hours in the department's undergraduate and graduate programs. In addition to classroom instruction, the successful candidate will be expected to establish a modest graduate/undergraduate research program, seek external funding, and publish in scholarly journals at a level commensurate with a 12-hour teaching load.

UNC is an AA/EO employer and is committed to fostering diversity in its student body, faculty and staff.

University of Wisconsin-Stevens Point
Residential Living

RESIDENCE HALL DIRECTOR

Residence Hall Director, University of Wisconsin-Stevens Point. A bachelor's degree is required. A master's degree in student personnel, counseling, or related areas and interest in building academic culture in the residence halls, student development, wellness, and community development is preferred. Responsible for total operation of a residence hall and 8 hours per week collateral assignment.

Remuneration includes minimum base salary of $21,000 (plus fringes) and board plan for academic year plus a furnished apartment for 12 months. Additional salary is available for academic work beyond the master's level or for experience. Summer employment is also available if desired. Summer employment salary can range anywhere from $2,000 for part-time employment and $4,000 for full-time employment. Position begins 8/1/99. Interviewing at Oshkosh Placement Exchange. The review of applications will begin 2/1/99 and the application deadline is 3/7/99. Interested persons should submit a letter of application with a resume, three letters of recommendation and copies of academic transcripts to

Julie E. Zsido
Residential Living Office
Delzell Hall
UWSP, Stevens Point, WI 54481

The University of Wisconsin-Stevens Point is an equal opportunity employer

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FACULTY

Bicultural Mentor in Human Development

SUNY Empire State College, NYC, seeks Bilingual (Spanish/English), Bicultural Mentor in Human Development (Psychological Studies) to begin 7/99. Faculty work 1-to-1 with students; instruct; provide academic guidance for individualized degree programs and requests for advance standing for college-level experiential learning; develop, coordinate academic resources; and evaluate experience learning. Ph.D. in Psychology or related field required; experience in teaching adults; broad practical knowledge and /or experience; ability to collaborate with students in conduct of academic programs. Assistant Professor, tenure track; salary: mid-$40's. Letter, resume & three references by 2/26/99 to: **Search Committee, SUNY ESC, 225 Varick St., NY, NY 10014.** AA/EOE

Empire State College
State University of New York

UNIVERSITY OF CALIFORNIA, DAVIS

Director of University Cultural Programs (MSP IV)

The Director of University Cultural Programs is a member of the University Relations management team and reports to the Vice Chancellor for University Relations. With strong support from the Chancellor, University Cultural Programs is at a pivotal time. UC Davis Presents, the campus' arts-presenting program, is growing in reputation and standing as the largest such program in the region, and plans to build an 1,800-seat state-of-the-art performance hall and are underway.

Responsibilities: Provide management and artistic leadership for UC Davis Presents, which produces approximately 45 programs each season. Responsible for artistic direction, fund raising, and financial management, marketing, and community-outreach programming serving a five-county area. The Director also has leadership in planning, fund raising, and administration of the proposed Center for the Arts Performance Hall, scheduled to open in 2002. Responsibilities include participation on various committees, solicitation and stewardship of donors, management policy and business planning, marketing, and cultivation of clients.

Requirements: A commitment to artistic excellence in performing-arts presenting and arts management. Demonstrated arts programming experience that achieves cultural and disciplinary diversity. Experience in creative leadership, donor cultivation and stewardship, financial management (preferably for a self-supporting enterprise), and project planning. Excellent communication and interpersonal skills, the ability to plan and execute organizational goals, and a record of consensus building among competing interests are critical.

Applications: Submit letter of interest or nomination and resume to Celeste E. Rose, Vice Chancellor for University Relations, University of California, Davis, One Shields Avenue, Davis, CA 95616-8558, or fax to (530) 752-6740. Screening of applicants will begin in February 1999, early applications are encouraged. The position will be open until filled. Salary range is $67,400-$101,200 (MSP IV). EOE

UCDAVIS

The Colleges of Contra Costa
pathways to success

PRESIDENT

CONTRA COSTA COLLEGE

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

The Board of Trustees and the Chancellor of the Contra Costa Community College District invite applications and nominations for the position of President of Contra Costa College. The President is the chief executive and educational leader of Contra Costa College. The President provides leadership and advocacy for the college, is responsible and directly accountable for all college operations and is a District team member on the Chancellor's cabinet. The successful candidate would be a strong and visionary leader committed to academic excellence and possessing the personal qualities, experience and administrative skills to develop and promote the college and its programs.

Application Process: The Profile Brochure which contains details on the CONTRA COSTA COLLEGE Search, the preferred qualifications, and application instructions can be requested by contacting **Ms. Christine Cornett at (925) 313-9239 website: www.contracosta.cc.ca.us**

Nominations and applications will be accepted until the position is filled. However, the presidential search committee will begin reviewing applicants' materials in March 1999. Submission of application packets are especially encouraged prior to that time.

For confidential telephone inquiries about the position contact **Dr. Al Fernandez at (805) 650-2546; Fax (805) 650-8469; E-mail alfdfhec@vcol.net.**

Send letter of application, resume and list of references to **Dr. Al Fernandez, ACCT Search Consultant, Contra Costa Community College District, PO Box 790, Martinez, CA 94553.**

AN ACCT SEARCH

DEAN OF RESIDENTIAL LIFE

The Dean of Residential Life, a senior position within the Dean of the College area, is responsible for the development, implementation and evaluation of all aspects of undergraduate residential life at Dartmouth including all residential life programs, policies and practices consistent with the educational goals of the institution. The Office of Residential Life supports the academic mission of the College by providing a diverse array of programs, services and activities that enhance the overall educational climate of the campus.

The Dean oversees a professional, student and support staff of 180 people and manages all aspects of the College's undergraduate residential system. This system includes 49 residence halls, academic affinity houses, special interest houses, and College-owned houses for undergraduate societies, fraternities, and sororities. The Dean also oversees the department's substantial annual operating budget and is responsible for short-range and long-range strategic and financial planning. The Dean plays a central role in fostering interaction between faculty and students in the residences.

The successful candidate will have demonstrated strong interpersonal, organizational, management and planning skills, an advanced degree, and considerable residential-life experience in higher education.

Dartmouth College is a highly selective, residential, liberal-arts institution with an enrollment of 4,300 undergraduate and 1,300 graduate and professional school students. The College is situated in the Connecticut River Valley of western New Hampshire.

The review of applications will begin in January and will continue until the position is filled. Send your letter of application, resume, and the names and telephone numbers of 3 professional references to: **Janet Terp, Chair of the Dean of Residential Life Search Committee, 6003 Parkhurst Hall, Room 111, Dartmouth College, Hanover, NH 03755-3529.**

Dartmouth College is an equal opportunity/affirmative action employer
Women and minorities are encouraged to apply

Dartmouth College
Hanover, New Hampshire

Washington State University

DIRECTOR

MULTICULTURAL STUDENT SERVICES

Applications invited for a full-time (twelve-month) director position. **COMPENSATION:** Salary commensurate with experience. Faculty appointment negotiable. **RESPONSIBILITIES:** Provide leadership for achieving university goals for the recruitment, retention, and graduation of the primary populations served through Multicultural Student Services. Supervise 14 FTE professional and classified staff serving in the recruitment and retention areas including four separate student centers. Oversee program planning, implementation, and evaluation within MSS and work collaboratively with other colleges and departments to implement diversity plans through academic and cultural programs and services. Maintain accurate and complete files/records for tracking student academic success/campus involvement; manage/develop budgets consistent with the goals and objectives of the program. Foster solid community relations and articulate the needs of each population served.

QUALIFICATIONS: REQUIRED: Masters degree; five years of progressive administrative experience in multicultural student affairs or related area which includes responsibility for budgeting, planning, implementing and evaluating programs, and supervising professional staff; experience with each of the primary populations (African American, Asian American/Pacific Islander, Chicano/Latino, and Native American); evidence of excellent interpersonal and communication skills. **PREFERRED:** doctorate; clear understanding and sensitivity to the needs of the four primary populations; demonstrated ability to interact with diverse populations, identify common concerns, manage difference, and build community.

APPLICATION: Send letter of application/nomination, vitae, and a list of five references (include address, phone number, and e-mail address of references) to **Dr. John L. Pasnohas, Chair, Search Committee for the Director of Multicultural Student Services, Human Relations and Resources, Washington State University, P.O. Box 641013, Pullman, WA 99164-1013.** Screening will begin March 1, 1999 and continue until the position is filled. Washington State University is an Equal Opportunity/Affirmative Action Educator and Employer. Further information about Washington State University may be found at:

http://www.wsu.edu

Chancellor

State Center Community College District
Fresno, California

The Board of Trustees of the State Center Community College District invites applications and nominations for the position of Chancellor to succeed Dr. Bill F. Stewart, who is retiring in July of 1999 after 14 years of highly successful service to the District. The Chancellor is the Chief Executive Officer of the District and reports directly to an elected seven member Board of Trustees. The State Center Community College District enjoys a well-deserved reputation as a quality educational institution with academic and vocational programs as well as outstanding intercollegiate athletics, music, and theatre arts productions. The District seeks a visionary educational leader who can be effective in engaging people throughout the institution and the community at large. This is truly an exciting opportunity for the right person who sees service to others as the foundation for greatness.

APPLICATION INFORMATION: The Profile brochure which contains details on the State Center Community College District, the Opportunities and Challenges, the Chancellor Profile, and the application instructions should be requested by contacting: **Mr. Leslie Thonesen, Chairperson, Chancellor Search Committee, State Center Community College District, C/O Kathy Wharton, 1525 East Weldon Avenue, Fresno, California 93704, Tel: 559-244-5908, FAX: 559-221-6160.**

For additional information contact: **Mr. Jim Tatum, ACCT Search Consultant, P.O. Box 600, Anderson, MO 64831, Tel: 417-845-3862, FAX: 417-845-3221.**

Visit web site: www.scccd.cc.ca.us

State Center Community College District is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would enrich the District's diversity are encouraged.

— An ACCT Search —

POSITION VACANCY

SOUTHERN
POLYTECHNIC
STATE UNIVERSITY

HUMAN RESOURCES DEPARTMENT
1100 S. MARIETTA PKWY
MARIETTA, GA 30060-2896
(770) 528-7331

December 18, 1998

VICE PRESIDENT FOR ACADEMIC AFFAIRS 99-60

Southern Polytechnic State University, part of the University System of Georgia, invites applications and nominations for the position of Vice President for Academic Affairs. The vice president is the chief academic officer reporting directly to, and serving at the pleasure of the President.

Southern Polytechnic State University was founded in 1948 as a branch campus of Georgia Tech, and it has been a separate institution since 1980. With two colleges (Arts & Sciences and Technology) and two schools (Architecture and Management) the University currently offers the Bachelor of Arts degree in five fields, the Bachelor of Science degree in 15 fields, the Bachelor of Architecture, and the Masters of Science in eight disciplines. The student enrollment is currently about 4,000 including both residential and evening students. The University's strengths are in fields related to science, engineering, and technology. In the next several years, enrollment growth and new degree programs are expected, offered both on campus and via distance-education technologies. For further information about the University please see **http://www.spsu.edu.**

Required qualifications for the Vice President for Academic Affairs include: an earned doctorate and academic leadership experience as a dean, academic vice president, or other senior administrator; a distinguished record of teaching and scholarship appropriate for appointment as a tenured professor in one of the University's academic departments; evidence of commitment to academic excellence and diversity; experience working in the faculty personnel process; and a record of support for faculty research, scholarship, and creative activity.

Desirable qualifications include experience with budgeting and allocating resources, developing curricula, consulting and communicating with both internal and external constituencies, and managing change. The University has just received reaffirmation of its accreditation by the Southern Association of Colleges and Schools. Individual programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, the National Architectural Accrediting Board, Inc. and the Association of Collegiate Business Schools and Programs.

Application information:
The position is available July 1, 1999. Salary is competitive and commensurate with experience and qualifications. Applications should include a letter of interest addressing the stated qualifications, curriculum vitae, and the names, addresses, and telephone numbers of at least five professional references. Nominations should include the name, address, and telephone numbers of the nominee. Review of completed applications will begin on February 15, 1999.

Nominations and applications should be sent to:

Dr. Anthony L. Tilmans, Chair, VPAA Search Committee
College of Technology
Southern Polytechnic State University
1100 South Marietta Parkway
Marietta GA. 30060-2896
Phone (770) 528-7234; Fax (770) 528-7556
e-mail: atilmans@spsu.edu

Southern Polytechnic, a member of the University System of Georgia, is a residential university with approximately 4,000 students pursuing bachelors and masters degrees in many of the nation's fastest growing technology fields. The university, located one mile west of I-75's exit 112, is just 20 minutes northwest of downtown Atlanta. An ADA and AA/EEO Institution

Southern Polytechnic, a member of the University System of Georgia, is a residential university with approximately 4,000 students pursuing bachelors and masters degrees in many of the nation's fastest growing technology fields. The university, located one mile west of I-75's exit 112, is just 20 minutes northwest of downtown Atlanta.

An ADA and AA/EEO Institution

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University is an affirmative action, equal opportunity employer.

Application Procedure: Please send or fax cover letter, resume, three letters of recommendation to: **Chair, Search Committee (PJ#___), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600.** We offer a competitive salary and an excellent benefits package. Review of applications begins immediately and continues until position is filled.

DIRECTOR OF INTERNATIONAL STUDENT SERVICES
(PJ# 2265-808)

The Director will promote the institution's mission of internationalizing the campus and oversee the international student services perspective. **Qualifications:** Master's degree required, doctorate preferred; 3-5 years of direct or related experience in a facility with program and staff development in international programs; demonstrated ability to work effectively with faculty, students, and college officials in the U.S. and abroad; record of successful leadership in international higher education; demonstrated skill in developing and implementing a recruitment and retention plan for international students; experience with international recruitment travel; ability to apply computer technologies to enhance administrative processes; ability to articulate effectively the program's visions, goals, accomplishments, and needs. **Responsibilities:** Enhancing international student recruitment and retention; and supporting the academic, personal, financial, and immigration needs of enrolled international students. **Salary:** $65-$75,000; dependent upon experience and qualifications.

ASSISTANT DIRECTOR OF THE CAREER SERVICES CENTER
(PJ# 2266-808)

The ideal candidate is a dynamic, energetic, personable individual who can assist the Career Services Center with its expanding role in the areas of cooperative education, internships, placement, and general career services. **Qualifications:** Master's degree in business or human development-oriented field is preferred; relevant experience; a multitude of talents and skills; comfortable working with business from within an academic environment. The candidate's specific area of formal education is not as significant as his or her personal and leadership qualities. **Responsibilities:** Forge new relationships, particularly within business and industry; assist students and graduates with finding a vocational direction within a wide spectrum of employment opportunities. **Salary:** $33 - $38,000; dependent upon experience and qualifications.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Visit our website, http://www.plattsburgh.edu

ORANGE COAST COLLEGE

VICE PRESIDENT OF INSTRUCTION

Orange Coast College, Costa Mesa, CA (www.occ.cccd.edu) seeks qualified candidates for a full-time 12 month per year educational administrator opportunity. Under direction of the President of the college, the Vice President of Instruction oversees the instructional programs, is a member of the senior management team, and is actively involved in college-wide issues. The Vice President serves as chief instructional officer of the college and will inspire, motivate and influence educational excellence, communicate a vision of exemplary academic standards, exercise leadership skills for innovative curriculum development and learning strategies for student success. Minimum qualifications include Master's degree (or equivalent), three years of full-time administrative experience, three years full-time college teaching experience, and ability to teach in one of the District's instructional programs. Salary range $81,446-$92,509/yr plus a mileage allowance and excellent benefits.

To apply: Call or visit the District Personnel office to obtain a complete job description and required application form #10-0-99 which must be submitted by the closing date of 3/5/99. Resumes cannot be submitted in lieu of required application.

Coast Community College District
1370 Adams Avenue, Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
www.cccd.edu
Equal Opportunity Employer

Benedictine University

Benedictine University is a comprehensive, liberal arts university with approximately 1,800 undergraduate and 1,000 graduate students. The University is located in dynamic DuPage County, along the I-88 research and development corridor, just 30 miles west of Chicago. Benedictine offers 38 undergraduate majors, nine graduate programs, one Ph.D. in organization development and special accelerated programs for adults.

Assistant Professor of Foreign Language Education: Earned doctorate with significant experience in methodology and proficiency based education, peninsular concentration preferred. Responsibilities include teaching a broad spectrum of undergraduate courses in Spanish and implementing a graduate program in teaching a foreign language.
Search Chair: Dr. Susan Mikula, Division of Arts and Humanities.

Assistant Professor of Business: Earned doctorate in business or related field, with college-level teaching experience in management, human resources, strategy and entrepeneurship at undergraduate level with traditional age and adult students.
Search Chair: Dr. Bruce Buchowicz, Chair, Business & Health Administration.

Assistant Professor of Public Health: Earned doctorate. MPH desirable, with experience in administrative health care and teaching adults. Responsibilities include teaching health care education, health care administration, managed care, community health administration, environmental and occupational health. Programs serve working adults in evening and weekend formats.
Search Chair: Dr. Jon Colby Swanson, Director of MPH.

Assistant Professor of Nursing: Earned doctorate and M.S. in Nursing required to teach innovative, adult centered RNBSN program. Responsibilities include teaching health assessment, research, management, gerontologic and holistic nursing.
Search Chair: Dr. Ethel C. Ragland, Department of Nursing and Health.

Assistant Professor of Secondary Education: Earned doctorate required with concentration in secondary education. Responsibilities include undergraduate and graduate teaching in educational foundations, middle and secondary methods, advising and clinical supervision.
Search Chair: Dr. Eileen Kolich, Division of Education.

Assistant Professor of Special Education: Earned doctorate in special education, with emphasis in learning disabilities. Responsibilities include undergraduate and graduate teaching in areas of early childhood methods and assessment, measurement and evaluation for regular and special education (K-12), advising and clinical supervision.
Search Chair: Dr. Eileen Kolich, Division of Education.

Assistant Professor of Physics: Earned doctorate in physics or closely related field, preferred expertise/training in another physical or biological science or in teacher education. Responsibilities include undergraduate teaching in physical science and engineering. Conducting undergraduate research is required.
Search Chair: Dr. John Cicero, Division of Natural Sciences.

Assistant Professor of Exercise Physiology: Earned doctorate in human physiology, exercise science or biological science required. Teaching expertise in the classroom and clinical laboratory setting is preferred. Primary responsibilities include teaching graduate courses in human and exercise physiology, conducting and supervising graduate and undergraduate research, and supervision of graduate internship program. Candidates should include transcripts with submission.
Search Chair: Dr. Peter Healey, Graduate Department of Exercise Physiology.

Candidates should send statement of teaching philosophy, curriculum vitae and three (3) letters of recommendation (one of which must address teaching competence) to **Search Committee Chairs, Benedictine University, 5700 College Road, Lisle, IL. 60532.** Applications accepted until suitable candidate is found. Consideration begins January 15, 1999. Benedictine is an Equal Opportunity Employer. Women and minority groups are strongly encouraged to apply. Visit our web site at **www.ben.edu.**

DEAN
LONG ISLAND CENTER

The Dean is the chief executive and academic officer of the Center, reports to the Academic Vice President, and participates in the planning and administration of the College as a member of the President's Council. Deans provide academic leadership for the Center, supervise Center personnel, provide liaison to the College's central offices in Saratoga Springs, and administer the academic program and student services of the Center. Deans have responsibility for enrollment management; Center planning, budget and facilities; resource acquisition and outreach activities; and academic program quality.

Empire State College is a national leader in non-traditional higher education. With eight major centers located across New York State, ESC provides adults the opportunity for individualized instruction and degree programs. The administrative offices for the Long Island Center are located in Old Westbury. The center currently serves 700 to 800 students with 40 full and part-time faculty from three locations: Old Westbury, Hauppauge, and Riverhead.

Earned doctorate, substantial college level teaching, administrative experience, demonstrated interest in education of adult learners with diverse backgrounds, familiarity with learning technologies and their application; and a capacity to work collaboratively. Competitive salary and benefits. Apply by submitting letter and resume to: **Dr. Marjorie W. Lavin, Vice President for Academic Affairs, SUNY ESC, One Union Avenue, Saratoga Springs, NY 12866. Review of applications will begin February 12, 1999. For more information call: (518) 587-2100, ext. 263. AA/EOE**

Empire State College
State University of New York

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

Director of Employee Relations

William Paterson University invites applications for the position of Director of Employee Relations. Reporting to the Associate Vice President for Human Resources, the selected candidate coordinates, administers and provides leadership for all aspects of the employee relations function. Specific responsibilities include administering and ensuring adherence to four separate collective bargaining agreements and grievance responses; collecting and preparing information for representation at arbitration hearings; representing the university in contract negotiations.

Bachelor's degree in related field and five years of increasingly responsible employee relations experience required. Experience in a higher education environment preferred. Must possess strong communication, problem-solving and conflict resolution skills. Current salary range is $55,000 to $65,000. Actual salary is commensurate with qualifications and experience. A comprehensive benefits package is also included.

*Applications will be accepted until position is filled. Please forward letter of application, resume and a list of three professional references to: **Rafael Valentin, Associate Vice President, Office of Human Resources, Drawer HO, William Paterson University, P. O. Box 913, Wayne, NJ. 07474-0913.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wilpaterson.edu
An Equal Opportunity Institution Committed to Diversity

ADVERTISING INDEX

POSITIONS

ALASKA
University of Alaska Anchorage 51, 65
ARKANSAS
University of Arkansas 40
CALIFORNIA
Allan Hancock College 51
California Lutheran University 45
California State University, Hayward 55
Claremont Graduate University 50
College of Marin 59
Contra Costa Community College District 76
Foothill-De Anza Community College District 65
Mt. San Jacinto College 69
Orange Coast College 77
San Jose/Evergreen Community College District 66
San Jose State University 72
San Mateo County Community College District 62
State Center Community College District 44, 76
University of California, Davis 75
University of California, Los Angeles 55
University of California, San Diego 62
West Hills Community College District 50
COLORADO
Front Range Community College 45
University of Northern Colorado 37, 75
CONNECTICUT
Connecticut Community-Technical Colleges 56
Manchester Community-Technical College 52, 54
Saint Joseph College 56, 59
DC
Gallaudet University 63
National Defense University 40
FLORIDA
Florida Gulf Coast University 43
Florida International University 70
University of South Florida 47
GEORGIA
Southern Polytechnic State University 77
ILLINOIS
Benedictine University 70
College of Lake County 43
DePaul University 42
Elmhurst College 43
McHenry County College 50
Oakton Community College 57, 61
Roosevelt University 51
University of Illinois at Chicago 41, 68
INDIANA
Purdue University 58
KANSAS
Wichita State University 61
MARYLAND
Harford Community College 74
Montgomery College 64
MASSACHUSETTS
Amherst College 72
Lesley College 57
North Shore Community College 58
Northeastern University 60
Quinsigamond Community College 50
Wheelock College 52
Williams College 60, 67
MICHIGAN
Central Michigan University 39
Henry Ford Community College 37
Lansing Community College 59
Michigan State University 41
Washtenaw Community College 64
Wayne State University 74
MINNESOTA
Carleton College 71
Macalester College 49
University of Minnesota, Duluth 44
University of Minnesota, Twin Cities 54
NEBRASKA
Peru State University 48
University of Nebraska at Omaha 56
NEW HAMPSHIRE
Dartmouth College 61, 76
NEW JERSEY
Bergen Community College 45
Kean University 54
Montclair State University 39
New Jersey City University 55, 72
William Paterson University 78
NEVADA
Community College of Southern Nevada 73
NEW YORK
Baruch College/CUNY 53
Bronx Community College/CUNY 66
Cornell University 58
Hamilton College 52, 59
Hunter College/CUNY 72
John Jay College of Criminal Justice/CUNY 48
LaGuardia Community College/CUNY 59
Monroe Community College 68
New School University 70
Skidmore College 62
SUNY at Albany 42
SUNY at Plattsburgh 77
SUNY, College at Fredonia 37
SUNY, College at Oneonta 68, 71
SUNY Empire State College 73, 74, 75, 78
SUNY, Oswego 53
The City College of New York/CUNY 42, 48
York College/CUNY 46, 55
NORTH CAROLINA
Belmont Abbey College 70
Western Carolina University 52
OHIO
The Ohio State University 67
University of Cincinnati 67, 73
OREGON
Chemeketa Community College 54
PENNSYLVANIA
East Stroudsburg University of Pennsylvania 64
Millersville University 44
Temple University 41
TENNESSEE
Austin Peay State University 49
TEXAS
Dallas County Community College District 69
San Antonio College 66
Texas A&M University-Corpus Christi 69, 70
WASHINGTON
Community Colleges of Spokane 60
Lake Washington Technical College 47
Washington State University 76
WISCONSIN
University of Wisconsin-La Crosse 60
University of Wisconsin-Madison 52
University of Wisconsin-Stevens Point 62, 75
University of Wisconsin-Whitewater 65

FELLOWSHIPS/SCHOLARSHIPS/AWARDS
NAFSA: Association of International Educators DC 39
Population Research Center of NORC and the University of Chicago IL 39

¡PUNTO FINAL!

SHAPING DESTINY HANDS ON

Dr. Juan Lopez Garriga, Professor, Department of Chemistry, University of Puerto Rico, Mayaguez

The near-, middle-, and long-term future of our society depends in large part on the curiosity, imagination, openness, diversity, efficiency, learning skills, and communication abilities developed in our younger members.

Mathematics, science, engineering, art, and philosophy–tied to an understanding of the environment, a global perspective, and computer communications–are some essential elements that our K-12 students need in order to continue, expand, and develop our culture. Their knowledge of science, coherently coupled to humanities, self-teaching, and leadership, will form the individuals who are the stem of our next generations.

The future Hispanic workforce, including university graduates, depends, too, on access in its early years to activities that motivate and develop the necessary attitudes toward education. In these increasingly complex times, interdisciplinary education, experimental knowledge, and "hands on" laboratory experience appear to be important components of success in nearly all career fields.

Pre-college Hispanic teachers can no longer instruct their students exclusively through a process of memorizing facts and procedures. Our teachers should act on opportunities to develop communication and reasoning skills–to help students at early stages of education to experience the excitement of discovery.

In turn, Hispanic students must learn how to think critically and logically in order to analyze, understand, and address present and future concerns–scientific, technological, environmental, social, and cultural. Unfortunately, hands-on experimentation, independent of the education discipline, is not easily accessible to a large number of culturally diverse and economically challenged K-12 students and their teachers. Furthermore, the Hispanic population may have the tendency to increase faster than the resources for its education. As a result, the rate of Hispanics entering higher education will decrease as the population increases. These factors will continuously generate a gap in knowledge, abilities, training, and motivation.

This scenario will decrease the opportunities for development and the leadership roles that Hispanics might play.

The problem is not trivial. Motivation, hands-on abilities, integration of knowledge, and technology activities are part of the solution.

Various formal and informal educational programs have been created–at local, national, and international levels. A good example is the GLOBE program, Global Learning and Observations to Benefit the Environment. GLOBE creates the spark that many students need to develop an interest in science and education, while the day-to-day nurturing of this excitement is achieved by their trained teachers. The program (www.Globe.gov) involves students and teachers from more than 6,000 schools in 73 countries. K-12 students and teachers work with university professors, university students, and research scientists to learn more about our planet. Simultaneously, parents, friends, and communities also are involved in the process.

GLOBE uses environmental measurements to help develop skills in areas ranging from science to teamwork. Training activities involving atmosphere, hydrology, landcover, biology, soils, and more are all described very well, in English and Spanish, in the GLOBE protocols manuals.

Programs such as GLOBE are excellent routes to disseminate science, technology, and environmental learning activities to both predominantly Hispanic and to economically challenged schools. Participation by the Hispanic education communities in such initiatives increases the skills, the scientific knowledge, and the numbers of Hispanic pre-college in-service and pre-service trained teachers. Teachers are the ones who foster and integrate educational activities into K-12 curricular development.

An efficient way to promote these activities is to strengthen, expand, and refocus the centers and programs for formal and informal K-12 education, to develop consortia between business, education, and government.

Industry can adopt K-12 schools. Higher education representatives can work with industry, pre-college teachers, and students to firmly establish serious and effective education outreach.

Universities can involve Hispanic undergraduates and graduates as peers and as role models for incoming Hispanic students. They are the best role models for their communities.

These initiatives will improve Hispanic retention and secondary education graduation rates, while simultaneously preparing an active Hispanic workforce to lead its destiny.

THE HISPANIC Outlook IN HIGHER EDUCATION

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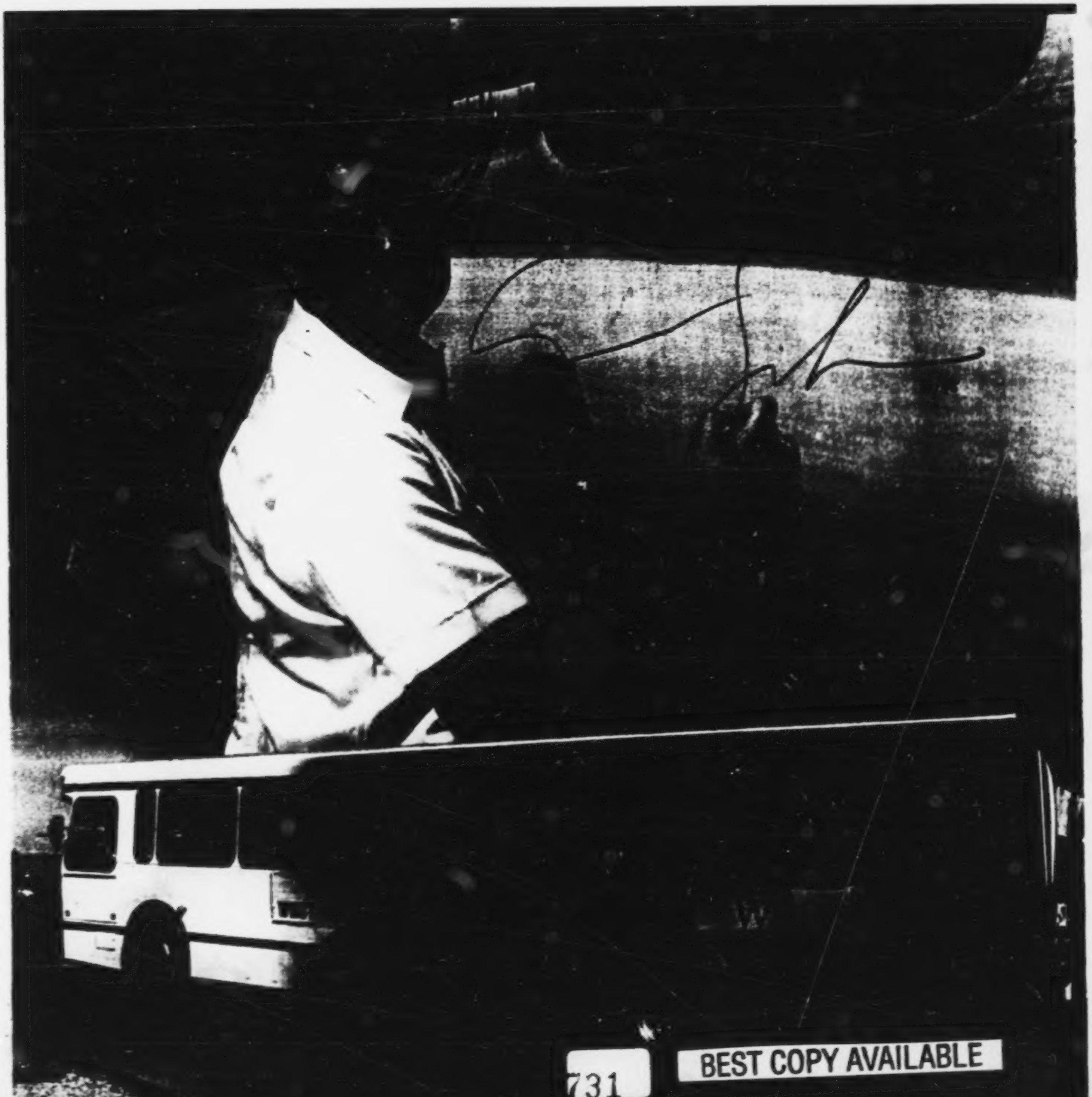
LATINOS COAST TO COAST



731

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CONTENTS

FEATURES

Graduate Management Admissions Test Reviewed 5

The Impact of Computerization on the GMAT

Chicano Art on the Move 8

Simon Silva artwork enwraps school bus at ASU-West

Subverting the Dominant Paradigm 10

Trinity College historian Luis Figueroa is determined to "set the record straight."

College Board Covers Education Loan Borrowing 15

Its conference as well as related programs and Web site look at debt repayment

Diversity Alive and Well in Kansas 17

Garden City Community College paves the way

HONOR ROLL

Oswego State University, SUNY 12

Named a top value over many years by several ranking reports

Latinos and the University of San Francisco 19

An insider's perspective on diversity efforts

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Two trends in teacher education

SUCCESS STORIES 21

Two of Four Central Washington University Honorees Are Hispanic
Most excellent new faculty share insights

People, Places, Publications, Conferences 23

Book Review: *The Life and Times of Pancho Villa* 32

¡Punto Final!
How to Recruit and Retain Latino Faculty,
by Dr. Robert Dawson Avilés assistant professor at the Graduate School of Education at George Mason University back cover

Cover Photo Credit: ASU-West

733

A CAPITOL VIEW

Two Trends in Teacher Education

BY GUSTAVO A. MELLANDER

Teaching has long been a professional magnet for upwardly bound Hispanics. Many have found fulfillment and respect as teachers. By all accounts, teaching continues to be a popular major for Hispanics in our colleges and universities.

But the profession is changing. Many new trends are developing in teacher education. I mention two that will impact all in the years ahead. One is a growing focus on parental involvement. The second is the potential contribution of technology. Let us explore each of them.

Parental Involvement

In addition to establishing a clear correlation between poverty and poor academic performance, educational researchers have also identified a clear positive correlation between parental involvement in their children's education and those children's academic success.

Millions of Americans are, of course, involved in their children's education. What might have been neglected until now are the potential negative effects suffered by children whose parents are not.

New Skills

A recent Harvard study, *New Skills for New Schools: Preparing Teachers in Family Involvement*, reviews the research that demonstrates the importance of family involvement. It also discusses ways to train teachers in how to get families involved.

A major thrust of the recommendations is that teachers need to take on a large part of the responsibility of getting parents involved. That is not always a simple or easy task. Teachers might need special training to help them succeed at it.

The study calls upon the colleges and universities that engage in teacher education to make parental involvement a key element in their pre-service and in-service teacher training. Further, it calls upon state governments to include training in family involvement as a part of their certification requirements.

The study reviews a number of current college and university programs that focus on parental involvement. Many of these innovative programs suggest what might be adopted on a larger scale by other institutions.

These programs use a variety of techniques for training teachers. The techniques are interesting in themselves as they indicate the rich array of approaches used in teacher education in the U.S. today—role play, case method, cultural immersion, community experiences, self-reflection, research with families and communities, and interprofessional education.

A Caveat

There's a caveat about the Harvard study's call for greater focus on parental involvement in teacher education. Without question, the research findings demonstrate the value. If teachers across the country, particularly in the inner cities and isolated rural areas, were successful in engaging parents in ways suggested by the study, it would make a difference.

But encouraging parental involvement is only one of many demands for change that are being placed upon teachers and on the institutions that educate them. It competes for scarce time and resources with many other demands—including improved academic performance and accountability, and it is a step away from actual classroom teaching itself—one more demand placed upon teachers that makes them social workers as well as educators.

And what about the ever so many single-parent households? Those households are usually headed by the mother. The father is absent. The family lives in poverty. The mother struggles just to get food on the table. Can we really expect her to be involved in the daily grind of her children's education? Once again the crushing effect of poverty takes its toll.

Computer Technology

A second area receiving intense attention by those who teach the teachers is computer technology, particularly since the emergence of the World Wide Web.

Computers enter into the educational environment at different levels. At the most basic level, it is important for today's students to be able to use computers: computers are an integral part of the workplace. This level entails the subject matter of keyboarding, computer science, and other classes on using computers. It is a specialty area for teachers in our colleges and universities that prepare teachers in the same way that teachers of mathematics, history, and the sciences are educated.

At the next level, computers, when coupled with the World Wide Web, can provide significant new means of learning the subject matter taught in our schools. We are still learning about this aspect.

Increasingly, institutions that educate teachers are providing training in the use of computers and Web technology for learning. There are some who think that technology will revolutionize teaching and education. But even if it falls short of creating a revolution, computer technology is clearly going to play a major role in American education. And, we suggest, in world education.

National Ambitions

A recent federal program, dubbed "universal service," is in the process of dramatically changing our schools. Its goal is to network every single school in the country.

It goes one step further. For the past several years, Washington has provided special funding for computers for schools in high-poverty areas.

Today, most of those schools have computer/student ratios almost on a par with America's more affluent schools. The subsidy program will provide up to 90 percent of the costs of network connections for schools in high-poverty areas. It is hoped that computer and Web technology can help overcome some of the disparities between rich and poor schools. It is still too early to say whether that hope is realistic.

If this capability is going to live up to its promise, teachers have to know how to make use of it—at least as well as the students whom they are teaching. Pre-service and in-service training in the use of the technology is yet another demand on the teacher's time and on the institutions that prepare them.

There is a third level for using computers and the World Wide Web, and it involves the institutions that educate teachers. It is the professional development of teachers themselves. These technologies are being used to augment classes in the institutions that educate teachers and are also extending the reach of these institutions beyond their campuses through distance learning. Here, too, it is too early to assess, but it is a development worth watching.

Resources at Our Fingertips

Today, we can all visit a number of Web sites. One that we recommend is that of the U. S. Department of Education at <http://www.ed.gov>.

It has more than 20,000 pages of information related to education in the U.S. and around the world. From that site we have access to ERIC's comprehensive educational research database, which covers virtually every topic.

Those interested in American institutions that educate our teachers can visit the sites of the colleges and universities themselves. It is helpful, too, to visit the sites of such national organizations as the American Association of Colleges for Teacher Education (AACTE), the Association of Teacher Educators (ATE), and the National Council for Accreditation of Teacher Education (NCATE).

Dr Mellander is a professor at George Mason University.

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The Impact of Computerization on the GMAT

BY INÉS PINTO ALICEA

People interested in pursuing an MBA can no longer take the pencil and paper version of the Graduate Management Admissions Test (GMAT), the world's most widely used graduate school business exam. Since the test began to be offered solely on computers in the fall of 1997, educators, students, and testing experts have been debating the impact of computerization, particularly on women and minority students, who historically have scored lower on standardized tests.

"Tests are so important," said Cleveland State University Professor Rosemary E. Sutton. "They get you admitted into a university. We don't know who's going to be harmed by [computerized testing] nor who's going to benefit. Maybe we'll find out in a few years, but by then a bunch of people will be harmed."

While the Graduate Management Admission Council (GMAC), which sponsors the GMAT, says that the test is not the sole criterion that business schools use to select students, it is an important indicator of potential future success.

Some schools also use the scores, along with other factors, to give merit-based scholarships to students, said Nicole Chestang, GMAC vice president and corporate secretary.

"[The GMAT is a] reliable measure of certain developed skills that have been found to be important in the study of management at the graduate level," said a GMAC Web page. "Unlike undergraduate averages that vary in their meaning according to the grading standards of each institution, GMAT scores are based on the same standard for all candidates. Evidence indicates that the undergraduate record is generally at least as good a predictor of success as the test scores, and most schools give it as much weight as the scores."

Admissions Testing On Computer
Are you ready?
GRE
GMAT
TOEFL

Studies have shown that standardized tests consistently underpredict the academic performance of women and minorities, and the GMAT is no exception. The total score for the GMAT is reported on a scale ranging from 200 to 800 with a 30-point standard error of measurement, and it comprises three different scores: verbal, quantitative, and analytical writing. In 1994-95, the average scores on the GMAT for White students was 523 compared to 466 for Mexican Americans, 426 for Puerto Ricans, and 467 for other Hispanics, according to a 1996 study called the *Graduate Management Admission Test: Five-Year Summary* by the GMAC. Also, according to the report, the average score for men was 516 compared to 482 for female test-takers.

"The question from an equity perspective becomes: How do we decide what kind of testing is fair for all groups?" asked Sutton.

Test-makers face a huge challenge in addressing this issue. Claude Steele, a social psychology professor at Stanford University, found that minority students often redouble their efforts during these tests to disprove negative stereotypes about minorities but then work too quickly or inefficiently and falter on the test. The percentage of Latino test-takers jumped to 5.1 percent of all test-takers in 1995

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from 23 percent in 1991, a significant increase, said Chestang.

The Princeton, N.J.-based Educational Testing Service (ETS), which administers the test, said in a booklet called "Admissions Testing on Computer: Are You Ready?" that the scores from computer testing have been comparable to the scores from the paper tests. Critics of the computerized testing fear that the gaps in scores will widen because much of the research conducted on students who take a computerized version and a traditional version of a standardized test used the same test to determine whether students would get the same scores. Not only does that indicate an indifference to built-in inequities in standardized tests, but it also indicates that the gap in scores could widen because some students have more experience with computers and should perform better in that environment, argue those who beg for more caution in administering CAT versions.

"The paper versions [of most standardized tests] have inequities built into them so [test-makers] are perpetuating these inequities [by using similar CAT versions]," said Sutton. "We clearly need studies on high-stakes performance tests of different ethnic groups in different communities and of different social classes."

The computer-adaptive (CAT) version of the GMAT has some unique quirks that might affect the scores of the initial test-takers, those who are most likely to be accustomed to the paper format for standardized testing. Students can not leave any items blank on a computer-adaptive test since subsequent questions are customized based on each individual's response pattern, nor can they go back to review a previously selected answer.

CAT Version Plusses

The (CAT) version of the GMAT does offer a variety of benefits. Students can make an appointment six days per week, year-round, take the test at their convenience, and not have to wait for the mass Saturday administrations offered a limited number of times per year. Students can take the tests in private cubicles. People who want to retake the test can do so the next month and not wait until the next mass administration four months later. The CATs are better tailored to each test-taker's ability level because less time is spent answering questions that are too easy or too difficult. The test questions adapt the student's ability to answer the previous question, offering an easier question if the student answers the previous question incorrectly and a more difficult question if the student answers correctly. Scores are then based on the number of correct answers and the level of difficulty of the questions.

> **Though more costly to administer than the paper GMAT, the computerized GMAT test costs $125, up from $84 the previous year when the paper tests were offered.**

"These types of tests test a larger variety of skills, not just whether a person can pick A, B, C or D," said Sutton. "These tests are also more interactive."

In addition, there are fewer test questions than with traditional paper-based tests, and students have more time to complete the test, which could prove beneficial to minority students who have shown that they take more time to complete standardized tests, Sutton said. Another benefit of the computerized versions is that students can see their scores at the test center for the multiple choice sections of the test immediately after taking it. An official score report, including the analytical writing assessment, is sent to the student and institutions designated by the student about two weeks after testing compared to four to 10 weeks for the paper-based test, according to the GMAC.

The conversion to computer-adaptive testing has not been without difficulties. "Administering the GMAT by computer was supposed to expedite the examination process, but thousands of business school applicants have run into major problems dealing with the new technology," said the National Center for Fair and Open Testing, more commonly known as FairTest, which is based in Cambridge, Mass.

FairTest said that some of the initial problems with the computerized testing included too few testing sites and long waiting lists of students who wished to take the test in some U.S. cities and in several overseas locales.

"Some test-takers encountered computer programming flaws that resulted in a 'fatal error' alarm appearing on their screens when they completed sections of the GMAT," FairTest noted in its Winter 1998 edition of the *Examiner*. "Even if scores have been correctly reported, the warning is certain to increase test anxiety. In December, the GMAT system 'crashed,' leaving 1,300 anxious business school applicants facing blank screens."

Thomas Ewing, a spokesman for ETS, said that there were some problems when the computerized testing began but that they were minor problems that were corrected quickly. Chestang said the number of testing sites has almost doubled since the fall launch of the CATs to nearly 750 sites. "There have been problems, but by and large, the program has gone smoothly," said Ewing.

Despite some of the problems, ETS continues to stand by Baltimore-based Sylvan Learning Systems, which has a contract with ETS to deliver computer-based tests for academic admissions until 2005. Sylvan also delivers the Graduate Record Examination (GRE), the NCLEX exam for registered and practical nurses, and the Praxis Series exam for teachers, among others. It is conducting a pilot program to test for eventual broad-based computerization of the SAT, the standardized test taken by high school students and used for admissions into college.

"We took great care to choose a company which we felt could handle the complex administration and security needs for our program," said Ernest Anastasio, executive vice president of ETS. "Now, after a number of successful pilot programs and a careful, phased implementation process, we are pleased with the increased convenience that Sylvan is offering test-takers as well as the high level of security. Sylvan has been responsive and dependable, bringing unparalleled technology and distribution resources to the endeavor."

FairTest argues, however, that

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the GMAT should have followed the path of the GRE, used in the admissions process by graduate programs to supplement other indicators of students' potential for successful graduate study. Students are offered a choice between the computerized version and the traditional pencil and paper version. The paper version will be phased out by 1999. Chestang said the GMAC felt that the complex logistics and high costs involved with offering the test in both formats and the need to offer prospective MBA students a more convenient method of taking the test convinced the organization to launch CAT immediately. Many prospective MBA students are working people who plan to get their degrees part time, so they need flexibility for taking the test, and the CAT offers that flexibility, said Chestang.

FairTest said the problems that have arisen in the conversion to computerization were due to a "revenue-driven rush to market a new technology before it was fully field-tested."

"Flaws in the new GMAT arose as soon as it was introduced," said FairTest Public Education Director Robert Schaeffer. "That's what happens when profits, not educational values, drive assessment decisions."

Schaeffer's comment might not be completely off mark. A news release from Sylvan addresses the issue of being able to offer more tests.

"While introducing a new technology is never easy, we have succeeded, together with ETS, in testing several million people through the world's first global-delivery network for computer-based testing services, and have built the capacity to meet ETS' expectations of significantly increased volumes in the coming years," said Chris Hoehn-Saric, chairman and co-CEO of Sylvan.

Profits at Sylvan have increased significantly since the computerized GMAT tests went into effect. A news release from Sylvan showed that the total revenues for 1997 increased by 35 percent to $246.2 million from $181 million the previous year. A significant part of that increase in earnings came from the division that handles computerized testing. Not only did that division enjoy increased test volume from the conversion to computerized testing, but it also benefited from the price increase for the GMAT tests themselves.

In the new documentary, she asks students to recount when racist remarks had first been directed at them. In all instances, the students name a teacher.

Though more costly to administer than the paper GMAT, the computerized GMAT test costs $125, up from $84 the previous year when the paper tests were offered.

The costs for test-takers do not end there. Students who are not confident about taking a computerized test can practice taking it. ETS sells test-preparation software which features two actual CATs and test-taking strategies specifically for the computer-based exam. For people who do not have access to a computer, ETS allows test-takers to practice taking the computer-adaptive GMAT at one of more than 400 computer-based testing centers around the world. "The Official GMAT Practice Test" ($59.95) delivers one of the tests included in POWERPREP at an actual test center and provides test-takers with an unofficial score. For more information, call 1-800-982-6740 or look at <www.gmat.org>.

The question remains whether certain students, particularly ones who have had little previous access to computers, can narrow the gap in scores or whether the gap will widen. It is something that the Hispanic Association of Colleges and Universities (HACU), based in San Antonio, Texas, will be watching closely, particularly since the two organizations joined forces recently in a partnership agreement to work on a variety of issues affecting Hispanic-Serving Institutions, said Martin Ahumada, HACU's vice president for research and education.

A 1997 study by ETS and the Council of Chief State School Officers, called *Computers and Classrooms: The Status of Technology in U.S. Schools*, presented some dismal findings about computer access. The study found that the national student-to-computer ratio is 10 to 1 while the U.S. Department of Education recommends that the ratio be 5 to 1.

"Students in schools with the largest percentage of poor and minority students have less access to most types of classroom technology," said Researcher Richard Coley of ETS' Policy Information Center and co-author of the report. Minority group seniors were less likely to have courses or experience in word processing and computer literacy and less likely to use computers in English courses and to solve problems in math and science.

"By one estimate, it will cost about $15 billion to make all of our schools technology-rich," said the report. "This is about $300 per student, five percent of total education spending, and about five times what we now spend on technology."

But a study by the Tomás Rivera Policy Institute, a the think tank in Claremont, Calif., has some positive news about Latinos and computers. Though a 17 percent gap remains between Latinos and the general population in computer ownership, the rate of increase in computer-owning Hispanic households was twice that of the general population, 130 percent versus 65 percent, between 1994 and 1998.

GMAT test-makers said they believe that students who have had little or no experience with computers can do well on the computerized GMAT, even if they don't invest in test preparation software or go to a testing site and pay for a practice test.

"Individuals can take the test even if they have no previous computer experience or only minimal experience," said the ETS booklet *Admissions Testing on Computer: Are You Ready?* "The hands-on tutorial they must take before the test prepares them to take the test on a computer using a mouse."

Sutton disagrees, saying, "Such a tutorial can not provide enough experience to have computer use become automatic."

Chicano Art on the *Move*

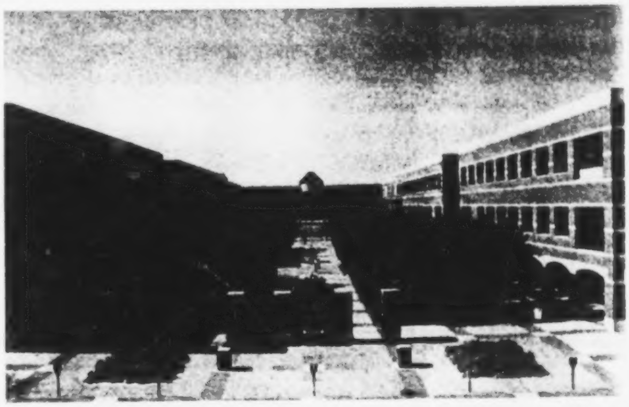
Silva Work Wraps ASU Bus

ARIZONA STATE
UNIVERSITY WEST

Over several months, through advanced graphics technology, Mr. Silva's painting was transformed into a vinyl covering with a life expectancy of about five years.

A colorful and unusual gift of public art now adorns a 40-foot bus that travels between Arizona State University-West and the main ASU campus seven times a day and to the ASU Downtown Center in the evenings.

The "bus wrap" painting, by acclaimed Chicano artist Simon Silva, depicts the people, land, buildings, elements of instruction, and even the wildlife of the 300-acre ASU-West campus.



Over several months, through advanced graphics technology, Mr. Silva's painting was transformed into a vinyl covering with a life expectancy of about five years. Supergraphics, Inc., of Sunnyvale, Calif., produced the bus wrap material. The company created the first complete city bus wrap, for Pepsico, in 1992. Art received in a digital format from Simon Silva was printed onto 73 interconnecting vinyl sheets with peel-away backing to form the overall design. The sheets were then installed on the bus in a manner similar to hanging wallpaper, from the top down.

"We offer our bus art as a gift of beauty to the Valley," said ASU-

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ASU
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West provost, Elaine Maimon. "Through this innovative medium, people who might not be aware of ASU-West will gain an immediate vision of our remarkable campus."

Because the moveable art is traveling 140 miles or so a day, the painting is expected to reach the eyes of hundreds of thousands.

The bus itself is a 1997 Orion, 40 feet long, 12 feet high, and 9 feet wide, seating 42.

Artist Silva signed the bus after its unveiling last October, during which students, faculty, and staff collectively removed a huge blue tarp.

The bus art is expected to be highly effective image/awareness advertising for ASU-West. Compared to other forms of transit-oriented advertising, i.e., billboards, bus shelters, and city bus ads, the ASU-West bus wrap is less expensive and "optimizes annual advertising funds to reach desired marketing goals," according to ASU literature. The average annual cost for five years of $10,080 includes the original painting and design and all advertising rights, materials, and media placement.

The average annual cost for five years of $10,080 includes the original painting and design and all advertising rights, materials, and media placement.

Works by Simon Silva have been commissioned by MALDEF, the Association of Mexican American Educators, *TIME Magazine*, the Bilingual Foundation for the Arts, and for the movie, *Mia Familia*. They are also found in the private collections of Carmen Zapata, Victor Villaseñor, Edward James Olmos, Jaime Escalante, Olga Briski, Ana Castillo, and Rudolph Anaya, and in the corporate collection of the Bank of America.

Silva, born in Mexico in 1961, received a B.F.A. from the Art Center College of Design, Pasadena, Calif., in 1986. From the early '90s to the present, he has lectured at conferences, schools, and universities throughout California and Texas.

Silva Speaks

"As a Chicano artist, I celebrate my bilingual and bicultural life and hope that others will do the same. My art is a reflection of what I consider to be a great asset that we have in this country, that is, the opportunity to use our multicultural makeup to our advantage.

"I was born in Mexicali, Mexico, and was raised in Holtville, California. One of 11 children, I found myself picking crops at the early age of 8. We eventually became a migrant family traveling to Oregon and Washington to work. Because of the lack of respect for this type of labor and my family's lack of educational support, I grew up with a certain amount of shame about who I was.

"It wasn't until I came to understand and appreciate my culture that I was able to find a true purpose for myself and my art.

"I come from a family that is very artistic, so I inherited an ability to paint and draw. It was this ability that kept me out of trouble and helped nurture my self-esteem. In school, I decorated bulletin boards for my teachers and drew for my friends.

"After I graduated from the Art Center College of Design in Pasadena, I freelanced for several months but could not get the type of work that I wanted. I decided that the best thing for me to do was to get a full-time job and continue my own personal work. I took a full-time position in the graphics department of Lockheed Martin in Ontario, California.

"Five years ago, I began to develop my current style, which is influenced by Chicano art and the Mexican muralists."

Simon Silva lives in San Bernardino, California, with his wife, Maria, and their two sons. He spends a great deal of his time traveling around the country giving presentations at schools. He finds it very important to inspire other kids by sharing his art and his personal experiences.

Material herein courtesy of George Martinez, director of public relations, ASU-West. **HO**

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Subverting the Dominant Paradigm

Trinity's Luis Figueroa Challenges Assumptions

BY SUZANNE ZACK

> ***To foster a sense of intellectual community among students outside of the classroom, Figueroa's students post their papers on Trinity's electronic document exchange program, called DOCEX, and respond to assigned readings via the College's campus-wide electronic conferencing system called Yapp Forum.***

The slogan "Subvert the Dominant Paradigm," emblazoned on a favorite T-shirt worn by Assistant Professor of History Luis A. Figueroa, who believes that the influence of the Caribbean and Latin America on the United States has been overshadowed by that of Europe. He is determined to set the record straight.

Figueroa challenges his students' assumptions about history. "The history of America is told as if the major historical link in the evolution of this country's culture and economy is only with Europe," Figueroa says. "That's not true. The relationship between the United States and the Caribbean and Latin America goes back to the very beginning of the country. People think the relationship between Latin America and the United States began in the 20th century, or when the United States took over land from Mexico in the middle of the 19th century. I tell my students they have to rethink American history from the perspective of an American in the hemisphere."

A native of Puerto Rico and the son of educators, Figueroa holds a doctoral degree from the University of Wisconsin. He joined the faculty two years ago after teaching for six years at the University of Connecticut. He teaches courses in Caribbean, Latin American, and Latino history and also participates in the Latin American and Caribbean Studies concentration within the International Studies program, as well as in the American Studies program.

Innovative Teaching Methods

Figueroa often punctuates his lectures with personal experience. For instance, he explains how residents of Puerto Rico are prohibited from voting in federal elections despite the fact that they are American citizens under a 1917 act of Congress enacted two decades after the United States took over the island from Spain. The law, says Figueroa, leaves Puerto Ricans in a colonial state of limbo: second-class American citizens who cannot participate in federal elections while living on the island, while at the same time, a distinct society unable to achieve political sovereignty. This semester, Figueroa will guide students in his survey course

740

on Puerto Rico as they collaborate with members of a Hartford community organization, La Casa de Puerto Rico, in comparing the status of Hartford's Hispanic population over time with its current socio-economic profile.

To foster a sense of intellectual community among students outside of the classroom, Figueroa's students post their papers on Trinity's electronic document exchange program, called DOCEX, and respond to assigned readings via the College's campus-wide electronic conferencing system, called Yapp Forum. The electronic dialogue encourages students to become more careful in their thinking and writing, Figueroa contends.

Last year, Figueroa employed the use of information technology as a central organizer of the year-long co-curricular program on decolonization, which, through a series of films, lecture-discussion sessions, and courses, examined the events that transformed the world from an arrangement of colonial powers to a new world order. He hopes to apply his interest in technology to a major co-curricular initiative focused on a global theme again this year: "Migrations, Diasporic Communities, and Transnational Identities." This project will explore how the movement of people, capital, and goods; the development of instantaneous forms of communication and exchange of cultural commodities; and international competition and global integration have brought new migration patterns and new challenges to ethnic and national identities.

A Consummate Teacher

Students in Figueroa's classes say that his approach works. Alicia F. Cacchione, class of 2000, a Latin American and Caribbean Studies major whose mother was born in Cuba, says Figueroa's course on "The Cuban Revolution: Historical Origins" helped her "to develop my opinion of the Cuban Revolution and look at a really personal event from a critical and analytical perspective." The course also gave Cacchione a new appreciation for the professional contributions of her great-great grandfather, Fernando Ortiz, the founder of ethnography in Cuba. "Professor Figueroa is the most passionate, dynamic, and intelligent professor I've ever had!" she exclaimed.

International Studies major Romae S. Gordon, also of the class of 2000, describes Figueroa as being "passionate about history and interested in sharing his ideas." Figueroa acknowledges his passion by saying, "If you believe in what you're doing and that what you're doing is important, it almost becomes a mission. My mission is to have my students understand that when they view or support something in the United States, the positions they take have ramifications not only here but also in Latin America and elsewhere."

An Important Scholar

Associate Professor of History and Department Chair Michael E. Lestz says of his colleague, "Luis' presence has permitted the department to provide a new array of courses that have much amplified history offerings covering the Spanish-speaking societies of the Western hemisphere."

A devoted scholar, Figueroa has presented papers at various international conferences. His latest book manuscript, which focuses on the transition from slavery to free labor in Guayama, Puerto Rico, from 1850 to 1924, is under consideration for publication by the University of North Carolina Press. It is a work, says Lestz, "that promises to be an important contribution to Caribbean history. He is a scholar to be reckoned with in the Spanish-speaking world."

This article is reprinted with permission from MOSAIC, *a publication of Trinity College, Hartford, Connecticut.*

The Honor Roll

Oswego State University, SUNY

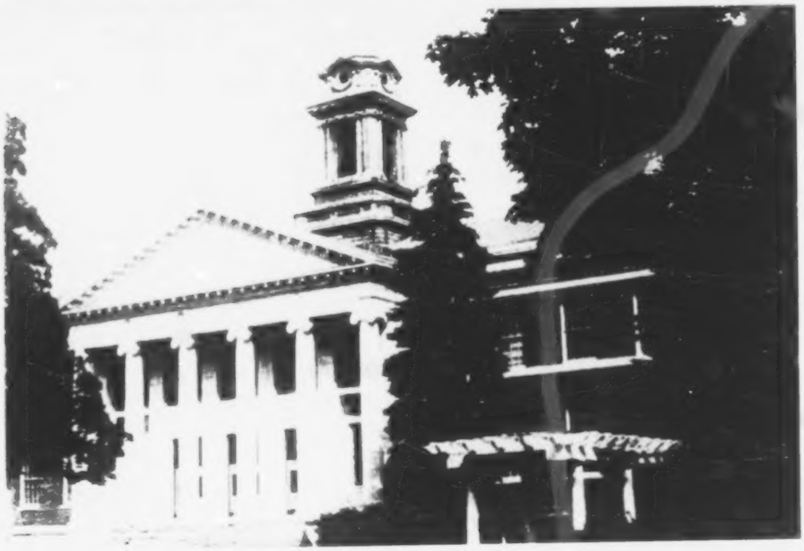
Value, Equity, Opportunity

BY ROGER DEITZ

Many colleges and universities provide a first-class education. A good number of them offer students a fine value, combining that great education with reasonable tuition and fees. Oswego State University (the State University of New York, or SUNY, at Oswego) goes a step further by actually guaranteeing in writing its commitment to excellence and educational value. Oswego State has made the list of top 100 state college and university values in a new comparative analysis by the prestigious *Kiplinger's Personal Finance Magazine* that appeared last September. Over the past decade, such respected college guides as *How to Get an Ivy League Education at a State University* and *U.S. News and World Report's America's Best Colleges* have consistently ranked Oswego State University among the best educational buys in the country. Holding down the costs of a higher education gives Oswego State University a lock on the *Hispanic Outlook* Honor Roll, and makes it a most promising place to consider for getting a great education at a reasonable cost.

Oswego's straightforward written certificate of guarantee reads: "We want to be absolutely clear about what we offer students and about what students and their families can expect to invest in earning a bachelor's degree at our college." Among the points of interest, Oswego State guarantees entering first-year students admitted to a degree program that the necessary classes will be available to complete the degree in four years of full-time study. If a student meets academic expectations and still can not graduate after four years because of course availability, the college will enroll the student tuition free in the remaining courses necessary to meet graduation requirements. A similar tuition-free guarantee is extended to transfer students admitted to a degree program to "insure timely completion of a bachelor's degree."

Oswego also guarantees continued availability of small classes "because we believe that small classes offer students the opportunity for invaluable interaction with faculty." Oswego faculty members serve as mentors to students, helping



Oswego State University, SUNY [illegible]

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Oswego State University SUNY President Deborah F. Stanley

them to shape their futures.

Since room and board account for about 60 percent of the cost of an Oswego residential education, the institution further guarantees that "students entering Oswego in the fall of 1998 will not experience any increase in the cost of room and meal plan for four consecutive years." This means that at Oswego, the major cost of a residential education will be held constant for four years!

To qualify for the Oswego guarantee, students must commit to a degree program that satisfies General Education, a major program, and college requirements. First-year students must declare a major within three semesters, or earlier if required by their degree program. They must meet with their academic advisors at least once a semester. Students also must successfully complete an average of 15-plus credit hours per semester over four consecutive years of study, fulfill the total credit-hour requirements for the degree, and continue in good academic standing.

Oswego State University has ranked high on *The Hispanic Outlook*'s survey of Hispanic-serving institutions, designating the institution one of the best colleges for Hispanics in the nation. Monico Soto, an admissions counselor who also is an advisor to the Latino Student Union, says that this is no surprise. He feels that Hispanics fit in well at Oswego. Soto observes, "It's taken for granted. They're like everyone else." He cites Oswego State's growing reputation among ethnic students, Oswego's diversity initiative, and its increased outreach downstate as factors in the growing number of Hispanic students who attend Oswego.

Honor Roll Facts in Brief

INSTITUTION:
Oswego State University
(the State University of New York at Oswego)

LOCATION:
Office of Admissions
Oswego State University
211 Culkin Hall
Oswego, New York 13126-3599
(315) 341-2250

ESTABLISHED:
1861

ENROLLMENT:
7,082

DEGREE OFFERINGS:
Bachelor's
Master's
Certificate

ANNUAL TUITION:
$3,945 - undergraduate, New York State resident

NUMBER OF FACULTY:
Approximately 300 full-time

SEVERAL DEGREE PROGRAMS:
American Studies
Business Administration
Human Development
Linguistics
Meteorology
Public Justice
Technology Education

HISPANIC ENROLLMENT:
219 (3.2 percent of the undergraduate class)

NOTABLE HISPANIC-SERVING ORGANIZATIONS:
ALANA (African American, Latino, Asian, Native American League)
Caribbean Student Association
International Student Association
Latino Student Union
Global Living and Learning Center

INTERNET ADDRESS:
www.oswego.edu

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The Oswego Guarantee

OSWEGO

University president Deborah F. Stanley was inaugurated on September 9, 1998. She sees a deeper meaning in these numbers at Oswego, noting, "Education can help free a person from the constraints of the past and free a people from the injustices of the present. In Oswego, we are not physically located where a cross-section of races and cultures has naturally formed, but we cannot maintain education without a cross-section of races and cultures equitably represented in our programs and people. Greater diversity is educationally and economically important as well as right. Access to public higher education is what makes it inherently noble."

Originally founded in 1861 as the Oswego Normal School, the institution became Oswego State Teachers College in 1948. While maintaining its high standards and reputation as a center for teacher preparation, Oswego broadened its academic perspective in 1962 when it became one of the Colleges of Arts and Sciences in the State University System. Collectively, these institutions became the University Colleges of the State University of New York. There are many points of historical interest at Oswego State University. Theodore Roosevelt unveiled the statue of Edward Austin Sheldon, the college's founder, and Franklin Delano Roosevelt laid the cornerstone for Park Hall. The Iroquois Confederacy and the lore of James Fenimore Cooper are recalled in the names of some other campus landmarks.

The majority of students forming the undergraduate class are between the ages of 18 and 25. They are studying full time toward a degree and live in campus residence halls. The ratio of men to women is close to 1:1, with slightly more women attending. Students come from nearly every county in New York as well as from several other states and many foreign countries.

In the fall of 1997, there were 6,818 undergraduate students and 984 graduate students enrolled at Oswego. Hispanics made up 5.2 percent of the undergraduate class; African Americans, 5.8 percent; Asian Pacific Islanders, 1.7 percent; and Native Americans, 05 percent, the same percentage as non-resident aliens.

Among the approximately 300 full-time faculty at Oswego are Fulbright scholars who have trained teachers in Oman, studied oral history in Africa, and won grants from such agencies as NASA, the Smithsonian Institution, and the National Science Foundation. The State University of New York has honored dozens of Oswego professors for excellence in teaching.

The effective student-faculty ratio is 21:1. More than 75 percent of the full-time teaching faculty hold doctoral degrees or the terminal degree in their fields.

Oswego State's nearly 700-acre, tree-lined campus spreads out along the southern shore of majestic Lake Ontario—an awesome sight and a backdrop for some of the world's most spectacular sunsets. Within reach of that vista, academic facilities provide students with the latest learning tools. Penfield library is the largest library in northern New York. It contains more than 2.5 million books, periodicals, and other materials, and on-line links to a vast inter-library loan system. The school has an extensive computer network that supports more than 300 PCs and Macs in eight on-campus computer labs. State-of-the-art research and teaching labs are furnished with the same hardware, software, and equipment being used in today's workplace.

Oswego State offers students interested in communications and journalism a wealth of print and broadcast facilities for cutting-edge media training. These include WTOP-TV, WNYO-FM, *The Oswegonian* campus newspaper, the *Ontarian* yearbook and several other publications, as well as the professionally-directed National Public Radio affiliate, WRVO-FM.

Al Roker, the affable weathercaster for NBC's *Today show* and host of *Al Roker Live* on CNBC, is an alumnus of Oswego. He majored in communications studies and was graduated with the class of 1976. He recalls, "By the end of my freshman year, I was assistant news director of the campus radio station at Oswego—friends at other universities never touched a piece of equipment until their senior year."

Tyler Hall houses the acclaimed 550-seat Waterman Theater, an intimate experimental theater, and Tyler Art Gallery. The Rice Creek Field Station features 400 acres of trail-crossed fields, streams, and forests, 26-acre Rice Pond, and a study facility offering classroom and lab space and an indoor viewing gallery.

Courtesy of Oswego State University SUNY

College Board Covers: Education Loan Borrowing

BY MARI CARMEN SARRACENT

Joyce explains that the scholarship system was "intended to be a grant-based system for the neediest of students. It's a growing concern that students and family understand the responsibility of borrowing and repayment. And for the lowest income students, it's important to relay

Financing a college education is a pertinent issue that college-bound students face at some point in pursuing their academic careers. Heading for college is a moment anxiously awaited by students and parents alike, but the steps taken in order to make it possible are as important and nerve-wracking as that first day in class. Access to and the deciphering of all the college grant/aid information available is of utmost importance, and it is what delays many individuals from making their college dream a reality. Organizations like The College Board attempt to show students and their parents that college is not a financial impossibility.

The College Board, a national membership association that supports educational transitions through programs and services in assessment, guidance, admission, placement, financial aid, and education reform, recently, at its national forum, devoted a session to this subject.

The conference session was called "Debt Be Not Proud: education loan borrowing and repayment from the students' perspective."

The College Board
Educational Excellence for All Students

Jack Joyce, manager for communications and training at The College Board's College Scholarship Service (CSS), noted that at this session various aspects of the borrowing process, including the importance of debt counseling, were discussed and explained. "Borrowing has become a dominant resource in planning for education beyond high school. From 1980-81, the situation has been turned upside down in terms of grants versus loans," he stated.

Joyce explains that the scholarship system was "intended to be a grant-based system for the neediest of students. It's a growing concern that students and families understand the responsibility of borrowing and repayment. And for the lowest income students, it's important to relay information."

Joyce notes that this group of students generally are minority students and, "when they hear the word *loan*, they may be discouraged." If they have not been properly informed about the loan and repayment process, the idea of borrowing thousands of dollars to finance a college education is daunting.

"Families should approach the process of planning and paying for college as a partnership that begins with the parents but that also includes federal and state governments, private scholarship agencies, and colleges and universities," he adds.

While college tuition and fees for 1998-99 rose approximately four percent over the previous year, according to a recent College Board survey, financial aid available to students reached record levels—more than $60 billion. However, most of this increase was in the form of loans rather than grants. According to The College Board data, at four-year private institutions, students are paying $723 more ($14,508 tuition)–at four-year public institutions, students are paying $132 more ($3,243 tuition); at two-year private institutions, students are paying $254 more ($7,333 tuition); and at two-year public institutions, students are paying $66 more ($1,633 tuition).

Federal Aid

"With the declining purchase power of the Pell Grant, college costs have increased faster than income or grant appropriation. Right now, the ratio is 40 percent grants, 60 percent loans. In the 1980s, it was the opposite," noted Joyce.

According to Lawrence Gladieux, The College Board's executive director for policy analysis, the Pell Grant, at its peak in the late 1970s, covered three-quarters of the average cost of attending a public four-year college and one-third the cost of a private four-year institution. "Today the Pell Grant covers only one-third the average cost of attending a public four-year college and one-seventh the cost of a private four-year college."

"Back in 1992 when Congress reauthorized the Higher Education Act, it changed the eligibility criteria, allowing more students to get financial aid, but the increase was in the borrowing," stated Joyce. The current law authorizes a maximum grant of $4,500 a year for the 1999-2000 academic year. The authorization will be increased by $300 for each of the subsequent three years, and top out with a $400 increase in 2003-04. However, the current Pell appropriation provides a maximum grant of $3,000.

The law also increased the amount of money that independent (up to $5,000) and working dependent students (up to $2,200) may earn before it is counted against their eligibility to receive federal grant aid. And for those students who graduate in the top 10 percent of their high school class, there is the McGovern amendment, which doubles the amount of a Pell Grant for the first two years of undergraduate study.

The Higher Education Amendment of 1998 also included the President's proposal to cut interest rates on new student loans by almost a full percentage point at 7.40 percent from 8.25 percent. The new law extends for five years the low student interest rate on new loans, which was first won in the 1993 budget and scheduled for 1998, proposed again in February 1998 by Vice President Gore, and available on a temporary basis since July 1.

According to a recent Department of Education report, Education Secretary Richard Riley described the national default statistic as the lowest ever in terms of borrowing activity. What has also changed is colleges' involvement in informing students and parents about the loan process. Says Joyce, "Colleges have more responsibilities regarding explaining debt management that were not in place before. When they make a loan, they provide information up front. It used to be so much after the fact. Now it's a much clearer understanding," he says.

"Many families do not realize that there are resources to help them finance a college education. With careful planning and a little homework, more families can gather a wealth of available information and translate that information into a package that will open the doors of college for their children."

To help, The College Board continues to enhance its library of data that is available to students. "In addition to research, The College Board is developing consumer information pieces for students that include tips on how to be responsible when borrowing," notes Joyce.

On its Web site at <www.collegeboard.org>, there is a section on financial aid services that contains useful information on college costs and financial aid facts as well as tip sheets on every aspect of loan borrowing, including: *A Guide to Responsible Borrowing; College Credit Education Loan Repayment Benefits; Consolidating Your Education Loans; How to Choose a Student Loan Lender; Lending Loans at a Glance; Other Borrowing Options; Preliminary Projected Monthly Payment, Federal Stafford Program;* and *Q & A: The Cost of Borrowing a Subsidized Federal Stafford Loan*. .

The objective of the tip sheets is to demystify and familiarize students and their parents with financing options. For example, the Repayment Options fact sheet details the various repayment options available, such as graduated repayment, loan deferment, payment due date change, or loan consolidation. It even provides a chart to help students estimate the repayment period depending on the amount of the loan.

Other borrowing advice offers debt guidelines, such as repayment of undergraduate loans should not exceed eight percent of gross monthly income after college education.

Overall, The College Board encourages families that it's never too late to start saving, and it communicates to financial aid counselors that providing comprehensive information about college financing is essential.

Financial Aid for Low-Income Undergraduates

Percent of Full-time, Full-Year Low-Income* Undergraduates Receiving Aid

	Grants	Loans	Work	Total Aid
Public Two-Year	80.2 %	20.2 %	10.3 %	83.5 %
Public Four-Year	81.6 %	54.9 %	14.8 %	86.6 %
Private Four-Year	89.7 %	62.4 %	30.0 %	92.8 %
Proprietary	88.4 %	54.9 %	3.6 %	92.3 %
All Institutions	84.0 %	48.3 %	15.0 %	88.1 %

Average Amount Received by Aided Full-Time, Full-Year Low-Income* Undergraduates

	Grants	Loans	Work	Total Aid
Public Two-Year	$ 2,365	$ 2,459	$ 1,560	$ 3,352
Public Four-Year	$ 3,193	$ 3,371	$ 1,371	$ 5,638
Private Four-Year	$ 6,046	$ 3,901	$ 1,264	$ 9,318
Proprietary	$ 2,313	$ 3,658	—	$ 4,745
All Institutions	$ 3,485	$ 3,465	$ 1,388	$ 5,764

*Low Income is defined as 125 percent of the poverty level or less. For a single individual, this is equal to an annual income of $8,858 or less. For a family of four, total income must equal $17,405 or less. "All institutions" includes private two-year institutions.

Source: National Center for Education Statistics National Postsecondary Student Aid Study: 1993.

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Diversity Alive and Well in Kansas

Garden City Community College Paves the Way

BY STEVE QUAKENBUSH

1999

MULTICULTURAL

CONFERENCE

March 17-19, 1999
Garden City, Kansas

Sponsored by

Garden City
Community
College

Linda Brown, whose family filed the 1954 court case that created school desegregation across America, came to Garden City, Kansas, to share her experiences with listeners from throughout the nation.

So did María Hinojosa, an award-winning National Public Radio correspondent who tells the stories of voiceless immigrant women, barrio residents, and gang members.

The Southwest Kansas community of 30,000 also drew Guadalupe Quintanilla, who rose from her troubled school years in Brownsville, Texas, to a nomination for the post of U.S. Attorney General.

Each of these noted Americans served as past keynote speakers at an annual multistate gathering in Garden City that helps communities adapt to the dramatically changing ethnic diversity. The gathering will be hosted again this year.

"We're looking forward to the 1999 Multicultural Conference because Garden City is seen as a sort of mirror on the future," said Lea Ann Curtis, one of the conference organizers.

"The purpose is to share Garden City's experience, and the experience of others, in increasing cultural awareness, and in sharing successful ways of building skills that are effective in multi-ethnic communities and organizations," said Barbara Thoman, another organizer.

Thoman and Curtis are staff members of Garden City Community College, the primary sponsor of the March 17-19 conference, now in its eighth year. Co-sponsors are GCCC TRIO Programs; Garden City's Unified School District 457; the Pioneer Health Network; the GCCC Allied Health Program; the Garden City Cultural Relations Board; and the Human Relations Commission of the neighboring community of Dodge City.

GARDEN CITY
Community College

Allison Sosa

Mark Campos

Garden City has encountered both problems and accomplishments since immigrants from Mexico, Central America, and Southeast Asia began joining the local population in the early 1980s. It is one of the fastest-growing cities in Kansas, and also includes the state's greatest ethnic diversity.

Primary presenters

Keynote speakers for the 1999 conference include:

Dr. Gene T. Chávez, president of Chávez and Associates, is past director of the Center for Multicultural Outreach in Overland Park, Kans. Chávez, who writes for the *Kansas City Hispanic News*, is also a public school counselor, working primarily with students and families from different cultural backgrounds. His presentation will explore similarities and differences among Latino groups, and the historical events that influence Latino culture today.

Jeannie Chávez-Martínez, who helps lead the Multicultural Resource Center at Pittsburg State University, Pittsburg, Kans., is recognized for her understanding of the ways prejudice begins, and how

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GCC faculty

myths and stereotypes that support prejudice and discrimination can be eliminated. She helped launch and develop a series of Hispanic Youth Conferences that now take place on college campuses across Kansas. She was appointed to the Kansas Advisory Committee on Hispanic Affairs, and the state's advisory committee to the U.S. Commission on Civil Rights.

Suzanne Salimbene, president of Interface International, and author of *What Language Does Your Patient Hurt In?*, to be published this year, a trainer, speaker, and author now focusing on transcultural health care, will outline the need for change in the outlook on education for administrators and service providers, nurses, physicians, social workers, educators, business leaders and others.

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Enid Sepúlveda-Rodríguez, M.A., RCP, director of the Cardiopulmonary Department at Holy Cross Hospital in Taos, N. Mex., will outline fast-breaking issues in providing "culturally-competent health care." She will also discuss guidelines for interviewing and assessing culturally diverse patients.

Workshops

A March 17 workshop, The Eye of the Beholder, will emphasize the ways that social interaction between groups of people is affected by nonverbal communication and cultural patterns. Break-out session topics include:

How to Use an Interpreter Effectively

Women of Color: What Their Writings Tell Us

Racial Identity: What Difference Does it Make?

Migration and Health Issues

Issues in Bilingual Education

Cultural Festival

The event incorporates a lunch and a cultural festival with food, entertainment, and music, to take place at an elementary school.

Time is set aside, too, for visitors to explore the community, including minority-owned businesses and varied neighborhoods.

In the past seven years, the conference has drawn teachers and other educators, health and medical personnel, social workers, business owners and operators, professionals, law enforcement personnel and others from Kansas, Texas, Oklahoma, Wisconsin, California, Missouri, Colorado, Nebraska, Minnesota, and other states.

Total fees for the 1999 event, which is based at the Garden City Community College campus, are $110. College credit is available from GCCC and Fort Hays State University at additional cost.

For registration and information, contact Edna Lopez at GCCC, <elopez@gccc.cc.ks.us> or (316) 276-9515. The registration fax number is (316) 276-9630.

Hispanic Student Day

Another ongoing diversity event at Garden City Community College is Hispanic Student Day, which celebrated its 12th year last November, drawing as its keynoter Jimmy Cabrera, who spoke about values, self-discipline, and cultural awareness.

Cabrera, one of the professionals recognized by the National Speakers Association, agreed to come to Garden City after local students heard him at the U.S. Hispanic Leadership Conference in Chicago.

"When Jimmy Cabrera spoke in Chicago, he was someone who really touched all the people," said Cesar Martinez, a member of GCCC's Hispanic American Leadership Organization. "He had a positive message, and he really kept people's attention. He talked about the butterfly and the caterpillar, and how you can't forget your goals if you want to be successful. You have to follow a dream and not forget it. There were 7,000 people there, and everyone's eyes were on him."

Cabrera's Lessons

An article in the *Garden City Telegram* by Itzel Stewart, *La Semana* editor, captured many of the lessons taught by Cabrera to encourage and motivate students at the conference.

"Cabrera said that when he was 9," she wrote, "he tried to commit suicide because of the color of his skin. 'My mother told me five words that I still remember today,' he said. 'God doesn't make any junk.'"

He also told the youth, wrote Stewart, "Remember this: 'I'm not judged by the number of times I fail but by the number of times I succeed.' He encouraged them to 'Start over.'"

Gene T. Chavez

Recognition

During Hispanic Student Day, Lydia Gonzalez, assistant director of GCCC's Talent Search program, was given an award for exemplary leadership. GCCC student Carlos Gutierrez also received special recognition.

Hispanic Student Day has drawn 200 to 300 students each year from communities throughout Kansas–Ulysses, Hugoton, Moscow, Sublette, Satanta, Liberal, Ness City, Dodge City, Rolla, Leoti, Cimarron, and more.

This year's day was sponsored by GCCC and the college's federally funded Talent Search Program, HALO, Southwestern Bell, Garden City High School/USD 457, and Fidelity State Bank.

Success Sessions

Cabrera's message was followed by student seminars ranging from empowerment through education to date and acquaintance rape, careers in sports, and a special session, Estudiante Bilingüe, designed for bilingual students and focused on the importance of bilingual abilities in the global economy. HO

Latinos and the University of San Francisco

An Insider Views Diversity Efforts Shares Views

BY **LUIS MURILLO**

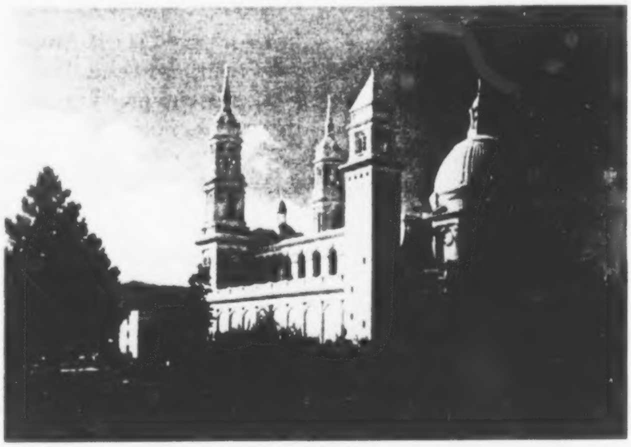
ABOUT THE AUTHOR:

Luis Murillo is presently an assistant professor of international business, management, and operations at the McLaren School of Business, University of San Francisco. Earlier he worked at the Boeing Commercial Airplane Co. in Seattle, Washington, as a senior engineer.

Dr. Murillo holds B.S. and M.S. degrees in aeronautics from MIT, a Ph.D. in aerospace engineering from the University of Southern California in Los Angeles, and a Ph.D. in management from UC-Berkeley. He is the author of a 1,000-page book on modern Panama, has published papers on technology transfer and third-world development, is a frequent contributor to Panamanian newspapers on political and economic issues, and was recently invited by UCLA to present a seminar on modern Panama and the Canal.

One November day, I attended an elegant luncheon honoring contributors to a scholarship fund drive. The scholarship fund had the appealing name of "Saber es Poder," which loosely translates into "knowledge is power." Its purpose: to assist worthy Latino students who could not otherwise afford the quality higher education offered by the University of San Francisco. The luncheon was even featured on the evening news of the Bay area Spanish-language television network.

I had the good fortune to share a table with the organizer or main instigator of the "Saber es Poder" drive, Father Luis Quihuis, a soft-spoken but energetic Jesuit priest who is also assistant to the university president. At the same table were one of the scholarship fund beneficiaries—a young Mexican American student halfway through the USF law program, an older Hispanic man who had gotten his degree at USF back in 1950 (and who proudly showed me that year's graduating class book with his picture in it), and another alumnus who surprised me because he was an Anglo American (a member of the ethnic majority in the United States) with no apparent connection to the Latino community.



University of San Francisco

I suspect that some contributors to the scholarship fund in question have no ethnic or cultural links to Hispanics but contribute to it out of pure altruism and the desire to see a worthy segment of society achieve its full potential. That potential, at least judging by the remarks made by the scholarship students present, was quite obvious.

"Saber es Poder" is probably the most visible dimension of the USF effort to become involved with the local Latino community (which in San Francisco is enormously diverse). This endeavor follows a desire to implement the rather mystical tenets found in this Jesuit university's mission statement.

According to that statement, USF is supposed to train "leaders who will work for justice for all people" and who "will shape a multicultural world."

Another enterprise at USF devoted to Latino/Hispanic issues is the Center for Latino Studies in the Americas, or CELASA. This center was organized by a group of USF faculty interested in Latino problems and culture and led by psychology professor Gerardo Marin, who is its current director. CELASA was established in 1996 and in its short life has managed to raise the visibility of Latino/Hispanic culture in the university and throughout northern California.

CELASA covers five thematic areas: literature and literary criticism, ethnic and political identities, environmental and economic justice, history and religion, and contemporary social issues such as migration, violence, and substance abuse.

An interesting aspect of CELASA's activities is its involvement with cultural, political, and economic developments in Latin America. The Center recognizes that problems south of the border impact the life of large segments of

Gerardo Marin Sr. Associate Dean
College of Arts & Science

the Latino communities of the United States. This is certainly the case for the large Mexican American population of Southern California and Texas, and the Cuban American community of Florida.

With a mission that is preponderantly academic, CELASA pays considerable attention to the dissemination of the Spanish language and literary works written in that tongue. The Center might be correct on this emphasis, since probably the Spanish language is the single most important factor uniting the diverse Latino and Hispanic communities in the United States. (So diverse are these communities, in fact, that their leaders cannot agree on a common name that would cover all of them.)

CELASA offers, at the undergraduate level, a Certificate in Latin American Studies, which is an interdisciplinary program with courses in history, politics, economics, theology, and Spanish. Again, the coverage of topics is rather broad, encompassing the countries of Latin America and their expatriate communities living north of the Rio Grande, as well as second- or third-generation Latinos established permanently in the United States.

In October of 1997, CELASA organized a rather successful nationwide conference called "Hispanic Cultural Locations." Latino scholars from 35 different states and eight countries participated, presenting papers on different branches of the social sciences.

If there is a shortcoming to be mentioned about CELASA it is its almost complete ignorance of the hard sciences. Perhaps there is an explanation: Latino communities are still behind in the economic hierarchy of the United States and at a stage of development where attention to the traditional sciences such as physics, mathematics, and chemistry, in addition to the engineering fields,

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Rev. Luis Quihuis with United Farm Worker co-founder Dolores C. Huerta

might not be seen as a matter of urgency. This attitude, however, might in the long run affect negatively these communities.

With dynamic programs such as "Saber es Poder" and CELASA, the University of San Francisco is well represented among those institutions of higher education that are taking seriously their social responsibility. However, more is needed.

An effort that is conducive to serving the needs of ethnic groups to be efficacious has to be pervasive. Every single department of the institution has to become involved. However, leadership should belong to the academic departments.

Several dimensions should be considered in a complete program to implement ethnic diversity. Purely academic ones have to do with the dissemination of cultural aspects and the emphasizing of scholastic achievement. Both should raise the level of self-esteem among faculty and students of Latino/Hispanic backgrounds.

Then, from the operational perspective, an affirmative program of faculty recruitment from the appropriate ethnic background or knowledge of a particular culture should be implemented. A similar program of active recruitment should be carried out at the level of the student body.

However, the quality of those students brought into the university must be carefully monitored. Here is where a university sincerely devoted to its mission to achieve ethnic diversity will stand out. A judiciously designed program of reaching out to the diverse cultural groups is highly valuable. Attention paid to remedial courses or to cooperative structures with local high schools in disadvantaged areas, such as the Mission district in San Francisco, should efficiently work towards the improvement of the quality of the students recruited into the institution.

Finally, of course, talented Latino students will need financing. At USF, very few students from Latino families can afford tuition, fees, room and board, and the cost of books. A very aggressive program of financial aid is absolutely essential.

The University of San Francisco appears to provide a useful benchmark, even though its program to serve the Latino segment of society is incomplete. Other institutions might be advised to examine that benchmark and solicit advice from USF.

From left to right: Rev. Luis H. Quihuis S.J., Guillermo Escobedo (recipient) student, Andre Paez (recipient) student, Marise Arrona (recipient) student, Fr. Edward Stackpole S.J., and Genevieve Schmidt Camacho (recipient) student

Two of Four Winners Hispanic

Central Washington University Honors Teaching Excellence

BY BARBARA RADKE

Two of the 1998 Excellence in Teaching new faculty award winners at Central Washington University are Hispanic. Each represents a different CWU academic college, but all four have more in common than top classroom evaluations from students and from faculty colleagues.

They all started teaching at Central within the last four years, and all earned their Ph.D.s in the past five.

Respect for students ranks at the top of their teaching values scale, and all are well known for being available to students outside the classroom—there's not a nine-to-fiver in the bunch.

Two have theater experience and consider teaching partly performance; two teach CWU students new languages; and all four share a sense of teaching as high adventure.

All provide a glimpse of what makes them tick as Central's top new teachers.

Javier Martinez de Velasco, professor of Spanish in the CWU foreign language department, is the 1998 award winner from CWU's college of arts and humanities. He completed his Ph.D. in Spanish this summer, directing CWU's La Coruna study abroad program.

[illegible]

"I grew up in northern Spain, in a bilingual region, so I spoke two languages from the age of three or four years. I have always been fascinated by languages—they have opened so many new worlds to me," he says.

"I was a very demanding student. And now, as a professor, I reflect on what I expected of my instructors. I had a passion for learning, and it was a frustration to find so many of my professors didn't share that passion. But the professors that had even more passion than I—they provoked more excitement in me!" he recalls.

"I think of language as a means of doing just about everything you do—you use it in all your activities. I create a very natural atmosphere in the classroom; language should be lived—and used for everything," explains Martinez de Velasco.

"I treat my students with a lot of respect. That's very important in second language study. It can be very embarrassing to be 20 years old but to speak like a six-year-old. Language students grow very fast in their communication skills, but to be six years old in public, in front of other people, can be hard. I value their learning a lot, and I sometimes let them enjoy being six-year-olds—reawakening their curiosity towards everything. Sometimes a little [child's] game in class is very effective."

Martinez de Velasco and his wife have a 14-month-old daughter, and he says, "We are very committed to raising her bilingual, able to speak perfectly in both languages, to learn there are two codes she can use to communicate. I always speak to her in Spanish; my wife always speaks to her in English."

Besides his Spanish language classes, Martinez de Velasco teaches a Spanish or Latin American theater class—his specialty—every year. "Theater, more than any other literary genre, has the potential for language learning. Reading in class, becoming another person, is an effective way to think in the language. It's my favorite class to teach!" says the professor, who also writes both poetry and theater pieces.

Agustin Fuentes, anthropology, is starting his third year at Central. The 1998 teaching award winner for the CWU college of the sciences, he earned his Ph.D. in anthropology at the University of California-Berkeley (UCB).

This summer, he directed Central's summer program in Bali's Ubud monkey forest, where he has done extensive research on monogamy among macaques.

Fuentes says that the inspiration for his career comes from both school and home. "Teaching is one of the big reasons I am here at Central. And part of my teaching here is a result of amazing professors at UC-Berkeley. They're the model for my 300 percent method—100 percent teaching, 100 percent research, and 100 (well, maybe 75) percent service! I take issue with anyone who compartmentalizes a professor's time—I'm always teaching; I'm always researching; I'm always doing service. The whole thing fits together."

Agustin Fuentes

He continues: "And it's not just my UC-Berkeley experience. My mother is an elementary teacher. My father is a university professor. My two sisters are primary [school] teachers. I've been in school literally since I started to gurgle—at the age of six months. I've never really left school, and I never intend to."

The professor, who's described by students and colleagues alike as "animated, enthusiastic, and high-energy," says, "I love what I do. Teaching is partly performing, and I was on-stage in high school and college. I was even a theater major for awhile."

Fuentes adds: "With teaching, though, something happens—you can never describe it. Whether it's lecturing or in a hands-on lab experience, if it's happening the way you want it to, afterwards you can't actually remember exactly what happened—I really enter a blissful state. And that enjoyment is contagious. The feedback I get from students is a real rush—to see the gleam in their eyes, that 'aha' of getting something not in the textbooks but something new firing in their brain."

It's not all just flamboyance and bliss for Fuentes, though. "Another thing happens in the classroom—my mother and father are both politically active, believers that professors have a moral obligation to open doors for their students, to introduce them to the possibilities that education brings. It's that old mandate of the liberal arts—creating citizens."

Fuentes says he's a demanding professor. "People have to be pushed and not coddled. They have to earn grades, not receive them. I demand respect from students, and I really respect students. There's nothing more honorable than learning."

Carol Butterfield, teacher education programs, and winner of the CWU college of education and professional studies 1998 teaching award, earned her Ph.D. in education at the University of Arizona.

She says her first-year teaching experience, fresh out of college "with a traditional teacher education background," made an indelible stamp on her teaching career. "I ended up in an Inupiat village in the Alaskan bush, 60 miles south of Point Barrow, with float planes being the only way in or out. When I arrived, the folks there told me 'I'd be teaching K-12 special education—I have no preparation for that—there were no teaching materials, and—oh yeah—no room in the school, so I'd be teaching in my house.'

Carol Butterfield

"That year I learned how to create—and it influenced me. I'm determined that my students learn how to improvise and apply what they know in new, unexpected ways and settings."

At Central, Butterfield teaches students preparing for teaching careers in reading and in English as a Second Language (ESL). And their classroom work is only a small part of what she requires them to get under their belts.

"Beyond class participation, students meet with adult conversation partners, and they keep a log of the strategies they use to communicate—like gestures, adjectives, and so on. These one-on-one experiences help them to know another language and culture.

"My students also volunteer at the university pre-school, and my reading students are volunteers in Central Care's 'Books for Breakfast' program at Mt. Stuart Elementary School."

This blending of theoretical learning with practical experience is a hallmark of Butterfield's teaching at Central. She uses a big variety of teaching methods herself—a little lecturing, plenty of time for student discussion and reflecting, along with small-group interaction.

She reports lots of similarities between teaching prospective reading teachers and those headed toward ESL. What's the major difference? "Students learn that ESL language learners have a lot of knowledge in their own language and culture, which they might not be able to produce in their second language," Butterfield says. "It really helps students to discover that, as teachers, they can learn from their ESL students. It's a real eye-opener."

> ***"Define what you want to teach, have the right goals, and—half the battle—figure out ways to get the information across, pique their interest, and make it relevant. Then, you structure the activities around those goals."***

Peter Boyle

Peter Boyle, marketing professor in the business administration department, is the 1998 teaching award winner from the CWU school of business and economics. He earned his Ph.D. in marketing in 1993 from Cornell University in New York.

"My philosophy is that when students leave my class, it's less important for them to have a whole bundle of knowledge than to know how to approach the problems they will face as marketing managers. My job is to provide them with a framework, in such a way that they come away with some tools for analyzing a situation. They won't be right all the time, but they will have the right process, and they will find out what's useful."

"My challenge is to present this framework in a way that students understand and to remind them that answers don't come from a textbook approach to problems," Boyle says. In fact, to make his point, he doesn't even use a textbook, assigning instead current articles from the *Wall Street Journal*, *Business Week*, and other business-related publications.

For Boyle, teaching isn't some magic-filled mystery; he says he takes a straight-forward approach. "Define what you want to teach, have the right goals, and—half the battle—figure out ways to get the information across, pique their interest, and make it relevant. Then, you structure the activities around those goals," he says. "I use team projects and exercises, case analyses and role-playing to build students' thinking and decision skills."

As a teacher, Boyle says he was greatly influenced by his own professors. "I happened to be exposed to extremely good teachers when I was getting my Ph.D. at Cornell; good teachers influence good teachers. Although I got a research degree, I want to teach—and to teach well. I value teaching, so I work hard at it."

Boyle concludes: "I know what I want to accomplish in the class. I think it's really important to educate people, and I'm always interested in getting more educated—it's a case of reciprocate and pass it on."

People-Places-Publications-Conferences

PEOPLE

Agosin Honored for Human Rights Leadership

The United Nations Association of Greater Boston (UNA-GB) has honored Wellesley College (Mass.) Professor of Spanish Marjorie Agosin with a Leadership Award for her contributions to international understanding and human rights. An internationally recognized poet, Agosin is a native of Chile.

Each year the UNA-GB honors "citizens of Massachusetts" who have made significant contributions to greater international understanding.

Agosin won the 1995 Latino Literature Prize for poetry for her book, *Toward the Splendid City* (Bilingual Press/Editorial Bilingue,1994). She also was awarded the Letras de Oro 1995 Prize for poetry, presented by Spain's Ministry of Culture and the North-South Center of the University of Miami, for her book, *Noche Estrellada*.

Rocha Wins Binational Painting Contest

University of Texas-San Antonio student Gil Rocha's manner is soft-spoken and unassuming. His paintings are anything but. They spoke so loudly that Rocha won first place in the 1998 Binational Siqueiros-Pollock Painting Contest. The contest required entrants to reside along the U.S./Mexican border and their entries to relate to border issues.

It is said that Rocha's work incorporates the mélange of border life from commercialism to the red-light district to drug-sniffing dogs and police searches. Among Rocha's mixed media images are people stuffed into sardine cans and the Virgin of Guadalupe's images replaced by a huge megaphone.

Rocha said he hopes to someday support himself with painting and exhibiting, but graduate school and teaching also are important goals.

NMSU Instructor Produces Spanish CD-ROM Package

A New Mexico State University instructor has put Spanish language lessons on CD-ROM for students, travelers, and business people.

Jeff Longwell first developed an instructional Spanish CD-ROM package in 1996. Now he has produced "Spanish–Learning Tools That Work," an updated version of his previous package. It includes four instructional CDs and one containing a Spanish-English dictionary.

"Spanish–Learning Tools That Work" is aimed at middle schoolers to adults and meets national standards in foreign language education.

Profiles are included on every Spanish-speaking country in the world, a helpful feature for travelers, Longwell said. The profiles contain photos and information on each country's geography, people, government, common phrases and greetings, and even food.

The CD package is manufactured by The Learning Co., based in Boston, Mass., and sells for about $40 at computer stores such as Circuit City and CompUSA. It runs on Windows platforms and is compatible with Microsoft Explorer and Netscape Internet search engines. A disk of the best educational Spanish Internet sites for language students is included.

Rodríguez Editing Bilingual Education Journal

For nearly a year, Carlos Rodriguez, director of the bilingual education program at Southwest Texas State (SWT) University, has been the editor-in-chief of the *Journal of the Texas Association for Bilingual Education*.

A member of the association (TABE) for more than 30 years, Rodríguez assumed the non-salaried position last May.

"In 1997, the board of directors of TABE decided to give the publication more structure and voted to select an editor to serve a three-year term," Rodriguez explained. "I thought I had enough knowledge and experience to apply to this activity and make it a professional publication, while meeting the goals of the organization to inform the public-at-large of bilingual education."

Nancy Ramos and Kathy Fite, both curriculum and instruction professors at SWT, were appointed by Rodriguez as associate editors.

An alumnus of SWT, Rodríguez earned degrees in education, journalism, and educational administration. He has a doctorate from the University of Texas-Austin.

Luján and Thiesfield Join CSU

The Connecticut State University System recently announced two additions to its staff: Dr. Herman Luján as Chief Academic Officer and Yvette Meléndez Thiesfield as Chief Administrative Officer.

Luján has diverse and extensive experience at all levels of university administration with particular expertise in university governance, in institutional and statewide policy, public planning, governmental and business relations, community leadership and board staffing.

A member of *Hispanic Outlook*'s editorial board from 1992-1997, Luján has a bachelor's from St. Mary's College of California, a master's from the University of California-Berkeley, and a doctorate from the University of Idaho. He also received an Honorary Doctor of Humane Letters from St. Mary's College of California.

Thiesfield is a consultant nationally on

organizational culture change and diversity management. She actively volunteers her talents as a member of the National Board of Directors of the YWCA of the United States, a trustee of the Hartford Seminary, a Coporator of The Village for Families and Children, and a member of the Board of Founders for the Connecticut Chapter of the American Leadership Forum.

She has a bachelor's from Brooklyn College and a master's from the Hartford Graduate Center.

University of Oregon Honors Delgado

University of Colorado-Boulder law Professor Richard Delgado was named the 18th annual Wayne Morse Professor of Law and Politics at the University of Oregon in Eugene.

Delgado is a Jean Lindsley Professor of Law. While in Eugene, he gave a series of talks, seminars, and colloquia, culminating in his Wayne Morse Address titled "No Mercy: How Conservative Think Tanks and Foundations Changed America's Social Agenda."

Delgado was also selected to deliver the annual Hugo Black lecture at the University of Alabama Law School at Tuscaloosa. The lecture provides an opportunity for a judge, law professor, or other legal figure to address cutting-edge social issues. The title of Delgado's address was "Arguments Against–and the Future of–Affirmative Action."

Last fall, Delgado delivered the Corcoran Lecture at Thomas Cooley Law School in Lansing, Mich., and the keynote address on the role of diversity in higher education at the University of Utah in Salt Lake City.

M-DCC Professors Receive National Award

Dr. Alex Gancedo and Dr. Michael Lenaghan, both of Miami-Dade Community College (M-DCC) in Florida, were presented with the 1998 Faculty Team Recognition Award by the Consortium for Community College Development, a research group at the University of Michigan that studies new practices in teaching and learning in community colleges.

Gancedo, Associate Dean for Natural and Social Sciences at the Wolfson Campus, and Lenaghan, Chair of Social Sciences at the North Campus, received the award for their teamwork in developing and advising M-DCC's student Model United Nations (U.N.) team.

The national Model United Nations Delegation is a student simulation of the U.N. that meets once a year in New York. Each college and university assumes the identity of a country and takes a position on different issues, representing that country in the U.N. M-DCC's student delegation is one of a handful of community college teams invited to participate with more than 200 universities in the Delegation.

Paredes Receives Lifetime Achievement Award

Dr. Américo Paredes (pictured below left), professor emeritus of anthropology and folklore at the University of Texas (UT)-Austin, received a lifetime achievement award on Nov. 14 at the State Capitol in Austin during the opening session of the Texas Book Festival. First Lady Laura Bush, honorary chair of the festival, presented the award to the 83-year-old author and founder of Mexican American studies, border studies, and the post-modern movement in anthropology. Shown with Paredes (l. to r.) are Laura Bush, singer/songwriter Tish Hinojosa, and UT-Austin Professor Rolando Hinojosa-Smith.

Colón–ASPIRA's New Leader

ASPIRA, Inc. of New Jersey, the State's largest and oldest Latino youth development organization, has a new Executive Director–William Colón. With a background in business and education, Colon has propelled the agency forward like never before.

Since Colón took over the reins, ASPIRA has:

- received an A+ rating from the American Institute of Philanthropy, making it one of the ten most effective charitable organizations in the United States.
- opened a Center for the Latino Community of Jersey City.
- expanded its parent-training programs.
- and received an efficiency rating of 98% from the New Jersey Department of Community Affairs for programs on early intervention and leadership development.

These achievements, accompanied by the enthusiasm over Colón's arrival, and ASPIRA's continued success in keeping Latino and other minority youth in school (90% of all Aspirantes remain in school), have resulted in new funding for ASPIRA programs.

Colón serves on the board of directors of the Education Law Center and teaches evening classes as an adjunct professor of Business at Essex County College.

Newsmakers at UTSA

Sam Gonzales, director of Career Services at the University of Texas-San Antonio (UTSA), has been appointed to the National Association of Colleges and Employers' Professional Alliance Taskforce.

The taskforce will explore possibilities for mergers or collaborative initiatives with other national associations in the career services/employment arena.

UTSA is represented on the taskforce along with MIT, the University of North Carolina-Chapel Hill, the University of

California-Berkeley, and several major employers.

Eight UTSA students made it to the final round of competition at the three-state National Association of Teachers of Singing Convention, held in Oklahoma City in November. The eight UTSA vocalists were the most from a single school to reach the finals.

Among the UTSA finalists were Mireya Rodriguez and Melanie Medrano. Rodriguez was a first place winner.

Thirty-four UTSA voice students competed in a field of 700 students from virtually every college music department in Texas, Oklahoma, and New Mexico.

"Miss Jalisco" Helping Others

At her mother's suggestion, North Central College (Ill.) junior Cynthia Duron recently entered and won the "Miss Jalisco" beauty pageant, which is run by the Federación de Clubes Jaliscienses del Medio Oeste. Jalisco is a state in Mexico and, like other Mexican states, has seen many of its citizens emigrate to the United States. In Chicago, people who hail from different cities in each state frequently form clubs to promote solidarity and pride. Duron represented La Barca, her mother's hometown.

Initially reluctant to enter the pageant, Duron had said, "I'm not into beauty pageants.... I want to do something that will benefit people."

And now she's getting a chance to do just that.

Having won a "huge crown," a banner, $1,000, and an all-expense paid trip to Jalisco for a week, Duron is using her new title to help improve opportunities for "the Hispanic race." She wants to get communication going between Hispanics who come from different Latin American countries. Hispanics have many aspirations, she says, "but we're not united."

At North Central, Duron has been involved with the Office of Multicultural Affairs and the Hispanic Heritage Month planning committee.

Daley Honored for Excellence

The Illinois Community College Board (ICCB) has announced that Richard J. Daley College has won the ICCB Award for Excellence in Learning-Centered Instruction. The award was presented to Dr. Ted Martinez, Jr., college president. The award specifically recognizes the college for its "centrifugal learning" initiative through which the college is integrating technology into its curriculum.

"We receive this award with great pleasure," said Martinez. "All colleges are challenged by the rapid growth and expansion of technology. I hope our approach to moving steadily ahead, integrating technology into the curriculum can be a model for other colleges facing this challenge."

Working closely with the Chicago Public Schools, Daley College has established several programs to begin preparing students at the middle and high school level for careers in science and technology.

Barroso and Alonso Honored by MIP

The Miami Institute of Psychology (Fla.) has honored Dr. Gerald Specter, Ms. Diana Barroso, and Ms. Evangelina Alonso as 1998's outstanding faculty members in the doctoral, master's, and undergraduate programs, respectively. The awards were presented by Mr. Antonio Vazquez, president of the Board of Trustees, and Dr. Salvador Santiago-Negron, president, at the institution's Annual Faculty Appreciation Evening.

Journal Names Bixler-Márquez to Editorial Board

Dennis Bixler-Márquez, director of Chicano Studies and professor of teacher education at the University of Texas-El Paso, has been named to the editorial board of the *Bilingual Research Journal*, published by the National Association for Bilingual Education and the Center for Bilingual Education and Research at Arizona State University.

The journal is an interdisciplinary, peer-reviewed publication that serves as a forum for research, policy analyses, evaluation studies, and essays related to bilingualism and schooling.

PLACES

GRCC Culinary Students Garner Awards

Grand Rapids Community College

Culinary students from Grand Rapids Community College's (GRCC) Hospitality Education Department (HED) in Michigan garnered 22 awards at the 1st International Culinary Students Competition for Tourism and Catering Institutions in St. George's Bay, Malta.

Eduardo Fuentes and five others from GRCC represented the United States and competed with students from Belgium, England, France, Germany, Malta, and Scotland for gold, silver, and bronze medals during the five-day hot and cold food competition.

Fuentes won the Gold Medal-National Team Award; Silver Medal-Regional Team Award; Bronze Medal-Individual; and two Certificates of Merit-Individual.

"We are extremely proud of the professionalism demonstrated by our students and the outstanding direction provided by culinary team coaches Angus Campbell and Robert Monaldo," said Robert Garlough, GRCC HED Director and International Culinary Team Manager.

GRCC's other winners were Benjamin Browning, Eric Gillish, Peter Hamm, Trevor Hill and Audrey Schrey.

UNM's Initiatives in the Americas and Iberia

The University of New Mexico (UNM) Council on the Americas is distributing the second edition of the *Guide to Initiatives in the Americas and Iberia*, which is being published with support from UNM's Latin American and Iberian Institute.

The 59-page guide provides basic descriptive information about UNM's various research, educational, public service, and exchange programs and "convenios," or agreements, with institutions throughout Latin America and Iberia. The first edition of the guide was issued in 1995.

Dr. Guillermina Engelbrecht, director of UNM's Latin American Programs in Education and president of UNM's Council on the Americas, said the second edition "is more complete and includes information about UNM's Iberian and African initiatives." Engelbrecht coordinated efforts to update the guide's second edition.

Semana Sepharad Celebrates Spanish-Jewish Culture

Semana Sepharad '98, a festival celebrating Sephardic Jewish culture, was held in the New York region in December. The 27th annual festival was sponsored by Yeshiva University (N.Y.) in cooperation with the Tourist Office of Spain and Iberia Airlines.

Featured entertainment consisted of guitarist Mark Levy, The Ladino Players, the Cara de Luna Ensemble, and the Elia Sarkar Ensemble.

Topics of discussion included "Sephardim and the Spanish-American War," "Women and the Inquisition," "Chuetas of Majorca," and "Portuguese Sephardim in France."

A video presentation of King Juan Carlos of Spain delivering an address at Yeshiva University was shown.

Chicano Studies Scholarships at UW

An anonymous donor is funding scholarships for a five-year period in the new Chicano studies program at the University of Wyoming (UW).

Two $1,000 scholarships will be offered each year to a freshman and sophomore student who have demonstrated an interest in Chicano Studies. The scholarship is for $500 per semester, says Antonio Ríos-Bustamante, UW Chicano Studies program director (pictured at left, with Trustees Peter M. Jorgensen and Geraldine "Jeri" Kirk).

Starting this spring, Chicano Studies was to be offered as an academic minor in the UW College of Arts and Sciences. Ríos-Bustamante, a faculty member in the UW Department of History, was developing a curriculum plan and requirements for the academic minor.

Applications for the scholarships have to include a one-page statement demonstrating an interest in Chicano heritage and culture, copies of transcripts, and proof of financial need.

Alianza Conference at UTPA

Representatives from five universities met in a two-day conference at The University of Texas-Pan American (UTPA) in an effort to develop a comprehensive, binational, and interdisciplinary program for teacher preparation and leadership development.

The Alianza program, a collaboration between UTPA, Intercultural Development Research Association (IDRA), Mexican and American Solidarity Foundation, California State University-Long Beach, The University of Texas-San Antonio, Southwest Texas State University, and Arizona State University is designed to develop future qualified bilingual education student teacher aides and normalists (teachers trained at universities in Mexico).

According to Dr. Hilda Medrano, dean of the College of Education at UTPA, this binational project is enabling 200 teachers to become leaders in bilingual and bicultural settings.

Maria Robledo Montecel of IDRA, said the project enhances the capacity of Latino and non-Latino students and educators to speak Spanish and work in cross-cultural environments, essential in the 21st century.

U-M Studies Latino Mothers' Health Issues

Hispanic children of overweight or obese mothers are more likely to weigh more than the average U.S. child and could have a greater risk of becoming obese or developing problems with high blood pressure and high blood sugar later in life, according to a new University of Michigan (U-M) study.

The study examined the effects that obesity and high blood sugar in Hispanic women had on the birth weights of their children. The children in the study, taken in an area where the majority of families live below poverty level, were born weighing an average of 7.6 pounds, compared with a U.S. average of 7.3 pounds.

"Even though they don't have very small babies, they have heavy babies who are at risk for a host of chronic illnesses later in life," said Edith Kieffer, assistant professor of health behavior and health education at U-M's School of Public Health, who is the lead author of the study.

Previously, high birth weights were recognized as a healthy attribute since the children born in impoverished communities are more likely to be born weighing less than the average infant.

Most of the women were overweight or obese, and about 7 percent were diabetic. About one-third of the women had high blood sugar levels.

The study was co-authored by Ricardo Guzman, Dr. George Nolan, and Dr. Allison Ventura.

USF Presents Asian American/Latino Dialogue

A dialogue between leading Asian American and Latino social activists was the focus of a free public presentation at the University of San Francisco (USF) in December.

The event, "Dialogues with Asian American and Latino Social Activists, Localizing Literary Production and Cultural Politics in the Global Sphere," featured Rubén Martinez, an Emmy Award-winning journalist, poet, and performer, and Diane Yen-Mei

Wong, a playwright, newspaper columnist, freelance writer and editor.

Martinez is an associate editor at Pacific News Service, and is co-host of *Life and Times*, a Los Angeles PBS-affiliate KCET-TV series on politics and culture.

Wong is the program director of UNITY: Journalists of Color Inc., and is the executive director of the Asian American Journalists Association.

The presentation was organized by USF faculty Rod Hernández, Irvine Scholar, English; Eileen Fung, assistant professor of English; and Julio Moreno, assistant professor of history.

Colorado Mountain College Launches Higher Education Web Site

If one wants to learn more about higher education options, career choices, and financial resources for college, then he/she can stop by <www.coloradomtn.edu/yesyoucan>, the new on-line college resource from Colorado Mountain College (CMC). It has intriguing links to sites such as Career-O-Rama and Counselor-O-Matic.

This new college search Web site is not a gimmick.

Potential students, including Hispanics, can access the site as a one-stop college information resource.

CMC has compiled a mega Internet resource directory to help prospective college students collect information about attending any college, university, or trade school across America and beyond.

It provides comprehensive links to the country's most complete higher education resources, including information on colleges, financial aid, careers, admission guidelines, and more. The site also has links to on-line tools designed to help prospective college students evaluate their strengths and plan their career.

Repertorio Español: Cuba Teatro

Founded in 1968 by Gilberto Zaldivar and René Buch, Repertorio Español has devoted itself to presenting Spanish-language theatre in intelligent, innovative productions. The company creates musical and dramatic works of classical and contemporary theatre and produces them in rotating repertory. The artistic excellence of the company has earned it worldwide recognition, including one of the few Ongoing Ensemble Grants from the National Endowment for the Arts, four OBIE Awards, two New York State Governor's Arts Awards, and consistently favorable reviews from both Spanish and English theatre critics. The company's diverse education programs include local and national tours, study guides for teachers who bring classes to its classical, contemporary, and musical performances, and special educational performances at its resident theatre in New York City.

Repertorio Español will soon be wrapping up Cuba Teatro: 1998-1999 A Season of Important Cuban and Cuban-American Theater. Plays already presented included: *Revoltillo (Broken Eggs)*, *Parece Blanca (She Looks White)*, and *Vagos Rumores (Obscure Rumors)*, as well as the all-female string orchestra, Camerata Romeu. There is still time to catch the plays *Fresa y Chocolate (Strawberry & Chocolate)*, written by Senel Paz, directed by René Buch; and *Las Penas Saben Nadar*, written and directed by Abelardo Estorino, and starring Adria Santana, Cuba's renowned actress.

University of Massachusetts Honors Latin American Leaders

A convocation honoring four Latin American leaders and two University staff members was held at the University of Massachusetts (UMass)-Amherst. The event was part of a two-day conference sponsored by the new Center for Latin American, Caribbean, and Latino Studies.

The convocation, "Al Nuevo Mundo," celebrated the creation of the new center and the 25th anniversary of UMass' Bilingual Collegiate Program, an academic support program for bilingual students pursuing undergraduate degrees. Honorary degrees were awarded to Ramón de la Pena, president of one of Mexico's leading universities, the Instituto Tecnológico de Estudios Superiores de Monterrey; Antonia Pantoja, founder of the Puerto Rican education advocacy group ASPIRA; Luis Pérez, the first Puerto Rican to be named to a judgeship in Massachusetts; and Larissa Lomnitz, an anthropologist who has published several studies of social class structures in Latin America.

Two UMass staff members, Pauline Collins and Benjamin Rodriguez, each received a Chancellor's Medal, the highest honor given by the school for service to the University.

Smithsonian Purchases Trejo's Sculpture

The National Gallery of American Art at the Smithsonian Institute in Washington, D.C., has purchased a major work of sculpture by Rubén Trejo, a professor of art at Eastern Washington University (Wash.).

The work, "Codex for the 21st Century," is scheduled to be part of a national traveling exhibition for two years and then will return to the Smithsonian, Trejo said.

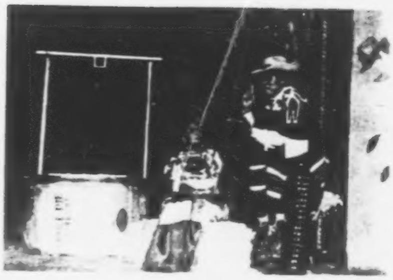
The sculpture is a large work, more than 20 feet in scale. It shows 200 bent and welded nails arranged in a grid. The nails look like calligraphy, turning the sum of the whole sculpture into a visual metaphor for language. Accompanying the sculpture is a text that combines quotes from such individuals as the linguist Noam Chomsky, Persian poet Rumi, and French theorist Antonin Artaud–all examining the purpose of speech.

Trejo, who has taught sculpture at Eastern for 26 years, has had works in the Latino Art Exhibit in Chile and been part of the "The Other Mexico" exhibit, was viewed in New York and Mexico City.

Pastorela at Texas A&M-Kingsville

Professional actors of the Repertory Company of Cuernavaca (Mexico) and the Guadalupe Dance Company performed in the pastorela *El Portal de Nopaltepec (The Porch of Nopaltepec)* at Texas A&M-Kingsville during the Christmas season.

Written by Enrique Alonso, the presentation was adapted and directed by Felipe Santander, the director of San Antonio's Instituto Cultural Mexicano. The coordinator of the Repertory Company of Cuernavaca is Alicia González Arce. Belinda Menchaca directs the Guadalupe Dance Company. The



production, an exciting and moving visual experience in brilliant colors, beautiful costumes, music, and dancing, was in Spanish.

A pastorela is a theater presentation that relates the travels of the shepherds as they made their way to see baby Jesus, and the problems the devils put in their way to keep them away. "La Pastorela" also refers to the song of the shepherds.

Cal State-L.A. Explores Election Results

The Edmund G. "Pat" Brown Institute for Public Affairs at California State University-Los Angeles addressed "Conflict, Change & Continuity: Political and Policy Implications of the 1998 Election Results for California's Diverse Communities" at its sixth annual California Policy Issues Conference.

Prominent political analysts, campaign strategists, elected officials, corporate and labor leaders, community activists, and non-profit organization leaders offered presentations and panel discussions on an array of issues affected by the election results.

Implications of shifting social and voter demographics, and changing interracial political dynamics were among the topics covered.

"We are thrilled by the wide diversity and quality of those coming together for this event. Our objective is to foster insightful discussion, generate critical information flows, and enhance understanding of the most significant political issues and policy implications resulting from the 1998 election," said Jaime A. Regalado (pictured at left, with Bill Lockyer, Calif. Attorney General-elect), before the conference. Regalado is a political scientist and executive director of the Pat Brown Institute.

Tampa's Hispanic Heritage Awards at USF

Alayne Unterberger (pictured here), a researcher with College of Public Health at the University of South Florida (USF), and the late Marguerite Cogorno Radencich, a professor in USF's College of Education, were recognized at the 1998 Hispanic Women's Awards Luncheon for their contributions to Tampa's Latino community.

Unterberger received the Amiga Award, which is given to a non-Hispanic woman who has rendered outstanding service to Latinos. Unterberger has spent years working to improve the lives of migrant workers and their families, and she has won several awards and grants for her efforts. Her most recent project is the responsibility program for male, Mexican farmworkers. "¡Pocos Hijos Para Darles Más! (Have Fewer Children So You Can Give Them More)."

Radencich, an associate professor in the childhood/language arts department and a member of the USF Latin Community Advisory Committee, passed away on Oct. 19. She taught at several state institutions before coming to USF. She is the author of *How to Help Your Kids with Homework*, and in January 1998, was named a co-editor of *The Reading Teacher*, one of the country's premier journals in the field of education.

Conference of Mexican American Legislative Caucus

The Mexican American Legislative Caucus (MALC) conducted a legislative issues conference in Austin, Texas, on Nov. 10-12.

Key conference issues included minority hiring and contracting, telecommunications restructuring, and border infrastructure. "The caucus meeting allows members an opportunity to discuss important issues affecting the Mexican American community in Texas," commented State Representative Rene Oliveira (D-Brownsville), chair of MALC. The caucus is composed of 34 members of the Texas House of Representatives.

MEXICAN A
LEG

Pictured here is Texas House Speaker Pete Laney (on left) as he addresses Oliveira (at right) and other participants.

RHC Service Learning Project

Rio Hondo College (RHC) in California has formally implemented a new program called Service Learning into its course content.

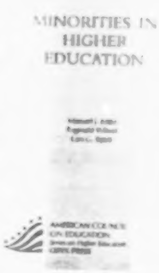
By engaging students in community service as part of the classroom experience, students get to learn by doing, while participating in curricular activities that extend well beyond classroom walls. The RHC Service Learning program includes the areas of child development, sociology, history, administration of justice, management, and Spanish. Through the hands-on learning opportunities provided in these courses, students gain valuable work experience, career exploration, and job references while participating in activities that fulfill university and scholarship entrance requirements.

Formally initiated by the efforts of Professors Melissa Rifino-Juárez (on left) and Carol Sigala (right) and with the help of Susan Obler of RHC's Grant Development Office, Service Learning has been informally implemented in several classes for some time.

PUBLICATIONS

Minorities in Higher Education

Manuel J. Justiz, Reginald Wilson, and Lars G. Björk, eds.



This book is a major contribution to the national debate on how to expand minority participation in higher education and in the social, economic, and political life of the nation.

1994

416 pgs.

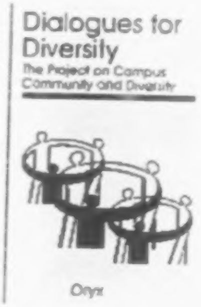
ISBN 0-89774-817-4

$34.95 cloth

American Council on Education/Oryx Press

(800) 279-6799

Dialogues for Diversity: Community and Ethnicity on Campus



This exciting resource encourages students, faculty, and administrators alike to address diversity by questioning campus policies and activities in order to develop more creative solutions.

1994

184 pgs.

ISBN 0-89774-867-0

$16.50 paper

American Council on Education/Oryx Press

(800) 279-6799

Achieving Quality and Diversity: Universities in a Multicultural Society

by Richard C. Richardson, Jr. and Elizabeth Fisk Skinner

ACHIEVING QUALITY AND DIVERSITY
AMERICAN COUNCIL ON EDUCATION

For policymakers, college and university officials, and researchers who want to know how institutions have successfully promoted the participation and retention of African Americans, Hispanics, and Native Americans, this is an essential resource.

1991

288 pgs.

ISBN 1-57356-089-8

$29.95 paper

American Council on Education/Oryx Press

(800) 279-6799

The Royal Road: El Camino Real from Mexico City to Santa Fe

by Christine Preston, Douglas Preston, and José Antonio Esquibel

This book is an exploration, in stunning photography and text, of the 400-year-old Spanish trail known as El Camino Real, blazed by Juan de Oñate in 1598.

THE ROYAL ROAD

July 1998

192 pgs.

ISBN 0-8263-1936-X

$26.95 paper

University of New Mexico Press

(800) 249-7737

The Iguana Killer: Twelve Stories of the Heart

by Alberto Alvaro Ríos

Set along the Southwestern border, these stories explore growing up Hispanic in the worlds of Mexico, the United States—and childhood.

July 1998

128 pgs.

ISBN 0-8263-1922-X

$12.95 paper

University of New Mexico Press

(800) 249-7737

Serving Latino Communities: A How-to-Do-It Manual for Librarians

by Camila Alire and Orlando Archibeque

SERVING LATINO COMMUNITIES

This book is a practical handbook written for librarians who are developing public library services and book collections for Latinos in their communities. It informs librarians how to build a sound rationale for service development or expansion and provides tools for community needs assessment.

Camila Alire is the dean of libraries at Colorado State University, and Orlando Archibeque is the social science bibliographer at the Auraria Library, University of Colorado-Denver.

April 1998

255 pgs.

ISBN 1-55570-276-7

$35.00 paper

Neal-Schuman

(212) 925-8650

Cuban-American Literature of Exile: From Person to Persona

by Isabel Alvarez Borland

Cuban-American Literature of Exile

The Cuban revolution of 1959 initiated a significant exodus, with more than 700,000 Cubans eventually settling in the United States. This book explores the prose narratives that have emerged from what is now known as

the "Cuban diaspora."
October 1998
208 pgs.
ISBN 0-8139-1813-8
$19.50 paper
University Press of Virginia
(804) 924-6064

The Other America: Caribbean Literature in a New World Context

by J. Michael Dash

J. Michael Dash

The Caribbean encompasses up to 27 island and mainland territories, four major linguistic groups, and a range of races and cultures. This book traces two centuries of literary tradition by focusing on literatures in the English, French, and Spanish-speaking regions.
June 1998
197 pgs.
ISBN 0-8139-1764-6
$18.50 paper
University Press of Virginia
(804) 924-6064

VIDEOS

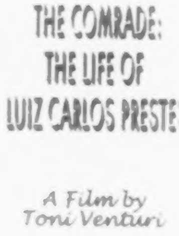
The following video recordings are available from:
First Run/Icarus Films
153 Waverly Place, 6th Floor
New York, N.Y. 10014
(800) 876-1710

Trinkets & Beads

TRINKETS & BEADS

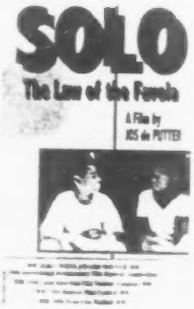
This is the story of the plight of the Huaorani–known as the fiercest tribe in the Amazon–specifically their attempts to stop a Dallas-based oil company from drilling on their land. *Trinkets & Beads* reveals the funny, heartbreaking, and thrilling story of the battle waged by a small band of Amazonian warriors to preserve their way of life. (1996/52 min./color)

The Comrade: The Life of Luiz Carlos Prestes



The end of the cold war and dictatorship in Brazil permitted the realization of this documentary about one of the most persecuted figures in 20th century Latin American history: Luiz Carlos Prestes, the "Knight of Hope" (1898-1990). This is the story of a myth, of a man who became a legend, of a man who embodied a cause. (1997/105 min./color)

Solo, The Law of the Favela



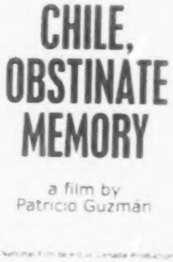
In the slums of Rio de Janeiro, the favelas, soccer might be the only chance to escape from the omnipresent atmosphere of violence and crime. This film focuses on Anselmo and Leonardo, two friends, eleven years of age, who dream of a future as professional soccer players against the backdrop of everyday life in the favelas. (1994/54 min./color)

¡Ya Basta! The Battle Cry of the Faceless

¡Ya Basta!
The Battle Cry
of the Faceless

In Mexico, on Jan. 1, 1994, Indians of Mayan origin staged an armed take-over of several Chiapas municipalities. But the Zapatista Army of National Liberation did not wish to seize power; rather it demanded land, work, housing, education, healthcare, food, justice, independence, freedom, and democracy. In this documentary, the Indian men and women speak, re-situating their struggle in its human, cultural, and historical context. (1997/50 min./color)

Chile, Obstinate Memory



A National Film Board of Canada Production, this film was directed by Patricio Guzman. (1997/52 min./color)

CONFERENCES

University of Vermont - Teleconference: Addressing Claims of Sexual Harassment

February 23 - Chicago
February 25 - Columbus, Ohio
March 9 - Washington, D.C.
March 11 - Philadelphia

"How to Address Claims of Sexual Harassment: What the Law Demands," presented by The University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Affirmative Action personnel.

Contact: UVM, (800) 639-3188. Visit teleconference Web site at <http://uvmce.uvm.edu/profprog.htm>.

NAHP - United into the Next Millennium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

ASPIRA-New Jersey - Latino Education Conference

April 5-6

The first-ever Latino Education Conference in New Jersey, this one will focus on "Where Are the Latino Voices in School Reform?" At Harrah's Casino and Hotel in Atlantic City.

Contact: William Colón, (973) 484-7554; for registration packet, call Carmen Nazario, (973) 484-7554; Web site, <www.aspira.org/NewJersey.htm>.

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College at Jacksonville. At the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e- mail, <jchamber@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3653; e-mail, <mdominguez@csudh.edu>.

National MultiCultural Institute National Conference

June 3-6

14th annual national conference sponsored by the National MultiCultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

12th annual national conference on "Race & Ethnicity in American Higher Education." Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education commission of the States: "Reshaping Education for a New Century." In Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

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Book Review

By Mark Saad Saka, Ph.D.

***The Life and Times of Pancho Villa* by** **Friedrich Katz.** 985 pages. Palo Alto, CA: Stanford University Press, (1-800-431-1580), 1998. ISBN# 0-8047-3046-6. SC $29.95.

Probably no other figure in Mexican history has so captured the imagination of Mexicans and Americans alike as the Mexican revolutionary General Francisco "Pancho" Villa. The subject of countless movies, books, articles, and *corridos* (traditional Mexican ballads), Pancho Villa remains the symbol of peasant revolutionary, bandit, and champion of the poor throughout Mexico and, along with Emiliano Zapata, the only revolutionary leader to remain unscathed at the end of the 20th century. Villa represents a unique individual in Mexican history. During the Mexican Revolution, 1910-1924, Villa's División del Norte was the largest revolutionary army ever formed in Latin America. Villa's rise to revolutionary leader is even more phenomenal considering that he was born into the lower classes of Mexican society and received little formal education. Unlike other 20th century revolutionary movements, Villa's Army of the North fought along the U.S. border, at one time forged an alliance with the American government, and remains the only foreign army to have invaded the United States and then eluded capture and retribution.

The Life & Times
Pancho
Villa
FRIEDRICH KATZ

Long anticipated, Friedrich Katz's *The Life and Times of Pancho Villa* emerges as the definitive work on the person of Villa and the social forces that propelled him to international stature. Friedrich Katz, one of Mexico's most respected and prolific historians, is the Morton D. Hull Distinguished Service Professor of Latin American History at the University of Chicago and is the author or editor of nine books on Mexican history. Over the course of four decades, Katz has provided the field with analytical, high quality, and lucid narratives of the processes that have shaped the course and destiny of the people and nation of Mexico.

The book consists of four major sections: the first traces Villa's early life and his rise to power as a major revolutionary leader through 1913; the second part covers Villa's rise to national prominence with the Division's occupation of Mexico City through his demise in a series of catastrophic military defeats in 1915; the third phase analyzes Villa's guerrilla movement that lasted until 1920 and includes his attack on Columbus, New Mexico, and the subsequent American invasion of Mexico; and the fourth and final section describes Villa's last years in retirement, his assassination, and an important assessment of who Villa was, what the nature of his movement meant to the revolution, and what his continuing importance as a revolutionary symbol means to modern Mexico.

Katz interprets Villa's role in the revolution as pivotal in a number of ways, not just for Mexico but also for the United States. For instance, Katz rejects the notion that Villa's raid on Columbus, N.M., failed to impact the history of either Mexico or the U.S. (pp. 612-14). On the contrary, Katz sees the failure of the punitive expedition, due in large part to Villa's daring skills as a guerrilla leader, as a major factor in the German military's decision to assume unlimited submarine warfare against the U.S., figuring that a nation that could not capture Villa along its own borders could hardly mount a military offensive across the Atlantic. In addition, Villa's raid also encouraged the German foreign minister, Arthur Zimmerman, to propose an alliance (the famous Zimmerman telegram) with then-Mexican President Venustiano Carranza for the return of Mexican lands seized during the U.S.-Mexican War.

These two acts played a critical role in the Wilson administration's decision to enter the first world war on the side of England, and thus Villa's raid transformed a cross-border raid into an event that radically reshaped American and European geopolitics for the remainder of the century. In addition, the failure of the punitive expedition radicalized nationalist and leftist forces in Mexico, and encouraged a much more nationalist posture of the constitutional forces that gathered in Querétaro, Mexico. Their strength resulted in the drafting of a much more nationalistic document than would have existed without Villa's daring raid that brought the response of an American invasion. In addition, the American invasion weakened the Carranza administration, allowing for the revolutionary forces of Emiliano Zapata to survive well into the 1920s and thus play a role in the formation of a post-revolution government.

Unparalleled in its scope and breadth, this book is more than a biography of Pancho Villa; it is a powerful synthesis of the major events that shaped 20th century Mexico, a nation forged in revolutionary upheaval and domestic as well as foreign alliances. It is a testimony to the life's work of one of Mexico's most sophisticated and prolific historians, and it will remain the definitive work on Villa and Villismo for years to come.

Dr. Saka,a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

To submit a book review, please e-mail us at outlook@aol.com (the Hispanic Outlook *office) for Book Reviewers' Guidelines.*

1999 National Conference

Call for Papers

The Fourth National Conference on Family and Community Violence Prevention

Collaboration: Diversity and Self Help in Violence Prevention

October 16-20, 1999
Adam's Mark Hotel in Houston, Texas

Submissions should follow the theme of this year's conference and focus on

- Family and Community Violence Prevention
- Violence Prevention in Urban and Rural areas
- Community Collaborations
- Nonviolent Leadership

Papers must fall into one of the following categories:

- ★ Ongoing research
- ★ Previously unpublished research, or
- ★ An evaluation of demonstration programs

Submission Guidelines

1. Please provide one copy of a cover sheet listing the title of the paper; the category into which this presentation best fits; the name(s) of the author(s); and a mailing address, phone and fax numbers and e-mail address.

2. Please provide three copies of a typed one-page abstract of your paper. If possible, include the abstract on a diskette in Microsoft Word or WordPerfect. The abstract should carry the same title that appears on the cover sheet without the author's name.

Please forward submissions to

Dr. Laxley Rodney
Principal Investigator, FCVP Program
Hallie Q. Brown Library, Level "B"
Central State University
Wilberforce, OH 45384
Phone: (937) 376-6219 **Fax: (937) 376-6180/6420**

Proposals are due March 15, 1999

The Conference is sponsored by Central State University, on behalf of the FCVP Program, and the Office of Minority Health, U.S Department of Health and Human Services.

SCHOOL NURSE

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During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors, participate in research seminars and developmental programs. Housing and transportation is provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

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- Can demonstrate a deep interest in pursuing a career in biomedical research;
- Can demonstrate being from a disadvantaged background;
- Have a GPA of 3.5 or better or are in the top 5 percent of your class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.

For more information, contact:
UGSP
http://ugsp.info.nih.gov
e-mail: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

763

DEAN, SCHOOL OF BUSINESS

SOUTHWEST TEXAS STATE UNIVERSITY
SAN MARCOS, TEXAS

Southwest Texas State University invites applications and nominations for the position of Dean of the School of Business. Southwest Texas State University, a comprehensive 21,500-student university offering undergraduate and masters level degrees, as well as a doctoral degree in Geography, includes seven schools, a College of General Studies, and The Graduate School. The University is located in San Marcos, a city of over 36,000 residents in the beautiful Texas Hill Country, 27 miles from Austin and 45 miles from San Antonio.

The School of Business is accredited by AACSB and offers the B.B.A., the M.B.A., and the Master of Accountancy degrees. The School includes the Departments of Accounting, Computer Information Systems and Quantitative Methods, Finance and Economics, and Management and Marketing. The School has 82 faculty and approximately 3,100 undergraduate and 350 graduate majors enroll each year.

The Dean is the chief academic and administrative officer of the School and reports directly to the Vice President for Academic Affairs. The Dean's responsibilities include facilitating excellence in educational, research, and service programs and activities; encouraging faculty development; developing and maintaining a strategic planning process; pursuing external funds for further development of the School; overseeing AACSB accreditation; and promoting the School's close relationships with business, alumni, and other stakeholder groups.

The successful candidate must have an outstanding record of accomplishments in academic, business, and/or government organizations, and several years of successful administrative experience at increasing levels of responsibility. Candidates should have a demonstrated ability for dynamic leadership, a strong commitment to excellence in teaching, research, and service, and a willingness to use strategic planning as a means for achieving excellence in all areas and initiating innovative programs. Additionally, candidates must have demonstrated abilities in budget formulation and management, recruitment, external fund raising, and communicating with a culturally diverse campus and community. Candidates should present a record appropriate for appointment at the rank of Professor in one of the Departments in the school.

Review of applications will begin on February 15, 1999, with an anticipated appointment date of September 1, 1999. Nominations and applications will be accepted until the selection is made. Expressions of interest, nominations, and applications should be sent to:

Dr. Steven Beebe
Chair of the Dean of Business Search Committee
Southwest Texas State University
601 University Drive
San Marcos, Texas 78666

SWT

Applicants should include a cover letter, current vita/resume, and the names, addresses, and telephone numbers of three references who can speak to professional qualifications. Finalists will be asked to furnish transcripts for each earned degree.

Southwest Texas State University is an Equal Opportunity, Affirmative Action employer. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

CSU
SYSTEM

Connecticut State University System Office

The Connecticut State University System (CSU) consists of a system office and four universities. The four universities are located at New Britain, Willimantic, New Haven and Danbury.

Internal Auditor

This position reports directly to the Executive Committee of the Board of Trustees, and is located at the Connecticut State University System Office in Hartford, Connecticut, with significant travel to all four universities.

POSITION RESPONSIBILITIES: Participates in the development of an internal audit risk assessment and long range internal audit plan together with a Big 5 cosourcing internal audit consulting partner; implements audit plan by conducting audits of a wide variety of University System operations; prepares comprehensive reports of audits, identifying exceptions and areas needing correction or improvement as well as recommending specific steps for improving operations and controls; presents and discusses audit findings with key people in the audited entities as well as with System management and the Board of Trustees; conducts follow-up reviews of audited entities and programs to assure compliance and to provide assistance in operations improvement; provides consultative advice to managers throughout the University System and recommends effective approaches to operations; and participates in Big 5 internal audit and continuing education training programs.

EXPERIENCE AND TRAINING: Bachelor's degree in accounting, auditing or public administration and two years of related experience. CPA, CIA, or CISA a plus; demonstrated ability to plan and conduct audits of various operations and programs applying professionally accepted principles of accounting and auditing as well as the use of personal computers and computer assisted auditing techniques. These qualifications may be waived for individuals with appropriate alternate experience.

Salary from $50,000 commensurate with background and experience.

To Apply: Send a cover letter and resume by **February 26, 1999 to: Carla Kushin, Associate for Human Resources, Connecticut State University, 30 Woodland Street, Hartford, CT 06105.**

Connecticut State University is an AA/EEO employer and is aggressively seeking to recruit women and minority applicants to bring greater diversity to its work force.

Visit our website at: www.ctstateu.edu

UNIVERSITY OF
FLORIDA

ASSISTANT DEAN FOR RESEARCH AND PROFESSOR
University of Florida
Institute of Food and Agricultural Sciences (IFAS)

The **ASSISTANT DEAN** (tenured) will assist the Dean for Research/Director, Florida Agricultural Experiment Station, in administering the food, agricultural, and natural resources research programs, which involve faculty in 21 departments, 13 research and education centers (RECs), 6 multidisciplinary centers, the School of Forest Resources and Conservation, and the College of Veterinary Medicine.

The Assistant Dean will report to the Dean for Research and work with faculty, other Assistant/Associate Deans, Department Chairs, Directors of Research and Education Centers (RECs), and the offices of the Deans for Extension and Academic Programs in the development, coordination, and administration of statewide animal research programs of the Florida Agricultural Experiment Station.

Requires earned doctorate degree in food, agricultural, natural resource, or closely related scientific field. Outstanding research background, experience with Agricultural Experiment Station operations, and demonstrated administrative competency. Background and training in an animal science is preferred. Candidates must accept and promote the Affirmative Action Plan of the University of Florida.

Nominations or applications including a letter of interest, resume and names and addresses of five references, should be received no later than February 22, 1999 to **Dr. Glenn Hembry, Search Committee Chair, P.O. Box 110910, Gainesville, FL 32611-0910.** Salary commensurate with qualifications and experience.

The University of Florida is a EEO/EA/AA Employer.

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Pima Community College

Tucson, Arizona

DEAN OF INSTRUCTION
DEAN OF STUDENT DEVELOPMENT

Pima Community College (PCC), the fourth-largest multi-campus community college in the nation, is committed to hiring employees who are creative, open to change and new methods or work practices, have a passion for continuous learning and self-improvement and are willing to promote the College's mission as a learning institution. Our students are our highest priority, so employees can expect to participate in innovative methods and flexible scheduling.

These positions are the chief academic and student development officers on a college campus and are responsible for providing vision, leadership and direction for the operations, programs, services, activities and initiatives of their respective areas. They will develop mechanisms for a wide range of delivery systems and the use of new and emerging technology in support of instruction and student development.

CLOSING DATE: MARCH 8, 1999

For position information and application materials, please contact: **Human Resources, Employment Office; 4905-D East Broadway, Suite 102; Tucson, AZ 85709-1190**

Toll Free 1-877-PIMAJOB, **Phone** (520) 206-4624, TTY (520) 206-4852, **Fax** (520) 206-4879, or **Web Address:** http://www.pima.edu/~humres/hrhome.html

Pima Community College is an Equal Opportunity/Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply.

OPEN RANK

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

TEXAS A&M UNIVERSITY

Academic Rank, Responsibilities and Salary: The Department of Educational Administration at Texas A&M University is seeking a highly talented individual to provide leadership in our K-12 administrative preparation program. This is a ten and a half month tenure-track position which has teaching responsibilities in courses leading to mid-management certification with emphasis on the principalship as well as courses at the doctoral level including courses leading to superintendency certification. The successful candidate will also assist in advising and working with doctoral and masters students as well as conduct research and service consistent with the land grant mission of a Research I university. Rank and salary will be commensurate with the qualifications and experience of the successful candidate.

Qualifications: The successful candidate will have a doctorate in educational administration and be qualified to teach a range of courses in the K-12 administration preparation programs, and have a demonstrated commitment to scholarly work and social justice. Preferred qualifications include experience as a public school administrator, professional associations at the state (Texas) and national levels, and strong competency in statistics/research design. The successful candidate will likely have some knowledge of the management of technology in schools.

Application: Applicants should submit (1) a letter of intent, clearly establishing that the applicant's credentials meet the qualifications and attesting to his/her ability to carry out the described responsibilities, (2) current curriculum vitae, (3) official graduate transcripts, and (4) three letters of reference. All correspondence should be sent and inquires directed to: **Dr. Bryan R. Cole, Professor & Head, Department of Educational Administration, Texas A&M University, College Station, TX 77843-4226, Telephone (409) 845-5356**

Review of applications will begin March 1, 1999 and will continue until the position is filled. The desired starting date is late August, 1999.

Texas A&M University is an affirmative action, equal employment opportunity employer and has a strong commitment to the principle of diversity in all areas.

UNIVERSITY AT ALBANY

STATE UNIVERSITY OF NEW YORK

SCHOOL OF EDUCATION

Second Language Acquisition, Dept. of Educational Theory & Practice, Rank Open (tenurable). Faculty position for scholar with established program of research to provide leadership in second language teaching and learning. Candidates with additional background in sociolinguistics, psycholinguistics, teacher education research, foreign language learning or multicultural issues will be given preference. Supervise masters and doctoral programs in TESOL within the departmental specialization in Language in Education. Opportunity to conduct research in the federal research and development Center on English Learning and Achievement.

Teacher Education/Professional Development, Dept. of Educational Theory & Practice, Associate/Full Professor (tenured). Faculty position for senior scholar with established program of research to provide leadership in professional development/teacher education. Applicants should have a strong background of published research and scholarship in pre-service as well as ongoing professional development, a record of successful applications for external funding, evidence of conceptual leadership in that field, and a distinguished record of good teaching. The person will teach and supervise masters and doctoral students in ETAP, and may become involved in professional development through the Academy for Initial Teacher Preparation. ETAP offers graduate specializations in Language in Education; Science and Mathematics Teaching and Learning; Research and Evaluation in Curriculum and Instruction; and Instructional Theory, Design, and Technology. The Department also offers initial teacher preparation in English, mathematics, science, social studies, foreign languages, and TESOL.

Adolescent Literacy, Dept. of Reading, Assistant Professor (tenure track). Faculty position for in adolescent literacy with emphasis on reading difficulties/content area learning. Applicants should have a doctoral degree in education or a relevant discipline. Candidates should have a well-defined research agenda, evidence of research skills, and a record indicating capacity for effective teaching. Research interests in classroom teaching and learning preferred. Experience teaching at the middle school/high school level is also desirable. This position entails teaching graduate courses, advising graduate students, directing doctoral research and independent study, and maintaining a successful program of research and publication.

Director of School Administration Services & Adjunct Associate Professor, Dept. of Educational Administration & Policy Studies, Professional (permanent appointment track). This person would be responsible for: acting as liaison with K-12 educational communities, coordinating the student internship program, assisting in student recruitment and advising, teaching courses in school administration, and performing related professional development activities including applied research. Candidates should have an earned doctorate in education or a related field, significant administrative experience, demonstrated communication and human relations skills, knowledge of education regulations and processes, and demonstrated teaching competence.

All positions begin September 1, 1999 salary commensurate with qualifications and experience. Send letter of application, vita, and 3 letters of reference to:

Dr. Michael Green
Assistant Dean
ED239
University at Albany
Albany, NY 12222

Application deadline is February 22, 1999.

The University at Albany is an Equal Opportunity/Affirmative Action employer.

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UNIVERSITY OF ARKANSAS
FAYETTEVILLE

PROVOST

AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Arkansas, Fayetteville, invites expressions of interest in, and nominations for, the position of Provost and Vice Chancellor for Academic Affairs

The University of Arkansas, Fayetteville, is the flagship campus of the University of Arkansas System and is the primary land-grant campus in the state. Two of the University's most critical priorities are to enhance the research and teaching stature of the University and to receive a Carnegie classification of Research I and become a premier land-grant university for the 21st century

The University currently has 15,000 students and a full-time faculty of 973. The University's annual budget is currently $225 million, its endowment is valued at $180 million, and its externally funded research is $40 million annually. Two of the goals of the administration are to increase the external research funding to over $100 million and to double the annual budget within five years.

The Provost is the chief academic officer of the University and reports to Chancellor John A. White. The Provost is responsible for all seven schools and colleges at the University.

The successful candidate will have earned a terminal degree in a discipline appropriate for appointment as a full professor and will have a demonstrated record of excellence in scholarship, teaching, grant support, and professional service. This person should have a record of meaningful and successful administrative and fiscal responsibility and skills that will have been derived from management of a complex organization. This person must have an understanding of, appreciation for, and commitment to the land-grant concept.

The University seeks a distinguished academic leader who will have a strong commitment to scholarship, teaching, academic freedom, and diversity and who will have a strong appreciation for the balance between teaching and research. The person must be one of unquestioned integrity and ethics with decisiveness and skill as a consensus-builder. The Provost should have a high energy level and a fair, decisive, and innovative leadership style.

This is a unique opportunity for an academic leader to be part of the new administration of one of our country's premier land-grant institutions.

Repeatedly rated as one of the nation's top communities, Fayetteville, Arkansas, is legendary for its beauty, livability, and safety. As we enter the next century, it will be only miles away from the country's population center, connected to the nation by new major arteries and a new regional airport and to the world by the University's ever-expanding information networks.

Under the state's Freedom of Information Act, individual applications are available to the public upon request. All correspondence should be directed to the University's executive search consultant:

Jerry H. Baker, Partner
Baker, Parker & Associates, Inc.
Two Concourse Parkway, Suite 775
Atlanta, GA 30328
jbaker@bpasearch.com

University of Arkansas home page:
http://www.uark.edu
University of Arkansas information:
http://pigtrail.uark.edu/info/briefing_book/

The University of Arkansas
is an equal opportunity/affirmative action institution.

UCLA

UNIVERSITY OF CALIFORNIA . LOS ANGELES

DEAN

GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

UCLA invites nominations and applications for the position of Dean of the Graduate School of Education and Information Studies (GSE&IS) effective July 1, 1999.

The UCLA GSE&IS represents one of the leading academic institutions in the area of education and information research and applications. The Dean has responsibility for the academic and administrative operation of the School, which has two departments: Education and Library and Information Science (LIS). In Education, the School grants MA and Ph.D. degrees, including a joint doctoral program with CSULA and professional degrees (Ed.D. and M.Ed.). In LIS, the School grants a professional degree (MLIS), a post MLIS certificate and a Ph.D. Currently there are 625 students enrolled and a faculty of 62. Programs in both departments are characterized by an apprenticeship orientation to graduate research education, where students work collaboratively with their professors on challenging theoretical and/or practical problems.

The School is also home to a set of nationally recognized research enterprises, including the Higher Education Research Institute (HERI); the National Center for Research on Evaluation, Standards and Student Testing (CRESST); the Urban Education Studies Center (UESC), associated with the Seeds University Elementary School (UES) and Center X (a group responsible for professional development and research in the areas of teaching, curriculum and school organization.)

The Dean participates in campus-wide planning and is responsible for supervision of the School's budget, allocation of resources, development and administration of academic and research programs, alumni relations and development, and direction of the School's professional relations. Candidates should have the capacity to exercise policy leadership not only locally, but also at the state, national and international levels. Applicants should have academic qualifications appropriate to the rank of full professor and strong scholarly visibility within the educational research community. Salary will be commensurate with background and experience.

To be ensured full consideration, nominations, and applications should be sent by **February 28, 1999** to:

GSEIS Dean Search Committee
c/o Ms. Connie Chittick
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

UCLA is an equal opportunity employer.

Openings for Fall 1999

COLLEGE OF COMMUNICATION AND FINE ARTS

Three tenure-track positions at the Assistant Professor level are available within the **Department of Communication Arts:**

(1) Film/Video Production. Successful candidate must demonstrate technical expertise and ability to teach at both the undergraduate and graduate levels in at least three of the following areas: non-linear editing and computer graphics for film & video; cinematography for film & video; directing; film & video production; multi-camera television production. Professional credits, strong knowledge of traditional film and digital technologies necessary.

(2) Recording Arts. Successful candidate must have professional credits in the Recording Arts field, continued creative and/or scholarly research; teach courses in introductory sound, recording technology, recording techniques, acoustics, and advanced recording. In addition to a sound engineering background, it is essential that the candidate demonstrate a technical expertise in at least two of the following areas: film/video sound recording, film/video sound post, music composing for film/video, audio mixing for film and television, studio production, and digital audio post-production editing for film television and multimedia. M.A. degree will be accepted, however, M.F.A. is preferred.

(3) Screenwriting for Film/TV. Successful candidate will have professional credits in film/television screenwriting, with a particular emphasis in television writing. Teach courses in graduate and undergraduate levels in at least two of the following areas: writing for TV (one hour episodic), comedy writing (sitcom), writing the documentary, beginning, intermediate and advanced screenwriting (including MOW). **All successful candidates must** show evidence of teaching experience at the university level, have an M.F.A. degree or international equivalent, professional credits, must demonstrate continued creative work and/or scholarly research. Committee work and student advising are required for all positions. By February 15, 1999 (or until position is filled), send letter of application indicating which position you are interested in, areas of experience, current resume, graduate transcripts and the names, addresses and telephone numbers of at least three references to:

Professor Howard Lavick, Chair, Communication Arts Dept., MC-8230.

For Communication Arts Department information visit: http://www.lmu.edu/colleges/cfa/comm/.

COLLEGE OF LIBERAL ARTS

English (two positions available). (1) Assistant Professor of English/Director of Freshman English, tenure-track appointment. Ph.D. in Composition Studies or Rhetoric, successful undergraduate teaching experience, evidence of a research program and administrative experience required. Applicants should be committed to making a career of the study and teaching of writing; able to achieve a high level of competence in teaching, research, and service in order to be granted tenure; committed to program administration and curriculum development. Teaching responsibilities include freshman composition and advanced writing courses such as history and theory of composition/rhetoric, and any literary area. Professional writing experience also welcome. Regular faculty teaching load is three courses per semester. The Director of Freshman English is currently assigned one course in the fall semester and one or two courses in the spring semester. Within the Department of English, there are 250 English majors, 40+ MA students in writing and literature and a Freshman class of approximately 950-1000 students.

(2) Visiting appointment, possibly renewable. Ph.D. in Composition Studies or Rhetoric, successful undergraduate teaching experience, evidence of a research program required. Some administrative experience desirable. Applicants should be committed to making a career of the study and teaching of writing. Teaching responsibilities include Freshman English (writing and literature) and some advanced writing courses in rhetoric/composition, professional writing, and writing theory. Visitor's load is 4/4 with possible one-course remission per year for assisting the Director of Freshman English. Please send letter of interest, vitae, three reference letters and one-page statement of teaching philosophy to: Linda Bannister, Chair, English Department MC-8215. Applications must be received by March 1, 1999. Will interview at CCCC 99 in Atlanta.

Applications, resumes, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8316
MC-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty housing assistance. Women and Minorities are strongly encouraged to apply.

+ Salaries are competitive and commensurate with background and experience.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Equal Opportunity/Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

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EDUCATION

FACULTY POSITIONS

Full-Time, Tenure Track
FALL 1999

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College, with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago. Currently, we are inviting applications for the following full-time, tenure-track positions that will begin August 16, 1999. **Candidates must possess a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction.**

- **CHEMISTRY** - Will teach courses in fundamental, general, and organic chemistry. Must have instrumentation background in IR and GC. Master's degree (MA or MS) in Chemistry, Chemical Engineering, or chemical-related field required.
- **DEVELOPMENTAL MATH** - Will teach courses in developmental education and design course outlines and syllabi. Preference given to candidates with strong background in learning theory and willingness to teach students at a variety of ability levels. Masters degree in Mathematics or Math Education, to include 18 hrs of pure mathematics required.
- **HISTORY/POLITICAL SCIENCE** - Will teach college-level history and political science courses. Master's degree in Arts or Education with a major concentration in history, as well as graduate hours in political science, and ability to teach political science required.
- **INFORMATION MANAGEMENT SYSTEMS** - Will teach beginning and advanced IBM AS/400 and Internet technology courses. Must have strong AS/400 background and a working knowledge of the Internet and web based applications. Bachelor's degree in Computer Science, Information Systems, or related field required.
- **MATHEMATICS** - Teaching duties will consist of courses from all levels of mathematics from developmental and college algebra through calculus, differential equations, and linear algebra, including probability and statistics. Master's degree in Mathematics or Statistics required.
- **NURSING** - Duties will consist of teaching medical-surgical nursing in the Associate Degree Nursing Program. Master's degree in Nursing, licensed or eligible for license as RN in IL required. Recent clinical experience and teaching experience in community college preferred.
- **SOCIOLOGY/ANTHROPOLOGY** - Will teach college-level sociology and anthropology courses. Master's degree in Arts or Education with a major concentration in sociology required. Graduate hours in anthropology, and ability to teach anthropology strongly preferred.
- **SPANISH** - Will teach college-level Spanish courses. Master's degree in Arts or Education with major in Spanish required. Some graduate hours in French and ability to teach French strongly desirable.

Compensation package includes salary commensurate with qualifications and experience and excellent benefit program. Review of applications will begin February 26, 1999. To apply, please submit an application or resume together with a letter of application to the Office of Human Resources at:

Moraine Valley
Community College

10900 S. 88th Avenue **Palos Hills, IL 60465**

MVCC encourages minorities, females, disabled, and veterans to apply.

PASADENA CITY COLLEGE

For 75 years, Pasadena City College has offered quality undergraduate education to day, evening, and weekend students in the Pasadena Area Community College District. Fully accredited by the Western Association of Schools and Colleges, PCC has honored a continuing commitment to the community by offering general and specialized educational opportunities taught by a highly qualified faculty. PCC is the third-largest single-campus community college district in the United States, with approximately 1,300 faculty and staff which serve more than 27,000 students of all ages and diverse backgrounds.

PCC invites applications for the following positions which begin August 1999:

Tenure-track Instructors:
Printmaking/Drawing, #520
closing date: 3/15/99

Mathematics. #521
(3 positions available)
screening begins: 2/26/99
(position open until filled)

English Composition. #522
(2 positions available)
closing date: 3/8/99

Spanish, #523 - [illegible] ing date: 3/10/99

Computer Science [illegible] mputer Information
Systems, #524 - [illegible] ng date: 3/12/99

Physical Education-Women's Swimming
& Water Polo, #525 - closing date: 3/17/99

Medical-Surgical Nursing Instructor, #527
closing date: 4/5/99

Academic Management:
Associate Dean of Counseling Services,
#526 closing date: 3/19/99

Pasadena City College offers salaries based on academic preparation and experience and a liberal fringe benefits program. The District application and ALL supporting documents need to arrive in the office of Human Resource; no later than 4:30 p.m. on the closing date.

Resumes will not be accepted without the District application. For an application packet call:
626-585-7257

PCC

75 ANNIVERSARY

PASADENA CITY COLLEGE
1570 E. Colorado Blvd.
Pasadena. CA 91106
www.paccd.cc.ca.us EOE/AA

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT
San Mateo, CA
(Located on the beautiful
San Francisco Bay Peninsula)
Invites nominations and applications for the position of

ASSOCIATE CHANCELLOR
(CHIEF BUSINESS AND OPERATIONS OFFICER)

QUALIFICATIONS: A Master's degree from an accredited college or university with emphasis in business administration, finance, or related fields: OR possession of either a CPA license or Bachelor's degree, plus a combination of education and experience that is appropriate to the position. **SALARY RANGE:** $99, 816 to $110.316 (Increase is pending) plus excellent benefits. Open Until Filled. (Screening of applications will begin in early February). For descriptive brochure and complete details contact **Office of Personnel Services, Director of Personnel Services-(650) 574-6555** OR Visit our website located at: http://www.smcccd.cc.ca.us/smcccd/jobs/jobs.html

EOE/ADA

FACULTY VACANCIES

Agricultural Economics
Environmental Hort/Turf
Lab Tech-Environmental Hort/Turf
Family/Consumer Science
Advising Coordinator
Study Skills/Reading
History
Psychology
Business Information Systems
Biology
Mathematics
Chair HPER/Athletic Director
HPER/Women's Basketball
HPER/Men's Tennis
Art
Librarian
*Associate Degree required

Positions available August 1999. Masters required. Most positions are tenure-track. Appointments made at Instructor/Assistant Professor rank. Contact: **Search Committee (name of position); Abraham Baldwin Agricultural College; 2802 Moore Hwy; Tifton GA 31794-2601**

EEO/AA

Abraham Baldwin Agricultural College

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DEPARTMENT OF EDUCATION

The University of Scranton announces the availability of a tenure track position in its Early Childhood Education Program. The position, available at the assistant professor rank, has a starting date of the Fall semester, 1999. Review of applications will begin 1 March 1999 and will continue until the position is filled. A description of the position follows.

The search committee seeks a generalist with strengths in teaching methods appropriate to instruction in the early childhood education program. The successful candidate should be able to teach introduction to early childhood education, assessment in early childhood education and courses that combine the disciplines with play and developmentally appropriate practice. The position will also entail the supervision of student teachers. Preference will be given to candidates with training in, or experience with, special education or educational administration. Qualifications for this teacher education position include an earned doctorate in an appropriate area, an active and articulated research focus, significant experience in basic education in an early childhood education setting, and possession of, or eligibility for, Pennsylvania certification. Service to the profession is expected in this position, and evidence of professional activity is desired.

The Education Department at the University of Scranton offers a range of degrees and certifications through both basic and advanced (Masters) level programs accredited by both the Pennsylvania Department of Education and the National Council for the Accreditation of Teacher Education. The Department is housed in the Panuska College of Professional Studies, one of five colleges at the University. The University of Scranton, one of 28 Jesuit colleges and Universities, currently serves students from 30 states and 34 foreign countries and is consistently cited for excellence in U.S. News and World Reports. The University offers a competitive salary and attractive package of benefits. Located in the historic Pocono northeast region of Pennsylvania, the University is close to sporting and recreation areas, and is within three hours of the major metropolitan centers of both New York City and Philadelphia.

The University of Scranton is proud of its mission in the Catholic and Jesuit tradition and spirit. The successful candidate must be able to support this mission through his or her work within her/his position at the University. Applications should include a letter of application addressing each of the qualifications listed above, a statement of research interest, a current curriculum vitae, and three letters of reference (with current phone numbers of referees). Send materials to **Dr. Thomas Gerrity, Chair, Early Childhood Education Search Committee, Education Department, University of Scranton, Scranton, PA 18510-4603.** Details regarding the University and the surrounding community can be found on its web site at "www.uofs.edu".

The University of Scranton is an EOE/Affirmative Action Employer/Educator

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ROCKHURST

Kansas City's Jesuit College

CHAIR
Foreign Languages and Literatures Department

The Foreign Language Department at Rockhurst College is accepting applications for the position of Chair of the department. In addition to teaching responsibilities, the Chair will be expected to lead the development and assessment of programs and curriculum, and to review and lead the development of new full time and adjunct faculty. Additional responsibilities include faculty recruitment, course scheduling, and budget management. The department currently offers courses in French, German, Japanese, Latin and Spanish, with majors in French and Spanish. This is a tenure-track position, salary and rank commensurate with experience, and will begin August 1999.

Applicants must hold an earned doctorate in either French or Spanish, preference will be given to candidates with credentials-at least Masters level-in an additional language. Applicants must demonstrate:

- a record of administrative and leadership experience in higher education;
- familiarity with professional standards in foreign language instruction;
- excellence in college teaching,
- evidence of scholarship;
- knowledge of and experience with the latest educational technologies,
- desire and ability to integrate multicultural perspectives into the curriculum;
- willingness and ability to collaborate with other academic departments,
- a commitment of service to the department and the College, and
- interpersonal, communication, and leadership skills.

Rockhurst College, one of the 28 Jesuit colleges and universities in the United States, is located in the cultural and artistic center of the racially and ethnically diverse Kansas City metropolitan area, and consists of 2,900 students in four academic divisions. The Foreign Language Department is housed in the College of Arts & Sciences.

Applications must include:

- cover letter stating interest and qualifications,
- curriculum vitae with evidence of high-quality teaching and administrative experience at the collegiate level,
- statement of teaching philosophy, and
- names, addresses, and telephone numbers of at least three references who may be contacted.

Applications will be reviewed beginning February 15, 1999, and will be accepted until the position is filled. Completed applications should be sent to:

Mr. Corey S. Simmonds, Interim Dean
College of Arts and Sciences
Rockhurst College
1100 Rockhurst Road
Kansas City, MO 64110

Rockhurst College is an equal opportunity employer and encourages applications from women and minorities.

SALT LAKE COMMUNITY COLLEGE

Dean, School of Business and Industry

Utah's Salt Lake Community College is located at the foot of the beautiful Wasatch Mountains in the state's capital city. Some of the country's best skiing, rock climbing, fishing, and other outdoor experiences are only minutes away. Salt Lake City is an exciting cosmopolitan area offering an array of symphony, ballet, opera, jazz, theater, and professional athletic events.

The College is a multi-site, urban comprehensive community college which enrolls over 53,000 credit and non-credit students. Student-centered classes, excellent teaching, and beautiful facilities are some the characteristics of the College.

Salt Lake Community College invites applications and nominations for the position of Dean of the School of Business and Industry. The Dean is responsible for leading and managing the School of Business and Industry by planning, coordinating, evaluating and developing new and existing programs and to achieve the College mission. The Dean reports to and assists the Vice President of Academic Services.

The School of Business and Industry has 49 full-time faculty, 11 support personnel, and an enrollment of 3,000 students in three major organizational units: The Division of Business Administration, the Division of Industry and Information, and the Utah State Small Business Development Center. Current disciplines in the School include: Accounting, Business, Business Information Technology, Business Management, Computer Information Systems, Finance and Credit, Human Resource Technology, Manufacturing and Automation Technologies, Manufacturing Technology, Marketing Management and Paralegal Studies.

QUALIFICATIONS:

- Because this is a key position in the institution and because the successful candidate will be dealing with transfer institutions, and earned Master's degree in a School related discipline is required. An earned doctorate is preferred.
- Evidence of successful management/leadership experience, preferably in community colleges.
- Experience in business and industry.
- Evidence of full-time employment as a faculty member in an accredited post-secondary institution with evidence of successful teaching experience, preferably in community colleges.

APPLICATION PROCESS:

Applications are due March 1, 1999. Applications should include the following: letter of application summarizing qualifications and accomplishments, official Salt Lake Community College employment application, resume/vitae, and transcripts. Please request an SLCC position announcement from Human Resources for additional details. Position announcements also are available on the World Wide Web. The starting date will be determined by the successful candidate's availability, with July 1, 1999 as the preferred date. Send completed application and supporting materials to: **Salt Lake Community College, Human Resources, P.O. Box 30808, 4600 S. Redwood Road, Salt Lake City, UT 84130, Telephone: (801) 957-4210, TTY: (801) 957-4692, Fax: (801) 957-4721, www.slcc.edu/hr/hr.htm**

Affirmative Action/Equal Opportunity Employer

Shippensburg University

ASSISTANT DEAN OF ADMISSIONS/ COORDINATOR FOR MINORITY RECRUITMENT

Serves as primary recruiter and coordinator for the University's efforts to diversify the student body through the recruitment of students of color. Duties include: recruiting prospective students of color through high school visits meeting with interested students, parents and counselors, representing the University at college fair programs and coordinating community outreach activities with organizations serving high school youth, planning and hosting special events on and off campus designed to generate or further interest among students of color, tracking prospective students through correspondence and phonathons, and directing and supporting groups of undergraduate volunteers recruited to participate in admissions activities.

In addition, the Assistant Dean will also evaluate credentials of all prospective students for admission and serve as the office liaison to the Act 101 Program. This person will participate in general recruitment activities such as interviews, Group Information Sessions, and Open Houses. Extensive overnight travel and evenings/weekend hours are required.

Requirements include a Bachelor's Degree and 1-3 years of related experience in the college admissions process and/or college student personnel. A Master's Degree is preferred. Candidates should possess a strong commitment to the recruitment of racial minorities. Strong administrative, interpersonal, and communication skills are required. Experience working with computer systems to generate admissions data and manage information using Microsoft Office 97 is desirable. A valid driver's license is required. The position has an excellent salary schedule and benefits package.

Shippensburg University, established in 1871, is a comprehensive public university offering baccalaureate and master's degree programs. Enrolling 6,500 students, the residential campus is located in the scenic, rapidly developing Cumberland Valley of southcentral Pennsylvania, within a few hours drive of Pittsburgh, Philadelphia, Washington, DC, and Baltimore, MD. The University is noted for its strong sense of community, student centeredness, sound fiscal condition, attractive campus, and strong alumni and community support.

Applicants should submit a cover letter and resume, including the names, addresses, and telephone numbers of three (3) references to: Charles H. Wharton, Chair, Assistant Dean Search, Office of Admissions, 1871 Old Main Drive, Shippensburg, PA 17257. The Search Committee will start review of applications on March 1, 1999, and will continue until the position is filled. Anticipated starting date is July 1, 1999. Additional information about Shippensburg University can be found at http://www.ship.edu.

Shippensburg University is committed to equal employment opportunity. Women, persons of color, veterans, and the disabled are encouraged to apply.

Shippensburg University is an Equal Opportunity Educational Employer

Founded in 1940. Westmont is a residential Christian college of liberal arts and science, with 1200 students. As an undergraduate college, Westmont is a community of learners committed to challenging one another in a supportive, residential environment which promotes personal, intellectual and spiritual growth in Jesus Christ. Our faculty and staff affirm a Statement of Faith that serves as a foundation for our life as a community. Westmont awards the Bachelor of Arts and Bachelors of Science degrees in 26 majors, and is accredited by WASC. The campus is located in the beautiful Santa Barbara foothills near the Pacific Ocean, 90 miles north of Los Angeles.

The following positions are available in the Student Life division:

ASSOCIATE DEAN OF STUDENTS: supervises residence life staff in six residence halls; maintains a highly visible profile with students; designs co-curricular educational programs in collaboration with faculty and student life directors; teaches Residence life course. Requirements include: MA in higher education or student personnel; minimum of five years experience in residence life.

DIRECTOR OF LEADERSHIP DEVELOPMENT: oversees all aspects of Leadership Development program; teaches four leadership courses each year; works collaboratively with faculty and staff to develop students' leadership abilities. Requirements include: Ph.D. preferred; minimum of two years teaching experience; demonstrated effectiveness in mentoring and discipleship. 10 month position.

Please send a letter of application, resume and two letters of reference to **Westmont College, Human Resources, 955 La Paz Rd., Santa Barbara, CA 93108-1099.** Applications will be reviewed as received. The closing date for materials is March 5, 1999 and interviews will be held at NASPA. For additional information, visit us at

www.westmont.edu

Westmont complies with federal and state guidelines for nondiscrimination in employment and is committed to diversity.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

MATHEMATICS

ONE-YEAR POSITION

The Department of Mathematics at Agnes Scott College invites applicants for a one-year position for the 1999-2000 academic year. Candidates are expected to have completed the Ph.D. by July 1, 1999. We seek someone to teach an upper division course in algebra or topology, and who has both an interest in and experience with innovative teaching with technology. The teaching load in the four-person department is three courses per semester. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. To ensure full consideration, applications should be received by March 26, 1999, but the position will remain open until filled. Send letter of describing teaching and scholarly interests, current résumé and names and phone numbers or e-mail addresses of three references to Dr Myrtle Lewin, Department of Mathematics, Agnes Scott College, 141 East College Avenue, Atlanta/Decatur, GA 30030-3797 Fax 404-471-5336 E-mail: mlewin@agnesscott.edu

Founded in 1889 by Presbyterians, Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer

WWW.AGNESSCOTT.EDU

THE COLLEGE OF NEW JERSEY

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Search Committee for Provost/Vice President for Academic Affairs of The College of New Jersey announces a national search for this newly created position.

The College of New Jersey, formerly Trenton State College, is a highly selective, comprehensive residential institution that has received national recognition for the quality of its programs. The College's 5853 undergraduate and 858 graduate students are served by 326 faculty members in the Schools of Arts and Sciences, Business, Education, Engineering, and Nursing. The College's attractive 255 acre, beautifully landscaped campus with Georgian-style buildings, is located in a suburb of Trenton, the state capital. Governed by a 15 member Board of Trustees appointed by the Governor. The College has an operating budget of $100,748,000.00 On January 1, 1999, Dr. R. Barbara Gitenstein, Provost of Drake University from 1992-1998, assumed office as The College's fifteenth president. Additional information about the College of New Jersey can be found at www.tcnj.edu

The Provost/Vice President for Academic Affairs is the second-ranking officer of The College and acts as the chief executive officer in the absence of the president. As the chief academic officer of The College, the provost will have an opportunity, working with the new president, to provide creative leadership in organization and program development throughout all aspects of campus life while maintaining a clear focus on The College's student-centered mission. The Provost will also assume major leadership working with the campus community in developing and implementing a new paradigm for the teacher-scholar. The Provost, working with the Vice President for Administration and Finance, will develop the guidelines and principles for budget development and resource allocation.

The College seeks an outstanding academic leader who has had successful teaching, scholarly, and administrative experiences and who has a strong commitment to high standards with a focus on student achievement. The successful candidate will have an earned doctorate or the equivalent, be an enthusiastic advocate for The College's mission as a highly selective institution to educate leaders, emphasize academic excellence in a racially and culturally diverse community, be a strong supporter of The College's learner-centered approach to education, and have at least three years of administrative experience at the dean or director level.

The Committee will begin to review candidates in mid-February, 1999 and continue until an appointment is made. Nominations and applications, which will be treated in confidence, should be sent to:

Dr. Carlos Alves, Chair, Provost/VPAA Search Committee
Office of the President
The College of New Jersey
P.O. Box 7718, Ewing, NJ 08628-0718

The search is being assisted by Dr. Ronald S. Stead of the Academic Search Consultation Service and confidential inquiries may be made to him at (202) 332-4049.

THE
COLLEGE
OF NEW JERSEY

To enrich education through diversity. The College of New Jersey is an EEO/AA/ADA employer M/F/D/V

BEST COPY AVAILABLE

WICHITA STATE UNIVERSITY

DEAN, W. FRANK BARTON SCHOOL OF BUSINESS

The W. Frank Barton School of Business at Wichita State University (Wichita, Kansas) welcomes applications and nominations for the position of Dean.

With almost 15,000 students, Wichita State University is located in a growing metropolitan area of more than 500,000 — the largest city in Kansas. Wichita is a regional center for services (health care, banking, government), an international corporate and manufacturing center (Boeing, Cessna, Coleman, Koch Industries, Learjet, Raytheon, Vulcan), and an important cultural center. Ties between the Wichita business community and the Barton School are particularly strong, providing faculty and students access to resources that enhance teaching and learning.

The Barton School is AACSB-accredited and is composed of 61 full-time faculty, 22 full-time staff, and more than 2,500 students. The school's vision is to be recognized as the best source of high quality business education, prospective employees, scholarly research and business development services in the community, state and region.

As the largest business school in Kansas, the Barton School supports ten undergraduate majors (BBAs), as well as five graduate programs including masters in business administration (MBA & EMBA), business (MS), economics (MA) and accounting (MPA). Five academic and outreach Centers are also housed within the Barton School and actively support the School's mission — including the Center for Economic Development and Business Research, Center for Economic Education, Center for Entrepreneurship, Center for International Business Advancement, and the Center for Management Development. Learn more about Wichita, WSU, and the Barton School by visiting our web site, www.wichita.edu.

Candidates for the Dean's position *must* have the following qualifications:

- Demonstrated record of leadership in business or academia
- Identification with the Barton School's mission and vision, and the commitment to articulate and communicate the mission, vision, and related values to our various constituencies
- High standard of personal and professional integrity
- Excellent oral and written communication skills

In addition, the following qualifications are *preferred*:

- Established credentials and record of achievement significant enough to merit serious consideration for rank of Full Professor within the Barton School
- Demonstrated record of garnering the kind of resources needed to support the Barton School's numerous programs
- Successful experience working with diverse populations
- Commitment to maintaining AACSB accreditation

Interested applicants should send curriculum vitae (or resume), letter of application, and a list of at least three references to the Chair of the Search Committee (contact information below). The letter of application should describe how the applicant meets the aforementioned selection criteria. *Nominations are encouraged.* Application reviews will begin March 1, 1999 and continue until the position is filled. The appointment becomes effective July 1, 1999. WSU is an EEO/AA employer. Contact:

Professor Charles L. Martin
Chair, Dean's Search Committee
W. Frank Barton School of Business
Wichita State University
Wichita, KS 67260—0084
Tel: (316) 978-7104
Fax: (316) 978-3276
E-mail: martin@twsuvm.uc.twsu.edu

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

FACULTY POSITIONS

The Dallas County Community College District is recruiting applicants for faculty positions to be filled for the Fall Semester, 1999

Generally, all faculty positions required:

1. Masters degree with eighteen hours in the field (Unless otherwise indicated)
2. A minimum of one years teaching experience
3. Demonstrated skills in successfully working with diverse populations through experiences such as formal training, past work experience, etc.

◆ Indicates positions that require the above stated criteria

To be considered for any of the positions listed below, you must:

- Complete an official Dallas County Community College District Application for Employment form (Note: A separate application is required for each position for which you apply)
- Provide official college transcripts

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5,1999.

BROOKHAVEN COLLEGE

◆ **Mathematics (Position No. 029801003) - Two positions**

◆ **Computer Information Systems (Position No. 029901001)** - Experience in developing/delivering Internet technology instruction.

Contact Brookhaven College Human Resources (972) 860-4815, 3939 Valley View Lane, Farmers Branch, TX 75244.

CEDAR VALLEY COLLEGE

◆ **Patient Care Technician (Position No. 039901002)** - Registered Nurse, experience in a health care environment. Experienced with a teaching and/or training and development in the private sector.

◆ **Computer Animation (Position No. 039901003)**- Experience with 3D Dimensional Graphics and Animation tools for the IBMDC platform running under the Windows NT Operating System.

Contact Cedar Valley College Human Resources (972)-860-8225, 3030 N Dallas Ave., Lancaster, TX 75134.

EASTFIELD COLLEGE

◆ **Automotive (Position No. 049901001)** - Bachelors degree in automotive area with a minimum of three years of industry related experience or Associate degree in same with a minimum of seven years same experience. ASE Master Mechanic certification required. Toyota T-Ten certificate desirable.

◆ **Computer Information systems (Position No. 049901003)** - Three years work experience in the field of computing.

Contact Eastfield College Human Resources (972) 860-7630, 3737 Motley Drive, Mesquite, TX 75150.

EL CENTRO COLLEGE

◆ **Developmental Math (Position No. 099901001)**

Contact El Centro College Human Resources (214) 860-2261, Main & Lamar Streets, Dallas, TX 75202-3604.

MOUNTAIN VIEW COLLEGE

◆ **Math/Developmental Math (Position No. 069901001)**

Contact Mountain View College Human Resources (214) 860-8703, 4849 W Illinois Ave., Dallas, TX 75211.

NORTH LAKE COLLEGE

◆ **Mathematics (Position No. 079901001)**

◆ **Speech Communications (Position No. 079901004)** - Experience coordinating forensics tournaments.

◆ **Hotel/Motel Management(Position No. 079901005)** - Bachelors degree with three years experience in hospitality.

◆ **Computer Information Systems (Position No. 079901006)** - (Two positions) - Documented work experience in UNIX, LAN Administration, Networking, programming and/or other computer experience.

Contact North Lake College Human Resources at (972) 273-3307, 5001 N MacArthur Blvd., Irving, TX 75062.

DEADLINE FOR APPLICATION AND MATERIALS IS MARCH 5, 1999.

The Dallas County Community College District offers competitive salaries, excellent benefits and a quality working environment. Applications are encouraged from racial and ethnic minorities and women.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

visit our website at http://www.dcccd.edu

771

ASSISTANT DEAN OF FIRST-YEAR STUDENTS

DIRECTOR OF THE INTEGRATED ACADEMIC SUPPORT PROGRAM

Full-time position requiring a generalist to share responsibility for designing and implementing programs and policies that facilitate the transition of first-year students to college. Through individual counseling of students on academic and personal matters, this dean is responsible for ensuring that students meet both academic requirements and the Community Standards of Conduct. Represents the Dean on extracurricular and committee assignments. The successful candidate must be sensitive to the academic, social and emotional challenges of adapting to a highly competitive academic environment.

As the Director of the Integrated Academic Support Program, this dean works closely with upperclass student tutors and faculty to support students who are underprepared in English, Math, Chemistry and Physics. In both capacities the dean is required to be tactful and supportive in communications with students, parents, faculty, and administrators.

Qualifications: Highly preferred qualifications include a doctorate (Ph.D. or Ed.D.) or a Master's degree and five years' relevant experience in academic administration. Must have strong interpersonal, organizational, counseling and communication skills; sensitivity to and understanding of the needs and concerns of a diverse student population is essential. Experience in a liberal arts college setting is desirable.

Terms: Salary commensurate with qualifications and experience. Position available July 1, 1999.

Review of applications will begin February 22. Please send letter of application, resume and the names of three references to:

The Office of the Dean of First-Year Students
Search Committee Chair
Dartmouth College
6007 Parkhurst Hall, Room 6
Hanover, New Hampshire 03755-3529

Dartmouth College is an Equal Opportunity/Affirmative Action employer, and thus applications from women and members of minority groups are strongly encouraged.

Dartmouth College

AMERICAN COUNCIL ON EDUCATION

DIRE.TOR RESOURCE DEVELOPMENT

The American Council on Education (ACE), has an opening for an indv. to develop and implement a comprehensive strategic plan for foundation, corporate, and other external ACE support in coordination with the Vice President of External Affairs. Will increase the pool of ACE corporate and private funding sources. Indv. will work with Program Directors to develop priorities and achieve their funding needs. Work with the Vice President and other division staff to develop and implement marketing strategies for the Annual Meeting and for ACE membership recruitment. Experience in corporate or business relations preferred. Indv. should have extensive grant writing and marketing experience. Strong oral and written communication skills required. Must demonstrate ability to manage multiple priorities, handle a heavy workload, and work well under pressure. Nominations and expressions of interest should be sent to:

Director, RD Search
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036
EOE/AA/H/V

CAL STATE FULLERTON

ASSOCIATE DEAN FOR TEACHER EDUCATION

SCHOOL OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE

The School of Human Development and Community Service is accepting applications for the position of Associate Dean for Teacher Education.

THE POSITION: The Associate Dean is a full-time Management Personnel Plan (MPP) position reporting directly to the Dean of the School of Human Development and Community Service. The person selected will provide leadership in developing relationships between the Division and the school districts. Promoting and instituting effective responses to the increased emphasis on the professional preparation of teachers and administrators is critical. Working in consultation with the department heads, this individual will coordinate the budget, course scheduling, faculty contracts, student admissions, and other division operations. The individual oversees the Credential Center, supervises the clerical and other staff support in the Division, and represents the Division to accreditation and credentialing agencies. The Associate Dean maintains and promotes necessary campus and community liaisons that pertain to education and assumes additional duties as assigned.

QUALIFICATIONS: The successful candidate will have a demonstrated record of excellence; a record of working collaboratively; an earned doctorate in a relevant education field from an accredited institution; appropriate evidence of quality scholarship, research and publications; successful university-level teaching experience in education; experience in academic administration; experience in public K-12 education; and some familiarity with instructional technology. Evidence of strong interpersonal skills and experience in working with diverse populations is essential, as is knowledge of issues and trends in teacher education.

SALARY: Commensurate with experience and qualifications.

APPLICATION PROCEDURE: Applicants should provide a letter of application listing qualifications and expertise for the position, a current vita, a brief statement of administrative philosophy and vision, at least three and not more than five recent letters of reference that directly address this position, and other support materials as appropriate. For further information call 714-278-3357. Review of applicants will begin on February 15, 1999, but applications will be accepted until the position is filled. Materials should be submitted to:

Chair, Associate Dean Search Committee
Division of Education, EC-379
School of Human Development and Community Service
P.O. Box 6868
Fullerton, CA 92834-6868

For further information, visit our web site at 'hdcs.fullerton.edu.'

CSUF is an Affirmative Action, Equal Opportunity, Title IX, ADA Employer

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TUFTS UNIVERSITY

Operations Coordinator

Mayer Campus Center Student Activities

Has primary responsibility for the scheduling and operations of the Mayer Campus Center and manages the scheduling of all university facilities for non-academic use. Assists student and faculty/staff customers with event planning, facility use procedures and coordinating support services; manages the use and care of two Student Activities vans; coordinates the vending program; provides information and assistance regarding solicitation and distribution of goods and services on campus; handles logistics for major campus programs; serves as an advisor and resource person to various students and student organizations. Position requires: Bachelor's degree, with a Master's degree in College Student Personnel or related field preferred; 2 years' experience in student activities or college union; experience planning campus events and advising and supervising students; understanding of and commitment to issues of cultural diversity and college student development; strong customer service skills; strong computer skills. *Job #M99-514*

*Send 2 copies of both resume and cover letter including the job # to **Ray Domingo, Tufts University Human Resources, 169 Holland St., Somerville, MA 02144.** Tufts offers an excellent benefit package including 3-4 weeks paid vacation, tuition benefits, and much more. For **further details on this and other positions visit our website at http//www.tufts.edu.** Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

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Green River
COMMUNITY COLLEGE

INTERNATIONAL TRAINING DIRECTOR

Green River Community College (WA) has an exempt position available to act as member of the Education & Training Center exe. mgmt team & the GRCC intn'l mktg team. Min quals: Master's degree in Bus. Admin or related field & 5 yrs' exp of mgmt & training, perferably in multiple industries. $56,303/yr w/state benefits. Open until filled; first review of apps on 2/18/99. For complete job description & req'd app. call our job line (253)288-3380, TDD (253)288-3345. *EOE/AA*

HAMILTON COLLEGE

Clinton, NY

AF Any Field

The Economics Department invites applications for a two year visiting position. Teaching load is 5 courses per year. Preference will be given to applicants with a Ph.D. and excellent teaching credentials, particularly in introductory economics. Send vita, evidence of teaching experience and effectiveness, and a writing sample and arrange to have 3 letters of recommendation sent. If possible, at least one reference should be able to comment on teaching ability. The application deadline is March 1, although applications will be accepted until the position is filled. Women and minorities are encouraged to reply. ***Hamilton College is an Affirmative Action/Equal Opportunity Employer.*** **CONTACT: Erol Balkan; Chair, Economics Department, Hamilton College, 198 College Hill Road, Clinton, NY, 13323.**

COLUMBIA COLLEGE CHICAGO
600 South Michigan Avenue • Chicago, Illinois 60605 1996

DIRECTOR OF ADMISSIONS

Columbia College Chicago is seeking a Director of Admissions.

Reporting to the Associate Provost, the director will design and implement recruitment and marketing strategies; develop promotional material, marketing pieces and advertising plan; plan, develop and implement new systems to maintain contacts with potential students; and supervise the staff of recruiters and counselors to carry out the college's recruitment goals. An MA, 5 years experience in Admissions Management and excellent computer skills essential.

Columbia College is a diverse, open admissions, urban institution of 9,000 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Please send letter of application and resume including salary history and requirements to:

Admissions Director Search
Columbia College
600 S. Michigan Avenue
Chicago, IL 60605

For more information, see web page
http://www.colum.edu/home.html.

WESTERN CONNECTICUT STATE UNIVERSITY
www.wcsu.edu

DEAN

Ancell School of Business

Western Connecticut State University invites applications and nominations for the position of Dean of the Ancell School of Business. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. The school is located on WCSU's modern 313 acre Westside campus.

The Ancell School, primarily a teaching institution, is pursuing AACSB candidacy and accreditation and serves 1200 undergraduate and graduate students. The Ancell School offers the BBA degree with majors in accounting, finance, management, MIS, and marketing and a BS degree with tracks in public law, corrections, probation, parole & offender rehabilitation, legal studies, paralegal preparation sequence and law enforcement from the Division of Justice and Law Administration. Three graduate degrees, MBA, MHA, and MSJA are offered.

Responsibilities:
The Faculty of the Ancell School of Business is seeking a Dean capable of promoting, developing, and sustaining the School's educational, scholarly, and public service programs. The Dean provides collegial leadership and consensus building for faculty organized into five departments (Accounting, Finance, Management, Management Information Systems, and Marketing) and the Division of Justice and Law Administration. The Dean of the Ancell School reports to the Academic Vice President.

Qualifications:

- A record of teaching and scholarship, including an earned doctorate in a field appropriate to the School's curricula.
- Academic administrative experience, preferable beyond the level of Chairperson, and demonstrated team-building experiences.
- An appreciation for scholarship and research in an academic setting.
- Instructional experience with technology.
- Willingness and ability to expand the financial resources for the school.
- Demonstrated ability to communicate effectively and to maintain good working relationships with all internal and external constituencies of the University.
- Demonstrated ability to represent and promote the Ancell School of Business to external constituencies.
- Experience with current AACSB processes, accreditation standards, and experience with strategic planning and budgeting.
- Experience with campus governance and collective bargaining agreements and sensitivity to faculty selection and evaluation.
- An understanding of the needs of our diverse student body.
- Willingness to support and implement Ancell School of Business initiatives.

Application Process: Send letter of application that includes an estimation of what he/she brings to the position and how his/her experience corresponds with the requested qualifications, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: **Charles P. Spiridon, Dean of Human Resources Management, WCSU, 181 White St., Danbury, CT 06810.** **Salary:** Negotiable, excellent benefit package. **Deadline:** Applications must be received by March 12, 1999. Anticipated starting date: Beginning of Fall 1999 Semester.

Western is an Affirmative Action/ Equal Opportunity Educator/Employer.

Peralta Community College District

INSTRUCTOR POSITIONS

LANEY COLLEGE
Cosmetology, Closes 3/4/99

MERRITT COLLEGE
Biology, closes 2/10/99
Child Development, closes 3/4/99
English, closes 3/4/99
Math, closes 3/8/99
Physics Astronomy, closes 3/8/99
PE/Women's Basketball Coach, Closes 3/8/99

Fully paid fringe benefits program (holidays, sick leave, medical, dental, etc.)

For information, contact Peralta Community College District Personnel in
Oakland, CA
(510) 466-7297
www.peralta.cc.ca.us
AA/EOE

SANTA BARBARA CITY COLLEGE

Applications are invited for the following full-time, tenure-track faculty positions commencing Fall Semester 1999. Salary commensurate with academic preparation and experience:

Administration of Justice; Biology; Computer Science; Cosmetology; Counseling; EOPS Counselor; Dir., Food Service & Chair, HRC Program; Dir., Starr-King Parent/Child Workshop; Early Childhood Education; Graphic Communications; Health Information Technology; Marine Diving Technologies; Music/Multimedia; Vocational Nursing

Deadline: March 3, 1999, 4 p.m.

For Application, Announcement & General Information, Contact: Job Line: (805) 965-0581, Ext. 3870; http://www.sbcc.net
SANTA BARBARA CITY COLLEGE; 721 Cliff Drive; Santa Barbara, CA 93109-2394. ***AA/EOE***

AVIATION INSTRUCTOR

SAN JUAN COLLEGE is currently accepting applications for Aviation Instructor. Position will be responsible for student training in the A36 Bonanza and BE58 Baron. Will be responsible for conducting stage checks in these high performance aircraft. **Qualifications:** Must have 800 hours minimum total time with 100 hours dual given. Must have CFI, CRI, MEI. (If MEI has not been accomplished, it must be obtained shortly after hire). A Bachelor's degree, systems knowledge on the Beech 1900, and teaching at a college level highly desirable. **Salary:** $35,000-$40,000 annually. Interested applicants must submit a SJC application for employment, letter of application, transcripts of all academic work and three current letters of reference. **Contact: San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215, FAX# (505) 599-0521. Closing Date: 3/5/99** *AA/EOE*

DEAN
College of Criminal Justice

Northeastern University invites applications for the position of Dean of the College of Criminal Justice. Northeastern University is a student centered, national research university, rooted in an urban community and dedicated to providing academic excellence and practice-oriented, cooperative education. The College of Criminal Justice offers a B.S. degree, with concentrations in law, policing, criminology, and security. The Master of Science curricula include programs of study in criminology, justice administration, juvenile justice, research, and security administration. The College presently has fourteen tenured and tenure-track faculty positions, and an expanding number of Visiting and Adjunct faculty who bring special expertise to the College's curriculum. Northeastern University is committed to providing the College with sufficient resources to maintain its top ranking among criminal justice programs in the region.

The Dean, the academic leader of the College, is responsible for administering all facets of the College and is expected to excel in organizational and leadership skills. The Dean is expected to collaborate with a dedicated faculty to establish a clear vision for the College and refine and strengthen the College's mission statement and unit goals in a manner that is consistent with those of the University as a whole. He or she, in conjunction with the faculty, will attract and retain a highly qualified and diverse student body at the graduate and undergraduate levels; assist the College to become a leader in University initiatives and in making significant contributions to the University's teaching and research agenda. The Dean is also expected to play a significant role in the University's fund-raising efforts. In conjunction with the faculty, the Dean will help guide curriculum development at the graduate and undergraduate levels; establish and maintain budgets and fiscal accountability; work to achieve goals established by the University; obtain externally funded grants; strengthen the Center for Criminal Justice Policy Research, and maintain relationships with other Northeastern colleges and units. The Dean will also create and maintain professional relationships with local and national criminal justice practitioners and community leaders, the scholarly criminal justice community, alumni, and other groups vital to the College's mission. The Dean will be encouraged to teach, conduct research, and carry out other professional activities.

Applicants must possess a doctoral degree in criminal justice or a closely related discipline, or a minimum of an LL.B. or J.D. degree. Candidates must have an established record of successful teaching and scholarship in criminal justice/criminology or equivalent professional achievement sufficient for appointment to a tenured, senior position. Candidates must demonstrate ability in working with the faculty and staff in the development and maintenance of high-quality academic and research programs; managing those programs; fund-raising; fostering collegial relationships within an academic setting and maintaining mutually beneficial relationships with other academic units in a university, and working with appropriate external constituencies. Candidates must also have experience in, or a demonstrated commitment to, working with a diverse staff and student population.

The position is available July 1, 1999. The salary is negotiable depending upon credentials. This is a 12-month administrative position requiring tenured faculty status in the College of Criminal Justice. Consideration of applications will begin on March 16, 1999. Interested persons should submit a letter of application, a current curriculum vitae, and the names of three references to: Professor Frank A. Schubert, Chair, Criminal Justice Dean's Search Committee, College of Criminal Justice, Northeastern University, 360 Huntington Avenue, Boston, MA 02115; (617) 373-3349; Fax: (617) 373-8723.

Northeastern University is an equal opportunity/affirmative action Title IX employer.

Northeastern University particularly welcomes applications from minorities, women, and persons with disabilities.

Northeastern
UNIVERSITY

LEHMAN COLLEGE

Associate/Full professor (tenure track) for teacher education programs in bilingual education and TESOL (N-12) in the Department of Secondary, Adult, and Business Education, to teach graduate and undergraduate courses, conduct and supervise research, supervise student teachers, and advise students. Expertise in developing school personnel for bilingual education (Spanish/English) and TESOL, as well as foreign language education. Doctorate in bilingual education, TESOL, linguistics, or other language-related discipline and fluency in Spanish required. **Salary range:** Associate Professor *$41,780-$66,837, Full Professor *$51,861-$80,318* Send letter of interest, resume and names of three references by 3/12/99 to **Dr. Nathan T. Avani, Chair, Department of Secondary, Adult and Business Education, Lehman College, 250 Bedford Park Blvd. West-CB29, Bronx, NY 10468** Additional information see (Job Opportunities) at **www.lehman.cuny.edu**

An EEO/AA/ADA employer

GREEN RIVER COMMUNITY COLLEGE

ED PLANNER
MULTICULTURAL SVCS COORD

Green River Community College (WA) has an exempt position available between the functions of Ed Planning & Multicultural Svcs. Fifty percent resp. to assist enrolled & prospective students of color in the development of education & career goals. 50% to assist in the implementation of support svcs & activities to meet needs of diverse student population. Min quals: MA in student development, social work, human development, multicultural ed or related field w/supervised internship. $38,336/yr w/state benefits. Open until filled; first review of apps on 2/16/99. For complete job description & req'd app. call our job line (253) 288-3380, TDD (253) 288-3345. *EOE/AA*

MORAVIAN COLLEGE
DEPARTMENT OF EDUCATION

This is a tenure-track position at the Assistant or Associate Professor level to begin Fall 1999. Duties include directing the newly developed Master's in Education program and teaching at both the graduate and undergraduate levels. As the new director of the M.Ed. program, the candidate will need strong organizational and communication skills and a creative, entrepreneurial spirit. The first class of graduate students will begin Summer 2000. Teaching duties require a familiarity with action research and a strong quantitative/qualitative research background. Qualified applicants must have a record of successful public school teaching at the elementary or secondary level and hold an appropriate doctorate degree. Complete applications will be considered beginning January 1999 until an appointment is made. Send letter of application, curriculum vitae, and three letters of reference to **Dr. Sandra Fluck, Chair, Education Department, Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650.**

Moravian College is a selective liberal arts and science college in the beautiful Lehigh Valley of Pennsylvania with 17 academic departments and 93 full-time faculty. It typically enrolls 1200 students in its regular day session and another 500 in the evening division. Founded in 1742, it is the 6th oldest college in the country. As a member of the Lehigh Valley Association of Independent Colleges, Moravian is engaged in a variety of cooperative programs with Lehigh University and with Allentown, Cedar Crest, Lafayette, and Muhlenberg Colleges. Moravian's proximity to New York and Philadelphia presents unusual opportunities for professional and cultural enrichment. In seeking candidates for positions, the College looks for those who can contribute to one or more of its strategic goals, which support student development, creative teaching, community and diversity, global engagement, institutional history and traditions, and affordability. Moravian College is an equal opportunity employer. Women and minorities are encouraged to apply.

COLLEGE OF SOCIAL WORK FACULTY POSITIONS

The San Jose State University College of Social Work invites applications and nominations for three tenure-track nine-month faculty positions. Candidates for these positions must have a MSW degree, three years post master's practice experience, and a doctorate in social work or a related field.

The positions are graduate level: Graduate Generalist Practice Instructor with the primary responsibility of teaching transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus and courses in child welfare. **Graduate Generalist Policy-Practice Instructor** to teach transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus and policy practice courses in mental health/health/aging. Asst./Associate Professor.

Application Procedure: Send **1)** a letter of application for the specific position listed above, **2)** a curriculum vitae, **3)** three letters of recommendation and, in addition, **4)** the names, addresses, and telephone numbers of three references to:

Manuel F. Fimbres, Recruitment Committee
College of Social Work, San Jose State University
One Washington Square
San Jose, CA. 95192-0124

For additional information on the above positions, access our **HomePage at http://www.sjsu.edu/depts/SocialWork.**

Application deadline is **March 15, 1999.**

San José State
UNIVERSITY

EO/AA/503/504/ADA/TITLE IX Employer

The University of Northern Iowa

VICE PRESIDENT
FOR EDUCATIONAL & STUDENT SERVICES

The Vice President for Educational & Student Services is the university's senior officer with primary responsibility for building university community and for providing leadership to a comprehensive program of quality services to students. Advocating for the interest of students, the Vice President will promote and enhance the values of a "student-centered" university. The Vice President reports to the University President and is a member of the University Cabinet; collaborates with the other four divisions of the University: Academic Affairs, Administration & Finance, External Relations, Marketing & Advancement; directs the Leadership Studies program, and assists with policy decisions regarding management of the University.

Units reporting directly to the Vice President include Academic Advising Services, Office of Admissions, the Center for Multicultural Education, Financial Aid, Maucker Union & Student Activities, Placement & Career Services, the Registrar, University Health Services and Residence. The division has a current budget of $38,555,026, and includes approximately 120 professional staff and 225 merit staff.

QUALIFICATIONS: Extensive experience in the delivery of student services programs; demonstrated expertise in at least one student services area; ability to work effectively with diverse internal and external constituencies; a strong strategic planning focus; a demonstrated commitment to diversity; evidence of management and organizational skills with the ability to coordinate programs and activities; strong interpersonal and communication skills; familiarity with the goals and purposes of higher education and the key issues facing public, comprehensive universities; ability to work collaboratively throughout the university community; an earned doctorate required, with a minimum of seven years of progressively more responsible management experience in higher education administration.

SALARY: Commensurate with experience.

THE UNIVERSITY: The University of Northern Iowa is consistently recognized as one of the finest universities in the Midwest. With 13,000 students, 850 faculty and 1,000 staff, UNI is one of three public universities in a state that has long been known for quality education at all levels. UNI features a high level of faculty/student interaction, as well as strong initiatives in experiential learning, international programs and wellness. UNI faculty and staff have access to a full range of educational, cultural, medical and recreational programs and facilities in Waterloo/Cedar Falls, a metropolitan area with a population of approximately 125,000. Web site **www.uni.edu**

APPLICATIONS: Applications received by March 5, 1999, will be given full consideration. Send resume, letter of application and the names of three professional references to:

Vice President for Educational & Student Services Search Chair
Office of the President
University of Northern Iowa
244 Gilchrist Hall
Cedar Falls, Iowa 50614-0002

The University of Northern Iowa is an inclusive academic community, hospitable to all. The University is an Equal Opportunity Employer with a comprehensive plan for affirmative action.

Washtenaw Community College

FACULTY OPENINGS

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for several faculty openings.

Automotive Instructor- This individual must possess a Bachelor's degree in education, technology, or a field related to Automotive Service, equivalent of two years full time work experience as a line mechanic in automotive service, equivalent of one year full time successful teaching experience (equates to 450 student contact hours) and be ASE certified. Applications will be accepted until position is filled.

Accounting Instructor- This individual must possess a Master's degree in a business or education field, minimum of 18 hours in Accounting, equivalent of two years successful teaching experience at the community college level (equates to 900 student contact hours), and two years full time work experience with primary emphasis in accounting. Deadline for receipt of application form is April 2, 1999.

Nursing Instructor- This individual must possess a Masters degree in nursing with a medical-surgical application focus is required, current Michigan Registered Nursing licensure or eligibility for MI license, equivalent of four years full time successful work experience in nursing, and the equivalent of two years full time successful teaching experience (equivalent of 900 student contact hours). Applications will be accepted until the position is filled.

The initial annual base salary range for these positions is $34,330 - $45,980, dependent upon education and work experience, base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits. Anticipated date of appointment for these positions are for the Fall 1999 semester.

Interested persons should send completed application form with credentials (student copies acceptable), statement of number of clock hours, and needed licensure to **Washtenaw Community College, Office of Human Resource Management, 4800 E. Huron River Dr., Ann Arbor, MI 48106.** (734) 973-3497. Job Hotline (734) 973-3510. For job postings see our website at **http://www.washtenaw.cc.mi.us/jobs/**

WCC is an AA/EEO/ADA employer.

WOMEN'S STUDIES

Grinnell College invites applications for a one-year leave replacement position in the interdisciplinary Gender and Women's Studies Concentration. Candidates may have a specialization in the social sciences, humanities, or sciences but must have a strong background in women's studies and a demonstrated ability to teach introduction to Gender and Women's Studies. The introductory course at Grinnell examines the theoretical foundations of North American feminisms, paying particular attention to the intersections of race, ethnicity, class, and sexuality in the construction and enactment of different theories. The teaching duties for the year will include two sections of Introduction to Gender and Women's Studies and one interdisciplinary Senior Seminar for students concentrating in Gender and Women's Studies. The position includes two additional courses, one for the GWS program and one for the academic department which best fits the candidate's area of specialization. The topics of these two courses are open to negotiation, but candidates able to teach International Feminist Studies in the GWS program are particularly encouraged to apply. Ph.D. preferred. ABD candidates will be considered. In their letters of application, candidates should address their interest in teaching in an undergraduate, liberal-arts environment that emphasizes close student-faculty interaction. Teaching experience and a commitment to an interdisciplinary approach to gender and women's studies are required. Applications received by March 26, 1999 will receive full consideration. Please send complete dossier and three letters of recommendation to **Victoria Brown, Chair, Gender and Women's Studies, Grinnell College, PO Box 805, Grinnell, Iowa 50112.**

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

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George Mason University

GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education At George Mason University is a dynamic, growing professional school committed to excellence in teaching, research, and service, especially through collaborative field-based projects with schools, businesses, and community agencies. Just 16 miles west of Washington, D.C. in Fairfax, Virginia (with additional programming at the University's Arlington and Prince William campuses), George Mason University - a state-supported institution enrolling 25,000 students — is located in a region characterized by excellent K-12 schools, leadership in technology and rapid growth in the size and diversity of its population. The Graduate School of Education thus provides an ideal site for educational researchers and scholar-practitioners with an applied, collaborative orientation and an interest in preparing teachers and leaders in education and technology for the challenges of the 21st century.

The Graduate School of Education is seeking to add to its roster of 80 full-time faculty by filling nine faculty vacancies (five funded, four pending funding) in its state-approved and NCATE accredited teacher education, school counseling, and education leadership programs. All positions have an initial start date of August 25, 1999 unless noted otherwise. **Rank is open for all positions.** Consistent with School and University priorities in technology and diversity, preference will be given in each search to candidates who are experienced in applying and using educational technology and who can demonstrate expertise in training education professionals for multilingual and multicultural environments. Applications from women and minority candidates and persons with disabilities are especially encouraged. Nominations of outstanding candidates are also invited.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: **Dean Gary Galluzzo, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444** (Additional information is available at **http://gse.gmu.edu**). Please clearly indicate the position you are applying for at the top of your letter of interest. Review of applications will begin on **February 25, 1999**, and will continue until the positions are filled.

George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedure.

TWO POSITIONS IN EARLY/ELEMENTARY EDUCATION: (1) SOCIAL STUDIES EDUCATION AND (2) LITERACY (BOTH TENURE TRACK). Responsibilities include teaching and advising in graduate level pre-service, advanced master's, and doctoral programs; participation in Professional Development Schools, and conducting and disseminating research. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades PK-6, university teaching experience, and an established or very promising research funding/publication record desirable. The second position will also be expected to contribute to the development of a new program of Literacy Education.

TWO POSITIONS IN MIDDLE/SECONDARY EDUCATION: (1) ENGLISH/LANGUAGE ARTS EDUCATION AND (2) EDUCATIONAL FOUNDATIONS (BOTH TENURE TRACK). Responsibilities include teaching and advising in graduate level pre-service, advanced Master's, and doctoral programs; participation in field-based initiatives, and conducting and disseminating research. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades 6-12, university teaching experience, and an established or very promising research funding/publication record desirable. The second position is expected to be a generalist in curriculum and instruction, educational psychology, or a related field of specialization focusing specifically on middle/secondary education.

EARLY CHILDHOOD SPECIAL EDUCATION/SEVERE DISABILITIES (TENURE TRACK). Responsibilities include teaching graduate courses, advising, supervising interns, securing external funding, conducting and disseminating research, and collaborating with other GSE faculty in model programs integrating general and special education. Earned doctorate in special education or related field required. Two years experience working with young children and their families required. Prefer background in community collaboration, infant-toddler, and/or augmentative communication. University teaching experience and an established or very promising research funding/publication record desirable.

SCHOOL COUNSELING PROGRAM COORDINATOR (TENURE TRACK OR TENURED APPOINTMENT). Serve as coordinator and primary architect of a restructured school counseling program and teach core courses in that program. Will also supervise interns, advise Maters and doctoral students, maintain an active program of scholarly research, and support a professionally collaborative approach to teaching, research, and service. Priority will be given to those with a history of practitioner experience in the field and a commitment to field-based training. Earned doctorate and evidence of ability to provide programmatic leadership required. University teaching experience, including dissertation supervision, and an established record of research funding and significant scholarship desirable.

EDUCATION LEADERSHIP PROGRAM COORDINATOR (TENURE TRACK OR TENURED APPOINTMENT). Serve as coordinator of the Education Leadership programs on-campus degree offerings and off-campus Cohort Outreach Principal Preparation Program (CORP3). Responsibilities include teaching courses for prospective school leaders, supervision of administrative interns, and advising of Master's and doctoral students. Earned doctorate and recent practitioner experience in school administration required. University teaching experience, including dissertation supervision, and an established record of research funding and significant scholarship desirable. Priority will be given to candidates with a strong background in organizational change processes and education reform.

COHORT OUTREACH PRINCIPAL PREPARATION PROGRAM INSTRUCTION FACULTY (3-YEAR TERM APPOINTMENT, RENEWABLE). Responsibilities include teaching courses in the field-based Education Leadership M.Ed. program, advising, and supervision of administrative interns. Earned doctorate and recent practitioner experience in school administration required. University teaching experience and an active program of scholarly research desirable. Site-based cohorts are located throughout the Northern Virginia region. Start date is as soon as possible.

ALTERNATIVE EDUCATION (TENURE TRACK). Faculty member needed to help design and implement a new model program to prepare teachers for alternative education settings — an area of critical shortage in the Capital region. Responsibilities include teaching graduate courses, advising, supervising interns, securing external funding, conducting and disseminating research, and collaborating with other GSE faculty in special education, secondary education, and school counseling. Earned doctorate and two years experience working in an alternative education setting required. University teaching experience and an established or very promising research funding/publication record desirable.

SARAH LAWRENCE COLLEGE

Director, Dance Program. Sarah Lawrence College is seeking an internationally recognized artist, preferably with academic experience, who has been actively teaching, performing and choreographing to assume artistic leadership of the Dance Program beginning September 1999. This position entails teaching technique, composition, choreography as well as assuming responsibility for undergraduate and graduate level departmental administration. Send resume and three letters of recommendation to **Janet Held, Sarah Lawrence College, Bronxville, N.Y. 10708** by March 15, 1999. Screening begins immediately but applications will be accepted until the position is filled.

Sarah Lawrence College is an equal opportunity employer

Rancho Santiago Community College District in Santa Ana, California has openings for tenure track Assistant Professors in the following disciplines: Accounting, Art/Digital Imaging/Multimedia, English/ESL, ESL, Machine Technology, Mathematics, Economics, Reading, Spanish, and System Cataloger/Library Services; salary is $34,817-$57,798/yr. Screening Committees will begin reviewing applications March 8, 1999. Please contact **714-480-7499** for applications & job announcements. EOE.

RSCCD

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

PRINCETON UNIVERSITY

Art Historian

Chinese Art, post-Han. Tenure-track assistant professor or, if funding permits, a senior-level appointment. Strength in painting/calligraphy and/or Buddhist art desired. Ph.D. and teaching experience required. Commitment to undergraduate and graduate teaching essential. Indicate whether applying for junior or senior-rank position. Send C.V., and for junior-rank applicants, selected publications and three letters of recommendation to: **Yoshiaki Shimizu, Chinese Search, Department of Art and Archaeology, 105 McCormick Hall, Princeton University, Princeton, NJ 08544.** Applications will be reviewed beginning March 1, 1999. AA/EOE WMA

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Florida State UNIVERSITY

The Florida State University is classified as a Research I University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 23 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following ten positions.

ASSISTANT PROFESSOR - ADULT EDUCATION (tenure-earning)

The Department of Educational Foundations and Policy Studies is searching for a faculty member in the Adult and Continuing Education graduate program with specialization in Human Resource Development (corporate and public HRD, continuing professional education) and Workforce Development (school-to-work transitions, workplace literacy) to teach related graduate and undergraduate courses, conduct applied research, and assist with the program's associated field projects. Minimum qualifications include: earned doctorate in adult education or a closely related field. Teaching will include but not be limited to courses in human resource development, staff training, adult learning, school-job transitions, related policy and research issues and foundational adult education topics. Primary responsibilities include: advising graduate students, serving on and chairing dissertation committees. Prior work experience in HRD and adult education-related contexts is desirable as well as a commitment to working with adult part-time students and diverse populations and a demonstrated interest in field project development and research generation.

Send application package to: **Dr. Peter Easton, Chair, Adult Education Search Committee, Department of Educational Foundations and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451**. For further information, contact him at 850-644-8165, fax 850-644-6401 or e-mail easton@coe.fsu.edu.

ASSISTANT PROFESSOR - EARLY CHILDHOOD EDUCATION (tenure-earning)

The Department of Educational Theory and Practice is searching for a faculty member in an Early Childhood Education program that grants Bachelors, Masters, Educational Specialist and Doctoral degrees; program is for age 3 to grade 3 certification. Position requires: teaching graduate and undergraduate courses in early childhood education in a field-based program; advising graduate students; directing students in graduate research projects; service on departmental, college and university committees; supervision of field experiences; involvement and service to the childhood community; pursuing a research program; participate in grant/proposal writing; scholarly publication. Minimum qualifications include: earned doctorate in Early Childhood Education, Developmental Psychology, Child Development or related fields; candidate must have significant professional and/or academic experience related to one of the Early Childhood Education curriculum areas; three years prior experience teaching young children; evidence of an on-going research program; willingness to work cooperatively in collegial endeavors.

Send application package to: **Dr. Charles Wolfgang, Chair, Early Childhood Education Search Committee, Department of Educational Theory and Practice, 115 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4457**. For further information, contact him at 850-644-5458, fax 850-644-7736 or e-mail wolfgang@coe.fsu.edu.

ASSOCIATE/FULL PROFESSOR - EDUCATIONAL LEADERSHIP/ VOCATIONAL EDUCATION ADMINISTRATION (tenure-earning)

The Department of Educational Leadership is searching for a faculty member in the Educational Leadership/Vocational Education Administration program responsible for preparing individuals to assume executive level positions and other leadership roles in universities, departments of education, industry, policy-making agencies, schools and school districts. Responsibilities are: teaching, research, and service in a program that grants Masters, Specialists, Doctor of Education and Doctor of Philosophy degrees (teaching may include but not be limited to courses in vocational education administration, policy analysis, community relations, personnel administration, and finance of education). Requirements: evidence of a research agenda and substantial publication record in Vocational Education Administration; evidence of competence as a teacher and advisor working with graduate student with varying backgrounds especially in the area of directing thesis and dissertations; experience in school districts that may range from general administration in district offices to director of vocational education; knowledge of general theory and practice in educational leadership/vocational educational administration; knowledge in a supportive area such as policy analysis, community relations, personnel administration or finance of education; advising graduate students; serving on dissertation committees; conducting research; providing service to the education community. Minimum qualifications include: earned doctorate with an emphasis in vocational education/educational administration; provide evidence of exceptional promise as an academic in a major university; demonstrate leadership ability with the field of vocational education.

Send application package to: **Dr. Judith Irvin, Chair, Educational Leadership/Vocational Education Administration Search Committee, 113 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4452**. For further information, contact her at 850-644-6447, fax 850-644-1258 or e-mail irvin@coe.fsu.edu.

ASSISTANT PROFESSOR - EDUCATIONAL PSYCHOLOGY (tenure-earning)

The Department of Educational Research is searching for a faculty member in the Educational Psychology program. Responsibilities include: teaching undergraduate and graduate courses in educational psychology related to learning and instruction, conducting a program of research, engaging in service to the university and profession. Minimum qualifications include: earned doctorate in educational psychology or closely related field required. Preference given to candidates with interests and expertise in learning and instruction, social bases of learning or cognitive development and qualitative research methodology. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Send application package to: **Dr. Marcy P. Driscoll, Educational Psychology Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4453.** For further information, contact her at 850-644-8777, fax 850-644-8776 or e-mail mdriscoll@mailer.fsu.edu.

ASSISTANT PROFESSOR - EDUCATIONAL TECHNOLOGY (tenure-earning)

The Department of Educational Research is searching for a faculty member in the Instructional Systems program. Responsibilities include: design an introductory undergraduate course in educational technology and work with graduate students to teach the course; teach graduate courses in technology applications in education and training; provide leadership and support for the advancement of technology applications in pre-service and in-service teacher education; conduct and publish research related to learning and educational technology utilization; advise and direct graduate students. Minimum qualifications include: doctorate (completed by August 1999) in Educational Technology, Instructional Systems, or related discipline, with a specialization in the application of technology in the teaching and learning process; experience in teaching in the area of educational technology in teacher education programs at the undergraduate and graduate levels; evidence of conducting inquiry and publishing in an area related to educational technology; experience in using interactive technology in education and in the design and delivery of instruction.

Send application package to: **Dr. Robert Reiser, Educational Technology Search Committee, 307 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4453.** For further information, contact him at 850-644-4788, fax 850-644-8776 or e-mail rreiser@mailer.fsu.edu.

ASSISTANT PROFESSOR - ENGLISH TO SPEAKERS OF OTHER LANGUAGES (tenure-earning)

The Department of Curriculum and Instruction is searching for a faculty member in the Multilingual/Multicultural Education program. Candidate should be prepared to teach in the areas of ESL/EFL methods, ESOL in the content areas, and testing/evaluation at both undergraduate and graduate levels; help build undergraduate programs for K-12 teachers who must become endorsed in ESOL in Florida and strengthen the doctoral and masters degree programs. Ability to teach in some of the following areas is also anticipated: applied linguistics, second language reading, and diversity/multiculturalism. Minimum qualifications include: earned doctorate in Applied Linguistics, TESOL, SLA or related fields; demonstrated experience in K-12 ESL teaching; evidence of strong research agenda in language related areas with experience conducting quantitative research strongly preferred.

Send application package to: **Dr. Frank Brooks, ESOL Search Committee, Department of Curriculum and Instruction, 209 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490.** For further information, contact him at 850-644-5260 or fax 850-644-1880 or e-mail fbrooks@garnet.acns.fsu.edu.

ASSISTANT PROFESSOR - INTERNATIONAL/ INTERCULTURAL DEVELOPMENT EDUCATION (tenure-earning)

The Department of Educational Foundations and Policy Studies is searching for a faculty member in the International/Intercultural Development Education program who will play a significant role in this graduate program and in the undergraduate teacher education program. Responsibilities include: teaching courses from among the array of teacher education undergraduate courses currently taught in the department, teaching graduate courses, and serving on Masters and Ph.D. committees. Principal areas of expertise are: specialist in comparative and international education and anthropology of education, with a focus on multicultural issues in education and society at large, and women in education and development. Other specializations of interest include: educational policy and the politics of education. Preferred teaching areas include education and culture, qualitative research methods, women and education, and undergraduate social foundations of education. Minimum qualifications include: earned doctorate in education, anthropology or related fields.

Send application package to: **Dr. Steve Klees, Chair, International/Intercultural Development Education Search Committee, Department of Educational Foundations and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451.** For further information, you may contact him at 850-644-8176, fax 850-644-6401 or e-mail sklees@garnet.acns.fsu.edu.

ASSISTANT PROFESSOR - MATHEMATICS EDUCATION (tenure-earning)

The Department of Curriculum and Instruction is searching for a faculty member in the Mathematics Education program whose responsibilities will include: teaching a range of content and method courses for prospective secondary and middle grade teachers as well as courses in the graduate program; supervising field experiences and student teaching; service on committees at department, college, and university levels and in collaboration with public schools. Candidates must have a commitment to teacher education, to excellence in teaching, and to continued scholarly activity; opportunities available to participate in ongoing research, initiate new research project and apply for funding. Minimum qualifications include: earned doctorate in Mathematics Education with a strong graduate mathematics component; documented evidence of accomplishment in teaching, research, and service; at least three years of experience teaching mathematics at the middle grades or high school level; experiences with educational technology and multicultural education are highly desirable.

Send application package to **Dr. Norma Presmeg, Chair, Mathematics Education Search Committee, Department of Curriculum and Instruction, 209 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490.** For further information, contact her at 850-644-8427, fax 850-644-1880 or e-mail npresmeg@garnet.acns.fsu.edu.

FULL PROFESSOR - SPORT PSYCHOLOGY (tenure-earning)

The Department of Educational Research, Educational Psychology program, is searching for a faculty member with expertise in the area of sport psychology. Responsibilities include: direction of graduate student theses and dissertations, teaching graduate level sport psychology courses and contributing to undergraduate educational psychology instruction. Minimum qualifications include: earned doctorate in Psychology, Sport Science, Physical Education or related area with an emphasis on sport psychology; evidence of high scholarly achievement; ability to attract graduate level students, and secure external funding for relevant research.

Send application package to **Dr. David Pargman, Chair, Sport Psychology Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4453.** For further information, contact him at 850-644-8793, fax 850-644-8776 or e-mail pargmand@lsi.fsu.edu.

ASSISTANT PROFESSOR - SCHOOL PSYCHOLOGY/COUNSELOR EDUCATOR (tenure-earning)

The Department of Human Services and Studies is searching for a faculty member in the School Psychology/Counselor Educator program. The faculty member is expected to contribute to the Ed.S. program in School Psychology and the APA-accredited Ph.D. program in Combined Counseling/School Psychology as well as contribute either to a CORE-accredited M.S. program in Rehabilitation Counseling or CACREP-accredited programs in Counseling (Career Counseling, Mental Health Counseling or School Counseling). Successful applicants must be license-eligible as a School Psychologist in the State of Florida and show evidence of commitment to licensure or certification as appropriate in either Rehabilitation or Counseling; show evidence of applied skills and the potential for programmatic research; teach at the graduate level; provide counseling supervision. Minimum qualifications include: earned doctorate in School Psychology; demonstrated evidence of successful teaching; evidence of an on-going research program; willingness to work cooperatively in collegial endeavors.

Send application package to: **Dr. Frances Prevatt, Chair, School Psychology/Counselor Educator Search Committee, 215 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458.** For information, contact her at 850-644-9445, fax 850-644-4335 or e-mail prevatt@coe.fsu.edu.

Applications for all positions will close on February 27, 1999. Completed packages will include a thorough letter of application documenting interest and qualifications, a current vita, sample publications, transcript, names, addresses, and telephone numbers of five references who may be contacted. All positions will begin no later than August, 1999.

The Florida State University is an equal opportunity, affirmative action employer. Ethnic and gender diversity is important to us and we strongly encourage women, minorities and individuals with disabilities to apply.

BEST COPY AVAILABLE

UNIVERSITY OF MAINE

DIRECTOR

Center for Teaching Excellence

The University of Maine seeks applicants for the position of Director of the new Center for Teaching Excellence. The Director will serve as the nucleus of the new Center, with responsibility for developing and delivering its programs. The goals of the Center are to maintain a strong focus on teaching excellence, to help members of the faculty, graduate students, and professionals improve and update their teaching skills, to promote experimentation with new teaching techniques and methodologies, and to constitute a forum for discussing teaching excellence and sharing ideas. The Director will also work closely with the Executive Director of Information Technology, who has leadership responsibility for the use of digital technology in educational programs. Much of the work of the Center will be accomplished by means of workshops, seminars, internships, and individual consultation. The Director will report to the Vice-Provost for Undergraduate Education.

Required Qualifications

- Master's degree
- Substantial college teaching experience
- Significant experience in a teaching excellence program or initiative
- Knowledge of the research related to teaching and learning
- Demonstrated excellent communication and organizational skills
- Demonstrated leadership skills
- Demonstrated ability to work with diverse groups across campus

Preferred Qualifications

- Earned doctorate
- Significant administrative experience in higher education
- Success in obtaining grants
- Demonstrated familiarity with instructional technology

Founded in 1865, the University of Maine is the State's land-grant and sea grant institution. Today the 1200-acre campus is the site of a modern university with five colleges, a graduate school, and more than 80 academic programs. The University has approximately 7,000 undergraduate students, 2,000 graduate students, and 600 faculty members. As the flagship campus of the University of Maine System, the University is responsible for providing high quality education, research, and service to the citizens of Maine.

This is a fiscal year (12 month) appointment available July 1, 1999. The review of applications will begin on March 15, 1999, and will continue until the position is filled. Submit a letter of interest, resume, a statement of philosophy, and at least three recent letters of reference with telephone numbers to **Chair, Director of Teaching Excellence Search Committee, 5703 Alumni Hall, Suite 201, University of Maine, Orono, ME 04469-5703.** Please direct inquiries to **Douglas_Gelinas@umit.maine.edu.**

The University of Maine is an Affirmative Action/Equal Opportunity Employer and provides reasonable accommodations, upon request, to enable applicants with disabilities to participate in the job opportunity process.

HUNTER COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR

CENTRO DE ESTUDIOS PUERTORRIQUENOS

ASSOCIATE OR FULL PROFESSOR

The Centro de Estudios Puertorriquenos is a major CUNY research institute housed at Hunter College. For 25 years, it has pursued an interdisciplinary intellectual agenda that is grounded in the Puerto Rican/Latino community, answers to the community's research needs and nurtures its strengths and potentials. The Centro publishes a journal, working papers and other publications. The Centro Library and Archives houses the principal Puerto Rican research collection in the United States. The Centro also coordinates two academic exchange programs. It has a full-time staff of ten and a total annual budget of $1.2 million.

The Director leads the Centro's research and service operations; establishes Centro policies and helps to formulate the Centro's interdisciplinary research agenda. The Director is expected to participate in research activities. The Director also represents the Centro publicly to all relevant constituencies.

Candidates must have an interdisciplinary understanding of the Puerto Rican experience, a history of involvement with Puerto Rican community affairs in the United States. Requires an earned doctorate within fields such as the social sciences, education, law, social policy/work or the humanities appropriate to the Centro's research program, and be fully bilingual in Spanish and English. Teaching experience and a current tenured academic appointment is preferred. Experience with the governance of public higher education affairs is desirable. Experienced in fundraising and grants management essential.

HOW TO APPLY: Applicants or nominees should submit a curriculum vitae/resume of relevant experience, and the names of three references. In addition, applicants may send a letter summarizing their qualifications for this position.

SALARY: Associate or Full Professor rank housed in an appropriate Hunter or CUNY academic department. Professor: $51,861 - $80,318; Associate Professor: $41,780 - $66,837. (Salary within contractual guidelines supplemented by administrative title remuneration of $7,670). Initial appointment of 2 - 3 years, renewable upon satisfactory evaluation. Twelve month work calendar. The Centro Director reports directly to the Provost of Hunter College. Position available 9/1/99.

SUBMIT APPLICATIONS OR WRITTEN NOMINATIONS BY MARCH 1, 1999 (OR UNTIL THE POSITION IS FILLED) TO: **CHAIR, CENTRO, DIRECTOR SEARCH COMMITTEE, OFFICE OF HUMAN RESOURCES, E1502 HUNTER COLLEGE, 695 PARK AVENUE, NEW YORK, NY, 10021.**

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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UNIVERSITY OF
WISCONSIN
MADISON

DIRECTOR OF UNIVERSITY RESEARCH PARK

Organized in 1984, the University of Wisconsin-Madison's University Research Park (URP) is a separate nonprofit entity that develops land and leases it to companies interested in maintaining close contact with the university community. The park's primary mission is to serve as a conduit for transferring technologies from the campus to the private sector for the mutual benefit of all. It provides an atmosphere custom-designed to nurture a productive combination of economic and technological development. The URP is home to 68 Wisconsin companies, and operates on 250 acres. Currently there are 28 buildings totaling 815000 square feet in the URP. More information about the University Research Park can be accessed at

http://www.wisc.edu/uir/UWresearchpark.html

The director who reports to the UW-Madison chancellor is responsible for directing the University Research Park, including the Madison Community TV tower, and serves as staff to the park's corporate trustees. **Principle duties include:** Initiate and participate in the planning and advise the chancellor and other appropriate authorities both within and outside the university on **1)** The future needs of the University Research Park, **2)** The potential creation of a new technology park and incubator, and **3)** The completion of a land reacquisition project adjacent to the existing park properties. Advise the chancellor on other potential non-academic real estate enterprises such as the creation of Real Estate Development Corporation entities recommended in the September 1997 report of the Urban Land Institute, and serve as a member and staff of the university's Council on Technology Transfer.

Major qualifications for this position include: a college degree and graduate degree in business or public administration, financial management, law, real estate or related fields, or corresponding job experience in these areas; experience in or evidence of skills required for the management of a real estate related enterprise such as a University Research Park, a commercial real estate park, or a real estate development or activity designed to achieve technology venture commercialization; demonstrated ability to plan and implement complex enterprises with an understanding of the business development process, the role of management, capital, market strategy, technological development, and operating location and physical facilities in company success; knowledge and understanding of the operation of research universities, preferably obtained by university administrative experience; evidence of successful personal management skills, including written and verbal communication, and the ability to supervise and delegate, to establish and achieve goals, and to develop and effective staff organization.

The position will be available 1 July 1999. Applications and nominations must be received by 26 February 1999 to ensure consideration. Later applications and nominations may also be considered. The search committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current curriculum vita and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Kerry D. Vandell
Search and Screen Committee
for University Research Park Director
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728

The University of Wisconsin-Madison is an Equal Opportunity Employer

DEAN OF THE SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Central Connecticut State University invites nominations and applications for the position of Dean of the School of Education and Professional Studies. A comprehensive state university, Central Connecticut State University is located in the Hartford Capitol Region, with convenient highway and public transportation access to New York City and Boston. CCSU, established in 1849, is the oldest -and in many ways the newest - public institution of higher education in Connecticut. The University offers a broad array of liberal arts, science, and professional programs that lead to Bachelor's degrees, Master's degrees, and 6th Year Certificates. Academic departments are organized within Schools of Arts and Sciences, Education and Professional Studies, Business, and Technology. With 9100 undergraduate and 2500 Master's level students, CCSU is the largest institution in the four-campus Connecticut State University System.

The School of Education and Professional Studies is searching for an outstanding leader with the vision to assist the School's efforts to move into the next century with a major focus on student learning. The Dean is the chief academic officer of the School and reports directly to the Vice President for Academic Affairs. The successful candidate will be expected to provide vision and leadership in the planning and delivery of high quality instructional, research and service programs. The Dean is accountable for administering the School's resources and curricula to achieve the mission of the School and the University.

The School of Education and Professional Studies includes the departments of Health and Human Service Professions, Educational Leadership, Physical Education and Health Fitness Studies, Reading and Language Arts, Special Education, and Teacher Education. The Dean serves as the official head of the university's NCATE accredited teacher preparation programs and other nationally accredited programs. The School has developed a large Professional Development Schools network with schools in the Hartford metropolitan region. Instruction is offered through the 6th year certificate level. There are approximately 135 full-time and adjunct faculty and 1430 undergraduate and 1060 graduate students in the school.

Qualifications for the position include an earned doctorate; a record of academic excellence in teaching and scholarly activity sufficient to achieve tenure within a department in the school; a record of outstanding leadership and administrative skills; budgetary, planning, and fiscal management experience; a commitment to public education and to NCATE and other professional national accreditation standards; a record clearly demonstrating a commitment to participatory decision-making, diversity and affirmative action. Preference will be given to candidates with evidence of experience and/or public service in schools or other professional settings; experience in grant writing; experience and commitment to Professional Development School networks; a knowledge of collective bargaining. Credentials and experience substantially comparable to the above will also be considered.

Deadlines: Nominations must be received by February 10, 1999. Letters of application must address the qualifications and be accompanied by a curriculum vitae, a statement of educational and administrative philosophy, and the names, titles, addresses, and telephone numbers of three references. Although letters of application received before February 15, 1999, are best assured of full consideration, the position will remain open until filled.

Address letters of nomination and application to: **Dr. June B. Higgins, Chair, Dean of Education and Professional Studies Search Committee, Office of the Dean, School of Arts and Sciences, Central Connecticut State University, New Britain, CT 06050. For more information about CCSU and the School of Education and Professional Studies, visit the University web site at www.ccsu.edu.**

CCSU aggressively pursues a program of equal employment and educational opportunity and affirmative action. Members of all underrepresented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

MCTC MANCHESTER
COMMUNITY TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges. It serves about 9,000 **students** at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource **and** Technology Center, scheduled for completion in the year 2000.

Librarian
Director of Information Technology

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit out website at **www.mctc.commnet.edu/per**, or call (860)647-6153. Send letter of intent, resume, transcripts, and the names of three references to

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than March 10, 1999

EOE/AA/M/F

Counselor
ASSISTANT PROFESSOR

Queens College, CUNY's Counseling & Advisement Center seeks individual to provide short-term psychological, academic, and crisis intervention counseling; consultation/referral to mental health resources; develop/facilitate student support groups; assist in training of/supervise peer advisers; supervise/evaluate master's student interns; develop initiatives/conduct research; assist in evaluation of services; write reports, assessments, grant proposals.

Required: Doctorate in Counseling/Clinical Psychology or DSW, NYS license eligible, 4 yrs relevant exp. Preferred: Higher ed exp. Short-term psychotherapy, or case work exp, & exp with diverse populations.

Salary range: $32,062–$55,930, based on quals/exp; good benefits. Twelve-month tenure-track position.

Send resume + names of 3 references by 4/19/99 to: Dr. E. McCaffrey, Dir.
Counseling & Advisement,
Queens College, CUNY,
Flushing, NY 11367. [illegible]

QUEENS COLLEGE

EL CAMINO COMMUNITY COLLEGE

VICE PRESIDENT
STUDENT & COMMUNITY ADVANCEMENT

El Camino College is accepting applications for the Vice President of Student & Community Advancement. El Camino College is an accredited, public two-year college in southwest Los Angeles County. This is a District leadership position reporting directly to the Superintendent/President and serving on his cabinet. The Vice President is responsible for providing overall leadership in planning, directing and evaluating **1)** student support services; **2)** institutional research, planning & development; **3)** non-traditional education; and **4)** enrollment management, outreach and recruitment services in a multi-cultural, diverse environment.

QUALIFICATIONS: A Master's degree preferably in a field related to student services and five years increasingly responsible management experience. An earned doctorate and knowledge of Education Codes, Federal and State Laws, and current practice appropriate to student services is highly desirable.

CLOSING DATE: March 17, 1999. For more detailed information and a district application, please contact:

El Camino College-Human Resources
16007 Crenshaw Blvd., Torrance, CA 90506
(310) 660-3474 or -3477
Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us
EEO/AA

WESTERN NEW MEXICO UNIVERSITY

COMPUTER & TECHNOLOGY INSTRUCTOR

The Applied Technology Department invites applicants for a 9-month tenure-track instructor position in Computer and Network Technology beginning August 1999. Computer and Network Technology students are prepared to enter the work force as technicians who typically install, troubleshoot, and repair computers, networks, and software. This is a grant-funded position and subject to availability of funds.

RESPONSIBILITIES:
Instructs a minimum of 12 credit hours per semester, advises students in the major, works with an advisory committee to develop curriculum plans and future direction of the program, maintains student records, office hours, and the facility; serves on university and department committees; and other duties as assigned.

MINIMUM QUALIFICATIONS:
Bachelor's degree in computer related field, three to five years of practical experience in the computer technology industry;* a working knowledge of hardware architecture and software parameters; network proficient both in hardware and software.

PREFERRED QUALIFICATIONS:
Master's degree in computer related field, teaching experience, proficiency in Spanish and professional experience with diverse groups preferred.

SALARY: $30,000 + DOQ

TO APPLY:
Submit letter of intent, resume, teaching philosophy, transcripts, and five references with addresses and telephone number to:

Western New Mexico University
Human Resources Department
P.O. Box 680
Silver City, NM 88062

Phone (505) 538-6328
Fax (505) 538-6338

DEADLINE DATE:
Review of applications will begin February 22, 1999; open until filled.

Western New Mexico University serves a diverse multicultural population of nearly 2,500 students including non-traditional students. Exemplary teaching, quality programs, commitment to diversity, and enhanced regional service characterize WNMU's mission. All qualified applicants will receive consideration without regard to race, color, religion, gender, age, handicap, or national origin.

WNMU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE OF SAN FRANCISCO

City College of San Francisco invites applications for the following full-time, tenure-track, and/or long-term substitute academic positions which are anticipated for Fall 1999/Spring 2000 (based on availability of funds):

Asian American Studies Instructor
Art Instructor (Printmaking)
Art Instructor (Drawing & Design)
Biological Sciences Instructor
Biology (Anatomy) Instructor
Biology (Bio. Tech. Genetics) Instructor
Business (Accounting/MAC) Instructor (2 positions)
Business (Business English)
Chemistry Instructor
Computer Info. Systems (JAVA) Instructor
Computer Info. Systems (Programming) Instructor
Computer Info. Systems (Database) Instructor
Computer Info. Systems (Programming, Database) Instructor
Computer Info. Systems (UNIX) Instructor
Computer Info. Systems (UNIX, Programming) Instructor
Computer Info. Systems (Windows, Spreadsheets) Instructor
Counselor (General Counseling) (8 positions)
Counselor (Admissions & Records/Veterans Affairs Office)
Counselor (Special Programs)
Counselor (Career Development & Placement Center)
Counselor (Transfer Center)
Disabled Students Programs & Services Instructor
Earth Science Instructor
English (Speech/Forensics) Instructor
English (Composition) Instructor
English as a Second Language Instructor (18 positions)
Graphic Communications Instructor
Health Science (Interpreter Program) Instructor
Interdisciplinary Studies (Multi-media) Instructor
Librarian (Language Lab)
Librarian
Mathematics Instructor (2 positions)
Mathematics (Learning Assistance Center) Instructor
Music Instructor
Photography Instructor
Physics Instructor (3 positions)
Physical Education & Dance Instructor
Student Health Services Nurse
Trade Skills (Construction) Instructor
Transitional Studies ABE/GED Instructor
Vocational Nursing Instructor (5 positions)

To inquire about job announcement(s) availability, contact the CCSF. Human Resources Dept. At (415) 241-2246, or FAX (415) 241-2335. Visit CCSF HR Dept. Web Page at **http://www.ccsf.cc.ca.us/hr** for a current job listing. AA/EEO

Plattsburgh State University of New York invites applications for Fall 1999 positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. We offer a competitive salary and an excellent benefits package.

Successful candidates must be committed to excellence in teaching with an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University is an affirmative action, equal opportunity employer.

ART- Photography/Design (PJ #2259-808)

LECTURER - Qualifications: M.F.A. required with emphasis in either photography or graphic design; evidence of professional level studio research and/or exhibitions is desirable; must be versed in basic b&w darkroom techniques, the history of photography, and digital photography; successful college teaching experience in these areas preferred. **Responsibilities:** Teach photography and basic 2-D design and/or graphic design; four courses per semester; assist with upkeep of equipment and studio facilities. Additional application instructions: teaching philosophy, 20 slides of your own work and 20 slides of students' work. Review of applications begins February 28, 1999 and continues until position is filled.

HOTEL, RESTAURANT, & TOURISM MANAGEMENT - (PJ# 2258-808)

ASSISTANT PROFESSOR (tenure track) - **Qualifications:** Doctorate degree strongly preferred, however master's degree in hospitality with extensive experience will be considered at the non-tenure level; successful teaching at the university/college level preferred. **Responsibilities:** Teach and advise undergraduate HRT majors, conduct research, and serve on department and campus-wide committees. Possible teaching responsibilities include some combination of the following: food service systems management, organization & management in food service, food service planning and purchasing, physical systems, cost control, hospitality managerial accounting or lodging administration. Review of applications begins immediately and continues until position is filled.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee (PJ#___), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600.**

Visit our website, http://www.plattsburgh.edu

James Sprunt Community College

Kenansville, North Carolina

PRESIDENT

The Board of Trustees of James Sprunt Community College is seeking applications for the position of President of the College. JSCC is a comprehensive community college enrolling 1200 curriculum students in college transfer, technical and vocational programs and 3500 additional students in non-credit courses. Chartered in 1964, JSCC is located in southeastern North Carolina, in the Duplin County seat of Kenansville.

An applicant must possess an earned Doctorate from an accredited institution and must have significant experience as a senior level administrator, preferably in a community, technical or junior college. The successful candidate will be or become a resident of Duplin County. Salary is based on the North Carolina Community College presidents' salary scale. Projected employment date, July 1, 1999. Application deadline March 5, 1999.

Desired Characteristics:

- Understanding of and commitment to the philosophy and mission of the North Carolina Community College System
- Understanding of and commitment to the mission and goals of James Sprunt Community College
- Strong commitment to teaching and learning in a student-centered environment, and sensitivity to the needs of students, faculty and staff members
- An understanding and appreciation of students and citizens of a rural environment and sensitivity to cultural and demographic diversity
- Commitment to economic development and responsiveness to the training needs of area business and industry
- The ability to communicate effectively and openly and to be an effective leader and advocate of the college
- Strong financial management skills and the ability and desire to be both innovative and fiscally responsible in the use of resources
- An understanding of and commitment to the appropriate use of technology in learning, teaching, administration and management
- The ability to work effectively with other educational entities, business and industry, all levels of government, and the community at large

Send inquiries and requests for application to:
Mrs. Helen A. Boyette, Chairman
Presidential Search Committee
James Sprunt Community College
Post Office Box 647
Warsaw, NC 28398
or fax request to 910-296-1222

Information on James Sprunt Community College is available on the college's web site at **www.sprunt.com**

JSCC is an Affirmative Action/Equal Opportunity Employer

DEPAUL
UNIVERSITY

Assistant Professors

The Department of Management in the College of Commerce announces one tenure track Assistant Professor position in Operations Management and two tenure track Assistant Professor positions in Strategic Management/Entrepreneurship. Salary is competitive and commensurate with qualifications. Position to be filled effective in the Fall of 1999, subject to funding availability. Desired qualifications for the position include commitment to excellent teaching and demonstrated research potential.

Ph.D. in the functional area preferred; ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities in Operations Management include: business process design, project management, and operations strategy. Teaching responsibilities in Strategic Management include: growth strategies, entrepreneurship and new ventures management, and corporate venturing.

Vitae must be postmarked by February 26, 1999, and should be sent to Dr. Gerhard Plaschka, Chairman, Department of Management, DePaul University, 1 East Jackson Blvd., Chicago, IL 60604-2287. Please, no phone calls or e-mail. DePaul University is committed to diversity and equality in education and employment.

DIRECTOR, English Language Center

The Director of the English Language Center (ELC) is responsible for the administration of teaching and ancillary services for students who are non-native speakers of English. A major focus will be to expand the ELC clientele base and develop new entrepreneurial Intensive English Programs. The position requires an effective and participatory leadership style as it relates to the supervisory, budgetary and operational aspects of ELC initiatives. Knowledge of the marketplace and familiarity with TESOL accreditation standards is essential. Master's degree in TESOL/ESL or a related field is required, doctorate preferred. Excellent communication skills and five to seven years of proven formal managerial experience in an ESL setting is required. Knowledge of computer applications in word processing, data base management, and spread sheets would be helpful. **Forward a letter of application and resume by March 15, 1999 to Dr. George Atkinson, Chair, Search Committee, 253 Ryder Hall, Northeastern University, Boston, MA 02115.**

Northeastern University
is an Equal Opportunity,
Affirmative Action Title IX Employer.

Northeastern
UNIVERSITY

EXECUTIVE DIRECTOR FOR UNIVERSITY RELATIONS

Eastern New Mexico University

The Executive Director of University Relations is a member of the University executive administrative team and serves at the pleasure of the President. The Executive Director is responsible for developing, recommending, and implementing the annual plan for institutional marketing as well as overseeing and participating in development and the Friends of Eastern Foundation fund- and friend-raising efforts. She or he will also direct programs and activities to maintain successful relationships with the executive and legislative branches of the state government and with appropriate federal government agencies, implement policies, guidelines, and quality standards for information available to the public via the news media and University publications, and oversee the University's relationship with its alumni. The Executive Director collaborates with the Roswell Director of Community Relations to ensure that all public information supports the University's overall mission, as well as the Roswell mission; consults and collaborates with the Athletic Director regarding fund-raising and other special events, oversees University publications and printing press services, ensuring compliance with University guidelines and quality standards; provides editorial assistance for University publications authored by other units, and ensures positive relations with the community of Portales and the broader region. The successful candidate will possess a minimum of a master's degree in a field related to the position's scope and five years of demonstrated administrative professional experience in marketing, fundraising, or public relations roles.

To apply, send a letter of interest, resume, and names, addresses, and phone numbers of five professional references to:

Executive Director Search
ENMU Personnel
Portales, NM 88130

Deadline: March 15, 1999. Salary is negotiable. Start date is July 1, 1999. **www.enmu.edu**

AA/EO/Title IX Employer

OFFICES OF RESIDENCE & STUDENT LIFE

Division of Student Affairs

Bowling Green State University

The Offices of Residence and Student Life at Bowling Green State University, is now accepting applications for the following positions for 1999-2000

Area Coordinator. This 12-month, live-on, full-time position is responsible for the overall operation of an area of undergraduate residence halls which house between 1,000 and 1,400 students. Responsibilities include the supervision of office clerks, full-time hall directors, graduate hall directors, and hall security and desk staff, administration of the area budget, oversight of area facility issues, and the coordination of area judicial affairs

Minimum qualifications: Master's Degree in College Student Personnel Administration or related field, and three years of residence hall experience

Salary is competitive and commensurate with education and experience, and includes a furnished apartment and board plan. Full benefits package available. Review of applications will begin March 12, 1999, and continue until the position is filled. Preliminary interviews for this position will also be conducted at ACPA. (Search V-008&9). The starting date for this position is July 1, 1999

Area Coordinator (Greek Affairs). Responsible for the administration of all staffing, programs and educational services for the University-owned fraternity and sorority houses. Responsibilities include the selection, training, and supervision of graduate House Directors and House Assistants, facility management, program coordination and development for organization members, Council advising, and serving as a liaison between the Office of Residence Life and other University departments

Minimum qualifications: Master's Degree in College Student Personnel Administration or related field, one year of experience with fraternities and sororities, preferably in a residential setting, demonstrated supervisory experience, knowledge of student development and theory and practice, and excellent interpersonal and communication skills

Salary is competitive and commensurate with education and experience. Full benefits package available. Review of applications will begin March 12, 1999, and continue until the position is filled. Preliminary interviews for this position will also be conducted at ACPA. (Search V-007). The starting date for this position is July 1, 1999

Residence Hall Director This 12-month, live-in, full-time position is responsible for the daily operation of an undergraduate residence hall which houses between 475 and 850 students. Responsibilities may include the supervision of an office clerk, graduate hall director, resident advisor staff, and hall security and desk staff, administration of a hall budget, oversight of facility issues, advising of hall student government, and the coordination of hall judicial affairs

Minimum qualifications: Master's Degree in College Student Personnel Administration or related field, and previous residence hall experience. This is an entry-level position

Salary is competitive and commensurate with education and experience, and includes a furnished apartment and board plan. Full benefits package available. Review of applications will begin March 12, 1999, and continue until the position is filled. Preliminary interviews for this position will also be conducted at ACPA. (Search V-006). The starting date for this position is July 1, 1999

Coordinator, Leadership Development/Community Service
Responsible for addressing the goals of the Office of Student Life by initiating, developing and implementing all leadership development and community service programs. This individual will be accountable for all initiatives within Student Life as well as maintain a liaison relationship with other leadership service programs across the Division of Student Affairs

Qualifications: Masters degree in student personnel, counseling or related field. Requires knowledge of higher education, student affairs in particular. Program development and coordination, communication skills, organizational skills, creativity, advising students and organizations, supervision, knowledge of leadership programming, knowledge of community service opportunities, basic understanding of budgeting, higher education familiarity, word processing and basic desktop publishing. Full-time administrative staff position. Administrative grade level 14, minimum salary $31,714

Salary is commensurate with education and experience. Credentials must be postmarked by March 12, 1999. (Search V-010). The anticipated starting date for this position is June 1, 1999

To apply, please submit a letter of application which includes the position search number, resume, and the names, addresses, and telephone numbers of three professional references to

Human Resources (Search Number)
100 College Park Office Building
Bowling Green State University
Bowling Green, OH 43403

Bowling Green State University is an EEO/AA employer/educator

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Elmhurst College

The Department of Theology and Religion at Elmhurst College is seeking to fill a tenure track position at the mid or entry level beginning Fall Term 1999. We are above all concerned to find an individual who's personal characteristics will provide the best fit for our institution and its students. As such, in addition to our expectation that candidates will attain to a high level of scholarship in their areas of specialty, they will also be generalists with an active concern for the wider implications of their work. Excellence in teaching, personal concern for students in advising and participation in college governance are required. In pursuance of our various departmental needs, preference will be given to candidates whose areas of academic focus include Biblical Studies or Roman Catholic Studies or Theology. Elmhurst College seeks maximum diversity in its faculty and staff, and encourages applications from all qualified persons

Elmhurst College, founded in 1873 and the alma mater of Reinhold and H. Richard Niebuhr, is a church related (U.C.C.) college in the Liberal Arts tradition and is located 18 miles west of Chicago's Loop

Deadline for applications: March 20, 1999. Send letter of application, vita and three letters of recommendation to:

Dr. Ronald Goetz, Chairperson
Theology & Religion Dept.
Elmhurst College
190 Prospect Ave.
Elmhurst, IL 60126

EOE

PRESIDENT

Lansing Community College

Lansing Community College (LCC) is seeking a President for this 30,000 student institution with a $70 million budget. Prospective candidates should have a successful record in private industry, education or government, and understand the importance and unique roles community colleges play in our nation's educational system. Lansing Community College is governed by a seven-member, elected Board of Trustees, which has committed to policy governance and continuous quality improvement

Candidates must have experience leading an organization, demonstrate exceptional community involvement, be committed to adapting to new technology, understand student issues and labor relations, and be willing to try new ideas to enhance the delivery of LCC's educational programs in the Mid-Michigan service area

For more information, please visit our web site at **http://www.lansing.cc.mi.us**

Expressions of interest and resumes should be directed to the Chair of the Board of Trustees

Ronald A. Nichols, M.D.
Chair, Board of Trustees
Lansing Community College
P.O. Box 40010
Lansing, MI 48901-7210

The review of candidates will begin in early March, 1999 and continue until an appointment is made. Confidential inquiries may be directed to our consultant, Dr. Ronald S. Stead, at (202) 332-4049. Applicants should be aware that Michigan's Open Meetings and Freedom of Information Acts cannot guarantee confidentiality

Lansing Community College is an equal opportunity, affirmative action employer. Applications from women, minorities and handicapped individuals are encouraged

CCBC
The Community College
of Baltimore County

Presidential Searches

Catonsville, Dundalk and Essex Campuses of The Community College of Baltimore County

The Chancellor and Board of Trustees of The Community College of Baltimore County (CCBC) invite nominations and applications for the position of Campus President at the College's Catonsville, Dundalk, and Essex campuses. The Campus President, who reports to the Chancellor, is the chief executive officer and the chief learning officer of the campus. The Campus Presidential Search Committee is seeking leaders who are committed to the College's Learning First vision.

Application Process: The Profile Brochure which contains details on the searches for Catonsville, Dundalk and Essex Campuses, the preferred qualifications and application instructions can be requested by contacting: **Debbie Dillon, Search Liaison, The Community College of Baltimore County, 800 South Rolling Road, Baltimore, Maryland 21228.**

Web Address: www.ccbc.cc.md.us

For additional information contact: **Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1740 "N" Street NW, Washington, D.C. 20036, Telephone: 202-775-4667; Fax: 202-223-1297; email: erocklin@acct.org.**

All inquiries, nominations, and applications will be held in strictest confidence. The Community College of Baltimore County practices equal opportunity in education and employment and is strongly and actively committed to diversity within the college community. Candidates who would enrich the college's diversity are encouraged to apply.

–An ACCT Search–

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DEAN OF RESEARCH

Hunter College seeks applications and nominations for the newly created position of Dean of Research. Hunter College currently receives over $27 million in external research funding. The college seeks a dynamic and creative individual to provide the leadership necessary to continue growth of the College's research programs. The Dean is expected to develop and promote policies that support ongoing research and represent the College's research to federal, state, and local governments, corporations, foundations, and other educational institutions. The Dean will develop new research initiatives, coordinate interdisciplinary efforts and encourage innovative projects, including incubator agreements. The Dean, who reports to the Provost, works with other Deans, administrators, faculty and serves as a member of the President's Cabinet.

QUALIFICATIONS: The successful candidate must have a Ph.D. or equivalent, as well as an outstanding research record, which would qualify for appointment as a tenured full Professor in an academic department at Hunter College. Appropriate research or administrative experience is required.

SALARY: $92,904 - $106,916

START DATE: July 1, 1999

Review will commence on March 15, 1999, and will continue until the search is concluded. Send resume and statement of interest to: **Charles E. Hayes, Director, Human Resources, Hunter College, 695 Park Avenue, Room E1502, New York, New York 10021.**

An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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Bowdoin College

DIRECTOR OF THE BALDWIN LEARNING AND TEACHING CENTER

Bowdoin College invites applications for the position of Director of the Baldwin Learning and Teaching Center. Reporting to the Dean for Academic Affairs the Director will create and oversee an endowed program to strengthen the culture of learning at Bowdoin by assisting students in attaining their academic goals and faculty members in enhancing student learning. The Director will: coordinate existing academic resources and offer new services; provide academic counseling, conduct workshops, initiate and coordinate tutoring and group study activities, train peer tutors and facilitators, and work with faculty to assess and improve the quality of teaching.

Requirements include an advanced degree in a field related to learning and teaching such as education, psychology, or counseling. Candidates with advanced training in other disciplines and substantial experience, preferably at the postsecondary level, in learning assistance, and/or faculty development will be considered. Further assets would be previous work with diverse student populations, students with learning disabilities or students who speak English as a Second Language, and experience working with faculty or creating and developing a new program. Review of candidates' materials will begin on February 22, 1999. Please submit a letter of intent, a curriculum vitae, and three letters of reference to the **Manager of Employment, Bowdoin College, 3501 College Station, Brunswick, ME 04011-8426.**

Bowdoin College is committed to equal employment through Affirmative Action.

Women and Members of Minority Groups are encouraged to apply.

Chancellor
West Valley-Mission
Community College District

The Board of Trustees of the West Valley-Mission Community College District invites applications and nominations for the position of Chancellor of the District. The Chancellor is the CEO of the two-college district and reports to a seven-member publicly elected Board of Trustees. The Board seeks a dynamic, effective leader who loves learning and teaching, is committed to high educational standards, to meeting the educational needs of the area, to building consensus about the direction of the District and Colleges within a framework of shared governance, and providing visionary leadership within the fast-paced culture of the "Silicon Valley."

APPLICATION INFORMATION: The profile brochure which contains details on the West Valley-Mission Community College District, the Challenges and Opportunities, the Chancellor Profile, and the application instructions should be requested by contacting: **Christina Booth, Executive Assistant, Human Resources, West Valley-Mission CCD, 14000 Fruitvale Avenue, Saratoga, CA 95070-5698: TEL: 408/741-2131; FAX: 408/867-9059; e-mail: christina_booth@wvmccd.cc.ca.us.**

WVMCCD's World Wide address is: **www.wvmccd.cc.ca.us**

For additional information, contact: **Del M. Anderson, Association of Community College Trustees (ACCT) Search Consultant; 4100-10 Redwood Road, #251, Oakland, CA 94619; TEL: 510/638-5288; FAX: 510/382-9637; e-mail: Delmanderson@webtv.net.**

— An ACCT Search —

DEPAUL UNIVERSITY

A private, Catholic Vincentian university, founded in 1898 in Chicago, serves approximately 18,000 undergraduate and graduate students with degrees in Education, Liberal Arts and Sciences, Law, Commerce, Computer and Information Science, Music, Theatre and Adult Education. DePaul is committed to the development of Chicago and to the progress of its schools and diverse communities. The University plans aggressive growth for 2006

The School of Education seeks applications for five approved and funded positions, beginning in the 1999-2000 Academic Year: Curriculum Studies, Introduction to Teacher Education with Social Studies, Physical Education, Reading/Language Arts, and Social and Cultural Studies with Specialty in Youth Culture. Positions will be filled at the Instructor, Assistant or Associate level. The School actively seeks to build and maintain a diverse faculty. For all positions the School seeks faculty members who bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice. Expertise and capacity to integrate technology into the University curriculum is appreciated.

In keeping with DePaul University's Vincentian mission, the School of Education is committed to social justice. The School fosters conversations on education across the University and prepares urban professional multicultural educators in programs that connect theory with practice. For more information, refer to our website at: http://www.depaul.edu/~educate. Graduate and undergraduate curricula promote and emphasize the examination of schooling and other educational issues from psychological, social, cultural and political contexts. In addition, the School encourages the students and faculty to engage in activities that lead to improvement and innovation in schools and other institutions serving children and youth. The primary location of the School of Education is the Lincoln Park Campus. The Ed.D. Program in its first year of operation on the Lincoln Park Campus emphasizes curriculum and educational leadership preparation for the 21st Century. The School offers Masters programs on several suburban campuses. Serving eighteen hundred students, the School offers certification in elementary, physical education, secondary, educational leadership, human services and counseling, early childhood, early intervention, learning disabilities, social emotional disorders, an endorsement in bilingual/ESL, and reading specialist approval. The School is accredited by NCATE. Alumni are found nationally, regionally and locally.

All positions require teaching undergraduate and graduate students in field of expertise and related areas. Bilingual (Spanish) candidates are encouraged to apply. Faculty members are expected to supervise internships, advise students, or direct graduate student research.

Required qualifications
- earned doctorate required for appointment at assistant or associate professor
- defined research agenda
- ability to work collaboratively within and across programs
- two areas of expertise to contribute to the School
- recent experience with culturally diverse urban populations
- commitment to urban education
- excellence in teaching, service and scholarship or demonstrated potential

Nominations and applications for the positions are invited. Salary and benefits are competitive and commensurate with qualifications and experience. Please send:

1. Letter of application clearly delineating qualifications for areas of expertise
2. Complete and up-to-date vita
3. Complete transcripts
4. One example of recent professional publication or presentation
5. One page statement on philosophy of teaching
6. Three to five professional letters of references sent directly

Review of applications will begin as received and continue until the positions are filled. Send all applications and materials to Marianne Murphy, Assistant Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614. FAX: (773) 325-7728. E-mail: mmurphy@wppost.depaul.edu

DePaul University is committed to diversity and equality in education and employment.

How Easy Can It Get?
Outlook
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

COMMUNITY COLLEGES OF SPOKANE

CHANCELLOR/CEO

Community Colleges of Spokane

The Board of Trustees of the Community Colleges of Spokane District 17 invites applications and nominations for the position of Chancellor/Chief Executive Officer.

The Chancellor/CEO reports to a five-member board of trustees appointed by the governor to five-year terms. The board seeks a dynamic, visionary leader who is committed to quality education and community service, to meeting the educational needs of the region, and to leading the community college district into the 21st century.

Application Information

The Profile brochure, with details on Community Colleges of Spokane, the Opportunities and Challenges, the Chancellor/CEO Profile, and the application instructions, should be requested by contacting **Ms. Bridget Piper, Chair, Chancellor/CEO Search Committee, c/o Ms. Debbie Reeves, Search Liaison, Community Colleges of Spokane, 2000 North Greene Street, MS1001, Spokane, WA 99217-5499. TEL: 509/533-7401; FAX: 509/533-7403; e-mail: dreeves@dist.spokane.cc.wa.us**

The Internet address for CCS is: **ccs.spokane.cc.wa.us**

Nominations and applications will continue to be accepted until the position is filled. However, since the Chancellor/CEO Search Committee will begin reviewing applications in early March 1999, submissions are encouraged prior to that time.

For additional information, contact **Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1740 N Street, NW, Washington, DC 20036. Telephone: 202/775-4667; Fax: 202/223-1297; e-mail: erocklin@acct.org. Del Anderson, ACCT Search Consultant, also is assisting with this search. Telephone: 510/638-5288; Fax: 510/382-9637; e-mail: DelMAnderson@webtv.net**

All inquiries, nominations and applications will be held in strictest confidence. Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the community college district's diversity are welcomed.

- AN ACCT SEARCH -

March 20 – 23
1999 National Conference
on Higher Education
Washington, DC

To reserve exhibit space or receive additional information about exhibiting, sponsoring, or attending the 1999 National Conference, please contact:

AAHE
1 Dupont Circle, Suite 360
Washington, DC 20036
fax: 202/293-0073
e-mail: exhibits@aahe.org

EL CAMINO COMMUNITY COLLEGE

El Camino College is an accredited, public two-year college in southwest Los Angeles County. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population in the following full-time positions for the 1999 fall semester.

ACADEMIC (TENURE-TRACK):	CLOSING DATE
ANTHROPOLOGY	3/15/99
ARCHITECTURE	3/19/99
CHEMISTRY	3/9/99
COMPUTER INFORMATION SYSTEMS	3/9/99
EARTH SCIENCES	3/8/99
ENGLISH (2)	3/5/99
HISTORY	3/5/99
MACHINE TOOL/MANUFACTURING	3/19/99
MATHEMATICS (2)	3/25/99
NURSING (2)-OBSTETRICS & SURGICAL	3/12/99
PHYSICAL EDUCATION/FOOTBALL COACH	3/8/99
PHYSICAL EDUCATION/SOCCER COACH	3/10/99
PSYCHOLOGY	3/19/99
SIGN LANGUAGE/INTERPRETER	3/19/99
SOCIOLOGY	3/23/99
TECHNICAL THEATRE	3/18/99

MANAGEMENT:	CLOSING DATE
DIVISION DIRECTOR-HUMANITIES	3/24/99
DEAN-BUSINESS EDUCATION	3/23/99

For more detailed information and a district application, please contact:

El Camino College-Human Resources
16007 Crenshaw Blvd., Torrance, CA 90506
(310) 660-3474 or -3477
Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us
EEO/AA

Join Our Commitment To

ACADEMIC EXCELLENCE

VICE PRESIDENT OF ACADEMIC AFFAIRS

30th Anniversary

ECC
ESSEX COUNTY COLLEGE

Essex County College, a two year, comprehensive community college located in Newark, NJ seeks applicants for the position of Vice President of Academic Affairs/Chief Academic Officer.

The requirements for this position include:

- Earned doctorate
- Increasingly responsible academic administrative experience, during the last three years at the Dean's level or higher
- Demonstrated record of innovative and creative leadership in designing, developing and administering academic programs and faculty development
- Administrative effectiveness in strategic planning, collective bargaining, enrollment, budget and personnel management

Essex County College is a comprehensive urban community college which enrolls more than 8,000 credit and 15,000 non-credit students in over 40 majors. The college also has a rapidly growing suburban branch campus.

Screening of applicants will begin in March and will continue until an appointment is made.

303 University Avenue
5th Floor
Newark, NJ 07102
Fax: 973-877-3409

Send letter of application, resume and three current references to: Jeannette Robinson, Director of Human Resources
http://www.essex.edu
ECC is an Equal Opportunity/Affirmative Action Employer

EMORY

Emory University, one of the nation's leading research universities, is composed of several affiliated institutions located in the metro Atlanta area. With a rich history spanning over 160 years, our University has made great strides in education, medicine and contributing to a better quality of life. We are seeking an experienced individual to add to our success in the field of Information Technology.

CHIEF OPERATING OFFICER

Information Technology Division

The Chief Operating Officer will oversee all day-to-day operations of the University's central information technology resources including teaching and research support, central information systems, networks for voice, video and data, a data center and a customer support center. Reporting directly to the Vice Provost for I/T and acting as leader of the ITD Management Team, the COO will work on a broad range of strategic and operational issues (with an emphasis on implementing these strategies) as well as assume responsibility for coordinating the activities of the Division's eleven functional teams. The COO will manage an organization with $22 million budget for I/T, a telephone budget of $10 million and a staff of 250 employees. The COO works cooperatively with several other I/T service providers on campus. This position requires a team leader with a Bachelor's degree, a broad operating background in I/T at the management level and hands-on familiarity with mainframe, client-server and distributed computing acquired by having at least 10 years experience in the field. Must also be familiar with emerging technologies that are applicable to the academic environment. Must have demonstrated commitment to working in a team-based, customer-focused environment. Excellent communication skills and the ability to create consensus in a diverse user community are essential. Strong planning and implementation skills are also essential.

Qualified candidates, please send resumes to: **Elizabeth F. Bicknese, Partner, Heidrick & Struggles, Inc., 303 Peachtree Street, One Peachtree Center, Suite 3100, Atlanta, GA 30308. FAX (404) 577-4048, E-mail: EFB@H-S.COM.** AA/EOE.

www.emory.edu

CAPITAL
Community-Technical
COLLEGE

Director of Financial Aid

12 Month Tenure Track Position

ANTICIPATED STARTING DATE: April 1, 1999

MINIMUM QUALIFICATIONS: Master's degree in Education or closely related field and two years experience in financial aid administration, and supervisory experience is desired

Applicants who do not meet the minimum qualifications are encouraged to put in writing exactly how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons

RESPONSIBILITIES: Under the supervision of the Dean of Student Services, the Director of Financial Aid will be responsible for directing all aspects of the Financial Aid Office, including the development of policies and procedures to maintain Work-Study programs, effective processes for the administration of College and Bank loans, student grants, scholarships and any other financial aid programs to students

TO APPLY: Send letter of intent, resume, transcripts, and three references to

Mr. R. I. Fisher, Director of Personnel, Capital Community-Technical College, 61 Woodland Street, Hartford, CT 06105

APPLICATION DEADLINE: February 28, 1999

Capital Community Technical College is an Affirmative Action/Equal Opportunity Employer M/F
Protected group members are encouraged to apply

cctc.commnet.edu

WESTERN NEW MEXICO UNIVERSITY

DEAN
SCHOOL OF EDUCATION

The School of Education (SOE) is searching for an outstanding leader whose vision will assist the university to move into the next century as an exemplary model of a modern, technologically capable institution with a major focus on student learning outcomes, professional growth of the SOE faculty, and collaborative partnerships with public school education. The dean is the chief academic officer, reports directly to the Vice President for Academic Affairs, and serves on the president's cabinet. The SOE is the largest academic unit at the university.

SOE has 17 tenure-track positions, four housed at the Gallup Graduate Studies Center, which serves about 250 students in Gallup, NM. On campus approximately 370 professional education students are enrolled in a variety of undergraduate and graduate NCATE-accredited programs. All programs share a commitment to the core values of diversity, inclusion, reflective practice, and collaboration. Faculty committees on curriculum, policies, and professional development guide the SOE in its creation of a participatory, open learning environment that draws on faculty members' individual strengths. A collaborative governance structure includes the leadership team of the Dean and Director of Field Experience. Anticipated starting date is July 1, 1999.

REQUIRED QUALIFICATIONS:
An earned doctorate in an appropriate field; a record of academic excellence in teaching in P-12 schools and at the university level, and scholarship sufficient to hold senior rank; a record of outstanding leadership and administrative skills including budgetary, planning, and fiscal management experience; demonstrated commitment to collaborative decision-making and diversity issues, experience implementing reforms in teacher, counselor, or administrator education; excellent interpersonal and communication skills; ability to work effectively within the university community; and experience with the NCATE accreditation process and agencies.

PREFERRED QUALIFICATIONS:
Prior experience as a department chair, assistant dean or dean.

SALARY: Competitive with regional peers.

APPLICATION INFORMATION:
Review of applications for the position will begin February 19, 1999 and will continue until the position is filled. Applicants must submit a letter of application, resume, statement of their education and administrative philosophy, and the names, addresses, and phone numbers of five references. Forward inquiries, nominations, and applications to:

School of Education Dean's Search
Western New Mexico University
Human Resources Department
P.O. Box 680
Silver City, NM 88062

Phone: (505) 538-6328
FAX: (505) 538-6338

Western New Mexico University is a comprehensive regional institution serving a diverse multicultural population of nearly 2,500 students including non-traditional students. WNMU is located in Silver City, which is surrounded by the Gila National Forest in a beautiful mountain environment along the Continental Divide. Open admissions, exemplary teaching, quality educational programs, commitment to diversity, and enhanced regional services characterize WNMU's mission.

All qualified applicants will receive consideration without regard to race, color, religion, gender, age, handicap, or national origin.

WNMU is an Affirmative Action/Equal Employment Opportunity Employer

BEST COPY AVAILABLE

DIRECTOR OF HUMAN RESOURCES

Eastern College, an innovative Christian College of the arts and sciences, is seeking a Director of Human Resources. Reporting to the VP for Administration, the Director will provide a full HR generalist function wit particular emphasis on recruitment and employment, training and development, and employee relations. Alignment with the College's mission and faith statements is essential. Bachelor's degree is required, 3-5 years experience and PHR certification are preferred. Demonstrated acuity for details, effective written and verbal communication skills and computer literacy (Word and Excel) are essential. Interested and qualified candidates should forward a resume, cover letter and three professional references to:

Eastern College
Vice President for Administration
Attn: Job # 9904
1300 Eagle Road
St. Davis, PA 19087-3696

Visit Eastern College at
http://www.eastern.edu.

Eastern College is an equal opportunity/ affirmative action employer.

THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Visiting Positions Starting 1999-2000

SPANISH-1-yr-Language, courses in Latin American/ U.S. Latino literatures and cultures

ECONOMICS-2-yr-Principles of Economics, Business Economics electives

These positions are being posted jointly with the **Five Colleges of Ohio Consortium.** For complete job descriptions, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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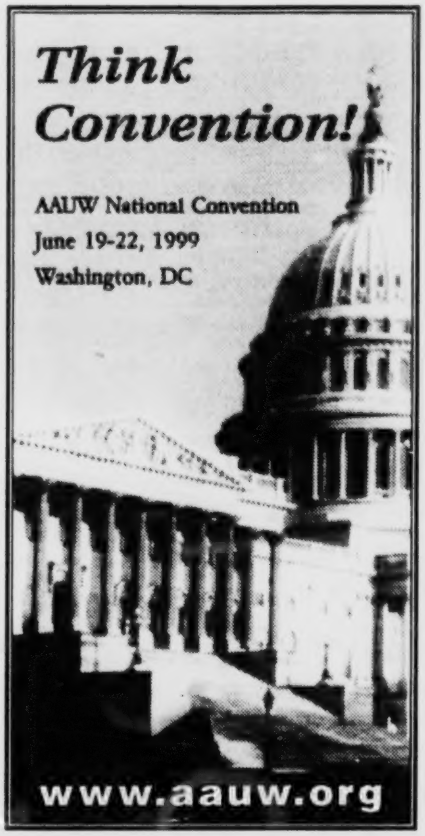

California Lutheran University

Thousand Oaks, CA

Faculty/Director Position in the School of Education beginning Summer, 1999.

DIRECTOR OF SPECIAL EDUCATION

QUALIFICATIONS: Possession (or near completion) of earned doctorate in Special Education or related discipline. A minimum of three years' experience teaching exceptional individuals in culturally diverse K-12 settings, teaching competency and program development at the graduate level, and evidence of scholarly accomplishments. Administrative experience required.

Applications will be under review beginning March 1, 1999. California Lutheran University is committed to ensuring equal opportunity to all persons, and does not discriminate on the basis of sex, race, color, religion, age, marital status, veteran's status, non job related disability, or national or ethnic origin. Salary is competitive for academic environment. Applicants should send a letter of interest, vita, a copy of graduate transcripts, publication reprint (or article in progress), and the names of three references to:

Dr. James Mahler, Chair
Search Committee
School of Education
California Lutheran University
60 West Olsen Road, #4100
Thousand Oaks, CA 91360

College of Agriculture and Life Sciences

Department of Education

Extension Education

Assistant, Associate, or Full Professor

Provide leadership for the extension program of the Department of Education. Serve as a resource person for extension related training and program development across departments, programs, and disciplines. Assist Cornell Cooperative Extension Associations in their efforts to build local capacity to offer high quality educational programs in non-formal settings to diverse audiences.

Conduct high quality research that relates to extension/adult education. Obtain external funding, where appropriate, to support research and outreach efforts. Teach one graduate level course per year and advise and mentor graduate students in the area of extension or adult education.

Work collaboratively within the program in Agricultural, Extension, Education, and Adult Education and with other programs in the College of Agriculture and Life Sciences to support extension and adult education.

Qualifications: Doctorate in Adult Education, Extension Education, or a related discipline. Demonstrated experience and interest in extension and/or adult education in domestic settings. Interest and ability to develop and conduct a high quality research program. Commitment to excellence in teaching and advising. Potential or demonstrated ability to bring innovative approaches to extension and/or adult education.

Compensation: Commensurate with education and experience. An attractive fringe benefits package is available. This is 12 month position.

Application: The review of applications will begin on March 1, 1999. Starting date is July 1, 1999. Please submit a letter of interest, a curriculum vitae, a writing sample, and three letters of reference to:

Professor Dalva Hedlund, Search Committee Chair
411 Kennedy Hall
Department of Education
Cornell University
Ithaca, New York 14853
Internet: deh2@cornell.edu

Information about the College and Department can be found at: http://www.cals.cornell.edu/dept/education/

CORNELL
UNIVERSITY

Affirmative Action/Equal Opportunity Employer

BEST COPY AVAILABLE

OSHKOSH

ASSISTANT VICE CHANCELLOR FOR GRADUATE SCHOOL & RESEARCH

Applications and nominations are invited for the position of Assistant Vice Chancellor for Graduate School and Research at the University of Wisconsin Oshkosh

RESPONSIBILITIES: The Assistant Vice Chancellor for Graduate School and Research will report directly to the Provost and would be responsible primarily for providing leadership to graduate education to include graduate admissions, recruitment, program review, Graduate Council and program coordinators, research initiatives and supervising personnel functions within the school of graduate studies Other duties would include providing leadership and supervision to the Continuing Education Division, the Weekend and Evening Degree Program, the Office of Institutional Research and university-wide grant efforts

QUALIFICATIONS include a doctorate or an appropriate terminal degree, an outstanding ability in teaching, scholarly activity, and service, experience with and a vision of and appreciation for the value of graduate education and research, administrative experience in higher education at least at the department chair level or equivalent, outstanding leadership and management skills, strong oral and written communication skills, an ability to function effectively in a shared governance environment, a capacity for high volume and diverse workload, and demonstrated grant writing ability

STARTING DATE: Negotiable, July 1, 1999 preferred

APPLICATION PROCEDURES: Interested candidates should submit a letter of interest that addresses the qualifications above, a current resume and names, position titles, addresses, and telephone numbers of three (3) references to

Dr. Colleen McDermott, Chair, Search and Screen Committee for Assistant Vice Chancellor for Graduate School and Research, University of Wisconsin Oshkosh, 800 Algoma Blvd., Oshkosh, WI 54901. Phone 920-424-2290, Fax 920-424-0247, E-mail **mcdermot@uwosh.edu**

APPLICATION DEADLINE: The deadline for nominations and applications is March 1, 1999

UNIVERSITY OF WISCONSIN OSHKOSH

An Affirmative Action/Equal Opportunity Employer

Minorities and women are encouraged to apply

http://www.uwosh.edu

CAPITAL
Community-Technical
COLLEGE

Director of Development

12 Month Tenure Track Position

ANTICIPATED STARTING DATE: April 1, 1999

MINIMUM QUALIFICATIONS: Master's degree in Education or related discipline and two years of professional fund raising experience

Applicants who do not meet the minimum qualifications are encouraged to put in writing exactly how their experience has prepared them for the responsibilities of this position and by providing appropriate references Exceptions to the degree requirements may be made for compelling reasons

RESPONSIBILITIES: Under the general supervision of the President, the Director of Development will be responsible for a full range of professional duties related to development and fund raising activities, including compiling, generating and interpreting research information on donor prospects, soliciting donors, writing and submitting grant proposals, managing the donor base, and maintaining fund-raising records

TO APPLY: Send letter of intent, resume, transcripts, and three references to

Mr. R. I. Fisher, Director of Personnel, Capital Community-Technical College, 61 Woodland Street, Hartford, CT 06105

APPLICATION DEADLINE: February 28, 1999

***Capital** Community Technical College is an Affirmative Action/Equal Opportunity Employer M/F*

Protected group members are strongly encouraged to apply

cctc.commnet.edu

WESTERN NEW MEXICO UNIVERSITY

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Western New Mexico University is a public, comprehensive, regional institution serving a diverse multicultural population of nearly 2,500 students including non-traditional students. WNMU's accredited programs/services include nursing, occupational therapy, education (NCATE at graduate and undergraduate levels), business administration (ACBSP at graduate and undergraduate levels), economic development, and the child development center; the social work program is in candidacy. WNMU offers a variety of two and four year programs in vocational education, the arts and sciences, education, business, and social work. Masters programs are offered in business, education, and interdisciplinary studies

RESPONSIBILITIES:
The Vice President for Academic Affairs reports to the President and serves as Dean of the Faculty and Director of Graduate Studies. The Vice President for Academic Affairs supervises all academic and academic support units; provides dynamic, collaborative leadership consistent with the mission of the University; promotes effective teaching and learning processes; oversees development of educational policy, assessment, academic personnel decisions, academic program reviews, technology supporting teaching and learning, academic strategic planning, and fiscal management of academic programs; serves as an advocate for academic programs and faculty; provides innovative and energetic leadership in furthering the academic excellence of the University; represents academic programs of the University to a variety of external constituents; and articulates a clear vision for academic programs

QUALIFICATIONS:
Earned doctorate from an accredited institution, teaching experience at the collegiate level, and continued professional accomplishments that support appointment as full professor in one of the university's academic programs; documented record of progressively responsible leadership experience, preferably at the department chair of dean level; excellent interpersonal, managerial, consensus-building, and communication skills; demonstrated commitment to collegial decision making and shared governance; understanding of the mission of a regional public university with open admissions; familiarity with applying technology to the teaching and learning environment; demonstrated commitment to advancing cultural and gender equity; experience working with regional or professional accreditation processes; record of leadership in strategic planning, budget development and supervision, human resources management; knowledge of current trends, ideas, issues, and resources in higher education. Prefer proficiency in Spanish and experience with quality measures and information technology management

SALARY: Competitive with peer regional institutions

APPLICATION INFORMATION:
Review of applications begins March 1, 1999 and will continue until the position is filled. Applicants must submit a letter of intent, resume, statement of administrative philosophy, and the names, addresses, and phone numbers of five references. Forward inquiries, nominations and applications to

Vice President Search Committee
Western New Mexico University
Human Resources Department
P.O. Box 680
Silver City, NM 88062

Exemplary teaching, quality programs, commitment to diversity, and enhanced regional service characterize WNMU's mission. All qualified applicants will receive consideration without regard to race, color, religion, gender, age, handicap, or national origin. WNMU is an affirmative action/equal employment opportunity employer

DIRECTOR OF MULTICULTURAL SERVICES

TEXAS A&M UNIVERSITY
DIVISION OF STUDENT AFFAIRS
http://vpsa.tamu.edu

Texas A&M University is a comprehensive research university comprised of over 43,000 students and 2,500 faculty. It ranks among the top 10 institutions in the nation in research and development expenditures and is one of the few universities in the country to hold land-grant, sea-grant and space-grant designations. The main campus of Texas A&M University is located in College Station approximately 90 miles from Houston and the College Station/Bryan community has a population of about 110,000.

The Director of Multicultural Services reports to the Associate Vice President for Student Affairs and is responsible for providing direct management to all administrative aspects of the Department of Multicultural Services which consists of a budget of over $500,000, and a staff of 8 professionals, 4 support staff, 2 graduate assistants, and 7 student assistants. The department provides support/retention services and leadership development to ethnic minority students, and diversity education opportunities for the entire campus community. For more information on the department, visit their web site at **http://aggieculture.tamu.edu**.

We seek innovative and creative individuals with demonstrated leadership, vision, and a clear understanding of multicultural issues. Prefer seven or more years of progressively responsible administrative experience in higher education, excellent verbal and written communication skills, the ability to lead and supervise others effectively, and the ability to enhance retention and success of students of color and promote diversity education throughout a university setting. Prefer specific experience in budget management, strategic planning, program assessment and evaluation and demonstrated experience building alliances between student affairs and academic affairs. A Master's degree in student affairs or a related area is required. A doctorate in a related field is desirable but not required. Compensation will be commensurate with qualifications and experience.

APPLICATION PROCESS: Applicants should submit a resume, the names of five references, and a cover letter addressing how the applicant's background and experience relate to the Director of Multicultural Services' responsibilities and qualifications. The Search Committee will begin reviewing applications on March 1. To submit nominations or applications or to obtain more information on the position, please contact:

Dr. Jan Winniford
Associate Vice President for Student Affairs
Texas A&M University
College Station, TX 77843-1256
janw@tamu.edu
(409) 845-4728; (409) 845-3320 (fax)

Texas A&M University has a strong commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people including those in underrepresented groups.

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northeast
MISSISSIPPI COMMUNITY COLLEGE

Booneville, Mississippi

The Board of Trustees of Northeast Mississippi Community College (NEMCC) announces a vacancy for the position of President of NEMCC. The President is the Chief Executive Officer of the College and reports directly to a fifteen-member Board of Trustees. The Board of Trustees desires to fill the position in time for the incoming president to assume responsibilities on July 1, 1999.

NEMCC is a public comprehensive community college serving a five county area of northeast Mississippi. The five counties include Alcorn, Prentiss, Tippah, Tishomingo and Union. The College currently enrolls more than 3,000 students and employs over 250 full-time faculty and staff. Presently, the College has an annual budget in excess of $17 million. The physical plant is valued at over $56 million.

A fifteen-member Presidential Search Committee is being formed to develop a statement of the qualifications, experience and characteristics being sought as soon as possible. Meanwhile, nominations and expressions of interest may be addressed to: **Ms. Lynn Vuncannon, Presidential Search Committee Liaison, c/o Keenum & Tutor, Attorneys at Law, POB 418, Booneville, MS 38829; Tel: 601-720-7200.**

Web Address: necc.cc.ms.us

Additional information is available from: **Joe Conte, ACCT Search Consultant, 121 South Gordon Road, Ft. Lauderdale, FL 33301-3741; Tel: 954-467-8695; Fax: 954-467-7032; e-mail: jconte@ix.netcom.com.**

Applications close March 31, 1999.

NEMCC is an Affirmative Action and Equal Opportunity Employer.

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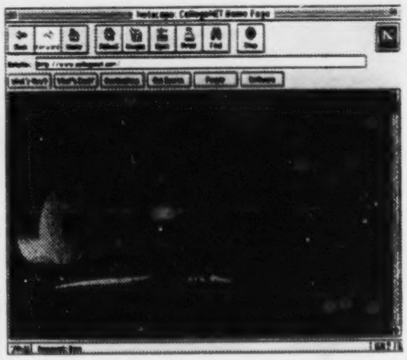

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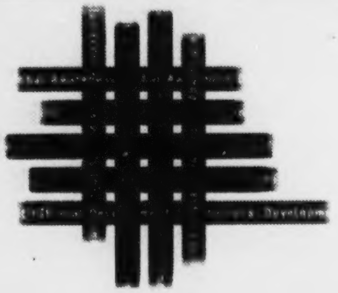

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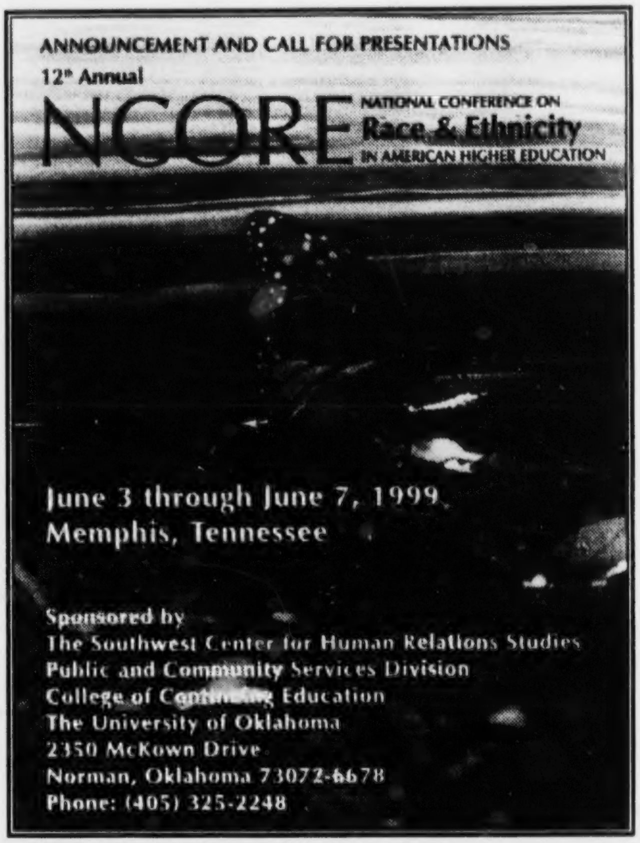

ANNOUNCEMENT AND CALL FOR PRESENTATIONS

12th Annual

NCORE NATIONAL CONFERENCE ON Race & Ethnicity IN AMERICAN HIGHER EDUCATION

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MSU-JSRI JOINT POSITIONS ANNOUNCED

The **Julian Samora Research Institute** and **Michigan State University** announce searches to fill three joint positions at this mid-Michigan campus.

These position announcements are part of a **Michigan State University** initiative to strengthen faculty capacity in Latino-Chicano Studies. A position is being advertised in the School of Social Work and three faculty positions are being advertised in Psychology, Sociology, and Anthropology. Two of the three positions in Psychology, Sociology, and Anthropology will be filled.

SOCIAL WORK/LATINO STUDIES - The School of Social Work invites applications for a tenure-track faculty position (assistant professor) specializing in work with Chicano/Latino families and communities.

The candidate will be appointed in the School of Social Work (the tenure home) and will have an affiliation with the **Julian Samora Research Institute**, the Midwest's premier policy research and outreach center to Latino communities. The School is seeking applicants with expertise in teaching and research in curricula areas of direct practice and a second curriculum area of the candidate's choice. The position requires and M.S.W. and a Ph.D. (or D.S.W.) in social work or related disciplines and demonstrated interest in the field of children, youth and families with particular ability to work with Michigan Latino farm workers and/or urban communities. There are opportunities to work in the School of Social Work's accredited undergraduate and M.S.W. degree programs and doctoral program through the University's interdisciplinary Ph.D. program. The School of Social Work and the Julian Samora Research Institute are part of the University's College of Social Science. The position begins Aug. 16, 1999; review of applications began Feb. 1 and continues until a suitable candidate is identified. Interested individuals should send letter of application, vitae, and names of three references to: Gary R. Anderson, Ph.D., Director, School of Social Work, 254 Baker Hall, Michigan State University, East Lansing, MI 48824.

SOCIOLOGY/LATINO STUDIES - The Department of Sociology at **Michigan State University** seeks applications for a tenure-track, 9-month, assistant professor position in the sociology of family.

The candidate will be jointly appointed by Sociology, the tenure home department, and the **Julian Samora Research Institute**, the Midwest's premier policy research and outreach center to Latino communities. The position involves a 50% teaching release for three years to allow work to advance the Institute's mission to promote the generation of scholarship on Chicanos and Latinos.

Sociology seeks candidates who have primary research and teaching interests in Chicano, Latino and/or Latin American-origin groups and communities, and minority mental health. Preferred secondary areas of specialization include the study of diverse and nontraditional families and households (as defined in terms of race, class, gender, ethnicity, migrant status, sexuality, or other forms of structural inequality). All methodological approaches are appropriate. Scholars applying broadly comparative perspectives are preferred. Ph.D. in Sociology is required. Appropriate language skill is desirable. Women and minorities are strongly encouraged to apply. The starting date for this position is Aug. 16, 1999. Teaching responsibilities include undergraduate and graduate courses in family, mental health, race and ethnicity, Chicano, Latino, and Latin-American origin communities in the U.S., and integrated social sciences. Candidates should send a letter of interest, resume, and list of three references to: Family Sociology Search Committee, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824. Review of applications began Feb. 1 and continues until a suitable candidate is identified. For further information, please contact Dr. Steven Gold, Department of Sociology, Michigan State University, 316 Berkey Hall, East Lansing, MI 48824 or e-mail him at gold@pilot.msu.edu.

ANTHROPOLOGY/LATINO STUDIES - The Department of Anthropology and the **Julian Samora Research Institute** invite applications for a possible tenure-stream faculty appointment (at the Assistant Professor level), specializing in Chicano/Latino Studies.

The candidate will be jointly appointed by Anthropology, the tenure home department, and the **Julian Samora Research Institute**, the Midwest's premier policy research and outreach center to Latino communities. The position involves a 50% teaching release for three years to allow work to advance the Institute's mission to promote the generation of scholarship on Chicanos and Latinos. This teaching release is renewable based on the productivity of the candidate. The individual must have a strong ethnographic interest in Latino farm workers or settled Latino communities, and should be willing to focus some future research in the Midwestern United States.

Candidate will teach Anthropology specialty courses as well as introductory and general courses, work with graduate and undergraduate students in an advisory capacity in relation to classes offered and areas of mutual academic interest, and participate in other expected faculty activities. Candidate will work in cooperation with the Institute's mission (including student mentoring), develop a complementary program of research, promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College and University. The position begins Aug. 16, 1999; review of applications began Feb. 1 and continues until a suitable candidate is identified. Send a letter of application, vitae, and names of three references to Latino Studies Search Committee, Department of Anthropology, 354 Baker Hall, Michigan State University, East Lansing, MI 48824-1118.

PSYCHOLOGY/LATINO STUDIES - The Department of Psychology and the **Julian Samora Research Institute** of **Michigan State University** invite applications for a tenure-system position at the rank of Assistant Professor specializing in Chicano/Latino Studies.

The candidate will be jointly appointed by Psychology, the tenure home department, and the **Julian Samora Research Institute**, the Midwest's premier policy research and outreach center to the Hispanic community. Applicants with a Ph.D. in any area of Psychology will be considered; women and minority-group candidates are strongly urged to apply. The individual must have a strong research program capable of attracting extramural support. In addition to teaching in the Department of Psychology, the candidate will work with graduate and undergraduate students in an advisory capacity, and participate in other faculty activities including student mentoring. The position involves a 50% teaching release for the first three years to allow work to advance the Institute's mission, to promote the generation of scholarship on Latinos, and advance the Ethnic Studies goals of the College of Social Science and the University. The position begins Aug. 16, 1999. Salary and rank will depend on the candidate's qualifications and experience. Review of applications began Feb. 1 and continues until a suitable candidate is identified. Send a letter of application, vitae, reprints, and three letters of reference to: William S. Davidson II, Chair, Chicano/Latino Studies Search Committee, Department of Psychology, Michigan State University, 129 Psychology Research Bldg., East Lansing, MI 48824-1117.

Handicappers have the right to request and receive reasonable accommodations for any of these publicized positions.
MSU is an Affirmative Action/Equal Opportunity Institution.

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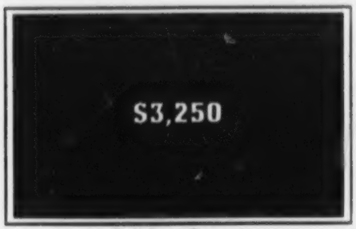

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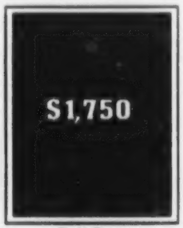

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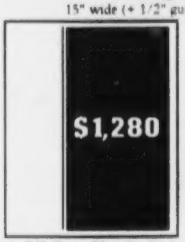

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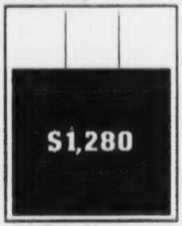

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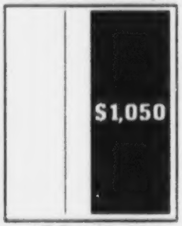

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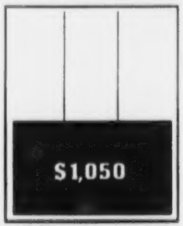

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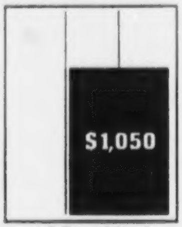

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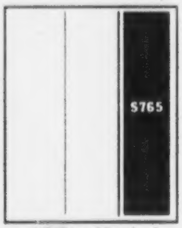

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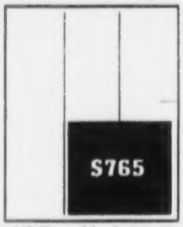

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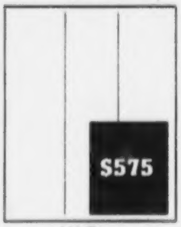

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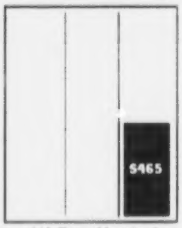

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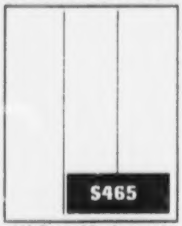

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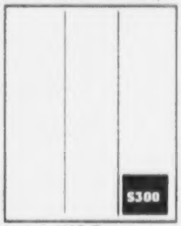

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CLOSING DATES

Issue Date	*Closing Date*	
September 11	Aug. 25	**Back to School Issue**
September 25	Sept. 8	**Law School Issue**
October 9	Sept. 22	**Hispanic Heritage Month**
October 23	Oct. 6	**The College Board**
November 6	Oct. 20	
November 20	Nov. 3	**Publisher's Picks on Best Colleges for Hispanics**
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
April 9	March 23	**Assoc of Governing Boards of Universities and Colleges**
April 23	April 6	**Top 100 Colleges for Hispanics**
May 7	April 20	**Graduate School Issue**
May 21	May 4	
June 4	May 18	**Health Professions Issue**
June 18	June 1	
July 2	June 15	
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ADVERTISING INDEX

POSITIONS		
ARIZONA		
Pima Community College		35
ARKANSAS		
University of Arkansas		36
CALIFORNIA		
California Lutheran University		57
Cal State Fullerton		42
El Camino Community College		49, 55
Loyola Marymount University		37
Pasadena City College		38
Peralta Community College District		43
Rancho Santiago Community College District		46
San Francisco Community College District		50
San Jose State University		44
San Mateo Community College District		38
Santa Barbara City College		43
University of California, Los Angeles		36
West Valley-Mission Community College District		53
Westmont College		40
CONNECTICUT		
Capital Community -Technical College		56, 58
Central Connecticut State University		49
Connecticut State University		34
Manchester Community-Technical College		49
Western Connecticut State University		43
DC		
American Council on Education		42
FLORIDA		
Florida State University		47
University of Florida		34
GEORGIA		
Abraham Baldwin Agricultural College		38
Agnes Scott College		40
Emory University		56
ILLINOIS		
Columbia College		43
DePaul University		51, 54
Emlhurst College		52
Moraine Valley Community College		37
IOWA		
Grinnell College		45
The University of Northern Iowa		45
KANSAS		
Wichita State University		41
MAINE		
Bowdoin College		53
University of Maine		48
MARYLAND		
Community College of Baltimore		53
MASSACHUSETTS		
Northeastern University		44, 51
Tufts University		42
MICHIGAN		
Lansing Community College		52
Michigan State University		61
Washtenaw Community College		45
MISSISSIPPI		
Northeast Mississippi Community College		60
MISSOURI		
Rockhurst College		39
NEW JERSEY		
Essex County College		55
New Jersey City University		33
Princeton University		46
The College of New Jersey		40
NEW HAMPSHIRE		
Dartmouth College		42
NEW MEXICO		
Eastern New Mexico University		51
San Juan College		43
Western New Mexico University		50, 56, 58
NEW YORK		
Cornell University		57
Hamilton College		43
Hunter College/CUNY		48, 53
Lehman College/CUNY		44
Queens College/CUNY		49
Sarah Lawrence College		46
SUNY at Albany		35
SUNY Plattsburgh		50
NORTH CAROLINA		
James Sprunt Community College		51
OHIO		
Bowling Green State University		52
The College of Wooster		57
PENNSYLVANIA		
Eastern College		57
Moravian College		44
Shippensburg University		39
University of Scranton		38
TEXAS		
Dallas County Community College District		41
Southwest Texas State University		34
Texas A&M University		35, 59
UTAH		
Salt Lake Community College		39
VIRGINIA		
George Mason University		46
WASHINGTON		
Community Colleges of Spokane		55
Green River Community College		43, 44
WISCONSIN		
University of Wisconsin-Madison		48
University of Wisconsin Oshkosh		58
RECRUITMENT		
Center for International Studies	NJ	59
FELLOWSHIPS/SCHOLARSHIPS/AWARDS		
NIH Undergraduate Scholarship Program (UGSP)	MD	33
CONFERENCES		
American Association for Higher Education		55
American Association of Community Colleges		60
American Association of University Women		57
National Conference on Family and Community Violence Prevention		33
National Conference on Race & Ethnicity in American Higher Education		60
OTHER SERVICES		
CollegeNet		60

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HOW TO RECRUIT AND RETAIN LATINO FACULTY

Dr. Robert Davison Avilés is Mexican American, born in Nogales, Arizona. B.A., University of Arizona. *Master's and Ph.D. in Counseling Psychology, Lehigh University. He is currently assistant professor at the Graduate School of Education, George Mason University.*

In Lewis Carroll's *Alice's Adventures in Wonderland*, Alice asks the Cat, "Would you tell me, please, which way I ought to go from here?" "That depends on where you want to get to," said the Cat. "I don't much care where," said Alice. "Then it doesn't matter which way you go," said the Cat.

Like Alice, Chicano/Latino faculty face a dilemma: an academy often unconcerned with guidance or direction, and consistent obstacles for those who are different in language, appearance, or both.

The cycle of obstacles begins early, in grades K-12. As American institutions admit and educate increasing numbers of minority students, they also witness alarmingly high minority dropout rates. Having run the gauntlet of public education, our *hermanos y hermanas* who succeed in reaching college remain at-risk for early stop-out (i.e., leave college and return later) or dropout, further limiting the number in graduate school. Surveys indicate that due to changes in affirmative action laws, fewer minorities are applying to and entering college. Even when a university fills a new faculty position with a rare Latino candidate, it presents as a culturally insensitive place. Few within the institution know about the personal and professional identity development of Latino faculty, completing the cycle of educational frustrations.

A radical thought occurs: suppose the theories and interventions we use to prevent dropout in the public schools were to be applied to the academy?

There are many such programs. For years, scholars have been writing about culture-based empowerment models of student retention, and are increasingly specific in their recommendations, stressing the need for intercultural understanding. With little modification, these models also provide direction to colleges and universities.

Jim Cummins, University of Toronto, has written extensively on empowering minority students. The central idea in his model is that majority/minority societal group relations, school/minority community relations, and educator/minority student relations exert a major influence on school performance. Problems in these relations result in widespread school failure for dominated minorities.

He proposes that schools incorporate minority culture and language into the curriculum. In higher education, this means that universities must explicitly incorporate diversity (in this case racial/ethnic and linguistic) issues into their mission statements. These statements must appear at the departmental and college levels, where they can provide guidance for deans and department chairs. This inclusion allows faculty to create university-sanctioned culturally responsive learning and research environments that, in turn, will attract a more diverse faculty. Cummins also recommends that professionals involved in assessment become advocates for minority students by focusing on systemic/institutional interactions as a primary cause of academic difficulties rather than deficiencies within the student. For universities this means that there must be culturally aware assessment at all stages of faculty recruitment and retention. The competitive, aggressive nature of some search processes is unnatural to Latino and other culturally diverse faculty who may value interdependence and who are more relational (rather than independent) in their social patterns of interacting. In a society where the majority group values independence and assertiveness, such relational styles may be evaluated as weaknesses. Deans, in other words, must recognize that apparent over- or under-participation of culturally different faculty (my own Latino exuberance has at times been called to my attention) may be due to differing cultural styles of communication rather than to disinterest or lack of professionalism.

If minority/majority relations impact faculty attainment, it follows that the cognitive and affective status of Latino professionals will also be affected. Interactions noted above have been described as person-environment transactions in the mental health literature. Many Latinos have had to overcome significant economic and cross-cultural barriers to achieve the professorate. This achievement is not without its cost. Being first in the family to go to college or earn a doctorate may strain family and personal relations. The almost daily battle against ethnic stereotyping in higher education wearies the spirit of even the strongest person. Mental health researchers call it ethnocultural stress and distress. Moreover, many Latinos in the academy also bear the weight of demonstrating the legitimacy of their achievements against a still-raging affirmative action controversy.

The academy can respond by demonstrating sensitivity to organizational and occupational conditions that reduce stress and ethnocultural conflicts. Or, as my Abuelita used to say, "*Lo cortés no quita lo valiente*." Such initiatives can have significant mental health effects. Latino professionals often attend to interpersonal relationships or personalismo, preferring personal contacts to abstract institutional ones. Personalismo is supported by structured mentoring relationships between junior and senior faculty. Accessibility of deans and department chairs who are flexible about hierarchy or "going through channels" demonstrates institutional sensitivity to Latino and other minority faculty who rely on interpersonal relationships to navigate the academy. Administrative communiqués about hiring practices that seek to diversify the academy may be less effective than regular educational forums on the richness and opportunities afforded by a culturally diverse faculty.

Finally, administrators should be aware that time is both an ally and an enemy for Latino faculty. Because we often enter the academy unsocialized as to the norms of the professorate, it takes us longer to accomplish the requirements of tenure. Perhaps we should keep in mind the Cat's reply to Alice: "Oh, you're sure to get somewhere, if only you walk long enough."

The Hispanic Outlook in Higher Education

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AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

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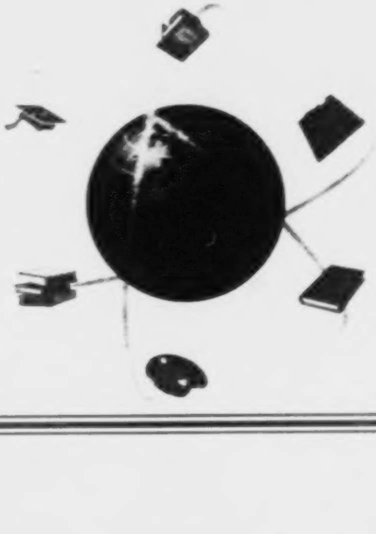

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CONTENTS

FEATURES

AAUW: Groundbreaking Research; Serendipitous Grants 5
HO talks with Latina award-winners

Diversity, Humanity, and Sisterhood 8
NAWE *A conference for women inspires and illuminates*

Latinas at University of Texas at El Paso 11

Using their intellect to improve society

Greeks Empowering Hispanics 17

Sororities and fraternities, then and now

HONOR ROLL
Agnes Scott College 14

Since 1869, profoundly committed to educating women

National Hispana Leadership Institute 20
NHLI *Developing and honoring Latina leaders*

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4
Shifting populations

SUCCESS STORIES 22
Dropout Becomes Educator

Most excellent new faculty share insights

People, Places, Publications, Conferences 23

Book Review: Books in Spanish for Adolescents 32

¡Punto Final!
Latino Stereotyping: The Continuing Disgrace of Our Nation's School Books *by Bárbara Cruz, Associate Professor of Social Science Education, University of South Florida, Tampa* back cover

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A CAPITOL VIEW

Population Shifts and Strategies

BY GUSTAVO A. MELLANDER

Hispanic children of elementary school age and younger now outnumber Black children for the first time in the nation's history. Further, Hispanics will become the nation's largest minority within seven years, according to U.S. Census Bureau statistics.

By 2005, the Bureau projects that Hispanics will overtake Blacks as the largest minority group in the United States. Some observers believe that the balance could actually change as early as the 2000 census count. That possibility and the attendant benefits that would accrue to Hispanics mobilized several Hispanic Congresspersons to press the Clinton administration to take steps long overdue to assure an accurate count of Hispanics.

The House Hispanic Caucus

The bottom line is that under existing methods, many Hispanics have not been counted in the past. Faced with that reality, Hispanics in the House of Representatives pressed both President Clinton and Vice President Gore to speak out in favor of allowing the U.S. Census Bureau to use statistical sampling methods in addition to actual head counts for the year 2000 Census.

Congressional Republicans opposed the plan.

Rep. Loretta L. Sanchez, D-Calif., fresh from her reelection victory, said that such statistical sampling methods are crucial for Hispanics because low-income people have gone uncounted in past census tallies.

One in every 20 Hispanics was missed in the 1990 census, according to the Government Accounting Office, a key investigative arm of Congress. The GAO has said that the 1990 census missed 1.6 percent of the population, or 8.5 million people, the majority.

The administration and many congressional Democrats said that use of statistical sampling to estimate the number of people not counted directly would help correct the undercount.

Others argued that such sampling would augment the number of minority groups who, they felt, would likely vote Democratic. Some Republicans said that sampling is not provided under the Constitution and would be subject to political manipulation.

[Editor's Note: The U.S. Supreme Court recently voted 5-4 to bar the Census Bureau from using statistical sampling to reapportion House seats after Census 2000. Jeff Rabin, *LA Times*, quoted Congressman Xavier Becerra as saying an undercount would have the greatest impact on low-income, inner-city neighborhoods and rural areas," and Assembly Speaker Antonio Villaraigosa as saying the "horrible decision" could mean the loss of congressional districts.]

The Trend

Data provided by the Census Department points out a clear trend. By 2010, there should be more Hispanics than all other minorities combined.

Hispanic children surpassed Blacks in number—just barely—as birth rates for Hispanic women fell much more slowly than did those of Blacks.

That's one of myriad statistics in the government's annual report on the well-being of the nation's children. In 1997, there were 69.5 million of them.

"It brings urgency to the plight of Latino children," noted Lisa Navarrete of the National Council of La Raza, the nation's largest Hispanic community advocacy group. Unfortunately, she said, the figures show that Hispanic kids lag behind their White counterparts on a host of measures.

The Good and the Bad

Overall, the news was good. More children were immunized, were read aloud to, and finished high school. Fewer infants died, fewer kids had lead in their blood, and fewer teenagers were killed.

"There are more indicators that are getting better than are getting worse," noted Dr. Duane Alexander, director of the National Institute of Child Health and Human Development, when the report was released here in Washington.

But there was bad news, too. Children who were poor, Black, or Hispanic did worse on many fronts. There were more low-birthweight babies and more teenagers smoking and drinking.

"And we're not talking about an occasional drink. We're talking five drinks in a row in the last two weeks," Alexander said. The same goes for smoking, he said. "These kids are hooked."

Hispanic Realities

But the report's most dramatic data might be the demographic changes among minority children. Hispanics and Blacks each now make up about 15 percent of America's children, with Hispanics slightly outnumbering Blacks. The Hispanic population is concentrated in a handful of large states, though it is growing across the country, and the changing demographics pose numerous challenges.

"It's something that has to be taken into account whether you're delivering health services, educational services, social services, or whatever," Alexander said.

In school, Hispanics often need help learning English. Regarding health matters, Hispanics are least likely to get immunizations and most likely to get pregnant.

Hispanics, especially the poor ones, are not being well served. Many Hispanics hope the changing demographics will help publicize their legitimate needs. But for the moment, the figures clearly show that Hispanics have the lowest levels of educational achievement. There is a growing sense in Washington that these key issues have to be addressed.

And the first one is to secure an accurate census count in the year 2000.

Dr. Mellander is a professor at George Mason University.

END

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Groundbreaking Research; Serendipitous Grants

BY MIA ANDERSON

> ***"People operate with a lot of assumptions, and we want to get past those and find out what's really true about gender and technology."***
>
> PATRICIA DÍAZ DENNIS, CO-CHAIR, NEW AAUW COMMISSION ON GENDER, TECHNOLOGY, AND TEACHER EDUCATION

AAUW, the American Association of University Women, a nationwide grassroots organization of more than 160,000 college graduates, is dedicated to promoting equity and education for all women and girls. AAUW consists of three corporations—The Association, the Educational Foundation, and the Legal Advocacy Fund—each founded for the express purpose of removing financial, legal, and social barriers faced by all women and girls.

According to Valerie Ducker, director of AAUW's Diversity Initiative, the mission is "one of education and equity," and "since the 1950s, we have been diversifying our organization. We have completed a diversity plan and want to build a collaborative—we want to broaden our impact and expand our outreach. And the more diversified we can be, the more we build on the talent and diverse perspectives in our communities, the greater our impact."

Of special interest here is the Educational Foundation, whose widely respected research has drawn national attention to the problems facing girls in school. In 1991, the Foundation published the landmark *Shortchanging Girls, Shortchanging America*, and in 1992 came *The AAUW Report: How Schools Shortchange Girls*, "a startling examination of how girls in grades K-12 receive an education inferior to that of boys in America's schools." In 1993 the Foundation published *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*.

Next, the Foundation turned to identifying the "approaches and school climate that work to ensure that girls succeed in school." In 1995, it published *Growing Smart: What's Working for Girls in School*, and *Girls in the Middle: Working to Succeed in School* appeared in 1996. Early last year, *Separated by Sex: A Critical Look at Single-Sex Education for Girls* challenged–after thorough comparison of findings–the popular idea that single-sex education is better for girls than co-education.

Late last year, *Gender Gaps: Where Schools Still Fail Our Children* (commissioned by AAUW and researched by the American Institutes for Research) was published, the "most comprehensive report on girls and education since the 1992 report." In the foreword, Foundation President Maggie Ford summarizes the new report: "*Gender Gaps* confirms that public schools are making progress toward equitable treatment of boys and girls, although concerns remain." The report revisits "areas of historic concern," acknowledges developing educational trends difficult to measure at this time, and suggests watching those trends over the coming decade.

The first "developing trend" named is demographic change [race, ethnicity, and class] in the U.S.: "these differences in performance among groups of girls—often masked under general data that compares 'girls' to 'boys'—threaten to become more extreme and profound in consequence." And the nationwide growth of the Hispanic population is the first of the demographic changes discussed.

"It is crucial that girls in this population receive an education that doesn't limit them to unskilled, subsistence, and seasonal or contingent jobs," the report insists.

Just beginning is a newly formed independent commission convened by AAUW and charged with looking "specifically at the differences in the way girls and boys accept and use computer-based technologies and what strategies and techniques teachers can use to ensure equity in the classroom." The 13 commissioners include academics, Internet company and software provider professionals, and others. Co-chairs are Sherry Turkle, professor of sociology at the Massachusetts Institute of Technology, and Patricia Díaz Dennis, former member of the Federal Communications Commission and current senior vice president for regulatory and public affairs at a major communications corporation. "People operate with a lot of assumptions," Díaz Dennis says, "and we want to get past those and find out what's really true about gender and technology....We want to be able to

Patricia Diaz Dennis

make some concrete recommendations so that technology is used in a positive way across the board in schools."

Asked if Hispanic girls and their relationship to technology will be looked at, Diaz Dennis responds that "Girls are girls–there are lots of differences that we'll take into account, particularly socioeconomic differences. My fourteen-year-old daughter is on the Net in ways I never would have considered. Everyone needs to have a good relationship with it....All of us are concerned," she says, "that one-half of our population be fully engaged in where we as a society are going with technology. We want people to be proficient with computers and want to make sure that that includes women."

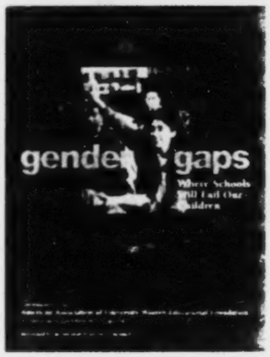
Teacher training will be an especially important component of the commission's study. "It all comes down to the teachers," Díaz Dennis says. "If they model a positive attitude toward computers and technology, this will have a positive effect on the students."

"AAUW is to be applauded," she says, "for funding this commission–the full name of which is the AAUW Educational Foundation Commission to Examine Gender, Technology, and Teacher Education."

"Teachers who understand how technology shapes and changes the way we think can help ensure girls aren't just users of technology, but creators," says Janice Weinman, executive director of AAUW. The commission's report is to be released in early 2000.

AAUW Awards and Grants

Another major program of the AAUW Educational Foundation that benefits Hispanic women involves the bestowing of, in 1997-98, nearly $3 million dollars in awards and grants; in that year and in the 1998-99 year, 16 of the recipients were Hispanic women. *HO* interviewed several awardees.



Sylvia Cedillo—who is Mexican American and one of twelve children, ten of whom went to college, including two who became lawyers, herself included—has won three Foundation awards/grants and calls herself an "AAUW poster child!" Her first, in 1994-95, when she was in her final year of law school at the University of Texas at Austin, helped fund her project, which was the production of the booklet, *Sexual Harassment: What Students Suffer and What Schools Should Do*, a booklet that, now published also in Spanish, is still marketed and is being sought by the U.S. Department of Education for its regional civil rights offices. The booklet discusses peer-on-peer sexual harassment in schools, educating both students and their parents about their rights in protecting themselves.

Cedillo laments that there "still is no mandatory requirement that a school has a sexual harassment policy—the law says only that schools 'may' develop one." The booklet is important, she says, because it is user-friendly and is concrete in its discussion, providing clear definitions of behaviors that constitute sexual harassment as well as sample policies and sample complaint forms.

Cedillo received a Foundation 1998-99 "Community Action" grant, one that provides seed money to individual women and to AAUW branches for projects that promote education and equity for women and girls. The funds are helping her produce both a parents' kit and an educators' kit about peer-on-peer sexual harassment in schools.

"Parents need to know that they have to document incidents when their child suffers harassment. They need to document all of their communications with the school." The kit will provide very specific how-to information for parents....Parents need to know that a child who isolates herself in her room, for example, might be a victim (a word/concept that Cedillo does not like) of sexual harassment, that this is not "normal" behavior.

"There is a dearth of information for teachers. Teachers need guidance too. They need to know that the school's sexual harassment policy should be posted in their classrooms. They need to know what behaviors [by teachers or students] could be considered sexual harassment. They need to let students know what these behaviors are—and that they don't have to take it." Cedillo's educators' kit will not be vague. She has spoken to approximately 15,000 students and 3,000 to 4,000 teachers in the past three years, and says that, regrettably, the male students often have to be "wrestled with" to get them to focus, to listen, to take the matter seriously.

Asked how AAUW helps Hispanic females in particular, Cedillo cites the many publications it has published, all of which show an understanding of the environment in schools and deal with issues specific to Hispanics. She cites the grants/awards to Hispanic women and points out that there are opportunities at the local branch level as well. Her own Austin Chapter provides many scholarships and other awards, she says. And Cedillo cites the "terrific mentoring opportunities, especially at the local level. This is one of the best things that AAUW does, and it's an extra plus that the mentor is a woman who's graduated from a college or university."

Rebecca García Chackalackal is a 1998-99 AAUW "Selected Professions" $5,000 grant winner. These go to women in traditionally male-dominated fields. She used her award to help pay tuition for her final year of medical school at the University of Iowa. Half Mexican American and half Croatian, she is interested in working with underserved populations. An anthropology major in undergraduate school, she volunteered for a year as the student service coordinator at a church and helped out at centers for the homeless. She

Rebecca Garcia Chackalackal

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realized that as a doctor, she would be "able to help people who really need it" and began pursuing a medical degree. Currently interviewing for her residency in family practice, she still finds time to volunteer at a free health care facility in Iowa City. "Hispanics in Iowa feel really isolated, so it's very rewarding for me to help them out in the health care area," she says.

Chackalackal's husband is originally from southern India, where she did a rotation last summer. At the hospital she "saw things that I definitely haven't seen here—malnutrition, for example. By their standards, it was a 'fancy' hospital, but while the doctors were wonderful and it was a great learning experience for me, it was really outdated."

Chackalackal learned about the AAUW grants from a Hispanic counselor at the University of Iowa. She wasn't at all confident, she says, but urges potential applicants to "take chances because you never know!"

Gloria Pilar Totoricaguena won a 1998-99 "American Fellowship," given to women doctoral candidates writing their dissertations and to postdoctoral scholars pursuing research. She is "really thankful" to AAUW, especially for allowing applicants to study outside of the U.S. and for its emphasis on candidates who will return with their university training and use it to improve the community and the schooling conditions for girls, mentoring included. For many female students, she says, high school "is their last chance for education. But if they can see that [a college education] is possible, if they can see a personal face on it, maybe they will find what it takes to go on the college."

Gloria Pilar Totoricaguena

Totoricaguena, whose ethnicity is Basque, did graduate study in Uruguay, completing her master's degree in Latin American Politics and Economics. She is using her AAUW grant to help finance her final year of Ph.D. study at the London School of Economics. Now completing the writing of her dissertation, she plans to teach at the university level after graduation.

Totoricaguena lives in Boise, Idaho, which she says has a Hispanic community of 10 or 15 percent, with her husband and daughter, and teaches political science at Capital High School. At both the high school and at Boise State University, she works with mentoring projects involving "job shadowing," which matches female students with female mentors, a student interested in wildlife management, for example, with a woman working in the Idaho Fish and Game Department. A student interested in political journalism was matched with a mentor from the Snake River Alliance, an environmentalists' group whose efforts aim at stopping dam building and stopping bomb testing at military bases with bombing ranges. The student is learning how to create media spots, put together newsletters, and go to the legislature with Alliance lobbyists. A political science student was "matched" to serve as an intern in the Idaho state house and senate. "I feel like I have a responsibility to the community," Totoricaguena says, "and I applaud AAUW for holding that up as a responsibility."

Graciela Tiscareño-Sato, born in Texas to Mexican parents, received an AAUW "Career Development" grant ("for women reentering the workforce, changing careers, or advancing their current careers") for 1998-99. A captain in the U.S. Air Force, on active duty at Fairchild Air Force base as a KC-135 navigator, she is using the grant to finish her master's degree, and recently won an Academic Excellence award at the Graduate School of International Management at Whitworth College in Spokane, Washington. Her thesis looks at "how technology encourages (or doesn't encourage) girls to explore career fields they might not otherwise consider. Are telecommunications, including the Internet, making a difference for girls?" Now on temporary assignment in Quito, Ecuador, she is talking to people there in schools, in the government, and elsewhere as part of the thesis project.

Capt. Grace Tiscareño-Sato with her crew in Turkey (l to r) Tsgt. Jim Sudden, Capt. Lenny Richoux, and Capt. Sam Chesnut.

Early on, she says, she was interested in satellite technology, and this quickly led to an interest in the infrastructure: the cables, the switching stations, the cellular components—those that are needed, for example, to get a school hooked up to local Internet service. "In South America," she says, "telecommunications is exploding. I want to look at how the technology gets there. What the impact on the people is, what the social results are. I want to look at what happens if you don't get involved, at what 'exclusion' will mean to you. It's so important to girls to become technologically literate, starting with the computer."

While in high school, Tiscareño-Sato attended an AAUW-sponsored conference, "Expanding Your Horizons," designed to encourage girls to enter science and math fields. Now she is highly involved in planning the conference program. Last spring, while searching the Internet for funding sources for her master's study, she noticed the AAUW opportunities at its Web site. She expresses the strong hope that more young girls of all races and ethnicities are getting interested in science and technology. "This can happen," she says, "when they have more and more information, more awareness of nontraditional career fields." If they have AAUW.

Check It Out

Call AAUW at (202) 785-7700 or visit their Web site at <www.aauw.org>.

AAUW's Washington, D.C., convention, June 19-23, offers among its workshops: "Nuts and Bolts on Diversity Work," "Intercultural Leadership Style," and others on leadership skills, strategies for recruiting members, and mentoring projects.

Check out ¡Adelante!— AAUW's popular book-of-the-month club that features books across the diversity span, such as Gloria Anzalda's *Borderlands/La Frontera: The New Mestiza* as the September/Hispanic Heritage Month selection. ¡Adelante! has an on-line site/discussion room that can be joined by sending an e-mail to <manager@lists.aauw.org>. Leave the subject line blank and say only "subscribe adelante." HO

Diversity, Humanity, & Sisterhood

NAWE
Advancing Women
in Higher Education

Charleston Conference Warm and Worthy

BY ADALYN HIXSON

She shares but does not endorse a piece of advice given to her about academia– "Don't EVER write anything autobiographical. It will be used against you."
ANONYMOUS

"When I got the job, I figured I'd better write something in my journal now, while I'm still happy, because I know that in six months I'll think this job stinks!'" The crowd breaks into easy laughter.

The topic is journal writing. The candid commenter is a high-level administrator sharing her views in the response portion of a keynoter's address. The occasion is the 12th Annual International Conference on Women in Higher Education, held the first week in January in Charleston, South Carolina.

In an earlier session, a community college president inspires laughs too, and knowing nods, when she says, "If a woman or a minority gets the job, you can be sure it was a mess before they got it!"

Candor and laughter are persistent elements of this conference. The bonhomie is palpable, as is the cross-cultural, cross-generational respect the members give one another.

If any Latinas or other women in academia out there are seeking a support system, participation in the National Association of Women in Education seems a good place to start.

NAWE Executive Director Lynn Gangone

Getting Acquainted

A pre-conference session, "Getting Published in Scholarly Journals," attracts a mix of newcomers and old-timers. Their self introductions are impressive.

The first to speak after the leader's welcome has been presenting at conferences for about 15 years and has published several pieces, mostly on issues of ethics in higher education. Next to her sits a vice president of academic affairs, the first woman at her college to reach that level. A department chair for many years, she claims that the chief task in that role is to keep faculty "from killing one another."

A newcomer who holds a Ph.D. in organizational behavior describes her background and her reasons for attending. "I'm just starting out at the University of Vermont, after 15 years in refugee work, human rights work, and policy work in Asia." She's spent her life, she says, "crossing boundaries back and forth." For the last two years, her abiding passion has been "how adults learn about diversity."

"Why am I here? My writing colleague and I are interested in this group of people as folks to be inspired by, supported by, to push forward the cause of making a world we all can share in.

"I think women have historically done a wonderful job of that—confronting the past and forging new possibilities in a very diverse world."

Another woman, among the first female vice presidents in the Texas system, is using administrative leave to return to the classroom, studying psychology. "I've started writing haiku," she says, "as a means of getting into a different thought pattern."

Many of the women attending write poetry. One says her book of protest poems, ready for publication, was inspired by her master's thesis–*Sexism as Subliminal Control*. "I got so angry when I was writing it, I had to write these poems." She later confided that although she had typed her husband's thesis, he'd never even read hers.

"I write a lot of things that get published that are not academic, and frankly, I like to be able to put the emotion in."

Pat Nixon has been quoted as saying she had sacrificed all she held dear on the altar of her husband's ambition. This group seems determined not to make such a sacrifice but to struggle toward synthesizing personal and career interests and goals.

One participant, an attorney, also teaches employment law at two colleges. "This law is a way to build habits in the human resources community...to make good decisions that further the rights of women and families in our workplaces." She has a special interest in issues of race, gender, and class.

Another travels throughout the world teaching nontraditional master's students in the military—in the Azores, Guam, England, Spain. "It's almost like being an anthropologist because you are dealing with a foreign country as well as the U.S. military and their dependents."

"My research area is women's studies," she says, "but more recently I'm interested in the dominator model of human relations." She shares but does not endorse a piece of advice given to her about academia—"Don't EVER write anything autobiographical. It will be used against you."

Each introduction presents a unique set of experiences, though all seem to have Ph.D.s. There is no sense of one-upmanship, not in this workshop nor at any other time at the conference.

Getting Published

Diane Calhoun French, workshop leader, has a Ph.D. in English Literature and a passion for pop culture—"romance novels, soap operas, dinosaur films." She loves to examine, for example, the fatherhood roles in *Jurassic Park*. She hates to write, she says, but loves "to have written" and commends writing as an activity that helps her and others clarify what they actually have to say about an issue.

French was an editorial advisor to *Initiatives*, a quarterly journal of NAWE, the National Association of Women in Education, for four or five years and two years ago got the job as editor. She also read all of the abstracts submitted for the conference.

The single most important or valuable thing she can do for anyone present, she says, is "to read some of what you've written." She adds that it is also an important thing attendees can do for her. "As Initiatives editor, she is looking for "both scholarship and yet a personal dimension...ways that would connect with readers." This is welcome news. French and others comment on the unintelligible jargon and esoteric prose found in so many journals. They talk too of unnecessarily pejorative comments by editorial reviewers, and of the known reputations of certain journal boards, or even whole fields, for vituperative feedback. "Some are put on an advisory board without training," says the Haiku writer. "Some feel very sophisticated sending out biting comments," she continues. "That sort of feedback shuts the person down."

French describes the Initiatives review process and outlines what she looks for in an article, naming several acceptable forms an article might take.

"Does it tell me something I don't already know or does it confirm the known in an engaging or interesting way? Style is really urgent." Some articles are objective and scholarly, she says, but notes from the field are valid too, as is the straight literature search. The joint review process offers reviewers four options: Accept, Accept with Minor Revisions, Accept with Major Revisions, Reject, and typically the feedback to the author is specific and detailed. She is perplexed by authors who drop out at the "minor revisions" stage, and maintains that the emphasis is always on constructive criticism.

French is willing to review query letters and samples if this will help attendees take those first steps toward publication.

Women at the Citadel Panelists: Dr. Suzane Ozment, Dr. Bernice Resnick Sandler, Cadet Nancy Mace, Dr. Conway Saylor and Lt. Col. Bonnie Houchen

Latinas

Nora Garza comes into view at the first of two evening receptions, this one hosted by the newsletter, Women In Higher Education, an immensely readable and succinct source of information, and a conference co-sponsor. Garza, a vice president of AAUW for the state of Texas, is dean of academic instruction at Laredo Community College, one of the founders of TACHE, the Texas Association of Chicanos in Higher Education, and chairs the historic preservation efforts in her hometown.

Over low-country cuisine of hot crab dip and delicately fried oysters, she tells *HO* that she played castanets in her high school music class. "Castanets?" exclaims *HO*. Garza explains that Laredo, now 95 percent Hispanic, began as a Spanish colony, founded in 1750, part of Nuevo Santander, a large region both north and south of the Rio Grande.

Education of Women

"They were the last of the Spanish, and they fought to the end. Texas had its six flags. Laredo has seven flags," she says.

"When the treaty of Guadalupe was signed and they made the Rio Grande the boundary between the U.S. and Mexico, people in the area said, 'We do not want to be part of the United States.' They founded a new Laredo south of the new border. And they took the bones of their ancestors with them." Laredo remained, however, a very Hispanic town. Native Americans originally in the Laredo area, she says, were the Comanche and the Lipan Apache.

This is her first visit to the conference.

Aurelia Davila de Silva presents a paper, "Barriers to the Participation of Mexican American Women in Higher Education," relating her past struggles as a professor in San Antonio, and those of her Latina colleagues. These include a successful out-of-court settlement of a lawsuit followed seven years later by an unsuccessful bid for tenure. Gentle and determined, she admits to past naivete in the steering of a minority career through the minefields of academia. And to a long sense of isolation.

She credits NAWE and its conferences with offering her a support system sorely needed to survive the crisis of rejection and to confirm the validity of academic work that might be systematically attacked as part of a tenure-denying process. Her research was deemed "groundbreaking" by her peers but "ungrounded" by the tenure team.

She says of NAWE, "It is very interdisciplinary, so you draw courage." Courage and also "lots of energy, lots of hope."

An editorial advisor to a scholarly journal, she is careful to encourage rather than discourage. "A lot of my research," she says, "is with Latino children in the area of biliteracy development." Special contracts give her time to write and to be involved, she says, and while she might someday return to academia as a professor, "not at this point."

Keeping the Faith

For its first 11 years, the University of Texas at El Paso was sponsor of the Women in Higher Education Conference. In early 1998, NAWE President Lynn Gangone learned that a new UTEP decision-maker had opted to strike all external conferences from the UTEP budget. Gangone spoke with Mary Dee Wenniger, editor of the *WHE* newsletter, and with Glenda Hufnagel, University of Oklahoma, and with Calhoun French, and they basically decided...this conference is too valuable to lose. We can do it ourselves. Thus NAWE, which has its own annual conference coming up this month in Denver, opted to sponsor the January event as well, with the newsletter as co-sponsor. Other organizations signed on as endorsers: HERS Mid-America, The National Institute for Leadership Development (a NAWE endeavor), The American Council on Education Office of Women, the American Association of Women in Community Colleges, and all three branches of AAUW.

At an evening reception, Gangone presents the first conference award, She Who Laughs... Lasts, to Mary Dee Wenniger, citing the renowned and irreverent Wenniger wit along with relevant accomplishments.

NAWE and Diversity

Lynn Gangone urges *HO* to

assure Latinas and all women that NAWE welcomes them wholeheartedly. Both Gangone and former NAWE president Barbara Baxter Phillips say that NAWE, which was founded in 1916, has a particularly long history of inclusion of African American academics. Gangone says that its inclusionary philosophy enters into every decision made by NAWE.

The line-up of conference presenters and presentations bears witness to that philosophy. And the presenters themselves, in all workshops attended by *HO*, offer a warm welcome to engage, to collaborate. This is not a closed system.

Keynoters

The goals of public television are said to be to educate, enlighten, and entertain. The keynoters, sans anything more visual than the clothes and expressions they wore, or more high tech than a microphone, managed all three plus three more—they evoked, engaged, and empathized.

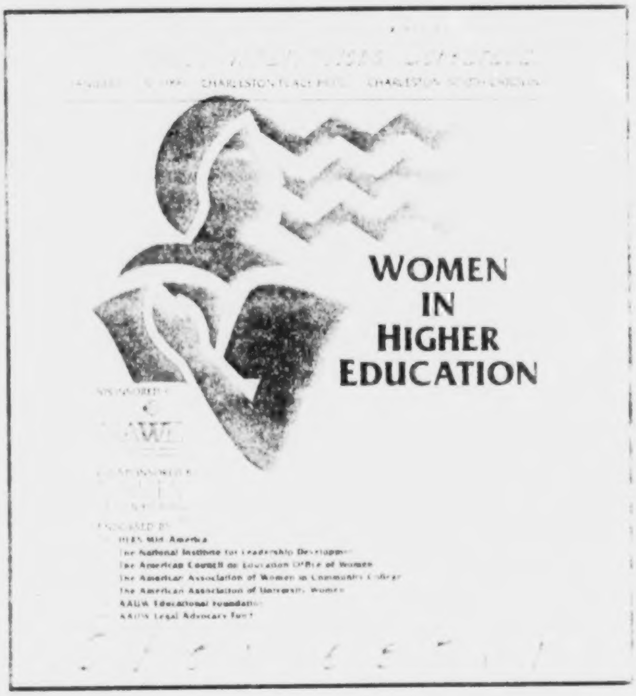
Claudia Limbert, Ph.D., CEO of Penn State's DuBois Campus, deftly led her audience in search of blue walnut and bittersweet near the "old open pit lead mines, long since abandoned, filled with water and cottonmouths" in the Ozarks of her youth, where her LPN mother and her mother's best women friends got a chance to "really talk with one another"—healing conversations that were and are essential to women everywhere, she feels.

Limbert cautioned the audience: "My work could easily overtake my life...if I let it." She urged that home should be a sanctuary, a place for renewal, and that they must schedule retreats for themselves, simplify their surroundings, reassess their relationships with technology, and "find time to be with your women friends."

"There is a high rate of burnout among academic women, and a high rate of not getting promoted because you allow yourself to be sidetracked by a lot of other things," she cautioned.

An adult learner who raised four children before going to Bethel College and earning triple majors, followed by an M.A. and Ph.D. from Boston University, Limbert has authored and published scholarly articles, short stories, poems, and creative non-fiction works.

Limbert calls the conference "extremely valuable for women—not the typical education conference where you go in, you read your paper, some tweedy bearded types stand up and tear it to shreds, then you slink from the room."


WOMEN
IN
HIGHER
EDUCATION
ENDORSED BY
HERS Mid America
The National Institute for Leadership Development
The American Council on Education Office of Women
The American Association of Women in Community Colleges
The American Association of University Women
AAUW Educational Foundation
AAUW Legal Advocacy Fund

Patricia Bell-Scott, Ph.D., the first ethnic member-at-large of the NAWE Board, back in the '80s, spoke of "the many pleasures that have come to me because of this association."

"In the early '70s, you could count on one hand" the women who had risen to the senior ranks of academia. "Isolated, ignored, alien" was what she felt 25 years ago. Then she came across the *Journal of NAWDAC*—the National Association of Women Deans, Administrators, and Counselors, the early name of NAWE, and "mentally danced down the yellow brick road."

Bell-Scott read movingly from her most recent book, ***Flat Footed Truths: Telling Black Women's Lives***, an anthology of personal tales told through story quilts, oral narratives, journals, and diaries—"where the unspeakable can be bound and described."

Ten years in the making, Bell-Scott accessed private accounts of women of color aged 8 to 94, both here and abroad, women of all occupations and economic straits, weaving their tales into a mosaic of transformative power.

A professor of child and family development, women's studies, and psychology at the University of Georgia, Bell-Scott is a contributing editor to *Ms. Magazine*, and was co-founding editor of *SAGE: A Scholarly Journal on Black Women*. NAWE granted her a Distinguished Service Award 10 years ago.

Jean Fox O'Barr, too, reached back in time, about 2,600 years, for her book, co-authored with other scholars, ***Women Imagining Change: A Global Anthology of Women's Resistance*** from 600 B.C. to present. Portions discussed and read at the conference stunned and inspired.

An Egyptian girl in Cairo of the late 1700s discovers that her parents and community dote on her brother and care not a whit for her own well-being.

The first woman hired by the state of North Carolina, late 1800s, notices that while she does virtually all the work at the Commission on Agriculture, she receives $30, the male secretary $125, and the Commissioner himself $200.

A Native American girl placed in a school for "Americanization" is possessed by a "muscular spirit of revenge" and gleefully mashes the serving dish along with the turnips for dinner—and exults in her rebellion.

A poet in turn-of-the-century Manchuria is executed for reading her poems of women's liberation in public.

Epilogue

It is unthinkable to leave Charleston without one of its sweetgrass baskets, "made of long leaf pine needles, sweetgrass, palmetto leaves, and bull rush—craftsmanship handed down from generation to generation by slaves from West Africa."

Time for shopping is short, but fortune prevails. In the open-air Old Slave Market facing the hotel, a few hardy peddlers remain on the cold late afternoon. Two African American granddaughters are shivering as they pack up for their elderly grandmother, weaver of sweetgrass. Despite the chill, and the frustrating search for a pen with ink that will flow in the cold, the talented weaver settles for a pencil and carefully writes down for *HO* the name of the twigs adorning the basket—popcorn berry from the tallow tree—and her name, Emily Hayne.

To contact NAWE: <www.nawe.org> or phone (202) 659-9330. END

Latina Researchers at UTEP

Using Intellect to Improve Society

BY CHRISTIAN CLARKE, TIMI HAGGERTY, AND WALLI HALEY

Whether comparing Hispanic and Anglo ethics or tracking levels of lead in pregnant Latinas or creating outstanding, replicable models to encourage women's pursuit of education, UTEP's Latina researchers make valuable academic contributions to the university and to their communities. They are nationally competitive researchers, but they also are committed to addressing issues that impact the region.

> ***"What is the relationship between individualism and cultural values, and what are the justifications that people give for engaging in unethical behavior at work?"***
>
> ANA AZEVEDO, DEPARTMENT OF MARKETING & MANAGEMENT

Uncovering the Past to Reveal the Present

Emma Pérez runs her finger from the southern tip of a Texas map to the eastern portion near Houston. The line represents her grandparents' northern migration from the states of Coahila and Nuevo Leon in Mexico to East Texas. Pérez, an assistant professor of history, is fascinated by the story it reveals.

One of the few Chicano historians in the United States, Pérez is drawn to the history of Texas on both a professional and personal level. After her grandfather came to Texas in 1917, the family faced a hard life.

"They were uprooted from their homes after the Mexican revolution," Pérez said. "They began by living in small south Texas towns but moved north to follow the migrant farm labor. That was a difficult type of lifestyle."

Difficult, too, were the lives of El Paso's Mexican Americans during World War II—a topic that Pérez has focused on for the university's Institute of Oral History. Since the region's history has been overlooked nationally, Pérez said this is an area ripe for study.

As she continues her academic career, Pérez said she will continue to reflect upon her heritage for the inspiration for her research. "It is an important part of who I am. I can never forget that I would not be sitting here without the sacrifices and struggles of those who came before me."

Emma Pérez

Azevedo Investigates Cultural Ethics Question

Contributing to a positive, productive work environment might depends on compliance with an accepted standard of conduct, or "code of ethics." Unethical behavior in the workplace, however, is still a common occurrence—and the justification for that behavior might differ, not just from person to person and business to business, but from culture to culture.

Ana Azevedo, assistant professor of international management in UTEP's Department of Marketing and Management, says she strives to strengthen her students' virtues and values.

Azevedo's current research seeks to answer the question, "What is the relationship between individualism and cultural values, and what are the justifications that people give for engaging in unethical behavior at work?" Her study samples business graduate students and senior business executives and endeavors to contrast Hispanics and Anglos in their responses to unethical situations.

Azevedo has submitted her initial findings to conferences and journals.

Azevedo's other areas of expertise include organizational behavior and business management in Latin American countries. She is working on a study on the effectiveness of existing training programs in El Paso for NAFTA-displaced workers.

Azevedo holds a Ph.D. in business administration from Florida International University, and an MBA and bachelor's degree in economics from the Federal University of Rio de Janeiro.

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Stereotypes Crumble in Business College Study

Stereotypes would suggest that an examination of gender differences in Mexican American attitudes toward family and career roles would indicate that Mexican Americans—a rapidly growing segment of the U.S. workforce—place greater value on family roles than professional ones. But Melanie Trevino, a UTEP associate professor of marketing and management, said that her studies on this issue have produced surprising results.

Josefina Tinajero is the director and founder of the extraordinarily successful Mother-Daughter Program, which inspires sixth grade girls and their mothers to set career goals and make education a priority. This program has become a national model that many other communities now emulate.

"We found there was greater importance placed on jobs and less emphasis placed on family among Mexican Americans than we had expected," Trevino said.

Trevino has been studying the relative importance Mexican Americans and Anglos place on family and career, in cooperation with former UTEP faculty member Mary Gowan, now with the management department at the University of North Carolina at Charlotte, for about four years. Initial data were collected from students at the El Paso Community College, representing the Mexican American sample for the study, and from Anglo students at a mid-sized southwestern university.

"The literature suggests that our original assumptions were the correct assumptions," Trevino said. "Since our findings don't support that, we are going to have to continue to consider a number of variables that may have affected the results. We'll still be playing around with the data for several more years, and we'll carry out additional surveys in other locations to see if we get different results."

Trevino and Gowan extended their studies to include an international sample, surveying college students in Juarez and Chihuahua City in Mexico last fall.

If the study's findings remain unchanged after additional research, Trevino says there would be many implications for the corporate world.

"The GenX generation is going to demand a lot more balance in their lives than other generations have. Plus, there is a real shortage of labor, so many firms will have to adjust their policies in order to get and retain qualified people by making concessions to the family needs of their employees, such as providing flexible work hours," Trevino said.

The study's findings will be published in an upcoming issue of the journal *Sex Roles*.

Josefina Tinajero

Tinajero's Leadership Inspires National Influence

Josefina Tinajero, professor of Teacher Education and assistant dean of the College of Education, has held seemingly countless leadership and service roles within the university, the community, and across the nation since she joined the UTEP faculty in 1981.

Tinajero is the director and founder of the extraordinarily successful Mother-Daughter Program, which inspires sixth grade girls and their mothers to set career goals and make education a priority. This program has become a national model that many other communities now emulate. Tinajero's tireless commitment to this program has attracted external funding from a variety of foundations and numerous honors and awards. In 1994, a Father-Son Program was implemented to create similar opportunities for El Paso's young men.

Through her most recent program, Project BEEMS—Bilingual Education with Emphasis in Math and Science—Tinajero has obtained multi-year federal funding to improve the quality of bilingual instruction in El Paso schools and to increase the number of teachers who earn master's degrees in bilingual education. Through this program and others under her direction, Tinajero offers graduate and undergraduate education students bilingual teaching strategies in math and science designed to spark students' interest in those fields and better prepare them for future careers in science and engineering.

In recognition of her outstanding efforts in bilingual education, Tinajero was elected president of the National Association for Bilingual Education, a key position that will enable her to influence how the nation's rapidly increasing populations of Hispanic, Asian/Pacific American, Native American, and other non-English-speaking students are educated.

U.S. Rep. Silvestre Reyes, who appointed Tinajero to the NABE board last year, said that "El Paso is privileged to have such a strong leader serving the education community."

Mentoring the Next Generation of Computer Scientists

Ann Quiróz Gates might not have gone to graduate school or become a computer science professor had it not been for the support and encouragement of one of her own professors, UTEP Computer Science Chair Dan Cooke.

Although Gates had worked in the computer science field for a number of years, she was eager to

Ann Quiróz Gates

develop a theoretical background. She returned to UTEP to earn a computer science degree.

Cooke remembers Gates as an excellent student capable of advanced studies. "Since mentoring is not a one-way street," he says, "throughout the research process, we learned from each other and influenced each other."

Gates credits her mentor not only with recognizing her abilities but with supporting her belief that she could make a difference in her community by returning to her alma mater and becoming a role model for her students.

"I attended a lecture about the low number of Hispanics and women with doctoral degrees in the math, science, and engineering fields," she says. "This motivated me to pursue a doctoral degree and, later, as a professor, to make a difference in this area by mentoring students."

Today, Gates is involved in developing the Systems and Software Engineering Affinity Research Group model along with Drs. Patricia Teller, Andrew Bernat, and Connie Kubo Della Piana. This project, funded by the National Science Foundation, is aimed at increasing the number of students from underrepresented groups who go to graduate school.

The model provides a methodology and infrastructure for expanding the number of students who benefit from the research experience, including those who have potential but lack confidence to engage in research.

Gates' research, funded by NASA and Sandia National Laboratories, centers on the design and development of a runtime software-fault detection system.

Ph.D. Graduate Encourages Next Generation of Engineers

When Elizabeth Trillo completed her Ph.D. in materials science and engineering in December '97, she decided to give something back to the community that had helped her succeed.

Elizabeth Trillo

She became a research associate in UTEP's Department of Metallurgical and Materials Engineering, which is working to increase the number of women and minorities who enter the field by aggressively recruiting students from the El Paso-Juarez area.

Although half of the metallurgy and materials engineering programs throughout the country are exclusively graduate programs, the number of Hispanic Ph.D. recipients is extremely small—each year between 1980 and 1990, about two Hispanics received doctoral degrees in this field.

At UTEP, professors work with new additions to the faculty, such as Trillo, to encourage more students to enter the field. Department recruiters visit area high schools to lead class presentations and to discuss the rich educational and career opportunities the field offers.

Trillo also teaches engineering courses and is a member of professional societies such as TMS (a metallurgical and materials society), NACE (national association of corrosion engineers), Tau Beta Pi (National Engineering Honor Society), and TSM (Texas society for Microscopy). In her spare time, Trillo enjoys relaxing as part of UTEP's widely acclaimed steel drum ensemble Pandemonium.

Amaya Studies Area Lead Levels

María Amaya, nursing associate professor and nurse practitioner, studies the lead levels of El Paso-area residents and sheds light on contamination sources of the toxic element.

Amaya has studied the lead level of Hispanic pregnant women, many of who were immigrants from Third World counties where environmental problems are increasing due to poverty and low safety standards.

Border communities such as El Paso face similarly hazardous situations as businesses expand and the population grows, so it is important to document levels of lead and other dangerous substances to provide a database for future research and policy decisions, Amaya said.

Some hazardous cases of lead exposure in the area are due to the use of herbs that contain dangerously high levels of lead.

Gordo lobo, an herbal preparation that contains extremely high levels of naturally occurring lead, is sometimes given to children with colic by well-meaning parents unaware of the potential danger.

Other potential lead hazards include the improper dumping of batteries, cooking with pottery that has not been fired correctly, remodeling a home that has old, chipping paint or rusting pipes, and the increasing number of illegal subdivisions that are not being regulated.

Added Attractions

Delfina Dominguez, assistant professor in the Department of Health Sciences, has been studying Hantavirus infection in southern New Mexico and Northern Mexico.

Patricia Nava, assistant professor, Department of Electrical and Computer Engineering, works with neuro-fuzzy classifiers for voice recognition.

And Latinas are not the only women researchers at UTEP. Shelly Armitage, who spearheads UTEP's Women' Studies Program, blends her regional interests with research that includes studying contemporary literature and culture through visual and verbal representations in film and cartoons.

Sandra Hurley, assistant professor in Teacher Education, explores personal histories of low-achieving readers. One of the surprises was the influence that church attendance, regardless of denomination, seems to play on literacy acquisition.

"Many of the students learned to read in a catechism class or developed their reading skills there," Hurley said. Another finding was that of five 6th graders with poor reading skills, four had witnessed or experienced extreme violence in kindergarten or first grade. "We figured out years ago that hungry kids don't learn well," said Hurley, "and now we know that scared kids don't learn well either."

UTEP's Jan Harmon is program coordinator for its Center for Environmental Resource Management, the 372-acre Rio Bosque Wetland Park.

Susan Rippberger, assistant professor in the Department of Educational Leadership and Foundations, studies cultural transmission between the U.S. and Mexico.

According to figures released last year by the U.S. Department of Education, based on 1995, the research schools with the highest percentage of Latina/o faculty are the University of Miami, the main campuses of New Mexico State University, the University of New Mexico, Arizona State University, the University of Houston-University Park, and SUNY at Albany. The leaders in terms of Latinas/os in tenured or tenure-track posts are UNM-Main Campus; University of Miami; Arizona State-Main Campus; UT-Austin; and the University of Arizona.

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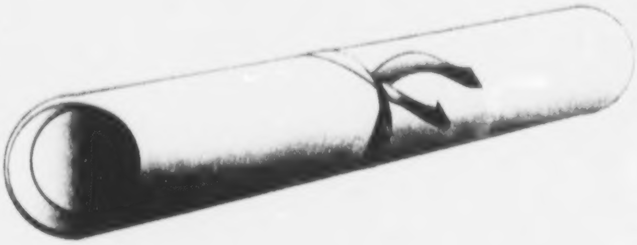
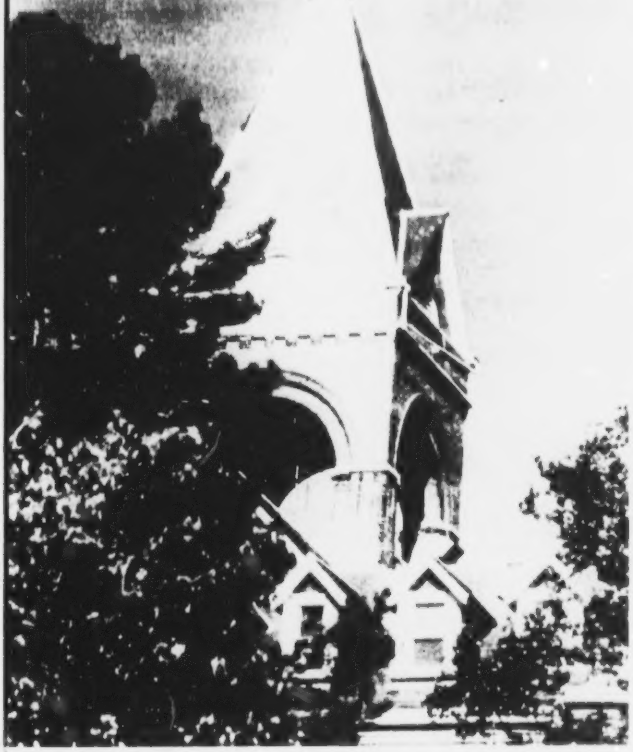
The Honor Roll



Agnes Scott College

Profoundly Committed to Educating Women

BY ROGER DEITZ



Agnes Scott College Main Hall

Long before the 1960s push to assure equal educational and professional opportunities for women, Agnes Scott College was already a leader in the effort to enable women to assume their rightful place in society. That was back in 1889. In that year of the institution's founding, the prevailing wisdom among educators was that enlightening women amounted to wasted time and was a frivolous pursuit.

The progressive Presbyterian founders of the College ignored this outlook and established a school with a new standard, one that "challenged women to challenge themselves." In doing so, they also established the first institution of higher learning in Georgia to be accredited by the Southern Association of Colleges and Schools. What followed is a list of landmarks too long to cite in its entirety–the first female member of the faculty at the University of Virginia; the first woman ordained as a Presbyterian minister; the first woman president of the American Board of Pediatrics; the first woman president of the Georgia Association of Psychiatrists; and the first woman to head a federal regulatory agency. They are all Agnes Scott College graduates. As a matter of fact, the list goes on to include Georgia's first Rhodes scholar and many Fulbright, Truman, and Goldwater scholars as well as a Tony Award-winning playwright and a Pulitzer Prize-winning writer. Add to the mix a South Carolina State Supreme Court justice, internationally acclaimed scientists, and women who work with the CIA, CDC, EPA, CNN, and the Peace Corps, and you can see the impact this small college for women has made on society.

Since 1889, Agnes Scott graduates have been preparing to "create a better world," which they have done in distinguished fashion. For that, and for making history in addition to offering courses in history, Agnes Scott joins the *Hispanic Outlook* Honor Roll.

Honor Roll Facts in Brief

INSTITUTION
Agnes Scott College

LOCATION
Office of Admission
141 East College Avenue
Atlanta/Decatur, GA 30030-3797
(800) 868-8602

ESTABLISHED
1889

ENROLLMENT
819

DEGREE OFFERINGS
Bachelor's
Master's

ANNUAL TUITION
$21,925 (includes room and board)

NUMBER OF FACULTY
73 (four are Hispanic)

A FEW SPECIAL DEGREE PROGRAMS
Astrophysics
Classical Civilizations
Economics and Business
International Relations
Women's Studies

HISPANIC ENROLLMENT
4 percent of first-year class, 3 percent of total enrollment

NOTABLE HISPANIC-SERVING ORGANIZATIONS
National Hispanic Awareness
Chimo (encourages cultural awareness)

INTERNET ADDRESS
www.agnesscott.edu

When a group of Decatur's Presbyterian leaders founded Agnes Scott College in 1889, it was their aim to found a college with "a liberal curriculum fully abreast of the best institutions of this country." The school opened its doors utilizing a rented house and slightly more than $5,000 capital. There were four teachers educating 63 students at the grammar school level. Col. George Washington Scott provided 40 percent of the initial capital, and then offered the largest gift to education up to that time in the State of Georgia to provide a home for the school. To recognize the gift, the Board of Trustees named the school in honor of Col. Scott's mother, Agnes Irvine Scott, whom he credited "for all the good impulses of heart and for all hopes for the future." The second transforming gift to the school came in 1954 when the estate of Frances Winship Walters, an Agnes Scott alumna and former trustee, donated a gift of stock in The Coca-Cola Company. That gift now constitutes a large portion of Agnes Scott's $424.9 million endowment, the largest per student endowment of any national liberal arts college in America.

Within ten years of its founding, the school had gained accreditation as a secondary school. In 1906, it was chartered Agnes Scott College and awarded its first degrees. Agnes Scott is a charter member of both the American Association of University Women and the Southern University Conference.

Agnes Scott continues to build for the women of tomorrow. College President Mary Brown Bullock (Class of '66) emphasizes that the college has a "profound commitment to educating women through interdisciplinary study and international experience" and adds that the commitment grows even stronger. "Agnes Scott is now embarking on a master plan to create the campus of the future, complete with a state-of-the-art library, expanded campus center, and

Language Across the Curriculum, LAC, extends the development of skills beyond the traditional language courses and programs, offering students an opportunity to read and discuss relevant texts in the original tongues.

new science facilities that will house the Atlanta Science Center for Women. On our campus of the future, we will educate more Rhodes, Fulbright, Truman, and Rotary scholars. Off campus, we will provide more internships throughout Atlanta and greater financial support for international study. And across the curriculum, we will continue recruiting and retaining a distinguished faculty of scholars, teachers, and mentors." President Bullock affirms that, "In reality, Agnes Scott stands as one of the nation's foremost liberal arts colleges."

Last October, when trailers, bulldozers, dump trucks, and orange fencing arrived on the Agnes Scott campus, it was clear that groundbreaking for President Bullock's "college of the future" was near. A $100 million campus modernization program was under way. Joseph R. Gladden, Jr., chair of Agnes Scott's Board of Trustees, says of the project, "We have been working toward these plans for several years. The Master Plan is the physical representation of our commitment to a high-quality liberal arts education for women who will assume the leadership of the next generation."

Mary Brown Bullock observes that with a record enrollment of 819 students from 36 states, the District of Columbia, the U.S. Virgin Islands, and 14 other countries, the construction is beginning "none too soon." According to President Bullock, "Our undergraduate academic facilities, including our library and science complex, will be among the finest in the country when this project is complete. I know of no other liberal arts college in the country that is undertaking such an extensive modernization of its facilities. We will open one new or expanded and renovated building every fall for the next four years." The project is under the watchful eye of Elsa Pena, a native of Chile, one of the few female and one of the few Hispanic facilities directors in American higher education.

Agnes Scott is located in a historic neighborhood on a 100-acre, tree-filled campus in Decatur. The campus itself is part of a National Historic District, along with adjoining residences, many college-owned, on South Chandler Street to the east of the Campus. Walking along the brick pathways, one would not realize that Downtown Atlanta is only 10 minutes away. The campus is "simply beautiful" and notable for arched windows overlooking century-old trees and a gazebo. It has served as the set of more than 20 motion pictures as well as a respite for Robert Frost, who had a friendly association with the school that endured throughout 30 years.

The college has been named one of the International 50, and it ranked among the top 10 national liberal arts colleges for "best value—discount price" by *U.S. News and World Report* (1998). *Peterson's Guide* hails the institution's "outstanding undergraduate program in the sciences and mathematics." All Agnes Scott students take a demanding course of studies in the humanities, fine arts, foreign languages, natural sciences, mathematics, and social sciences. The College offers 28 majors and 27 minors.

Of the class of 2002, 64 percent are Caucasian; 22 percent, African American; 4 percent, Hispanic; and 3 percent, Asian American or Pacific Islander. (7 percent are Bicultural or Other.) One hundred percent of the 67 full-time faculty have a Ph.D. or terminal degree in their field. Of this group of distinguished faculty, 60 percent are women. The school offers students an astounding 9:1 student:faculty ratio.

Of special interest is the Language Across the Curriculum (LAC) program at Agnes Scott College. LAC is open to all students who have completed four semesters of a foreign language, those who are eager to enhance and deepen their understanding of subject matter, for example, in history, anthropology, music, or political science. The concept of Language Across the Curriculum is to give all students, especially non-foreign-language majors, an opportunity to apply their language skills in other disciplines. LAC extends the development of language skills beyond the traditional language courses and programs, offering students an opportunity to read and discuss relevant texts in the original language.

Greeks *Empowering* Hispanics

Sororities and Fraternities

BY MICHELLE ADAM

When most people hear the words *fraternity* and *sorority*, images of drinking, partying, and hazing come to mind. Modern Greek organizations are often portrayed, whether through the media or by their activities on campus, as extremely social in nature. Even Lissa Bradford, chair of the National Pan-Hellenic Conference, admits that many of the students who "come to us already have patterns of bingeing and focusing on the social."

[illegible] Lambda Hermanas and their mothers at the First Annual Mother/Daughter Luncheon held at [illegible] in New York on August [illegible] 1998

The first Latina sorority, Lambda Theta Alpha, was incorporated in 1979, on the heels of the Kean College fraternity of Lambda Theta Phi.

When it comes to Hispanic fraternities and sororities, this image might not hold true. Since Hispanics are the new kids on the block among the Greeks, their purpose in forming their organizations is more cultural and political than that of mainstream Greeks. Latinos have eliminated hazing (asking pledges to perform embarrassing or dangerous acts as part of an initiation process) and drinking from their formal activities. They are too busy forging their identities and building a supportive *hermandad* during a time when many others might still be unaware that Hispanic Greeks even exist.

Mainstream fraternities were first developed in 1776, when Phi Beta Kappa, today a scholarly honor society, appeared at William and Mary in Williamsburg, Virginia. It was organized for social and literary purposes, and included secret rituals, badges, mottos, and handshakes that are still common among Greeks today. A strong friendship and camaraderie were developed among its members. According to Bradford, the first sorority wasn't developed until 1851, by Alpha Delta Pi, at a time when women were beginning to participate in higher education.

[illegible] Annual Summer Picnic for all Hermanas and their friends and families

According to Jesús Pena, author of *The History of Lambda Theta Phi*, culture-based fraternities came onto the scene because of a need for individual groups to build support and have their voices heard. Jewish fraternities sprouted in 1889, and African American ones in 1906, for these reasons. The first Latino fraternity, Fi Iota Alfa, was developed by Latin American exchange students as a club in 1889 and then, after disappearing from the scene in 1973, reemerged as a fraternity for Hispanic Americans in 1984. Lambda Theta Phi fraternity was formed at Kean College (now Kean University) in 1976.

"What bonded them was that they were strangers in a strange land," said Victor Franco, president of the oldest fraternity, Fi Iota Alfa.

The first Latina sorority, Lambda Theta Alpha, was incorporated in 1979, on the heels of the Kean College fraternity of Lambda Theta Phi.

Latino Greek organizations are growing rapidly throughout the country now. Sigma Iota Alpha, a Latino sorority that originated with four women at Boston University, now has 25 chapters nationwide. What's typical for Latino Greek organizations, however, particularly because of their short history, is that most chapters have only five to 25 students. Their emphasis is less on numbers and more on Latino empowerment and community service.

"We're expanding very quickly," said Jennifer Saavedra, one of four women who started the Sigma Iota Alpha chapter at Boston University eight years ago. "There was really nothing as women that we could call our own, that taught us about our culture and history," she said.

Saavedra, who now serves on the alumni board, is like many Latina Greeks. She's still extremely active with her *hermanas* in building community among Latinas and Latinos in general. "We were really concerned with educating the community and being a positive influence on the campus."

Sigma Iota Alpha, like so many sororities *HO* talked to, is passionate in its desire to give back to and empower its community. The sisters are working in soup kitchens, sponsoring children, fighting breast cancer and multiple sclerosis, and forming leadership workshops.

Kellmie Villa is president of Sigma Lambda Upsilon, "Señoritas Latinas Unidas Sorority," at Binghamton University in New York State. She joined her sorority, which now has 13 chapters, to be a part of something larger than herself. "A lot of people don't understand the concept of women coming together to influence community. They think it's just a lot of women hanging out," she said. "I love the feeling of empowerment it gives me as a Latina woman. I have a stronger voice because I'm part of this organization."

For many Latinas, who place strong emphasis on family, a sorority is another home away from home that they wouldn't ordinarily have. Frequently, they are first-generation students, and that extra support is what gets them through a traditionally Caucasian school system.

"As a Latina, since you are born, it is emphasized that family always comes first. It's hard to deal with an environment that deals with you as an individual," said Lambda Theta Nu's president Maria del Consuelo Martínez, at Sacramento

Some Hermanas in action: painting benches for the 6th Annual New York Cares Spring Clean-Up

State University. "I didn't see a lot of emphasis on sisterhood," she said, describing mainstream sororities. But of her own sorority, she said, "You could see how they care for each other. When you join something that gives you that much love, of course you want to give back."

As with all Latina/o Greeks, there is no hazing in their sorority because, as Martínez put it, "We already feel society has put us in a lower position. Why should we do it to each other?"

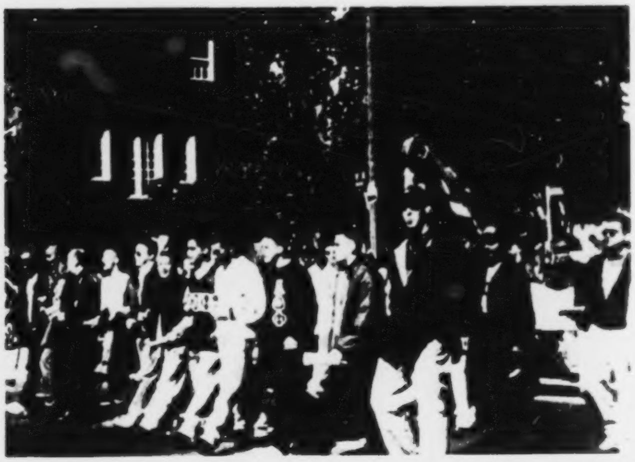
Across the country, there are currently more than 40 Latina/o Greek organizations, and their numbers are growing. National board president of Sigma Lambda Upsilon, Maria Milagros Delgado, has watched her sorority at Binghamton's campus mushroom from a handful in 1989 to a large group of dedicated Latinas. "It is very empowering. Every year when we have our convention, it's amazing how far the women have gotten," said Delgado. "I see the commitment, the enthusiasm.... It's very fulfilling to see that we are at least making a difference."

The new National Latino Council set up shop two years ago to support Latina/o sororities and fraternities across the country. It is through the council that students from different regions exchange ideas and can support political and social concerns of Latinos outside their immediate region. "It is good to learn what other Latinos are facing and struggling with," said organization president Jorge Díaz.

Each of the last two years, they have held a conference. "It wasn't until this conference that we brought everyone together," said Díaz. "It has helped many of the organizations expand." The council is only the beginning of a network that they hope will further political and social empowerment of Latinos. "We are preparing members to be politically involved," said Díaz.

Many of the *hermano* and *hermana* alumni have become influential professionals in their communities. Lambda Theta Phi alumni include Congressman Bob Menéndez, former New Jersey prosecutor Jesús Pena, and ASPIRA executive director Robert del Rios. José Ginarte is president of the Hispanic Bar Association, and Orlando Gutiérrez, of Fi Iota Alfa, was president of the Hispanic Professional Engineers.

Gutiérrez, an older Cuban American, first came to this country as a youngster to study engineering at the Rensselaer Polytechnic Institute in Troy, N.Y. He was one of many Latin Americans who shared brotherhood at Fi Iota Alfa.



The Brothers of Lambda Theta Phi Latin Fraternity Inc. actively participated and marched in the historical march on the nation's capitol, La Marcha [illegible] (October [illegible])

Although Fi Iota Alfa is considered the first fraternity, its origins, as the Union Hispanic Americana in 1898, and then as a fraternity for Latin American exchange students, are different from those of today's Fi Iota Alfa. While the organization was originally developed to support international students at RPI and several other campuses, its most recent chapter was resurrected in 1976 to serve the needs of Hispanic Americans.

"We had a concern with Latin American unity–working toward the unification of Latin America," said Gutiérrez, who was a brother in 1945. At that time, there were only 140 Latin Americans studying amid a majority of returning World War II veterans. "[The fraternity] was a tremendous support group. When I felt nostalgia or any difficulty, I felt supported by the fraternity," said Gutiérrez.

Although the times were different then, Gutiérrez recognizes that contemporary fraternities are extremely important for undergraduate minority students. "The lack of these kinds of support groups in universities causes a lot of Hispanics and Blacks to drop out," he said.

Fi Iota Alfa's current president, Victor Franco, said that his fraternity still serves to uplift and strengthen all Latinos. It is committed to getting young Latinos into college and to supporting Latinos once there. Several Fi Iota Alfa alumni are teachers who invite their undergraduate brothers to come to their classes and talk to students about college. "Our primary focus is to get the young Latinos into college," said Franco. "Empowerment comes through education. It is the only way we can break the chain of poverty."

Phi Iota Alpha Fraternity members Rensselaer Polytechnic Institute Troy NY Spring 1946

The fraternity also works to unify the various groups of Latinos who live within the United States. "While back at home the Dominicans are taught to distrust the Puerto Ricans, and the Bolivians the Peruvians, within their fraternity they have made peace with their differences. This organization acts as a conduit for being able to dispel the stereotypes and generalizations toward our brother Latinos," he said.

Sigma Iota Alpha, like so many sororities that* HO *talked to, is passionate in its desire to give back to and empower its community. Sisters are working in soup kitchens, sponsoring children, fighting breast cancer and multiple sclerosis, and forming leadership workshops.

Brother Jorge Aviles, Brother & Congressman Robert Menendez (D-NJ), Founding Father Agustin [illegible] and Brother Damian [illegible] at the 1994 Annual Awards Banquet

Lambda Theta Phi at Kean College was created in 1975 to do exactly that–unify the Puerto Ricans and Cubans, who were divided at that time. It took several years to begin achieving some success, but now the fraternity draws Latinos from all different backgrounds, as well as non-Latinos.

Roberto Gutiérrez, president of Lambda Theta Phi, said they're now more about "community service and helping each other graduate." Like so many of the Latino groups, they too have been heavily involved in hurricane relief efforts, food banks, the March of Dimes, the fight against breast cancer, and in attracting speakers to help Latinos with career planning.

Several Latino fraternities are members of the larger mainstream national Inter-Fraternity Conference, and a few sororities have already applied to be accepted to the National Pan-Hellenic Conference.

Pan-Hellenic Conference Chair Lissa Bradford sees this as a good thing. "Among the Latina groups, there is quite a bit more of giving back to the community," she said. "We can learn from them, and they can learn from us. It would be a wonderful addition to the great big picture."

Although the Latina/o Greek system is still young, its members have already reaped some of its rewards. "You learn how to work with others; you learn political science, structure, government. You learn how to organize and program services and projects. You learn outreach programs to the community," said Díaz.

And as Rodríguez told *HO*, she's discovered her culture and her responsibility to give back to those in her community who have yet to make it to college. "I am more proud of whom I am," she said. "I have more of a need to stand out and say, 'WE ARE HERE.'" HO

The National Hispana Leadership Institute

NHLI

BY MARI CARMEN SARRACENT

> ***"We discuss cross-cultural communication, conflict resolution, race, class and gender issues, and we also discuss inner-self and identity issues, and the history and culture of Latinas. This is important as our groups are diverse, including Mexicans, Argentineans, Colombians, etc."***
>
> MARISA RIVERA-ALBERT, VICE PRESIDENT, DEVELOPMENT

Incorporated in 1989 as a nonpartisan, nonprofit organization, the National Hispana Leadership Institute is committed to the education and leadership development of Hispanic women. According to NHLI, a U.S. Department of Labor study (*Glass Ceiling Initiative 1991*) found that minorities and women have made substantial gains in entering the workforce. However, they are not equally represented at the middle and senior levels of management in the government or corporate sectors.

Bureau of Labor statistics project that the female Hispanic labor force should grow by 53.6 percent between 1994 and 2005. Already, the population growth rate for Hispanic women has surpassed that of Black and White women, 54.1 percent, compared with 18.1 percent for Black women and 7.1 percent for White women.

Consequently, NHLI is committed to its vision to nurture "Latinas as Ethical World Leaders."

At the center of NHLI is its four-week intensive leadership training program, which spans nine months and is implemented in four different cities in the U.S. The first session is held in California and focuses on community-building support networks, diversity, and cross-cultural communication. The second session is held at the John F. Kennedy School of Government, Harvard University, and the third training week is held at the Center for Creative Leadership in North Carolina, California or Colorado. The final session takes place in Washington, D.C., where the participants explore the national political agenda with emphasis on policy development, the legislative process, and meetings with congressional representatives. In addition, each participant mentors Hispanic women for at least two years and develops leadership projects that will benefit a minimum of 25 Hispanic girls and/or women. To date, over 230 Hispanas have completed the program.

[illegible] Loretta Martinez, Veronica Lara [illegible] and Amanda [illegible]

Marisa Rivera-Albert, vice president-development, National Hispana Leadership Institute, Arlington, Va., says, "Each week has a different topic. We discuss cross-cultural communication, conflict resolution, race, class, and gender issues, and we also discuss inner-self and identity issues, and the history and culture of Latinas. This is important as our groups are diverse, including Mexicans, Argentineans, Colombians, etc.

"The first week of the training takes place in February. During the second week, in April, the participants do an overview of public policy and strategic planning. Then for the third week, participants go to the Center for Creative Leadership, an executive leadership program, where they can get feedback on their own decision-making and leadership styles. Throughout this program, they grow and develop as managers. By the end, they have had numerous opportunities to learn about themselves."

A survey of the graduates indicates that, on average, each alumna directs, serves, or has policy-making positions with four community organizations. Many of the graduates go on to pursue advanced degrees; many have become elected officials, senior managers, and decision-makers in a variety of fields. Some of the alumnae include: Honorable Leticia Hinajosa, State District Judge; Annie Betancourt, Florida State Legislator; Rosa Maria Melendez, U.S. Marshall; and Esmeralda Santiago, who has published her second book, *America's Dream*.

The institute recruits participants nationally from diverse geographic areas, ages, professions, and ethnic subgroups within the Hispanic community.

Rivera-Albert says, "We select 20 Latina professionals who have the desire to do bigger and better things to continue their role at the local, state, or national level."

While the four-week program concludes the training, the experience doesn't stop there, Rivera-Albert notes. "Each of the fellows is required to mentor other women at the workplace or in the community, and to develop a leadership project for 25 or more women or Latina youth. So the impact is not on 20 women but 500. After that, they become part of our alumnae and part of our great network."

A partial list of corporations and foundations that fund NHLI includes Bell Atlantic, Bank of America, Avon Products, Inc., Chevron Corporation, Coors Brewing Company, Chrysler, Exxon Corporation, Ford Motor Company, Univision Television Group, Inc., McDonald's Corporation, General Motors, Johnson & Johnson, Nike, Inc., Reebok Foundation, the Sara Lee Foundation, Southwestern Bell Foundation, Time Warner, and the United States Postal Service.

Antonia Novello

Marissa Rivera, president of NHLI and Dr. Antonia Novello

NHLI's goals are: to insure that Hispanic women are in leadership positions that have the access and power to influence public policy and shape an equitable and humane society; to enhance and develop leadership abilities among Hispanic women whose commitment, contribution, and dedication will forge and impact the future of America; to provide participants a national perspective and understanding of the complex challenges facing our society and the Hispanic community; to build the participant's self-awareness, confidence, communication skills, and personal leadership styles; to improve the participants organizational, management, strategic planning, and creative problem-solving skills; to provide visible role models of Hispanic women leaders; to increase awareness of the unique approaches and abilities of women as leaders; to positively impact public policy at the local, state, and national levels; to bring together women from diverse subgroups in the Hispanic community to work together toward a mutual agenda of nationwide support and empowerment that will benefit the Hispanic community and our society; and to improve the services provided to the Hispanic community by local, state, and national organizations.

The Mujer Award

In addition to the leadership institute, NHLI also pays tribute to the sustained lifetime achievements of a Hispanic woman every year at its Mujer Award Gala. This annual event recognizes a Hispanic woman who has served her community and acted with justice, love, and the deepest of pride in her culture. Dr. Antonio Coello Novello, former Surgeon General of the United States, was the 1998 honoree.

"We look for lifetime commitment. Not that they have done one great thing but that they have been truly committed. We look for women who are involved. NHLI looks for someone who represents the beauty, power, and leadership of a Latina; and by that I'm not referring to physical beauty, but someone who has talent and spiritual beauty of the Latina culture," says Rivera-Albert.

Past recipients include Miriam Colón-Valle, artistic director, founder of the Puerto Rican Traveling Theater; Irma Flores González, chair, NCLR Board of Directors; Juana Beatríz Gutiérrez, founder, the Mothers of East Los Angeles; Dolores Huerta, co-founder of United Farmworkers of America; and Antonia Pantoja, founder of ASPIRA and the National Puerto Rican Forum.

The criteria that candidates must meet to be considered for this prestigious honor include:

•This woman is a living symbol of NHLI's philosophy, "creating positive global change and a pluralistic society through personal integrity and ethical leadership."

•Throughout her life, she has sustained a clear vision for the future of the Hispanic community, and the actions of her life have consistently reflected that vision.

•Undaunted by difficulties, she has been faithful to herself and her beliefs and has acted with faith.

•Through the years, she has evolved with the times and has maintained herself grounded in the present social, economic, and political environment.

•She is a collaborative leader who inspires and motivates others and gets the task accomplished. She relishes life by basic principles and emulates her values.

•She understands her personal power but shares it easily with those whose lives she has touched. She values life, maintains joy, kindness, calmness, and inner peace.

•This woman has empowered many over the years through her service. She has acted with justice, love, and the deepest of pride in her culture. HO

New Teacher on a Mission

LONG ISLAND UNIVERSITY

Dropout Gives Encouragement She Never Got

BY MICHELE FORSTEN

"You'll never amount to anything. Why don't you give your seat to someone who's capable of doing the work?"

This is what Yazmin Pérez remembers her high school guidance counselor telling her. With a lack of support at school and family problems at home, Pérez took the counselor's advice and dropped out of the 10th grade. Soon after, she became pregnant.

Eight years later, the 25-year-old is soundly proving the guidance counselor and some of her public school teachers wrong. Last May she marched in the commencement exercises on the athletic field of Long Island University's Brooklyn Campus, the first in her family to graduate from college. She was quickly hired to teach by the Board of Education's District 19 in Brooklyn, and planned to begin work on her master's degree in education on Saturdays.

"I want to bring a little sunshine into my pupils' lives, give them a sense of hope, that they can do it," she says. "Many are burdened by poverty and other sources of family stress. That was my story, too, and I'm the perfect example that anyone can achieve, given the right environment, which I finally found at LIU."

For the first few years of her life, Pérez lived in an impoverished neighborhood in the Rio Piedras area of Puerto Rico, about 30 minutes from San Juan. With the death of her grandfather, who had been helping out financially, her immediate family–consisting of Pérez, her mother, father, and brother–moved into her grandmother's small one-bedroom apartment in the Bushwick section of Brooklyn.

Looking back on her elementary school days, during her field placement last year, Pérez came to a realization. "I saw that some teachers use a child's socioeconomic class as a barometer as to whether he or she can succeed," she says. "I remembered that when I was in school, some of my teachers sat all the less well-dressed pupils like myself together and didn't give them as much attention."

Pérez's mother, a homemaker, tried the best she could to instill the love of education in her daughter. But the family's problems were overwhelming. Pérez watched her mother's four brothers deteriorate and die from drugs, and her father become remote. School was not a haven for her. She left when she was 16.

A few years after her daughter was born, Pérez was thumbing through a newspaper and saw an ad for Long Island University's College Entry Program, which enabled students to obtain their GED and make the transition to college.

"I applied because I wanted to make a better future for my daughter, and knew I had to get an education," she explains.

But at age 20, she was a year too young for the program, she was told. A year later, however, she was pleasantly surprised to receive a letter from Nick McDonald, the program administrator, asking if she was still interested.

"I was so happy that he remembered me," she says. "It's been like that throughout my college career. My college advisor, Ann Marie Coffee, and several of my professors–Bob Nathanson (special education), Jessica Trubek (the teaching of reading), and Carole Kazlow (sociological foundations of education) believed in me so much. They motivated me to achieve and do well."

Pérez, who worked full time as a clerk for a wine and spirits importer while attending college, thought at first she wanted to be a nurse, but found that her heart wasn't in it. Her advisor saw that she was strong in the humanities and suggested that she consider a career in education. "After that, everything just fell into place."

Doing her student teaching in Red Hook, she was required to just observe, not participate, part of the time. Sitting in the back of the classroom, she underwent a stunning revelation: she, too, began stereotyping children who came to school without supplies, such as a pencil, as being incapable, just as she had been unfairly judged when she was younger. "I had thought only White upper-middle-class people felt that way, and here I was, just as bigoted!"

Through readings suggested by her instructor and a great deal of reflection, she realized that a lot of teachers spend time blaming their pupils instead of supplying what they need. "I realized it wasn't their fault they were coming to school unprepared, and it was my job to teach them to have respect for the supplies we give them," she explains.

It is obvious when talking to Pérez that she is passionate about being an educator, and that the love of learning her mother tried to instill in her is now present in full force–a gift that she will give to her students. "I intend to offer my pupils the positive reinforcement I didn't receive when I as their age," she says.

The Brooklyn Campus of Long Island University is one of the fastest-growing institutions of higher learning in the NY metropolitan area. It offers more than 11,000 students 120 programs in more than 50 undergraduate and a comparable number of graduate fields in the liberal arts and science, business, education, health professions, nursing and pharmacy, including doctoral programs in clinical psychology and in pharmaceutics.

People-Places-Publications-Conferences

PEOPLE

Campo's Poetry in Anthology

The poetry of Dr. Rafael Campo (pictured here) has been included in a new anthology released by the University of Iowa Press. Entitled *Blood and Bone: Poems by Physicians*, the publication was edited by Dr. Angela Belli, professor of English at St. John's University (N.Y.).

Campo, a professor of Internal Medicine at Harvard Medical School and winner of the 1993 Poetry Series Award, was the subject of a feature article in the May 8, 1998 issue of *HO*.

Co-edited by Jack Coulehan, professor of medicine and preventive medicine at the State University of New York-Stony Brook, *Blood and Bone* compiles contemporary poetry by physicians in myriad specialties. The 100 poems include works by Harvard Medical School Professor Robert Coles and by Dannie Abse, one of Great Britain's foremost poets.

Calendar Features Barraza's Artwork

Santa Barraza, Texas A&M University-Kingsville assistant art professor and department chair, signed her calendar artwork Dec. 9 at the University Bookstore. Barraza's work is featured in the 1999 calendar Images of the *Mujér* published by Pomegranate, with proceeds benefiting the La Raza Studies Department of San Francisco State University. The artists who were selected for calendar inclusion donated their images for use in the calendar. Having her art work signed is Nicole Kominis Wood, a senior education major. Also in the photo is Benjamín Varela, Kingsville senior, and Miguel Briseño, University Bookstore clerk.

Ferenz and Gonzáles-Carroll Receive Scholarships

Skagit Valley College

Stacia Ferenz and Mark Gonzáles-Carroll became the first Skagit Valley College (Wash.) students to receive scholarships from the nearby Logan Creek Retirement community, according to Skagit Valley's president, Dr. Lydia Ledesma-Reese.

Ferenz, a student at South Whidbey Center, is studying psychology and plans to transfer to a university where she can complete both her bachelor's and master's degrees. She helped organize a peer tutorial program at the Center.

Gonzáles-Carroll is studying art and English at Skagit Valley's Mount Vernon Campus and plans to become a teacher. He is active in student government and in the "Calling All Colors" club, which mentors 5th and 6th graders at Washington Elementary School.

Art of CMU's Domínguez on Exhibit

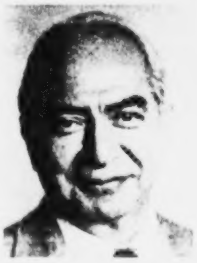
The brilliant landscapes and architecture of Mexico were exhibited at Central Michigan University (CMU) recently. More than a dozen paintings by Jesse Domínguez, a CMU art department faculty member, were featured in "Views from Above: Paintings of Mexico".

His landscapes often include buildings and archeological sites. "I paint landscapes because of the enormous complexity and contradictions that I see," said Domínguez. "I juxtapose the old with the new to create atmospheres of color that I can, in a sense, create the mood that I'm trying to express through the work."

Born in Torreón, México, he joined the CMU faculty in 1993.

Madrid Helps Shape Higher Education

According to North Carolina Governor James B. Hunt, Jr., Dr. Arturo Madrid has joined forces with a group of nationally known leaders to help shape higher education policy in the United States.



Madrid is a Murchison Distinguished Professor of the Humanities at Trinity University in Texas.

Other leaders include two governors, four CEOs of major corporations, several innovators in education, and a range of influential Americans. The group is serving as the founding Board of Directors for The National Center for Public Policy and Higher Education, which is chaired by Hunt.

Included among the national leaders on the board is Ramón C. Cortines, executive director of the Pew Network for Standards-Based School Reform, at Stanford University in California.

Padrón on ACE Editorial Advisory Board

Dr. Eduardo J. Padrón, Miami-Dade Community College (Fla.) president, has been named by the American Council of Education (ACE) to the Editorial Advisory Board of its triannual publication, *The Presidency*.

Speaking of Padrón's appointment to the editorial board, James J. Murray III—ACE vice president for External Affairs, said, "ACE realizes the importance of community colleges in American higher education. As one of the most influential and effective leaders in that sector, Eduardo Padrón will be an important contributor to our publication."

The Presidency is the flagship magazine of ACE and the only periodical devoted to college and university presidents, offering a forum for analysis on such critical topics as college costs, fund-raising, affirmative action, and legislation affecting higher education.

UNM Appoints Aceves Regents' Lecturer

The University of New Mexico (UNM) College of Arts and Sciences has announced the appointment of Alejandro Aceves, Department of Mathematics & Statistics, and three others as Regents' Lecturers for the period of 1998-2001.

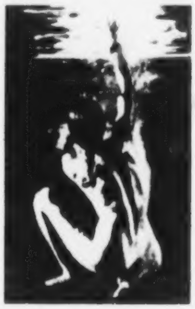
Regents' Lecturers appointments recognize achievements of the highest level by associate professors at UNM. The appointments entail annual financial rewards, usually for research, in addition to the prestigious title.

"It's one of the highest honors we bestow on our faculty," said Michael Fischer, dean, College of Arts and Sciences.

Also appointed were: Jane Selverstone, Department of Earth & Planetary Sciences; Kenneth Roberts, Department of Political Science; and Steven Gangestad, Department of Psychology.

Santiago's Art at Maryland Institute

The Maryland Institute, College of Art was pleased to include the work of alumnus Richard Santiago in *20/XX*, the invitational exhibition of alumni of the past two decades.



Pictured here is his oil on canvas, "Eclipse," 1998.

It has been said that Santiago's art combines a "fervent revolutionary spirit" with the "gift of an incredible hand, like that of an Old Master." According to one critic, the images in his work come from memories of growing up poor in Puerto Rico and recent travels to various countries.

Currently living in Puerto Rico, Santiago's studio was destroyed when Hurricane Georges landed on the island. Luckily, many of his paintings were on their way to Baltimore to be included in the exhibition when the storm struck.

He has a master's degree from the Hoffberger School of Painting.

Pena Wins Fashion Design Award

Luz Marcela Pena, fashion student at Miami-Dade Community College's (Fla.) Kendall Campus Center of Fashion Studies, beat out 64 other fashion students from across the country to win first prize at the prestigious Bobbin World Design Inspiration Fashion Competition held in Atlanta, Georgia.

The design competition aimed to encourage and promote creativity of design and to help discover new talent.

Pena used brown polyester and cream "vinyl-like" fabrics to create her elegant evening dress, replete with pleats on the bodice, tiers on the long skirt, fringes of cut faux suede, and a bustle train–reminiscent of the Victorian era.

Wanting to specialize in children's clothes design, Pena plans to be a major player in the fashion market.

Izarraras Keynotes SWC 10th Anniversary

One of the first students to enroll at the Southwestern College Education Center at San Ysidro (Calif.) in 1988 was the keynote speaker at the 10th anniversary celebration in November. Felix J. Izarraras graduated from Southwestern College in 1990. His first full-time job was as a production control assistant for Casio Manufacturing Corporation, where he later advanced to quality control supervisor. "I was hired because of my computer knowledge and experience, and because I had an associate's degree from Southwestern College," said Izarraras.

Southwestern College

He believes that his Southwestern College education also provided the basis for his current career as a California Highway Patrol officer.

Izarraras (left) is pictured here with Dr. Serafin Zasueta, Southwestern College president, who served as the first dean of the Education Center at San Ysidro.

New Hispanic Doctoral Fellows at NMSU

The Hispanic Border Leadership Institute at New Mexico State University (NMSU) has chosen four new Ph.D. students as W.K. Kellogg fellows. (Pictured here left to right)

Mariela Aime Rodriguez, Dolores Gross-Delgado, Eduardo Casillas Arellano, and Rachel Ortiz join six doctoral students who began their studies previously. They will be working toward doctoral degrees in educational administration.

Through a national search, the Institute selected the four to each receive $60,000 in support over three years of study at NMSU.

Ortiz has a bachelor's degree from Texas Women's University and a master's from Webster University. Gross-Delgado has a bachelor's from the University of North Texas and a master's from the University of Texas-El Paso (UTEP). Arellano has a bachelor's and a master's from UTEP. Mariela Rodriguez has a bachelor's and a master's from Our Lady of the Lake University, and a master's from the University of Texas-Brownsville.

Díaz on Northern Essex Board of Trustees

Dalia Díaz has been appointed to the Board of Trustees at Northern Essex Community College (NECC) in Massachusetts.

Díaz is a marketing/outreach specialist for the Department of Training and Development in Lawrence, Mass., and the director of *Rumbo*, a Spanish language newspaper. She was formerly the producer and host of *De Todo Un Poco*, an Emmy Award-winning program televised for many years by WLVI-TV in Boston.

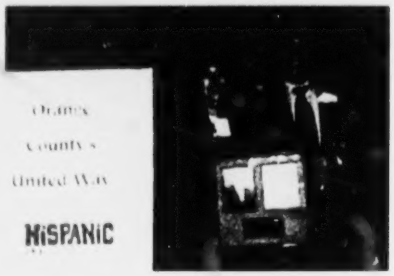
"Ms. Díaz is a remarkable person with boundless energy who always extends a positive and supportive hand to everyone around her," said NECC President David F. Hartleb.

Díaz serves on the board of directors of the Merrimack Valley YMCA and the Essex Art Center. She is a member of the Lawrence Mayor's Advisory Council and serves as president for the Cuban Cultural Center.

United Way Recognizes Hernández

Dr. Edward Hernández, Jr., chancellor of the Rancho Santiago Community College District (Calif.), was recognized as a distinguished community leader at Orange County's United Way 1998 Hispanic Influentials Salute.

The annual recognition, created by the Hispanic Development Council of United Way's Orange County Chapter in 1989, is awarded to individuals who display outstanding leadership accomplishments in the community through their talents and/or abilities.



Hernández oversees the operations of two community colleges and eight other educational sites throughout the district. Most recently, his dream of "bringing the college to the people" developed into the Marketplace Education Center in downtown Santa Ana, where all classes and parking are offered free to accommodate the low-income, working-class members of the community.

Vela Appointed Director of Development at UTB/TSC

Rafael E. Vela has been appointed Director of Development at The University of Texas-Brownsville (UTB) and Texas Southmost College (TSC) in Brownsville, Texas. Vela previously served as Coordinator of Special Projects and Development Activities in the Office of Institutional Advancement.

As director of development, Vela will develop a cohesive plan for raising funds for UTB/TSC. Vela said that he plans to establish partnerships between the community and public foundations in Texas and across the country.

"I am excited about the challenges ahead," said Vela. "We have made great strides in providing service to the people of this region and the state. The continued support of the community will assure that we move ahead. The future of our area depends on it."

Vela has a bachelor's degree from St. Edward's University.

Alvarez Directing Research Center

Mark Germain Alvarez is now the director of the newest research center on the New Mexico Tech campus–the IRIS/PASSCAL seismological instrumentation center.

Last year, the Incorporated Research Institutions for Seismology (IRIS) selected New Mexico Tech as the permanent site for its Program for Array Seismic Studies of the Continental Lithosphere (PASSCAL) Instrument Center, which replaced two related earthquake research facilities–one at Stanford University and one at the Lamont-Doherty Earth Observatory of Columbia University in New York.

Alvarez–fluent in Spanish, French, and English–earned a bachelor's degree from the University of California-Santa Barbara and a master's from Duke University.

PLACES

UHCL's Márquez at Bilingual Education Conference

University of Houston-Clear Lake Professor Dr. Judith Márquez (pictured here), along with two colleagues, presented papers at the Texas Association of Bilingual Education 26th Annual Conference.

The presentation, "The Mexican Educational System: Information for Teachers Working with Students with Limited English Proficiency from Mexico," was delivered by Márquez and Dr. Laurie Weaver. Both professors visited various parts of Mexico to observe classrooms, interview school personnel, and conduct archival research.

Another presentation, "Reflections of First Year University and Alternatively Certified Bilingual Education Teachers," presented by Márquez and Sylvia Holub, addressed the shortage of personnel qualified to teach bilingual education and discussed alternative certification programs.

UTSA Neuroscience Research Center Grant

Thanks to a five-year grant of nearly $6.3 million from the National Institutes of Health National Center for Research Resources, University of Texas-San Antonio officials have announced that the Cajal Neuroscience Research Center will promote interaction between neuroscientists and computer scientists in the emerging discipline of computational neuroscience–or neurocomputation–which involves using high performance computing in the mapping and analysis of the brain's response to stimuli.

The center is named for Spanish neuroanatomist Santiago Ramon y Cajal (pictured here), who received the Nobel Prize in 1906 for setting forth the Neuron Doctrine, which describes how the brain's cells communicate–a keystone of neuroscience theory.

Texas A&M-CC's Bilingual Education Grant

The Research Foundation and Texas A&M University-Corpus Christi (A&M-CC) have been awarded a $1.25 million grant from the U.S. Department of Education. The grant, submitted by Dr. David Berlanga, associate professor of education at A&M-CC and director of bilingual/ESL education, is primarily designed to train undergraduate students interested in acquiring a bachelor's in bilingual elementary education and graduate students seeking certification in bilingual/ESL education.

Berlanga has been actively involved in bilingual, ESL, and multicultural education since 1972. He has received numerous grants from the Department of Education during his tenure at A&M-CC.

Towson Students Help Hurricane Victims

In October, Hurricane Mitch ravaged the Central American nations of Honduras, Nicaragua, El Salvador, Guatemala, Costa Rica, and Belize. In response to the disaster, students and faculty at Towson University in Maryland collected more than 200 boxes of clothing.

In December, they loaded the boxes onto a truck marked "Central America or Bust" headed for Miami. Upon arrival, the goods were transferred to a freighter en route to Central America, where they were distributed as needed to displaced families and others in need.

The drive was dedicated to the memory of Bolivian native Dora Elena Bustos, a teacher at Towson's Student Day Care Center who had shared many stories with the students about Central and South America.

Dominican Relations Discussed at CCNY

"Counterpoint of Diaspora and State: Political and Cultural Relations of U.S. Dominicans with their Native Land" was the title of a panel discussion held by the City University of New York Dominican Studies Institute at City College.

Professor Silvio Torres-Saillant (pictured here), director of the Dominican Studies Institute and the moderator of the discussion, said panelists focused on the paradoxical interdependence of Dominican Americans and their compatriots in the Dominican Republic.

Columbia's Journalism Link with Barcelona

To meet the demand for qualified journalists in Spain, a new master's degree program has been created through the collaborative efforts of Columbia University's Graduate School of Journalism and Continuing Education and the University of Barcelona.

Drawing on Columbia's tradition of excellence in journalistic training, the new program will differ from the traditional Spanish curriculum, which focuses on mass communications theory and public relations, with less emphasis on basic reporting techniques and new technology for investigation and research. The program is already being discussed as a model for future programs in the Spanish-speaking world.

SWT Hosting Multicultural Job Expo

The 10th anniversary of one of the largest multicultural recruitment fairs in the country, National Multicultural Job Expo, will be celebrated at Southwest Texas State (SWT) University April 8-9. The 10th Expo anniversary coincides with the SWT Centennial Celebration, which is being observed throughout the 1998-99 academic year.

The 10th annual Expo will give employers the opportunity to interview graduates from across the country, as well as identify candidates for co-op and internship programs and summer jobs.

Current students, recent graduates or individuals thinking about changing jobs or careers have the opportunity to get information from or interview with more than 200 companies, governmental agencies, and school districts.

For reservations and information, call SWT's Career Services at (512) 245-2645 or visit the Web site at <http://www.vpsa.swt.edu/careerservices/>.

St. Thomas' Exchange Program with Chile

St. Thomas University (Fla.) has established an exchange program with the Universidad de Viña del Mar in Chile. The program will foster the exchange of students and faculty and collaboration on research projects and academic programs. Transfer

credits will be given to students from both universities who take courses at the other university. Workshops for students and faculty of both institutions will be organized to exchange experiences and promote common projects.

Bartham Madain Ayub (pictured at right), Rector of the Universidad de Viña del Mar, and Rev. Msgr. Franklyn M. Casale (left), president of St. Thomas University, signed the agreement in Miami. Alfredo García, Deputy Consul of Chile, and Lita Haeger, president of the Chilean Chamber of Commerce in Miami, also attended the signing ceremony.

LIU Offering Latino Journal Subscription

Professor Félix M. Padilla, from the Department of Sociology and Anthropology at the C.W. Post campus of Long Island University in Brookville, N.Y., is offering the Winter 1999 issue of the *Latino Studies Journal*, which focuses on the importance of Latino/a success stories.

Latino Studies Journal, of which Padilla is editor, is a multi-disciplinary publication devoted to the study of contemporary and historic Latino/a life in American society. The latest issue features a contribution by guest editor Carol A. Mullen of Auburn University (Ala.), whose theme throughout the journal is the success stories of Latinos/as and their accomplishments in the areas of education, literature, religion, the arts, and community activism, among others.

For more information about subscriptions and manuscript submissions call (516) 299-2404.

Jazzman D'Rivera Heats Up LIU-Brooklyn

Cuban-born saxophonist and clarinetist Paquito D'Rivera cast a warm spell over Long Island University's Brooklyn (N.Y.) Campus as he performed with the LIU Big Band in December.

A child prodigy, D'Rivera began his musical studies under the tutelage of his father, himself a classical saxophonist. He first appeared on stage at age six, and he performed as a featured soloist with the Cuban National Symphony Orchestra while in his teens. He co-founded the Orquesta Cubana de Música Moderna and later the Grammy-winning group Irakere, whose explosive mixture of jazz, rock, salsa, classical, and traditional music took audiences by storm.

He has appeared with the National Symphony Orchestra, the Brooklyn Philharmonic, and the London Philharmonic, among others.

Newsmakers at Southern Colorado

David Trujillo, director of Sponsored Programs at the University of Southern Colorado (USC), was named Educator of the Month in October by the Latino Chamber of Commerce and the Pueblo Hispanic Education Foundation. Trujillo is recognized for creating educational opportunities for youth and for developing partnerships between the University and the community of Pueblo.

The team of Gloria Gutiérrez, executive assistant to the president at USC, and Armando (Mundy) Burciaga, admissions counselor, was awarded second place by the Pikes Peak Chapter of the Public Relations Society of America during a competition involving their campaign on the Joint Education Committee of both Pueblo Chambers of Commerce.

Rubén Martinez, associate provost, (pictured here) presented, "Human Rights and Chicano Communities: Historical, Contemporary and Emergent Issues," at the 1998 Annual Conference of the National Association of Human Rights Workers in Denver.

Dominicans 2000 Showcase National Agenda

In November, the City College of New York (CCNY) hosted two events run by Dominicans 2000.

A panel presentation, "Dominicans in the U.S. and the Twenty-First Century: The Demographic Reality and Its Impact," featured: Jemine Burgos, community specialist, Bureau of the Census, U.S. Department of Commerce; Daisy Domínguez, chair, Political Empowerment Committee, Dominicans 2000; Charles Rangel, House Representative, U.S. Congress; and Catherine Pichardo, director of community relations, National Association of Latino Elected and Appointed Officials.

Also, the Art Committee of Dominicans 2000 presented a visual art exhibition. Featured artists included: Josefina Báez, performing artist; Junot Díaz, fiction writer; and The Welfare Poets, performing artists group.

Cooper Art Partnership Garners Grant

The Saturday Outreach Program of Cooper Union's School of Art (N.Y.) has received a planning grant in the amount of $50,000 from the Lila Wallace-*Reader's Digest* Fund in support of a studio arts education program for teenagers. Cooper Union's partners in the Outreach Program are the Clemente Soto Vélez Cultural Center–whose executive director is Edgardo Vega Yunqué–and the Jamaica Center for Arts and Learning.

The Outreach Program—co-directed by Marina Gutiérrez (pictured here)—is aimed at providing the Vélez Cultural Center and the Jamaica Center with professional art and writing instructors, student-teachers, and mentors for after-school and weekend arts programs. These artists will help develop the curriculum that maximizes resources available at the centers, and will provide guidance to those students interested in pursuing degrees in the visual arts.

Investigación Sobre "Genes Malignos" Publicada en el Cáncer Journal

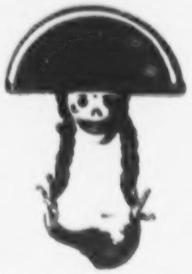
Los investigadores del Centro de Ciencias de la Salud de la Universidad del Norte de Texas están tratando de identificar cómo se comportan esos genes en la producción y propagación de las células cancerosas. Esos trabajos han sido publicados en la revista de investigación del cáncer (Cancer Research) en la edición del 15 noviembre.

Los investigadores del Centro de Ciencias de la Salud de la Universidad del Norte de Texas han estado trabajando con una proteína (PARP) que es la responsable por algunas de las acciones de un gen conocido. La proteína no es nueva para el mundo científico, pero la forma en que regula al gen y su papel en la muerte de las células alteradas ha sido documentada por primera vez por los investigadores de un centro de ciencias de la salud.

El equipo de investigadores de Fort Worth está dirigido por el Dr. Rafael Alvarez-González (pictured at right), profesor asociado de Biología Molecular e Inmunología en el centro de ciencias de la salud. El equipo de investigación del Dr. Alvarez es el único en Texas y uno de los tres grupos en todo el país que está estudiando los mecanismos de esta proteína. Este descubrimiento abre la puerta para estudios adicionales de las células tumorales a nivel genético, dice el Dr. Alvarez.

International Hispanic Conference at ASU

Hundreds of educators, artists, and community leaders from the United States and Latin America participated in an international Hispanic heritage conference at Arizona State University in December.



The conference marked the anniversaries of two major events in history, the signing of the 1848 Treaty of Guadalupe Hidalgo and the 1898 Spanish-American War.

"So much of who we are today is a direct result of those events," said Cordelia Candelaria, professor of English and Chicano studies. "The 1848 treaty allowed the United States to span the continent from the East to the West coasts. And the Spanish-American War made the country a global power, instead of an enclosed, inward-turning nation. This anniversary year is a perfect teaching moment to reflect and to learn about who we are."

Pictured here is "La Pelona," a mixed media artwork by Ester Hernández that was featured in the exhibition at the conference.

EPA Grant Helps UMDNJ Medical School

To help make important health information more readily available to Spanish-speaking communities, the U.S. Environmental Protection Agency has granted $[illegible]0,000 to the University of Medicine and Dentistry of New Jersey (UMDNJ) Robert Wood Johnson Medical School to translate its successful environmental risk assessment curriculum into Spanish. The curriculum, called ToxRAP (Toxicology, Risk Assessment and Pollution), will be available for use in Spanish-speaking elementary school classes throughout the state.

The Environmental and Occupational Health Sciences Institute, jointly sponsored by Rutgers and UMDNJ-Robert Wood Johnson Medical School, identified a need among the state's Spanish-speaking students for the kind of environmental risk information that is available for children in classes taught in English.

Minnesota's El Puente Program Enters Third Year

El Puente, a community service program designed by the University of Minnesota's Chicano/Latino Learning Resource Center (CLLRC), is entering its third year with nearly three times more participants than last year. Pictured here are many of the current mentors and mentees.

Through the program, university students establish relationships with students from St. Paul Humboldt and Minneapolis Southwest High Schools. Some mentors visit the schools once a week; others contact their mentees outside of schools.

CLLRC Director Manuel Guerrero attributes the program's success to the quality of its mentors. "I am so impressed with our mentors," he said. "We have many students who are interested in doing community service in their own quiet way."

One mentor, Louis González, a sophomore political science honors student, said, "I just can't say no to the kids. They are so motivated to learn, they just need somebody to guide them along."

PUBLICATIONS

Delirium and Destiny: A Spaniard in Her Twenties

by Maria Zambrano

Delirium and Destiny
A Spaniard in Her Twenties
Maria Zambrano

This book—part memoir, part lyrical novel—is both a bildungsroman about a young woman's intellectual formation during a crucial period of Spanish history (1929-1931) and a philosophical meditation upon the individuals place in society.

January 1999

256 pgs.

ISBN 0-7914-4020-6

$19.95 paper

SUNY Press

(800) 666-2211

The Latin Tinge: The Impact of Latin American Music on the United States

by John Storm Roberts

From the merengue wave to the great traditions of salsa and norteña music to the fusion styles of Cubop and Latin rock, this book sheds light on a rich and complex subject: the crucial contribution that Latin rhythms are making to our uniquely American idiom.

December 1998

294 pgs.

ISBN 0-19-512101-5

$14.95 paper

Oxford University Press

(800) 451-7556

Taking Women Seriously: Lessons and Legacies for Educating the Majority

by M. Elizabeth Tidball, Daryl G. Smith, Charles S. Tidball, and Lisa E. Wolf-Wendel

This book closely examines successful women's colleges to identify their distinctive characteristics and determine how these characteristics contribute to the success of their graduates. It offers insights to all who have a stake in the higher education of women.

1999

222 pgs.

ISBN 1-57356-092-8

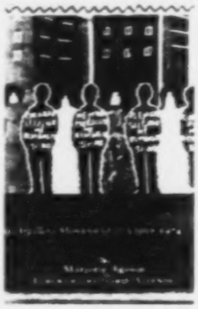
$29.50 cloth

ACE/ORYX

(800) 279-6799

Tapestries of Hope, Threads of Love: The Arpillera Movement in Chile, 1974-1994

by Marjorie Agosin



This book tells the story of ordinary women living in terror and extreme poverty under General Pinochet's oppressive rule in Chile (1973-1989) and how their lives did and did not change following his reign. These women defied military dictatorship by embroidering their sorrow on scraps of cloth, using needles and thread as one of the boldest means of popular protest and resistance in Latin America.

The book's Foreward is by Isabel Allende.

1996

160 pgs.

ISBN 0-8263-1692-1

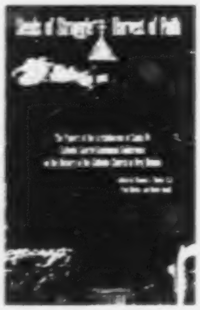
$39.95 paper

University of New Mexico Press

(800) 249-7737

Seeds of Struggle, Harvest of Faith: The History of the Catholic Church in New Mexico

Thomas J. Steele, S.J., Barbe Awalt, and Paul Rhetts, eds.



The importance of religion in New Mexico is manifest in this collection of essays—the proceedings of a 1997 symposium that represents the work of twenty-three of the region's most noted scholars and writers.

January 1999

456 pgs.

ISBN 1-890689-01-7

$27.95 paper

LPD Press

(800) 249-7737

Posada's Broadsheets: Mexican Popular Imagery, 1890-1910

by Patrick Frank

José Guadalupe Posada is one of the most important graphic artists of modern Mexico. This book offers a close examination of his extensive broadsheet work in its original context: the murders, disasters, revolts, and popular heroes that engaged the attention of the public in Mexico City in the declining years of Porfirio Díaz's dictatorship.

September 1998

264 pgs.

ISBN 0-8263-1904-1

$24.95 paper

University of New Mexico Press

(800) 249-7737

Medicine Stories: History, Culture, and the Politics of Integrity

by Aurora Levins Morales

At the heart of this book is the conviction that our survival depends on crafting a political practice capable of healing all our wounds, from global, macro-economic injustices to the intimate scars of cruelty in our lives. With essays on Puerto Rican-Jewish relations, English as a Puerto Rican language, and race and the invention of "whiteness."

October 1998

120 pgs.

ISBN 0-89608-581-3

$13.00 paper

South End Press

(800) 533-8478

Learning Foreign and Second Languages: Perspectives in Research and Scholarship

Heidi Byrnes, ed.

This book provides an overview of second-language acquisition research. Is language a system of linguistic forms to be acquired by the study of grammar, or is language a means of communication, where students learn not by studying rules but by engaging straightaway in the use of language to convey meanings? Here is an enlightening collection of essays.

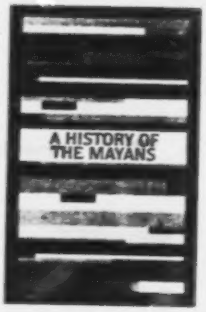
November 1998
322 pgs.
ISBN 0-87352-801-8
$19.75 paper
Modern Language Association
(212) 614-6382

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

A History of the Mayans



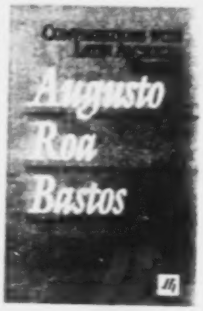
This program traces the history of Mayan civilization from its roots in Central America, to its glory days in Palenque, to its pointless destruction by Spanish missionaries in their quest to promote Christianity. Archaeologists working at Mayan ruins discuss their discoveries concerning the structure of Mayan society and provide enlightening insights into many of its rituals and customs. (45 min., color) Item #FFH 8336

Conversations with Latin American Writers: Mario Benedetti

Mario Benedetti

One of the most prolific writers in Latin America, Mario Benedetti works in all literary forms, from novels like *La Tregua* to journalism, poetry, and literary criticism. In this interview, he talks about politics now that the Cuban revolution is viewed by many as a failure. (Spanish, 41 min., color) Item #FFH 7607

Conversations with Latin American Writers: Augusto Roa Bastos



In this interview, we meet the eminent Paraguayan writer, Augusto Roa Bastos, who, in his short stories and two novels–*Hijo de Hombre* and *Yo el Supremo*–uses a rich, experimental language to create a vast, complex, and interrelated world.

(Spanish, 46 min., color) Item #FFH 7609

In Search of Contemporary Spain: Adiós to the Past?

In Search of Contemporary Spain
Adios to the Past?

In a small village in the harsh western region of Estremadura, 17-year-old Alicia is confronting a crucial decision: whether to stay or leave. Are marriage and staying in the village the best she can hope for in life? Villages, once the backbone of Spain, are struggling to survive. And the new Socialist mayor, a progressive priest, and liberal professional parents all provide differing points of view. (52 min., color) Item #FFH 2817

CONFERENCES

NAHP - United into the Next Millennium

March 4-8

Meeting of the National Association of Hispanic Publications. Of special interest to publishers of Hispanic publications and their staffs, among others. At the Waterfront Hilton, Huntington Beach, Calif.

Contact: NAHP, (202) 662-7250.

University of Vermont - Teleconference: Addressing Claims of Sexual Harassment

March 9 - Washington, D.C.
March 11 - Philadelphia

"How to Address Claims of Sexual Harassment: What the Law Demands," presented by The University of Vermont, Continuing Education. Intended for higher education professionals including Student Affairs, Human Resources, and Affirmative Action personnel.

Contact: UVM, (800) 639-3188. Visit teleconference Web site at <http://uvmce.uvm.edu/profprog.htm>.

Garden City Community College

March 17-19

Eighth consecutive Multicultural Conference, sponsored primarily by GCCC. The purpose is to share Garden City's experience, and the experience of others, in increasing cultural awareness and in sharing successful ways of building skills that are effective in multi-ethnic communities and organizations.

Contact: Edna López, (316) 276-9515, e-mail to <elopez@gccc.cc.ks.us>.

Cuban Research Institute

March 18-20

The Cuban Research Institute at Florida International University is hosting a conference on Cuban and Cuban American Studies. In Miami.

Contact: (305) 348-1991, e-mail to <crinst@servms.fiu.edu>.

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American

Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>

NACADA - National Academic Advising Association Regional Conferences

March 7-9: Great Lakes Region 5, Urbana, Ill.

March 17-19: Pacific Region 9, Los Angeles, Calif.

March 25-26: Northeast Region 1, Syracuse, N.Y.

April 7-9: Northwest Region 8, Seattle, Wash.

April 22-23: Region 2, Atlantic City, N.J.

April 29-30: North Central Region 6, Des Moines, Iowa.

April 29-30: Rocky Mountain Region 10, Ogden, Utah.

May 19-21: Mid-South Region 3, Lexington, Ky.

May 19-21: South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

Center for the Study of Diversity in Teaching and Learning in Higher Education

March 31-April 3

National conference: "Crossing Cultures of Learning: Communicating Through the Curriculum." At The Westin Hotel in San Diego, Calif.

Contact: Dr. Toni M. Forsyth, Executive Director, Center for the Study of Diversity in Teaching and Learning in Higher Education, De Anza College, Cupertino, CA 95014, (408) 864-8300/8993; Web site, <www.TeachLearn.fhda.edu>

ASPIRA-New Jersey - Latino Education Conference

April 5-6

The first-ever Latino Education Conference in New Jersey, this one will focus on "Where Are the Latino Voices in School Reform?" At Harrah's Casino and Hotel in Atlantic City.

Contact: William Colon, (973) 484-7554; for registration packet, call Carmen Nazario, (973) 484-7554. Web site, <www.aspira.org/NewJersey.htm>

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching, Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College at Jacksonville. At the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e-mail, <jchamber@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18

The 31st Annual CSC Central Connection, a joint conference with AFLTA, the Arkansas Foreign Language Teachers Association: "Standards for a New Century" will be held at the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.

Contact: Rosalie Cheatham, (501) 569-8159. Web site: <www.ualr.edu/~central state>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16

Its fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success" will take place in Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3053; e-mail, <mdominguez@csudh.edu>

National MultiCultural Institute National Conference

June 3-6

The National MultiCultural Institute (Washington, D.C.) will hold its 14th annual national conference: "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>

NCORE National Conference

June 3-7

It's the 12th annual national conference on "Race & Ethnicity in American Higher Education." Sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

NACADA - National Academic Advising Association

June 27-July 2

Academic Advising Summer Institute at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration will be conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College. Held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

ECS National Forum and Annual Meeting

July 11-14

The 1999 National Forum and Annual Meeting of the Education Commission of the States: "Reshaping Education for a New Century" will take place in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

HO

Book Review

By Isabel Schon, Ph.D.

Editor's Note: *This is "Part One: Books in Spanish for Adolescents" of a special, invited submission. Next issue will feature "Part Two: Books in Spanish for Children, Plus Book Dealers and Web Site."*

Encouraging Spanish-speaking youth into the world of books and reading is certainly much easier with wonderful books that they can understand and enjoy. The following recently published books include some of the world's best mystery, horror, and love short stories; delightfully appealing love poems; imaginative tales featuring the devil as the protagonist; as well as smooth Spanish renditions for children of well-known tales; honest novels and stories about rebellion, soccer, bullies, and the conflicts between siblings; and delightful short stories by the award-winning Puerto Rican author, Rosario Ferré.

I have indicated a tentative grade level for each book discussed, but professors, teachers, parents, and librarians should remember that the individual student's Spanish reading ability, interest, taste, and purpose should be the main criteria for determining the true level of each book. I have provided a price for each book. Prices of books in Spanish will vary with dealer and time of purchase.

- Bécquer, Gustavo A., and others. *Clásicos de amor (Classics about Love)* ISBN: 950-11-1278-0.
- Bierce, Ambrose, and others. *Clásicos de misterio (Mystery Classics)* ISBN: 950-11-1279-9.
- Poe, Edgar Allan, and others. *Clásicos de terror (Horror Classics)* ISBN: 950-11-1282-9.
- Each volume: 71 pages. *(Clásicos Juveniles)* Buenos Aires: Editorial Sigmar, 1998. Paper $995. Grades 6-12.

Just right for reluctant readers, this outstanding selection of some of the world's best short stories is sure to appeal to adolescents as they search for mystery, horror, or love short stories. The brevity of these stories (from three to twenty pages), the easy-to-read layout and design, and the simple yet appealing covers make this series even more inviting. *Clásicos de amor* includes "¿La dama o el tigre?" ("The Lady or the Tiger?") by Frank R. Stockton, "El abrazo" ("The Embrace"), "Una dama de Redhorse" ("The Lady from Redhorse") by Ambrose Bierce, "El regalo de los Magos" ("The Gift of the Magi") by O. Henry, "Los ojos verdes" ("Green Eyes") by G. A. Bécquer, "El pecado de Sui-hung" ("Sui-hung's Sin") by H. C. Andersen, and "El halcón" ("The Falcon") by G. Boccaccio. *Clásicos de misterio* includes "El hombre y la víbora" ("The Man and the Snake") by A. Bierce, "Narración sobre el fantasma de una mano" ("A One-Handed Ghost") by Sheridan Le Fanu, "El monte de las animas" ("The Souls' Mountain") by G. A. Bécquer, "El huésped ambicioso" ("Ambitious Guest") by N. Hawthorne, and "El corazón delator" ("The Tell-Tale Heart") by E. A. Poe. *Clásicos de terror* includes "El tonel Amontillado" ("The Cask of Amontillado") by E. A. Poe, "Schalken, el pintor" ("Schaklen the Painter") by Sheridan Le Fanu, "La muerta" ("The Dead Woman") by Guy de Maupassant, and "La mujer india" ("The Squaw") by Bram Stoker. Each volume includes brief, easy-to-understand comments about the genre and the short story as well as biographical sketches about each author.

- Casalderry, Fina. *¿Sobrevives? (Will You Survive?)* Translated from the Galician by María Jesús Fernández. Madrid: Ediciones SM, 1998. 121 pages. ISBN: 84-348-6027-9. Paper $1095. Grades 9-12.

Seventeen-year-old Francisco is often called to the principal's office as his attitude and behavior continue to deteriorate. Francisco can't stand his language teacher; he confronts her as well as several adults who are eager to help. In an engrossing first-person, stream-of-consciousness narrative, readers will eventually empathize with Francisco's feelings and thoughts upon his mother's death. Many adults will object to numerous obscenities; others will object to what some will describe as the protagonist's irreverent allusions to religion and God, but adolescents will understand the protagonist's defiance toward authority as he deals with his own grief and loss. Perhaps an uncle's serious drug addiction seems a bit contrived; nonetheless, this is an honest novel about adolescents' pain and rebellion.

- *De todo corazón: 111 poemas de amor (With All My Heart: 111 Love Poems)* Edited by José María Plaza. Madrid: Ediciones SM, 1998. 204 pages. ISBN: 84-348-6062-7. $1095. Grades 8-12.

As stated by the compiler, this is not "a rigorous, repetitive, canonical selection" of the best poems in the Spanish language, nor a collection by one of the most important poets in the history of literature, nor the most original poems; nor are they amazing by their imagery. Rather, it is a collection of love poems that should especially appeal to adolescents who are just discovering love and, possibly, poetry. In contrast to adolescents in English-speaking countries, Spanish-speaking adolescents—boys and girls—do search for and enjoy together love poems. Hence, this collection of 111 brief, simple poems will provoke in readers/listeners what the compiler desires: a spontaneous "¡Qué bonito!" (How nice!) From arguably the "best" love poem in the Spanish language of the nineteenth century, "Volverán las oscuras golondrinas..." by G.A. Bécquer, to the most popular of this century, "Puedo escribir los versos más tristes esta noche" by Pablo Neruda, to touching poems by the Mexican Jaime Torres Bodet, to mournful poems by the Nicaraguan revolutionary Ernesto Cardenal, these love poems are sure to elicit in Spanish-speaking adolescents those bewitching emotions that we've all relished.

- Prada Samper, José Manuel de. *Las mil caras del Diablo: Cuentos, leyendas y tradiciones. (The Devil's One-thousand Faces: Stories, Legends, and Traditions)* Illustrated by Luis Filella. Barcelona: Editorial Juventud, 1998. 246 pages. ISBN:84-261-3072-0. $2395. Grades 7-12.

Dr. Isabel Schon is director of the Center for the Study of Books in Spanish for Children and Adolescents and founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model in Education Award presented by the U.S.-México Foundation, the 1992 Denali Press Award from the American Library Association, and the 1987 Women's National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines

Long Beach City College, Long Beach, California has the following full-time openings

JOB HOTLINE: (562) 938-4050
TDD: (310) 202-3696
WEB: HTTP://WWW.LBCC.CC.CA.US
EMAIL: JOBS@LBCC.CC.CA.US

ADMINISTRATIVE POSITIONS	CLOSING DATES
Instructional Dean, Teaching, Learning & Technologies	March 31, 1999

ACADEMIC POSITIONS	CLOSING DATES
Accounting	March 10, 1999
Air Conditioning/Heating & Refrigeration	March 17, 1999
Architecture	March 17, 1999
Aviation Maintenance Technician	March 24, 1999
Bibliographic Instruction Librarian	March 31, 1999
Biology Instructor	March 10, 1999
Children's Program Coordinator	March 31, 1999
Computer & Business Information Systems	March 31, 1999
Computer & Office Technologies	March 24, 1999
Electronics/Electrical	March 31, 1999
English	March 17, 1999
History	March 10, 1999
Registered Nursing	March 31, 1999
Student Activities Advisor (60%) Instructor (40%)	March 17, 1999
Welding	March 24, 1999
Writing & Reading Center Coordinator/Instructor	March 31, 1999

LB
Long Beach City College

Long Beach City College
Academic Selection Committee
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for position announcement and application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach City College is an EEO/AA Employer.

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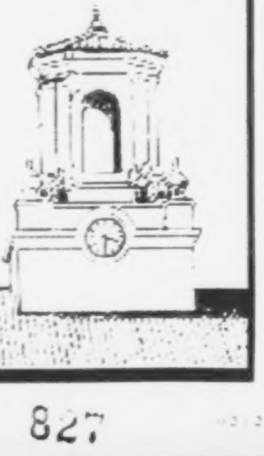

TEXAS A&M UNIVERSITY KINGSVILLE

The North Orange County Community College District is seeking qualified candidates for the following positions:

ACADEMIC POSITIONS:
Salary Range: $35,245 - $58,650
(tenure track, 100% contract)

CYPRESS COLLEGE
(closing date March 8, 1999)

- Art Instructor
- Biology Instructors (2 positions)
- Computer Science Instructor
- Counselor
- Dental Hygiene Instructor
- Mortuary Science Instructor
- Registered Nursing Instructor
- Physics/Astronomy Instructor
- Reading Instructor
- Social Science/Ethnic Studies Instr.

FULLERTON COLLEGE
(closing date March 15, 1999)

- Art/Art History Instructor
- Art/Graphic Design Instructor
- Business/Bus. Mgmt. Instructor
- Computer Info. Systems Instructor
- Counselor/Articulation Officer
- English Instructors (2 positions)
- Interior Design Instructor
- Mathematics Inst. (3 positions)
- Music/Guitar Instructor
- Music/Jazz Instructor
- Music/Piano Instructor
- Physical Educ. Soccer Coach
- Photography Instructor
- Political Science Instructor
- Psychology Instr. (2 positions)

MANAGEMENT POSITIONS:
Salary Range: $66,545-$87,572
(closing date March 30, 1999) (12 month contract)

- Dean of Mathematics & Computer Science
- Dean of Language Arts
- Dean of Social Science

To request an application packet and job description, please call or write:

Office of Human Resources
NOCCCD
1000 North Lemon Street
Fullerton, CA 92832-1351
Phone: (714) 578-8416

or e-mail
hr@nocccd.cc.ca.us
Visit our web page at
http://www.nocccd.cc.ca.us

VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:

- Can demonstrate a deep interest in pursuing a career in biomedical research;
- Can demonstrate being from a disadvantaged background;
- Have a GPA of 3.5 or better or are in the top 5 percent of your class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.

For more information, contact: UGSP
http://ugsp.info.nih.gov
e-mail: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

"I Found Myself In A Great Place."

You, too, will love the atmosphere at the College of Saint Elizabeth – where one-on-one attention plus academic excellence add up to a great learning experience. Find out how our emphasis on your personal and intellectual growth can help you to find yourself and excel!

INSTANT DECISION DAYS

February 15, 9am - 5pm
February 16, 9am - 8pm
February 20, 2 - 5pm
February 27, 10am - 2pm

Bring high school or college transcripts for immediate answer on admission. Please call for an appointment.

(973) 290-4700 or e-mail us at **apply@liza.st-elizabeth.edu**

College of Saint Elizabeth

Building On The Power Of Dreams
2 Convent Road, Morristown, NJ
www.st-elizabeth.edu

Florida Gulf Coast University

READING EDUCATION FACULTY

Join the excitement of building a new university and developing education programs and curriculum on the Gulf in Southwest Florida. FGCU, the newest university in the State University System, opened on August 25, 1997. **Qualifications:** Ph.D. in Reading Education or related discipline with evidence of success in teaching, service, and scholarly activities. Three years of successful public school teaching. **Preferred:** Ph.D. in Reading Education or related discipline with advanced degree in either ESOL or Special Education. Successful university level teaching experience and commitment to university-public school partnerships. Experience with various types of distance learning. *Appointment will be made at an Assistant/Associate faculty rank commensurate with the candidate's experience on a 9-month, multi-year contract basis. Available August 1999.*

TO APPLY: There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts will be required of candidates invited for an interview. Mail materials to: FGCU, Position # 11134, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565, **postmarked by the deadline date of March 16, 1999.** For further information, please call the 24-hour jobline at 941-590-1111 or visit our website at http://admin.fgcu.edu/hr/index.html.

Under Florida's Public Record Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply. Florida Gulf Coast University is an Equal Opportunity/Equal Access/Affirmative Action Institution.

SEE Your Future at USC

"The University of Southern Colorado celebrates the achievements of women in higher education and encourages the success of all faculty and students in pursuit of their dreams."

—Tito Guerrero, III
President
University of
Southern Colorado

ThunderWolf Country...

1-800-USC-GROW *http://www.uscolo.edu*

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GAINESVILLE COLLEGE

COMPUTER SCIENCE FACULTY POSITION
DIVISION OF MATHEMATICS AND COMPUTER SCIENCE

Gainesville College invites applications for a faculty position in Computer Science beginning **August, 1999**, pending budget approval. This is a ten-month, tenure-track position. The Division offers freshman and **sophomore level courses** in mathematics, computer science and statistics, and courses in learning support (developmental) math. The average teaching load is 30 semester hours per academic year. Gainesville College is a two-year unit of the University System of Georgia committed to teaching, service, professional development, and campus diversity. It is located forty-five miles northeast of Atlanta, with an approximate enrollment of 2800.

Duties/Responsibilities: The primary responsibility is to teach freshman and sophomore computer science courses. Faculty are expected to provide academic advising for students, contribute to committee work, assist with co-curricular activities related to the Division and the College, and demonstrate professional growth.

Qualifications: Applicants should have a Master's degree in computer science or a related field with at least 18 semester graduate hours in computer science. Extensive experience with an excellent record of performance in computer science may be considered in lieu of a Master's degree. Preference will be given to those with college teaching experience and credentials to teach information technology.

Salary/Rank: Salary and rank are commensurate with qualifications and experience. Possible summer teaching will provide additional income.

Application: Applicants should submit a letter of application, a statement of teaching philosophy, resume, unofficial copies of undergraduate and graduate transcripts, and three letters of recommendation to

Office of Human Resources
Computer Science Faculty Position
Gainesville College
PO Box 1358
Gainesville, GA 30503-1358

Review of completed files will begin March 1, 1999 and will continue until the position is filled.
Gainesville College is an AA/EOE employer.

Eastern New Mexico University

VICE PRESIDENT FOR STUDENT AFFAIRS

Eastern New Mexico University invites applications for the position of Vice President for Student Affairs.

The Vice President is a member of the University executive administrative team and is responsible for enrollment management, admissions, registrar, financial aid, student career planning, placement, counseling, health services, housing, student discipline, student life, and federal student service programs to the campus and region.

The successful candidate will possess a minimum of a doctoral degree in a field appropriate to administering student services in an engaged learning institution and a minimum of five years of management and leadership in student affairs for a diverse student population.

Review of applications:	Begins March 30, 1999
Anticipated start date:	August 2, 1999
Salary:	Negotiable

Send a letter of interest, resume, and names, addresses, and phone numbers of 5 professional references to

Vice President for Student Affairs Search
ENMU Personnel
Station #21
Portales, NM 88130

www.enmu.edu

AA/EO/Title IX Employer

Colorado State University

DIRECTOR
CHARLES A. LORY STUDENT CENTER

Colorado State University invites nominations and applications for the position of Director of the Charles A. Lory Student Center. The Director reports to the Vice President for Student Affairs and is responsible for all its units and programs, including campus activities, operations, maintenance, bookstore, dining services, and business operations. The Lory Student Center is nationally recognized for the quality of its programs and facilities and recently completed a $20 million renovation.

The successful candidate will meet the following qualifications: Master's degree in Student Personnel or related field (however, a doctorate is preferred), minimum of seven years of professional experience in student affairs, including five years of administrative experience in a senior administrative position in a college or university student union or large student affairs department, demonstrated success in program development, management, and leadership in higher education. Additional qualifications include demonstrated personal commitment to diversity combined with an understanding of an appreciation for cultural, ethnic, and individual differences; effective oral and written communication skills; strong organizational and strategic planning skills; ability to build an ethic of community and a climate of support; and personal qualities of enthusiasm, creativity, and willingness to take risks.

Salary is commensurate with education and experience with a starting date of July 1, 1999. Nominations must be received by 5:00 p.m. March 1, 1999, or your application consisting of a letter of interest, resume, and the names, addresses, and telephone numbers of three references must be received by 5:00 p.m. March 12, 1999 to **Dr. Dave McKelfresh, Chair, Search Committee for Director of Lory Student Center, Palmer Center, Colorado State University, Fort Collins, Colorado 80523 (970)491-6511.** Applications will be accepted until the position is filled, however, for full consideration completed applications must be on file on or before 5:00 p.m. MST, March 12, 1999.

Colorado State University is an equal opportunity/affirmative action employer.

KEAN UNIVERSITY
ANTICIPATED PROFESSIONAL POSITION
FINANCIAL AID OFFICE

Assistant Director - Computer and Office Systems. Under supervision of the Director of Financial Aid, will manage the office's automated student financial aid systems including Colleague, Ed Express, Direct Loans and NJ Gateway. Responsibilities: developing system and/or electronic solutions for office processes, oversight of interfaces with outside agencies, liaison to the University Computer Center, generation of management and statistical reports. Requirements: Bachelor's degree, Master's degree preferred; 2-3 years experience with automated financial aid systems; ability to adapt new technology to address existing and emergent information and operational needs; excellent communication skills; experience in a higher education financial aid office desirable. Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to Diane Earley, Director of Financial Aid, **KEAN UNIVERSITY**, Morris Avenue, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. **KEAN UNIVERSITY IS AN EEO/AA INSTITUTION.**

KEAN UNIVERSITY

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OREGON STATE UNIVERSITY

•PSYCHOLOGIST OR LCSW POSITIONS•

Oregon State University Counseling and Psychological Services (UCPS) invites qualified individuals to apply for at least 2 full-time 12-month clinician positions. **DUTIES:** Individual/group counseling, consultation, and career educational assistance. Develop and implement programs, workshops, and outreach presentations. Position reports to the Director of the UCPS. **QUALIFICATIONS:** Doctorate in Counseling Psychology or Clinical Psychology from an APA accredited program and internship or equivalent OR Licensed as a Clinical Social Worker in state of current residence. Will become licensed in Oregon as a psychologist or LCSW within 2 years of date of hire. Experience in university counseling center and demonstrated expertise developing and delivering programs and services in an one of the following areas: Multicultural Issues, Substance Abuse/Addictions, Affective Disorders, or Career Development. Committed to a developmental philosophy, a brief therapy model, and a demonstrated capacity to work with a diverse student population. **TO APPLY:** Send letter of interest relating experience to the position description, a curriculum vita, official graduate transcripts and three original letters of recommendation by March 22, 1999 to: **Bert Epstein, PsyD, Search Chair, Counseling and Psychological Services, 322 Kerr, OSU, Corvallis, OR 97331-2116.** Full position description available upon request. *OSU is an AA/EEO Employer*

•ASSISTANT DIRECTOR FOR CLINICAL SERVICES•

Oregon State University Counseling and Psychological Services (UCPS) invites qualified individuals to apply for the Assistant Director for Clinical Services position. **DUTIES:** Coordination and supervision of all clinical services within the agency; individual, group and couples counseling, consultation, assessment, and career services; serve on administrative leadership team; develop and implement programs, workshops, and outreach presentations. Position reports to the Director of UCPS. **QUALIFICATIONS:** Earned doctorate in counseling or clinical psychology from an APA accredited training program and internship. 3 years post-doc experience in a counseling or clinical service setting. Experience in a university counseling service. Demonstrated leadership, knowledge, experience in clinical service delivery systems to university students. Licensed as a psychologist in state of current practice and will become licensed as a psychologist in Oregon within 2 years of date of hire. **TO APPLY:** Send letter of interest relating experience to position description, curriculum vita, official graduate transcripts, three original letters of recommendation by March 22, 1999 to **Daniel Timberlake, PhD, Search Chair, Counseling and Psychological Services, 322 Kerr, OSU, Corvallis, OR 97331-2116.** Full position description available upon request. *OSU is an AA/EEO Employer*

DEPAUL
UNIVERSITY

Non-tenure Track Teaching Positions in Management

The Department of Management in the College of Commerce announces four non-tenure track positions in Strategic Management/Innovation Management, Operations Management and Change Management. Salary is competitive and commensurate with qualifications. Positions to be filled effective in the Fall of 1999, subject to funding availability. Desired qualifications for the positions include commitment to excellent teaching and demonstrated research potential.

Ph.D. in the functional area preferred; ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities include Management Undergraduate and Graduate classes. A complete description of all management programs and courses can be obtained at www.depaul.edu/~mgt.

Vitae must be postmarked by February 26, 1999, and should be sent to Dr. Gerhard Plaschka, Chairman, Department of Management, DePaul University, 1 East Jackson Blvd., Chicago, IL 60604-2287. Please, no phone calls or e-mail. DePaul University is committed to diversity and equality in education and employment.

Compliance Officer

POSITION DESCRIPTION:

The compliance officer works with administrators, faculty, students, and staff in developing and implementing affirmative action programs and insuring equal opportunity. Maintain primary responsibility for investigation and resolution of discrimination complaints (including ADA and sexual harassment complaints). Monitor compliance with EOAA regulations. Assist with coordination of the required Affirmative Action Plans and other reports as necessary. Assist with providing university-wide educational and training programs in the area of EOAA. Assist with programs dealing with issues of concern to minorities and women. Coordinate the university's response to exterior complaints raised by or with both federal and state agencies.

QUALIFICATIONS:

Preferred qualifications include a master's degree or equivalent training and work experience. Relevant experience preferably in higher education. Experience in interpreting and implementing EOAA regulations. Experience in the handling and resolution of complaints of discrimination. Experience implementing and conducting training programs. Excellent written, interpersonal, and analytical skills. Sensitive to the needs of, and commitment to working with diverse populations.

SALARY RANGE:

Professional faculty position at the rank of lecturer, twelve-month, nontenure track appointment. Salary is commensurate with education and experience. Full benefits package is included.

TO APPLY:

Review of applications will begin February 20, 1999 and continue until position is filled. Submit a letter of application stating qualifications and three references (name, address, and telephone number) to: **Elyzabeth Holford, Director, EOAA Office, Virginia Tech, Blacksburg, VA 24061-0216. Fax (540) 231-8510. Phone (540) 231-7500, TTY (800) 828-1120.**

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should notify Karen Poe at (540) 231-7518, TTY (800) 828-1120.

Virginia
Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

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College of Lake County is a progressive community college located in northern Illinois, approximately 45 miles north of Chicago, with student enrollment of 15,000. Dedicated to excellence in teaching, the college supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high-tech/high-touch" approach to education. The following full-time tenure track faculty positions are available in the following areas for Fall 1999:

FACULTY POSITIONS

Full-Time, Tenure Track

ANTHROPOLOGY/SOCIOLOGY

Master's Degree in Anthropology and additional graduate hours in Sociology

ART (COMPUTER ART/DESIGN)

Master of Fine Arts in Design, knowledge and experience in Raster, Vector, and 3-D programs plus animation, knowledge and experience in 2-D and 3-D fine art and graphic design required.

ART (PHOTOGRAPHY/DIGITAL PHOTOGRAPHY)

Master of Fine Arts in Photography/Digital Photography, knowledge and experience in fine arts and photography; knowledge and experience in black and white, color, color slide, and digital photography required

COMPUTER INFORMATION SYSTEMS (2)

Master's Degree in Computer/Management information systems, Computer Science, or Business Administration with MIS concentration, plus, at least two years recent microcomputer programming with object oriented technologies and business software applications required

COUNSELOR

Master's Degree in Counseling, College Student Personnel, or closely related field required

ENGLISH

Master's Degree in TESOL, Applied Linguistics, or in English Composition with a concentration in ESL, or in a closely related field required

ENGLISH

Master's Degree in English, Composition, or a closely related field required.

ENGLISH AS A SECOND LANGUAGE (ESL)

Master's Degree in TESOL, Linguistics, Applied Linguistics, or Adult Education with a specialization in TESOL or TESL or English as a Second Language

INSTRUCTIONAL DEVELOPER

Master's Degree in Instructional Design and/or Instructional Technologies. Course work in Curriculum Development, Instructional Design, Course and Program Evaluation, Test Construction, and/or Assessment Techniques. Training in the use of multi-media and other information technologies to design and deliver education, training in authoring systems, uses of the Internet and CD ROM technologies.

NURSE ASSISTING

Bachelor's Degree in Nursing, current licensure as a Registered Nurse (or eligibility for licensure) in Illinois, eligibility to meet Illinois Dept. of Public Health requirements for approved Basic Nurse Assistant instructors

NURSING (ADN)

Master's Degree in Nursing, current licensure as a Registered Nurse (or eligibility for licensure) in Illinois; at least two (2) years of current clinical nursing practice

POLITICAL SCIENCE

Master's Degree in Political Science

REFRIGERATION, HEATING, AND AIR CONDITIONING

Bachelor of Science Degree in Industrial Education, Industrial Technology, or related Engineering field, plus three (3) years of work experience in the installation and/or design of RAC/HVAC systems

The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism.

For full consideration, applicants must submit a completed application form, current resume, letter of interest, three (3) letters of recommendation and official transcripts of all degrees by March 26, 1999.

For application, contact Human Resources at (847) 543-2065; TDD# (847) 223-5615.

COLLEGE OF LAKE COUNTY
Attn: Human Resources
19351 W. Washington Street
Grayslake, IL 60030-1198

The College is an Equal Opportunity/Affirmative Action Employer which highly encourages the application of women, minorities, and persons with disabilities. Visit our website at http://www.clc.cc.il.us/

San Jose State
UNIVERSITY

DIRECTOR OF ALUMNI AFFAIRS/ EXECUTIVE DIRECTOR OF ALUMNI ASSOCIATION

EA99-002

This position serves as the Director of Alumni Affairs for San Jose State University (SJSU) and as the Executive Director of the SJSU University Alumni Association, an independent not-for-profit corporation. As Director, serves as the chief alumni officer for SJSU, reporting to the Vice President for University Advancement. As Executive Director, provides leadership and management to the SJSU Alumni Association under the auspices of the Association's Board of Directors.

Salary is competitive and commensurate with qualifications and experience. Required SJSU application, cover letter and résumé must be received by March 1, 1999. Postmarks are not accepted. Screening of applications will begin on March 8, 1999. Call (408) 924-2266 or visit our website at **http://www.sjsu.edu/depts/HR/opp.htm** for full job announcement and application materials.

This is a management position covered by the CSU Management Personnel Plan, with excellent benefits. Incumbents undergo management reviews and serve at the pleasure of the President. There is no commitment of permanent status.

San Jose State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect of each individual.

EO/AA/ADA/Title IX Employer

MIT

FACULTY POSITION

ENVIRONMENTAL POLICY SEARCH

The Department of Urban Studies and Planning at the Massachusetts Institute of Technology is seeking to fill a tenure-track faculty position at the Assistant Professor level in the area of **Environmental Policy**. The person we hire will be expected to teach undergraduates and professional degree candidates in planning and to supervise doctoral students specializing in environmental policy. The Department seeks a dynamic and creative teacher with a strong research track record in the study of environmental justice or environmental law and economics. Applicants with applied or practice-related experience will be preferred.

Applicants must hold a Ph.D. Send: (1) letter of application; (2) resume; (3) name, address and phone numbers for three references the committee may contact; (4) recent article prepared for publication; (5) several paragraphs describing one or two proposed courses that the candidate would like to teach. Send to: **Chair, Environmental Policy Search Committee, Department of Urban Studies and Planning, 77 Massachusetts Avenue, 9-332, Cambridge, MA 02139.** Review of applications will begin January 1, 1999 and continue until the position is filled.

For more information contact: Prof. Lawrence Susskind, Chair, Search Committee; Phone: (617) 253-2026; Fax: (617) 253-7402; e-mail: susskind@mit.edu

MIT is committed to increasing the diversity of our faculty. Members of underrepresented groups are strongly encouraged to apply.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

THE UNIVERSITY OF MISSOURI KANSAS CITY

Director of Institutional Research

The University of Missouri-Kansas City invites applications for the position of Director of Institutional Research who will be responsible for the development of a strategy for the IR office function, data collection, analysis, and report preparation in support of the University's planning, management, policy development, and research activities, development of improved data and reporting systems, and response to internal and external surveys.

Requirements: A doctorate in institutional Research, evaluation, and assessment, or a related field, five years or more experience in institutional research in a university setting, demonstrated skills in multiple approaches and methods of assessment and evaluation and an appreciation for diverse frameworks, competence in research processes including data collection, analysis, standardized/statistical reporting, statistical methods, and familiarity with computer hardware and software commonly used in institutional research, database development and management, analysis and programming, strong organizational, interpersonal, written and oral communication skills, supervisory and office management skills.

Active screening will begin immediately and continue until the position is filled. Salary is commensurate with experience and credentials. Provide a complete resume and cover letter with names, addresses and phone numbers of five references. Forward to

Dr. Marvin Querry
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 64110

UMKC is an AA/EEO Institution

DIRECTOR OF MULTICULTURAL OUTREACH

The State University of New York College of Environmental Science and Forestry (ESF), located in Syracuse, New York, seeks applications for the position of Director Of Multicultural Outreach. Working with students, faculty and staff, the Director will develop, implement, and supervise initiatives that will lead to a better understanding and appreciation of the individual and cultural diversity that exists at ESF.

Specific duties will include:

1. Providing appropriate interventions and support services to students of color, international students and students with special needs.
2. Promoting programs that deepen cultural awareness and understanding.
3. Serving as internal consultant to the College to provide better curricular and co-curricular multicultural education.
4. Advising the President regarding the best means for developing, maintaining, and enhancing the campus environment in support of our objective to celebrate multiculturalism and diversity.

QUALIFICATIONS

Master's degree and a minimum of 3-5 years professional experience with diversity and multicultural issues are required. College or university campus context preferred. The successful candidate must be able to demonstrate strong communication, program development, counseling and administrative skills. This is a calendar-year position with competitive salary and benefits.

APPLICATION PROCESS

Send letter of application, resume, and three professional reference letters, postmarked by March 12, 1999 to: **Julie L. Rawls, Search Committee Chair, 227 Bray Hall, SUNY ESF, 1 Forestry Drive, Syracuse, NY 13210.** For more information about the College, visit our web page at **http://www.esf.edu.**

The College of Environmental Science and Forestry is an affirmative action/equal opportunity employer. Women, minorities and people with disabilities are especially encouraged to apply.

STCC

South Texas Community College

McAllen, Texas

Announcement of 100 vacancies

Fall 1999-Spring 2000

South Texas Community College is looking for 100 ADDITIONAL full-time faculty members who have the right combination of professional experience, attitude, ability and equipped to meet the challenges of the fastest growing community college in Texas beginning Fall '99. We want to talk to you if you are flexible, dedicated to student learning, willing to work hard and wish to make a commitment to the mission and values of our College.

STCC is located in McAllen, Texas. This metropolitan area is located just 10 miles north of the U.S./Mexico border and approximately 65 miles from beautiful South Padre Island. Visitors come to the area to enjoy the sub-tropical climate, year-round golf and tennis, fresh and salt water fishing, and seasonal hunting.

ALLIED HEALTH

Associate Degree Nursing (4)
Medical Information (1) $
Health Information Technology (1) *
Patient Care Assisting (2) %
Vocational Nursing (2) $

BUSINESS

Accounting (1)
Business Administration (2)
Business Computer Systems (2)
Computer Science (5)
Computerized Office Technologies (2)
Economics (1)
Legal Assisting (1)

COMMUNICATIONS

Art (2)
Education (1)
English (8)
History (2)
Music (2)
Philosophy (1)
Spanish (2)
Speech (2)

MATH & SCIENCE

Biology (8)
Chemistry (1)
Math (3)
Physics (2)

SOCIAL & BEHAVIORAL SCIENCES

Child Care & Development (1)
Criminal Justice (3)
Government (4)
Health & Human Services/Social Work (3)
Physical Education (1)
Psychology (4)
Sociology (4)

TECHNOLOGIES

Automotive Technology (1) $
Computer Aided Drafting & Design (2) *
Electronics & Computer Maintenance (3) *
Heating, Ventilation & Air Conditioning (1) $
Manufacturing Technology (1) $

DEVELOPMENTAL

College Success (1)
Developmental English (4)
Developmental Math (6)
Developmental Reading (3)

MINIMUM REQUIREMENTS: All positions require a Master's degree with 18 graduate hours in a teaching field, except positions followed by one of these symbols: those followed by * require a bachelor's degree, those followed by a $ require an associate's degree, those followed by a % require a certificate, and those followed by • require only five years experience in field. Instructional sites are available in various valley locations.

Note: STCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Credentials of ALL Faculty must meet the requirements set forth by SACS.

Screening for these positions has begun and will continue until filled. Faculty appointments are for the Fall '99 semester, however Summer '99 employment may be possible. Salaries are commensurate with experience and educational qualifications as determined by the faculty pay plan. More detailed job descriptions may be obtained by visiting our homepages at **http://www.stcc.cc.tx.us** *To be considered, please send letter of application, STCC application, resume, copies of transcripts (official transcripts required prior to employment), and three current references with address and phone numbers to:*

STCC Office of Human Resources, PO Box 9701, McAllen, TX 78502, (956) 928-5082.

Individuals must submit a SEPARATE application for each teaching field desired.

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

DEAN
SCHOOL OF BUSINESS

Montclair State is a comprehensive public university offering a rich array of programs to approximately 12,000 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a distinguished faculty of 450 teacher-scholars, Montclair State offers ten undergraduate degrees in more than 70 major areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of over 60 and more than 1250 students, the School of Business provides a rich variety of programs leading to the Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science and Master of Business Administration degrees. Organized into five departments (Accounting; Law & Taxation; Economics & Finance; Information Decision Sciences; Management; and Marketing), the School of Business offers assistance to regional businesses through the International Trade Counseling Center, the Small Business Institute/Center for Regional Business and a variety of programs provided in conjunction with the Center for Continuing Education. Currently a candidate for AACSB accreditation, the School will host an on-site visit in AY 1999/2000.

The Dean, who is appointed by the President and reports to the Provost/Vice President for Academic Affairs, serves as the chief academic and administrative officer of the School. The Dean will provide the leadership and vision necessary to achieve ambitious goals in undergraduate and graduate education, fostering the integration of knowledge and its application with the regional, national and international community. More specifically, the Dean, in collaboration with the faculty and staff, will articulate a vision for the School that is challenging yet achievable and develop and adjust the strategic and operational plans necessary to achieve the vision. Working within the framework of the vision, she/he will guide the development of the curriculum, research and outreach activities to ensure that all programs are current, relevant and rigorous. The Dean will be responsible for the administrative and fiscal management of the School, with special attention to the recruiting and development of the faculty. She/he will be responsible for effectively representing the School to the campus, alumni and business communities and providing leadership in the pursuit of the external resources required to augment State appropriations.

Qualifications: Candidates should possess an earned doctorate and a record of academic achievement appropriate for appointment at the rank of full professor in a department of the School. In addition, she/he should possess:

- a commitment to excellence in teaching/learning, scholarship and the application of knowledge;
- a record of successful administration in higher education and/or corporate settings;
- a record of raising significant external funds;
- the ability to build effective relationships with the business community;
- the ability to foster a collegial, collaborative work environment;
- a broad understanding of the business disciplines and issues and trends in higher education;
- a thorough understanding of the AACSB accreditation process;
- a commitment to maintaining and extending student and faculty diversity;
- familiarity with a collective bargaining environment; and
- strong interpersonal communication and listening skills.

Salary: Dependent upon qualification.

Starting Date: July 1, 1999

Apply By: Review of applications will begin March 1, 1999 and will continue until the position is filled. The anticipated starting date is July 1, 1999.

Send letter and resume (include V-#) **to:** Dr. John McGinnis, Chair, Search Committee, Montclair State University, Box C316—V#012/HO, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

Guilford
College
Greensboro, NC

ENGLISH DEPARTMENT

Small Quaker college seeks an educator with creativity and vision to fill a full-time tenure track Assistant Professor position. This position includes staffing the Academic Skills Center 1/3 time and teaching a range of courses including first-year composition and world or American literature. We welcome interest in one or more programs and concentrations, e.g., African-American, Communications (including Journalism), Computer & Information Technology, Creative Writing and Secondary English Education. Ph.D. required. Guilford College is committed to hiring faculty of color, either U.S. nationals or non-nationals. Send letter, vita, dossier, and statement of educational philosophy to **Carolyn Beard Whitlow, Chair, English Department, Guilford College, 5800 W. Friendly Ave., Greensboro, NC 27410.** Visit our website for further information about the College: **www.guilford.edu**. Deadline for applications: March 12, 1999. AA/EOE

ORANGE COAST COLLEGE

DEAN
FINE ARTS

Orange Coast College, Costa Mesa, CA (**www.occ.ccc.edu**) seeks qualified candidates for a full-time, 12 month per year educational administrator opportunity. Reporting to the Vice President of Instruction, the Dean of Fine Arts provides leadership in curriculum development, coordinates development of semester schedules, manages a division budget, and serves a primary role in program promotions. Minimum qualifications include master's degree (or equivalent), two years of full-time administrative experience, three years full-time teaching experience, and ability to provide leadership to the fine arts education programs. Knowledge of Art, Broadcasting Arts, Digital Media Arts, Display and Visual Presentation, Electronic Media, Film/Video, Music, Photography, Theater Arts and or experience in the division's programs. Salary range $55,420-$83,776/yr. plus excellent benefits.

TO APPLY: Call or visit the District Personnel office to obtain a complete job description and required application form, #33-O-99, which must be submitted by the closing date of 3/31/99. *Resumes cannot be accepted in lieu of required application*

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
Equal Opportunity Employer

ASSOCIATE DEAN OF STUDENTS

The Associate Dean for Student Life will be responsible for the coordination and evaluation of direct services provided by the College Discovery Program, Counseling Center, Office of Disabled Student Services, Office of Student Health Services, and Women's Center. In addition, the Associate Dean will serve as liaison to on-going community outreach initiatives and will be expected to develop and implement new program initiatives. He/she will co-chair the campus retention committee and will be responsible for budget monitoring, personnel management, program assessment and evaluation of his/her assigned area of responsibility. He/she will perform other duties as assigned. Weekend availability for assignment will be expected. The successful candidate must minimally possess a Master's Degree in Counseling Psychology, Student Personnel Administration or other related fields (earned Doctorate highly preferred), and at least 8 years of experience in the supervision and administration of the areas for which responsibility will be given. The Associate Dean must possess skills and abilities in formulating and managing teamwork, organizing crisis and outreach groups, handling urban student challenges. Highly desirable skills include undergraduate/graduate teaching experience, familiarity with relevant computer software and related technology, and experience in working in a large urban community college environment. **Salary: $82.050/A - $102.749/A. Vac#764.**

DIRECTOR OF AFFIRMATIVE ACTION & COMPLIANCE (HEO)

The director of the college's affirmative action and equal opportunity compliance office, reporting to the president of Borough of Manhattan Community College/CUNY. The director will implement the City University of New York's affirmative action & equal opportunity policies at BMCC/CUNY & will work with appropriate campus offices to ensure compliance with the relevant city, state & federal statutes, including Executive Order 11246, Title VII, Title IX, Section 504 & the Americans With Disability Act. The director will work with senior management in developing & implementing the EEO/AA program including monitoring policies, practices & procedures, developing effective search strategies, networks & recruitment sources & providing the strength & leadership necessary to develop a campus environment that reflects BMCC's commitment to multi-cultural diversity. The director will be responsible for responding to & conducting investigations of complaints of non-compliance, including harassment claims; will also serve as the college's 504/ADA & Title IX coordinator; will manage the appropriate database necessary for report generation & revise the college's Affirmative Action Handbook. The director will act as the education resource support to the entire college community on matters relating to University, federal, state & city policies & legislation affecting affirmative action & compliance. The director will also serve as the principal campus contact with compliance agencies & the University with respect to these areas. The candidate must have a Baccalaureate degree (Master's preferred) & a minimum of eight (8) yrs of progressively responsible exp. in a position of leadership in higher education administration or other relevant areas. A record of success in the EEO/diversity arena, including facilitating the resolution of complaints; familiarity with regulatory requirements, law & guidelines, including OFCCP reviews. PC computer literacy with various desktop applications, excellent oral & written communication skills essential. **Salary: $49,866/A - $77,229/A. Vac#765.**

DIRECTOR OF COUNSELING (HEO)

Administrate and supervise counseling faculty and academic advisors in an urban community college setting offering personal, academic and career counseling programs for a diverse student population; establish and maintain relationships with all academic and service departments; develop and implement a counseling faculty retention program; conduct evaluation of faculty and staff; serve as liaison to CUNY Director of Counseling meetings. Other duties as assigned. Bachelor's Degree in Counseling Psychology, Psychology, Guidance and Counseling, or other related fields required; earned Doctorate degree in Counseling Psychology, Psychology, Guidance and Counseling highly preferred. Eight years of progressive administrative exp. in counseling center administration and supervision required. In addition, candidate should possess the ability to work with diverse constituencies; excellent communication (oral and written) skills, report writing, program development and evaluation. Skills in the utilization of technology and planning for counseling service accountability are desirable. Exp. with peer counseling, mentoring and supervision of student interns a plus. **Salary: $49,866/A - $77,229/A. Vac#763.**

DIRECTOR OF COLLEGE DISCOVERY PROGRAM (HEO)

Develop program and manage services provided for students participating in the College Discovery Program; conduct Program evaluations and collect data for mandated reports; administer and manage the CD Program budget; manage daily operations of the Program, including direct supervision of CD counseling faculty and support staff; work with other departments and offices of the College, i.e., Financial Aid, Admissions, Student Life Counseling Center, etc.; serve as liaison to CUNY Central Administration on all relevant Program issues. Bachelor's degree required; earned doctoral degree in Guidance and Counseling, Counseling Psychology, or Student Personnel preferred. Eight (8) years of progressively responsible experience in counseling and supervision. Knowledge of opportunity programs in higher education. Experience in counseling Special Program student a plus. In addition, candidate should possess demonstrated abilities to work with diverse constituencies; excellent communication (oral and written) skills. Annual Report writing, program development and evaluation, program and budget administration experience desirable. **Salary: $49,866/A - $77,229/A. Vac#768.**

REFER TO A SPECIFIC BMCC VACANCY # ABOVE AND SEND TWO (2) RESUMES WITH COVER LETTER BY 3/19/99 TO

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chamber Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED – NO PHONE CALLS, PLEASE

WOMEN'S STUDIES IN RELIGION PROGRAM
HARVARD UNIVERSITY, THE DIVINITY SCHOOL

Harvard Divinity School announces several full-time positions as Research Associate and Visiting Lecturer in Womens Studies in Religion for 1999-00. Full-time residence during the '99-'00 academic year while conducting proposed individual research projects for publication, design and teaching of a one-semester course related to research project in the appropriate Divinity School department: Hebrew Bible, New Testament, History of Christianity, History of Religion, Theology, Ethics or Religion and Society. The positions are open to candidates with doctorates in religion, to those with primary competence in other fields of the humanities and the social sciences who have serious interest in religion, and to leading religion professionals with equivalent achievements. Salary: $[illegible] plus benefits. Information concerning the deadline and application forms may be requested from **Ann Braude, Director of Womens Studies in Religion, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138.** TEL 617-495-5705 FAX 617-496-8904

http://www.wsrp.harvard.edu

SOUTHWEST TEXAS STATE UNIVERSITY

invites applications and nominations for the position of ***REGISTRAR***. Extensive experience as a Registrar, Assistant/Associate Registrar, or leadership in a closely related area of higher education are required. A Master's degree is strongly preferred.

Salary is commensurate with experience and education. Review of applications will begin February 1, 1999, and will continue until the position is filled.

SWT

More complete information concerning this vacancy can be seen at:
www.vpfss.swt.edu/personnel/personnel.htm

FLORIDA GULF COAST UNIVERSITY

DEAN
COLLEGE OF EDUCATION

Responsibilities include: representing the College on University-wide committees, working closely with the community, and responsibility for the budgets, programs, personnel, and facilities of the College. **Req'd:** An earned doctorate in an appropriate academic discipline, a strong background in education, and demonstrated successful experience as an administrative leader with the ability to collaborate with faculty to develop a shared vision. The candidate must qualify for faculty rank in one of the programs in the College of Education. **Prefer:** Experience with curriculum, program, and faculty/staff development. Also recognition as a scholar with an outstanding record of teaching, research and service. This is an Administrator/Faculty position with faculty rank. Appointment will be a twelve month, multi-year contract that is non-tenure earning beginning on or about July 1, 1999. **To apply:** Submit **two** copies of each: letter of interest, curriculum vitae, & list of five references postmarked by April 15, 1999 to: **FGCU, Pos. #11116, HR Dept., 10501 FGCU Blvd., S., Ft. Myers, FL 33965-6565.** For add'l info call our jobline 941-590-1111 or visit our website @ **http://admin.fgcu.edu/hr/index.html**. *The State University System of Florida is an Equal Opportunity Employer and encourages women, people of color, and people with disabilities to apply. The search is being conducted under the "Public Records Act" and the "Government in the Sunshine" law of the State of Florida.*

UIC

Jane Addams College of Social Work
University of Illinois at Chicago

DIRECTOR OF PHD PROGRAM

Starting date August, 1999. Applicants must have MSW, doctorate in social work or related field, experience teaching at doctoral level and supervising dissertations, and scholarly, service, and teaching record justifying appointment at associate or full professor level. Among substantive areas of interest are planning and management, child and family services, mental health, school social work, and criminal justice. Applicants must have a commitment to college mission of social work practice, research, and policy leadership on behalf of the poor, oppressed, racial and ethnic minorities and other at-risk urban populations. Search will continue until position is filled. ***The University of Illinois is an Affirmative Action/Equal Opportunity employer.*** Send letters of application, curriculum vitae and names and addresses of three references to:

Jerry Cates
Associate Dean
Jane Addams College of Social Work (M/C309)
University of Illinois at Chicago
1040 W. Harrison St.
Chicago, Illinois 60607-7134

C O L U M B I A

CHAIR, DEPARTMENT OF ART & DESIGN

COLUMBIA COLLEGE CHICAGO, tenure track position to commence September 1999

Due to retirement, Columbia College is seeking a Department Chair with a distinguished national record of achievements (e.g. exhibitions, publications, professional activities, etc.) and teaching. Administrative experience preferred. The Chair provides aesthetic vision and leadership in an open environment that seeks consensus and supervises extensive facilities and staff. There are twenty-one full-time faculty and over 100 part-time faculty, a long-standing curricular connection between the department of Art and Design and the department of Photography, and the Chair acts as liaison to the department of Photography.

The department offers the BA degree to 120 majors and is comprised of concentrations in Fine Arts, Fashion Design, Interior Design, Graphic Design, Advertising Art, Illustration and Product Design, along with a minor in Art History and an MFA in Architectural Studies and Interior Design. Familiarity with and support for new technologies is essential.

Columbia College is a diverse, open admissions, urban institution of 8,600 undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply. Send vitae, application letter, examples of creative work/scholarship, personal statement related to this position, and phone numbers of five references from whom letters may be requested to:

Human Resources Department
Art and Design Search Committee
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

SDSU

ASSOCIATE DIRECTOR

The Centre for Human Resources

San Diego State University is the largest of twenty-three campuses in the California State University (CSU) system. The main campus in San Diego and the Imperial Valley Campus in Calexico enroll more than 31,000 student in baccalaureate, masters and joint doctoral programs. SDSU is located in southern California, twenty miles north of the border with Mexico. The University serves the diversified population of California, and it participates in an increasing number of activities related to the US-Mexican border and the Pacific Rim.

The Centre for Human Resources (formerly known as Personnel Services) will focus on change management and strategic planning while continuing to provide the traditional human resource services of recruitment, selection, compensation/classification, benefits, payroll, and HRIS. With the demands for higher productivity, in higher education in general and SDSU in particular, human resources will be focusing on assisting the SDSU managers, supervisors and employees in achieving organizational excellence. This calendar year a major Human Resources Initiative is a top priority for this campus. The Centre and this position offer an exciting challenge for the person dedicated to making a difference in a changing environment.

The successful candidate must possess at least five (5) years of human resource management experience preferably in a complex and diverse environment. The applicant must have a BA/BS degree and strong communication skills, experience in delivery of service using new systems and technology with excellent organization and leadership skills.

To apply, please forward a cover letter, a current resume, three professional references and a salary history for the last five years to **Sue Blair, Director of The Centre for Human Resources, San Diego State University, 5500 Campanile Drive, San Diego, California 92182-1625.** Review of applications begins March 1, 1999, and continues until the position is filled.

EDUCATION

FACULTY POSITIONS

Full-Time, Tenure Track
FALL 1999

Moraine Valley Community College is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College, with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago. Currently, we are inviting applications for the following full-time, tenure-track positions that will begin August 16, 1999. **Candidates must possess a strong commitment to teaching and to the use of technology and innovation in the delivery of instruction.**

- **CHEMISTRY** - Will teach courses in fundamental, general, and organic chemistry. Must have instrumentation background in IR and GC. Master's degree (MA or MS) in Chemistry, Chemical Engineering, or chemical-related field required.
- **DEVELOPMENTAL MATH** - Will teach courses in developmental education and design course outlines and syllabi. Preference given to candidates with strong background in learning theory and willingness to teach students at a variety of ability levels. Masters degree in Mathematics or Math Education, to include 18 hrs of pure mathematics required.
- **HISTORY/POLITICAL SCIENCE** - Will teach college-level history and political science courses. Master's degree in Arts or Education with a major concentration in history, as well as graduate hours in political science, and ability to teach political science required.
- **INFORMATION MANAGEMENT SYSTEMS** - Will teach beginning and advanced IBM AS/400 and Internet technology courses. Must have strong AS/400 background and a working knowledge of the Internet and web based applications. Bachelor's degree in Computer Science, Information Systems, or related field required.
- **MATHEMATICS** - Teaching duties will consist of courses from all levels of mathematics from developmental and college algebra through calculus, differential equations, and linear algebra, including probability and statistics. Master's degree in Mathematics or Statistics required.
- **NURSING** - Duties will consist of teaching medical-surgical nursing in the Associate Degree Nursing Program. Master's degree in Nursing, licensed or eligible for license as RN in IL required. Recent clinical experience and teaching experience in community college preferred.
- **SOCIOLOGY/ANTHROPOLOGY** - Will teach college-level sociology and anthropology courses. Master's degree in Arts or Education with a major concentration in sociology required. Graduate hours in anthropology, and ability to teach anthropology strongly preferred.
- **SPANISH** - Will teach college-level Spanish courses. Master's degree in Arts or Education with major in Spanish required. Some graduate hours in French and ability to teach French strongly desirable.

Compensation package includes salary commensurate with qualifications and experience and excellent benefit program. Review of applications will begin February 26, 1999. To apply, please submit an application or resume together with a letter of application to the Office of Human Resources at

Moraine Valley
Community College

10900 S. 88th Avenue **Palos Hills, IL 60465**

MVCC encourages minorities, females, disabled, and veterans to apply

+USF
UNIVERSITY of SAN FRANCISCO

College of Arts and Sciences

INTERNATIONAL MEDIA/NEW MEDIA/VIDEO PRODUCTION

Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in New Technologies and/or Video Production at the Assistant Professor level, anticipated to begin in the Fall 1999.

Teaching responsibilities may include inter alia International Media, Media and New Technology and/or Video Production, and other courses according to the candidate's specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Lawrence Wenner, Chair
International Media Search Committee
c/o the Associate Dean for Arts, Humanities and Social Sciences
University of San Francisco
2130 Fulton Street, Harney 243
San Francisco, CA 94117-1080.

Applications must be received by April 1, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

Where Futures Begin

for those who know no bounds...

Exciting futures begin at **Cuyahoga Community College** for talented students **and** faculty who know that a bright mind can take those with ambition as far as they want to go. Here, a high-quality, affordable education for our multiculturally diverse student population is enabled by faculty who understand that life offers no real limits or obstacles, only boundless opportunities for greater achievement. Move your career ahead at a place where you are valued for your commitment to student success.

Faculty Positions Available

We are calling on professionals who recognize and value the varied roles faculty play in the success of the College and its students. If you are focused on student learning, committed to the mission and diversity of an urban community college, and flexible in your approaches to delivering curriculum, this may be the time to look into a faculty career at Cuyahoga Community College.

Here, the efforts of each faculty member are appreciated, recognized and rewarded with competitive salaries and an excellent benefits package.

Cuyahoga Community College

We encourage you to find out more about the opportunities available. Cuyahoga Community College vacancy notices are available on the **HR Tri-C Job Line: 216-987-4771,** or the College Web site: **www.tri-c.cc.oh.us/district/index.htm**.

An Affirmative Action/Equal Opportunity Employer m/f/d/v

Our Strength is Our Diversity

Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115

UIC

Jane Addams College of Social Work
University of Illinois at Chicago

ASSISTANT PROFESSOR AND ASSOCIATE/FULL PROFESSOR

Tenure-track positions

Starting date August, 1999. All applicants must have MSW, doctorate in social work or a related field, and commitment to college mission of social work practice, research, and policy leadership on behalf of poor, oppressed, racial and ethnic minorities, and other at-risk urban populations. ABDs will be considered if all degree requirements will be completed by August, 1999. Among substantive areas of interest are planning and management, child and family services, mental health, school social work, and criminal justice. Associate/full professor applicants must have teaching, service, and research track record justifying appointment at that level. Assistant professor applicants must have clear potential for excellence in teaching, service, and scholarship. Search will continue until positions are filled. ***The University of Illinois is an Affirmative Action/Equal Opportunity employer.*** Send letters of application, curriculum vitae and names and addresses of three references to:

Jerry Cates
Associate Dean
Jane Addams College of Social Work (M/C309)
University of Illinois at Chicago
1040 W. Harrison St.
Chicago, Illinois 60607-7134

COUNTY DIRECTOR/ SMALL FARMS ADVISOR

SANTA CRUZ COUNTY

(OFFICE: WATSONVILLE, CA)

THE UNIVERSITY OF CALIFORNIA, DIVISION OF AGRICULTURE & NATURAL RESOURCES, COOPERATIVE EXTENSION is seeking an academic candidate to conduct an education and applied research program with a 70% business and/or economic emphasis; 30% administrative responsibility as County Director in Santa Cruz County. Assure outreach and diversity efforts in development and delivery of programs. MS degree in Agricultural Economics, Agribusiness, Marketing, Business Management, or closely related field is required. Must be able to demonstrate research experience & capabilities, excellent written & oral communication skills, and effective teaching skills. Management and leadership qualities are essential including the ability to organize, coordinate, motivate, supervise, delegate, plan, project and evaluate. Demonstrated successful administrative experience desired. Successful applicant will be subjected to a background and criminal history check including fingerprinting. Beginning salary in the CE Advisor, Assistant I to Associate IV rank ($36,200-$52,600 yr.). **Closing date:** Open until filled, application review will begin 04/15/99. ***Refer to position #ASC99-02.*** AA/EOE. For complete description and application form, contact: **Candy Inouye, UC Cooperative Extension, South Central Region, 9240 S. Riverbend Ave., Parlier, CA 93648;** email: **cinouye@uckac.edu** or call **(559) 646-6535**.

TWO TENURE-TRACK LIBRARY FACULTY POSITIONS

San Francisco State University

San Francisco State University invites applications for two tenure-track library faculty positions in the J. Paul Leonard Library beginning August 2, 1999. Successful candidates will be expected to fulfill a combination of responsibilities in the areas of instruction, reference, collection development and liaison work with discipline-based faculty. Responsibilities for one position will focus on social sciences, business, and government publications; the other position will support such initiatives as information competence, distance learning and teacher preparation and provide instructional and liaison support for education and humanities or creative arts disciplines. Librarians have full faculty status. Appointment is expected to be at the rank of Senior Assistant Librarian with a minimum salary of $43,584. As faculty, librarians are expected to meet faculty requirements for tenure and promotion. Tenure is normally granted with seventh year reappointment.

REQUIRED QUALIFICATIONS: ALA-accredited Masters in Library and Information Science. Minimum one year post-MLS academic library experience with instruction and reference responsibilities. Ability to provide research advice on the use of print and electronic resources, including government sources. Experience and demonstrated knowledge in the teaching of electronic resources, including Internet/World Wide Web-based resources and understanding of the issues related to their delivery and access. Working knowledge of new and emerging technologies and familiarity with their impact on higher education and research. Ability to work independently and as a member or leader of a team. Ability to work effectively with culturally diverse campus constituency. Excellent oral and written communication skills. Strong service ethic. Ability to work evenings and weekends.

DESIRED QUALIFICATIONS: Knowledge and experience with collection development and management of print and electronic resources supporting university curricula. Academic background and/or professional experience supporting areas of the social sciences, business, government publications, information competence, education, and humanities and/or the arts. Technical knowledge of electronic delivery systems in current use in libraries; experience with web development and/or management or the like.

Information about the J. Paul Leonard Library and enhanced position descriptions are available at: **http://www.library.sfsu.edu.**

APPLICATION PROCEDURE: Review of applications will begin April 5, 1999 and continue until the positions are filled. Candidates should submit a letter of application, resume, and the names, addresses and telephone numbers of three references to:

Pam Kullberg, Personnel Coordinator
J. Paul Leonard Library
San Francisco State University
1630 Holloway Avenue
San Francisco, CA 94132-4030

San Francisco State University is an affirmative action/equal opportunity employer. Minorities, women, and persons with disabilities are encouraged to apply.

DIRECTOR OF FACILITIES

New Jersey City University is a multipurpose, urban-oriented, state funded four-year co-educational institution of higher education with an enrollment of over 8,500. It is located in Jersey City, New Jersey, within 15 miles of the cities of Elizabeth, Newark and Paterson in New Jersey, and the Boroughs of Manhattan, Brooklyn and Staten Island in New York City.

The University's forty-five acre campus has nearly 900,000 gross square feet of academic, administrative, and residential structures. Campus structures include: The Irwin Library, five major academic buildings providing classrooms, laboratories and academic offices; the Gilligan Student Union Building; an athletic and recreation building with a swimming pool and fitness facility; a Center for Media Technology and Communication Arts with studios for cinematography, television and radio; three dormitories and a maintenance facility.

This position provides overall administration of facilities including design, construction, utilities production and distribution, energy conservation, custodial support, recycling, grounds care, and routine maintenance.

REQUIREMENTS:
A Bachelor's Degree in Mechanical, Electrical or Civil Engineering or equivalent; relevant Master's Degree and/or professional license preferred but not required; five years of progressively responsible experience in facilities management services in custodial and plant operations involving project management, maintenance scheduling, and budget development, preferably at a facility of public higher education of equivalent size to New Jersey City University. Computer literacy in maintenance programs that include preventive maintenance, CAFMS, casualty prevention and energy conservation, and budgetary skills are essential. A commitment to working in a collaborative manner and the ability to foster trust and support among such varied constituencies as administrators, faculty, staff, students and the community are requirements. Excellent oral and written communication skills, including writing specifications to bid, are required. A demonstrated commitment to quality, customer service, staff development, diversity and safety are required.

Starting salary is in the range of $62,000 to $79,000, and is commensurate with qualifications. For consideration, applicants should send a comprehensive resume and cover letter discussing qualifications for the position to:

Michael Tepper, Chair, Search Committee
New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

Applications will be received until the end
of business Friday, March 19, 1999.

New Jersey City University is an AA/EO Employer

NEW JERSEY
CITY
UNIVERSITY

DIRECTOR, SPECIAL PROJECTS

GED Testing Service

The American Council on Education (ACE), has an opening for an indv. who will report directly to the Executive Director and will manage special projects and programmatic initiatives. Individual will represent the program to major constituencies and provide program and policy leadership as well as develop appropriate communications for policy analysis and research findings. Will provide marketing analysis expertise to GED partners regarding expansion of the GED Program. Will identify and develop mechanisms to strengthen the transition of GED graduates into postsecondary education and/or improved employment situations. Experience in process management preferred. Individual should have strong management capabilities, especially in a fastpaced environment with multiple priorities/projects. Must work effectively in a cross-functional team (matrix management environment). Strong oral and written communication skills required. Must be self-directed and innovative. Nominations and expressions of interest should be sent to:

Director, Special Projects - GED
American Council on Education
One Dupont Circle, NW, Room 804
Washington, DC 20036

EOE/AA/H/V

Albuquerque Technical Vocational Institute

TVI
COMMUNITY
COLLEGE

VICE PRESIDENT FOR STUDENT LEARNING

The Albuquerque Technical Vocational Institute (TVI), New Mexico's largest and most comprehensive community college, is seeking a dynamic, creative and sensitive educational leader to serve as its chief instructional officer.

TVI is a North Central-accredited institution serving 30,000 students (16,000 credit enrollment) at four metro-area campuses. The student body represents the district's ethnic diversity: Anglo 46%, Hispanic 37%, Native American 5%, Black 3% and Asian 2%. The budget is $76.3 million.

The Vice President for Student Learning reports to and works with the president to assure that TVI meets the Governing Board's mission of promoting and providing higher education, skill development and workforce training programs relevant to contemporary needs within the district and the state. The Vice President will lead the instructional team to sustain TVI's position as a progressive community college where students achieve goals and meet change.

Applications will be received until the position is filled. Anticipated date for employment is July 1, 1999. Because the search committee will begin reviewing materials in early May, applications are encouraged before April 30.

Complete job description and application requirements may be obtained from **Karen Willis (phone 505-224-4608, fax 505-224-4611) in the TVI Human Resources Department or by visiting the TVI website. http://www.tvi.cc.nm.us. Mailing Address: Albuquerque Technical Vocational Institute, Human Resources Department, 525 Buena Vista Dr. SE, Albuquerque, New Mexico 87106-4096.**

TVI is an equal opportunity institution. Minorities and women are encouraged to apply.

Harvard Law School

Criminal Justice Institute

Clinical Instructor

Working with the Faculty Director of the Criminal Justice Institute, the Clinical Instructor supervises law students providing legal representation to clients accused or convicted of crime and/or delinquency. The position also supervises and trains Harvard law students on all aspects of its curriculum-based criminal defense program; formally evaluates student work; assists in classroom teaching and curricula development; and assists in a variety of Institute projects, including research, amicus briefs on criminal justice issues and other written projects. The ability to teach and supervise law students in a clinical setting; strong written and oral communication skills with organizational, case management and documentation skills; as well as the ability to work independently and in teams, and in a demanding and periodically high stress environment are required. JD and admission to Massachusetts Bar with 5+ years' experience in criminal or juvenile delinquency defense and clinical teaching experience are strongly preferred. NOTE: Clinical Instructors are hired on term contracts for one, two or three years, with an initial one year term. This is a one year term appointment.

*HLS offers a unique work environment, comprehensive benefits and a generous tuition assistance program. Please forward your resume and cover letter to: **Mary Prosser, Deputy Director, Criminal Justice Institute; Harvard Law School; 1545 Massachusetts Avenue, Cambridge, MA 02138; or reply to: http:// www.openjobs@law.harvard.edu** (Word attachments only.)*

Learn more about our job opportunities: www.law.harvard.edu

An equal opportunity employer

Founded in 1940, Westmont is a residential Christian college of liberal arts and science, with 1200 students. As an undergraduate college, Westmont is a community of learners committed to challenging one another in a supportive, residential environment which promotes personal, intellectual and spiritual growth in Jesus Christ. Our faculty and staff affirm a Statement of Faith that serves as a foundation for our life as a community. Westmont awards the Bachelor of Arts and Bachelors of Science degrees in 26 majors, and is accredited by WASC. The campus is located in the beautiful Santa Barbara foothills near the Pacific Ocean, 90 miles north of Los Angeles.

ADMISSIONS COUNSELOR

An Admissions Counselor has the responsibility to recruit, advise, and assist in selecting a qualified and diverse undergraduate student that meets Westmont's enrollment and academic needs. A counselor represents Westmont to prospective students, their parents, high school counselors, pastors and youth leaders, and the community at large with additional focus on the recruitment of underrepresented students. Requirements include a bachelor's degree and an understanding of and commitment to high-quality Christian liberal arts education and multiculturalism. Excellent written and oral communication skills, the ability to work independently within a team environment and work effectively with a diverse constituency required. A valid driver's license and clean driving record is important. Previous admissions experience desirable.

Please send a letter of application and resume to Westmont College, Human Resources, 955 La Paz Rd., Santa Barbara, CA 93108-1099.

Application materials must be received is **May 1, 1999.**

For additional information, visit us at **www.westmont.edu**

Westmont complies with federal and state guidelines for nondiscrimination in employment and is committed to diversity.

COLUMBIA

CHAIR, LIBERAL EDUCATION

COLUMBIA COLLEGE CHICAGO invites applications for the position of Chair of the Liberal Education department. The department has 14 full-time faculty, 90 part-time faculty and offers 170 courses per semester in History, Humanities and Social Science for General Studies to 4000 students. The position is available July 15,1999. Review will begin March 1st and continue until the position is filled.

Responsibilities include visionary leadership on behalf of General Education in the College and off campus, demonstrated ability in administration, curriculum and faculty development, grantsmanship, scholarship and classroom teaching, commitment to sustaining our collegial atmosphere, supervision of full and part-time faculty and staff. Ph.D. in History, Humanities or Social Science, minimum 3 years academic administration, 5 years full-time teaching, familiarity with appropriate technologies and ability to work with a diverse faculty and student body in an urban, open admissions environment is essential.

Columbia College is a diverse, open admissions, urban institution of 8,600 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply.

Please send letter of application discussing your teaching philosophy and vision of General Education in History, Humanities and Social Science in an Arts and Communications environment, curriculum vitae, salary history and the phone numbers of five references (For more information, see web page **http://www.colum.edu/home.html.**) to

Liberal Education Chair Search
Human Resources Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe **m/f/d/v**

CENTRAL MICHIGAN
UNIVERSITY

Assistant Director/Minority Student Services

Central Michigan University seeks two Assistant Directors in its Minority Student Services Office. This office provides academic, personal, social and cultural support to students. To empower and retain students, MSS staff provide and enhance a campus environment where diversity is understood and celebrated.

One Assistant Director will be responsible for coordinating the Supplemental Instruction Program, College Education Enhancement Program, Peer Advisor Program, the Male/Female Training Workshops, and other retention efforts.

The other Assistant Director will coordinate the King/Chavez/Parks College Days and Summer Workshops, New Student Enrichment Mentor Program, Parent Empowerment through Academics and Knowledge Program, College Life Series, New Student Employment Conference, and other retention efforts.

Required qualifications for both positions include a Bachelor's degree and three years relevant experience with student academic support programs, or a Master's degree plus one year relevant experience. Master's degree is preferred. Strong communication skills, supervisory skills, organizational skills, knowledge of word processing and statistical software, and specific knowledge of Latino/a, Asian, African American and Native American cultures is desired.

Submit cover letter, resume, and the names and addresses of three references to

Human Resources/Staff
109 Rowe Hall
Mt. Pleasant, MI 48859

Review of applications will begin March 1, 1999 and continue until both positions are filled. Effective start date anticipated July 1, 1999. Salary commensurate with qualifications.

CMU, an AA/EO institution, is strongly an actively committed to increasing diversity within its community (see **www.cmich.edu/aaeo.html***)*

CARLETON COLLEGE

Northfield, Minnesota

STAFF PSYCHOLOGIST

Carleton College seeks a Staff Psychologist to provide general counseling services within The Wellness Center. This includes intakes, individual and group counseling, and crisis intervention. The individual in this position will also participate in the overall outreach and education efforts of the center as a whole. Opportunities to supervise advanced practicum students and assume leadership for administrative tasks within the center also exist. This is a ten month contract extending from the middle of August to the middle of June every academic year. This position is supervised by the Director of The Wellness Center. This position has no supervisory responsibility.

RESPONSIBILITIES: Provide intake assessments, individual counseling, and group counseling. See clients for ongoing individual counseling within our short term counseling model. Co-facilitate ongoing therapy groups with other professional staff or advanced practicum students. Do intake assessments with referral to appropriate resources as needed. Provide direct service to clients through intakes, individual counseling and group work for up to 60% of work time. Provide education and consultation services within the broader campus community. Participate in the training of peer staff (i.e. Resident Assistants, Student Wellness Advisors, etc.). Participate with other members of The Wellness Center staff in meeting the overall outreach and education goals of the center. Serve as a liaison or resource person in one of several areas based on interest and expertise (i.e. eating disorders, international students, chemical health). Be actively involved as a member of The Wellness Center Staff and within the Dean of Students Division.

Carleton College is a highly selective, coeducational, residential, non-sectarian liberal arts college with 1,850 students and approximately 200 faculty located 45 miles south of the twin cities of Minneapolis and St. Paul. Students come from all over the continental United States as well as several foreign countries.

QUALIFICATIONS: Required: Ph.D. in counseling/clinical psychology (ABD accepted); licensed or licensed eligible in the state of Minnesota; college counseling center experience. Preference will be given to candidates who have special expertise in any of the following areas: eating disorders, men's issues, chemical health, or international students.

If interested, please submit letter of interest, resume and reference information to: **Steve Davis, Ph.D., Chair; Staff Psychologist Search; The Wellness Center; One North College St.; Northfield, MN 55057.** Review of resumes will begin on March 15, 1999, and continue until the appointment is made. Women and minority candidates are encouraged to apply. AA/EOE

AUSTIN
COMMUNITY
COLLEGE

Austin Community College serves the Austin, Texas metropolitan area, which is fast becoming one of America's leading business, cultural and intellectual centers. ACC is the second largest institution of higher education in central Texas.

Austin Community College invites applications for the following positions:

FULL-TIME INSTRUCTOR POSITIONS FALL '99

- Accounting
- Associate Degree Nursing
- Astronomy
- Building Construction
- Chemistry
- CIS
- Commercial Art
- Computer Science
- Developmental Writing
- Economics
- Emergency Medical Services
- Engineering/Physics
- English
- Government
- History
- Hospitality
- Interpreter Preparation
- Legal Assistant
- Math/Developmental Math
- Digital Imaging/Printing
- Radio, Television and Film
- Reading
- Semiconductor Manufacturing Tech.
- Speech
- Surgical First Assistant
- Technical Communications
- Welding

FULL-TIME INSTRUCTOR POSITIONS SUMMER '99

- Dance
- Drama

HALF-TIME INSTRUCTOR POSITIONS FALL '99

- Geography
- Social Work

Submit resume/vitae or application and photocopy of transcript(s) to ACC, Office of Human Resources, **5930 Middle Fiskville Rd., Austin, Texas 78752**. Applications are available on the ACC web site at: **www.austin.cc.tx.us/hr** or you may call **(512)223-7534/7573** to request an application. An Equal Opportunity/Affirmative Action Employer.

COLUMBIA

CHAIR, DEPARTMENT OF PHOTOGRAPHY

COLUMBIA COLLEGE CHICAGO is seeking a Photography Department Chair with a distinguished national record of exhibitions/publications and teaching. Position available July 1, 1999. Administrative experience preferred.

The Chair provides aesthetic vision and leadership in a collegial, open environment which maintains a strong commitment to photography within a liberal arts context. The department offers the BA degree to approximately 450 majors, and includes an active graduate program leading to the MA, MFA, and MA in Museum Studies degrees. There are 14 full-time faculty members, more than 40 part-time faculty members, and 10 professional staff in the Department. There is long-standing curricular connection between the Department of Photography and the Department of Art and Design, and the Chair acts as liaison to that department.

Columbia College is a diverse, open admissions, urban institution of 8,600 undergraduate and graduate students emphasizing arts and communications in a liberal education setting. We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply.

Review of applications will begin March 1 and will continue until position is filled. Send vitae, application letter, statement of educational vision and leadership, slides, publications, or other samples of professional work, and phone numbers from five references from whom letters may be requested. For more information, see web page **http://www.colum.edu/home.html** Address materials to:

Photography Department Search Committee
Human Resources Department
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605
eoe m/f/d/v

BOSTON
UNIVERSITY
School of
Education

SCHOOL COUNSELING

The School of Education has available a school counseling position in the Department of Developmental Studies and Counseling. The tenure-track position is to be filled at the rank of assistant professor, with responsibility for program leadership.

Candidates must have an earned doctoral degree in counseling, a record of publication and research, and academic and professional interest in two or three of the following areas: counseling, philosophy, theory and practice; school counseling; group counseling; family issues; assessment; career counseling; and the education of the diverse student population in today's schools, including those with special needs. Candidates will be expected to teach courses, supervise students in field settings, conduct research, and work in interdisciplinary faculty teams for the purposes of program development. Candidates should, furthermore, hold an active license in psychology as well as current certification in school psychology and school guidance and/or school adjustment counseling.

Deadline for applications is March 31, 1999.

Send a letter of application, a current resume, sample publications, and the names, addresses, and telephone numbers of three references to:

Ms. Elizabeth Austin
School of Education, Boston University
605 Commonwealth Avenue, Boston, MA 02215

[illegible]

Search Extended

Faculty Vacancy Announcement

- **Director, Institute for Management and International Entrepreneurship** (#MBIMIE-9910) Assoc. Prof./Professor, tenure track; appointment eff. Fall 1999.

Provide leadership to academic institute in role similar to that of department chair and direct AACSB accreditation process from inception to successful conclusion.

Priority Screening Date: March 25, 1999. Position open until filled.

Tenure Track Searches Extended

Field Based Teacher Education

- **Literacy Methods –** rank open - #MBLM-9905
- **Pedagogy and Bilingual Methods –** Assistant Professor - #MBPBM-9906

Liberal Studies

- **Human (Child) Development –** Associate Prof./Professor - #MBHDCD-9909

Revised Priority Screening Date for all extended searches: March 1, 1999. Positions open until filled. Appointments effective Fall 1999.

For complete position announcements and University Vision Statement contact Recruitment/Academic Personnel Services, CSUMB, 100 Campus Center, Seaside, CA 93955-8001 (831/582-3569) or see CSUMB web posting at http://www.monterey.edu. To apply, send two copies of letter summarizing qualifications and ability to fulfill CSUMB mission, curriculum vitae, and list of four references (w/phone nos. & email addresses). Send e-mail applications to faculty_recruitment@monterey.edu. AA/EEO/ADA Employer

California State University
Monterey Bay

OREGON STATE UNIVERSITY

COUNSELOR EDUCATION

Assistant Professor of Counselor Education
(Tenure Track) preferred start date of September 16, 1999

The Counseling Program at Oregon State University offers M.S. programs preparing professional counselors to work in the K-14 public school system. All counseling degree programs are accredited by CACREP and the School of Education is NCATE accredited. Students in both the M.S. and Ph.D. Programs move through the Program as a Cohort following a competitive application process. The faculty works in an interdisciplinary fashion with the Education faculty. **RESPONSIBILITIES INCLUDE:** teach graduate courses in the M.S. and Ph.D. Counselor Education Program; coordinate the Community Counseling degree program; supervise practica/internships both locally and regionally; review counselor education's theory and technique courses to insure a child/adolescent focus; advise graduate students and serve on student committees; develop active research agenda and publication record; obtain external funding to support research agenda; and participate in professional organizations. **REQUIRED QUALIFICATIONS INCLUDE:** Doctorate in Counselor Education or closely related field (ABD considered); extensive and recent counseling experience with children (aged 3 to 12); and scholarship record commensurate with years in the profession. **PREFERRED QUALIFICATIONS INCLUDE:** recent counseling experience working with public schools; graduate of/experience with a CACREP accredited program; bi-lingual (Spanish preferred); bi-cultural experience; experience with obtaining external funding; and experience in distance education. **APPLICATION MATERIALS INCLUDE:** (1) a letter of interest and intent that also describes your experience and qualifications for this position; (2) a one-page statement of your theoretical orientation of counseling and philosophy of teaching; (3) a current resume, no longer than 10 pages, written for this position; and (4) a list of 5 names (addresses and telephone numbers) of references from counseling professionals. **SEND APPLICATION MATERIALS TO: Counselor Education Search Committee, OSU School of Education, 215 Education Hall, Corvallis, OR 97331-3502,** or for more information contact **Monica James at Tel: (541) 737-5956, email: jamesm@orst.edu. CLOSING DATE:** For full consideration, apply by March 26, 1999; applications will be accepted until position is filled.

OSU is an AA/EEOE and has a policy of being responsive to dual career needs.

COUNTY DIRECTOR/ 4-H YOUTH DEVELOPMENT ADVISOR

SAN BENITO COUNTY

(OFFICE: HOLLISTER, CA)

THE UNIVERSITY OF CALIFORNIA, DIVISION OF AGRICULTURE & NATURAL RESOURCES, COOPERATIVE EXTENSION is seeking an academic candidate to conduct an education and applied research program with a 70% youth development component as 4-H Youth Development Advisor; 30% administrative responsibility as County Director in San Benito County. Assure outreach and diversity efforts in development and delivery of programs. MS degree in Education, Social Sciences, Youth/Human Development, or closely related field is required. Must be able to demonstrate research experience & capabilities; excellent written & oral communication skills; and effective teaching skills. Management and leadership qualities are essential, including the ability to organize, coordinate, motivate, supervise, delegate, plan, project and evaluate. Demonstrated successful administrative experience desired. Successful applicant will be subjected to a background and criminal history check including fingerprinting. Beginning salary in the CE Advisor, Assistant I to Associate IV rank ($36,200-$52,600/yr). **Closing date:** Open until filled; application review will begin 04/15/99. ***Refer to position #ASC99-01.*** AA/EOE. For complete description and required application form, contact: **Cindy Inouye, UC Cooperative Extension, South Central Region, 9240 S. Riverbend Ave., Parlier, CA 93648;** email: **cinouye@uckac.edu** or call **(559) 646-6535.**

THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

SPANISH

Fall Semester Leave Replacement 3 Courses in Beginning Language

The position is being posted jointly with the **Five Colleges of Ohio Consortium**. For complete job description, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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COMMITTEE ON INSTITUTIONAL COOPERATION DIRECTOR

The Committee on Institutional Cooperation (CIC), with headquarters in Champaign, Illinois, seeks nominations and applications for the position of Director. The CIC, founded in 1958, is the academic consortium of the following institutions: University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, The Pennsylvania State University, Purdue University, and University of Wisconsin. The CIC is governed by the chief academic officers of these institutions and the Director reports to and works closely with the Chairman and Executive Committee of this group.

The cooperative spirit of the CIC Members has produced many successful programs and initiatives. The continued goal of the CIC is to sustain and enhance current cooperative academic activities among the institutions and to address the ever-changing needs of higher education from curriculum to technology to research.

The Director is a full-time, academic professional position. The successful candidate must have administrative experience at a research university, exhibit strong communication and interpersonal skills, and be a proven leader. The Director will provide leadership and guidance to the Consortium in many programs and projects. Some of the principal areas are: Access for Women and Minorities, Information Technology, International Programs, and Library Cooperation. Information on the CIC is available at our web site: www.cic.uiuc.edu.

Please send nominations, applications, and inquiries to the address below. In addition to a paper copy, the search committee would be pleased to receive applications or nominations that include a full vita saved on an IBM formatted diskette, or by e-mail sent to PSUSearch@psu.edu. Nominations and applications will be reviewed beginning immediately. The search will remain open until the position, which is available effective June 1, 1999, is filled.

John A. Brighton, Chair
Search Committee for Director of the Committee
on Institutional Cooperation
The Pennsylvania State University
201 Old Main, Dept. HI
University Park, PA 16802

The salary is competitive and commensurate with experience and qualifications and full University of Illinois fringe benefits are available to the Director.

The CIC and the University of Illinois are Affirmative Action/Equal Opportunity Employers.

VALENCIA

A BETTER PLACE TO START.

Valencia Community College, an innovative institution of higher education, is recognized as the ***National Community College of the Year*** for teaching excellence, student success and leadership and service to the community.

The college is currently recruiting **FACULTY** for the following 10 month, tenure track positions:

Criminal Justice
Hospitality & Tourism Management
Sociology/Education
College Prep Math
Speech
English
Mathematics
Biology
Political Science
Computer Engineering Technology
Microelectronic Manufacturing Technology
Office Systems Technology
Electronics Engineering Technology
Computer Programming & Applications

For consideration, applicants must submit a completed Valencia Community College application, copies of transcripts for all post-secondary work and a written statement describing his/her concept of a learning centered institution. **APPLICATION DEADLINE:** March 25, 1999. For an application packet and position announcement, please contact **Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; (407) 299-5000, ext. 1002, 1524 or 1741; fax: (407) 295-7477;** or email your request to: **pers@valencia.cc.fl.us**. For more information about Valencia visit our website at **http://valencia.cc.fl.us.** All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. EA/EO.

WESTERN CONNECTICUT STATE UNIVERSITY
Fall 1999 Faculty Openings
www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield county, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

WCSU invites applications for the faculty positions listed below.

Rank: The University anticipates filling most positions at the rank of assistant professor or below. Those positions where the University is considering filling the position at a higher rank are specifically noted.

Application Material: interested candidates should submit the a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts and three letter of recommendation.

Send Application Material to the individual identified in the department listing of positions at the following address:

Western Connecticut State University, 181 White St., Danbury, CT 06810.

Application Deadline for all the positions is **March 19, 1999**

BIOLOGY

Three positions available. Ph.D. required for all three. The successful candidates will have demonstrated excellence in teaching and will be seeking a career at a small, teaching oriented university.

- ☐ **Microbiologist,** tenure track position. Duties: teach introductory microbiology courses for nursing and biology majors, teach electives in microbiology and related fields for upper-division undergraduate and graduate students, may include coordinating a small Medical Technology Program.
- ☐ **Molecular and Cell Biologist,** tenure track position. Duties: teach upper-division undergraduate and M.A. level graduate courses in molecular and cell biology, including developmental biology, teach freshman level biology laboratories, establish a research program on their area of specialization involving upper-division undergraduate and M.A. level graduate students.
- ☐ **Plant Biologist,** one year sabbatical leave replacement for 1999-2000. Duties: teach an introductory level general biology course for non-science majors both semesters, teach sophomore level classes for biology majors in Plant Morphology during Fall semester and Plant Systematics during Spring semester.

Send Material to ***Dr. Howard I. Russock, Chairperson Biological Sciences***

COMMUNICATIONS AND THEATRE ARTS

Tenure track position. **Media Arts.** Duties: teach 12 semester load hrs per semester including media production, in particular post-production (non-linear editing), lighting and sound production, media aesthetics and criticism, share department teaching responsibilities in general education, develop department courses and expand program, advise students, assist in facilities and equipment management, continue creative and professional work, participate in University activities and governance. Qualifications: MFA or Ph.D. required, professional production and university experience desirable.

Send material to ***Karen GS ~~Raftery~~. Chairperson CTA Department***

COMPUTER SCIENCE

Two tenure track positions, appointed academic rank dependent on candidate's background and experience. Ph.D. in CS is preferred, however a master's degree CS along with extensive relevant experience will be considered. Duties: teach in several areas of computer science including C++, one position requires teaching operating systems, participation in curriculum development, participation in the university community and development of the candidate's research interests. In addition to the application material requested above, please submit a teaching philosophy statement.

Send material to **Dr Richard Jones, CS Search Committee, Dept. of Mathematics and Computer Science.**

EDUCATION

Two tenure track positions

- ☐ **Special Education** Duties: primary responsibilities include teaching undergraduates and graduate introductory courses in special education and undergraduate developmental psychology courses, teach graduate course in Learning Disabilities, participation in one or more professional development schools, supervision of a limited number undergraduate student teachers each semester. Requirements: certification as a special education teacher and demonstrated successful public school teaching experience in a special education and/or inclusionary classroom environment, must hold or be willing to seek a Connecticut CORE/BEST training certificate, earned doctorate in special education or associated field, prior university teaching experience in an NCATE accredited institution preferred.
- ☐ **Education Research Psychometrics** Duties: primary responsibilities include teaching graduate courses in educational research and a required course in tests and measurements. Requirements: demonstrated knowledge of qualitative and quantitative research methodologies, a record of success in advisement of graduate research projects, additional teaching experience in the area of instructional technology or curriculum preferred, successful experience as a certified public school teacher, an earned doctorate in educational research and/or tests and measurements, prior teaching experience in an NCATE institution preferred.

Send material to ***Dr. Thomas Cordy, Chairperson, Education and Educational Psychology Department.***

ENGLISH

- ☐ **Tenure track position.** Requirements: specialization in teaching expository and creative writing courses on the graduate and undergraduate level, expertise in Eighteenth-Century British Literature. Ph.D. required.
- ☐ **Temporary one year full-time position.** Duties: teach four course load per semester, American Literature and Freshman Composition. Requirements: Ph.D required, expertise in teaching an undergraduate Critical Methods course desirable.

Send material to ***Judith Sullivan, Chairperson, English Department.***

HEALTH EDUCATION

Tenure track position. **Community Health** option. Duties: teach undergraduate courses in community health, health education methods, health promotion, incorporate technology into curriculum, provide leadership in revision of health curriculum program, advise undergraduate students, serve on departmental and university committees as required, collaborate with colleagues on interdisciplinary projects, develop, locate and supervise community health internships, develop distance learning courses in community health, commitment to issues of cultural diversity. Qualifications: earned doctorate in Public Health with education/experience in community health, health promotion, environmental health, international health, program planning and evaluation, experience in college/university teaching essential, certification as a Health Education Specialist (C.H.E.S.) highly desirable, experience in distance learning and technology enhanced education, grant writing, a promise of scholarly contribution to the practice of health behavior and health education, and potential to conduct funded research, summer employment a possibility.

Send material to ***Dr. Jeannette Tedesco, Chairperson, Health Science Department.***

HISTORY

Tenure track position. **Asian History, China and the Pacific Rim**

The History and Non Western Cultures Department has a strong commitment to good teaching, achievements in scholarship and service to the department and university expected. Duties: teach introductory interdisciplinary courses and advanced undergraduate and graduate courses on China and the Pacific Rim (excluding Japan).

Qualifications: Ph.D. required, documented experience preferred.

Send material to ***Dr. John Leopold, Dept. of History and Non Western Cultures.***

MANAGEMENT INFORMATION SYSTEMS

Tenure track position. Department seeks candidates who have teaching and research interests in at least one of the following: Database Management, Information Security, Networks, Web design, Systems Analysis and Design, Business computing platforms, Simulations or Business applications of microcomputers. The successful candidate will be an outstanding teacher and willing to share new ideas in applied research in M[illegible]. Candidate will hold a Ph.D. or DBA in the appropriate field. IS industrial and/or consulting experience is desirable. Evidence of excellence and scholarly activity is highly desirable and required for advance ranks. Salary and academic rank dependent upon qualifications.

Send material to ***Richard Montague, Chairperson MIS Department.***

MARKETING

Tenure track position. Duties: teach undergraduate, graduate and evening courses in **Marketing Management.** Requirements: proven teaching ability at the undergraduate and graduate level, ability to use technology to facilitate learning and teaching, relevant business experience, academic or work experience in multinational marketing and/or direct marketing, demonstrated research abilities, doctorate in Marketing from an AACSB accredited university. The department maintains cooperative relationships with many regional businesses and has a distinctive industry-supported program in interactive Marketing.

Send material to ***Dr. Ronald Drozdenko, Marketing Department.***

NURSING

- ☐ **Tenure track position.** Teach medical-surgical nursing at the undergraduate level.
- ☐ **Tenure track position.** Teach psychiatric nursing at the undergraduate ~~level~~.
- ☐ **Temporary, full-time, one year position.** Teach medical-surgical nursing at the undergraduate level.

Requirements: Master's degree in nursing, relevant teaching experience, evidence of clinical experience in the identified area, eligibility for licensure as a Registered Nurse in CT, earned doctorate or enrollment in a doctorate program preferred.

Send material to ***Dr. Barbara Piscopo, Chairperson, Nursing Department.***

PHYSICS

Temporary, full-time, one year position. Duties: teach physics at the introductory level (calculus or non-calculus based), in addition to related courses in electronics and energy. Included is teaching both lecture and laboratory for the courses. A Ph.D in Physics (preferably as experimentalist) is required.

Send material to ***Dr. Alice Chance, Chairperson, Physics/Astronomy/Meteorology***
Phone (203)837-8669, Fax (203)837-8769

SOCIAL SCIENCES

Temporary, full-time, one year position. Duties: teach four social sciences general education courses per semester. Qualifications: MA degree or higher, clear evidence of teaching skills essential to application.

Send material to ***Jerry Bannister, Chairperson, Social Sciences Department.***

Western is an Affirmative Action/Equal Opportunity Educator/Employer. Women and minorities are encouraged to apply.

Northern Essex Community College
Haverhill, Massachusetts

ASSISTANT DEAN OF BUSINESS
International Programs and Non-Traditional Learning

The Assistant Dean reports to the Associate Dean of Business, International Programs and Non-Traditional Learning who reports to the Vice President of Academic Affairs The Assistant Dean has primary responsibility for the quality and administration of all Business Administrative Management and Health Information Technology Associate Degrees, options and certificates and Study Abroad Academic Programs, day and evening The Assistant Dean is expected to provide intellectual leadership and visionary direction while fostering a positive atmosphere that emphasizes learning centered teaching and career growth The Assistant Dean will be expected to assist the Associate Dean in the development and/or implementation of a variety of projects and initiatives that assist adult learners, new or returning to college, to be successful, and may instruct courses Earned Master's Degree or higher in a related discipline Increasingly responsible experience in academic or workplace management Strong instructional background in an institution of higher education, preferably a community college, which has included responsibilities beyond classroom instruction such as curriculum development, course development with an international perspective, scheduling of faculty, program review, work with a diverse student body, and a thorough understanding of the teaching/learning process Demonstrated understanding of and/or experience in the global marketplace Experience with a variety of credit generating options e g distance learning, credit for life learning, cooperative education, portfolio evaluation etc Capable budget planner and manager Experience in collective bargaining administration International or study-abroad work experience **Required Skills and Abilities:** Strong interpersonal and team building skills, creative, highly energetic and innovative leadership skills, excellent oral and written communication skills, experience and skill in helping faculty and staff to respond creatively to the needs of a diverse student population

Interested candidates may apply to the **Associate Dean for Human Resources at Northern Essex Community College, POST#83, Elliott Way, Haverhill, MA 01830** by sending a cover letter not to exceed five (5) pages by **March 12, 1999** The letter must include statements addressing qualifications, required skills and abilities, a detailed resume, and the names, titles, institutions/business and home telephone numbers of 5 references one former or present student, one supervisor, one peer, one support staff member and one community member Final candidates will be asked to complete an on site exercise and meet with a variety of campus groups Early submissions are encouraged Salary $34,000 - $67,000 with a complete fringe benefit package Starting salary will be consistent with educational background and experience and level of position

An Equal Opportunity/Affirmative Action Employer

TEXAS A&M UNIVERSITY

HEALTH EDUCATION
2 Assistant/Associate Professor (tenure track) vacancies

The Department of Health and Kinesiology at Texas A&M University, Health Division, seeks applicants with strong credentials in health education or related field for two vacancies beginning September 1, 1999 More information available at website **(http://hlkn.web.tamu.edu)**

• SPORT MANAGEMENT •
Assistant or Associate Professor (9 or 10 1/2 month tenure track) vacancy

The Department of Health and Kinesiology at Texas A&M University, Kinesiology Division, seeks applicants with strong credentials in Sport Management beginning September 1, 1999 More information available at website **(http://hlkn.web.tamu.edu)**

PHYSICAL EDUCATION/ TEACHER EDUCATION
2 vacancies - 1 Lecturer (9 month non-tenure track) and 1 Assistant Professor (tenure track)

The Department of Health and Kinesiology at Texas A&M University, Kinesiology Division, seeks applicants with strong credentials in pedagogy with an elementary education emphasis beginning September 1, 1999 More information available at website **(http://hlkn.web.tamu.edu)**

WESTMONT COLLEGE

Founded in 1940, Westmont is a residential Christian college of liberal arts and science, with 1200 students As an undergraduate college, Westmont is a community of learners committed to challenging one another in a supportive, residential environment which promotes personal, intellectual and spiritual growth in Jesus Christ Our faculty and staff affirm a Statement of Faith that serves as a foundation for our life as a community Westmont awards the Bachelor of Arts and Bachelors of Science degrees in 26 majors, and is accredited by WASC The campus is located in the beautiful Santa Barbara foothills near the Pacific Ocean, 90 miles north of Los Angeles

The following positions are available in the Student Life division

Chaplain: responsible to plan and execute high quality chapel programs for the college community and to coordinate and provide service and spiritual formation opportunities Masters of Divinity or a masters degree in a related field required, doctorate preferred Requires effective communication skills and the demonstrated ability to work with college students

Associate Dean for Residence Life: supervises residence life staff in six residence halls, maintains a highly visible profile with students, designs co-curricular educational programs in collaboration with faculty and student life directors, teaches Residence life course Requires MA in higher education or student personnel, minimum of five years experience in residence life

Director of Leadership Development: oversees all aspects of Leadership Development program, teaches four leadership courses each year, works collaboratively with faculty and staff to develop students' leadership abilities Requires Ph D preferred, minimum of two years teaching experience, demonstrated effectiveness in mentoring and discipleship 10 month position

Please send a letter of application, resume and two letters of reference to Westmont College, Human Resources, 955 La Paz Rd , Santa Barbara, CA 93108-1099 Applications will be reviewed as received
The closing date for Associate Dean for Residence Life and Director of Leadership Development materials is **March 5, 1999** and interviews will be held at NASPA
The timeline for the Chaplain search is not yet finalized
Applications will be reviewed as received
For additional information, visit us at **www.westmont.edu**

Westmont complies with federal and state guidelines for nondiscrimination in employment and is committed to diversity

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DEPARTMENT CHAIRS
HUMANITIES #99-138
SCIENCE #99-139

Your primary responsibility will be to provide leadership to the faculty and will report to the Dean of Academic Services These are twelve-month tenure track positions with faculty rank and will require some teaching

Requirements include a Master's degree with a minimum of 18 semester (30 quarter) graduate hours in Humanities or Science discipline, and a minimum of 3 years college-level teaching experience and at least three years administrative experience Must have strong management, leadership, communication, human relations and teaching skills and knowledge of current professional and educational issues Salary: $51,000+ (commensurate with education and experience) with excellent benefits The initial appointment will be for a term of up to four years with reappointment at the discretion of the President

STARTING DATE: July 1, 1999
APPLICATION DEADLINE:
March 19, 1999

For your application to be considered, please reference Pos Nos 99-138 (Dept Chair/Humanities) 99-139 (Dept Chair/Science), and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, telephone numbers) to:

Judy Chastonay, Human Resources Department,
3251 Panthersville Road,
Decatur, GA 30034.

Further details are available
on our Web Page at
http://www.gpc.peachnet.edu

EOE/ADA

Georgia
Perimeter College
An Associate Degree Granting College
of the University System of Georgia

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

Applicants should send a letter of application, resume, and three names, address and telephone numbers of references to the office of the appropriate dean by March 15, 1999.

COLLEGE OF EDUCATION ***Yiping Wan, Ph.D., Dean***

Assistant Dean - Assists the Dean in the management of the College by aiding in the determination and formulation of policies and providing overall direction for the College. Assists in planning, directing, and coordinating instructional programs, faculty development activities, research, and overseeing grants. Qualifications: an earned Doctorate in Education, demonstrated excellence in teaching, scholarship, and professional service, direct involvement in K-12 educational settings and in the pre-service and in-service preparation of teachers; knowledge of current reform efforts in teacher education; experience in academic program development, enrollment management, distance learning and educational technology; and effective interpersonal, verbal, and written communication.

Director of Office of Teacher Internships - Directs, organizes, plans and participates in the activities specific to field internships. Promotes the College in the community and maintains productive working relationships with schools and school districts. Oversees teacher certification. Qualifications: Minimum of a Master's Degree in Counseling or Education or a related field, experience in working with school districts supervising student interns, advisement, and processing teacher certificates.

COLLEGE OF ARTS AND SCIENCES ***Ansley W. LaMar, Ph.D., Dean***

Theater Technician/Technical Director - As Technical Director/Theater Technician, responsibilities include providing all production requirements for in-house theaters; including construction of all sets; training and supervision of student crews; performance systems operations including inventory control. In addition, candidate will be expected to design and build mainstage productions each year. Qualifications: This is a full-time, ten month position. Bachelor's Degree in B.F.A. in technical theater, and/or three years experience in technical theater; experience with set construction, scenic shop management, and set design.

NEW JERSEY CITY UNIVERSITY

New Jersey City University

2039 Kennedy Boulevard, Jersey City, New Jersey 07305

New Jersey City University is an AA/EO Employer

UNITED STATES DEPARTMENT OF EDUCATION

The U.S. Department of Education is seeking highly qualified educators and practitioners to serve as field readers for new discretionary grant programs. Selected individuals will evaluate applications for program competitions to be held this spring and early summer. The programs are:

GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs)
Contact: Karen Johnson at 202-260-3209

TEACHER QUALITY
Contact: Vicki Payne at 202-260-3291

TEACHER TECHNOLOGY
Contact: Tom Carroll at 202-260-1365

DEMONSTRATION PROJECT FOR DISABILITIES
Contact: Amie Amiot at 202-260-0415

CHILD CARE ACCESS
Contact: Cindy Brown at 202-260-8458

Interested persons should submit two copies of a resume (not to exceed two pages) for each program in which they have an interest to:

Field Readers
(Name of Program)
Post Office Box 23764
Washington, D.C. 20026-3764

CONSERVATORY OF MUSIC

Director, Dave Brubeck Institute

The University of the Pacific is extremely proud to announce that Dave and ola Brubeck have recently named the University of the Pacific as the recipient of the Dave Brubeck Collection and archival materials. Donald V. DeRosa, President of the University, has announced the Collection and the Dave Brubeck Institute as a University of the Pacific Hallmark of Distinction.

The University of the Pacific's Conservatory of Music seeks applications from qualified persons to fill a new, full-time (twelve-month) faculty position as the DIRECTOR OF THE DAVE BRUBECK INSTITUTE beginning the summer/fall of 1999. The ideal candidate

- will bring musical expertise, energy, leadership, integrity, and a strong personal interest in the breadth and diversity of Dave Brubeck's compositions and other contributions to the universe of music.
- will work with archivists in the University Library, Holt-Atherton Department of Special Collections in developing optimal ways to create and perpetuate a "living archive" of Dave Brubeck materials and, in particular, to encourage performance and scholarly inquiry.
- will coordinate with the Conservatory of Music faculty in augmenting and advancing the present jazz music program.
- will maintain competent skills in performance, teaching and scholarly research in jazz music at the university level.
- will work with the University Library Holt-Atherton Department of Special Collections as a resource consultant and assist in archive-related programming.

For serious consideration it is essential that applicants be visionary and achievement oriented, show evidence of highly capable organizational and management skills, have leadership abilities, and be able to coordinate and work with people to achieve objectives and goals.

A review of applications will begin February 26, 1999. The search will continue until the position is filled. Inquires, nominations and applications may be sent to Dr. Carl Nosse, Dean, Conservatory of Music, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211. **Telephone (209) 946-2417**
Fax (209) 946-2770 E-Mail cnosse@uop.edu Web site: www.uop.edu ***AA/EOE***

THE UNIVERSITY OF TEXAS AT EL PASO

UTEP

EXECUTIVE DIRECTOR

MEXICO-UNITED STATES IMMIGRATION HISTORY CENTER

The Mexico-United States Immigration History Center in EL Paso, Texas seeks an entrepreneurial leader to serve as the founding Executive director of a national center for the history of Mexican immigration to the United States. A Southwest Ellis Island, EL Paso is the largest American city on the U.S.-Mexico border and the fitting site for the development of this new center dedicated to the history of the movement of people between Mexico and the United States. The Executive Director will organize and lead planning for the Center and inaugurate its first national fund raising campaign. The Executive Director must demonstrate skill in leadership, fund-raising, management, and planning and must possess a deep commitment to the preservation and commemoration of the history of immigration across the border between Mexico and the United States. Submit letter of interest, resume, and references to **Dr. Charles Ambler, University to Texas at El Paso, El Paso, TX 79968.** Inquiries regarding the position may be directed to **Charles Ambler at 915-747-5725** or email: **cambler@mail.utep.edu**. More information may be found through our web page at www.utep.edu. The University of Texas at El Paso does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR OF HUNTER COLLEGE CAMPUS SCHOOLS AND PRINCIPAL OF HUNTER COLLEGE HIGH SCHOOL

The Hunter College Campus Schools (HCCS), which comprise the **Hunter College High School (HCHS)** and the **Hunter College Elementary School (HCES),** seek qualified candidates for the dual role of Director of the Hunter College Campus Schools and Principal of Hunter College High School. The HCCS are one of the nation's oldest centers for educating the intellectually gifted and serve a student body that is racially, ethnically, and socioeconomically diverse.

The Director/Principal reports directly to and is supervised by the Dean of the Hunter College School of Education. The duties and responsibilities of the Director/Principal include personnel selection and supervision, curriculum development, and budget management for the high school; oversight of these activities for the elementary school; and supervision and evaluation of the principal of the elementary school.

Qualified individuals should have the educational background, experience, and professional skills necessary to lead the HCCS towards an international reputation as laboratory schools/demonstration sites for the education of intellectually gifted students.

The position starts September 1, 1999.

QUALIFICATIONS: Training and experience in school administration, knowledge of theories and practices in the education of intellectually gifted students, proven managerial ability, experience with school based management, skill in working with a variety of constituencies, skill in curriculum and staff development. SDS or SAS certification is required. An earned doctorate in a relevant field is preferred. Experience with the full range of Pre-K-12 education is preferred. Evidence of leadership in the education of students from diverse backgrounds and in curriculum and staff development that affirm diversity is preferred.

SALARY RANGE: $74,773-$78,967 plus remuneration of $3,834-$13,231.

APPLICATIONS: Send letter of application, including the names, addresses and telephone numbers of at least three references by March 12, 1999 to: **Dr. Mario Kelly, Chair, Search Committee for HCCS Director, Office of the Dean, School of Education, Hunter College, 695 Park Avenue, New York, NY 10021.**

Members of racial/ethnic minority groups and women are encouraged to apply. An Equal Opportunity/Affirmative Action/IRCA/Americans With Disabilities Act Employer

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UNIVERSITY OF ARKANSAS

SURVEY RESEARCH CENTER

POSITION:	Field Director: 12-month research position with negotiable starting date. Start may be immediate, but no later than May 1, 1999
QUALIFICATIONS:	This position requires a record of successfully implementing surveys or managing complex research projects. A masters degree completed or in process in a social science or business is essential; a Ph.D. is preferable. Required are: an ability to assume multiple assignments, often under tight time frames; very good oral and written communications and an ability to write clear research reports for professional and public audiences; very good interpersonal skills; experience with computers in a networked environment and some evening and weekend work. Desirable qualities include: Experience using a CATI system, e-mail and/or other web-based surveys, mail and/or in-person surveys, and/or focus groups; knowledge of sampling methods; a strong background in social science research in general & survey methodology in particular; knowledge/experience with SAS or SPSS or other statistical packages; computer programming; supervisory skills.
RANK & SALARY:	Rank and salary depend on academic preparation and professional experience.
CLOSING DATE:	Review of applications will begin March 3, 1999 and continue until position is filled.
APPLICATION:	Interested persons should send a resume, official college transcripts, & three letters of recommendation to: **Molly Longstreth, Ph.D., Director, University of Arkansas Survey Research Center, ADSB 100A, Fayetteville, AR 72701.** For further information see **http//www.uark.edu/campus-resources/osredker/jobfac.htm.**

POSITION:

ROWAN UNIVERSITY

DEAN

COLLEGE OF BUSINESS ROWAN UNIVERSITY

DESCRIPTION:

Rowan University is seeking applications and nominations for the position of Dean of the College of Business The Dean provides the intellectual and academic leadership in the College of Business and serves as its chief academic administrative officer The College of Business is comprised of 31 full-time faculty, 1,000 undergraduate and 125 graduate students in the following academic departments Accounting/Finance Management/MIS, and Marketing The College of Business also features a dynamic Master of Business Administration program, a newly approved Masters in Accounting, as well as a successful corporate training and consulting outreach effort through The Management Institute The College of Business already enjoys an active and committed Dean's Advisory Board and Alumni Advisory Council Two recent gifts from the business sector have provided an endowed chair and supplementary funding for the MBA program Specific responsibilities of the Dean include all aspects of planning, budgeting and staffing (including recruitment, selection and evaluation), academic program review (including adherence to AACSB standards), curriculum and faculty development A critical priority for the Dean will be to lead the College of Business through the final years of the AACSB candidacy process The Dean of the College of Business will also be responsible for maintaining and enhancing links with the greater business community in the region and will be expected to play a key role in fund raising efforts for the College The Dean reports directly to the Executive Vice President/Provost and serves on the Council of Deans

QUALIFICATIONS:

Candidates must have an earned doctorate in a business field with an established record of teaching and scholarship that would warrant appointment to the rank of full professor, along with a demonstrated record of successful leadership and increasing levels of responsibility in higher education administration Candidates must also have experience with AACSB standards and the accreditation process A proven record of success in forming linkages with the business community and/or a distinguished record of accomplishment and success in business at the national or international level are highly desirable

In addition to the qualifications listed above, the ideal candidate will demonstrate the following

- Strong leadership and management skills and a record of accomplishment in planning and budgeting;
- A commitment to teaching, learning and scholarship with strong team building and faculty development skills, and experience in curriculum design for the 21st century,
- A record of successful consultation and program development with the business community,
- A commitment to affirmative action principles and outcomes, and
- Working knowledge of a collective bargaining environment.

ROWAN UNIVERSITY:

Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university The gift has been a catalyst for Rowan's transformation into a university of regional prominence Founded in 1923 as a normal school for teachers, the University enrolls over 9,500 students in degree programs ranging from bachelors' through doctorate The University is divided into six colleges (Business, Communication, Education, Engineering, Fine & Performing Arts, and Liberal Arts & Sciences) and a Graduate School The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes The University was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967 Additional information about Rowan University and the College of Business can be found on the World Wide Web at http //www rowan edu

APPLICATION PROCESS:

Applications and nominations for the position are invited Applications should include: a narrative letter indicating how the individual's experience and background relates specifically to the listed position qualifications a complete curriculum vitae, and the name and current title, address, and telephone number of five (5) professional references Applications will be reviewed beginning March 19, and continue until the position is filled Applications and nominations should be sent to

**Chair, College of Business Search Committee
Office of the Executive Vice President/Provost
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028**

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

St. Philip's College, a historically Black College and a Hispanic serving institution, is a comprehensive public community college with an enrollment of 8,900. SPC has strong programs in health careers and other vocational fields, and maintains transfer articulation agreements with Texas senior colleges. SPC has established a national reputation in instructional and learning resource technology and is the site of one of ten national Technology Transfer Centers supported by IBM and the League for Innovation in the Community College. For more information, go to our web site at www.accd.edu

Anticipated Fall '99 Tenure Track Faculty

* * * Arts and Sciences Disciplines * * *

Biology	**(99112)**	*** Developmental Math**	**(99116)**
Chemistry	**(99113)**	**Spanish**	**(99117)**
English	**(99114)**	**Theatre (Technical or Acting/Directing)**	**(99118)**
Government	**(99115)**		

Required: Masters degree with at least 18 graduate semester hours in the corresponding discipline of interest. * Bachelor's degree in Mathematics required to teach developmental courses plus at least 1 year teaching experience or graduate training in remedial education.

* * * Applied Science & Technology / Other Disciplines * * *

Accounting Information Systems Technology Instructor (99119)

Required: Associates degree (Bachelors preferred) in related field. 3 years (prefer 5) full-time related work experience. Teaching experience at postsecondary level preferred.

Automotive Technology Instructor (99120)

Required: Associates degree (Bachelors preferred) in related field. 3 years (prefer 5) full-time related work experience. ASE certification in minimum of 4 areas. Teaching experience at postsecondary level preferred.

Child and Family Development Program Director (99121)

Required: Bachelor's degree in the field (prefer Master's with at least 18 graduate hours in field). 3 years (prefer 5) full-time related work experience. Demonstrated knowledge and experience with NAEYC accreditation and CDA Certification. Teaching experience at postsecondary level and child care center management preferred.

Collision Technology (Auto Body) Instructor (99122)

Required: Associates degree in auto body technology, collision technology or closely related field (prefer Bachelors or higher degree in transportation technology or related field). 3 years (prefer 5) full-time related industry work experience. Must have experience in computer assisted instruction (CAI) and the "I-CAR" curriculum. Teaching experience at postsecondary level preferred.

Computer Information Systems Technology Instructor (99123)

Required: Bachelor's degree (Master's preferred) in related field. 3 years (prefer 5) full-time related work experience. Teaching experience at the postsecondary level and Microsoft or A+ Certification preferred.

Computer Numerical Control (CNC) Instructor (99124)

Required: Associates degree (Bachelors preferred) in Manufacturing Technology, CNC-Operator, Tool and Die, or closely related field. 3 years full-time (5 preferred) related industry work experience. Must be proficient with 3-5 axis CNC milling series and CAD/CAM design and related software. Teaching experience at postsecondary level preferred.

Counselor (99125)

Required: Masters degree in Counseling, Psychology, Social Work or related discipline that includes at least 18 graduate hours of counseling course work. 2 years experience as a professional counselor in a community college and Licensed Professional Counselor preferred. Provides academic & career counseling.

Counselor/Non-Traditional for Southwest Campus (99126)

Required: Masters degree in Counseling, Psychology, Social Work or related discipline that includes at least 18 graduate hours on counseling course work. 2 years experience as a professional counselor in a community college and Licensed Professional Counselor preferred. Provides academic & career counseling. Non-traditional calendar/9 months/mid-Aug to mid-Jan & mid-April to mid-Aug (Mo-Th 10a-7p, Fri 8:30a-1p & some Sats).

Culinary Arts Instructor (99127)

Required: Associates degree in field (prefer Bachelors in related field and/or American Culinary Federation (ACF) certification preferred). 3 years full-time (5 preferred) related work experience. Teaching experience at postsecondary level preferred.

Diesel Technology Instructor (99128)

Required: Associates degree in Diesel Technology or related field. Prefer Bachelor's degree in Transportation Technology or related field. 3 years (5 preferred) full-time related industry work experience. Must have experience in computer assisted instruction (CAI) and certification in 2 ASE areas. Teaching experience at postsecondary level preferred.

Dietetic Technician Instructor (99129)

Required: Bachelors degree in field (Masters preferred). 3 years full-time (5 preferred) related work experience. Registered Dietician (R.D.). Teaching experience at postsecondary level preferred.

Heating, Ventilation and Air Conditioning Instructor (99130)

Required: Associates degree (Bachelors preferred) in Heating, Ventilation and Air Conditioning or closely related field. 3 years full-time related industry work experience. Teaching experience at postsecondary level preferred.

Histologic Technology Instructor (99131)

Required: Associates degree in field and 5 years related work experience or Bachelor's degree in field and 3 years same experience. Certified ASCP Histologist. Teaching experience at postsecondary level preferred.

Home Building Instructor (99132)

Required: Associates degree (Bachelors preferred) in Construction Technology or closely related field. 3 years full-time related industry work experience. Teaching experience at postsecondary level preferred.

Industrial Maintenance Instructor (99133)

Required: Associates degree (Bachelors preferred) in Industrial Maintenance, Industrial Electronics, Instrumentation Technology or closely related field. 3 years full-time (5 preferred) related industry work experience. Teaching experience at postsecondary level preferred.

Licensed Vocational Nursing Instructor (99134)

Required: Bachelor's degree in field. 3 years (5 preferred) full-time related work experience. Current TX Registered Nurse license or eligible for registration within the minimum time. Teaching experience at LVN and/or ADN level preferred.

Machine Shop Instructor (99135)

Required: Associates degree in Machine Shop, Manufacturing Technology or closely related field. Prefer Bachelors degree in Machine Shop Technology, Manufacturing Technology or related field. 3 years (5 preferred) full-time related industry work experience. Must be proficient with CNC lathe, 3 to 5 axis milling series, and related software (CNC, CAD, and CAM). Teaching experience at postsecondary level preferred.

Plastics Instructor (99136)

Required: Associate's degree (Bachelo[illegible] preferred) in Plastics Technology, Manufacturing Technology, [illegible] Numerical Control (CNC)-Operator, Tool and Die or closely related field. 3 years full-time (5 preferred) related industry work experience. Must be proficient with thermo injection molding production and related manufacturing procedures. Teaching experience at postsecondary level preferred.

Reference Librarian (99137)

Required: ALA accredited Masters degree in Library Science. Prefer 2 years college library experience with computer courses or experience. Must be able to perform advanced level reference assistance involving a variety of duties including computer operations, classroom presentations, library orientations, online catalog and other library activities. May be required to walk, sit, bend and /or operate computer/CRT display for long periods of time. May be required to lift 20 pounds or push or pull 50-100 pounds.

Respiratory Care Technology Instructor (99138)

Required: Bachelor's degree in Respiratory Therapy (or closely field) or Bachelor of Science or Occupational Education degree. 3 years full-time related work experience. Registered Respiratory Therapist. Teaching experience at postsecondary level preferred.

CLOSING DATE: March 12, 1999. Submit one application package for each position of interest: a letter of application, a resume, 3 reference letters, photocopies of transcripts. Selectees subject to criminal history check.

Alamo Community College District
Human Resources Department
201 W. Sheridan, Suite A60 ● San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm ● emresume@accd.edu
Job Line: (210) 208-8050 ● EEO Employer

TEMPLE UNIVERSITY

SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT

Philadelphia, PA

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia's extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences for Temple University faculty and students. The School of Tourism and Hospitality Management was established July 1, 1998. The School offers four degree programs, the existing bachelor's and master's degrees in Sport and Recreation Management, as well as the new bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

Both appointments are tenure track positions beginning July 1, 1999.

RESEARCH CENTER DIRECTOR/FULL PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

The selected applicant will be responsible for establishing A Research Center for a new School of Tourism and Hospitality Management at Temple University. The Director will solicit, conduct, and publish external research projects, as well as work collaboratively with university faculty. The ability to search for external funding through grants, foundations, donations, or paid research projects is desirable. Teaching courses in Research Methodology will be required on an as-needed basis. The supervision and mentoring of graduate research assistants will be expected.

Applicants should have extensive scholarly applied or theoretical research experience in tourism, with an emphasis on travel, hospitality, and/or leisure and sport studies. An emphasis on a combination of any or all areas of research is preferred. A proven track record of publications, grants, and funding is required. The ability to seek new avenues of funding is critical to the success of the position. The ability to work with an interdisciplinary team and with diverse client groups is desirable. Earned doctorate and higher education experiences are required.

ASSISTANT/ASSOCIATE PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

The selected applicant will be responsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, community and university service, and research will be expected. Developing and maintaining a productive line of research, along with external funding, is expected. The position requires the supervision and mentoring of undergraduate and graduate interns.

Applicants should have teaching and research experience in tourism or hospitality appropriate to the appointment level desired. A proven track record of publications, grants, and funding will be reviewed for appointment as an assistant or associate professor. Industry experience is desirable. An earned doctorate is required.

Applicants for both positions should submit a letter of application, curriculum vitae, the names of three references, sample publications, and other supporting materials to: **Dr. Elizabeth H. Barber, Academic Director, School of Tourism and Hospitality Management, Temple University, 103 Pearson Hall (048-00), Philadelphia, PA 19122 (215-204-6294, betsyb@astro.temple.edu).** Application review will begin March 15, 1999, and continue until the positions are filled.

Temple University is an Affirmative Action/
Equal Opportunity employer.
Women and minorities are encouraged to apply.

R·I·T

COORDINATOR OF MULTICULTURAL STUDENT PROGRAMS

STUDENT LIFE TEAM

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

A COLLEGE OF ROCHESTER INSTITUTE OF TECHNOLOGY

The Student Life Team (SLT) is charged with coordinating co-curricular programming for deaf and hard-of-hearing students at the National Technical Institute for the Deaf. The SLT works collaboratively with academic programs at NTID and Student Affairs programs of Rochester Institute of Technology to provide a wide range of educational programs. The Multicultural Program is a key component of the overall SLT. The MSP supports educational programs designed to enhance multicultural appreciation and provide support to African American, Hispanic American, Asian American, and Native American(AHANA) students at NTID. As a department responsible for a comprehensive institutional function the SLT is housed in the Office of the Dean, and reports directly to the Associate Dean for NTID Student Affairs in carrying out its charge.

NATURE OF POSITION

- Full time, 12 month
- Professional staff
- Reports to Manager the Student Life Team

PRIMARY RESPONSIBILITIES

The MSP coordinator is responsible for coordinating the development of a comprehensive program designed to enhance the retention and success of AHANA deaf and deaf-of-hearing students enrolled at NTID. The MSP coordinator is expected to evaluate existing efforts in the area and to work collaboratively with their departmental team members, NTID Leadership Team, faculty, staff, and students to coordinate programmatic efforts in this area.

RESPONSIBILITIES

- Design, implement, and evaluate educational programs to enhance multicultural appreciation. Coordinate the marketing of these events with internal audiences to maximize participation. Develop and revise annual program plan collaboratively with manager for Student Life Team, and ultimately NTID Leadership Team.
- Design, establish, and coordinate an AHANA student mentorship program.
- Collaborate and liaison with Assistant Provost for Diversity at RIT, RIT's Commission on Promoting Pluralism, and RIT's Center for Student Transition and Support, related to issue of campus-wide AHANA student celebration, support, development, and retention.
- Contribute to program development and implementation of FYE curriculum as it relates to AHANA students.
- Serve as student advocate and liaison, creating and educational environment conductive of deaf student development opportunities.
- Work collaboratively with members of the SLT to carry out developmental programming.
- Utilize evening and weekend involvement in student co-curricular activities to provide role modeling and connections for students to the institute.
- Serve as consultant with NTID faculty and staff on AHANA issues.

QUALIFICATIONS:

- Bachelor's degree in human services, cultural studies, cross-cultural communication or related field.
- Master's degree in Higher Education, Student Personnel, or related field preferred.
- Demonstrated ability to fostering programs and educational opportunities which enhance the success of AHANA students.
- Demonstrated commitment to fostering diversity in all forms, particularly an understanding of Deaf culture and AHANA students
- Ability to fluently communicate with deaf and hard-of-hearing students.
- Knowledge of student development models and theories as they related to non-majority cultures.
- Ability to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences.

People who are deaf or hard-of-hearing with a disability and/or of a minority group are encouraged to apply.

Interested individuals should send.
Letter of application, resume, and three letters reference to:

Diane Brooks, Chair
c/o Student Life Team
Mark Ellingson Hall
52 Lomb Memorial Drive
Rochester, New York 14623-5604

THE UNIVERSITY OF SOUTH CAROLINA
National Resource Center for The First-Year Experience and Students in Transition

ASSOCIATE DIRECTOR

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the new position of Associate Director. This position will report to and share responsibilities with the Center Co-Directors.

The Center, located at the University of South Carolina in Columbia, offers a variety of products and services to higher education professionals who work with first-year students, transfer students, and seniors. These include publications (scholarly blind-refereed journal, newsletter, and series of monographs), video materials, conferences, seminars, workshops, and teleconferences. The Center also conducts and sponsors research on various topics related to undergraduate education. The Center is functionally integrated with University 101, the nationally renowned first-year seminar offered at the University of South Carolina since 1972.

The Associate Director will share with the Co-Directors many responsibilities including the following: editing of monographs and other Center publications, supervision of editorial staff; conceptualization and implementation of new publications, resources, and conferences; design and implementation of research studies to include national surveys; design and presentation of workshops and seminars in off-campus locations.

Qualifications
Earned doctorate, preferably in the liberal arts, social sciences, or higher education; a demonstrated record of research, scholarship, and publication; knowledge of research design and statistical methodology; basic computer expertise. Knowledge of and experience with first-year, transfer, or senior students and programs designed to improve their transition experience; outstanding writing, editing and presentation skills; administrative/organizational experience.

This is a 12-month, non-tenure track unclassified academic position. Salary is competitive and commensurate with experience and credentials. This is a position with full State of South Carolina benefits funded by revenues generated through Center products and activities. Position is available July 1, 1999.

For a complete position description and instructions for making formal application, please contact

Dr. Betsy Barefoot
(803-777-2247), (FAX 803-777-4699) (betsyb@ss1.csd.sc.edu)

The University of South Carolina is an Affirmative Action/Equal Opportunity Employer.

MISSION COLLEGE
SANTA CLARA, CA

PRESIDENT

The Board of Trustees of the West Valley-Mission Community College District invites applications and nominations for the position of President of Mission College, a publicly funded, comprehensive community college.

The President is the chief executive officer of the college and reports to the Chancellor who reports to a seven-member publicly elected Board of Trustees. The Board seeks an inspired, visionary leader who will embrace the spirit of Mission College and the Silicon Valley, and who will lead with authenticity and pride its highly diverse student body, and its talented faculty and staff.

APPLICATION INFORMATION: The profile brochure which contains details on Mission College, the Challenges and Opportunities, the President Profile, and the application instructions should be requested by contacting: **Christina Booth, Executive Assistant, Human Resources, West Valley-Mission CCD, 14000 Fruitvale Avenue, Saratoga, CA 95070-5698: TEL: 408/741-2131; FAX: 408/867-9059; e-mail: christina_booth@wvmccd.cc.ca.us.** Application review will begin March 15, 1999.

WVMCCD's World Wide address is:
www.wvmccd.cc.ca.us

For additional information, contact: **Del M. Anderson, Association of Community College Trustees (ACCT) Search Consultant; 4100-10 Redwood Road, #251, Oakland, CA 94619; TEL: 510/638-5288; FAX: 510/382-9637; e-mail: Delmanderson@webtv.net.**

— An ACCT Search —

SAN ANTONIO COLLEGE

San Antonio College is a public community college which provides for and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, SAC is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility and global awareness. SAC is the largest of four colleges within the Alamo Community College District. For more information, go to our web site at www.accd.edu

Anticipated Fall '99 Tenure Track Faculty

* * * Arts and Sciences Disciplines * * *

Government	**(99099)**	**Psychology**	**(99103)**
Mathematics *	**(99100)**	**Social Work**	**(99104)**
Philosophy	**(99101)**	**Spanish ****	**(99105)**
Physical Education	**(99102)**		

Required for all above: Master's degree with at least 18 graduate semester hours in the corresponding discipline of interest

*** Also for Math:** Bachelor's degree in math required to teach developmental courses plus at least 1 year teaching experience or graduate training in remedial education **** Also for Spanish:** Strong linguistics coursework and experience with modern methods of language teaching, assessment of language ability and integration of technology with language learning

Preferred for all: Ability to use computers and other technology in support of instruction

Architecture Instructor (99055RE)

Required: Master's degree with at least 18 graduate hours in Architecture. Prefer Master's degree in Architecture. Teaching experience & working knowledge of AutoCAD advantageous

Art History Instructor (99098) (Revised Ad)

Required: Master's degree with at least 18 graduate hours in Art History. Teaching experience. Art Generalist position to teach Art History Survey I & II, & Art Appreciation & participate in conversion to digital image visual resources. Submit sample teaching materials

Graphic Arts (Print/Electronic Graphics) Instructor (99106)

Required: BA or BFA in Art and Design. 3 years graphic arts professional experience. Prefer MFA or MA with 18 graduate hours in the field. Prefer teaching experience. Knowledge/competence to teach basic graphic design to digital multimedia for Macintosh & other PC environments. Teach print/electronic graphics in 2 year (Occup/Tech) associates program with a 2+2 transfer curriculum. Must submit slides /or video tape of personal & student work & self-addressed-stamped-envelope for return of portfolio

* * * Occupational & Technical Disciplines * * *

Computer Information Systems Instructor (99107)

Required: Bachelor's degree. Prefer Master's degree with 18 graduate hours in CIS/CS. 3 years full-time work experience in field. Preferred work experience areas: UNIX, client/server development, NT, object-oriented methodologies, graphical interface design, and/or hardware

Fire Science Instructor (99108)

Required: Bachelor's degree (Master's preferred) in Fire Science, Safety, Paramedicine or related field. 5 years certified EMT experience. Possess or certifiable as Texas Paramedic/EMT instructor. Prefer 7 years fire fighting experience and firefighter/instructor certified by Texas Commission on Fire Protection

Law Enforcement Instructor (99109)

Required: Master's degree with at least 18 graduate hours in Law Enforcement, Criminal Justice, Correctional Science or related discipline

Medical Assisting Instructor (99110)

Required: Bachelor's degree (Master's preferred) in a health care or allied health field. 3 years experience in an ambulatory care setting. Current CMA credential or eligible for credentials within one year of employment

Nursing Instructor (99066) (Extended Search)

Required: Master's degree in Nursing. 3 years clinical practice in medical/surgical nursing. Current TX Registered Nurse or eligible for registration within the minimum time

Office Systems Technology Instructor (99111)

Required: Bachelor's degree (Master's preferred) in business or business education. 3 years work experience in office occupations, administrative office systems or office accounting systems. Prefer full or part-time teaching experience in microcomputer/keyboarding/word processing applications, database and spreadsheet applications, business communications, accounting and business math, and office automation technologies. Curriculum writing experience desirable

CLOSING DATE: March 12, 1999. Submit one package for each position of interest: a letter of application, a resume, 3 reference letters, & photocopies of transcripts, plus any additional documents listed with the discipline requirements. Selectees subject to criminal history check

Alamo Community College District • Human Resources Department
201 W. Sheridan, Suite A60 • San Antonio, Texas 78204 • (210) 208-8051
www.accd.edu/accd/hr/hr.htm • emresume@accd.edu • EEO Employer

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Sarah Lawrence College announces the opening of a sabbatical replacement in the field of Islamic history. Candidates will be expected to teach two seminars. One in the early history of the Muslim community and polity, and perhaps one in the modern Middle East. Sarah Lawrence College is a liberal arts college which emphasizes independent work. Candidates will be expected to teach full time and supervise independent projects. Deadline for submitting applications: 3/8/99. Send application to: **Janet Held, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708.** EOE

Graduate School of Education
State University of New York at Buffalo

Administrative Position for Fall 1999
Screening begins on April 15, 1999 and continues
until position is filled

Director of the Institute for Urban Education

Candidates should have strong academic credentials that reflect administrative experience, scholarly productivity, and demonstrated ability to secure external funding. Earned doctorate required. For specific information about this position write to: **Professors Lilliam Malave/Austin Swanson, Co-chairs, Search Committee, Institute for Urban Education, 372 Baldy Hall, Buffalo, New York 14260**; Fax: 716-645-2479.

State University of New York at Buffalo is an AAEO Employer.

San José State
UNIVERSITY

COORDINATOR OF GREEK LIFE; Advise NPC, NIC, NPHC and local Greek organizations. BA/BS, MS preferred. Experience related to Greek Life. **START:** June. $2,890-$3,763 mo. based on experience. Resume review: March 12th. Position open until filled. **SEND:** cover letter, resume, SJSU application and 3 references to:

Human Resources, San José State University,
One Washington Square, San José, CA 95192-0046
(408) 924-2250
http://www.sjsu.edu/depts/HR/opp.htm
EO/AA/503/504/ADA Employer

U.S. COAST GUARD ACADEMY

FACULTY POSITION - U.S. HISTORY

Tenure-track position in the Department of Humanities to begin mid-July 1999. Primary responsibilities: teaching a variety of required and elective undergraduate courses in U.S. History. Teaching load 4/4. Ph.D. in U.S. History; A.B.D. with college level teaching experience considered. Other desirable expertise: European History, Maritime History. Salary and academic rank commensurate with qualifications. Some citizenship restrictions may apply. Submit vita and names, addresses and telephone numbers of three references to: **Search committee (U.S. History), Department of Humanities, U.S. Coast Guard Academy (dh), 27 Mohegan Avenue, New London, CT 06320**; postmarked by 5 March 1999. Or fax to (860) 701-6854.

AA/EOE employer

TRUMAN
STATE UNIVERSITY

DEAN OF STUDENTS

Truman State University invites applications for the position of Dean of Students

Truman State University is Missouri's highly selective, public liberal arts and sciences university with the mission to provide outstanding educational opportunities in the arts and sciences at an affordable price. Truman is nationally recognized for its innovative assessment program and its commitment to excellence in teaching and learning. Truman is located in Kirksville, a town of 17,000 in northeast Missouri. Truman's student body of over 6,200 students is primarily within the traditional 18-22 year old range and is largely residential. The university is expanding its Residential Colleges program and will offer a residential college experience to incoming students beginning in the Fall of 1999.

The Dean of Students is the chief student affairs officer and is responsible for providing leadership for Student Affairs including Residential Living, Multicultural Affairs, Athletics, the Student Union, Campus Activities, Counseling Services, Student Health, Judicial Affairs, the Student Recreation Center, Services for Individuals with Disabilities, and Greek Life. For information visit our website at

http://www2.truman.edu/deanofstudents.

Candidates must possess an earned doctorate (or an equivalent terminal degree) from an accredited institution. The successful candidate will be an individual who has a record of demonstrated

- dynamic leadership, creativity, and vision that would support the continuing development of a Student Affairs program
- strong commitment to the development and welfare of students
- knowledge of and applicable experience in a liberal arts environment
- ability to work collaboratively with students, faculty, staff, and administrators, especially in a context applicable to a residential college program
- understanding of and commitment to the issues related to diversity
- excellent communication and interpersonal skills
- strong administrative, management, and problem solving skills
- knowledge of athletic programming and its role in student development

The position is available July 1, 1999. Deadline for receipt of completed applications is March 19, 1999. Complete applications will consist of a current resume, both undergraduate and graduate transcripts, the names, addresses, and telephone numbers of at least three references, three confidential letters of recommendation sent directly to the address below, and a letter of introduction that outlines the candidate's philosophy and experience related to the position. Only completed applications will be considered. All inquiries and application materials should be sent to:

Dean of Students Search Committee
c/o Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirksville, MO 63501

Truman is an equal employment opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

MARQUETTE
UNIVERSITY

OFFICE OF RESIDENCE LIFE

Marquette University is an institution enrolling over 10,000 students, located in the heart of Milwaukee, Wisconsin. The Office of Residence Life seeks qualified candidates for Residence Hall Directors. Candidates should possess values compatible and supportive of Marquette's mission of excellence, faith, leadership, and service. Marquette University has a long-standing commitment to cultural diversity and actively seeks to enrich its cultural, racial and ethnic communities.

RESIDENCE HALL DIRECTOR

The Residence Hall Director (RHD) is expected to provide leadership that creates a positive living environment consistent with the principles of a Catholic, Jesuit university. Responsibilities include: Oversee a residence hall or apartment complex housing 300-500 students; supervise a student staff including a Facilities Manager, Resident Assistants, Desk Receptionists and student secretary; plan and implement programming for the academic, personal and interpersonal growth of students; advise hall council; work in partnership with live-in University Ministry staff; enforce university and apartment policies; serve as a student conduct administrator; monitor a residence hall budget; and participate in departmental and divisional activities.

QUALIFICATIONS: Master's degree and residence hall experience is preferred. Bachelor's degree and previous residence hall experience is required. **SALARY AND BENEFITS:** Salary is competitive for a 12 month appointment, furnished apartment, meal plan, parking and generous fringe benefits. **APPLICATION PROCESS:** Send letter of application, resume and two current letters of reference to: **Ms. Mary Janz, Assistant Dean for Staffing Services, Marquette University, Office of Residence Life, P.O. Box 1881, Milwaukee, WI 53201-1881. INTERVIEWS:** Conducted at the Oshkosh Placement Exchange, ACPA and NASPA. **DEADLINE:** Application deadline is March 31, 1999. Position available July 1, 1999.

Marquette is an Equal Opportunity and Affirmative Action Employer

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Grinnell College

The following postdoctoral positions in Science are available:

1) **Neuroscience Research and Teaching Postdoctoral,**
2) **Materials Science Research and Teaching Postdoctoral,**
3) **Molecular Biologist/ Biochemist Research and Teaching Postdoctoral, and**
4) **Biology/Statistics Research and Teaching Postdoctoral.**

All positions are funded through an AIRE grant from NSF and requires US citizenship. A complete description of the positions is available at

http://www.grinnell.edu/Human Resources/faculty_openings.htm

Grinnell
College

Grinnell College is an equal opportunity/ affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

Brynn Mawr College and HERS, Mid-America

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 27 through JULY 23, 1999
at Bryn Mawr College
Bryn Mawr, Pennsylvania

For Information Contact:
Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6866

Did you know that...

Outlook **is now fully indexed and available for research and reference in electronic format on CDROM in Ethnic NewsWatch, a full text general reference database of the publications of the ethnic, minority and native press, dating back to 1990?**

Outlook is one of more than 180 newspapers, magazines and journals reflecting the ethnic, minority and native press (African American, Caribbean, Arab and Middle Eastern, Asian American, European/Eastern European, Hispanic, Jewish, Native American and Multi-Ethnic) that are now part of the Ethnic NewsWatch database

For the first time...

Ethnic NewsWatch gives you fast and easy electronic access to more than 270,000 complete articles, editorials, columns, book, movie, and theater reviews (and more) reflecting the ethnic diversity of America. And, with Ethnic NewsWatch you have news, culture and history with the other side of the stories.

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Ask for Outlook and **Ethnic NewsWatch** on cdrom at your public library as well as local high school and public libraries

For more information, contact

Softline Information, Inc.

20 Summer Street, Stamford, CT 06901 • (800) 524-7922 • Fax (203) 975-8347

AAHE

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

The American Association for Higher Education invites nominations and applications for leadership of its assessment initiatives. This early-or mid-career faculty member or administrator will have conceptual and practical knowledge of a range of assessment and evaluation issues, ideally bring campus experience with assessment practice, and be poised for work on the national level. A person with innovative ideas, high energy, and a collaborative way of working will find this position most rewarding.

Along with AAHE senior staff, this person will contribute to AAHE's current assessment efforts—its national conference, publications, and web presence—but also guide AAHE in new directions. New programming may involve assessment's centrality in other AAHE lines of work, the impact of testing and other forms of entry assessment on equitable access, the relationship of assessment and accreditation, the use of assessment in strategic planning, the curriculum, and budgeting, and assessing as an element of learning. The person in this position will contribute significantly to AAHE's next steps in the area of assessment and evaluation. AAHE is an equal-opportunity employer and particularly welcomes applications from people of color.

To apply, mail or fax a letter of three pages or less, a relevant work sample, and a resume including references to

Barbara L. Cambridge
Chairperson, Assessment Search Committee
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036
(202) 293-0073, fax

Primary consideration will be given to applications received by March 15, 1999.
The position begins June 1, 1999 or no later than September 1, 1999.
The position assumes full-time presence at AAHE.
Salary is negotiable as appropriate to the candidate's credentials.

UNIVERSITY OF FLORIDA

ASSISTANT DEAN FOR ACADEMIC PROGRAMS

College of Agriculture (COA)

University of Florida

The Assistant Dean for Academic Programs administers the undergraduate programs in the COA, works with administrators, faculty, and students for development, improvement, and coordination of undergraduate educational programs, and administers the early admission programs to the Colleges of Veterinary Medicine and Dentistry and the COA Honors Program. The undergraduate program includes 19 majors, approximately 50 specializations, and 13 minors. The COA ranks in the top ten nationally in the number of graduate and undergraduate degrees granted and is the sixth largest undergraduate and graduate program in the nation. The COA has approximately 3300 undergraduate and 750 graduate students. The Assistant Dean reports directly to the Dean of the COA. Web site address **www.acprog.ifas.ufl.edu.**

An earned doctorate in agriculture, food, natural resources or closely related discipline is required. Candidates must be qualified for appointment at the rank of full professor with significant experience and demonstrated excellence in instruction and advising and experience in course and curriculum development. Excellence in written and oral communication skills in essential. Ability to work with administrators, faculty, and students is required.

Applications including a letter of application, curriculum vitae, and letters sent directly from four references must be received no later than March 15, 1999. These should be addressed to **Dr. Wayne Smith, Search Committee Chair, P.O. Box 110410, Gainesville, FL 32611-0410.** Salary commensurate with qualifications and experience. Women and minorities are encouraged to apply.

The University of Florida is an EEO/EA/AA Employer

UNIVERSITY OF TEXAS MEDICAL BRANCH AT GALVESTON

NEW VISITING SCHOLARS PROGRAM

The Institute for the Medical Humanities at the University of Texas Medical Branch at Galveston invites applications for its 1999-2000 Visiting Scholars Program.

Endowed in 1998 by the Sealy & Smith Foundation and the National Endowment for the Humanities, the Visiting Scholars Program will bring to the Institute competitively selected humanities scholars with terminal degrees in their disciplines to engage in programs of study and teaching. The term "humanities" includes, but is not limited to, the study of the following: ethics, history, jurisprudence, language, literature, philosophy, religion, the arts, and those aspects of social sciences which have humanistic content and employ humanistic methods. We encourage diverse cultural perspectives. Each year the program will focus on a theme. We have titled this year's theme Nearing the End of Life. Sample projects might include Literary and Religious Views of Dying, Historical or Cultural Perspectives on Death, and End of Life in the Arts.

Visiting Scholars will be selected on the basis of the significance of proposed projects and their relevance to the program's announced theme, the strength of their proposals outlining a plan of work for the period of residency, and the likelihood that projects will enhance the Institute's teaching and research programs and contribute to the visiting scholars' future teaching and writing. We are seeking scholars from the full range of humanities disciplines at all levels of professional experience. Graduate students are not eligible.

Visitors are expected to carry out their proposed project (research, curriculum development) at the Institute and to participate in its multidisciplinary work (colloquia, symposia). Periods of residency may range from two months to nine months, and stipends amount to $4,000 per month. Benefits and travel subsidies are not available.

To apply, please submit a letter describing your interest in this opportunity, your plans for the period of residency you propose (approximately 500 words), a curriculum vitae, and two letters of reference to:

Mary G. Winkler, Ph.D.; Director, Sealy & Smith/National Endowment for the Humanities Visiting Scholars Program; Institute for the Medical Humanities; University of Texas Medical Branch at Galveston; 301 University Blvd.; Galveston, Texas 77555-1311

Applications for the period September 1, 1999 through August 31, 2000 are due by May 1, 1999. Inquiries can be directed to the Institute at the above address, or we can be contacted by telephone at 409/772-9327, by fax at 409/772-5640, or by electronic mail at sgottlob@utmb.edu. The Institute's website is at snapper.utmb.edu/imh/

SUMMER 1999

Universidad Complutense

MADRID - SPAIN

Scholarship Program for Teachers & Counselors

One to four weeks of intensive Spanish language study from **early July to early August, 1999**.

Includes: round trip airfare, three meals a day, room accomodations and instruction at Colegio Mayor Nebrija of Universidad Complutense.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn,
NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

EASTERN
WASHINGTON
UNIVERSITY

ASSISTANT PROFESSOR

TENURE TRACK, 8,000 STUDENT ENROLLMENT

The School of Social Work and Human Services at Eastern Washington University, outside of Spokane, invites applications for a tenure track, Assistant Professor, faculty position beginning in the fall quarter of 1999. The successful candidate will be committed to a generalist/advanced generalist orientation to social work education, and to teaching in the BASW and MSW programs, both on and off-campus. Substantive areas of expertise can include: public child welfare, health, public mental health, aging, and substance abuse with expertise in practice, human behavior, research, or policy. Formal review of applications will begin on March 1, 1999 and will continue until the position is filled. Send a detailed curriculum vita, three references, in your letter of application to: **Diane Davis, Acting Chair of Faculty Affairs, Social Work, Eastern Washington University, Cheney, Washington, 99004-9975.**

The school is committed to preparing social work professionals for practice with diverse populations in the public sector or in those private agencies which meet the needs of oppressed and disadvantaged populations. Students are provided with the necessary values, knowledge, and skills to practice within a rural/regional/small urban service delivery systems environment. The school offers full time BASW and MSW programs on the university's main campus in Cheney, as well as structured part-time MSW programs in Spokane, Yakima Valley, and Everett, with a total enrollment of 350 students and 31 faculty members.

Minimum requirements for this position include a Ph.D., or degree completion by September of 1999. An MSW with two years of post-masters experience is preferred.

Eastern Washington University is a public comprehensive university serving eastern Washington. Established in 1882, the university has a dual campus setting that provides the opportunity to tailor its baccalaureate and master's programs to maximize advantages of its rural environment in Cheney with the urban opportunities of Spokane. The population of the greater metropolitan area is approximately 500,000. The area provides a wide variety of recreational, cultural, and living opportunities. The university currently enrolls about 8,000 students, of whom about 10% are graduate students.

Website: http://www.class.ewu.edu/SW/Homepage.html

Upcoming Issues

Spring '99

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covering
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TOP 100 Colleges for Hispanics

April 23rd Issue

Graduate School Issue

May 7th Issue

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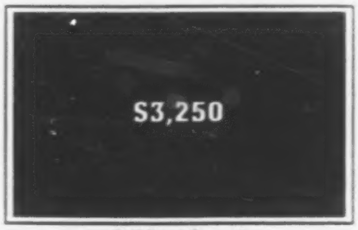

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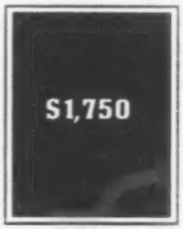

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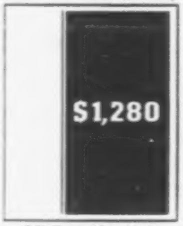

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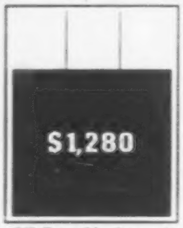

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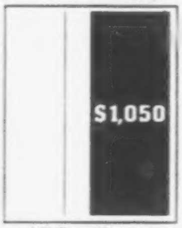

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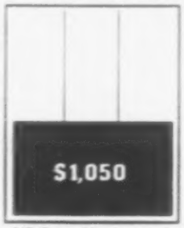

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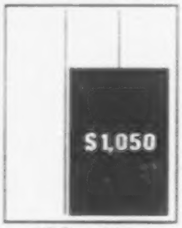

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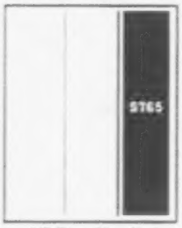

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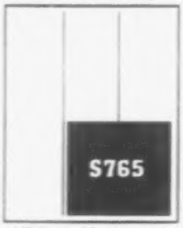

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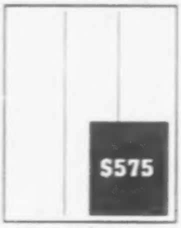

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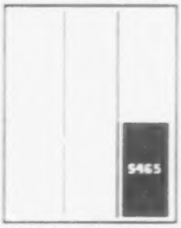

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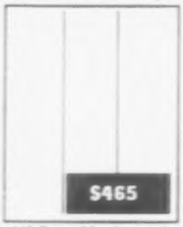

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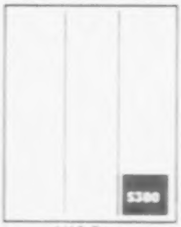

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October 23	Oct. 6	**The College Board**
November 6	Oct. 20	
November 20	Nov. 3	**Publisher's Picks on Best Colleges for Hispanics**
December 4	Nov. 17	**Sports Issue**
December 18	Dec. 1	
January 8	Dec. 15	**Corporations Helping Hispanics**
January 29	Jan. 12	**Financing a College Education**
February 12	Jan. 26	
February 26	Feb. 9	**Women in Higher Education**
March 12	Feb. 23	
March 26	March 9	**Community College Issue**
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May 7	April 20	**Graduate School Issue**
May 21	May 4	
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ADVERTISING INDEX

POSITIONS

ARKANSAS
University of Arkansas 51
CALIFORNIA
California State University, Monterey Bay 46
Long Beach City College 33
Mission College 53
North Orange County Community College District 33
Orange Coast College 39
San Diego State University 41
San Francisco State University 43
San Jose State University 37, 54
University of California 42, 47
University of San Francisco 42
University of the Pacific 50
Westmont College 44, 49
COLORADO
Colorado State University 35
CONNECTICUT
U.S. Coast Guard Academy 54
Western Connecticut State University 48
DC
American Association for Higher Education 56
American Council on Education 43
United States Department of Education 50
FLORIDA
Florida Gulf Coast University 34, 40
University of Florida 56
Valencia Community College 47
GEORGIA
Gainesville College 35
Georgia Perimeter College 49
ILLINOIS
College of Lake County 37
Columbia College Chicago 41, 44, 46
Committee on Institutional Cooperation 47
DePaul University 36
Moraine Valley Community College 41
University of Illinois at Chicago 40, 42
IOWA
Grinnell College 55
MASSACHUSETTS
Boston University 46
Harvard Law School 44
Harvard University Divinity School 40
Massachusetts Institute of Technology 37
Northern Essex Community College 49
MICHIGAN
Central Michigan University 45
MINNESOTA
Carleton College 45
MISSOURI
Truman State University 55
University of Missouri-Kansas City 38
NEW JERSEY
Kean University 35
Montclair State University 39
New Jersey City University 43, 50
Rowan University 51
NEW MEXICO
Albuquerque Technical Vocational Institute 44
Eastern New Mexico University 35
NEW YORK
Borough of Manhattan Community College/CUNY 40
Hunter College/CUNY 51
National Technical Institute for the Deaf/R.I.T. 53
Sarah Lawrence College 54
SUNY: Environmental Science and Forestry 38
SUNY: University at Buffalo 54
NORTH CAROLINA
Guilford College 39
OHIO
Cuyahoga Community College 42
The College of Wooster 47
OREGON
Oregon State University 36, 46
PENNSYLVANIA
Temple University 52
SOUTH CAROLINA
University of South Carolina 53
TEXAS
Austin Community College 45
San Antonio College 54
South Texas Community College 38
Southwest Texas State University 40
St. Philips College 52
Texas A&M University 49
University of Texas at El Paso 50
University of Texas Medical Branch at Galveston 56
VIRGINIA
Virginia Tech 36
WASHINGTON
Eastern Washington University 57
WISCONSIN
Marquette University 55

RECRUITMENT
Center for International Studies 57
College of Saint Elizabeth 34
Texas A&M University-Kingsville 33
University of Southern Colorado 34

CONFERENCES
Bryn Mawr College 55

FELLOWSHIPS/SCHOLARSHIPS/AWARDS
National Institutes of Health 34

OTHER SERVICES
Ethnic NewsWatch 56

¡PUNTO FINAL!

LATINO STEREOTYPING: THE CONTINUING DISGRACE OF OUR NATION'S SCHOOL BOOKS

Barbara C. Cruz is an associate professor of social science education at the University of South Florida in Tampa. Her research and teaching interests include multicultural and global perspectives in education and the preparation of teachers for service in minority communities.

The only thing God didn't do to Job was give him a computer.—I.F. Stone

MY interest in textbook bias began when I was teaching 11th grade American History in Dade County, Fla., in the mid-1980s. Seemingly out of the blue, a young man in my class raised his hand and asked, "Ms. Cruz, what does 'maul' mean?" I hesitantly answered, "Well, the word tends to be applied to very strong animals like bears and tigers—as in 'the bear mauled its prey.'" "That's what I thought," the 16-year-old said simply. "I guess the Mexicans were pretty savage."

Dumbfounded, I asked my student to explain. It seemed that the previous night's textbook reading assignment on the Mexican-American War stated, "the Americans were badly mauled." But just a few lines down (and a few battles later), "American operations in the Southwest were highly successful"—sanitized and dehumanized.

I seized the opportunity for an impromptu discussion on the importance of critical reading and analysis that, following the incident, became a running theme in our class. That year, close reading of our state-adopted textbook revealed many more and worse instances of bias and stereotyping.

Fifteen years later, I wish I could report that today's textbooks have eliminated these types of egregious mistakes. To be sure, some textbooks are better than others, and current texts at least pay the requisite lip service to "multiculturalism"—which all too often has become a facile buzz word. Minorities are supposed to be placated by separate sections and sidebars highlighting their groups contributions (message: your history is peripheral to the real, main story), token illustrations and photographs (still only 3 to 4 percent of the total visuals), and ancillary materials supplementing the text (which most teachers never have the opportunity to get to, given the already full curriculum).

But what is truly galling is how the loaded verbiage, negative stereotyping, and gross inaccuracies continue. Latinos and Latin Americans are often portrayed as alternately passive, violent, lawless, corrupt, and lascivious. One 1998 history text passage on the Spanish-American War dismisses the Cuban insurgents as "hardly more than a few fugitive leaders" (earlier editions concluded the sentence with the phrase "under palm trees"). The same book calls many of the Mexican soldiers in the Mexican-American War "ragged ex-convicts." Another proclaims the Mexicans as "anxious for war." In another respected text, Puerto Rico is called "the last crumb of Spain's once magnificent empire," but notes that "it was to prove a difficult morsel for Uncle Sam to digest." My files bulge from the number of blatant inaccuracies and distortions collected over the years.

For many students, the social studies textbook is often the first formal, systematic exposure they receive about other cultures and their own history. The textbook continues to be the primary teaching tool in the classroom, consulted more often than even the classroom teacher. In fact, several educators contend that the textbook is the "major conveyor" of the curriculum—a frightening prospect considering that many students do not have the sophisticated analytical skills needed in order to dissect and unpack biased passages. In all too many classrooms, the course textbook winds up controlling the teacher and dominating what the students study. It is chilling to contemplate the implications for children's evolving social constructs about the world and about themselves.

Book publishers are at least honest about their mission: the profit motive is what fuels their business. In 1996, K-12 textbook sales amounted to $35 billion. The publishers protest their culpability: they maintain that they produce what the market demands. In her systematic study, *A Conspiracy of Good Intentions: America's Textbook Fiasco*, Harriet Tyson-Bernstein quotes one textbook executive: "If the customer wants a pink stretch Cadillac, I may think it's tacky and wasteful, but I would be a fool to produce a fuel-efficient black compact if nobody is going to buy it." This means that publishers can become sensitive to demands of equity and accuracy—but only if educators, parents, and community organizations systematically convey those demands. Those who have an interest in providing our children fair, accurate and balanced educations must make it clear that the sensitive and factual portrayal of Latinos and Latin Americans—indeed, all peoples—is an educational imperative.

Strapped education budgets mean that hundreds of school districts nationwide face critical textbook shortages. In many schools, that shortage means children cannot take their textbooks home. Irate parents and educators are demanding that their states find ways to provide a book for each child. I say: As long as school textbooks continue to perpetuate minority stereotypes and impart misinformation, they can keep their books. I would rather spend our precious educational resources elsewhere.

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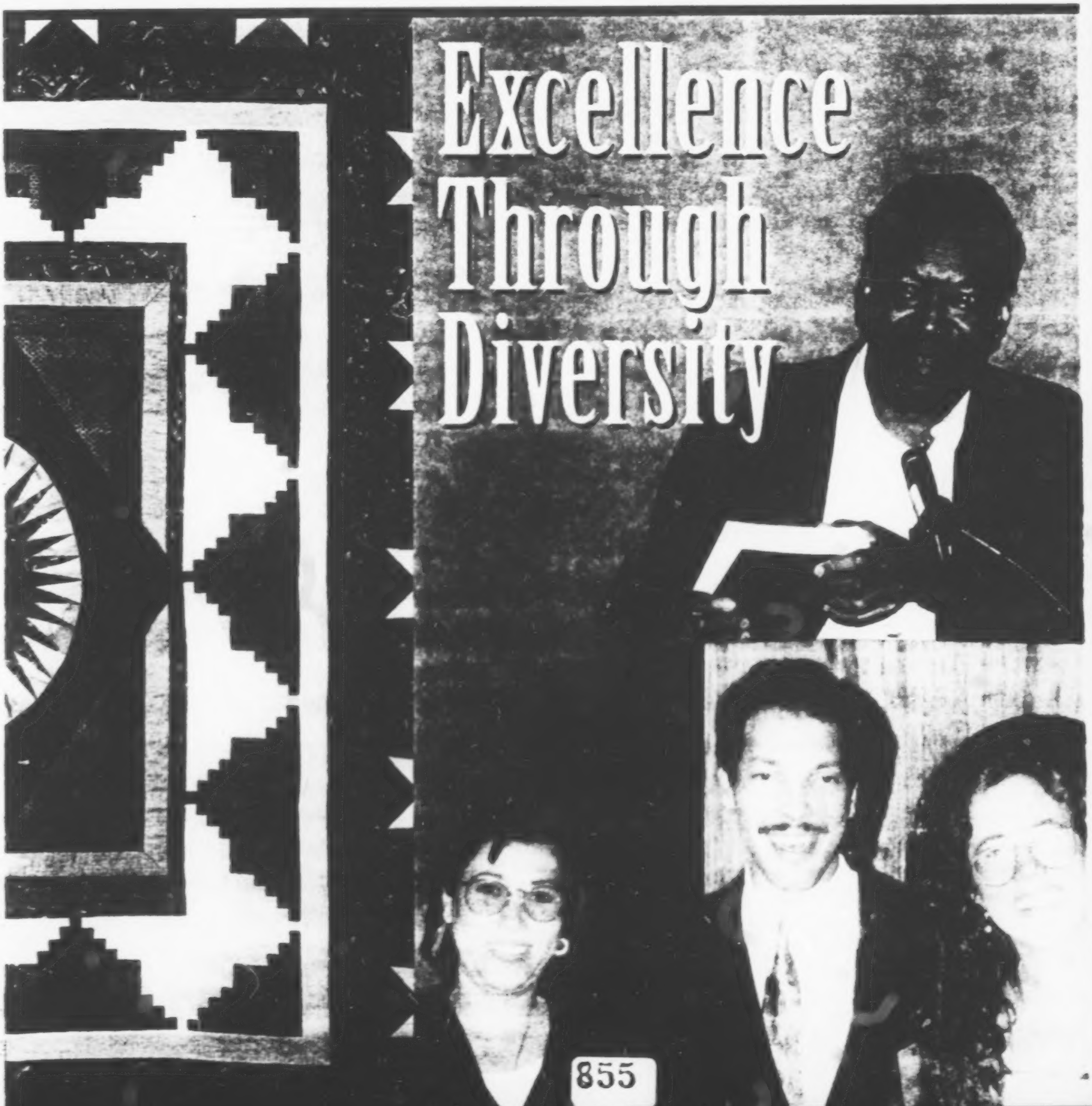
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CONTENTS

FEATURES

National Research Council–*Ford Fellowships for Minorities* 5
Forming an academic elite

UNM Boasts Two Truman Scholars 8
Melendres and Montoya garner prestigious awards

Latino College Expo 11
A New York labor of love, now in its ninth year

Mexican Border Residents at UTEP 18
Program controversial but effective

HONOR ROLL

Texas A&M University 15
Enrollment 43,000...and growing

Answering the Call 20
Edinboro University's blueprint for Hispanic recruitment

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4
College Opportunities for Everyone

SUCCESS STORIES

Building Teacher Diversity in Schools 23
Portland program changing classrooms.

People, Places, Publications, Conferences 25

Book Review: Part II: Books in Spanish for Children 33

¡Punto Final!
Empowerment of Hispanics *by Kathleen de la Peña McCook, director of the School of Library and Information Science, University of South Florida, Tampa* back cover

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A CAPITOL VIEW

College Opportunities for Everyone

BY GUSTAVO A. MELLANDER

"For the first time in the nation's history, the only prerequisites to college are preparation and desire. We have delivered on our promise to make 13th and 14th grades as accessible as high school is today." With those words, President Clinton proposed the largest investment in higher education in fifty years.

That's potentially good news for upwardly bound Hispanics since there is still considerable disparity among those who graduate from college in this country. Hispanics lag behind most ethnic groups, and thus any program that Hispanics can tap into is welcome. (Recent Washington, D.C., figures show that 24.6 percent of Anglos, 13.3 percent of Blacks, and 10.3 percent of Hispanics have bachelor's degrees.)

Clinton's proposals would distribute funding among seven programs. Some are new, some already exist and will be expanded further. Hispanics will be able to qualify for all of them.

1. Expanding Work-Study Opportunities

The Federal Work-Study Program has long offered undergraduate and graduate students part-time work to help meet their financial needs. A second benefit is that while providing them useful work experiences, their colleges or universities also are assisted. Nonprofit institutions in surrounding communities can host work-study students as well. In either case, the federal contribution is approximately 80 percent. The college or community agency has to pay only the remaining 20 percent of a student's salary.

The proposal would bring the number of work-study participants to just over one million during the 1999-2000 academic year.

2. The Hope Scholarship

It will make the first two years of college (or post-high school vocational training) truly available to all. As frequently noted by supporters of this relatively new program, attending the first two years of college is now as universally possible for all Americans as is going to high school.

Families are eligible for tax credits of up to $1,500 per student for tuition in a student's first year and another $1,500 in the second year. The existing formulas favor low-income families. Some 5.8 million students are estimated to benefit annually.

3. Education IRAs

The new Education IRAs will allow families to deposit $500 per year in each of their children's names. Interest earned in these accounts is exempt from taxation if used for higher education. Further, taxpayers can withdraw funds from an existing regular IRA, without penalty, for higher education expenses, their own or those of their spouse, child, or grandchild.

4. The Life-Time Learning Credit

This program is one of the few designed to help senior-level college and graduate students. The tax credit will help offset tuition costs for college juniors, seniors, graduate, and professional degree students. This program will be of considerable interest to many adults who wish to go back to school, change careers, or take courses to upgrade their skills since they also will be eligible for support.

Families receive a 20 percent tax credit for the first $5,000 of tuition and required fees paid each year through 2002, and for the first $10,000 thereafter. It is expected that 7.1 million students will benefit annually.

5. Pell Grants

For two years, Congress has adopted record increases in the maximum Pell Grant award. These are grants, not loans, and thus need not be paid back. Next year, nearly 4 million low- and moderate-income students will receive a Pell Grant of up to $3,000. That represents an increase of 30 percent over five years ago.

6. Student Loans

They will continue and will actually be easier for individuals to access. It is conservatively estimated that more than 5 million students and parents will take out $30 billion in federally-backed student loans this year.

Under student loan reforms enacted in the Administration's first year, the up-front fees on those loans have been cut by as much as half, interest costs are lower, and students have more repayment options than ever before.

Those include the popular pay-as-you-earn (income contingent) repayment plan.

The program simplification pioneered by the Direct Loan Program has also spurred improvements to the government-guarantee system, improving all students' access to loans.

7. AmeriCorps

Clinton's domestic Peace Corps has provided students an opportunity to pay for college by doing community service. This year, nearly 50,000 young people will take advantage of the opportunity to perform community service, either on a full-time or part-time basis. Their service allows them to work in socially responsible positions while earning an award to pay for college or repay student loans. Participants in the AmeriCorps program earn education awards of up to $4,725 for each year of service.

For all these reasons, students–and not just youngsters–will be able to access a variety of higher education programs. Although not ethnic-specific, Hispanics will find many opportunities to study, as will everyone else.

Dr. Mellander is a professor at George Mason University.

Ford Fellowships for Minorities

Major Role by National Research Council

BY AMALIA DUARTE

Among the Hispanic Ford fellows are researcher/editor Nicolas Kanellos, who heads Arte Público; Eugene Garcia, former assistant secretary at the U.S. DOE; and Cornell mathematics professor Carlos Castillo-Chavez, later a recipient of a $100,000 White House Presidential Faculty Fellowship.

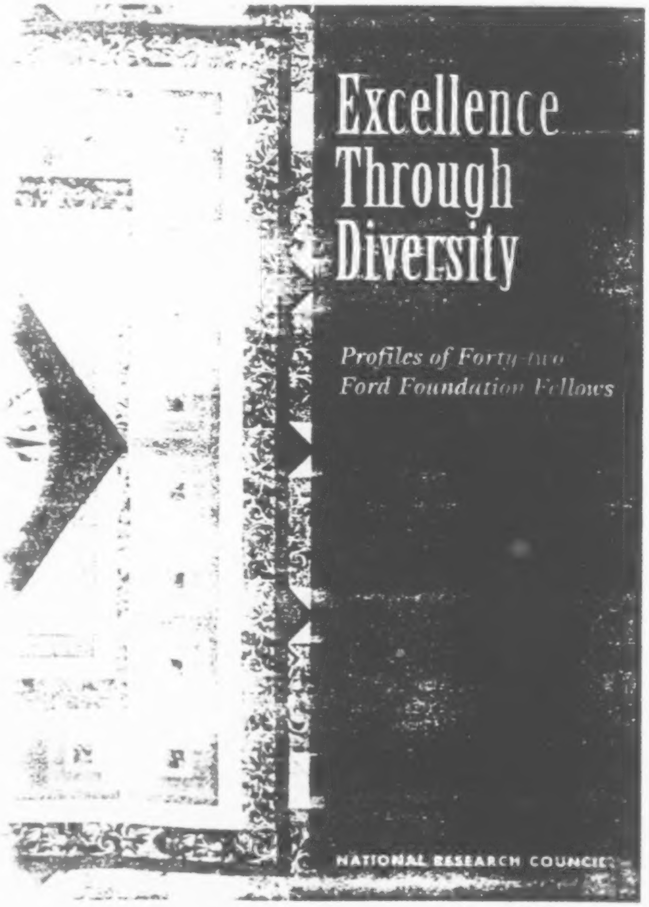
Edwina Barvosa-Carter says two influences took her from an impoverished childhood in rural Oregon to her current position as an assistant professor at the University of California at Santa Barbara: her hard-working parents and the Ford Foundation. "My parents were always incredibly supportive, even though they hadn't been able to go to college themselves. My father would always say, 'Don't let anyone tell you that you can't do something,'" recalled Barvosa-Carter, "but the Ford Foundation is what made it possible."

Barvosa-Carter graduated from Pomona College and was accepted by some of the nation's top law schools, including the University of California at Berkeley. But she wasn't entirely certain of pursing a career as an attorney. "There were questions about social change and politics that I wanted to explore," she said, "but I didn't have the theoretical background." Alerted by someone on campus to the Ford Foundation Fellowships for Minority Predoctoral Students, she decided to apply. "I thought that if I could get support from the Ford Foundation, then I could do this," she said. "I wouldn't have been able to do graduate school otherwise. No question. Ford pushed me into academia."

The Foundation awarded Barvosa-Carter a three-year predoctoral fellowship in 1991 and allowed her to study abroad at the University of Cambridge in England. "I had been a Rhodes Scholar finalist and had been to Cambridge already," said Barvosa-Carter, who is in part of Mexican American descent.

"I felt that was the place where I could get the breadth and depth of study I was looking to achieve. They were great in letting me go overseas because you are supposed to stay in the United States." After earning a master's degree in contemporary theory and intellectual history, she returned to the United States to complete her Ph.D. at Harvard. Again at Harvard, she credits the Ford Foundation program with helping her succeed. "There was a network of fellows at Harvard that helped ease the isolation and provided a social outlet," she said. "It was a nice cushion to fall back on."

In many ways, Barvosa-Carter's journey from poverty to a tenure-track position at a prestigious uni-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Profiles of Forty-two Ford Foundation Fellows
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Jennifer Rodriguez

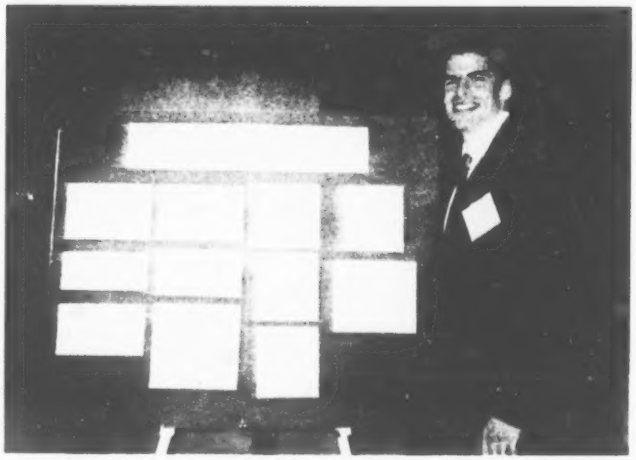
versity exemplifies the goals of the Ford Foundation fellowships for minority scholars. The program seeks to increase the presence of underrepresented minorities on the nation's faculties by helping those who might otherwise not choose an academic career.

"For decades, the Ford Foundation has been working on increasing the number of faculty from traditionally underrepresented groups," said Dr. Thomas Rozzell, director of fellows at the National Research Council, which administers the programs for the Foundation. "It's creating a ripple effect of putting faculty into place who then act as role models for others."

Indeed, the Ford Foundation has deep roots in helping minority scholars. Since the 1960s, the Foundation has funded many programs aimed at helping the careers of ethnically diverse scholars and promoting academic excellence. Then in 1979, the Foundation turned to the National Research Council to start the Postdoctoral Fellowships for Minorities.

The list of more than 500 faculty chosen over the past two decades for this highly competitive fellowship reads like an academic *Who's Who*. Among the group of Hispanic fellows are the prolific researcher and editor Dr. Nicolas Kanellos, who heads the publishing house Arte Público. Kanellos was able to complete his first book of historical research on Hispanic theater after receiving a fellowship in 1986. Former assistant secretary at the U.S. Department of Education, Eugene Garcia, was a 1980 postdoctoral awardee. Cornell mathematics professor Carlos Castillo-Chávez, a 1987 postdoctoral fellow, was later a recipient of a coveted White House Presidential Faculty Fellowship, which gives a grant of $100,000 for five years of study.

Starting in 1986, the NRC began to manage the Foundation's Predoctoral and Dissertation Fellowships, which focus on increasing minority faculty. More than 1,000 fellows have been picked for these highly prized awards. Together these three programs make the Ford Foundation's the largest and longest private commitment to increasing faculty diversity. The latest crop of 111 fellows, announced last fall, was chosen from a pool of about 1,000 candidates. Three-year predoctoral fellowships went to 50 beginning graduate students, while 33 students writing their dissertations and 28 recent Ph.D. recipients were selected for the one-year programs. This group includes 30 scholars working in the social sciences; 14 conducting research in the physical sciences, math, or engineering; 36 in the humanities; 17 in the life sciences; 12 who are studying behavioral sciences; and two who are working on postdoctoral research in education.



Andres Jose Garcia

Since inception, more than 1,600 fellowships in total have been awarded to Alaskan natives (Eskimo or Aleut), African Americans, Mexican Americans, Native Americans, Native Pacific Islanders (Polynesian or Micronesian), and Puerto Ricans. African Americans make up some 50 percent of all fellows, while Mexican Americans constitute about one-quarter of the awardees.

To boost applications from Puerto Rican scholars, last fall NRC Senior Program Assistant Jennifer Rodriguez made a tour of campuses on the island. Rodriguez, who has been with the NRC for four years, met with professors and administrators who showed interest in helping qualified students and faculty apply for the fellowships. "We want to make sure that scholars in Puerto Rico are aware of the programs," said O'Brien. "I don't think anyone else but Jennifer could have made such an outreach trip."

The competition is tough when it comes to choosing the fellows. The National Research Council assembles panels of scholars from the sciences and humanities to review the hundreds of applications submitted. For the predoctoral candidates, applications include GRE scores, four letters of recommendation, a personal statement, and, of course, academic records to date. But the NRC said that GRE scores are played down in favor of other indicators of talent and ability, including grades and recommendations.

For the postdoctoral fellowships, applicants must present a plan of study or research and are encouraged to choose a fellowship institution other than their current one.

"The sole selection is merit," said Rozzell. "They're looking for

someone who is excited about their field of study. They want to see evidence of a spark that's really going to take off. They want to see applicants who show a commitment to going into research and teaching. Reviewers might also be swayed by someone who is interested in giving back to the community."

Giving back to the community is a natural for the fellows, many of whom come from disadvantaged backgrounds and can appreciate the hardships of others. "Many of them are the first ones in their families to go to school," said Christine O'Brien, program supervisor. "They are carrying student loans and might have family members who need support. They don't have a family to back them up." Fellows have gone on to do everything from mentoring minority teens to tutoring and even going into city parks to discuss literature with mothers watching their children.

"There's a real strong feeling among the fellows that 'if someone has helped me along this academic path, I'm going to do the same,'" said O'Brien. Because oftentimes minority scholars are struggling without a financial safety net or have family obligations, the NRC allows for a certain amount of flexibility in meeting the program criteria. The predoctoral fellows, for example, are allowed two years off from the program.

One current recipient, David Cruz-Uribe, a mathematician at Trinity College in Hartford, Conn., is thankful for the NRC staff's understanding attitude. One of the requirements for the postdoctoral fellowships is to attend a new institution for the year. But Cruz-Uribe didn't want to uproot his five-year-old son, who has special needs and is starting kindergarten. "When I told them about it, they didn't raise any objections to my staying here at Trinity," said Cruz-Uribe. "This has allowed me to re-tool and focus on changing the direction of my research without the distraction of having to worry about looking for a teaching position. They were very supportive of my situation and my plans."

That kind of support from the NRC and Ford Foundation has engendered a great deal of commitment and involvement from the fellows long after they complete their programs.

Since 1982, the Foundation has sponsored an annual conference to bring together the current fellows and previous recipients. They present their research, hear from keynote speakers, network with book and journal publishers, and collaborate with each other. Barvosa-Carter, who is co-chair of the conference planning committee this year, said, "It's a tremendous networking opportunity. You get the chance to meet with other minority scholars and with the senior scholars who come back every year. It's truly energizing."

That spirit of community among the fellows led them to start raising funds to add to the $6 million donated annually by the Ford Foundation. With matching funds from IBM Corp. and Hitachi, the fellows have raised enough of their own money over the past three years to give out an additional four dissertation fellowships. "It's pretty unique about this program," said Dr. Rozzell. "But the fellows themselves are [illegible] a community."

In fact, they keep in touch not only via the conference but also through a lively e-mail list serve. To facilitate communication among present and past fellows, the NRC has asked senior fellows who have tenure to act as mentors to new predoctoral fellows. "This way if a fellow has questions about grad school in general or university politics, for example, they'll have someone with more experience whom they can confide in," said O'Brien. "It's another resource for them to turn to." Currently, there are 11 Ford fellowship mentors across the country who are divided up by geographic region and given a small budget.

The success of the Ford fellowships is nearly undisputed. Some 90 percent of these minority Ford fellows go on to academic careers. "We see them as being role models for students who might be aspiring to a career in higher education," said Dr. Rozzell. And no doubt, the fellows see themselves in that light as well.

In her first weeks at UC-Santa Barbara's department of Chicano/a studies, Barvosa-Carter reflected on how in her future academic career she might influence a student who is struggling with family and financial pressures on top of school. "I know because I've been there," she said. "I had a professor once say to me when I had to work full time and go to school, 'Well, why don't you just quit your job?' I hope that I can be supportive of someone who is struggling with that type of situation and help them get past whatever intolerance they encounter. It makes me want to be in [academia] even more." HO

Amalia Duarte is an editor in public relations at Lucent Technologies.

University of New Mexico Boasts Two Truman Scholars

BY BLANCA NIEVES

Melendres and Montoya Garner Prestigious Awards

Now seniors at UNM, Melendres and Montoya share one more thing: they have been named Truman scholars, a highly competitive scholarship award that educators say is second only to the Rhodes Scholarship in prestige.

Manuel Montoya and Fred Melendres have been good friends for years.

The two New Mexico natives worked together at Boys State, a national youth group founded by the American Legion, where they shared a passion for politics and community service.

The students, who met while in high school, kept in touch although they lived in different parts of the state. Later, they were reunited at the University of New Mexico, where both received academic scholarships.

Now seniors at UNM, the pair share one more thing: they have been named Truman scholars, a highly competitive scholarship award that educators say is second only to the Rhodes Scholarship in prestige.

Last March, Montoya and Melendres were among the 76 students from around the nation to receive the honor, and the University of New Mexico was among the four academic institutions nationally that had more than one winner.

The competition was intense. In 1998, 676 candidates were nominated for the awards by 353 colleges and universities, including all of the Ivy League schools.

"We were really excited by this win, not only because it had been eight years since our students received this award, but also because we had two students win, which is fairly unusual," said Diane Rawls, UNM's Truman faculty representative.

"It is a wonderful honor for the school and is a recognition of the students' accomplishments and mostly of their potential," she said.

For Montoya, a 22-year-old economics and English major, the scholarship enables him to pursue a career in law. He hopes to open his own law firm specializing in civil rights litigation, and also do pro bono work for the underprivileged.

"I'm humbled by the award," said Montoya, who one day hopes to sit on the U.S. Supreme Court. "The scholarship doesn't belong to just me. It belongs to all the people who have helped me."

The young man, who hails from a small community in northern New Mexico, said the honor was even more special when he found out Melendres had also won.

"We grew up together and we both worked hard for this," he said. "We helped each other out by practicing the interview portion of the application process. Fred gave me a lot of advice, and I did the same for him."

Fred Melendres

The Truman Scholarship

Congress established the Harry S Truman Scholarship Foundation in 1975 as the official federal memorial to our 33rd president. Each year, the Foundation awards $30,000 merit-based scholarships to about 75 to 80 college students who wish to attend graduate school in preparation for careers in government or elsewhere in the public sector.

Educators say the highly competitive scholarships offer funding and recognition to some of the country's best and brightest students and future public servants.

"It takes a particular student to be nominated. That person has to have a history of public service, not to mention a straight A average," said Rawls, who is a member of UNM's honors program faculty.

"These are outstanding young people who are committed to making a difference in the public, nonprofit sector. To them, their career

choices are not about making a lot of money."

Students are chosen by high academic achievement, past community work, leadership potential, communication skills, and future goals in public service.

Winners, who are named in their junior year, are able to use $3,000 of the scholarship toward their senior year of study. The remaining $27,000 must be used for graduate work.

"We have a population of stellar Hispanic students, and we encourage them to apply," said Diane Rawls, UNM Truman faculty representative. Two of the three 1999 nominees, she said, are also Hispanic.

Winners not only receive financial help but are also able to intern and find employment in government upon graduation. They also are required to spend a "Leadership Week" during the summer at William Jewel College in Liberty, Missouri, for study and discussion.

Former Truman scholars include George Stephanopoulos, a former advisor to President Clinton, and Awilda Marquez, who was recently confirmed as an Assistant U.S. Secretary of Commerce.

The awards pay tribute to the former president's contributions, his commitment to public service, and his interest in education, said Louis Blair, executive director of the Foundation.

"These Truman scholars collectively provide the most fitting monument to the president who claimed that he 'would much rather be an honorable public servant and known as such than be the richest man in the world,'" said Blair.

Many Truman scholars, who are identified in late March, are later named Rhodes scholars, the most prestigious accolade in academia. Named after British philanthropist Cecil Rhodes, students receive scholarships to attend Oxford

University in England for two years.

"The reason many go on to win the Rhodes is because they look for the same criteria like public service and outstanding leadership," said Rawls.

Montoya has in fact been named a Rhodes scholar, the first University of New Mexico student to receive the award in 20 years. He will begin his studies at Oxford in September.

"That was an even bigger shock than getting the Truman," he said of the Rhodes. "I feel a strong debt to many people, like former teachers, my friends, and, most of all, to my mother, who has done so much for me."

Montoya credits his family and community with helping him reach his academic potential.

"I come from a single-parent family, and we've gone through a lot of hard times, but we have also been blessed with a lot of support," he said.

Upon hearing that the Rhodes had been bestowed on her son, Montoya's mother was ecstatic, he said. "She never jumped on the couches before, but she did this time."

"One of the first people to congratulate him was his buddy, Melendres, who had also applied.

"Fred was one of the first to call. He was so thrilled for me," said Montoya. "People expect us to be competitive, but it's never been that way for us. We've always tried to help each other out. That is what makes us such good friends."

The two often collaborated during the intensive Truman application process, which educators say is both challenging and extremely demanding. The two would hold mock interviews to prepare for the real ones.

Each four-year institution can nominate up to four students. The amount of written work required is extensive. In addition to filling out an application form and getting letters of recommendation, students write fairly long narratives about themselves and a two-page policy analysis on a topic they choose.

"I've had students compare filling the application out to taking a three-credit course. It is that labor intensive," said Rawls. "It really is an agonizing application process. It takes a lot of writing and editing and research for the policy paper. There is a lot of hands-on mentoring and planning involved," she added. "The application cannot be completed in a few weeks. It can take months."

Montoya's winning policy paper focused on a comparison of course offerings in urban districts versus rural schools. He found there was a huge disparity in what was offered between the school systems, with urban districts traditionally offering more.

His paper also outlined a series of honors courses that he created for his former high school in Morra, a secluded rural community in northern New Mexico.

Montoya found that although many students in Morra High School go on to college, the small school–which has an enrollment of about 400 students–offered very few honors courses, for example, calculus.

"I wondered why the school didn't offer more honors courses. So I proposed a way for students to design courses they would be interested in and a way to fund these courses," he said.

Montoya said that it was important for the students to formulate the course offerings to ensure interest and participation. Although the high school has not yet begun offering the new courses, Montoya is hopeful that they will.

"I think it's a great idea, and more importantly, it can benefit many of the students," he said.

Educators say that despite the prestige and financial rewards of the program, many students are reluctant to apply because of the daunting application process.

Truman scholarship application materials, which are available on the internet, number at least a dozen pages. Once submitted, students wait to hear if they are finalists, which enables them to have an interview.

Of the 600-900 students who apply annually, only 200 are named finalists. Twenty interview panels are held throughout the country. The often intimidating interview, which is held by four to six panel members and is limited to only 20 minutes, can become confrontational, with panel members questioning the students on their policy statements.

Despite the difficult application process, the University of New Mexico has nominated students religiously every year.

Upon hearing that the Rhodes had been bestowed on her son, Montoya's mother was ecstatic, he said. "She never jumped on the couches before, but she did this time."

[illegible] executive secretary of the Truman Foundation

The university, which had single Truman winners in 1990 and 1991, has been successful in getting at least one student interviewed a year. In 1998, all four of UNM's nominees were selected for interviews.

"Our success is due to the strong candidates we have here," said Rawls. The university closely screens potential nominees, who are recruited by word of mouth and by ads placed in the college newspaper. Rawls said she also warns them ahead of time of the extensive application process.

Rawls said the fact that the 1998 winners were both Latino is due to the academic talents of the large Hispanic population at the university.

"We have a population of stellar Hispanic students, and we encourage them to apply," she said. Two of the three 1999 nominees, she said, are also Hispanic.

This year's crop of finalists will be named in mid-February. The scholars will be named in late March.

More information on the Truman Scholarship Foundation can be found on the internet at <www.truman.gov>.

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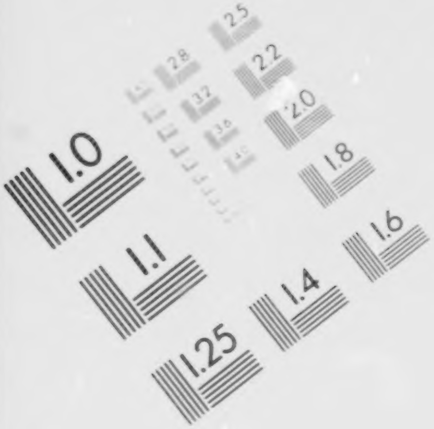
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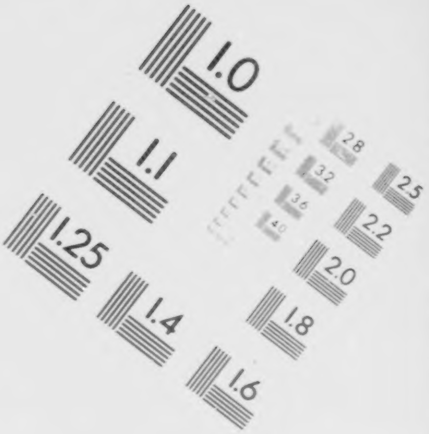
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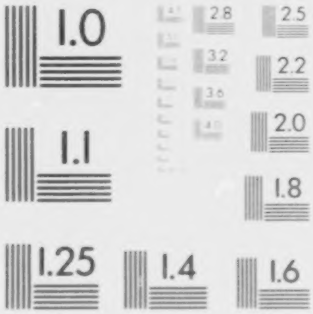
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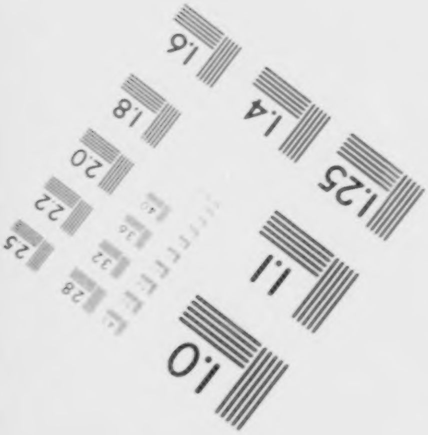
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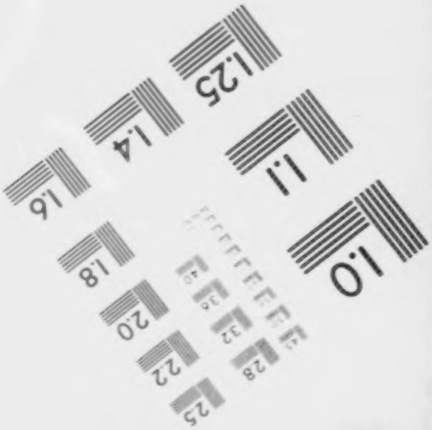
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Latino College Expo

A Labor of Love

BY ADALYN HIXSON

On Saturday, April 17, a thousand or so Latino high school students will arrive at Pace University, across from City Hall in New York City, for several hours of intensive networking, counseling, and information gathering. They are young people from the city's five boroughs (Bronx, Brooklyn, Queens, Manhattan, and Staten Island), and, increasingly, from New York's neighboring Westchester and Rockland Counties, from Long Island, and from New Jersey.

The occasion is the Latino College Expo, brainchild of two young academics working in admissions, Antonio Aponte and Pedro González, who speculated that Latino youth aren't getting the information they need to plan for and enter the realm of higher education.

Even in its very first year, 1991, Latino College Expo was a hit, drawing 359 students to meet with representatives of public and private colleges and universities in the area. Attracting that number of young people to an optional event related wholly to education–on a Saturday–is an impressive accomplishment. And that was just the beginning.

Now in its ninth year, the college fair itself is only one facet of what has become a year-round roster of activities. A brunch preceding the Expo brings together leading Latinos from the worlds of education, business, and government. Keynote speakers at the brunch have included such heavy hitters as

> ***This year we have confirmations from Gonzaga University, in the state of Washington; University of Iowa; Western Michigan University; Carleton College, in Minnesota; and universities from the East Coast, like Temple University, as well as our state and city colleges, like Rhode Island College; and the University of Puerto Rico.***
>
> ANTONIO APONTE,
> EXPO FOUNDER

LATINO COLLEGE EXPO
EDUCATUS

Fostering the educational aspirations of Latino youth in New York City since 1990

Awarded the 1994
Hispanic Heritage
Citation by Governor
Mario M. Cuomo

Education is the Key to the Future

Herman Badillo, Josephine Nieves, and Ramón Cortines. Honors are bestowed for outstanding contributions to the educational advancement of the Latino community. Past honorees include luminaries such as NYC Board of Education Chancellor Joseph Fernández and Congressman Jose Serrano, as well as cutting-edge organizations–ASPIRA of NY, "I Have a Dream" Foundation, Henry Street Settlement, Casita Maria, East Harlem Tutorial Program, The Seneca Center, Alianza Dominicana, and El Puente.

"Colleges and universities need to offer their information and opportunities for exposure at an earlier stage–4th grade to 8th grade. They need to participate in parent forums and explain the process to the parents, who are very influential in a child's educational decision-making."

ANTONIO APONTE,

EXPO FOUNDER

A Summer College Planning Institute answers questions on researching and choosing a college, writing a personal essay, applying for financial aid, and more, through an intensive day of workshops.

The newly-formed Latino Collegiate Society organizes visits to colleges and universities, SAT prep classes, and assistance with financial aid applications and scholarship searches, and stays in touch through a quarterly newsletter offering tips and contacts.

There is, too, an eight-week college-prep initiative offered in collaboration with the Angelo del Toro Puerto Rican/Hispanic Youth Leadership Institute.

Founders Aponte and González work with an advisory body of higher education and community agency representatives in planning the Expo for Latino youth, who constitute the largest minority group in the metro area. The Expo benefits, too, from individual and corporate sponsors, named on the Expo Web site.

HO spoke with Antonio Aponte about the Expo and about his work with young people.

APONTE: I've seen it grow–seen the possibilities and the need for it. The Expo works! And it has been very well received. And it is a good program. Even if I weren't a part of it, it is just a good opportunity for Latino students to identify with themselves. The Latino College Expo attracts more than 100 colleges and more than 1,000 students and parents. The Expo's goal is to expose Latino students to, as many in-state and out-of-state institutions of higher education as are interested in attracting qualified Latino youth.

Antonio Aponte

HO: ***Access to a thousand or so prospective students seems enticing for a college recruiter, especially one interested in a diverse population. How far do colleges travel to attend your Expo?***

APONTE: This year we have confirmations from Gonzaga University, in the state of Washington; University of Iowa; Western Michigan University; Carleton College, in Minnesota; and universities from the East Coast, like Temple University, as well as our state and city colleges, like Rhode Island College; and the University of Puerto Rico.

HO: ***Can colleges participate without attending? Send literature? Buy or otherwise obtain a list of students attending?***

APONTE: At this point, only colleges that attend will be represented and allowed to distribute their information. We set up a pretty intensive resource table that will have publications that cater to students pursuing a postsecondary degree–College Board publications, college guides in Spanish, Hispanic business magazines, financial aid information, and scholarship search information. We also raffle off promotional items that the colleges donate–T-shirts and such. This makes it a little more attractive–it's all marketing. If the students think they might get a fun T-shirt, it brings them in. Then they will see all the other resources.

We do provide a list of students who attend, and this list will be sent to registered colleges so that they can do further outreach. In the future, we might investigate other possibilities, but that is not our focus. We feel obligated to assist–as much as possible–the colleges that attend and support the Expo in order to develop a network for possible student referral and advocacy. People interested in our other programs, such as the Summer College Planning Institute and the Latino Collegiate Society, can contact us at our Web site at <www.LatinoCollegeExpo.org>. Remember that the best place to start is by attending the Expo, but the Web site is useful for those who can't make it.

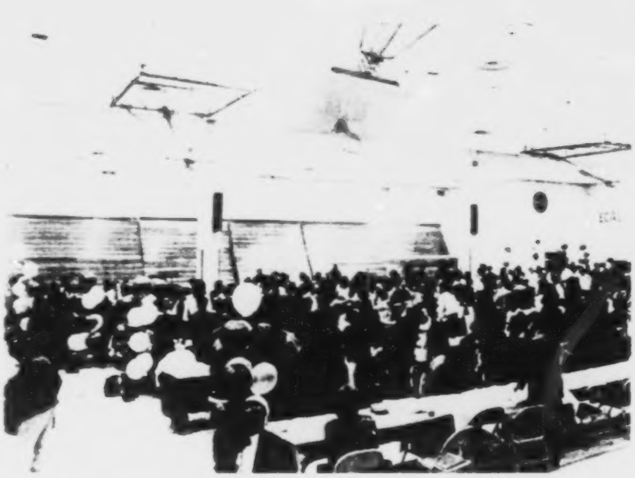
HO: ***Have you given any thought to trying to get this Latino College Expo replicated in other parts of the country, or elsewhere in New York State, either under your aegis or not?***

APONTE: At this point, New York City is the home of the Expo. There are discussions about bringing our resources and activities to other cities in the East Coast region. But New York is our base....

We just started the Latino Collegiate Society. Kids have to have at least a 75 average. Some of them have 85s, 90s, and some are in the 70s. They get four newsletters throughout the year. We'll do various workshops on Saturday once a month–four or five throughout the year. The last one was on the internet–how to search for schools–all the opportunities. We're going to repeat that workshop. Little girls know more about computer literacy–<mybarbie.com>. My daughter has already started. We've collaborated with some other organizations for our workshops, with other traveling shows.

HO: ***If college admissions offices could change ONE THING that would benefit Hispanic students, what would it be?***

APONTE: Colleges need to be more sensitive and aggressive in their efforts. The Latino population in the age group of 11 to 17 will constitute one out of four students on the East Coast. This is the population that will be applying to college. Colleges and universities need to take a holistic and comprehensive approach and begin to offer their information and opportunities for exposure at an earlier stage—4th grade to 8th grade. They need to participate in parent forums and explain the process to the parents, who are very influential in a child's educational decision-making. The Latino College Expo was created with this awareness in mind, and colleges who would like to get involved and participate in our activities or would like our assistance in developing a plan of action in their community, or targeted area of recruitment, should contact our Web site.



HO: ***You work hard year-round on this project. What's it like for you on the actual day of the Expo?***

APONTE: It is a great feeling. But nerve-wracking. That day I'm running!

HO: ***What about all the day-of arrangements–tables, chairs, food, clean-up?***

APONTE: We contract through Pace University. That's the location of the fair, and we use a lot of their services.

HO: ***How many people work on the Expo?***

APONTE: Six or seven. Basically this is something Pedro and I do. Now he is in California, but he's the editor for the newsletter. A couple of individuals help us. We get a lot of in-house mailings for it, and they definitely bring in high school students to help us chaperon, and help the college reps get settled. An old college buddy helped design the Web site and went beyond what I had asked for. Our budget is small every year, but large in terms of our needs. About $10,000. The kickoff brunch, the renting of the space, printing flyers, keeping up the internet site, the newsletter.

HO: ***Could you tell me something about your own background? You've been an actor, I hear, and appeared in a hit show on Broadway with Robert DeNiro.***

APONTE: I'm a Puerto Rican. A Nuyorican, born and raised. As an actor, I wanted to be on Broadway, and I reached a certain level there. I use it in my training work–in "how to interview" situations. I still have close ties with my actor friends. They're going to assist me in one area–with the young students who want careers in the arts, helping them with their auditions and with portfolio preparation.

HO: ***As someone who works creatively with young people, could you name some ways in which we influence "dream development" in the young? Little ways or big ones?***

APONTE: Opportunity to access information. Positive reinforcement. Bilingual dissemination of information, especially for parents. Early awareness initiatives. Volunteering to go back into the community and deliver the message that is our motto–"Education is the Key to the Future." These are the ways to keep the dream alive, to plant the seed to grow, to keep the fire and the drive burning, and to support parents so they can become partners in the college process.

HO: ***As someone new to college teaching, I've noticed how shocked and delighted students seem when I praise some element of their work, as though they rarely get any praise. Whatever happened to positive reinforcement?***

APONTE: Positive reinforcement is crucial in a child's development. It is crucial in an adult's development. We need to go back into our memory banks and remember how "positive reinforcement" or lack of it has affected us in our lives. Maybe then we can begin to bring it back into our daily routine. I was very fortunate, as was my co-founder, to have had positive reinforcement and opportunities. It takes time to realize the effect it might have, but it will surface at some time and have a direct influence on your way of thinking. If it wasn't for my parents, the Boy's Club of New York, and close and honest friends, I would not have created this Latino College Expo or realized that it is needed and it is crucial....

HO: ***So what's your next dream?***

APONTE: My dream is to create a center where primarily Latino students–and all students–can come in by themselves, or with their parents, teachers, friends, and access all the opportunities and information that will increase their chances of moving forward–in New York City and other cities heavily populated with Latinos. To sit down with students and parents at all ages and develop an academic and financial plan to be competitive in their future, and institute change, and pass the baton to the next person.

To supply students and parents with the resources to be the best and be able to fight on equal ground. I think in athletic terms, and feel that training, preparation, practice, and teamwork will equal success. And when given the opportunity, you will be ready and prepared to shine! It's like being an understudy. Your day will come, but you have to be ready. This is my approach. And the approach of the Latino College Expo, Inc.

To register, call (212) 346-1323 and ask for Ms. Carolina Jaramillo-Osorio, or e-mail your name and address to LatinoExpo@aol.com.

ABOUT THE FOUNDERS

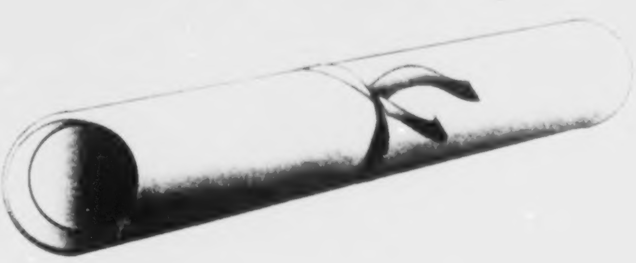
Antonio Aponte, born on New York's Lower East Side to parents from Vega Baja and Dorado, Puerto Rico, attended Moses Brown Prep School in Providence, R.I., through a Boy's Club of NY and the A Better Chance program. He graduated from Syracuse University with a B.S. in Theater/Psychology, and is pursuing a master's degree in nonprofit management. In 1988, he left theater to become the assistant director of Multicultural Recruitment and Retention at SUNY Purchase College, where he created the Multicultural Access Program (MAP). During his tenure, minority enrollment increased from 14.4 percent to 24.7 percent. He was also an adjunct faculty member in the Drama Studies program and an advisor to various student organizations, administered the Empire Minority Scholarship, and assisted in the selection of students for the Melville Scholars program.

Aponte is presently Director of College Placement at Project Reach Youth in Brooklyn, NY. His professional affiliations include: the College Access Consortium of NY, the Boy's Club of NY Alumni Assn., The Angelo del Toro Puerto Rican Hispanic Youth Leadership Institute, ASPIRA, Inc., and other citywide initiatives.

Pedro González, born in NYC to parents from Isabela, Puerto Rico, graduated from Wurzburg American H.S. in Wurzburg, Germany, and earned a bachelor's degree in sociology from SUNY-New Paltz in 1987. He also earned a master's in urban policy from the Milano Graduate School of the New School in NYC.

An admissions professional through his 11 years in academia, he worked at La Guardia Community College and Eugene Lang College, and at Milano Graduate School, where he set up an AmeriCorps program for the "I Have a Dream" Foundation. As assistant dean at SUNY-Stony Brook, he administered a prestigious fellowship for underrepresented students, and at the San Jose State University in San Jose, Calif., he worked as director of student outreach and recruitment. Currently González works as an education consultant and resides in San Jose, Calif., where he is a member of the city's Human Rights Commission.

The Honor Roll

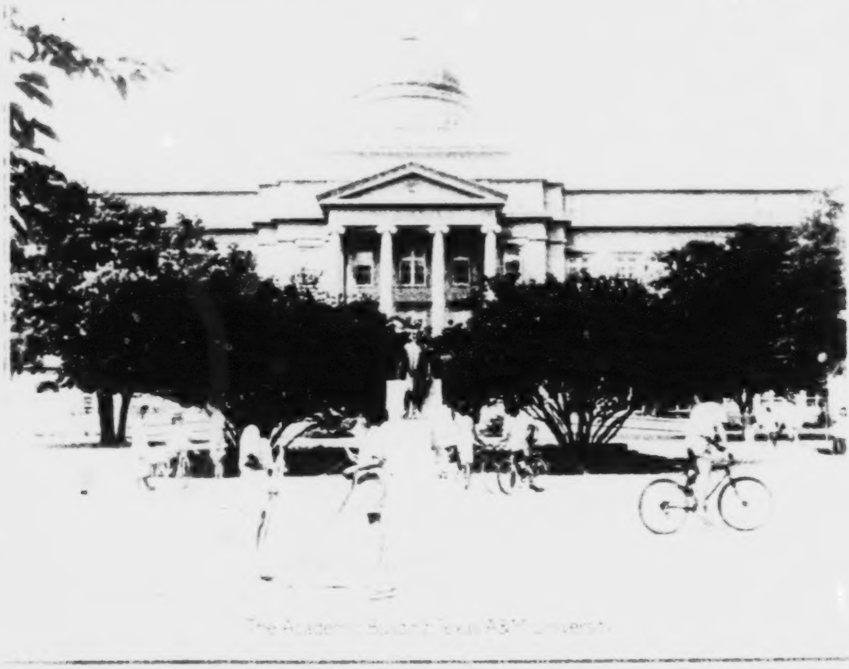


Texas A&M University

Enrollment 43,000...and Growing

BY ROGER DEITZ

Howdy! That's the official greeting of Texas A&M University, known the world over as a friendly place where visitors are welcomed with a hearty "howdy," the down-home, sincere form of hello. While on campus, you might also notice students gesturing to one another with the thumbs-up sign of approval, accompanied by a "Gig 'em."–which is another Aggie tradition of encouragement that means, "go out and do your best."



The Academic Building, Texas A&M University

A wealth of tradition and the legacy of "giving it one's all" are deeply woven into the fabric of Texas A&M University life. Another thing one might notice about the campus is its diversity. Among the school's notable "Top 10" distinctions is a consistent high ranking among public universities in Texas in retention rates, keeping students enrolled and on course until graduation. In this category, the school is ranked first–for overall student body, and for minorities, both African American and Hispanic. The institution also ranks among the leaders nationally for the number of doctoral degrees awarded to minority students.

To keep this pipeline active, Texas A&M has established a network of University Outreach Centers in cooperation with the University of Texas at Austin. The Centers, located in Dallas/Fort Worth, Houston, San Antonio, Corpus Christi, Austin, and the Rio Grande Valley, encourage and help minority students in public schools to plan to attend college.

Not a bad distinction for a university with a record Fall 1998 enrollment of 43,389! This number includes the largest first-year class in the nation–7,355 students. The total enrollment is expected to rank Texas A&M among the five largest universities in the U.S.

African American and Hispanic students account for approximately 12 percent of total enrollment. So, howdy! We welcome Texas A&M to the *Hispanic Outlook* Honor Roll

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Texas A&M University President Dr. Ray Bowen

with a thumbs up for excellence.

Vision 2020 is expected to raise the bar even higher. The effort is a commitment to propel Texas A&M University into the ranks of the top 10 public universities nationally by the year 2020. Texas A&M President Ray Bowen says, "Texas A&M is at an important juncture in our evolution as a university. What must we do to take the quality of the university to a higher level? Vision 2020 is a project that endeavors to find the answers to that question and place Texas A&M among the top ten universities nationwide as the best."

Texas A&M's strengths and opportunities will be assessed in at least a dozen or so key areas. They include faculty, research and infrastructure, graduate studies, undergraduate academics, undergraduate environment and experience, library, basic arts and sciences, demographics, locale, leadership, governance and organization, service to the state, and resources. The effort actively involves more than 200 faculty, staff, students, alumni, and other Texas A&M supporters, President Bowen notes, with equal representation from within and outside the university. The first phase was formally launched last June with a series of campus sessions focusing on assessments and aspirations.

Texas A&M has a long history of service. It is the state's first public institution of higher education. The school was opened on October 4, 1876, as the Agricultural and Mechanical College of Texas, owing its

Honor Roll Facts in Brief

INSTITUTION
Texas A&M University

LOCATION
Office of Admissions and Records
Texas A&M University
P.O. Box 30014
College Station, TX 77842-3014
(409) 845-1004

ESTABLISHED
1876

ENROLLMENT
43,399

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional (Medicine, Veterinary Medicine)

ANNUAL TUITION AND FEES
$10,219 (resident, including room and board, and incidental expenses)

FULL-TIME FACULTY
1,649 (tenured or tenure-track)
67 are Hispanic and 27 are African American
24 Hispanics serve in part-time, visiting, or non-tenure-track positions

HISPANIC ENROLLMENT
3,972

A FEW NOTABLE DEGREE PROGRAMS
Agricultural Systems Management
Educational Curriculum and Instruction
Nuclear Engineering
Political Science
Theater Arts

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Department of Multicultural Advising
International Student Services Office

INTERNET ADDRESS
www.tamu.edu

Texas A&M has established a network of University Outreach Centers in cooperation with the University of Texas at Austin. The Centers, located in Dallas/Fort Worth, Houston, San Antonio, Corpus Christi, Austin, and the Rio Grande Valley, encourage and help minority students in public schools to plan to attend college.

origin to the Morrill Act of 1862, which established the nation's land-grant college system. In 1963, the name of the institution was changed to Texas A&M University to more accurately reflect its expanding role as a leader in teaching, research, and public service fo[illegible]tate, nation, and world. The initials "A" and "M" are a link to the university's past. They no longer represent any specific words, as the school's curriculum has grown to include not only agriculture and engineering but also architecture, business, education, geosciences, liberal arts, medicine, science, and veterinary medicine.

Texas A&M University now has a physical plant valued at more than $1 billion. The main campus at College Station includes more than 5,200 acres and is one of the largest campuses of any institution of higher education in the nation.

More students are attending Texas A&M than at any time in the university's 122-year history. Heavy first-year and transfer student enrollment, coupled with an excellent retention rate, have pushed attendance to 43,399 on the College Station campus, an increase of more than 5 percent over last year. The previous high-enrollment mark was 42,524 in 1993. New first-year-student enrollment this academic year exceeds last year's by more than a thousand. Among minority enrollments, Texas A&M registered 197 African American first-year students last fall compared with 178 a year ago, and 669 new Hispanic students, up from 607 last year.

Texas A&M officials note that the figures are still below the peak of 290 African American students enrolled in 1994 and 891 Hispanic students enrolled in 1995–before the federal court's *Hopwood* decision barred race-related admissions and financial aid.

Higher registrations of minority students are welcome. Texas A&M Texas Education Project pinpointed school districts that have made significant strides in improving the performance of Latino students on the TAAS exam.

Campus at night

"By identifying exemplary districts, we hope to provide the public and policy-makers with information that will inform future policy-making efforts aimed at improving Latino education in Texas," adds John Bohte of Texas A&M's Political Science Department and research director of the Texas Educational Excellence Project. The study analyzed multi-ethnic school districts with 1,000 students overall. A total of 262 districts formed the pool for the analysis.

"Our study finds several school districts that have exemplary records in educating Latino students. These schools are those that are performing well above expectations," observes Bothe. "Schools such as these should be used as examples by other educators to facilitate improvement in Latino education in Texas."

Students on campus

Mexican Border Residents Attending UTEP

Controversial but Effective Program

BY INÉS PINTO ALICEA

The Texas Border County Program, created by the Texas Legislature, allows academically qualified Mexican citizens with demonstrated financial need to attend any of six Texas institutions located along the U.S.-Mexico border and pay tuition at the in-state rate.

Mario Francisco Borunda dreamed about attending his father's alma mater, the University of Texas at El Paso, when he went to college, but he didn't think it would be possible because the out-of-state fees were prohibitive for him and his family, who live in Juarez, Mexico, just a 10-minute drive from his dream.

Then the 19-year-old heard about the Texas Border County Program, created by the Texas Legislature to allow academically qualified Mexican citizens with demonstrated financial need to attend any of six Texas institutions located along the U.S.-Mexico border and pay tuition at the in-state rate. El Paso has, by far, the largest Mexican student enrollment of the six. Nearly 95 percent of the Mexican students attending UTEP qualify for the program, said Christina Bernal, who serves as the advisor to the Mexican students and heads PASE, the *Programa de Asistencia Estudiantil*, or student assistance program.

Jorge Lopez

"I wouldn't have been able to come here without PASE," said Borunda, who is currently studying physics at UTEP. "The experience is great because you can learn another language. If you graduate from UTEP and go to work in Juarez, you will get paid more than if you graduated from a university in Juarez."

Jorge López, a native of Mexico who received his bachelor's and master's degrees at the university before PASE was created and who now teaches in the physics department, praises the program, saying that it teaches students from both sides of the border "other ways of doing things."

"PASE provides a close-up view of a different culture," López said.

Richard Padilla, vice president for student affairs at UTEP, said confidence in the program continues to grow. In recent years, the legislature has expanded the program to include more students and other Texas institutions. Border universities in Arizona and New Mexico have similar programs or are launching them.

"Even though there is a geographical boundary that separates us, we are interdependent, and these types of programs are beneficial to the geographical region," said Padilla. "The students who participate in the program are some of the most dedicated and appreciative students you will meet."

Last year, UTEP enrolled about 1,300 Mexican citizens, more than any other higher education institution outside Mexico. About 8.4 percent of all Mexicans studying in the United States attend UTEP, which in 1997 had a student population of 15,175. The other five institutions participating in the Texas Border County Program–the University of Texas at Brownsville, the University of Texas Pan American, Sul Ross State, Texas A&M International Universities, and Texas A&M University in Kingsville (which is about two hours from the border)–enroll a combined total of nearly 600 Mexican students, said Jane Caldwell, director of grants and special programs at the Texas Higher Education Coordinating Board. Caldwell said that the waived tuition for Mexican citizens cost Texas $9 million last year.

"Anything we can do to enhance the educational levels of this [Juarez, Mexico, and El Paso] region is beneficial to everybody," said Richard Adauto, assistant to UTEP President Natalicio. "This program has been very successful."

Mexican students have been part of UTEP's history. The first Mexican to attend the university enrolled in its first class in 1914,

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when it was known as the Texas School of Mines and Metallurgy. And Spanish is so common on the campus that new professors are asked to learn Spanish and are given a pronunciation guide to Hispanic surnames. UTEP president Natalicio also delivers her annual address to the university in both English and Spanish. UTEP itself is considered a Hispanic-Serving Institution because of its large Latino population. More than 66 percent of the students are Latino.

The Texas Border County Program was launched in 1986 after the Texas Legislature approved the program to make an education in the United States more affordable for Mexicans and to help stabilize enrollments at border universities. Natalicio, then vice president for student affairs at UTEP, joined other university officials in urging lawmakers to address a problem: Mexican students were leaving school prior to getting a degree because they could not afford Texas universities, particularly when the Mexican peso experienced a devaluation or the universities increased tuition. In the early 1980s, when both conditions prevailed, devaluation AND tuition increases, about two-thirds of the Mexicans at the university dropped out.

Some 6,500 Mexicans have studied at UTEP under the program, and 90 percent of them have completed degrees. The program has helped the students and the university weather recent peso devaluations. Few are now forced to drop out for financial reasons.

"PASE helps bring in revenue because it helps with enrollment," said Bernal. "International student enrollment rarely decreases. PASE helps keep a steady stream of Mexican students coming to the university. About 90 percent of the PASE students wouldn't be here without the program. They have no other option to study in the U.S., unless their parents are wealthy."

Bernal adds that the Mexican students' time in a U.S. university can have a positive impact over the years because many of them return to Mexico, get jobs, and help improve the economic situation in Mexico, which, in the long run, improves U.S.-Mexico relations.

"You have to remember, we are educating them in the way we do business," said Bernal, adding that the U.S. students also benefit because they learn about an entirely different culture, lifestyle, and approach to completing projects.

But the program has not been embraced by all. Some question subsidizing an education for foreign students instead of providing the funds for U.S. citizens.

"This is cheating our own young Texans," said an editorial in the now-defunct *Houston Post*. "For what it gave these southern neighbors, Texas could have given a year's free tuition to 6,296 homegrown college students."

But Sylvia Rodriguez, dean of enrollment services, argues that the program is not an act of charity because the students still must pay tuition, books, and other fees related to attending the university.

Border universities in Arizona and New Mexico have similar programs or are launching them.

Richard Padilla

"We're not giving them anything for free," Rodriguez said.

Most of the Mexican students who participate in the program come from Juarez, Mexico's sixth largest city, population more than one million. Due to immigration laws, students in PASE who commute from Juarez while attending the university must prove that they have $3,047 for a year of study at UTEP. And most of those who opt not to cross the international bridges daily because of the lengthy waiting times, sometimes up to two hours, must prove they have $8,926 to cover living expenses and tuition for the year, said Bernal. Still, the program provides a significant savings for financially needy Mexican students who are eligible. If they were to pay out-of-state tuition and living expenses, they would have to show that they had $15,346 to cover their costs.

Caldwell said that while some critics have said the program is unfair because it gives the Mexican students a tuition break not given to students in all other states within the U.S., the criticisms are not justified. The Texas Legislature allows universities in the state to make a similar offer to U.S. students in states neighboring Texas. Such students can request a waiver to pay Texas' in-state tuition when they attend a Texas institution, if they have financial need, she said.

Students who participate in Texas' Border County Program can pursue bachelor's or master's degrees or Ph.D.s and can take some of their core classes, such as U.S. history, in Spanish until they get more comfortable with the language. But to take upper-division classes, they must take intensive English classes if they do not speak the language. Students in the program must meet the same requirements as others entering the university, including submitting high school transcripts and health certificates. In addition, they must pass an English proficiency test such as the TOEFL exam. Students in the program must maintain a 2.0 grade point average.

Answering the Call

Edinboro's Blueprint for Hispanic Recruitment

BY JERRY KIEL, PH.D., AND DENISE L. OHLER, ED.D.

Each year, the Pennsylvania State System of Higher Education helps support a statewide congress of Latino/Hispanic youth. When the event was held in Erie, members of the chancellor's staff who attended came away deeply impressed with the individuals and the interest in higher education they had encountered.

In its September 1996 report, *Our Nation on the Fault Line: Hispanic American Education*, the President's Advisory Commission on Educational Excellence for Hispanic Americans indicated that the educational progress of Hispanic Americans remains behind that of nearly all other societal groups.

Hispanic American students generally have less access to high-quality pre-school programs, are segregated in "resource poor" schools, drop out of the educational system earlier and at higher rates than do other groups, and are failing to complete bachelor's degrees in numbers commensurate with the numbers enrolled in postsecondary programs. The Commission also said that ways must be found to get more Hispanic students to progress on to higher education.

In addressing these problems, the Commission stated that the nation must focus on finding ways to decrease attrition at both the secondary and postsecondary levels, provide enhanced preschool and elementary opportunities for youth, and establish more linkages between schools, business, and social agencies to create additional career pathway opportunities for Hispanic youths. Without such activities taking place, the current crisis situation is likely to intensify.

Edinboro University of Pennsylvania, the only public higher education institution in the northwestern region of the state, recognized the urgency of the issues and desire to increase its Hispanic enrollment. In the 1996 fall semester, it enrolled 46 Hispanic students, representing only .006 percent of total enrollment. Given the growing population base of 10,000 Hispanics in Erie County, where Edinboro is located, the institution believed that it could encourage more applications from this population by establishing an effective summer bridge program. Edinboro University had experienced success with other bridge programs of longer duration for disadvantaged students, but hoped that this one would be more intensive and family-oriented.

In keeping with imperatives

EDINBORO UNIVERSITY
140

espoused by the Pennsylvania State System of Higher Education, Edinboro established a leadership development program for 9th to 11th graders. It had two goals: to reduce the school attrition rate of Latinos in the Greater Erie area (through an after-school tutoring program for elementary and middle school students), and to increase the number of Latinos who matriculate at Edinboro.

Other enrichment programs existed in the area for Hispanic youth, including one designed to encourage entrepreneurship. None, however, existed to promote the development of leadership skills and abilities in young people so that they could become a positive force for good in their own communities. Edinboro's program was designed to fill this void.

The first goal was identified as a result of discussions with Wilfredo Vélez of the Erie School District (also a current Edinboro student), who indicated that young Latino students in Erie lack access to special tutoring; as a result, their overall level of academic achievement lags behind that of other students, a situation that bodes poorly for their likelihood to complete secondary programs and pursue higher education opportunities.

Origin of the Proposal

Each year, the Pennsylvania State System of Higher Education helps support a statewide congress of Latino/Hispanic youth. Several years ago, when the event was held in Erie, members of the chancellor's staff who attended came away deeply impressed with the individuals and the interest in higher education they had encountered. They subsequently mentioned to senior officers that Edinboro might be able to play a pivotal role in attracting Latino/Hispanic youth from around the state. The proposal was developed to begin that task of building a larger cohort of Hispanic/Latino young people on the Edinboro campus.

Goals and Objectives

Dr. Jerry Kiel, associate vice president for enrollment management and retention, and Dr. Denise Ohler, associate dean for Enrollment Management and Retention and also director of Career Services, were especially interested in creating this program, both to enhance the diversity of Edinboro's student population and to make the option of higher education a realistic possibility for Latino youth. "Edinboro University provides a close-knit, family-oriented environment," said Kiel. "As such, we feel it is the perfect place to serve as the focal point for the development of the Latino youth in northwest Pennsylvania and, indeed, throughout the Commonwealth."

> ***The first goal was identified as a result of discussions with Wilfredo Vélez of the Erie School District (also a current Edinboro student), who indicated that young Latino students in Erie lack access to special tutoring.***

The university received a Special Projects appropriation from the Pennsylvania State System of Higher Education for fiscal year 1998-2000 to accomplish the goals below.

The Latino Leadership Development Program addresses Edinboro University priorities of developing mechanisms to enhance enrollment, enhancing diversity, and enhancing technology.

Program objectives stemming from these goals are:

A. To develop a week-long summer residential program on the Edinboro University campus for Hispanic youth who are going to be 10th and 11th graders, focused on increasing academic competencies, leadership skills, a positive self-image, and professional career awareness.

B. To provide opportunities, including use of technology, to enable 12th grade students to take college courses for credit, thus instilling in them the belief that they can succeed in college.

C. To develop a program in which current Edinboro students and Hispanic students involved in the summer programs provide tutoring to elementary and junior high Hispanic children in the local community, helping the children strive for excellence and progress toward attending college.

Project Description

The program thus involves three major components: a week-long residential program, enrollment in summer credit-bearing classes, and a youth tutoring program in Erie during the academic year. It was expected that 20 Latino young people would participate in each cohort group so that when the program is in full operation after three years, approximately 60 participants will be involved.

First and Second Summers Component

The summer residential program for rising 10th and 11th graders builds leadership skills, provides information to participants and their families about higher education in general and Edinboro University in particular, and trains participants to capably tutor younger students. Since Edinboro and higher education are likely to be new and alien experiences for many of the program participants and their families, and since the program's success depends on family support, several activities include the families of those entering the program. Given the central place of the family in the Hispanic culture, this is most appropriate.

The 1998 Summer Latino Leadership Development Program was held in June. Participants were selected with the help of the Hispanic-American Council, the School District of the City of Erie, and the International Institute. The initial goal was to recruit 20 students. The program instead drew thirty. On hand to launch it were Edinboro President Dr. Frank G. Pogue; Erie District school board member Richard Hilinski; and Maritza Robert, executive director of the Governor's Commission on Latino Affairs, keynote speaker at the luncheon; and Wilfredo Velez, whose early input helped shape the program.

Components were:

Welcome and orientation program for families (Latino music, a luncheon, and a tour of campus, including the residential facility);

Training in leadership skills (public speaking, decision-making, writing skills enhancement, computer skills training, cross-cultural communications, goal-setting, development of listening skills, team-building, etc.);

Individual and group career counseling;

Activities designed to promote positive self-esteem;

Training for civic responsibilities (health awareness, drug and alcohol awareness, community leadership, voting rights and responsibilities, mediation training, etc.);

"Latino Local Heroes" program in which successful professionals from the community spoke to the participants about their occupations, paths to success, etc.;

Recreational activities on and off campus;

Information for parents and students on planning for college: introduction to structure, purpose, and terminology of higher education; course work to take during high school to prepare for college; use of videos and/or speakers on topics such as the admissions process, financial aid, information literacy, career planning;

Graduation ceremony for participants and families.

Student Response

Student evaluations were overwhelmingly positive. Most students recommended that the program be lengthened, and indicated that they will participate again next summer. The students also noted that they learned about students throughout Latin America.

Evaluation of the students was positive, too, with Ohler noting, "These students have so much energy and enthusiasm for improving themselves that they have already become members of the Edinboro family."

Community Tutoring Program

The city of Erie critically needed an after-school tutoring program for elementary school-aged Latino youth. One goal of the program, then, is to have program participants become community leaders by providing tutoring services to younger children. Current Edinboro students who are Latinos also are given the opportunity to be part of the tutoring program. These students are eager to become role models for their younger peers and to provide a better climate for pursuing postsecondary education than they themselves experienced. The tutoring, which takes place throughout the academic year, is expected to pay major dividends to all parties.

In the short term, the program should enhance the scholastic achievement rates of students who receive tutoring. In the longer term, these students should be better prepared and motivated to succeed in their secondary school programs of study, resulting in higher retention and college matriculation rates. Of great importance, the program will place Edinboro in a favorable position for making early contact with Hispanic students and families.

Expansion of the Program

Edinboro University received a State System of Higher Education Social Equity grant to recruit an additional 20 students for the 1999-2000 program.

"Since we had such success in recruiting the Latino high school students last summer, we are hopeful that the word has spread in the community about the value of the program," said Dr. Ohler.

Expected Outcomes

Edinboro expects the program to increase the direct involvement of its own academic departments and faculty members in the recruitment and retention process and ultimately to increase the number of Hispanics in Erie attending college.

Its students will benefit from learning and working within a more representative group, gaining a greater respect for pluralism and diversity. With an expanded portfolio of outreach activities and materials, the university will improve and build its relationships with present and future prospect communities, encouraging and reinforcing its accessibility.

As for the future of the program, Edinboro University has determined that the program will stay alive even after grant funding has ended. Its Community Service programs will extend the special tutoring; Its Admissions and Enrollment Management & Retention Offices will maintain the outreach efforts and the relationships established with the Hispanic community. And the university will consider budget reallocation to these projects and will seek other funding sources.

Edinboro University of Pennsylvania, the only public higher education institution in the northwestern region of the state, recognized the urgency of the issues and desire to increase its Hispanic enrollment.

Building Teacher Diversity in the Schools

Portland Program Changing Classrooms

BY SUSAN HEREFORD

Reprinted with permission from Communi-Ties, *a publication of Portland Community College. Editor Susan Hereford*

In Oscar Gilson's fifth grade classroom in North Portland, students interchange the words *maestro* and *teacher* easily. Gilson speaks a sentence or two in Spanish, then embellishes in English. Words like *Que más, Los Estados Unidos, te gusta* and, *problema,* are sprinkled throughout the afternoon lesson to his 19 students enrolled in one of just a handful of bilingual classrooms across Portland Public Schools' district. Half of his students are fluent in Spanish, half in English.

Teaching this way is second-nature for Gilson, who perfected English after moving to this country from Mexico when he was 15.

Now 27 and fresh out of college, Oscar Gilson is a first-year teacher and graduate of a unique program between Portland Community College, Portland Public Schools, and Portland State University to put teachers of color in the classrooms. The Portland Teacher Program (PTP) celebrates its 10th anniversary this year, and in June will have graduated and placed approximately 50 teachers of color in Portland Public Schools.

According to PTP Director Deborah Cochrane, whose office is on PCC's Cascade Campus, children of color comprise 34 percent of the enrollment in Portland Public Schools. Yet, the district's teaching workforce is 89 percent White. These figures mirror the lack of diversity nationwide. It is estimated that by the year 2020, children of color will make up 46 percent of elementary- and secondary school-age children, yet only about 10 percent of today's teachers come from African American, Native American, Hispanic, or Asian American groups.

"Look at the stats," says Cochrane. "We are trying to create more equity and a better balance....

"Students of color," she continues, "need to see people that look like they do [in front of the classroom]. It's role modeling success."

At the same time, she adds, "For a White kid to have a Latino teachers may make all the world of difference as they go out into the world. They see that there are many truths, many realities...."

In 1991, Gilson was out of the Navy, just 20 years old, and searching for a direction. "I was unsure about my life," he says. "I had spent three years in the Navy....One of my experiences I liked the best was to go to the orphanages and work

The Portland Teacher Program (PTP) celebrates its 10th anniversary this year and in June will have graduated and placed approximately 50 teachers of color in Portland Public Schools.

with kids." The Navy sets up volunteering as an on-leave alternative to the typical bar hopping and partying.

Gilson took to it, and at the orphanage, he got a glimpse into his future. He is now a teacher, where he wants to be.

"I love it," exults the new Beach Elementary teacher. "Tomorrow is my first parent-teacher conference."

Gilson spent three years studying at PCC. He then entered Portland State's department of education, ultimately earning a master's degree in education at PSU.

It was an uphill road all the way. Like most of the PTP students, he had to work to support himself while going to school. He rattles off the jobs: "I pumped gas. I washed cars. I worked at a fitness center. I did cannery work."

His first teaching put him at Portland's front line of education reform. Beach Elementary is earnestly trying to pull up its students' low state test scores following a reorganization one and one-half years ago that brought citywide attention to the school.

Of his class, Gilson confides, "They are behind," then adds quickly, "but it's a good class." He wants them to catch up.

When Gilson began his studies, he wasn't sure he was college material. "The GI Bill motivated me to try college," he says. "PCC gave me the confidence to get through. There are smaller classes, nice teachers who care about students." Plus, with PCC's lower tuition, the GI Bill money went further for living expenses. And his mother, also a PTP graduate who teaches at Lane Middle School, encouraged him to apply for the scholarship.

He became one of a cohort group that Cochrane refers to as a "grow your own" program that spans sixth grade through graduate school.

It is made up of several pieces:

•The Academy for Future Educators, sponsored by Portland Public Schools, each year helps approximately 100 elementary and secondary students of color gain leadership skills and exposure to different aspects of the teaching profession.

•At Portland Community College and Portland State University, approximately 50 ethnic minority students who are committed to teaching and have demonstrated merit receive tuition waivers and special counseling and support services.

•Upon graduation from PSU, the students are given priority hiring status with Portland Public Schools where they make a two-year teaching commitment to the district.

Gilson at the front line of education—helping Beach Elementary students catch up

Camille Brahm, another graduate of the program, is now in her second year at Humboldt Elementary in North Portland. She teaches a third and fourth grade blend and says she chose Humboldt school because, "As an African American woman, I wanted to work in my community and be a role model for the children. My first year I learned just as much as the kids. I learned what works, what didn't. I made new friends....I changed lives."

Of her own professional development, she is equally enthusiastic.

"I feel liberated. I now have a career, not just a job."

Latino Youth Learn to Be Leaders

Oregon's Latino high school student dropout rate of 15.7 percent is more than twice the overall statewide rate of 6.7 percent, according to the state Department of Education. The number swells to more than 60 percent if one adds up the four years of high school. It means that fewer than four out of every 10 Latino youth entering Oregon's high schools obtain their diploma.

PCC's Rock Creek Campus has recently signed on to help give Latino youth leadership skills and a support network, and ultimately to create more opportunities for continued education and fulfilling careers. PCC is pairing up with the Oregon Council for Hispanic Advancement in a project called the Oregon Leadership Institute, which has operated the program at several sites throughout the state.

In a cooperative venture, up to 50 Latino youth from Washington County high schools are being targeted for leadership training sessions, set to begin in January and run one Saturday a month for six months at the Rock Creek Campus. The second part of the project identifies 20 Latino students from PCC to serve as mentors to the high school students. The college students enroll in a class at Rock Creek designed to teach mentorship skills.

Paul Halloran, enrollment advocate at the Rock Creek Campus, says, "The curriculum is developed with the students in mind, and in fact the students help develop some of the activities, which deal with real issues they are working on in their day-to-day lives. The students are active players in their education."

This fall, Halloran contacted high schools throughout Washington County and mailed out application packets to students. He also promoted mentorship to PCC's Latino students.

Ed Maldonado, principal at Woodburn High School, and a long-time participant in the Oregon Leadership Institute, sends 10 to 15 of his high school students through the training each year. He says, "It gives them an opportunity to be in a comfortable setting with other Hispanic students. The neat part about it is they get together with other high school students and meet other motivated kids who want to go on to college. The goal is to build confidence and self-esteem and to help them get where they want to go."

Author Susan Hereford has a B.A. from Lewis and Clark College, a masters in education from U. of Oregon, and began studies in the public administration masters at Portland State University this spring.

People-Places-Publications-Conferences

PEOPLE

Roybal-Allard Chairing Congressional Hispanic Caucus

Congresswoman Lucille Roybal-Allard (D-Calif.) made history in November when she was elected chair of the Congressional Hispanic Caucus by acclamation. She is the first woman to chair the Caucus in its 22-year history.

Roybal-Allard said she is continuing to make this Congress understand that Latino issues are American issues. "In 20 years, Latinos will become the majority population in states such as California, New York, Texas, Illinois, and Florida. We must invest today to ensure that our children will be prepared to lead these states into prosperity," said Roybal-Allard.

The Congressional Hispanic Caucus is dedicated to improving the quality of life for Hispanic Americans through legislative initiatives and advocacy, and to the political empowerment of the Latino community.

Rivera Elected Board President

The San Joaquin Delta College (Calif.) Board of Trustees has elected Janet Rivera as its new board president.

Rivera was first elected to the board in 1994 and won a re-election bid last November. She was recently selected to participate in a focus group by the American Association of Community Colleges and the Association of Community College Trustees. Rivera was one of 26 community college trustees nationwide to be selected for participation.

In addition to Rivera's election, Elena Serna was named vice president of the board, and Leo Burke was named board clerk.

Lazaro Promoting Diversity at ACCD

As a member of the Alamo Community College District (Texas) Board of Trustees, Vincent A. Lazaro–ever aware of the need for role models in the minority community–is trying to promote the message that many diverse groups have talent and a great deal to offer.

"We need to live up to the community college philosophy of open admissions and strive to provide educational attainment for minorities," says Lazaro. "We cannot afford to get caught up in the anti-affirmative action sentiment prevalent in other states. We need to ensure that we not doing anything to deny future generations opportunity."

Lazaro has served as general counsel for the Hispanic Association of Colleges and Universities (HACU) and has worked as an attorney for several civil rights organizations.

He holds advanced degrees from Yale University and Harvard Graduate School of Education, as well as law degrees from Columbia University School of Law and St. Mary's University School of Law.

Dearborn Named Executive Director of *Latino USA*

Kate Dearborn is the new executive director of *Latino USA*, the radio journal of news and culture produced as a partnership of the Center for Mexican American Studies and KUT-FM at The University of Texas-Austin.

Dearborn is responsible for the administration and management of *Latino USA*, as well as development and marketing efforts that will lead to diversifying its funding streams and building its audience.

Latino USA is the nation's only English-language weekly radio program covering news and culture from a Latino perspective.

"*Latino USA* provides award-winning, cutting-edge coverage of the largest growing sector of the U.S. population," said Dearborn. "Programs like *Latino USA*, which tell the American story, are imperative."

García on N.Y. Teaching Board

Ofelia García, dean of education at Long Island University (LIU)-Brooklyn, has been named to the newly formed New York State Professional Standards and Practices Board for Teaching.

"There is nothing more important than working to make sure New York school children receive the excellent education to which they are entitled," said García. "The Board will do this by making recommendations that will raise the level of teacher preparedness and professionalism. I am eager to be a part of the process."

Since becoming dean of LIU-Brooklyn's School of Education in Fall of 1997, García has upgraded its curriculum. Under her guidance, the school has created new community programs that also serve as training grounds for students. She also has created and edits a new semi-annual journal, *Educators for Urban Minorities*, due to debut this Spring.

Díaz-Piedra Tapped for National Accounting Council

Aida Díaz-Piedra, controller at the University of Miami (UM) in Florida, has been appointed to the National Association of College and University Business Officers. Díaz-Piedra will serve on the organization's Accounting Principles Council, the body that develops and advocates accounting regula-

tions for the country's universities.

"This appointment recognizes the respect that both Aida Díaz-Piedra and the university enjoy nationally in higher education financial management," said David Lieberman, senior vice president for business and finance at UM.

Díaz-Piedra has been a UM employee for more than nine years.

Treviño Promoting Bilingual Instruction

Dovie Treviño, a professor of bilingual and multicultural education at Western Oregon University, recently gave a lecture entitled "Preparation of Bilingual/ESL Teachers" as part the school's 1998-99 Philosophy Club Faculty Lecture Series.

Having grown up in an area of Texas that had once been Mexican territory, Treviño is a strong advocate for proper implementation and use of ESL and bilingual instruction, programs that didn't exist for her. Said Treviño: "You hear people say, 'ESL doesn't work; bilingual education doesn't work.' Yes, it works. We've got research upon research...that [shows] the progress that students make when they are taught in an adequate way by trained people....The emphasis is on proper training."

Treviño is a commissioner on Hispanic Affairs for the State of Oregon.

Vásquez Named World Editor

Veteran newsman Juan Vasquez has been named world editor of *The Miami Herald* (Fla.). He is in charge of national and foreign news.

An associate professor of journalism at Florida International University, Vásquez, since 1995, has edited *CubaNews*, the authoritative newsletter published out of *The Herald*'s international operations.

Vásquez has reported from a substantial number of Latin American countries and has won numerous awards, including the Maria Moors Cabot Award, for outstanding coverage of Latin America; an Overseas Press Club Award, for economic reporting, and an IAPA award, for coverage of Mexico and Central America. He was a member of the *L.A. Times* reporting team that won the 1984 Pulitzer Prize for public service.

Meza Lectures at Trinity Conference

Education experts from across the globe, including Miguel Antonio Meza Estrada, spoke to the critical issues of teaching and schooling in the 21st century at the International Congress for School Effectiveness and Improvement (ICSEI) 1999 conference, "Lifting the Profession: Teachers and Schools for the New Millennium." The 12th annual conference was hosted by Trinity University in Texas.

Meza is an advocate of the Human Resource Theory, an important approach to education. This theory, it is said, is currently evolving and clarifying the educational arena.

Meza has been director general of the National Commission of Gratuitous Textbooks and Secretariat of Education of Mexico since 1994.

Vicente on HACU Governing Board

Dr. José Vicente, President of the InterAmerican Campus of Miami-Dade Community College (Fla.) since 1997, has been appointed to the Hispanic Association of College and Universities Governing Board. He will hold joint responsibility for policy decisions, budget planning, and membership determination, among other duties.

At the national level, Vicente works with the American Association of Community Colleges on its Commission on Minority Resources, is a member of the National Community College Hispanic Council's Board of Directors, and sits on the American Council on Education's Commission of Leadership and Institutional Effectiveness.

He is an active member of the Greater Miami Chamber of Commerce's Hispanic Business Group Committee and the American Hispanic Educators Association of Dade.

González-Viaña Receives Juan Rulfo Award

WESTERN OREGON UNIVERSITY

Western Oregon University professor and Latin American author Eduardo González-Viaña has received the Juan Rulfo award, widely acknowledged as the most prestigious prize for short stories and novels in Spanish.

González-Viaña, a native of Perú, is a professor of Spanish American culture and literature at Western Oregon.

The award is sponsored yearly in Paris by institutions of the governments of Mexico and France, the magazine *Le Nouvel Observateur*, and "Radio France." Many literary critics consider this honor as a step toward the Nobel Prize.

"What's happening is only that I am a lucky guy," said González-Viaña, who has a doctorate in the Spanish language and literature.

Rebolledo National Chicano/a Studies Scholar of the Year

Tey Diana Rebolledo, University of New Mexico professor in the Spanish and Portuguese department, was the recipient of the National Chicano/a Studies Scholar of the Year award. The award is given to senior scholars whose research and publication in the area of Chicano/a studies has received national and international recognition and who have made outstanding contributions to the Association of Chicano/a Studies. Rebolledo is recognized for her work as a mentor to Chicana students, writers, and young scholars.

At a reception, she presented "Reconstructing Sor Juana's Library: Twenty Years of Chicana Literary Representation," a look at how Chicana publishers and authors are represented on book covers.

Hernández Awarded Barnes & Noble/UAS Scholarship

Child Development major Laurie Hernandez of California State University-Los Angeles has received the Barnes & Noble/University Auxiliary Services scholarship.

Hernandez's goal is to earn a teaching credential from Cal State-L.A. in order to teach elementary age children. She volunteers at the Calvary Chapel in Montebello, Calif., and works as a special education aide for the San Gabriel Unified School District.

Tremaine Earns Leadership Award

Maria Elena Tremaine, Everett Community College (Wash.) Spanish instructor, was presented the Inspirational Leadership Award by the Washington Association of Foreign Language Teachers at their annual all-state conference.

Tremaine was cited for her innovative courses, one being her Spanish for Spanish-speakers course, which draws professionals who must maintain a high level of Spanish proficiency in their work. Another is a Spanish discussion group for high school teachers of Spanish.

A native of Chile, Tremaine acts as an interpreter for court proceedings and medical, social, and human services, and in educational, labor, and industry settings.

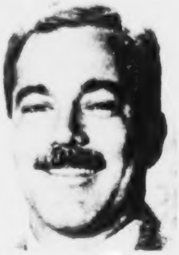
Elias Performs for M-DCC

Brazilian-born jazz pianist, composer, and vocalist Eliane Elias presented a public concert as part of the Miami-Dade Community College (Fla.)-Wolfson Campus Cultura del Lobo Performing Arts Series.

Proceeds were to benefit the Jazz Outreach Project, a three-year jazz education initiative that introduces Miami-Dade County youth to noted jazz artists.

In addition to recording and touring, Elias' impressive career includes 11 albums and a Grammy nomination for last year's *Solos and Duets* with Herbie Hancock. In her work, Elias has documented her genuine love of Brazilian, Argentinean, and Caribbean music and developed her own personalized style of jazz.

Harrison Joins UM Media Office



In Florida, former Fox News channel correspondent Carlos Harrison has been named the University of Miami's associate director of media relations.

"The university is a vital part of the community I grew up in," said Harrison. "And just like that community, it's playing an increasingly important role in the hemisphere and the world. I want to be a part of that."

A veteran print and broadcast journalist with nearly two decades of experience, Harrison has covered everything from the crime beat and local government to the invasion of Panama and Pope John Paul II's historic visit to Cuba.

Reyna Honored by M-DCC

Miami-Dade Community College in Florida has honored Susan Reyna, among others, with a 1999 Drum Major for Justice Award. The awards, created to honor the memory of Dr. Martin Luther King, Jr., and to celebrate Black history, are awarded annually to individuals who have devoted their lives to the ideals of peace, unity, and freedom.

Reyna is the founder of the Latina women's organization MUJER.

Viera Assumes Presidency at NOCCC

Dr. Michael Viera, the former executive vice president of Fullerton College, recently started his first term as president of North Orange County Community College in California.

Viera began his career as a high school civics teacher and later taught political science at Chaffey College for 14 years. He is a member of the Board of Directors of the California Center for Education in Public Affairs, and he is active in several state and national projects, including a task force on non-credit matriculation.

He has a bachelor's degree from Humboldt State University and a master's and a doctorate from the University of California-Riverside.

PLACES

Interactive Art Studio Project at Santa Monica College

In an intriguing experiment that allowed the public to watch a group of talented students, alumni, and a professor create works, Santa Monica College (SMC) in California recently turned its art gallery into a working and open studio and then exhibited the resulting creations.

"Axis Mundi: Dialogue with Past and Present Students," conceived and produced by SMC art professor Linda López (pictured here), was presented in two parts. The first part, billed as an interactive studio project, allowed the public to watch the works-in-progress. The second part was a multimedia exhibit.

López, an accomplished artist whose work has been exhibited throughout the nation, said the name "Axis Mundi" comes from the Meso-Americans' concept of the center of the world.

López has a bachelor's degree from Ohio State University and a master's from the University of California-Irvine.

USF Links with Entrepreneur Internship Program

The University of South Florida (USF) is one of 21 sites nationwide participating in an internship program through the Kauffman Center for Entrepreneurial Leadership at the Ewing Marion Kauffman Foundation.

Nine USF graduate students have been

working with chief executives of nine Tampa Bay firms through the program. Students are selected based on academic achievement and interest in entrepreneurship and receive tuition waivers, Kauffman stipends, and company contributions.

David Rodrigues (second from right), one of the nine students, is shown here with (l. to r.) Michael Fountain, executive director of USF's Office for Corporate Development, Michael Cole, Rodrigues' corporate sponsor from Chamberlain Funding; and USF President Betty Castor.

CCD Helps Dedicate Family Learning Center

City and County of Denver (Colo.) officials and Community College of Denver (CCD) faculty, administrators, and staff joined the residents and staff of North Lincoln Park Homes in December to dedicate the new "Campus of Learners" Family Learning Center.

At the dedication, Denver Deputy Mayor and Manager of Safety Fidel "Butch" Montoya (left) teamed with CCD President Byron McClenney. Montoya unveiled two brass wall plaques that will hang in the Family Learning Center and the Senior Midrise Building. The plaque inscriptions from Denver Mayor Wellington Webb read in part: "Education is one of the cornerstones of a great city. It is the spirit that insists our children will be nourished and nurtured both in body and in mind."

Among the other officials at the dedication were Denver Chief of Police Tom Sanchez and the director of the Colorado Partnership Office of Fannie Mae, Tony Hernández.

Program Helps Latinos Go to College

DW RD Supported by the DeWitt Wallace-Reader's Digest Fund since 1993, Puente–a California program that helps Latino students graduate from high school and go to college–has received $1.65 million in new state funding through the University of California budget to strengthen its infrastructure and expand to new California sites.

The program offers mentoring, counseling, and intensive writing instruction, while drawing on support from the Mexican American business and professional community and involving students' families in supporting their education.

In October, Puente's efforts were honored with a 1998 Innovations in American Government Award from the John F. Kennedy School of Government at Harvard University and the Ford Foundation.

In the News at USF

University of South Florida USF • The University of South Florida (USF) has launched the Latin American-Caribbean Student Book Grant Program with $30,000 from USF's Student Affairs. Through the program, 60 transfer students from Latin America and the Caribbean will receive in-state resident tuition rates, a $500 book grant, and reductions in the certified assured funds requirement.

• This spring, Anabelle Matos will become the first Latina at USF to earn a doctorate in biology. Following commencement, Matos plans to complete a post-doctorate before applying for NASA's astronaut program in Fall 2000.

• Last fall, the Honeywell Foundation announced a gift to the College of Engineering of $1.2 million, designated for research, instruction, and scholarships for Hispanic students. The gift will create an endowment that annually will provide $40,000 for research and instruction and $10,000 in scholarships that will be used to recruit Hispanic students.

• New College sociologist Sarah Hernández has been investigating the formation of a worker-owned factory in Mexico. Hernández is on the board of the Hispanic American Alliance of Sarasota.

ASPIRA News

ASPIRA • The Ford Foundation has awarded the ASPIRA Association $800,000 to carry out a comprehensive organizational development initiative. "This grant will ensure that ASPIRA enters the 21st century as the premier Latino youth development organization in the country," said Ronald Blackburn-Moreno, president of ASPIRA.

• The ASPIRA Math and Science Academy and the ASPIRA Lighthouse program at ASPIRA of Connecticut have been cited as model after-school programs by the U.S. Department of Education.

• ASPIRA's National Board of Directors has elected, for 1998-99: Raquel Ortiz, Board Chair; William Matos, Vice Chair for Programs; Myrna Rivera, Vice Chair for Finance; Helga Umpierre, Vice Chair for Personnel; Heriberto Oquendo, Secretary; and Daniel Agosto, Treasurer.

• ASPIRA of Florida initiated the construction of its first ASPIRA Youth Sanctuary in North Miami. The ASPIRA Youth Sanctuaries are educational safe havens–free from violence, drugs, and gangs–where youth can come off the streets and receive an education, get counseling, be mentored, and participate in community service.

¡Sofrito! at NJPAC

NJPAC In honor of Three Kings Day, the New Jersey Performing Arts Center presented *¡Sofrito!* as part of the Bell Atlantic Passport to Culture Family Time Series. *¡Sofrito!* is a unique theatrical blend of music and myth that celebrates the Latino culture. Created and performed by David Gonzalez, the show features classic mambo and original pop music performed by Larry Harlow and The Latin Legends band, featuring Adalberto Santiago and Yomo Toro.

Specifically designed for family audiences, *¡Sofrito!* incorporates stories from Puerto Rico, the Dominican Republic, Cuba, Mexico, and the Bronx. The stories emphasize the rich culture and imagery that resonate throughout the Latino world. The Latin Legends band complements the stories with lively songs, chants, and salsa music performed live on stage.

American Chemical Society Scholarships

Minority college and university students who plan to major in chemistry, biochemistry, chemical engineering, or related fields are encouraged to apply for scholarships from the American Chemical Society (Wash., D.C.), the world's largest scientific society.

Under the Society's Minority Scholars program, one-year-only scholarships are awarded on the basis of academic achievement and financial need, for amounts up to $2,500.

The program encourages Hispanic students to pursue college degrees and careers in the chemical sciences.

Although this year's deadline has passed, to get a head start on next year, interested students will want to check out the American Chemical Society Web site at <http://www.acs.org/pafgen/minority/acs2.htm>, or call toll free (800) 227-5558, Ext. 6250, or via e-mail to <scholars@acs.org>.

DuPage Children's Christmas Pageant

Alanis Romero, 3, and Alexander Martinez (with tie), 3, show off their talents at dancing the Hokey-Pokey for Santa Claus and some of his friends during the College of DuPage (Ill.) Latino Ethnic Awareness Association's (LEAA) Second Annual Children's Christmas Pageant held in December. Santa, who is actually LEAA President Juan Villarreal, passed out gifts to more than 20 children who attended the event to exhibit their talents at singing and dancing. The student-run LEAA holds the benefit/pageant each year to help fund four scholarships for Latino students at the college.

CSU-Dominguez Hills Names "U-STAR" Scholars

California State University (CSU)-Dominguez Hills has named the first scholars for its three-year Undergraduate Student Training in Academic Research (U-STAR) program. With nearly $500,000 in funding from the National Institutes of Health, the U-STAR program seeks to boost the number of minorities pursuing graduate degrees in the sciences.

In the front row, seated left to right, are U-STAR scholars Ada Mae Portugal, Lorna Graham, and Anne Valle.

Standing left to right in the back row are U-Star scholars Daria Estrada Smith, Lucía Loza, Kenneth Rodríguez, and Dr. Thomas Landefeld, associate dean of the CSU-Dominguez Hills College of Arts and Sciences and the architect of the U-STAR program.

News from UHD

- Oscar García (pictured here) was the main speaker at the University of Houston-Downtown (UHD) 1998 Winter Commencement in December. Earning a bachelor of business administration degree in computer information systems, García graduated summa cum laude with a 3.96 GPA.

- The Instituto de Estudios Superiores de Tamaulipas (IEST) of Tampico, Mexico, and UHD have signed a joint cooperative agreement encouraging faculty exchanges and research, student foreign study, and idea and information sharing. UHD President Max Castillo and IEST Director David E. Gómez Fuentes signed the agreement in a public ceremony witnessed by hundreds of people and covered by regional newspapers, radio, and television.
- For the second year in a row, UHD has been ranked one of the nation's most diverse institutions of higher learning by editors at *U.S. News & World Report* magazine and *America's Best Colleges* guidebook. According to 1997-98 data, UHD's 8,000-student campus was rated tops in diversity among all regional liberal arts colleges in the western United States. The university's student body was 32 percent Hispanic.

Alamo Memoir Donated to UT-Austin

The handwritten memoir of Lt. Col. José Enrique de la Pena, a Mexican soldier in Santa Anna's army, purchased for $387,500 by Charles W. Tate and Thomas Hicks at a Los Angeles auction, has been given to The University of Texas (UT)-Austin. The manuscript includes an eyewitness account of the battle of the Alamo and contains a controversial account of Davy Crockett's death.

The memoir and accompanying documents were written by de la Pena, a junior officer, when Mexican troops stormed the Alamo on March 6, 1836. Traditional accounts held that Crockett fought to the death, but de la Pena reported that Crockett was captured and executed with six other prisoners.

His version of Crockett's death is said to be only a small part of the memoir.

WCC Celebrates Cultural Awareness

Westchester Community College of the State University of New York (SUNY), recently held a variety of events to celebrate Cultural Aware-ness Week.

The program began with "Challenges of Leadership in a Diverse Community," a lecture by Bronx Borough President Fernando Ferrer (pictured here). It was followed by another lecture, "What is Race? The Meanings and Significance of Race in America."

A number of presentations by student clubs and a dance performance were among the events on "Solidarity Day." The New York City-based Impact Repertory Theatre performed a program on tolerance combining monologues, dance, and poetry.

The Cultural Awareness Week series concluded with a Faculty-Student Chat, informal discussions between students and professors who teach courses in areas relating to ethnic studies.

Latino Health Discussion at CSPP Conference

The Chicago School of Professional Psychology held its sixth biennial Cultural Impact Conference, "Gender and Culture: Contemporary Struggles in Mental Health."

Honored at the Conference Celebration was Northern District of Illinois Judge Rubén Castillo, the first Latino to serve as a judge in this capacity. Castillo graduated from Loyola University in 1976 and Northwestern University School of Law in 1979. In 1988, he became director of the Mexican American Legal Defense and Educational Fund, an Hispanic civil rights organization.

Dr. Jorge Partida, Director of the Psy.D. Program at John F. Kennedy University (Calif.), led workshops titled "Sex Roles and Intimacy in Latino Culture" and "Changing Regulation and Perception of Immigration: Clinical and Personal Implications."

Dr. Cristina Cox, clinical psychologist and consultant at the El Rincon Clinic, took part in the workshop "Substance Abuse and AIDS: Cultural and Gender Issues in the Puerto Rican Community."

PUBLICATIONS

Academic Duty

by Donald Kennedy

ACADEMIC DUTY

Examining teaching, graduate training, research, and their ethical context in the research university, Kennedy suggests that meaningful reform cannot take place until more rigorous standards of academic responsibility are embraced by both faculty and administration. With vision and compassion, he offers an important antidote to recent attacks from without that decry the university and the professoriate, and calls upon the college community to counter those attacks by looking within and fulfilling its duties.

March 1999

310 pgs.

ISBN 0-674-00223-7

$16.95 paper

Harvard University Press

www.hup.harvard.edu

Hispanic Market Handbook: The Definitive Source for Reaching This Lucrative Segment of American Consumers

by M. Isabel Valdés and Marta H. Seoane

HISPANIC
MARKET
HANDBOOK

In this book, the authors define the Hispanic marketplace, explain important cultural factors that impact human behavior, and discuss the use of language and media. The book also presents case studies, market research, and 20 pages of marketing sources that will help readers gain a greater share of the growing Hispanic marketplace.

1995

488 pgs.

ISBN 0-8103-8500-7

$69.95 hardcover

American Demographics

(800) 828-1133

Diversity in America: Projections for Minority, Black, Hispanic-American, and Asian-American Populations to the Year 2001

This package–a reprint booklet–explores pockets of diversity throughout the United States. You will learn about the 350,000 Hispanic immigrants who come to the U.S. every year. They and their U.S.-born children should increase the number of Hispanic Americans from just under 28 million in 1996 to more than 32 million in 2001.

1998

16 pgs.

Item #B4016

$10.00 reprint booklet

American Demographics

(800) 828-1133

DEMOGRAPHICS
Diversity
Projections for Minority, Black, Hispanic-American, and Asian-American Populations to the year 2001

Racial and Ethnic Diversity: Asians, Blacks, Hispanics, Native Americans, and Whites

by Cheryl Russell

RACIAL
AND ETHNIC
DIVERSITY
2

This is a complete guide to the nation's racial and ethnic makeup based on government data–many of which are no longer available to the general public in published form. A comprehensive section for each group profiles income, households, living arrangements, and spending patterns.

1998

728 pgs.

ISBN 1-885070-15-2

$94.95 cloth

American Demographics

(800) 828-1133

Specific Hispanics

AMERICAN
DEMOGRAPHICS
Specific
Hispanics
Reprint Package

The 22 million Hispanic Americans are united in some ways, diverse in others. This reprint is a guide to the Mexican Americans, Cuban Americans, and others who make up the U.S. Hispanic market. It also presents detailed information about Hispanics in suburbs, where almost half of all Hispanic Americans live.

1995

32 pgs.

Item #B4000

$24.00 reprint booklet

American Demographics

(800) 828-1133

BEST COPY AVAILABLE

South Wind Come

by Tina Juárez

Chronicling a volatile time in Texan and Mexican history with this long-awaited sequel to *Call No Man Master*, her critically acclaimed first novel, Tina Juárez paints a vivid portrait of both the United States' Civil War and Mexico's continuing struggle for democracy under the leadership of Benito Juárez.

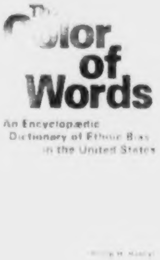
SOUTH WIND
C·O·M·E
TINA JUÁREZ

April 1998
384 pgs.
ISBN 1-5585-231-X
$14.95 paper
Arte Público Press
(800) 633-ARTE

The Color of Words: An Encyclopedic Dictionary of Ethnic Bias in the United States

by Philip H. Herbst

The Color of Words is about the shades of meaning in the English language that capture and give voice to the multi-ethnic temper of our times. It tells the stories of words used in the United States to label ethnic groups or talk about the social landscape of which they are a part.

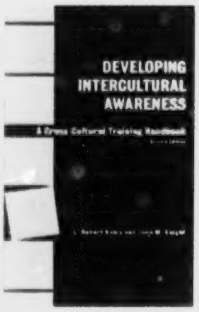

The Color of Words
An Encyclopædic Dictionary of Ethnic Bias in the United States

1997
280 pgs.
ISBN 1-877864-42-0
$24.95 cloth
Intercultural Press
(800) 370-2665

Developing Intercultural Awareness: A Cross-Cultural Training Handbook

by L. Robert Kohls and John M. Knight

This basic guide to cross-cultural training contains simulation games, case studies, icebreakers, and other exercises. In addition, the authors have mapped out one- and two-day workshops for those looking for a preplanned program. Appendices include guides to simulation games, videos and films, and further readings.



1994
158 pgs.
ISBN 1-877864-13-7
$16.95 paper
Intercultural Press
(800) 370-2665

A Guide to Latin American, Caribbean and U.S. Latino Made Film and Video

Karen Ranucci and Julie Feldman, eds.

For decades, Latin American independent and national film and video makers have been creating innovative and authentic works about their own realities. Most of this work is never seen in the United States. This unique directory helps educators, media users, and researchers locate more than 400 films and videos made by Latin American and Latino film/video makers that are available in the U.S.

A GUIDE TO
LATIN
AMERICAN,
CARIBBEAN,
AND
U.S. LATINO-MADE
FILM AND
VIDEO

1998
374 pgs.
ISBN 0-8108-3285-2
$74.50 cloth
Scarecrow Press
(800) 462-6420

VIDEOS

Doing Business in Latin America: A Video Series on Argentina, Brazil, Chile and Mexico

This is a fast-paced, exciting excursion into the streets and countryside of Argentina, Brazil, Chile, and Mexico, and into the heart of the business communities of each culture. A captivating viewing experience as well as a thorough training presentation, the videos provide tips from high-ranking business executives, augmented by concise summaries and striking graphics.

Intercultural
PRESS

(35-45 min., 1994 & 1996)
Big World Inc.
Stock Nos. N-896 Argentina, N-899 Chile,
N-897 Brazil, N-898 Mexico
Intercultural Press
(800) 370-2665

The following video recordings are available from:

FILMS FOR THE HUMANITIES
& SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Entre Naranjos: Vincente Blasco Ibáñez

This is a magnificently filmed three-part production of the classic 1900 Blasco Ibáñez novel. A young, small-town man, Rafael Brull, courts a famous opera singer, much to the dismay of his mother, who arranges his marriage to the daughter of a wealthy local orange exporter. Rafael flees the impending marriage and travels the world, only to return home and his provincial roots.

ENTRE
NARANJOS
Vincente Blasco Ibáñez

(3 parts, 90 min. each, color)
Item #FFH 7601

Conversations with Latin American Writers: Fernando del Paso

Mexican novelist Fernando del Paso penned one of the great historical novels of the Latin American literary "Boom," *Noticias del Imperio*, as well as *José Trigo and Palinuro de México*. In this interview, del

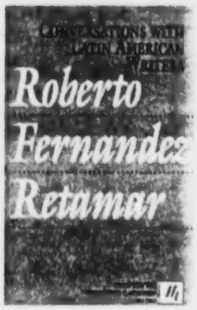
Paso discusses his writing techniques and the literary influences that contributed to their formation.

(Spanish. 43 min., color)

Item #FFH 7604

CONVERSATIONS WITH LATIN AMERICAN WRITERS
Fernando del Paso

Conversations with Latin American Writers: Roberto Fernández Retamar


CONVERSATIONS WITH LATIN AMERICAN WRITERS
Roberto Fernandez Retamar

This program presents the distinguished and controversial Cuban poet, literary critic, and essayist Roberto Fernández Retamar, whose work is closely connected with the Cuban revolution. Somewhat mellowed by age, he talks about his work, the Cuban Revolution, and Latin American literature.

(Spanish. 28 min., color)

Item #FFH 7608

CONFERENCES

Garden City Community College

March 17-19

Eighth consecutive Multicultural Conference sponsored primarily by GCCC. The purpose is to share Garden City's experience, and the experience of others, in increasing cultural awareness and in sharing successful ways of building skills that are effective in multi-ethnic communities and organizations.

Contact: Edna López, (316) 276-9515; e-mail to <elopez@gccc.cc.ks.us>.

Cuban Research Institute

March 18-20

The Cuban Research Institute at Florida International University is hosting a conference on Cuban and Cuban-American Studies In Miami.

Contact: (305) 348-1991; e-mail to <crinst@servms.fiu.edu>

AAHE - Organizing for Learning: Constant Values, Competitive Contexts

March 20-24

Annual conference of AAHE, the American Association for Higher Education. In Washington, D.C.

Contact: AAHE, (202) 293-6440; Web site, <www.aahe.org>.

NACADA - National Academic Advising Association Regional Conferences

March 17-19: Pacific Region 9, Los Angeles, Calif.

March 25-26: Northeast Region 1, Syracuse, N.Y.

April 7-9: Northwest Region 8, Seattle, Wash.

April 22-23: Region 2, Atlantic City, N.J.

April 29-30: North Central Region 6, Des Moines, Iowa

April 29-30: Rocky Mountain Region 10, Ogden, Utah

May 19-21: Mid-South Region 3, Lexington, Ky.

May 19-21: South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

Center for the Study of Diversity in Teaching and Learning in Higher Education

March 31-April 3

National conference: "Crossing Cultures of Learning: Communicating Through the Curriculum." At The Westin Hotel in San Diego, Calif.

Contact: Dr. Toni M. Forsyth, Executive Director, Center for the Study of Diversity in Teaching and Learning in Higher Education, De Anza College, Cupertino, CA 95014; (408) 864-8309/8993; Web site, <www.TeachLearn.fhda.edu>.

ASPIRA-New Jersey - Latino Education Conference

April 5-6

The first-ever Latino Education Conference in New Jersey, this one will focus on "Where Are the Latino Voices in School Reform?" At Harrah's Casino and Hotel in Atlantic City.

Contact: William Colón, (973) 484-7554; for registration packet, call Carmen Nazario, (973) 484-7554; Web site, <www.aspira.org/NewJersey.htm>.

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching, Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College at Jacksonville. At the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e-mail, <jchamber@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18

31st annual CSC Central Connection, a joint conference with AFLTA, the Arkansas Foreign Language Teachers Association: "Standards for a New Century." At the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.

Contact: Rosalie Cheatham, (501) 569-8159; Web site, <www.ualr.edu/~centralstate>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.

Contact: Dr. Miguel Domínguez, (310) 243-3655; e-mail, <mdominguez@csudh.edu>.

National MultiCultural Institute National Conference

June 3-6

The 14th annual national conference sponsored by the National MultiCultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States: "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

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May 7th Issue / Ad Deadline April 20th

Health Professions Issue

June 4th Issue / Ad Deadline May 18th

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Book Review

By Isabel Schon, Ph.D

Editor's Note: *This is "Part Two: Books in Spanish for Children" of a special, invited submission. The February 26th issue featured "Part One: Books in Spanish for Adolescents," together with Dr. Schon's introductory remarks.*

Bannermann, Helen. ***La historia del pequeño Bábachi*** (The Story of Little Babaji). Illustrated by Fred Marcellino. Translated by John Stone and Rosa Roig. 1998. 70 pages. ISBN: 84-261-3064. $13.95. Grades 1-3.

Set in India with updated Indian characters, Bannermann's well-known story now features Bábachi, Mámachi, and Pápachi. In contrast to the crudely drawn features of previous English-language editions, this smooth Spanish rendition includes charming watercolor illustrations of Bábachi, an Indian boy, outwitting ferocious tigers and enjoying delicious tortitas with his parents.

Spanish-speaking children will definitely enjoy.

Banscherus, Jürgen. ***Kiatoski: goles, trucos y matones*** (Kiatoski: Goals, Tricks, and Bullies). Illustrated by Javier Vázquez. Translated from the German by Rosanna Terzi. 1998. 61 pages. ISBN: 84-348-6109-7. Paper $8.95. Grades 3-5.

Kiatoski, who is about ten, has never enjoyed playing soccer, but he is most impressed that Anna, the best soccer player at school, has asked him to solve a baffling situation. So, as a serious private detective, he accepts the challenge. Soccer fans will especially delight in this amusing, first-person narration, originally published by Arena, Verlag, Germany, that honestly portrays the dilemmas of competition and the pettiness of bullies. Colorful cartoon-like illustrations humorously depict the reluctant hero and the rowdy ruffians.

Diego, Rapi. ***El sapo hechizado*** *(The Bewitched Toad)*. Illustrated by the author. 1997. 64 pages. ISBN: 968-7791-20-9. Paper $7.95. Grades 3-5.

A gentle, singing toad is deeply in love with a beautiful, wet frog. But a mean witch frog turns him into a handsome prince. Despite his pleas and objections, he is to marry a princess. This joyous reversal of the well-known story is sure to appeal to the very young or to older children who can understand the ironic intent. Unfortunately, the small size (4 3/4" x 7 1/2") of this paperback book limits the charm of the well-conceived, modernistic watercolor illustrations.

Ferré, Rosario. ***Pico Rico Mandorico y otros cuentos*** *(Pico Rico Mandorico and Other Stories)*. Illustrated by Alma Rosa Pacheco. 1997. 59 pages. ISBN: 968-19-0376-5. Paper $8.95. Grades 6-8.

Written by the award-winning Puerto Rican author, Rosario Ferré, this collection of five short stories tells about three hungry humpbacked men; a terrible ogre; a wise young woman; Pedro, who isn't as stupid as people think; and Alicia and Elisa, twin sisters who communicate with each other through space. These stories will have a special appeal to young Puerto Rican adolescents, who will appreciate the vernacular; others will enjoy and occasionally use the glossary provided.

Nöstlinger, Christine. ***Mini no es una miedica*** *(Mini Isn't Timid)*. Illustrated by the author. Translated from the German by Carmen Bas Alvarez. 1998. 63 pages. ISBN: 84-348-6067-8. Paper $8.95. Grades 3-5.

Mini, who is eight, is as tall as her older brother Moritz, who is ten. He is a pest in every way and insists on making her life difficult. Mini is so shy and timid that she puts up with his constant abuse, until one day on the trolley when she decides to sit away from him. Despite her fear of missing her stop and getting lost, she reluctantly finds her way back home. To her surprise, Moritz is delighted to see her and apologizes for his rudeness. Originally published by Dachs-Verlag, Vienna, and with Nöstlinger's always-endearing, cartoon-style illustrations, this is an honest story about siblings–their conflicts, disputes, and deep affection.

Wilde, Oscar. ***El gigante egoista*** *(The Selfish Giant)*. Illustrated by S. Saelig Gallagher. Translated by Ursula R. Hesles. 1998. 32 pages. ISBN: 84-241-3360-9. $15.95. Grades 3-5.

Wilde's well-known allegory about a selfish giant who becomes good when he befriends a young child is now available in this fluid Spanish rendition. The full-page, pastel watercolors perfectly complement this sophisticated morality tale.

* * *

United States Dealers of Books in Spanish for Children and Young Adults:

AIMS International Books, Inc.: <www.aimsbooks.com>
Bay Books: <www.lectorum.com>
Los Andes Publishing: <www.losandes.com>
Mariuccia Iaconi Book Imports: <www.mibibook.com>

On the Web—in English and *en Español*:

For additional high-quality books in Spanish for children and adolescents, please visit the Center for the Study of Books in Spanish for Children and Adolescents online at <www.csusm.edu/campus_centers/csb>. Under "Recommended Books," users can access our searchable database of commendable books published around the world in Spanish for children and adolescents. More than 4,000 in-print books that deserve to be read by Spanish-speaking young people—or those who wish to learn Spanish—are in the database. These books have been selected because of their quality of art and writing, presentation of material, and appeal to the intended audience. To provide equal access to the Spanish-speaking world, bibliographic information, grade level, subject headings, and a brief description of each book are available in both Spanish and English. Weekly updates of recent titles are provided.

Dr. Isabel Schon is director of the Center for the Study of Books in Spanish for Children and Adolescents and founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model in Education Award presented by the U.S.-México Foundation, 1992 Denali Press Award from the American Library Association, and 1987 Women's National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full-time research employment at NIH is required for each year of scholarship support.

For more information, contact the UGSP at:
http://ugsp.info.nih.gov
e-mail: ugsp@nih.gov
Phone: 1-800-528-7689
TTY: 1-888-352-3001

Interested students should apply if they:

- Can demonstrate a deep interest in pursuing a career in biomedical research;
- Can demonstrate being from a disadvantaged background;
- Have a GPA of at least 3.5 or better or are in the top 5 percent of your class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.

NIH is dedicated to building a diverse community in its training and employment programs.

Washtenaw Community College

POLITICAL SCIENCE INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking a individual for the position of Political Science Instructor. This individual will teach first and second year college-level courses in Political Science, primarily and American government survey course. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

Note: This position is contingent upon funding.

The successful candidate must possess a Masters degree in political science, or related discipline, with substantial coursework in American government and politics and a record of teaching experience at the college level.

Official WCC application forms will be accepted until the position is filled.

Anticipated date of appointment for this position is for the 1999 Fall semester. The initial annual base salary is $34,330-$45,980 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should send official completed WCC application form with credentials (transcripts) to **Washtenaw Community College, Office of Human Resources Management, First Floor Business Education Building, Room 120, 4800 E. Huron River Dr., PO Box D-1, Ann Arbor, MI 48106.** (313) 973-3497. Job Hotline (313) 973-3510. For job postings see our web site at: http://www.washtenaw.cc.mi.us/jobs/

Note: Applicants must submit with the application documentation to establish minimum qualifications; specifically, all college transcripts (student copies acceptable), and documentation of clock hours of classroom teaching. Also please submit a letter of interest, a CV, two letter of recommendation, copies of first-day course handouts and copies of student evaluations.

Washtenaw Community College is an AA/EEO/ADA employer.

UIC

DIRECTOR

The Latin American Studies Program at the University of Illinois at Chicago invites applications and nominations for a Director, who will be jointly appointed in a social science or humanities department in the College of Liberal Arts and Sciences, effective August 21, 1999. The Program has a dual focus on Latin America and Latinos in the U.S. A candidate should be eligible for appointment as a full professor and have a strong record in research and teaching, demonstrated leadership and organizational skills, the ability and desire to work in a multi-cultural, multi-racial environment, and a commitment to interdisciplinary program building in research and teaching.

Founded in 1973, the Latin American Studies Program offers an undergraduate major and minor and has recently introduced a graduate concentration in Latino/Latin American Studies. In addition, the Program has a full-time director and nine faculty members, some of whom hold joint appointments in other units. Further appointments are anticipated.

Located in the heart of Chicago, a city with a burgeoning Latino population drawn from diverse national origins, UIC is a Research I university serving 16,000 undergraduates and 8,000 graduate and professional students. Latinos make up approximately 15 percent of undergraduate students and a small but growing percentage of graduate students. Chicago offers exciting opportunities for research on Latinos and on Latin America from its Latino communities, rich in history, culture, and artistic life, to its museums, libraries, archival collections, and numerous universities.

Review of applications will begin April 1, 1999 and will continue thereafter. Send nominations or applications, including a full curriculum vitae and names, addresses, e-mail address, and phone numbers of four references to:

William Bridges
Co-Chair, Latin American Studies Search Committee
The University of Illinois at Chicago
College of Liberal Arts and Sciences (M/C 228)
601 S. Morgan Street
Chicago, IL 60607-7104

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AAUW EDUCATIONAL FOUNDATION

Invites Proposals for 1999 Scholar-in-Residence

Women scholars are invited to submit proposals for a Research Scholar-in-Residence award. Research must examine either the impact of technology, particularly distance learning, on the experience of women in higher education, or economic barriers limiting women's access to higher education.

The award requires full-time commitment and performance of the work primarily at the AAUW Educational Foundation in Washington, DC. Stipend is up to $45,000 for up to 12 months. Women of color are strongly encouraged to apply.

Receipt date for proposals: June 1, 1999. Research begins: September 1999. For required guidelines: first visit www.aauw.org, or foundation@aauw.org, 202/728-7602.

American Association of University Women Educational Foundation
Research Scholar-in-Residence Award
1111 Sixteenth St., N.W.
Washington, DC 20036

COMMUNITY RESOURCES & ECONOMIC DEVELOPMENT

University of Vermont Extension seeks Extension Assistant Professor/Community Resources & Economic Development Specialist to provide leadership to the Vermont Town Government Program. Position based in Berlin, Vermont. Plan and conduct statewide educational programs; teach competencies related to governance issues; collect and present research in the area of community development, economic development, and public policy; work cooperatively with state agencies & organizations, including the Vermont Institute for Government.

QUALIFICATIONS: Master's degree required in an area related to community development, with applied economic development background preferred. Doctorate degree preferred. Ability to plan, coordinate, teach, and evaluate educational programs. Experience working with local government programs and/or related educational programming.

Send letter of application, current vitae, and three letters of reference to: **Extension Associate Professor Sara Burczy, UVM Extension, 617 Comstock Road, Suite 5, Berlin, VT 05602-9194.** ***Applications must be received by April 15, 1999.*** UVM is an equal opportunity/affirmative action employer/educator. Women and representatives of diverse racial, ethnic, and cultural groups are strongly encouraged to apply.

MADONNA UNIVERSITY

Position: **Social Work Program Director**
Rank: **Assistant or Associate Professor**

Qualifications: M.S.W. from a C.S.W.E. - accredited program, 2 years post-M.S.W. practice experience, doctoral degree in social work or related field, 2 years undergraduate teaching experience, familiarity with C.S.W.E. accreditation process.

Salary range: $31,825 - 50,920

Responsibilities: The Social Work Program Director serves as the program administrator for a C.S.W.E. - accredited undergraduate program of approximately 150 students. This includes a distance education program offered via interactive television to students in northern Michigan. Duties entail program administration, teaching, advising, university service, and professional contributions.

Applications are welcomed from persons with disabilities and those who represent diverse racial, ethnic, and cultural backgrounds.

To apply, send a letter of application, current vitae, and names and telephone numbers of three references to:

Barbara Jean Scott, M.S.W., C.S.W./A.C.S.W.
Search Committee Chair
Social Work Program
Madonna University
36600 Schoolcraft Rd.
Livonia, MI 48150-1173

Review of applicants will begin March 15, 1999

Madonna University is an
Equal Opportunity Educator

EXECUTIVE DIRECTOR
Human Resources

Houston Community College System is seeking candidates for the position of **EXECUTIVE DIRECTOR OF HUMAN RESOURCES.**

The Executive Director is responsible for providing leadership and administering institutional HR policies and practices. Functions typically include employee records, benefits, employment, compensation, employee training & development services, employee/labor relations and HRIS. Position reports to the Chancellor.

Requirements: Master's degree or Doctorate degree required in Human Resources, Business Administration, Health Care Administration, Public Administration, Education, or a related social science discipline. Official transcript required at time of employment. Additional preference credit will be given to applicants holding both a Master's and Doctorate degree in required discipline.

Minimum of eight (8) years HR management experience, to include at least five (5) years of progressive HR management experience in organization of similar complexity to HCCS. Preference will be given to those who possess current experience gained in universities, colleges, other institutions of higher education, or in public/government institutions while reporting directly to the head of institutions with large, diverse employee/client population base. Strong evidence of problem solving and analytical skills. HRIS experience/knowledge of HR technology development. (PeopleSoft applications a plus.)

Houston Community College System, a public comprehensive community college, with an enrollment of 55,000 credit and non-credit students, and 5,000 full-time and part-time employees is the largest institution of higher education on the Gulf Coast of Texas. Beginning Salary Range for this position is $79,296 to $92,520. HCCS offers an excellent benefits package.

Please refer to Job Vacancy Notice #4055 when making an inquiry or applying for this position. An HCCS application is required for consideration. To request an application, call (713) 718-8566, fax request (713) 718-8599, or you may download an application from our website at **www.hccs.cc.tx.us.** All completed application materials must be in the Human Resources Office by April 12, 1999.

Houston Community College System
320 Jackson Hill, HR Dept. Suite 220
Houston, TX 77007

HCCS is an Equal Opportunity Employer

University of Northern Colorado
College of Business Administration

Computer Information Systems-1999

Assistant, Associate or Potential for named Professorship of Computer Information Systems, #20058. Candidates for these tenure track positions must have completed all requirements for a Ph.D. or D.B.A. in Computer Information Systems, Quantitative Management or a related discipline with expected degree completion by the position start date. The named Professorship may be given to a candidate with a Ph.D. or D.B.A. who also has substantial publication and/or business experience. Candidates much be committed to scholarly research, effective teaching, university and community service. Salary is commensurate with qualifications and experience.

Information and application contact: Applicants should include a resume, a cover letter which addresses their qualifications for the position (by position number), and the names and addresses and telephone numbers of three references who can be contacted. **This position will be filled as soon as an acceptable candidate is found.** Address to:

Tod A. Sedbrook,
CIS Search Committee Chair,
College of Business Administration,
University of Northern Colorado,
Greeley, CO 80639.

Location: UNC is a senior public institution. The College's baccalaureate program and its undergraduate program in Accounting are accredited by AACSB. The University of Northern Colorado is an AA/EO employer and is committed to fostering diversity in its student body, faculty and staff.

FACULTY POSITION
Clinical Electrophysiologist

The Cardiology Division of the University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School is expanding its electrophysiology program. The applicant should be board certified/eligible in clinical cardiac electrophysiology and pacing, and should be skilled in the performance of diagnostic and therapeutic electrophysiology procedures, permanent pacemaker and implantable defibrillator implantation and follow up. Familiarity with trans-septal techniques for catheter ablation is desired.

The candidate should be qualified for entry at the Assistant Professor level and have an established research interest in a specific area of cardiac electrophysiology.

Please send your letter and curriculum vitae to: **Mark W. Preminger, M.D., UMDNJ-Robert Wood Johnson Medical School, 125 Paterson St., Room 2302B, New Brunswick, NJ 08901.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Visit our website at **http://www.umdnj.edu.**

UMD NEW JERSEY

SPRINGFIELD COLLEGE

SPIRIT MIND & BODY

Faculty Positions 1999-2000

Founded in 1885 to educate YMCA professionals. Springfield College has a proud history of providing a balanced education rooted in a philosophy called Humanics. At the heart of this philosophy is an imperative to educate the whole person - spirit, mind and body. Springfield College promotes a unique understanding of how these three dimensions are interconnected and readies the students for a fulfilling life of leadership in service to others in whatever field they choose to enter.

Springfield College is located in the city of Springfield, Massachusetts. The campus provides a traditional New England atmosphere while offering all the benefits of a socially and culturally enriched urban environment. Springfield College remains committed to educating students to become tomorrow's professionals and tomorrow's leaders.

ENGLISH

Assistant Professor - Tenure Track - 9 month
(Position Code SCENGL-60)

Duties: Teach African American literature. Ability to teach other multicultural/ minority literature is desired.

Qualifications: Earned doctorate in English preferred. ABD considered. Must have expertise in the teaching of composition and rhetoric and have demonstrated a strong commitment to excellence in undergraduate teaching. Preference may be given to candidates who also have experience in teaching Journalism/ Communications courses.

HEALTH STUDIES

Assistant Professor - Tenure Track - 9 month
(Position Code SCHPNS-60)

Health Promotion/Nutrition Specialist

Duties: Responsibilities include teaching assignments in undergraduate and graduate courses in Nutrition, Applied Nutrition, Health Behavior, Human Sexuality and Administration of Health Programs. Other duties may include supervision of community health fieldwork.

Qualifications: Earned doctorate in health education or health related field required. Experience teaching undergraduate and graduate college courses; teaching experience at the elementary, middle and/or high school level; experience supervising student teachers and administrative experience preferred.

HEALTH STUDIES

Assistant/Associate Professor - Tenure Track - 9 month
(Position Code SCHETP-60)

Health Education Teacher Preparation Specialist

Duties: Responsibilities may include administrative assignments as chairperson as well as teaching assignments in undergraduate and graduate courses in Health Education, Curriculum Construction, Health Behavior and Administration of Health Programs. Other duties may include supervision of pre-practica health education students, supervision of Master's degree students' research projects and/or administrative responsibilities as chair of the Health Studies department.

Qualifications: Earned doctorate in health education or health related field required. Experience teaching undergraduate and graduate college courses; teaching experience at the elementary, middle and/or high school level; experience supervising student teachers and administrative experience preferred.

MANAGEMENT AND ECONOMICS

Assistant Professor - Tenure Track - 9 month
(Position Code SCME-60)

Duties: Ability to teach undergraduate and graduate management and economics courses with areas of specialization in marketing and health-related courses. Qualified candidates will also supervise a graduate health care management program. Other duties include advisement of students and related responsibilities assigned by the Chair.

Qualifications: Master's degree; doctorate preferred. College level teaching experience; effective communication skills and a commitment to excellence in teaching.

MATHEMATICS AND COMPUTER INFORMATION SCIENCE

Assistant Professor - Tenure Track - 9 month
(Position Code SCMCIS-60)

Duties: Ability to teach undergraduate classes in mathematics, including college algebra, calculus, and discrete mathematics, and the teaching of undergraduate courses in computer science, including computer literacy. Candidates are expected to be familiar with the use of mathematics software such as Mathematica, Maple or Derive and be knowledgeable about computer hardware and programming.

Qualifications: Earned doctorate in Mathematics; strong background in computer science. The ability to teach advanced computer science courses in computer logic design and architecture, and networking is desirable.

DIRECTOR OF ATHLETICS AND ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION

Tenure Track - 12 month (Position Code SCDAAPE-60)

Duties: The Director of Athletics is responsible for providing leadership for a comprehensive, highly competitive Division III program. This program is central to the mission of the college and is considered a vital component of students' education. As Director of Athletics, responsibilities will include budget construction, control and management; supervision of staff and departmental service; programming planning, organization, control and implementation; evaluation of staff, programs and facilities; fund raising; special events and championships. As a member of the Physical Education and Teaching Administration faculty, responsibilities will include instructional assignments at the undergraduate and/or graduate level as well as academic advisement.

Qualifications: Earned doctorate in Physical Education or related field; minimum of six years of college-level experience and eight years of professional experience. Experience with athletic administration, teaching and coaching experience is desired.

PHYSICAL EDUCATION

Assistant Professor - Tenure Track - 9 month
(Position Code SCPPE-60)

Pedagogy in Physical Education

Duties: Responsibilities will include instructional assignments in undergraduate and graduate physical education pedagogy courses; supervision of pre-practicum and practicum experiences; curriculum development; academic advisement; thesis/ dissertation advisement; participation in service and research activities. Possible assignment in other physical education majors courses.

Qualifications: Earned doctorate in Physical Education, or a related field, preferred; ABD considered; teaching experience at the elementary, middle and/or secondary level required; additional teaching experience with expertise in experiential education, outdoor and adventure based activities.

PHYSICAL EDUCATION

Assistant Professor - Tenure Track - 9 month
(Position Code SCMLAPE-60)

Motor Learning and Assessment in Physical Education

Duties: Responsibilities will include instructional assignments in undergraduate and graduate motor learning and control courses; instructional assignment in performance assessment for physical education majors; academic advisement; thesis/dissertation advisement; participation in service and research activities.

Qualifications: Earned doctorate in Physical Education, or related field preferred; ABD considered. Teaching experience at the college level preferred.

PHYSICAL EDUCATION

Assistant Professor - Tenure Track - 9 month
(Position Code SCMDPE-60)

Motor Development in Physical Education

Duties: Responsibilities will include motor development; combination of instructional assignments in the following areas of the undergraduate program: psychology, sociology, or philosophy of sport; academic advisement; thesis/dissertation advisement; participation in service and research activities.

Qualifications: Earned doctorate in Physical Education, or related field preferred; ABD considered. Teaching experience at the college level preferred.

PHYSICAL EDUCATION

Assistant Professor - Tenure Track - 9 month
(Position Code SCPEASM-60)

Duties: Director of Undergraduate and Graduate Sport Management Major/Programs. Teaching undergraduate and graduate sport management courses in Sports Marketing, Sports Law, Organizational Theory and Personnel Management. Other duties include academic advising, graduate student research, thesis and independent studies supervision.

Qualifications: Doctorate in Sport Management or related field. College or University level teaching and Sports Management experience required. Established record of scholarly accomplishment in Sport Management preferred.

PSYCHOLOGY

Assistant Professor - Tenure Track - 9 month
(Position Code SCPSY-60)

Duties: Ability to teach undergraduate and graduate psychology programs; supervise fieldwork and research; serve as academic advisor. Teach courses in psychology including Applied Psychology, Adult Development and Learning, Career Development, Human Development and Consulting Skills. Ideal candidate will possess expertise in Counseling Psychology, Organizational Psychology, Community Collaborations involving Youth At Risk and Interdisciplinary Psycho-Educational Programming.

Qualifications: Earned Ph.D., Ed.D., or Psy.D. in Counseling Psychology or related field; counseling experience; college level teaching experience with diverse populations; experience in conducting and supervising qualitative and survey research; effective communication skills and a commitment to excellence in teaching and research.

Send letter of application, resume, curriculum vita and the names and phone numbers of three references to: Manager of Employment, Position Code, Springfield College, 263 Alden Street, Springfield, MA 01109-3797. Application review will begin immediately and continue until positions are filled.

Springfield College is an equal opportunity educator and employer.

University Ombuds

New School University seeks an Ombuds who will work with a university-wide advisory committee to expand the Ombuds program. The individual in this position will educate the community about the program, train volunteer mediators, and actively engage in problem solving. The Ombuds office serves as a central resource for information, education, and proactive training to create and maintain a climate of fairness, equity and mutual respect and to enhance sensitivity to diversity. It assists faculty, students and staff to resolve concerns and complaints employing informal, non-adversarial approaches such as mediation, negotiation, referral and counseling. It also designs and implements programs that enable a diverse community to function without discrimination or harassment including workshops and training, while monitoring compliance with the university's policies, assisting with the development of new policies and procedures that address the rights and responsibilities of the members of the university community, and making recommendations for corrective action. The Ombuds maintains neutrality and confidentiality with regard to all communication and university records to which he or she is given access in the performance of the duties of Ombuds. Qualifications: Experience in conflict resolution, conducting informal inquiries and mediating disputes in an objective, confidential and impartial manner, developing and implementing training programs to improve communication skills. A high degree of diplomacy, good judgement, and strong interpersonal and problem-solving skills especially in cross-cultural communications. Experience at New School University a plus. Demonstrated ability to work collaborately to support diversity and community. Minimum of 3 years of Ombuds or directly related experience. Master's degree preferred, bilingual skills a plus. Excellent benefits including free tuition, comprehensive health insurance and paid vacation. Review of applications will begin immediately and continue until the appointment is made. Send cover letter, resume and a list of 3 professional references to Ombuds Search Committee, c/o Office of the Secretary, **NEW SCHOOL UNIVERSITY**, 66 West 12th Street, New York, NY 10011. New School University is committed to a policy of equal opportunity in all its activities and programs, including employment and promotions. It does not discriminate on the basis of race, color, national or ethnic origin, citizenship status, religion, sex, sexual orientation, age, physical handicap, veteran or marital status. Affirmative action/equal opportunity employer.

New School University

COLLEGE OF ARTS AND SCIENCES

PUBLIC RELATIONS

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 1999.

Teaching responsibilities may include inter alia, Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Michael Robertson, Chair
Public Relations Search Committee
Department of Communication
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by ***April 1, 1999,*** in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request.
We particularly encourage minority and women applicants for all positions.

VICE PRESIDENT FOR EAST CAMPUS

• BLACK HAWK COLLEGE •

Black Hawk College invites nominations and applications for the position of Vice President for the East Campus. This position reports to the College President.

Black Hawk College is a comprehensive community college serving all or parts of nine counties in western Illinois with two campuses (Quad Cities and East Campus). The East Campus, located on a beautiful 102-acre partially wooded site approximately five miles south of Kewanee, serves nearly 900 students in credit programs each semester. A modern building serves as the center for campus life, with administrative offices, classrooms, auditorium, cafeteria, and bookstore. An agriculture pavilion provides laboratory and classroom space for the College's nationally renowned agriculture programs. The recent addition of a greenhouse provides hands-on experience for horticulture students. A complete automotive lab, a learning resources center, a computer center, and a fitness center provide for the development of varied academic and career interests.

CANDIDATES SHOULD POSSESS:

- Master's degree from an accredited college or university required; doctorate, preferred
- Dynamic leadership skills, inspiring teamwork leading to excellence at Campus and District levels
- Demonstrated support and encouragement of multiculturalism
- A collaborative, consultative and inclusive management style
- Ability to create and sustain positive working relationships with the District, Quad Cities Campus, and East Campus
- Ability to develop additional and maintain existing partnerships with businesses, industry, agencies, and other community groups
- Ability to participate in strengthening the college's community presence
- Lead resource development (fund-raising)
- Understanding of the special needs of a small campus in a rural setting, including the need to recruit and retain students
- Appropriate experience in a two year educational environment

The successful candidate will be expected to live in and be a community leader in the area of the District served by the East Campus.

HOW TO APPLY:
Send a letter of application responding to the qualifications, with a current resume of all professional experience, and a list of five references. References will not be contacted without your permission. To be guaranteed consideration all application material must be received by April 19, 1999. Applications and nominations should be sent to:

Black Hawk College
Human Resources Department
6600 34th Avenue
Moline, IL 61265

• Web site: www.bhc.edu •

BHC is an Equal Opportunity college in education and employment

For additional information, contact:
Therese G. Pauly, President, The Pauly Group, 2925 Meadowbrook Road, Suite B, Springfield, IL 62707; Telephone: 217/241-5400; Fax: 217/241-5401

892

BSC Buffalo State College
State University of New York

PROJECT DIRECTOR
UPWARD BOUND PROGRAM

The director is responsible for the overall organization, implementation, supervision, and evaluation of day-to-day project activities, both academic year and summer component. Specific duties include recruitment and monitoring of student participants; recruitment, training, and management of staff; fiscal management; preparation of interim and annual reports, newsletters, media publicity; liaison with parents, target school and college representatives, and providers of federal, state, and local support services.

The position is funded through July 31, 1999; continuation pending approval of new four-year grant cycle.

Qualifications: Master's degree in personnel work, counseling, or related field; related administrative or supervisory experience; prior experience in working with disadvantaged youth, preferably TRIO or other federally-funded academic support programs for first generation, low-income and/or minority high school and college students; strong interpersonal communication and writing skills; teaching, computer, and grant writing experience desirable.

Send letter of application, resume, transcripts, and three professional references to:

Chair, Project Director Search
The Research Foundation of SUNY
State University College of Buffalo
1300 Elmwood Ave., Bishop Hall B-14
Buffalo, NY 14222

BuffaloState

Submission deadline is March 25, 1999

Buffalo State's Research Foundation is an affirmative action, equal opportunity employer and will provide reasonable accommodations to qualified individuals with disabilities upon request.

Announcement of Position Vacancy

UNIVERSITY OF SOUTHERN COLORADO

Pueblo, CO

TITLE OF POSITION: **DISABILITY SPECIALIST**

POSITION DESCRIPTION: The Disability Specialist is responsible for providing specialized academic support services for students with disabilities in a multicultural environment. Specific responsibilities include reviewing and analyzing requests, and making recommendations for accommodations based on diagnostic evaluations. Maintaining an on-going network of academic support services for students with disabilities includes both computer adaptive technology as well as general procedural accommodations. This position is also responsible for administering nationally standardized tests such as ACT and GRE.

QUALIFICATIONS: REQUIRED: Masters degree in Education, Special Education, Counseling, or related field, experience in psychological and educational testing at a collegiate or secondary level, a minimum of three years experience working with specific physical, developmental, and/or learning disabilities, evidence of having worked effectively with multicultural populations, and ability to develop collaborative relationships with community-based resources. Ability to test for disabilities is preferred.

STARTING DATE: July 1, 1999 (full-time, 12-month contract)

COMPENSATION: $30000-$33000

CLOSING DATE: Open until the position is filled. Screenings of complete applications will begin 5/15/99

APPLICATIONS: Forward a letter detailing your qualifications and your perception of your ability to fulfill the expectations of the position, a resume, copies of any licenses or certifications that you have received, include names, addresses and phone numbers of 5 references to

Search and Screen Committee
c/o Claudia Stubenrouch
Office of the Provost
University of Southern Colorado
2200 Bonforte Blvd.
Pueblo, CO 81001-4901

USC is an Equal Opportunity Affirmative Action Employer. Applications from women and members of under presented groups are encouraged.

Oakland
UNIVERSITY

DEAN
UNIVERSITY LIBRARY

Oakland University seeks applications and nominations for the position of Dean of the University Library. The Dean is the chief administrative officer of the University Library and oversees all operations and services, leading library faculty and staff in a dynamic environment. The Dean serves as an advocate and spokesperson for the library and its educational mission both on campus and beyond it, forging effective links with the library's internal and external constituencies. The Dean is responsible for shaping a shared vision for the library's future, and for integrating advances in information technology with traditional materials and services in support of academic programs and the mission of the university.

Candidates must have an ALA-accredited master's degree in library/information science, demonstrated successful senior-level administrative experience in a comprehensive academic library, including planning, personnel, and budget management, open administrative style with commitment to shared decision making, and a record of scholarship and service appropriate for tenure at full professor. A Ph. D. is preferred. The candidate must also possess excellent communication, interpersonal, analytical and organizational skills, and have a demonstrated commitment to diversity.

The OU Library is a highly centralized facility with collections and services housed in the Kresge Library building in the center of the campus. There are 34 members of the library staff, including the dean, associate dean, and 11 librarians with full faculty status. The Dean of the Library reports to the Vice President for Academic Affairs, serves on the Dean's Council and the University Senate, and is responsible for a budget of $3.2 million. The library is committed to information literacy initiatives and aggressive expansion of access to electronic information services. In July 1998, the library changed system from NOTIS to Voyager. More information about the library is available at **www.kl.oakland.edu.**

Oakland University is a comprehensive public institution located among Fortune 500 companies on 1500 park-like acres in Oakland County, Michigan. It offers undergraduate programs in 74 areas and graduate programs in 53 areas and serves an enrollment of over 14,000 students. The annual budget is currently $130,000,000. The university continues to increase its programs, facilities, resources and enrollment. Oakland University recently dedicated its new $43-million Science and Engineering Building and its new $31-million Recreation and Athletic Center. Selected for the second year in a row as one of the 100 "Best College Buys," Oakland University is dedicated to preparing learners for the 21st Century workplace and society.

Salary is competitive and commensurate with qualifications and experience. The position is available July 1, 1999. Review of applications will begin on March 31, 1999 and continue until the position if filled. Please send a letter of application, curriculum vitae, and manes of three references with addresses and telephone numbers to

Frank Lepkowski, Chair
Library Dean Search Committee
Kresge Library
Oakland University
Rochester, MI 48309-4401

Oakland University is an affirmative action, equal opportunity employer. Women minorities and individuals with disabilities are encouraged to apply.

Personnel searches are conducted in accordance with the Michigan Open Meetings Act and Freedom of Information Act.

For more information on Oakland University, please visit our web site at
www.oakland.edu.

ST. JOHN'S UNIVERSITY
NEW YORK
PROVOST

St. John's University, New York, invites applications and nominations for the position of Provost

Founded in 1870 by the Vincentian community, St. John's is one of the nation's largest Catholic universities, with a culturally and ethically diverse student body of more than 18,000 men and women enrolled in seven schools and colleges on its campuses in the New York City boroughs of Queens and Staten Island and its Graduate Center in Rome, Italy. A Carnegie doctoral I institution, St John's offers more than 100 degree programs at all levels from the associates through the doctorate. Full-time and part-time faculty total almost 1,200 and are covered by a collective bargaining agreement. The University is committed to academic excellence in teaching and scholarly research and to a core curriculum in the liberal arts and sciences.

While remaining true to the mission and values which have permeated its 129 year history, St. John's is now in the midst of a major transformation, driven by a strategic plan adopted in 1995. Among the major elements is a $300 million facilities Master Plan, approved for the Queens campus, which includes construction, currently underway, of the first residence halls in the institution's history. Instructional space has been fully renovated to include state of the art computer laboratories as well as classrooms equipped with computer and video technology. A new core curriculum is under development, and all curricula are being infused with a global perspective.

As Chief Academic Officer of the University, the Provost reports directly to the President and is assisted by several Associate Provosts. He/she provides leadership and direction for all academic programs and services, participates in institutional planning, administers the academic budget, works with external accrediting agencies; and serves as a member of the President's Cabinet. In addition he/she provides direction for the development and maintenance of support services central to a vibrant teaching and learning environment and is expected to bring to the University vision and energy to complete the transition to the "new" St. John's.

Additional information about the University is available on the St. John's website: http://www.stjohns.edu

Preferred qualifications include:

- An earned doctorate;
- Record of substantial scholarly achievement and teaching excellence;
- A broad-based institutional perspective on issues related to higher education, including the role of technology;
- Commitment to a student-centered philosophy of education which integrates classroom experience with extra-curricular educational opportunities;
- A record of success as a senior-level academic administrator, including effective management of fiscal and human resources;
- Commitment to collegiality and shared decision making;
- Ability to work effectively with a diverse population of students and faculty;
- A record of involvement in professional educational organizations;
- Understanding of, commitment to, and ability to articulate the mission of the University.

The screening process for this position continues. Starting date is negotiable. Please send applications and nominations to:

ST. JOHN'S
UNIVERSITY
FOUNDED 1870

Dr. Andrew J. Bartilucci
Special Assistant to the President
and Chair
Search Committee for the Provost
St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

Educational Management Network, a division of Witt/Kieffer, is supporting St. John's University with this search. Requests for a copy of the position description or questions may be directed to Nancy Martin or Jane Courson at 508-228-6700 or via e-mail at: St.Johns@emnemn.com

St. John's is an equal opportunity employer and encourages applications from women and minorities.

OREGON UNIVERSITY SYSTEM
DIRECTOR
Enrollment Services & High School Relations

Director, Enrollment Services & High School Relations for Oregon University System (7 campuses). Responsibilities include policy analysis & coordination of Enrollment Services (marketing & recruitment strategies, admission policies/processes, including implementation of PASS (Proficiency-based Admission Standards System) which is aligned with Oregon school reform, financial aid/scholarship programs). High School Relations (visitation program oversight, communication with counselors, publications). Requires advanced degree, minimum 5 yrs relevant experience, strong written & verbal communication, computer, & research skills. Screening begins 4/15/99, position available 7/1/99. For application/information, contact **Helen Stampe, Oregon University System, PO Box 3175, Eugene, OR 97403-0175; (541) 346-5721.** Full position description **<http://www.ous.edu/visitor/jobs.htm>** *EOE*

DIRECTOR
DISTANCE LEARNING
(#492A)

Master's degree and experience working with and managing educational telecommunications and distance learning technologies required. Demonstrated success as a skilled manager or administrator with a proven track record. Demonstrated supervisory and leadership abilities required. Experience with strategic planning, instructional design principles, and student support services desired. Ability to function in a collaborative environment utilizing a team center approach. To apply, send letter of application, resume, and completed application form (call 517/483-9753 to obtain form) to: **8260 Human Resources, Lansing Community College, PO Box 40010, Lansing, MI 48901-7210.** EEO/AAE

THE UNIVERSITY OF VERMONT
DEAN
COLLEGE OF AGRICULTURE & LIFE SCIENCES

The University of Vermont (UVM) invites applications and nominations for Dean of the College of Agriculture and Life Sciences. The Dean is the chief administrative officer of the College and reports directly to the Provost. The Dean, in cooperation with the faculty in the College, the Agricultural Experiment Station, and UVM Extension, is responsible for administering and planning instruction, research, service, and development.

The College contains 7 undergraduate departments and programs, and offers 11 undergraduate majors and 7 graduate programs within the departments of Animal Sciences, Botany and Agricultural Biochemistry, Community Development and Applied Economics, Nutrition and Food Sciences, Microbiology and Molecular Genetics, and Plant and Soil Science. A faculty of 65 works with approximately 800 undergraduate and 87 graduate students.

We seek candidates whose personal and professional qualities and experience assure superior leadership in all areas of academic endeavor. Candidates must demonstrate significant administrative experience, strong communication skills and commitment to affirmative action, cultural diversity and academic excellence. Candidates should have knowledge of the role(s) of basic and applied research programs and Cooperative Extension within the research mission of a comprehensive, land-grant university. The Dean must also present a record of both teaching and scholarly achievement meriting a tenured professorship in the College.

Established in 1791, UVM is located in Burlington, a small city situated between the Adirondack and Green Mountains on the shores of Lake Champlain. The eight undergraduate colleges and schools of the University have an enrollment of 7500. Graduate, Medical, and Continuing Education students bring the total enrollments to approximately 10,000. More information can be found on, http://www.uvm.edu, the university's website.

We will begin to review applications April 1, 1999, and will accept nominations and applications until the position is filled. The University especially welcomes as candidates people of color, women, and people with disabilities.

Nominations and applications, including a letter describing the individual's qualifications for the position, a curriculum vitae and names, addresses and telephone numbers of three references, should be sent to:

Mara R. Saule and Jill M. Tarule
Co-Chairs, Search Committee
Dean, College of Agriculture and Life Sciences
Office of the Provost
The University of Vermont
348 Waterman Building
Burlington, VT 05405

The University of Vermont is an equal opportunity affirmative action educator/employer.

COLLEGE OF BUSINESS

FGCU, located between Ft. Myers and Naples opened in August 1997 as the state's tenth public university. FGCU invites qualified candidates to apply for these positions.

Asst/Assoc/Full Professor of FINANCE, Pos. # 12002.
Asst/Assoc/Full Professor of ACCOUNTING, Pos. # 12017.

Req'd: Earned Doctorate or ABD with Doctorate expected by Fall 1999, strong commitment to high quality teaching of undergraduate/graduate finance and accounting related courses appropriate to academic rank. Strong commitment to research and service. Appointment will be made at a faculty rank commensurate with the candidate's experience on a 9-month multi-year contract basis. Available as early as Fall 1999.

To Apply: Submit two packages for each position, each package must include a letter of interest, curriculum vitae and a list of five references postmarked by the deadline date of March 31, 1999 to **FGCU, Pos. #, Director, Human Resources, 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565.** Finalists will be required to provide official transcripts. Visit **admin.fgcu.edu/hr/index.html** or call 941-590-1111 & access "Faculty" for add'l info. Under FL's Public Records Law, applications submitted are available for public review upon request.

FGCU is an EO/EA/AAI which has a commitment to cultural, racial & ethnic communities & encourages women & minorities to apply. It is expected that successful candidates share in this commitment.

Founded in 1940, Westmont is a Christian residential college of liberal arts and sciences, with 1200 students. As an undergraduate college, Westmont is a community of learners committed to challenging one another in a supportive, residential environment which promotes personal, intellectual and spiritual growth in Jesus Christ. Our faculty and staff affirm a Statement of Faith that serves as a foundation for our life as a community. Westmont awards the Bachelor of Arts and Bachelors of Science degrees in 26 majors, and is accredited by WASC. The campus is located in the beautiful Santa Barbara foothills near the Pacific Ocean, 90 miles north of Los Angeles.

The following position is available in the Student Life division:

Resident Director: responsible for the total administration and management of a coed residence hall complex housing 100-250 students. Facilitates an environment which fosters student's intellectual, emotional, social and spiritual development. MA in College Student Affairs required. MA in Counseling or Divinity will also be considered.

Please send a letter of application, resume and two letters of reference to:

Westmont College
Human Resources
955 La Paz Rd.
Santa Barbara, CA 93108-1099

Applications will be reviewed as received. April 1 is the closing date for this position. For additional information, visit us at **www.westmont.edu**

Westmont complies with federal and state guidelines for nondiscrimination in employment and is committed to diversity.

SEARCH REOPENED

New Jersey City University is a culturally diverse public urban institution located in the greater New York metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program and an expanding continuing education program. Faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching and is actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and/or be assigned to provide instruction through distance education.

Faculty positions will be filled at the level of Assistant Professor, Instructor level if ABD, and selected appointments may be made at the Associate level for outstanding candidates. Applicants should send a letter of application, resume and three names, addresses and telephone numbers of references to the office of Dr. Sandra Bloomberg. Review of applications will continue until the positions are filled.

College of Professional Studies

- Sandra Bloomberg, Ph.D., Dean

BUSINESS ADMINISTRATION/MANAGEMENT

Evidence of successful teaching and research or industry background in management information systems and production/operations management is required. Ability to develop applications using state-of-the-art online and distance technology needed. Commitment to student advisement, retention and department development is essential.

BUSINESS ADMINISTRATION/MARKETING

Exemplary record of teaching and successful professional experience in marketing required, accompanied by specific knowledge of market research, consumer behavior, sales and integrated market communications. Commitment to student advisement, retention and department development is essential.

BUSINESS ADMINISTRATION/TRAVEL AND TOURISM MANAGEMENT

- Program Director/Faculty

Excellent opportunity for experienced educator to start-up program which provides a minor for non-business majors and a concentration for students majoring in Business Administration. Must provide leadership in the development of the program, to include establishing linkages with industry, two-year schools and the community. Individuals with administrative experience in the travel and tourism industry will be given preference. Strong communication and organizational skills are essential. Master's degree in Travel and Tourism Management or related field is required, Doctorate preferred.

CRIMINAL JUSTICE

Evidence of successful teaching or background as a practitioner in the field of Criminal Justice is required. Ability to teach research and quantitative methods is essential. Experience in developing applications using state-of-the-art online and distance technology is a plus. Willingness to advise students and contribute to departmental development and operations is necessary. Undergraduate/Graduate teaching opportunities.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

An Affirmative Action, Equal Opportunity Employer, the College especially welcomes and encourages applications from women and minority candidates.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT
invites applications and nominations
for the following position

• PRESIDENT, LOS ANGELES MISSION COLLEGE

FILING DEADLINE: APRIL 2, 1999
The Los Angeles Community College District is seeking a President to serve at Los Angeles Mission College. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS
All applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university. Also required are three years of full-time experience as faculty or management in accredited institutions of higher learning, and two years of full-time experience in administrative or management positions in business, industry, education or government.

SALARY
Salary and benefits will be negotiated between the Board and the candidate selected. The Board is committed to providing a competitive salary.

FILING AN APPLICATION
To apply, send a resume, a letter of intent and three letters of recommendation. Materials should be received not later than 4:30 p.m. on Friday, April 2, 1999, but applications will continue to be accepted consistent with the process until the position is filled. Cleared candidates will be sent additional application materials. If selected, additional documentation, such as official transcripts, will be required. Send to: **Human Resources Department, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017. For additional information, contact the Senior Director of Personnel Operations at (213) 891-2252.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY

UNIVERSITY OF MARYLAND, COLLEGE PARK

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

The University of Maryland, College Park invites applications and nominations for the position of Vice President for University Advancement. It is the largest public research university in the state and one of the premier universities in the nation. The Vice President for University Advancement is a senior advisor to the President and a member of his Cabinet. The individual will be responsible for campus development, communications, and relations with the entire spectrum of the University's internal and external constituencies. The Vice President provides leadership, vision, and strategic planning for the institutional advancement program, including responsibility for the University's $350 million capital campaign, Bold Vision • Bright Future, and for building the campus's relationship with all groups that have the potential to support the university. This spectrum ranges from faculty and staff to the general public, the media, the corporate community, the alumni, major donors, and volunteers.

University Advancement has 100 staff in three major areas—development, alumni relations, and university marketing/communications—and an annual operating budget of about $9 million.

REQUIRED QUALIFICATIONS:
Leadership experience in advancement or a closely-related field at a large and sophisticated institution. Understanding of higher education and the academic enterprise essential. Extaordinary skills in strategic planning, relationship-building, operational management, and program execution. High-level comprehensive capital campaign experience with major donors and volunteers. Knowledge of marketing and communications. Leadership ability, integrity, standards of excellence, and the ability to represent the university to all constituencies. Major university experience and advanced degree preferable.

For the best consideration, applications must be received by **April 15, 1999**. However, applications will continue to be accepted until the position is filled. Please send letter of application, resume and a list of five professional references. Your letter of interest should include your personal attributes and successes and the accomplishments that prepare you for this outstanding opportunity. Information should be sent to:

Mr. David H. Lambert, President
Lambert & Associates
Executive Search Consultants
44 East Lancaster Avenue, Suite 200
Ardmore, PA 19003-2212

The University of Maryland is an Equal Opportunity, Affirmative Action Employer

UNIVERSITY OF MARYLAND

LYNDON STATE COLLEGE

Lyndonville, Vermont

TENURE-TRACK
ASSISTANT PROFESSOR
FACULTY POSITIONS

Starting August 1999, pending final budgetary approval.

Lyndon State College is a four-year institution with degree programs in liberal arts and professional disciplines. Nestled in the mountains of Vermont's Northeast Kingdom, LSC enrolls approximately 1,100 undergraduates and employs 61 full-time faculty.

The College's mission emphasizes personal attention to students and effective teaching. Successful candidates for the positions below will demonstrate college teaching effectiveness, promise of scholarly activity, and ability to work harmoniously with colleagues, within and across departments, and contribute to program development and assessment.

ALLIED HEALTH SCIENCE: Teach courses in primary area of expertise which could include nutrition, exercise physiology, anatomy, rehabilitative therapies. Must possess the energy, knowledge and skills to work with colleagues to develop new academic programs in the Allied Health Sciences field. Ph.D. required. Certification in an appropriate health science field such as Occupational Therapy, Physical Therapy, American College of Sports Medicine, etc. highly desirable.

BIOLOGY: Teach introductory courses in zoology, ecology, field zoology, conservation biology and possibly microbiology. Work with colleagues to develop curriculum, especially in environmental science. Ph.D. required. Candidate must have strong interest and ability in basic modern ecology, particularly relating to applied problems in the area of environmental science, in general, and specifically in conservation biology.

BUSINESS ADMINISTRATION: Teach introductory and upper-division courses in Management, Organizational Behavior, Business Policy, and other business courses, including those incorporating an in-depth business software knowledge. M.B.A. or doctorate required. Experience with curriculum development, both for the undergraduate program and certificate programs for community learners highly desired. Also, competency in use of business software with in-depth knowledge of business applications, management experience in behavioral science, communications and/or planning.

PHILOSOPHY: Teach introduction to philosophy, ethics, critical thinking and cross-cultural courses as well as upper-level courses reflecting candidate's expertise. Courses contribute to the general education program, the liberal studies degree program and the philosophy minor. Ph.D. in Philosophy required.

PSYCHOLOGY: Teach courses in the human service and psychology majors, establish and supervise student internships, provide professional development to the mental health community, work effectively with a wide range of community service agencies, participate in undergraduate and graduate academic program development. Doctorate in social work or counseling/clinical psychology required, clinical experience desirable.

Salary based on qualifications and experience as defined by VSC-VSCFF AGREEMENT. Generous benefits package.

Send letter of application and vita (listing names and phone numbers of at least three references) to Search Committee, c/o Dr. Paul F. Tero, Dean of Academic Affairs, Lyndon State College, Lyndonville, VT 05851.

Lyndon State College complies with state and federal laws related to equal opportunity and nondiscrimination. Women and minorities are strongly encouraged to apply.

BEST COPY AVAILABLE

VICE CHANCELLOR FOR STUDENT AFFAIRS

UIS
UNIVERSITY OF ILLINOIS AT SPRINGFIELD

The University of Illinois at Springfield invites nominations and applications for the position of Vice Chancellor for Student Affairs. As the newest of the three campuses of the University of Illinois, this campus is pursuing a developmental plan designed to achieve distinction as a public liberal arts institution, with additional missions in public affairs and professional education. The Vice Chancellor will participate in this effort, giving special emphasis to the development of student services for a growing residential student body.

The campus seeks a proven leader in student development with a commitment to the integration of student services and academic programming. The Vice Chancellor reports to the Chancellor and works under the direction of the Provost in the conduct of campus operations. The Vice Chancellor oversees the following major areas: enrollment services, student support services, housing, and student life.

The University of Illinois at Springfield is an upper division and graduate institution located in the state capital. The UIS Campus serves over 4,000 students in 21 graduate and 22 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society. An extensive array of social, academic, and athletic student activities is evolving to meet the needs of an expanding on-campus student community.

Qualifications

An A.B.D. is required, an earned doctorate preferred. Demonstrated administrative experience in areas directly related to the management of the functions listed above is desired. A record of working with a diverse student body to provide a cultural, social and residential environment that promotes the full development of all students is essential. The candidate must present a record of professional achievement and a demonstrated ability to: **(1)** work well with students, **(2)** facilitate and implement change, **(3)** establish and accomplish organizational goals, **(4)** cooperate in team efforts, and **(5)** foster the use of information technology.

Applications and nominations should be sent to:

Chair, Vice Chancellor Search Committee
Office of the Provost, PAC 530
University of Illinois at Springfield
P.O. Box 19243
Springfield, Illinois 62794-9243

Salary and benefits are competitive and commensurate with experience and qualifications. Applications should include a resume; a discussion of accomplishments and interest in the position; and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on March 22, 1999, and will continue until the position is filled. The appointment will commence on July 1, 1999 or as soon thereafter as possible.

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

DIRECTOR

CENTER FOR SPECIAL EDUCATION

Lesley College in Cambridge, MA is seeking a dynamic and creative leader to direct a new center for special education that is part of the School of Education. Lesley College has a long and distinguished history of preparing teachers and administrators to serve children and adults with moderate to intensive learning needs. The Center will engage local, regional and national leaders in the field to provide information that informs the work of education and public policy-makers; guide the conceptualization of educational programs, pursue new and emerging issues in the field, and support families and community based agencies that serve children and adults with special needs.

The Director will have overall responsibility for the direction and management of the center's programs, services, budget, and personnel. The Director will work with the Center's advisory committee and Dean of the School of Education to develop an operational plan, to set priorities, and direct fund raising. The Director will report to the Dean of Education.

Qualifications: Terminal degree with specialization in special education or related field is required. The candidate should have a minimum of five years experience in program management and supervision, and previous leadership in a regional organization related to special education, successful record as a researcher and grants manager. Persons with national experience will receive special consideration.

Letters of interest, including a current resume, three recommendations and a recent research sample should be sent to: ***Human Resources Dept., Re: Director of Special Ed Center, Lesley College, 29 Everett Street, Cambridge, MA 02138. Visit our website - http://www.lesley.edu.*** *(No phone inquiries please.)*

Lesley College prioritizes the achievement of a gender/racial/ethnic/linguistic balance among students, faculty and staff. Persons of color are strongly encouraged to apply. Lesley College is an AA/EEO Employer.

LESLEY

Senior Associate University Registrar

Office of the Registrar

Manage the day-to-day operations of the Registrar's office. Supervise the implementation of University policies and procedures to ensure that scheduling, registration, academic record, transcript, and graduation clearance function occur with accuracy and timeliness, and are coordinated with the functions of other University offices. Hire, evaluate and supervise administrative staff. Establish and maintain effective communications. Represent the Registrar's office on various University committees. Bachelor's degree required, Master's degree preferred. Five years' professional experience in a registrar's area or as a full registrar. Previous experience supervising staff. Requires good communication, organizational and management skills; strong budget and technological skills.

Director, Scheduling & Registration

Office of the Registrar

Direct and manage the scheduling and registration operations. Ensure timely and efficient delivery of services and information to students, faculty and administrators. Oversee the creation and coordination of student curricular class schedules, laboratory schedules and final exam schedules. Oversee registration and the dissemination of enrollment data. Oversee the creation and maintenance of the quarterly class header file and the scheduling of all classrooms. Bachelor's degree required, Master's degree preferred. Two to three years' experience in college administration. Comprehensive knowledge and experience in the area of college Registrar operations, with an understanding of the Registrar's relationship to the university community. Experience in data processing methods relevant to scheduling and registration. Strong written and verbal communication skills and proven ability to operate effectively under strict deadlines also essential.

Send resume to: Linda D. Allen, 120 Hayden Hall, 360 Huntington Ave., Boston, MA 02115. Fax: (617) 373-5351.

Northeastern
UNIVERSITY

Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer

MOHAWK VALLEY
COMMUNITY COLLEGE

announces the following vacancies:

Computer Information Systems Instructor (Two Positions): Appropriate Master's degree or an equivalent combination of education and experience; knowledge of computer applications, including Microsoft Windows 95, Office 97, WWW, and networking required.

Educational Technology Specialist to provide training for faculty and staff in the use of computer and media hardware and software, and to assist with the design, production, and evaluation of instructional materials. Master's degree in Instructional Design, Computer Science, Information Technology or related field required. Knowledge of computer software on multiple platforms and commonly used commercial software products, teaching, and webpage development experience preferred.

Civil Engineering Technology Instructor for TAC-ABET accredited program. M.S. in Civil Engineering, Civil Engineering Technology or closely related field required. Software experience, geotechnical and structural background plus some material testing knowledge required. PE license and 3 years industrial experience preferred.

Engineering, Computer and Physical Science Instructor to teach non-calculus based physics, calculus-based physics, Engineering Science, and Computer Science. Master's degree in Physics required; Ph.D in Physics, and Mac computer experienced preferred.

Graphic Design and Printing Technology Instructor to teach basic graphic design, graphic arts technology, digital design, publication design. Appropriate Master's degree or an equivalent combination of education and experience required. Submit samples of own work with application; include student work if available. Include return postage and mailer if you wish samples returned.

Director of Hospitality Programs to be responsible for overseeing all aspects of the Hospitality Programs Department. Master's degree in Restaurant, Hotel and Institutional Management or related field, five years experience, and knowledge of food and hospitality management or culinary arts required. Cooking demonstration will be required at interview.

Mathematics Instructor Master's degree in Mathematics or an equivalent degree with a minimum of 21 semester hours of graduate mathematics credit required.

Nursing Instructor to teach theory and clinical in Fundamentals of Nursing, Psychiatric Nursing, and Medical Surgical Nursing. MSN, current NYS RN license, and current clinical experience required. Adult Nurse Practitioner specialization and clinical competency in Adult Nursing preferred.

Surveying Technology Instructor for TAC-ABET accredited programs. B.S. in Civil Engineering Technology or closely related field with a Professional Land Surveyors License (PLS) and a surveying background with Total Stations, GPS equipment, and related software is required.

Community College teaching experience preferred for all faculty positions.

Successful candidates will have a clear vision of the mission and role of the comprehensive community college.

Review of applications will continue until successful candidate has been identified. Forward letter of application and resume to: **Dean of Human Resources, Box HO, Mohawk Valley Community College, 1101 Sherman Drive, Utica, NY 13501.**

MVCC is an affirmative action/equal opportunity employer.
Women, minorities and people with disabilities are encouraged to apply.

National Institutes of Health (NIH)
National Institute of Mental Health (NIMH)

NIMH provides a national focus for the Federal effort to increase knowledge and advance effective strategies to promote mental health and to prevent and treat mental illness. NIMH is seeking outstanding candidates for a variety of professional positions whose qualifications include a M.D., Ph.D., or equivalent training, and experience in the field of mental health research. Positions are under the Civil Service or the U.S. Public Health Service Commissioned Corps and pay ranges from $48,000 up to $100,000 depending on the education and experience of the candidates. Interested candidates should obtain a copy of the weekly vacancies available from the NIMH web site **http://www.nimh.nih.gov/om/pmb/nimhjobs.htm** or call 301-443-9094 to speak to a specialist. Applications for positions will be accepted until the closing date of the announcement.

NIH is an equal opportunity employer.

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

METROPOLITAN STATE UNIVERSITY

Metropolitan State University, serving students in Minneapolis and St. Paul, MN, invites applications and nominations for the position of Vice President for Administration and Finance. The position requires a bachelor's degree (master's or CPA preferred) and a minimum of five years of successful and related senior-level administrative and leadership experience. Application review will begin March 22, 1999. Appointment to begin as soon as possible. For a complete description of duties, e-mail to Janice.Anderson@metrostate.edu or call (651) 772-7803. *AA/EEO.*

MANAGEMENT

Princeton University

Executive Director
The Princeton Materials Institute

The Princeton Materials Institute, the focal point for Interdisciplinary Materials research and education at the University, seeks an Executive Director to work closely with the faculty director of PMI and provide daily coordination of the Institute activities. Responsibilities include: oversight of financial affairs; management of technical and support staff personnel development, and facilities; development and outreach activities, such as event planning, alumni relations and grant proposal assistance; production of publications and representing the Institute at campus meetings and public affairs events (including some evenings and weekends).

Requirements include: experience in financial management, budgeting, events planning, fundraising, and strong organizational and management skills. An understanding of higher education and research administration issues in a university setting is preferred. Demonstrated interpersonal and communication skills are expected, as well as the ability to communicate effectively with a diverse group of faculty, staff, students, alumni, and the general public. Strong computer and superior writing skills are expected. A working knowledge of an engineering or science-related discipline with an advanced degree is preferred.

Princeton provides an exceptional work environment and an excellent benefits package that includes health care plans, an excellent retirement plan, tuition reimbursement, a generous vacation schedule, use of various University facilities and more. Interested candidates should submit a scannable resume to: **Human Resources, Clio Hall - HHE, Princeton University, Princeton, NJ 08544-5264.** For further information visit our Web site at http://webware.princeton.edu/hr/posting.htm. Review and screening of applications will begin immediately. For full consideration, applications must be received by March 19, 1999. Princeton University is an equal opportunity employer.

FREDERICK COMMUNITY COLLEGE

Diversity Program Manager (full-time, admin) - Accept the challenge of this new position reporting directly to the president. Responsible for the development & maintenance of ongoing, results-oriented program to achieve goal of having composition of college faculty & staff reflect representative labor pool. Identify representative labor pools, expand efforts to recruit & hire minorities, assist in development of teaching & administrative internships in cooperation with college & universities serving large minority populations. **Requires:** Bachelor's degree, experience in development & maintenance of diversity program, experience implementing & conducting training programs. **Preferred:** Master's degree & experience in higher ed. Hiring salary up to $43,133 commensurate with experience & qualifications. Excellent benefits. All application materials must be postmarked by 3/30/99 for consideration. Send to:

Human Resources
Frederick Community College
7932 Oppssumtown Pk
Frederick, MD 21702

Full-Time Faculty Positions Available for Fall 1999: Aviation Maintenance, English (developmental and credit composition), 2 vacancies, Nursing (psychiatric and maternity). Faculty positions have a postmark deadline of 3/19/99.

Call 301-846-2622 for required application & full description. Visit our website at **www.fcc.cc.md.us.**

FCC is committed to increasing the diversity of its faculty & staff, & to strengthening sensitivity to diversity throughout the institution. Applications from members of historically under-represented groups are especially encouraged. EOE

The University of
Wisconsin-Platteville

Chair of the Department of Business and Accounting

The University of Wisconsin-Platteville's Department of Business and Accounting seeks well-qualified candidates eligible for appointment to the rank of associate professor or professor for this position as chair. The ideal candidate will have an earned doctorate in a business discipline and a demonstrated record of teaching and academic leadership. The chair must work closely with faculty to set the department's direction, maintain its focus on student service and create challenging performance expectations. The individual must be committed to continuous quality improvement within an academic setting.

This tenure-track position offers a unique opportunity to sharpen proven leadership skills in a dynamic academic environment. The candidate must have strong written, verbal and interpersonal communications skills. Experience in administration and distance education are preferred, a commitment to alternative delivery of the business degree is required. The successful applicant must be committed to reviewing accreditation for the department and must be able to establish and maintain positive relationships with graduates and external constituencies.

The department offers undergraduate majors in business administration and accounting to approximately 450 students on campus and 500 at a distance. The department of 22 faculty and staff extends its degree to students at a distance and is developing an online business major and a cross-disciplinary master's degree program in Project Management.

Please send a letter of application, vita and a list of three current references by March 19, 1999 to

Dr. Robert Conway, University of Wisconsin-Platteville
1 University Plaza, Platteville, WI 53818-3099
http://www.uwplatt.edu/

The University of Wisconsin-Platteville is an equal opportunity, affirmative action employer. Women and minorities are especially encouraged to apply. Unless individuals request, in writing, that their identities remain confidential, the names of all applicants will be released upon request. The names of all finalists will be released upon request.

COLUMBIA UNIVERSITY

Assistant Secretary of the University

Reporting to the Secretary of the University, the Assistant Secretary of the University serves as the Secretary's principal deputy and delegate in carrying out the responsibilities of the Office; leads execution of confidential responsibilities that support the operations of the University Trustees and the Office of the President; exercises discretion and decision-making authority in all day-to-day operations; represents the University both internally and externally; attends meetings on behalf of the Secretary and, in the absence of the Secretary, serves in his stead as requested by the President; oversees Archives staff—incl. the Dir., Asst. Dir., and Asst. Archivist—and the administration of the University Archives; advises the Secretary in managing the planning and admin. of Columbia's 250th anniversary celebration; advises and directs design and development of the organization and presentation of materials essential to the transaction of the legal responsibilities and functions of the University Trustees; researches and prepares narratives, promotions, resolutions, minutes, and reports in connection with the Trustees, Executive Committee and plenary meetings; participates in the finalization of the agenda for all Trustees' meetings; performs research to support special requests of the Office of the President; compiles and assembles data for Trustees' committees, the Office of the Gen. Counsel, and other admin. and academic offices; prepares amendments and updates the Statutes of the University and the By-Laws of the Trustees; develops strategic responses to complex inquiries with University-wide impact involving confidential info. for Trustees, sr. University officers, scholars, and the public. MINORITIES ARE ESPECIALLY ENCOURAGED TO APPLY.

Qualif.: Bachelor's degree or the equivalent req. Advanced degree desirable. A min. of seven years' related exp. necessary. Exceptional organizational and commun./writing skills are essential, and a high degree of judgment is req. Proficiency in MS Word, MS Excel, Lexis/Nexis, and other on-line research databases highly preferred. SEND A RESUME to Employment Office, Interchurch Center, 475 Riverside Dr., Rm. 1901, New York, NY 10115.

We take affirmative action toward equal employment opportunity.

TENURE-TRACK DEPARTMENT OF SOCIOLOGY

The Graduate Faculty of Political and Social Science and Eugene Lang College, two of the seven academic divisions of New School University, invites applications for a tenure-track position, rank open, beginning Fall 1999 for its Department of Sociology. Candidates must have demonstrated capacity to conduct innovative research in some of the following areas: urban, gender, race/ethnicity, and mass media. The successful candidate is expected to have a strong theoretical and comparative historical orientation. Commitment to both undergraduate and graduate education is required. Teaching ability in quantitative methods a plus. Applicants should submit a cover letter including statement of research agenda and teaching philosophy, vitae, a sample of written work, and three letters of recommendation to the attention of: The Department of Sociology Search Committee, **GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE,** Room 330, 65 Fifth Avenue, New York, NY 10003. Formal consideration of candidates will begin March 26, 1999 and will continue until the viable candidate is identified. The Graduate Faculty is strongly committed to diversity in all aspects of its endeavors, particularly in curriculum, hiring, and student recruitment; and encourages women and members of groups under-represented in the academy to apply. Affirmative action/equal opportunity employer.

New School University

UNIVERSITY OF CINCINATI

ASSISTANT PROFESSOR - TENURE TRACK (SPECIAL EDUCATION)

(99UC5030) (Emphasis: Moderate to Intense License Program) Position to begin September 1, 1999.

Responsibilities: Teach courses in special education (with an emphasis in the area of instructing school age children and youth with moderate to intense needs in behavior, cognition and language development); engage in scholarly inquiry; advise students with regard to license requirements; work in field settings; assume program leadership positions as appropriate; and engage in professional, university and community service.

Min. Qualifications: Earned doctorate in special education or related field; eligibility for licensure in the State of Ohio in the area of moderate and intense needs (known also as severe and profound); direct involvement with children exhibiting moderate to intense needs; experience in urban public school settings with linguistically or culturally diverse students; evidence of college teaching competencies; emergent leadership skills; student mentoring skills; and a well-defined research agenda. Candidates will demonstrate academic background and experience in supporting school age children with moderate to intense needs in behavior, cognition and language development. Some experience with assistive technology is desirable.

Salary is competitive and dependent upon preparation/experience. The benefit package includes State Teachers Retirement System, medical insurance options, dental insurance, term life insurance, disability insurance, family life insurance and tuition remission for dependents.

The university is the second largest comprehensive research institution in Ohio, has an enrollment of approximately 35000 students and offers degrees through the doctorate. Located in the historic gaslight district of Clifton, the university is only 10 min. from downtown Cincinnati. With a population of nearly 1 million, Cincinnati has been identified as one of the 5 most livable cities in the US and offers great diversity including symphony, art museums, opera, dance, repertory theater, and major league sports teams, thousands of acres of city parks, and a wide variety of cultural events. Nationally recognized public/private schools, moderately priced housing, first-class restaurants, a major international airport and a completed expressway network are among the many advantages of living in Cincinnati.

To apply, send a letter of application (noting control #), vita, official transcripts, samples of publication pre/reprints and 3 current letters of reference to: **Dr. Mary Franklin, Chair, Search Committee, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.** Applicants may email and send relevant materials via email to the chair of the committee at Mary.Franklin@uc.edu. Review of completed applications begins immediately and will be accepted until the position is filled.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply.
UC is a smoke-free environment.

Florida Community College at Jacksonville

Florida Community College at Jacksonville (FCCJ) is the second largest community college in Florida and the tenth largest in the nation, with an annual budget in excess of $100 million. This progressive College serves two northeast Florida counties through five campuses and four centers, with programs ranging from adult education to college credit, including university parallel and more than 50 associate in science degree offerings. FCCJ serves approximately 90,000 students annually, one-third of whom are college credit. The College's main population base and its administrative headquarters are located in the growing city of Jacksonville, a metropolitan area with more than one million residents. The following positions require that the individual selected have strong leadership, management and communications skills along with the ability to be a team player working collaboratively with all college employees at each campus/center.

Dean of Instruction and Student Success
Dean of Liberal Arts
Dean of Student Success
Dean of Workforce Development
Dean of Workforce Development and Liberal Arts

Provides instructional leadership and ensures the effective operation of specified campus instructional departments. Areas of responsibility include faculty and staff supervision, certification, evaluation, planning and leading initiatives; budgeting, curriculum development course and program scheduling and management; problem solving for faculty and students; registration, advising and related student services. Individual selected will be responsible for the campus coordination of instructional disciplines or programs. Reports to the Executive Dean.

Minimum Qualifications: Master's degree with a concentration related to the assigned instructional areas supplemented by three years supervisory and/or teaching counseling experience.

Preferred Qualifications: Master's degree plus two years administrative/supervisory experience in higher education at the community college level.

Salary: $53,040 - $70,752 (Dependent upon education/experience)

APPLICATION PROCESS

Please Note: Only one application is required for consideration for all of the above listed positions. If you are not interested in being considered for all positions please indicate your preference(s).

Review of applications will begin April 1, 1999. All applications received by this date will be given full consideration. However, applications received after this date may be considered until the position is filled.

A Florida Community College at Jacksonville completed application is required and may be obtained at the **Human Resources Department at 501 W. State Street, Jacksonville, FL 32202**, or call (904) 632-3210 days and (904) 632-3160 evenings/weekends; or e-mail **employment@fccj.org**. A resume may be attached, but will not be accepted in lieu of an application.

FCCJ does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services and is an equal access/equal opportunity/affirmative action college.

College of Science and Engineering Opening for 1999-2000

The Department of Electrical Engineering and Computer Science invites applications for a tenure-track Assistant Professor in Computer Science beginning Fall, 1999. Applicants must hold a Ph.D. or equivalent degree in Computer Science and must demonstrate the ability and commitment to provide excellent teaching of both undergraduate and master's level students. Candidates with the ability to teach across a range of subjects are especially sought; specialization in Artificial Intelligence and Database are preferred. The successful candidate will also be expected to maintain a program of scholarship and to contribute to the life of the university. Candidates should send a curriculum vitae, evidence of teaching effectiveness, evidence of scholarly and/or professional activity and recommendations/references to: **Dr. Philip M. Dorin, Department of Electrical and Computer Science, Loyola Marymount University, 7900 Loyola Blvd., Los Angeles, CA 90045-8130.**

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. Women and Minorities are strongly encouraged to apply. Salaries are competitive and commensurate with background and experience.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity Affirmative Action Employer

LOYOLA MARYMOUNT UNIVERSITY

Saint Joseph College
West Hartford, CT

Vice President for Academic Affairs/Dean

Saint Joseph College, founded by the Sisters of Mercy in the Roman Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The College invites nominations and applications for the position of Vice President for Academic Affairs/Dean. The Vice President is the chief academic officer of the College, reporting to the President, and directs and administers all undergraduate and graduate academic programs. S/he will provide leadership in the areas of academic planning, instruction and curriculum development, and budgeting.

Successful candidates will have a minimum of five years' experience as senior administrator in higher education, an earned doctorate or equivalent terminal degree, knowledge of academic technology and a record of demonstrated excellence in teaching and creative/scholarly activity.

Although the search will remain open until the position is filled, the review of applications will begin in April. All correspondence and inquires should be directed to: **Shelly Weiss Storbeck, Vice President & Managing Director, Education Practice, A.T. Kearney, Inc., 225 Reinekers Lane, Alexandria, VA 22314. Or e-mail shelly_storbeck@atkearney.com.**

Saint Joseph College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

BEST COPY AVAILABLE

ONONDAGA COMMUNITY COLLEGE

The Mathematics Department invites applications for a tenure track position teaching a variety of mathematics courses beginning August 1999. The Department seeks a balance in teaching experience and academic preparation. The successful candidate will possess a strong record of academic excellence complemented by demonstrated teaching effectiveness that enables him or her to teach a range of courses from developmental mathematics to sophomore level mathematics.

Previous experience working with various learning styles is a plus. The successful candidate must be able to teach a diverse student population, willing to participate in student advisement and faculty committee work, and interact effectively with a diverse population of students and colleagues.

Minimum Qualifications: Master's degree in mathematics or mathematics education. Three (3) years of teaching college level mathematics is preferred. However, equivalent adjunct or graduate assistantship teaching experience will be considered. College teaching experience must have included developmental level mathematics. Community college experience is preferred.

Salary: Contingent upon rank to which appointed.

Deadline for Applications: Application review begins March 23, 1999 and continues until the position is filled.

To Apply: Submit a letter of application, current resume, student copy or official transcript, and names, addresses, and telephone numbers of three (3) references to: Office of Human Resources, Room 114 Service and Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099 (attn: Mathematics search).

Applicants invited to interview will be asked to furnish letters of recommendation, official transcripts, and sample course syllabi.

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with a disability, veterans, and other protected class members are urged to apply.

www.sunyocc.edu

Rhode Island School of Design

Director of Continuing Education

The Rhode Island School of Design, invites applications for the position of Director of Continuing Education.

Reporting to the Provost, the Director of Continuing Education is responsible for advancing the Continuing Education mission to respond to the educational needs of the community and those who seek opportunities for life-long learning in the arts with open, accessible programs of the highest quality.

The primary responsibilities are to develop, direct, and evaluate all Continuing Education and Special Programs and explore new growth and revenue generating opportunities. The successful candidate should be a leader with experience in the management, development and marketing of extended and continuing education programs, a consensus-builder with a vision for lifelong learning and continuing education, a seasoned manager with an ability to build an enthusiastic, service-oriented team, and an entrepreneur, familiar with the role of computer technology in the field of art and design.

Position requirements include a Master's degree in art, architecture, design, art history, art education, adult education or management. Five or more years of experience in the planning, execution, and management of educational programs. Excellent communication skills. Professional continuing education experience desirable.

RISD was founded in 1877 as a privately endowed coeducational institution. RISD has approximately 2,000 undergraduate and graduate students and offers degree programs in the fine arts, architecture and design disciplines. The Division of Continuing Education offers evening and weekend classes, as well as an extensive summer program, to more than 5,000 part-time students. Continuing Education has a budget of $2.6 million and 19 full and part time staff. For more information about the Division, please consult our web site at **http://www.risd.edu/conted/.**

Salary: $52,000-$65,000

How to apply: Submit an application containing your resume and a cover letter describing how your qualifications and experience related to the responsibilities of this position. Review of applications will begin April 19, 1999. Mail your applications to:

Ms. Carol Terry, Chair
Director of Continuing Education Search Committee
Rhode Island School of Design
2 College Street
Providence, RI 02903-2784

RISD is an equal opportunity employer who encourages inquiries and application from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national or ethnic origin, sexual orientation or disability.

Education

City Colleges of Chicago

DIRECTOR WORKFORCE & TELECOMMUNICATIONS PROGRAMS

The City Colleges of Chicago has an exciting opportunity available for an administrative professional to oversee three district-wide programs: Telecommunications, Tech Prep and Education-to-Careers. You'll also administer plans, develop installation procedures, create marketing strategies, design curricula, plan budget allocations and supervise staff. To succeed, you'll need a Master's degree in Communications, Marketing or Education (or the equivalent) and 5+ years of higher education administration experience, preferably in an urban community college environment. Strong leadership, analytical, communication, problem solving and organization skills are essential. Management control background and PC proficiency are a must. Ph.D. preferred. Budget preparation expertise a plus. For consideration, send your resume to: **City Colleges of Chicago, Human Resources Department, 226 W. Jackson, 12th Floor, Chicago, IL 60606.** Chicago residency is required within 6 months. EEO/AA/M/F/D/V.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

*is accepting applications for the following positions with a **deadline date of 4/15/99.***

Dean of Planning, Marketing and Resource Development
$77,520 to $86,820

Dean, Mathematics, Computer Science and Engineering
$77,520 to $86,820

Dean, Physical Education and Athletics
$77,520 to $86,820

Dean of Information Services
$77,520 to $86,820

Dean of Counseling $77,520 to $86,820

Director of Admissions & Records
$62,700 to $71,976

Director of Financial Aid $62,700 to $71,976

Director of Research & Planning
$62,700 to $71,976

For application materials please contact:

Chabot-Las Positas
Community College District
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
AA/EOE
24 Hour Job Line: (925) 485-5200
email: hr@clpccd.cc.ca.us

Abraham Baldwin Agricultural College

A two-year unit of the University System of Georgia

Abraham Baldwin Agricultural College is a two-year residential college located in Tifton, Georgia, offers 53 majors, including 31 college transfer programs and 22 career technology majors. The student body of approximately 2,600 is taught by a faculty of 100. Tifton is a progressive community known for its quality of life.

VACANCY ANNOUNCEMENTS

INSTRUCTOR/ASSISTANT PROFESSOR OF BUSINESS ADMINISTRATION (Nine Month Tenure- Track)

Qualifications: MA in Business Information Systems, Computer Science, or related field with a minimum of 18 graduate semester hours in Computer Applications. The successful candidate must demonstrate ability in written and oral communication. Community college teaching experience preferred. Salary $34,000-$38,000

INSTRUCTOR/ASSISTANT PROFESSOR OF STUDY SKILLS AND READING (Nine Month Tenure- Track)

Qualifications: MA/PHD in Reading or Reading Education with a minimum of 18 semester credit hours in reading is required. College teaching experience is preferred, and evidence of teaching ability is required. The successful candidate must demonstrate ability in written and oral communication. Salary $30,000-$32,000. Offer will be contingent upon funding

ADVISING CENTER COORDINATOR (Twelve Month Non-Tenure Rank)

Qualifications: MA/PHD in appropriate discipline required. Experience in the delivery of academic advising in the college setting is required. College teaching experience is preferred. The successful candidate must demonstrate ability in written and oral communication. Salary $36,000-$38,000. Offer will be contingent upon funding

CHAIR, DIVISION OF HEALTH PHYSICAL EDUCATION AND RECREATION & ATHLETIC DIRECTOR (Twelve Month Tenure-Track)

Qualifications: Doctorate degree preferred in Physical Education. Teaching and coaching experience required. In addition, as the athletic director, this position provides management for a comprehensive junior college athletic program for men and women. The successful candidate must demonstrate ability in written and oral communication. Salary $44,000-$50,000

INSTRUCTOR/ASSISTANT PROFESSOR OF PHYSICAL EDUCATION AND WOMEN'S BASKETBALL COACH (Nine Month Tenure-Track)

Qualifications: MA in Physical Education with a minimum of 18 graduate semester credit hours in Physical Education required. Teaching and coaching experience preferred. The successful candidate must demonstrate ability in written and oral communication. Salary $34,000-$38,000

INSTRUCTOR/ASSISTANT PROFESSOR OF PHYSICAL EDUCATION AND MEN'S TENNIS COACH (Nine Month Tenure-Track)

Qualifications: MA degree in Physical Education with a minimum of 18 graduate semester credit hours in Physical Education required. Teaching and coaching experience preferred. The successful candidate must demonstrate ability in written and oral communication. Salary $34,000-$38,000

INSTRUCTOR/ASSISTANT PROFESSOR OF ART (Nine Month Tenure-Track)

Qualifications: MA degree in art required, instructional experience and desire to teach art in a two-year college. Experience or training in computer graphics is highly desirable, as is a willingness and ability to recruit art majors. The successful candidate must demonstrate ability in written and oral communication. Salary $32,000- $34,000. Offer will be contingent upon funding

INSTRUCTOR/ASSISTANT PROFESSOR OF AGRICULTURAL ECONOMICS (Nine Month Tenure- Track)

Qualifications: MA required PHD preferred in Agricultural Economics. Teaching capability in a second area will be beneficial. The successful candidate must demonstrate ability in written and oral communication. Salary $38,000-$44,000

INSTRUCTOR/ASSISTANT PROFESSOR OF FAMILY AND CONSUMER SCIENCES (Nine Month Tenure-Track)

Qualifications: MA required, PHD preferred in Family and Consumer Sciences, Home Economics Education, or related field with 18 semester hours or 30 quarter hours of graduate credit in Interior Design, Fashions, or Child/Family Development. A successful candidate will be able to demonstrate ability in written and oral communication. Salary $36,000-$42,000

INSTRUCTOR/ASSISTANT PROFESSOR OF ENVIRONMENTAL HORTICULTURE/TURFGRASS (Nine Month Tenure-Track)

Qualifications: MA required, PHD preferred in Turfgrass, Environmental Horticulture, Agronomy, or related field with a minimum of 18 graduate semester credits or 30 quarter hours credit related to Turfgrass or Environmental Horticulture. The successful candidate will be able to demonstrate ability in written and oral communication. Salary $38,000-$44,000

INSTRUCTOR/ASSISTANT PROFESSOR OF PSYCHOLOGY (Nine Month Tenure-Track)

Qualifications: MA required, PHD, preferred in psychology or in counseling with a minimum of 18 graduate semester credit hours in psychology. College teaching experience is preferred, and evidence of teaching ability is required. The successful candidate will be able to demonstrate ability in written and oral communication. Salary $32,000-$35,000

PUBLIC SERVICES LIBRARIAN (Twelve-month tenure-track position)

Qualifications: ALA accredited Master's degree, knowledge of print and online reference sources, excellent interpersonal and communication skills, familiarity with microcomputer applications, computer hardware, and network technologies as they relate to library services, ability to work in changing organizational environment. A strong commitment to student learning is essential. Three years experiences as a Public Services Librarian highly desirable. The successful candidate must demonstrate ability in written and oral communication. Salary $30,000-$32,000

INSTRUCTOR/ASSISTANT PROFESSOR IN NURSING (Nine Month Tenure-Track)

Qualifications: Master's degree in Psychiatric, Maternal child, or Adult Health nursing required. Demonstrate a commitment to quality instruction and a student oriented approach. The successful candidate must demonstrate ability in written and oral communication. Hold a current valid license as a registered nurse in the State of Georgia. Salary $34,000-$36,000

Application Deadline: April 5, 1999. Nominations and applications should include a cover letter describing the individual's interest in and qualifications for the position, a current resume or curriculum vitae, unofficial transcripts of all college work, and names, addresses, and telephone numbers of 3-5 references should be sent to

Dr. Bettie Horne, Vice President and Dean
of Academic Affairs
ABAC-9, 2802 Moore Highway
Tifton, Georgia 31794-2601
912-386-3238
FAX 912-386-7006
E-mail: bhorne@c.abac.peachnet.edu

For more information visit our web site at: **stallion.abac.peachnet.edu/html/employ.html**

Abraham Baldwin Agricultural College is committed to the concept and reality of cultural diversity, and members of minority groups are strongly encouraged to apply.

FULLERTON

DIRECTOR OF PHYSICAL PLANT

California State University, Fullerton is seeking a Director of Physical Plant. The Director is responsible for the maintenance and repair of campus buildings, grounds, utility systems, and the heating, ventilating and air conditioning systems. Cal State Fullerton is located in Orange County and is a campus consisting of approximately 2.5 million square feet of building space and 230 acres. The student enrollment is approximately 25,675 head count (18,545 FTE) with a faculty and staff population of almost 2,500. The Director is responsible for approximately 170 employees and an operating budget of approimatley $13 million in the areas of central plant, custodial services, building and grounds maintenance, vehicle maintenance, and logistical services, including mail services. This position also assumes the responsibility for addressing deferred maintenance. All physical plant business systems and activities are managed through a work control center that includes a computer-based maintenance management system.

Requirements for the position are five years of upper-level planning and management experience in plant operations, preferably in higher education; demonstrated management and technical abilities to administer the wide range of services associated with physical plant; a degree from an accredited four-year college or university in Engineering, Business Administration, Construction Technology or a field related to the responsibilities of the position. The successful candidate will have a thorough knowledge of modern plant management techniques, including computerized maintenance management and business systems, will have demonstrated the ability to administer a complex budget and manage personnel in a collective bargaining environment.

The starting salary is dependent upon qualifications and experience. For full consideration candidates must submit a resume and a letter of interest describing their qualifications by March 30, 1999 to:

Naomi Goodwin
Chair for Director of
Physical Plant Search Committee
Office of Associate Vice
President Facilities Management
California State University, Fullerton
P.O. Box 6806
Fullerton, California 92634-6806

Fax (714) 278-5842
E-mail: ngoodwin@fullerton.edu
www.fullerton.edu

CSUF is an Affirmative Action/Equal Opportunity/Title IX/ADA Employer

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WALDEN UNIVERSITY

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Walden University invites applications and nominations for the position of Vice President for Academic Affairs.

Founded in 1970 and accredited by the North Central Association of Schools and Colleges since 1990 Walden is the pioneer in the field of innovating alternative pathways to graduate degrees, and enjoys the reputation of being the leading graduate distributed learning institution in the country. The University offers the Ph.D. in five fields: Applied Management and Decision Sciences, Education, Health Services, Human Services, and Psychology. The M.S. degree is offered in Education and Psychology. Current enrollment exceeds 1300 students, of which 35% are from minority populations and over 50% are women. The faculty numbers more than 160, 22% of whom are from populations traditionally underrepresented in their disciplines and fields. Students and faculty represent all 50 states and more than 20 foreign countries.

The University offers the majority of its programs in a "high tech-high touch" virtual environment capitalizing on recent advances in information technology. Doctoral programs use both course-based and competency-based curricula, and instruction, assessment, mentoring, and the delivery of student services rely extensively on the Internet. While Walden M.S. programs are for the most part entirely online, its doctoral programs require students to fulfill academic residency requirements that are designed to meet students' needs.

The Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. The position is located in the University's Office of Academic Affairs in Minneapolis, Minnesota; the individual filling this position will be expected to work closely with the University's Office of Administration and Finance which is located in Bonita Springs, Florida.

The successful candidate will have demonstrated a commitment to the values and norms that characterize high quality graduate education, be conversant in current best practices in adult learning, have had experience in distance learning programs, and possess a capability and high level of comfort in computer-mediated communications. Additionally, this individual will have a record of successful teaching and scholarship in an accredited doctoral degree-granting institution, have served as a senior-level university administrator for at least five years, and possess an earned doctorate.

This is a unique opportunity for a creative and accomplished graduate-level administrator to lead the further improvement, development, and growth of the country's most innovative, accessible, and entrepreneurial graduate institution. The University's commitment to quality, integrity, and student-centeredness, its highly-focused niche in graduate and professional education, its innovative organizational structure, and its dual strategies of forging effective strategic partnerships and competing successfully in the post-baccalaureate marketplace will position the successful candidate to make a positive and significant contribution to the changing nature of American graduate education.

The compensation for this position is highly competitive and includes a generous fringe and benefits package. The effective date of appointment is July 1, 1999. The Search Committee will begin reviewing completed applications immediately, and will continue until an appointment is made. Applications must include a letter of interest detailing qualifications for the position, a formal Curriculum vitae, and the names and contact points for at least five professional references; references will not be contacted without the prior permission of the candidate.

Applications in their entirety will be accepted only by e-mail at

vpsearch@waldenu.edu

The University especially welcomes applications and inquiries from women and minorities.

Interested applicants are invited to visit the University's website at

www.waldenu.edu

ST. JOHN
FISHER
COLLEGE

Assistant/ Associate Professor

Department of Education

St. John Fisher College in Rochester, New York, invites applications for Assistant/Associate Professor - Special Education and Reading. St. John Fisher College is an independent college serving over 2,000 students at a suburban campus. The College offers 25 undergraduate majors and select graduate programs and is currently developing many new programs. Rochester, New York, is noted for its excellent symphony orchestra, as well as for its arts and science museums. Rochester also has a high concentration of some of the largest international corporations and best hospitals in the nation. Close proximity to the Finger Lakes region and the Adirondack Mountains is another asset to living in Rochester.

The Department of Education is committed to excellence in teacher education, college teaching excellence, the habit of scholarship, appreciation of diversity, and community service.

THREE FULL-TIME POSITIONS

Assistant/Associate Professor
Special Education
Assistant/Associate Professor
Reading
Assistant/Associate Professor
Reading/ Elementary

The qualifications for these tenure track positions include:

- Ed.D., Ph.D. from an accredited institution or significant progress toward completion of doctorate
- Public school teaching preferred
- Experience working with diverse student populations in urban areas is desirable.
- Each position requires undergraduate and graduate teaching.

Applicants should submit a cover letter describing their relevant academic interests and background, a curriculum vitae, evidence of teaching effectiveness, select reprints of scholarly work, at least three letters of recommendation, and names, addresses, and telephone numbers of at least three additional references. Review of applications will begin immediately and continue until the positions are filled.

St. John Fisher College encourages individuals from under-represented populations to apply.
EOE/AA

Application materials should be sent directly to:

Dr. Larry Pound
Chair, Search Committee
Department of Education
St. John Fisher College
3690 East Avenue
Rochester, New York 14618
(716) 385-8366; FAX (716) 385-8344
e-mail to: pound@sjfc.edu

Columbia University Director of Student Development & Activities

Columbia University in the City of New York began as King's College in 1754 and has evolved over more than two centuries. Today, Columbia is a major institution engaged in the advancement of knowledge through superior education and research.

The Position: Reporting to the Dean of Student Affairs, the Director of Student Development & Activities is responsible for leading the office in the areas of student development theory, program design, and long term planning. Other responsibilities include implementing and monitoring budgets for the Office of Student Development and Activities, including maintaining 170+ student organization accounts; performing professional and student support staff selection, training, supervision, and evaluation; coordinating leadership programs and outreach to current and potential student leaders from the undergraduate colleges at Columbia University (Columbia College and the School of Engineering and Applied Science); overseeing and ensuring support, advisement and assistance to student organizations for leadership development, events planning, and financial/resource usage; developing and maintaining liaison relationships and partnerships with other offices within the Division of Student Affairs; developing and implementing assessment and evaluation strategies for the unit; and developing partnerships with community and other external agencies relative to student development and fund raising.

Qualifications: A Bachelor's degree or the equivalent combination of education and experience required. Advanced degree in Student Personnel Administration or related field desirable. Minimum five years professional experience in student activities, including supervisory responsibility and budget oversight. Excellent communication skills are essential. Background in student development theory, program design, and long term planning required.

Salary: Negotiable and commensurate with education and experience.

Application and Nomination: Review of applications will begin on April 9, 1999 and will continue until the position is filled. Nominations of individuals for this position may be made to the Spelman & Johnson Group as indicated below. ***Applications for this position should include two copies of a resume and cover letter and should be sent with the names and telephone numbers of three references to:***

THE SPELMAN & JOHNSON GROUP

CU - Director
William Spelman, President
38 Mulberry Street, Box 304
Leeds, MA 01053
Phone: 413-584-7089
Email: mail@spelmanandjohnson.com
Applications may be received on-line at www.spelmanandjohnson.com

Visit Columbia University's website at: www.columbia.edu

Minorities are especially encouraged to apply.
Equal Opportunity/Affirmative Action Employer

CHAIR OF NURSING DEPARTMENT

Eastern College, an innovative Christian College of the arts and sciences, seeks a tenure track Chair of the Dept of Nursing. **Required:** An earned doctorate in nursing or a related field, a master's degree in nursing, experience in curriculum development, adult education and administration at the college level and a commitment to integrating your Christian faith into the teaching of nursing. Appointment begins 7/1/99

Eastern College celebrates diversity and encourages holistic development of students, faculty and staff, and is dedicated to providing an education that is rooted in a unifying Christian worldview.

Interested and qualified candidates should forward a cover letter, curriculum vitae, 3 reference letters, and unofficial transcripts by 4/1/99 to **Eastern College Human Resources Attn: Nursing Search, 1300 Eagle Road, St. Davids, PA 19087-3696 www.eastern.edu**

EOE/AA

Instructor or Assistant Professor Collection Development Librarian

Duties: Coordinating the collection development function of the library. **Qualifications:** Instructor: ALA accredited MLS degree. **Assistant Professor:** same as for Instructor plus second master's degree or doctorate. Also relevant professional experience in an academic library. Current knowledge of the books trade and electronic information products. Ability to work independently and as part of a team. Strong service orientation. Excellent oral and written communication skills. Salary: Instructor: $28,278-$36,944, Assistant Professor: $30,829-39,818 commensurate with qualifications. Send letter and resume by Apr. 13 to: **Professor Ngozi Agbim, LaGuardia Community College, 31-10 Thomson Ave, Rm E101, LIC, NY 11101.** Additional information available at

www.lagcc.cuny.edu or **(718) 482-JOBS**
An EO/AA/IRCA Employer

Education

City Colleges of Chicago

DISTRICT DIRECTOR ACADEMIC & OCCUPATIONAL PROGRAMS

As a part of the Academic Affairs, Planning and Research Department at the City Colleges of Chicago, you'll be responsible for all district course and program approvals. Other responsibilities include serving as a liaison to the Illinois Community College Board, maintaining databases, developing curriculum and standards, troubleshooting program issues and supervising staff. We require 5+ years of higher education administration experience as well as PC proficiency. Familiarity with database structure and maintenance is essential. Strong communication, leadership, analytical and planning skills are also expected. Send your resume to: **City Colleges of Chicago, Human Resources Department, 226 W. Jackson, 12th Floor, Chicago, IL 60606.** Chicago residency is required within 6 months. EEO/AA/M/F/D/V. Applications will be accepted until the position is filled.

Elmhurst College

THEOLOGY AND RELIGION DEPARTMENT

The Department of Theology and Religion at Elmhurst College is seeking to fill a tenure track position at the mid or entry level beginning Fall Term 1999. We are above all concerned to find an individual whose personal characteristics would provide the best fit for our institution and its students. As such, in addition to our expectation that candidates will attain to a high level of scholarship in their areas of specialty, they will also be generalists with an active concern for the wider implications of their work. Excellence in teaching, personal concern for students in advising and participation in college governance are required. In pursuance of our various departmental needs, preference will be given to candidates whose areas of academic focus include Biblical Studies or Roman Catholic Studies or Theology. Elmhurst College seeks maximum diversity in its faculty and staff, and encourages applications from all qualified persons. Ph.D. required.

Elmhurst College, founded in 1873 and the alma mater of Reinhold and H. Richard Niebuhr, is a church related (U.C.C.) college in the Liberal Arts tradition and is located 18 miles west of Chicago's Loop.

DEADLINE FOR APPLICATIONS: March 20, 1999. Send letter of application, vita and three letters of recommendation to **Dr. Ronald Goetz, Chairperson Theology & Religion Dept., Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126.** EOE

ST.LAWRENCE
UNIVERSITY

Jeffrey Campbell Graduate Fellows Program

St. Lawrence University invites applications for the Jeffrey Campbell Graduate Fellows Program. Named for the university's first African American graduate—Jeffrey Campbell, class of 1933—the Fellows Program seeks to attract outstanding beginning scholars to campus to teach while working on their dissertations or terminal degree projects. Candidates must have completed coursework toward the Ph.D. or M.F.A. and must be members of underrepresented groups at St. Lawrence University and in American higher education, especially ethnic and racial minorities. Fellows receive a stipend of $25,000 for the year, the possibility of additional funds for travel to conferences and professional meetings, and office space with computer. The institution expects Campbell Fellows to be in residence for the academic year, to teach one course each semester in a department or program commensurate with their research interests, and to present a research-based paper in the Fellows Lecture Series each semester as well.

Address applications and requests for information to:

Peter J. Bailey, Director
Jeffrey Campbell Graduate Fellows Program
St. Lawrence University
Canton, New York, 13617

Review of applications will begin on March 1, 1999. Fellows will be selected and notified, when possible, by April 15.

St. Lawrence University is an independent, private, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada in Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities. The University offers a unique learning environment with 160 faculty providing 31 majors, 30 minors, and numerous interdepartmental programs, including a nationally recognized First Year Program. **http://www.stlawu.edu.**

SLU is an AA/EEO employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

East Stroudsburg University of Pennsylvania

SPECIAL EDUCATION & REHABILITATION DEPARTMENT

ASSISTANT PROFESSOR - The Department of Special Education & Rehabilitation is seeking candidates for a full-time, tenure track, continuing Assistant Professor position beginning in Fall 1999. Responsibilities include: Instruction in undergraduate and graduate courses in special education; some course instruction in undergraduate rehabilitative services program; student teaching supervision; student advisement; engage in scholarly activities and participate in department, university, and community activities. **QUALIFICATIONS:** Doctorate in Education along with successful teaching and/or rehabilitative services experience required. Public school certificate eligibility preferred. College teaching and supervisory experience with student teachers, strongly preferred. Final determination will be based upon successful interview, which may include teaching demonstration performance. Send letter of application, current resume, names, addresses and phone numbers of three current references by April 2, 1999 to: **Dr. Daniel Steere, Chairperson, Search & Screen Committee, Department of Special Education & Rehabilitation, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

POSITION:

DEAN
COLLEGE OF LIBERAL ARTS & SCIENCES

DESCRIPTION: Rowan University seeks applications or nominations for the position of Dean of the College of Liberal Arts & Sciences. The Dean serves as the intellectual and academic leader and as the chief administrative officer for the College of Liberal Arts & Sciences. The College, the Universitys largest, is composed of 215 FTE faculty and over 3300 undergraduate and graduate students enrolled in BA, BS, MA and MS programs in the following academic departments: biological sciences, chemistry & physics, computer science, economics, English, foreign languages & literatures, geography & anthropology, history, law & justice, mathematics, philosophy & religion, political science, psychology, and sociology. The College also houses programs in African American Studies, Asian/Asian American Studies, Women Studies, International Studies, and an honors program. The College is actively engaged in numerous successful outreach efforts through the Liberal Arts & Sciences Institute. Specific responsibilities of the Dean include all aspects of planning, budgeting and staffing. These entail academic program review, curriculum and faculty development, and recruitment, selection, and evaluation of staff. An initial priority for the Dean will be to provide leadership during the construction of a new multi-million dollar science facility. The Dean reports directly to the Executive Vice President/Provost, serves on the Council of Deans, and has an office staff of four, including an Associate Dean, a 1/2 time Assistant to the Dean and two support staff.

QUALIFICATIONS: Candidates must have an earned doctorate in a Liberal Arts & Sciences discipline, an established record of teaching and scholarship that would warrant appointment to the rank of full professor, and a demonstrated record of successful and increasing levels of responsibility and leadership in higher education administration. The latter should include three to five years of experience as a Dean, Associate or Assistant Dean, department chairperson, or other position with comparable administrative oversight.

In addition to the qualifications listed above, the ideal candidate will possess the following:

- A commitment to teaching, learning and scholarship
- Strong leadership and management skills and a record of accomplishment in planning and budgeting
- Strong team building and faculty development skills, and experience in innovative curriculum design
- A record of strong support for liberal education in all of its disciplines
- A commitment to affirmative action principles and outcomes and to diversity in curriculum and learning communities
- A working knowledge of a collective bargaining environment
- A proactive approach toward meeting the needs of students, faculty, and staff
- A commitment to working collaboratively with other Colleges at the University to foster interdisciplinary inquiry

ROWAN UNIVERSITY: Rowan University (formerly known as Glassboro State College) is a selective, medium-sized state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowans transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the University has evolved into a Comprehensive University that enrolls over 9,500 students in degree programs ranging from bachelors through doctorate. The University is divided into six colleges (Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences) and a Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967. Additional information about Rowan University and the College of Liberal Arts and Sciences can be found on the World Wide Web at **http://www.rowan.edu**

APPLICATION PROCESS: Applications and nominations for the position are invited. Applications should include: a narrative letter indicating how the individuals experience and background relate specifically to the listed position qualifications; a statement of leadership philosophy; a complete vita; and the names and current titles, addresses, telephone numbers, and e-mail addresses of five (5) professional references. Applications will be reviewed beginning April 5, 1999 and continue until the position is filled. Applications and nominations should be sent to: **Chair, College of Liberal Arts & Sciences Search Committee, Office of the Executive Vice President/Provost, Rowan University, 201 Mullica Hill Road, Glassboro, NJ 08028.**

Rowan University is an affirmative action/equal opportunity employer. Women, minorities, and those with disabilities are encouraged to apply.

ROWAN
UNIVERSITY

Princeton University

Assistant Dean of Student Life

Princeton University seeks an Assistant Dean to serve as the programming coordinator in the Office of Student Life. Responsibilities include advising more than 200 student organizations; developing and implementing policies regarding financial management and fundraising aspects of student organizations; advising students with events planning, budgets, publications, organizational management and leadership; assisting with program development for the University's new campus center opening in 2000; coordinating non-academic aspects of freshmen orientation week, including the student activities fair; and overseeing the registration of extra-curricular events and activities. Individual will develop and maintain close working relationships with other University offices such as Athletics, Controller, Facilities, Public Affairs, Public Safety and University Counsel. The Assistant Dean will also share responsibility for the management of evening and weekend emergencies.

Position requires a bachelor's degree (master's degree in an appropriate discipline preferred); strong organizational, problem-solving and interpersonal skills; demonstrated ability to interact with a variety of groups including students, faculty members and administrators; sensitivity to the needs and concerns of students from diverse family, ethnic, racial, economic, and religious backgrounds; strong analytical skills; and an ability to communicate well orally and in writing. Experience as a faculty member or an administrator in an educational setting, preferably in a college or university, is required.

For full consideration, please submit letter of application or nomination and resume by March 30, 1999 to: **Office of Human Resources, Clio Hall-99-0238-HHE, Princeton University, Princeton, NJ 08544-5264.**

FACULTY POSITIONS IN THE SCHOOL OF EDUCATION

UNIVERSITY OF COLORADO AT DENVER

POSITIONS: Three tenure-track faculty positions in the school-wide Initial Teacher Education masters program with secondary responsibility in one of the School's masters programs for experienced teachers or in the school-wide Ph.D. program. Two positions at the assistant professor rank; a third may be filled at an open rank for an individual with exceptional potential to provide leadership for continuing innovation in the Initial Teacher Education Program.

RESPONSIBILITIES: Assist the School in deepening its collaboration with diverse communities in the Denver metropolitan area, work in and with urban partner schools as part of teaching load, conduct research that addresses difficult problems of practice in urban schools, and teach in one or more content areas: learning theory and child and/or adolescent development; philosophy, law and ethics in the teaching profession; literacy (P-6 with preference for bilingual/ESL background); social studies (K-12); teacher or action research; curriculum theory and development; special education (preferred focus on adolescents or bilingual); early childhood (preferred focus on literacy and integrated curriculum).

APPLICATION SUBMISSION: Review of applications will begin on March 15 and will continue until the positions are filled. Address inquiries and application materials to: **Ms. Lorraine Spears, Administrative Assistant to the Search Committee, School of Education, Box 106, University of Colorado at Denver, P.O. Box 173364 Denver, CO 80217-3364**
303-556-3041; Fax: 303-556-4479; lorraine_spears@ceo.cudenver.edu

Applicants may request a partner school booklet, a brochure describing the School's programs, and student handbooks. A full position description may be found on our web site: **http://soe.cudenver.edu**

The University of Colorado at Denver is an equal opportunity employer and educator committed to excellence through inclusiveness.

RIBGHE

COMMISSIONER OF HIGHER EDUCATION RHODE ISLAND

The Rhode Island Board of Governors for Higher Education (RIBGHE) invites nominations and applications for the Commissioner of Higher Education.

The Board of Governors was created through legislation in 1981 and is responsible for governing the three state institutions of higher education: the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island. Each institution is headed by a president who is the chief administrative and executive officer of that institution.

The Commissioner provides overall leadership for higher education in the state, including the Rhode Island Office of Higher Education, the administrative and research arm of RIBGHE.

Recent accomplishments include an increased in funding from the state legislature, the development of coordinated academic plans of the three institutions mentioned above, and significant initiatives for technology in higher education.

The role of the Board of Governors includes the adoption of policies for public institutions of higher education, fostering cooperation with the independent institutions of higher education, regulating the proprietary schools, and advancing the comprehensiveness and interdependency of the system of higher education.

The full position description can be found at the Rhode Island Board of Governors web site: www.uri.edu/ribog

Nominations and applications will be reviewed immediately and will continue until the position is filled. Please submit materials to the following address:

Frank Caprio
Search Committee Chair
Rhode Island Board of Governors
301 Promenade Street
Providence, RI 02908-5748

The Board of Governors is an Equal Opportunity/Affirmative Action Employer

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Seton Hall University

Assistant Director of Alumni Relations

The Assistant Director of Alumni Relations is responsible for the identification and cultivation of high profile alumni and friends of the University through on-and off-campus events, programs and services for more than 55,000 alumni. Required qualifications include a bachelor's degree and 1-3 years of progressively responsible experience in constituency relations or equivalent-related experience.

This individual will demonstrate creativity, enthusiasm, leadership and a professional image to all internal and external constituents. Will represent the Office of Alumni Relations effort on behalf of all designated alumni events, programs and boards/committees/councils. Identifies potential volunteers to serve on projects related to the strategic plan of the University, including admissions, fundraising and networking. Will work with Director to facilitate the design, implementation and management of programming for Young Alumni, regional chapters, particularly in the tri-state area, and identifying alumni volunteer leaders in these areas. Will also work with Alumni Board committees, and any programming involving Pirate Blue Atheletics.

Solid writing skills are necessary in the areas of publications and correspondence to internal and external constituents. Also includes writing programs summaries and tracking reports to monitor, track and evaluate alumni participation and attendance. Provide briefings to the Vice President for University Affairs, President and Chancellor of Seton Hall University. This includes confidential information. Send resume with cover letter to:

Human Resources/Asst. Dir. Alumni Relations
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079

Equal Opportunity/Affirmative Action Employer

BEST COPY AVAILABLE

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Agnes Scott College seeks qualified candidates for the positions of Director of Career Planning. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community with one of the largest endowments per student of any U.S. college or university.

DIRECTOR OF CAREER PLANNING

Responsibilities. The Director of Career Planning works with the Vice President for Student Life and Community Relations/Dean of Students. This position is responsible for developing and managing a complete program to ensure challenging career opportunities for Agnes Scott graduates. Specific duties include: identifying and recruiting potential employers, collaborating with Faculty to design intern and extern opportunities that complement the curriculum, development of programs to educate students about career trends, job search tools and graduate/professional school processes, maintenance of statistical information on careers of recent graduates, supervision and training of career planning staff, presentations to prospective students and parents, facilitation of career-related workshops, and individual counseling and skills assessment.

Qualifications. A graduate degree in an appropriate discipline and three to five years work experience in an academic environment are required. The qualified candidate must have considerable knowledge of counseling and student development, familiarity with potential intern and extern sponsors, demonstrated ability to work well with students, alumnae, faculty, staff and potential employers, excellent leadership skills, outstanding public speaking and written communications, and familiarity with career-related computer technology.

Application Process. Send a letter of application designating position of interest, resume or curriculum vitae, and the names, addresses and telephone numbers of three professional references to the office of Human Resources, 141 E. College Avenue, Decatur, Georgia 30030. Fax 404.471.6682. Review begins immediately and continues until positions are filled.

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
An Equal Opportunity Employer.

www.AgnesScott.edu

THE UNIVERSITY OF KANSAS

DIRECTOR OF THE KANSAS AND BURGE STUDENT UNIONS

Director responsible for all aspects of operation including food services, bookstores, student programs, recreation, meeting/conference rooms. **SELECTED REQ. QUAL.:** masters degree in bus. admin., higher educ. admin., public admin. or closely related area. 10 years professional mgmt expr. in higher educ., student affairs, governmental agency or private business enterprise; demonstrated effective leadership ability; significant budget mgmt expr. and responsibility; and expr. in facility mgmt. **PREFERRED QUAL. INCLUDE:** 5 years expr. mgmt. and/or admin. expr. in student union field; experience with programs/activities under the supv. of this position. **SALARY:** Minimum $75000 depending upon degree and expr. plus benefits. Review of applications begins April 2, 1999. Complete job description available. Send letter of interest, resume, and names, addresses, and phone numbers of three references to

Vice Chancellor for Student Affairs, University of Kansas,
213 Strong Hall, Lawrence, KS 66045.
Phone: 785/864-4381, Fax: 785/864-5090.

EO/AA employer

MAS POSITION/ASSISTANT PROFESSOR

Mexican American Studies: Assistant professor without tenure starting Fall 1999, pending budget approval. Specialist with potential for research and publication in Mexican American Studies and related areas. Teach undergraduate and graduate courses offered at UTSA Downtown Campus or Loop 1604 Campus, pursue active research agenda, provide leadership to MAS Program, involvement in proposed doctoral program. Requires Ph.D. or ABD. Salary competitive. Full description available. Submit application letter, vitae, graduate transcripts, and names of three references by April 1, 1999 to: **Dr. Jose Macias, Chair, MAS Search Committee, Division of Bicultural-Bilingual Studies, College of Social and Behavioral Sciences, The University of Texas at San Antonio, San Antonio, TX 78249-0653.** Applicants who are not U.S. citizens must state their current visa and residency status. Women and minorities encouraged to apply. AA/EEO employer.

PART TIME FACULTY, GRADUATE COLLEGE

SCHOOL OF INTERDISCIPLINARY ARTS AND SCIENCES

The Union Institute is pleased to announce openings for 5 part time faculty positions in the following interdisciplinary areas of expertise to meet the needs of the Graduate College learners. The Institute seeks one faculty member in each of the following areas:

- **Business/Organizational Development/Behavior**
- **Health Care/Health Management**
- **Biology/Physical Science/Environmental Sciences**
- **Information Science**
- **Creative/Visual Arts (non-performance)**

Candidates must have an earned Ph.D. from a regionally accredited institution of higher education. They must have a demonstrated record of excellence in teaching and scholarship; an understanding of and clearly articulated interest in The Union Institute model of interdisciplinary, learner centered graduate education; excellent interpersonal and organization skills; and computer proficiency sufficient to support the instructional program of the College.

The Union Institute is an accredited, independent university offering highly motivated adult learners the opportunity to design and carry out individual programs of study across a wide range of academic fields. The Graduate School of Arts and Sciences offers only the Ph.D. in Interdisciplinary Studies. The Deans offices are located in Cincinnati, Ohio, but faculty members are distributed across the United States as well as Canada, the United Kingdom, and the British Virgin Islands. Learners live and work in all 50 states and several foreign countries.

Because of the nature of the Institute's doctoral program, the majority of full-time faculty members begin as part-time faculty. Once hired as a part-time member of the faculty, part-time faculty who desire increased involvement with doctoral candidates can move up to the faculty on a full-time basis, depending upon the Institute's need and the clear evidence of the demonstration of successful work with doctoral program learners and participation in the affairs of the school.

Please send nominations and applications postmarked no later than April 16, 1999 to:

Part Time Faculty Search
School of Interdisciplinary Arts and Sciences
Human Resources Office
The Union Institute
440 E. McMillan St.
Cincinnati, OH 45206-1925

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter, which indicates his/her background, educational philosophy, perspective on interdisciplinary scholarship, and the integration of theory and practice in the learning process.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

The Union Institute

Indiana University

Bloomington Campus

Founded in 1820, Indiana University has a rich and distinguished history of providing educational opportunities for people from all walks of life. Following a comprehensive review by a national panel, the Bloomington Campus is in the process of restructuring its programs and services designed to recruit, retain and graduate Latinos, African Americans, Native Americans and other underrepresented students.

The leadership team under the new structure comprises a Vice Chancellor for Academic Support and Diversity and three Associate Vice Chancellors: Associate Vice Chancellor for Strategic Faculty Hiring and Support, Associate Vice Chancellor for Multicultural Affairs and Associate Vice Chancellor for Academic Support. Also reporting to the Vice Chancellor for Academic Support and Diversity are the Directors of the Honors Division and the Minority Achievers Program/Mathematics and Science Scholarships. This new leadership team will also share responsibility for student advocacy. Candidates are sought for the following positions.

Associate Vice Chancellor for Academic Support

The person selected will lead a team of professionals responsible for a wide array of academic support services primarily for undergraduate students. Reporting to the AVCAS are the directors of the Mentoring and Tutoring Services, GROUPS (Groups Student Support Services Program), Student Research Opportunities Program, and 21st Century Scholars. Effective January 2000, the Associate Vice Chancellor for Academic Support may assume leadership for the McNair Program and the Academic Support Centers housed in the residence halls.

Candidates for the AVCAS must have an understanding of the academic enterprise and the ability to work effectively with students, faculty and staff at a comprehensive research university. Preference will be given to candidates with demonstrated success in designing, implementing and directing programs that retain and graduate minority and first generation college students. In addition to possessing a working knowledge of equal opportunity policies and programs, candidates must have a minimum of a masters degree (terminal degree preferred), a minimum of five years of experience in a university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills.

Associate Vice Chancellor for Multicultural Affairs

The University seeks a collaborative leader who is committed to creating and maintaining a climate that respects and celebrates diversity in the broadest sense of the concept. Advocacy for students of color is a major aspect of the responsibility entrusted to the Associate Vice Chancellor for Multicultural Affairs. The AVCMA provides supervisory leadership for the Neal-Marshall Education Center, Asian-Culture Center, Latino Cultural Center/La Casa, African American Arts Institute, Community and School Partnerships and Summer Research Fellows. In addition, s/he works collaboratively with the offices of Affirmative Action, Campus Life, Women's Affairs, and Gay Lesbian Bisexual and Transgender Student Support Services to develop and implement programs and services that serve the interests and needs of the entire university community. The AVCMA is also expected to work closely with a host of student organizations and student led campus climate initiatives.

Preference will be given to candidates whose leadership is undergirded by a deep respect for diversity. In addition to possessing a masters degree (terminal degree preferred), candidates should have a minimum of five years of experience as a administrator in a comprehensive university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills.

To apply for either position, send resume and a letter addressing how your interests and experiences relate to those sought in the two associate vice chancellors. Also include the name, address and telephone number of three professional references (do not send letters of reference). Application review begins immediately and continues until the positions are filled. Indiana University is an equal opportunity employer. Consideration will be given to all candidates irrespective of ethnicity or race, religion, physical handicap, gender or sexual orientation. The university offers a competitive salary and fringe benefit program. Both positions are full-time administrative appointments. Send all information to:

Human Resources
Poplars 121
Indiana University
Bloomington, Indiana 47405

For more information see **http://www.indiana.edu/~blcampus** and click on 20/20.

Northwest Vista College, the newest college in the Alamo Community College District, subscribes to the philosophy of participatory management with the ultimate objective of student success. The College is looking for a few positive, dynamic, student-centered individuals to help build a new learning community. Although teaching ability is of paramount importance, applicants should also possess significant, relevant collateral skills. If you have a wealth of talent to contribute and thrive in a friendly, collegial environment, Northwest Vista is the college you've been looking for! For more information, go to our web site at: **www.accd.edu**

Anticipated Fall '99 Tenure Track Faculty

Applicants must have either:

- **A Master's degree and 18 graduate hours in one of the following disciplines:**

Business (with an emphasis on International Business)	(99141)
Chemistry	(99142)
Computer Science	(99143)
Economics	(99144)
English	(99145)
Government	(99146)
Mathematics	(99147)
Reading	(99148)
Spanish	(99149)
Statistics	(99150)

OR

- **A Bachelor's degree & at least 3 years work experience in one of the following fields:**

Computer Information Systems	(99151)
Research Laboratory Technician	(99152)
Semiconductor Manufacturing Technology	(99153)
Teleservice Technology	(99154)

OR

- A Bachelor's degree in as well as specialized training or experience in developmental education in the following disciplines:

Developmental English	(99155)
Developmental Mathematics	(99156)

Application materials must be received by closing date: March 26, 1999. Submit one package for each position of interest: a letter of application detailing your educational philosophy as well as the skills that make you uniquely qualified for this position, a comprehensive resume, 3 reference letters, & photocopies of transcripts. Selectees subject to criminal history check.

Alamo Community College District • **Human Resources Department**
201 W. Sheridan, Suite A60 • San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm • emresume@accd.edu
(210) 208-8051 • EEO Employer

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ASSISTANT VICE PRESIDENT FOR COMMUNICATIONS

Reporting to the Vice President for Development and Institutional Advancement, the newly created position of Assistant Vice President for Communications is responsible for developing and executing an integrated external and internal communications program. He or she will ensure that The City College's communications with all audiences are aligned with the institutional mission, vision, and strategy and will work toward strengthening the positive image of the College held by internal and external audiences.

SPECIFIC RESPONSIBILITIES INCLUDE: Develop a strategic plan for media and publications to promote a positive public image of the College and to increase media coverage of the College's goals and current achievements:develop a coordinating plan for official campus and related publications and other media. The purpose of this plan is to assure that all college communications convey a visually compelling and consistent look for the College, and are part of a comprehensive, cohesive and coherent initiative to communicate the College's vision and mission; work with the Director of Admissions to plan publications and advertising that will be used to attract prospective students; work with the Vice President for Development and Institutional Advancement to develop publications, advertising, and other media initiatives that will be useful in the College's capital campaign fund-raising; provide support for the President's Advisory Council to promote the College's public image; the Assistant Vice President will oversee the Office of Public Relations to assure comprehensive process to strengthen the College's public image.

QUALIFICATIONS: The candidate for this senior-level position should have a minimum of a bachelor's degree and eight to ten years of progressively responsible experience in communications, public relations, advertising or marketing, including strategic planning, budget and staff supervision. The candidate should be experienced in story placement and in developing advertising campaigns for major news media and must have publications experience, including editing and working with graphic designers. The candidate should have the ability to use print and electronic media-including television, radio, video, and the Internet-effectively as a means of conveying the College's mission and image. It is important that the successful candidate have strong interpersonal skills and a record of success in fostering collaboration.

SALARY: $92,204-$106,916. Please send a cover letter, resume, and names and address of three references by 3/31/99 to: **Chair, Search Committee, AVP for Communications, Shephard Hall, Room 154.**

City College of New York
138th Street and Convent Avenue
New York, NY 10031-9198
An AA/EOE M/F/D/V

City Colleges of Chicago

ASSOCIATE VICE CHANCELLOR ADULT EDUCATION

The City Colleges of Chicago has an exciting opportunity available for an administrative professional in our Academic Affairs, Planning and Research Department. Your duties will involve overseeing and supporting adult learning skills programs as well as managing and monitoring state grant funds. We'll also rely on you to make recommendations regarding labor negotiations, budgets, fiscal procedures, strategic planning, curriculum development, data collection, information technology issues and program policies. A Doctorate or a Master's degree in Adult Education (or the equivalent) along with a background in higher education administration are required. Adult education funding and programming expertise is essential. Strong communication, negotiation, planning and leadership skills are a must. PC proficiency is also expected. Send your resume to: **City Colleges of Chicago, Human Resources Department, 226 W. Jackson, 12th Floor, Chicago, IL 60606.** Chicago residency is required within 6 months. EEO/AA/M/F/D/V. Applications will be accepted until the position is filled.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus.

FULL-TIME LIBRARIANS

The Division of Library and Information Services at Plattsburgh State University invites applications and nominations for three positions in Feinberg Library. We seek individuals who place a premium on initiative, creativity, and commitment to working in a shared-decision making group environment. Feinberg Librarians share **CORE RESPONSIBILITIES:** instruction, service at the reference desk, collection development and liaison to academic departments, and divisional programmatic group work. Individuals with experience in multicultural and multiracial settings are particularly encouraged to apply. These are faculty positions with attendant expectations for professional competence, service and scholarship. Library and Information Services comprises Feinberg Library, computer support services, campus information systems, media services, and instructional technology. The division is user-centered and highly respected for its automation, instruction initiatives and patron services. The three positions listed below are full-time, twelve-month, tenure track appointments.

Applications are sought for: **Information Literacy Librarian (PJ# 2276-808), Instruction Librarian (PJ# 2274-808), Patron Services Librarian (PJ# 2275-808)**

For complete descriptions of each position, qualifications, salary, and benefits information, please visit our Personnel website at **www.plattsburgh.edu/busvp/personnel/**

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

Review of applications begins April 1, 1999 and continues until positions are filled. Please send or fax cover letter, vita, and the names and telephone numbers of three current references to: **Chair, Search Committee (PJ#______), c/o Personnel, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-4600. EEO/AA**

Plattsburgh

UNIVERSITY OF NORTHERN COLORADO

COLLEGE OF HEALTH AND HUMAN SCIENCES
Greeley, CO 80639

ASSISTANT PROFESSOR OF COMMUNITY HEALTH (#20562):

Full-time, nine-month, tenure track position in the MPH and undergraduate Community Health programs starting August 1999. Must have earned doctorate in public health, health education or health related field with emphasis or experience in environmental health and public health administration and policy. Evidence of teaching effectiveness, potential for focused research and grantsmanship, knowledge of graduate-level standards for the preparation of health educators and integration of technology in teaching desired. CHES preferred.

All applications must include: **1)** letter of interest that addresses the qualifications of the position, **2)** vita, **3)** official transcripts, 4)three recent letters of recommendation with reference phone numbers. Send to: **Bryan Cooke, PhD, MPH, Chair, Search & Screen Committee, Department of Community Health & Nutrition, 501 20th Street, Greeley, CO 80639. Ph. (970) 351-1514, FAX (970) 351-1489, e-mail: bcooke@hhs.unco.edu.**

Review of application materials will begin March 31, 1999 and will continue until the position is filled.

The position is contingent upon funding from the state legislature, approval by the Board of Trustees and subject to the policies & regulations of the university.

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff. AAEO office, Carter 2011.

UNIVERSITY OF NEW HAMPSHIRE

Admissions Officer I
(Assistant Director of Admissions)

RESPONSIBILITIES: The University of New Hampshire seeks to hire two assistant directors of admissions. The assistant director must accurately represent the University to traditional and non-traditional prospective students, parents and college-bound students, and high school guidance counselors. S/he assists with the delivery of admission services that include - but are not limited to- admission counseling, interviewing, secondary school visitation/recruitment travel, admission application review, territory management, correspondence and admitted student/visitor reception.

MINIMUM QUALIFICATIONS: Bachelor's degree and one year of related experience in a counseling/advising position. The well-matched candidate will have a genuine interest in working with diverse client populations. Knowledge of UNH and/or work experience in an educational setting is preferred. Strong written and oral communication skills are essential. Valid driver's license and good driving record needed to support travel. Significant weekend and evening activity required. **SALARY:** $26,010 - $39,730, starting salary normally not to exceed $29,440. **Application review begins March 12, 1999.** Send resume and list of at least three references to: **James Washington, Jr., Director of Admissions, Grant House, 4 Garrison Avenue, University of New Hampshire, Durham, NH 03824.** UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans.

National Science Foundation

Directorate for Computer and Information Science and Engineering (CISE)
Arlington, VA

NSF seeks candidates for 2 leadership positions in the CISE Directorate: **Director, Division of Advanced Networking Infrastructure and Research (EP 99-6) & Director, Division of Experimental and Integrative Activities (EP 99-7).** Incumbents serve on the CISE Directorate leadership team and direct Division activities. CISE supports research in computer and information science and engineering, access and research in advanced scientific computing, and high performance networking. Appointment to these Federal Senior Executive Service positions will be on a career, or a 2- to 3-year limited term basis with $110, 351 - $125, 900 salary range. Alternatively, incumbents may be assigned under Intergovernmental Personnel Act provisions.

Announcements, with position requirements and application procedures, may be obtained on NSF's homepage at **www.nsf.gov/home/chart/work.htm#hrm** or by calling NSF's HR Division on **703-306-0755** (hearing impaired individuals may call TDD **703-306-0189**). **Applications are due 4/9/99.**

Equal Opportunity Employer

Columbia University Executive Director of the Center for Career Services

Columbia University in the City of New York began as King's College in 1754 and has evolved over more than two centuries. Today, Columbia is a major institution engaged in the advancement of knowledge through superior education and research. The University includes 15 schools with programs for undergraduate and professional degrees, and approximately 18,000 students and 10,000 faculty and staff members.

The Position: Columbia University seeks a professional in the field of career development to lead the Center for Career Services on the Morningside campus. The position reports to the Dean of Columbia College, and works closely with the Deans of constituent schools and other members of the College's senior staff. In addition to serving students of the College, the Center serves other important constituencies including students from the School of General Studies, the School of Engineering and Applied Sciences, the Graduate School of Arts & Sciences, the School of the Arts, and the Graduate School of Architecture. Position responsibilities include the overall coordination and delivery of the activities of the Center for Career Services, including the supervision of six Managers in the administration of sixteen staff members; oversight of the ongoing planning and evaluation of recruitment programs; oversight of ongoing career development programming and Alumni Network programs; oversight and implementation of federal guidelines for work-study programs; oversight of the experiential program and the Columbia Student Enterprise agencies; oversight of Graduate Student Programming and credentials services; preparation and management of the Center's budget; and reporting to various schools and administrative divisions.

Qualifications: The successful candidates will have at least five years of experience in career development, either at a career center of an institution of higher education, or within an appropriate field in industry. A Bachelor's degree, or the equivalent combination of education and experience, is required. Advanced degree preferred. Minimum of five years of substantial related experience in a University environment or in a corporate or higher education human resources setting, particularly college relations and recruiting, required. Demonstrated excellent oral and written communication, presentation, interpersonal skills, and strong management and leadership skills needed. Experience with information systems technology and budget management and administration required.

Salary: Negotiable and commensurate with education and experience.

Application and Nomination: Review of applications will begin on April 5, 1999 and will continue until the position is filled. Nominations of individuals for this position may be made to the Spelman & Johnson Group as indicated below. ***Applications for this position should include two copies of a resume and cover letter and should be sent with the names and telephone numbers of three references to:***

THE SPELMAN & JOHNSON GROUP

CU - Executive Director
Katherine Johnson, Vice President
38 Mulberry Street, Box 304
Leeds, MA 01053
Phone: 413-584-7089
Email: mail@spelmanandjohnson.com
Applications may be received on-line at www.spelmanandjohnson.com

Visit Columbia University's website at: www.columbia.edu

Minorities are especially encouraged to apply.
Equal Opportunity/Affirmative Action Employer

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

COLLEGE LABORATORY TECHNICIAN

Duties include preparation of solutions and set-up of apparatus for chemistry labs; setting up lecture demonstrations for faculty; assisting students in obtaining appropriate materials for lab experiments; maintaining stockroom and assigned teaching labs in safe and orderly condition. High school grad +4 years appropriate work experience or equivalent combination of work and experience. BA/BS preferred. Salary $23,893-$37,546. Send resume by April 1, 1999 to: **Professor J. Dannenberg, Chemistry Dept., Hunter College, 695 Park Avenue, New York, NY 10021.**

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, Disabled persons and Veterans are encouraged to apply for this position.

Texas Tech University

ACCOUNTING

Texas Tech University invites applications for a permanent faculty position in Accounting beginning Fall 1999. The position will be available at the assistant rank for teaching and research interest in accounting information systems. Doctorate required. Certification desirable. Texas Tech offers accounting programs at the undergraduate, masters, and doctoral levels. Applications will be considered until position is filled. Apply to **Professor Donald K. Clancy, College of Business Administration, Texas Tech University, P.O. Box 42101, Lubbock, Texas 79409.**

Affirmative Action/Equal Opportunity Employer

Seton Hall University

Associate Director of Alumni Relations

The Associate Director of Alumni Relations is responsible for the identification and cultivation of high profile alumni and friends of the University through on-and off-campus events, programs and services for more than 55,000 alumni. Required qualifications include a bachelor's degree and 3-5 years of progressively responsible experience in constituency relations or equivalent-related experience.

This individual will demonstrate creativity, enthusiasm, leadership and a professional image to all internal and external constituents. Will represent the Office of Alumni Relations effort on behalf of all designated alumni events, programs and boards/committees/councils. Identifies potential volunteers to serve on projects related to the strategic plan of the University, including admissions, fundraising and networking. Will facilitate the design, implementation and management of programming for all academic constituency groups, corporate and regional chapters, particularly in the tri-state area, and identifying alumni volunteer leaders in these areas. Will also work with Alumni Board committees.

Extensive writing is necessary in the areas of publications and correspondence to internal and external constituents. Also includes writing programs summaries and tracking reports to monitor, track and evaluate alumni participation and attendance. Provide briefings to the Vice President for University Affairs, President and Chancellor of Seton Hall University. This includes confidential information. Supervise one graduate assistant. Send resume with cover letter to:

Human Resources/Assoc. Dir. Alumni Relations
Seton Hall University
400 South Orange Avenue
South Orange, New Jersey 07079

Equal Opportunity/Affirmative Action Employer

East Stroudsburg University of Pennsylvania

RESIDENT DIRECTOR

East Stroudsburg University is seeking a full-time continuing Resident Director. This is a 10 month live-in position with competitive salary and excellent benefits to begin in mid-August of 1999. Responsible to assist his/her supervisor in the complete operation of the residence hall(s) assigned. Assist in selecting, training, supervising, and evaluating resident advisors and assist in the first-level counseling of residents. Supervise educational and social programming in the residence hall and oversee community service projects. Master's Degree in Student Personnel/Counseling or related field and experience in residence hall supervision is required. Demonstrated commitment to cultural diversity is required. Final selection will be based upon final interview. Send resume, letter of application and three letters of reference by April 30,1999 to: **Robert Moses, Director of Residence Life & Housing, Shawnee Hall, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

Washington State University

NOTICE OF VACANCY
ASSISTANT PROFESSOR
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING PSYCHOLOGY

Washington State University Vancouver

Title:	*ASSISTANT PROFESSOR*
Salary:	Competitive, commensurate with experience
Position:	Permanent full-time, tenure-track
Effective Date:	August, 1999

Position: The Department of Educational Leadership and Counseling Psychology is seeking qualified applications for a permanent tenure-track faculty position in Educational Leadership at the Vancouver, Washington campus.

WSU Vancouver: The WSU Vancouver campus is located in southwest Washington state just across the Columbia River from Portland, Oregon. A growing branch campus of the Washington State University system, WSU Vancouver expects to double its student body (currently 1,514 students) and faculty in the next six years.

Duties and Responsibilities: The Department of Educational Leadership and Counseling Psychology is seeking an energetic faculty member who can comfortably collaborate with colleagues across the College of Education, with professional colleagues from school districts and professional associations and with community members. The person selected must be committed to preparation of school leaders for the challenges of the 21st century. In addition, this person must be prepared to **(1)** teach graduate courses in educational leadership and related areas (see preferred areas below), **(2)** conduct research, write proposals for extramural funding, and publish in areas of specialization; **(3)** advise and direct graduate student research at the masters and doctoral level; **(4)** develop collaborative relationships with school districts, professional associations, and government agencies, and **(5)** supervise administrative interns in the State of Washington.

Required Qualifications: Earned doctorate at time of employment in Educational Leadership or a related area. **Desired Qualifications:** **(1)** Evidence of teaching effectiveness at post-secondary level; **(2)** evidence of successful professional experience in the field of educational leadership, e.g. public school administrative experience; **(3)** specialized knowledge and competencies to teach at least two of the following: educational leadership, policy formation, educational values and ethics, educational research, or measurement and assessment of learning; **(4)** evidence of scholarly productivity; and **(5)** evidence of experience within diverse educational settings, or of scholarship that addresses diversity in education.

Application and screening procedures: Screening of applicants will begin March 26, 1999 and continue until the position is filled. Both nomination and applications are encouraged. Persons wishing to apply for this position should send a letter of application addressing the qualification criteria; three current letters of recommendation (within one year); two samples of scholarly work (2 copies each); and a current comprehensive vita including the names, addresses, and phone numbers of at least three additional references. Nominations and applications should be sent to:

Dr. Gay Selby, Chair
Washington State University Vancouver
14204 NE Salmon Creek Ave
Vancouver WA 98686
Phone (360) 546-9660

For details regarding this position, contact Dr. Selby at (360) 425-8835.

Washington State University is an equal opportunity/affirmative action education and employer. Members of ethnic minorities, women, Vietnam-era or disabled veterans, persons with disability and/or persons aged 40 and over are encouraged to apply.

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Delhi
STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY

President

THE STATE UNIVERSITY OF NEW YORK (SUNY) COLLEGE OF TECHNOLOGY AT DELHI, A RURAL, RESIDENTIAL COLLEGE IN THE CATSKILL MOUNTAINS, INVITES APPLICATIONS AND NOMINATIONS FOR THE POSITION OF PRESIDENT.

The President will lead a growing institution that is entering one of the most dynamic periods in its history. A member of SUNY's University Colleges of Technology (UCT) consortium, Delhi College is embarking on an era distinguished by this new collaborative working relationship and mission change approval which gives Delhi baccalaureate degree granting authority.

The college has earned state and national reputations for its academic programs in Hospitality Management, Veterinary Science Technology, Golf/Turf Management, and Construction and the Applied Technologies. Delhi offers more than 40 academic programs leading to baccalaureateand associate degrees and certificates. Included are emphases in: Business; Humanities, Social Sciences and Individual Studies; Nursing and Allied Health; and Science, Mathematics and Engineering Technologies.

As a member of the UCT, Delhi is linked with SUNY campuses at Alfred, Canton, Cobleskill and Morrisville in a 12,000-student consortium that serves statewide educational and work force needs.

CHALLENGES AND OPPORTUNITIES

The President is the educational leader and chief executive officer of the college. The president works closely with the College Council, senior administrative staff, UCT executive director, UCT Council of Presidents, and SUNY leaders to advance the State University, the UCT consortium and Delhi College. In addition to overseeing the SUNY and UCT priorities previously outlined, the president is expected to:

- Lead Delhi College through a critical period of mission, organizational and academic change and expansion.
- Position Delhi College and secure the resources required to make the college a leader in technical education.
- Advance the use of technology in teaching, learning, administration and management.
- Establish baccalaureate degrees as the priority for new program development.
- Direct the development of new academic programs by reallocating resources and identifying other funding opportunities.
- Oversee fiscal management and planning for the college's $28.2 million all-funds budget.
- Serve as the chief advancement officer for the institution by facilitating enrollment growth and resource generation.
- Lead the expansion of a student-centered, residential and learning environment.
- Foster community and industry partnerships.

QUALIFICATIONS

- An earned doctorate from an accredited institution.
- Teaching experience at the college level.
- Three years administrative experience at a residential, higher education institution.
- Excellent administrative and leadership abilities.
- Proven fiscal management and organizational skills.
- Highly effective communication skills.
- Strong background in technical education.
- Strong commitment to diversity.

APPLICATION PROCESS

Applicants should state in a brief (three-to-five page) letter of application how they might address the identified challengesand opportunities and how they meet the qualifications. In addition, applicants should submit a current resume that includes the names, addresses, and business and home telephone numbers of at least five professional references. Additional references may be requested.

To maximize consideration, applications should be submitted by March 26, 1999. All inquiries and applications will be held in strict confidence.

APPLICATIONS SHOULD BE SUBMITTED TO:
Mr. Benjamin Nesbitt, Chair, Presidential Search Committee
Delhi College
Delhi, New York 13753
Phone: 607 746 4495

Delhi College has a strong commitment to the principles of Affirmative Action and cultural diversity. The College welcomes responses from women, minorities, veterans and individuals with disabling conditions.

FOR MORE INFORMATION, VISIT DELHI COLLEGE'S WEB SITE AT www.delhi.edu

ANTICIPATED FACULTY OPENINGS

Western Nebraska Community College, a comprehensive community college, is located in the panhandle of Nebraska with sites in Scottsbluff, Sidney, and Alliance. The College was founded in 1926. Current credit headcount enrollment is approximately 2,800 students. WNCC is accepting applications for various anticipated instructional positions. All positions require individuals who are learning centered, willing to travel and teach at various College sites, and possess a willingness/ability to teach using Distance Learning technologies. Anticipated instructional positions for employment beginning August of 1999:

MATHEMATICS INSTRUCTOR-Responsibilities: Provide instruction in college level and developmental math courses (basic mathematics through calculus sequence) and possibly technical mathematics and statistics. Time spent in the math lab will be included in this assignment. Qualifications: Masters Degree in Math or related field and previous teaching experience required. Community college teaching and math lab experience preferred.

INFORMATION TECHNOLOGIES INSTRUCTOR-Responsibilities: Provide instruction in various information technology related courses. Teaching knowledge of object oriented programming, (i.e. Visual Basic, Visual D-Base) project management, networking, productivity software, Internet, C++ Programming, and other course work specifically related to information technology. Qualifications: Bachelor's Degree in Information Technology, Computer Science, or related field and previous teaching experience required, or any equivalent combination of education and experience which provides the necessary knowledge, skills, and abilities to perform the required duties. Community college teaching experience and Masters Degree preferred.

BUSINESS INSTRUCTOR-Responsibilities: Provide instruction in Business Administration courses and Informational Technology courses, including but not limited to COBOL, Lotus Applications, Spreadsheet, accounting, management, marketing and other computer software applications. Qualifications: Master's degree in Business Administration or computer science related field with at least two years of successful teaching experience required or any equivalent combination of education and experience which provides the necessary knowledge, skills and abilities to perform the required duties. Community college teaching experience preferred. Formal education or experience in PC operating systems. Windows 95 or 98 knowledge necessary.

SPEECH/THEATRE INSTRUCTOR-Responsibilities: Provide instruction in basic speech and general theatre courses, direct and oversee technical aspects for one or two plays per year. Qualifications: Master's degree in Speech, Theatre Arts or related field and demonstrated effective teaching ability required. Three to five years of teaching and directing experience in secondary or community college setting preferred.

APPLICATION DEADLINE: Open until filled

SALARY: Commensurate

APPLICATION PROCEDURE: Send letter of application, current resume or curriculum vita, credentials and academic transcripts, three letters of reference to:

Human Resources Director
Western Nebraska Community College
1601 East 27th Street
Scottsbluff, NE 69361

EEO/Affirmative Action Employer

WESTERN NEBRASKA
COMMUNITY COLLEGE

·STETSON·
UNIVERSITY

FACULTY DIVERSITY INITIATIVE

The students, faculty, administration, and trustees of Stetson University have joined in an affirmation of the importance of diversity to its curriculum and campus community. Building on long-standing commitments to excellence in education, the University has recently undergone a thorough self-study and endorsed a comprehensive Diversity Initiative. An important priority under this initiative is to hire five new faculty members, including two in the 1999-2000 academic year, over the next few years.

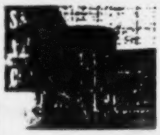
We seek applications from (or nominations of) outstanding teachers with strong credentials who can assist in the implementation of our diversity goals. While we have identified particular needs in Africana Studies (especially African and African-American history), biology, communication studies or mass communication, computer science, digital arts (visual arts track), music theory, environmental science, and sport and exercise science, we hope to receive and consider seriously applications from strong candidates in other disciplines as well. We prefer candidates with the Ph.D. in hand, but we will consider ABD appointments for Diversity Initiative positions, which will include significant course reductions to support completion of the dissertation.

Stetson University is located in central Florida, near Orlando and Daytona Beach. The University enrolls approximately 2000 undergraduates, emphasizes undergraduate teaching, and offers support for scholarly research and professional development. It is broadly committed to ethical inquiry, social and environmental responsibility, and international programs.

Candidates should submit a letter, which addresses directly their commitment to diversity in teaching, scholarship, and/or service in a liberal arts setting, and a current c.v. Applications and nominations should be forwarded to Dr. **Leonard Nance, Associate Dean of the College of Arts and Sciences, Stetson University, 421 N. Woodland Blvd., DeLand, FL 32720**. Screening of applications will begin March 1 and will continue until the positions are filled. E-mail inquiries and requests for additional information about Stetson University or its Diversity Initiative to **lnance@stetson.edu**, or phone **904.822.7515**.

Stetson University, an equal opportunity employer, affirms the values and goals of diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

http://www.stetson.edu



SAN ANTONIO COLLEGE

Anticipated Fall '99 Tenured Non-Instructional Faculty Position

Counselor (99171)

Required: Master's degree with 18 graduate hours in counseling, psychology, social work or related field. Position provides academic & career counseling.

Closing Date: March 26, 1999. Submit one package for each position of interest: a letter of application, a resume, 3 reference letters, & photocopies of transcripts. Selectee subject to criminal history check.

Alamo Community College District
Human Resources Department
201 W. Sheridan, Suite A60
San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm
emresume@accd.edu
(210) 208-8051 EEO Employer

FRAMINGHAM STATE COLLEGE

DEPARTMENT OF MODERN LANGUAGES - SPANISH

The College is accepting applications for an Instructor/Assistant Professor for a temporary full-time one year position beginning September 1, 1999, with possible extension for an additional year. The ability to teach a range of Spanish courses for undergraduate majors and non-majors including elementary level courses: Ph.D. in Spanish preferred. ABD considered. Candidate must have native or near native fluency in Spanish and a strong commitment to excellence in teaching. Other desirable qualifications include: preparation in Caribbean/Central American literatures and cultures, knowledge of Portuguese.

To apply: Send letter of interest, evidence of good teaching, curriculum vitae, and (3) letters of recommendation, no later than April 9, 1999, to: Dr. Marguerite Mahler, Chair, Spanish Search Committee, Department of Modern Languages, Framingham State College, Framingham, MA 01701.

Framingham State College is an Affirmative Action/Equal Opportunity Employer.

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PALO ALTO COLLEGE

Palo Alto College, one of four colleges in the Alamo Community College District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's tenth largest city. A comprehensive community college with an enrollment of 7,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with senior colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning resource technology, and is the site of a nationally recognized Natatorium which hosts local, state, and national swimming and diving competitive meets. For more information, go to our web site at **www.accd.edu**

Anticipated Fall '99 Tenure Track Faculty

Agribusiness Operations Technology Instructor (99157)

Required: Bachelor's degree (Master's preferred) in discipline or related coursework. 3 years recent/related work experience. Prefer teaching experience. Prepare students to apply modern business/economics principles relating to the production/marketing of agricultural products/services. Prepare students for occupational positions in: operations management/marketing (including food/fiber manufacturing, environmental technologies, office systems management, agricultural products sales, animal products/nutrition sales & horticulture/florist products sales).

Art Generalist Instructor (99158)

Required: MFA with at least 18 graduate hours in Studio Discipline. 2 years teaching experience in field preferred with a willingness to develop distance learning courses.

Aviation Technology Instructor (99159)

Required: Bachelor's degree (Master's preferred). 3 years recent work experience, plus possess FAA Advanced & Instrument Ground Instructor Certificate & FAA Commercial Certificate with Instrument Rating-Airplane Single-engine Land & Airplane Multi-engineer Land. Prefer teaching experience.

Economics Instructor (99160)

Required: Master's degree with at least 18 graduate semester hours in Economics. Prefer graduate hours which emphasize international affairs.

English Instructor (99161)

Required: Master's degree with at least 18 graduate semester hours in the corresponding discipline Also: Bachelor's degree in English required to teach developmental courses plus at least 1 year teaching experience or graduate training in remedial education. Special emphasis/expertise in Developmental English/Adult Literacy.

Government Instructor (99162)

Required: Master's degree with at least 18 graduate semester hours in government.

Physical Education Instructor (99163)

Required: Master's degree with at least 18 graduate hours in Physical Education. Experience in teaching Aerobics and Water Aerobics (prefer Aerobics Teacher Certification). First Aid & CPR Instructor Certification. Experience in administration of Physical Fitness field tests.

Physical Education Instructor (99164)

Required: Master's degree with at least 18 graduate hours in Physical Education. Experience in teaching Aerobics and Water Aerobics (prefer Aerobics Teacher Certification). Experience directing Intramural Sports Programs &/or Athletic events. First Aid & CPR Instructor Certification. Able to work late afternoon hours & occasional weekends.

Reading Instructor (99165)

Required: Master's degree with at least 18 graduate hours in Reading or Reading Specialization. Prefer Master's in Reading Education, Curriculum & Instruction, Language & Literacy.

Veterinary Technology Instructor/Program Director (99004RE)

Requires: DVM degree; 3 years recent/related experience in field (prefer teaching experience). Prepare students for careers as veterinary assistants or animal health technicians. Program graduates will assist veterinarians in industrial, commercial & research settings as well as in pharmaceutical companies & animal handling retail business.

CLOSING DATE: March 26, 1999. Submit one package for each position of interest: a letter of application, a resume, 3 reference letters, & photocopies of transcripts. Selectees subject to criminal history check.

Alamo Community College District ● Human Resources Department
201 W. Sheridan, Suite A60 ● San Antonio, Texas 78204 ● Job Line (210) 208-8051
www.accd.edu/accd/hr/hr.htm ● emresume@accd.edu ● EEO Employer

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Assistant Professor

SOCIAL WORK & HUMAN SERVICES

Join the excitement of building a new university and developing social work and human services programs and curricula on the Gulf in SW Florida. FGCU, the newest university in the State University System, opened on August 25, 1997. **QUALIFICATIONS:** Doctorate in Social Work or closely related field. Masters in Social Work from a CSWE accredited program is required. 3 yrs. post-MSW direct practice exp in a community agency/organizational setting, and college/university teaching exp. **PREFERRED:** Bilingual expertise in working w/diverse populations of the Hispanic/Latino and/or Caribbean cultures. Broad based exp. as a practicing social worker in any substantive area of practice (e.g., child welfare, health, mental health, & substance abuse). Exp. in instructional delivery of classroom & distance learning technologies. Exp. w/CSWE accreditation and/or reaffirmation process. Salary commensurate w/candidate's exp. on a 9-month, multi-yr. contract basis. Available August 1999. **TO APPLY:** There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts req'd. of candidates invited for an interview. Mail materials to: **FGCU, Position #11275, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565, postmarked by the deadline date of April 29, 1999.** For further info., please call the 24-hour jobline at **941-590-1111** or visit our website at **http://admin.fgcu.edu/hr/index.html.** *Under FL Public Records Law, applications submitted are available for public review upon request. Women & minorities are encouraged to apply. FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution.*

ACCOUNTING AND FINANCE COLLEGE OF MANAGEMENT

- The Department of Accounting and Finance is seeking candidates for tenure-track positions in Finance and Accounting. Doctorate degree preferred. Candidates nearing completion may also be considered. Applicants will be judged on their potential for excellence in research and teaching, although preference will be given to applicants who can submit samples of completed research. The College offers undergraduate and MBA programs. Send cover letter, curriculum vitae, and names, addresses and telephone numbers of three references to: **Office of Human Resources, Search 455-140, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125-3393.** Application review will begin immediately and continue until the positions are filled. An Affirmative Action, Equal Opportunity, Title IX employer. For more information on the university visit our website at www.umb.edu.

UMass Boston

PSYCHOLOGY INSTRUCTOR

Green River Community College

(Auburn, WA) is recruiting for a tenure-track faculty position beginning Sept. 1999 & continuing with annual 9-month contracts. Min. quals: MA in psychology or equivalent & demonstrated teaching exp. Salary $31,172-$46,231. For all full-time, tenure-track positions GRCC is an agency shop. **Closing: 5/1/99**. For complete job description & application call the job line at **(253)288-3380 or** TDD (253)288-3345. EOE/AA

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available - September 1999

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($43,572-$50,111) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($35,846-$41,224) must hold a terminal degree. Candidates for Instructor ($29,490-$33,981) must hold a Masters degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

ARTS AND HUMANITIES

AMERICAN LITERATURE, Asst. Prof., Tenure Track. Teach introductory to advanced-level courses in American Literature, Colonial through Contemporary and supervise independent studies. Ph.D. required with college-level teaching preferred. Field of specialization open. Preference will be given to candidates with teaching background in minority and/or women's literature and experience in pedagogical use of computers.

COMMUNICATION STUDIES, Asst. Prof., Tenure Track. Teach courses in video production, advertising, media studies, media writing and other related courses. Ph.D. required with college-level teaching and professional experience in broadcasting and Internet publishing preferred. Knowledge of current industry practices desired.

PHILOSOPHY (2 positions), Asst. Prof., Tenure Track. Position 1: Teach courses in Intro to Philosophy, Logic, History of Philosophy; some upper-level teaching in field of specialization. AOS: History of Philosophy, ability to teach Modern and Ancient Greek Philosophy. Position 2: Teach courses in Intro to Philosophy, Logic, and areas of Continental Philosophy; some upper-level teaching in field of specialization. AOS: Continental Philosophy. Ph.D. required with college-level teaching and knowledge of computer-related technologies preferred. AOC for both positions: Open, but social, political, environmental philosophy, feminism, or philosophy of law desired.

SPANISH LANGUAGE, Asst. Prof., Tenure Track. Teach introductory through advanced-level courses in Spanish language and culture. Collaboration with teacher education program. Ph.D. required with college-level teaching, native or near-native fluency, and ability to teach conversation essential. Expertise in language teaching methodologies, including the latest technological methods desirable.

For positions in Arts and Humanities, send letter of application, indicating position applied for, with CV, statement of teaching philosophy, and three letters of recommendation to **Dr. Kenneth Dollarhide, Dean of Arts and Humanities.**

GENERAL STUDIES

QUANTITATIVE REASONING ACROSS THE DISCIPLINES, Asst. Prof., Tenure Track. To join the core faculty guiding an innovative, college-wide program. Qualifications required: Ph.D. in relevant area, evidence of experience with innovative math teaching at various levels, commitment to math skills enhancement, and experience in an interdisciplinary academic environment.

WRITING, Instructor, Half-Time, One Year appointment with opportunities for renewal. Stockton has a comprehensive writing program that offers a wide range of lower and upper-level writing intensive courses as well as an extensive offering of writing-across-the-curriculum offerings. Half-time faculty member will be expected to teach three courses a year. Master's degree in an appropriate field required, as well as demonstrated excellence in teaching a range of levels and types of writing courses. Publications and knowledge of electronic media and writing would be helpful. Salary range $14,744-$16,956, in addition to benefits.

For positions in General Studies, send letter of application, indicating position applied for, resume and three reference letters to **Dr. G. Jan Colijn, Dean of General Studies**

NATURAL SCIENCES AND MATHEMATICS

BIOLOGY (3 positions), Asst. Prof., Tenure Track. Ph.D. required. Seeking candidates with a strong commitment to undergraduate teaching. Besides the specific course offerings, all are expected to teach general education courses and supervise undergraduate research projects. (1) Comparative Vertebrate Physiology: Courses include sophomore level vertebrate physiology lecture and laboratory incorporating modern computer technology, introductory biology and advanced course in physiology; (2) Mammalian Physiology: Courses include advanced human physiology course for upper level physical therapy majors, introductory biology, sophomore level vertebrate physiology with lab, and an upper level course in area of specialization; (3) Animal Molecular Biologist. Seeking candidates who study animal systems using molecular techniques. Courses include sophomore-level general genetics, introductory biology and an advanced course in area of specialty. Fuller descriptions of the major on Stockton's web pages: Biology: **http://www.stockton.edu/~haresigt/.**

CHEMISTRY (2 positions), Asst. Prof., in a 9-member ACS certified program. (1) Biochemistry, tenure track. Teach courses in biochemistry and biochem lab methods. The ideal candidate will also engage in research and help develop the college's new Biochemistry/Molecular Biology curriculum. (2) Environmental/Analytical Chemistry, 1-year position: Teach courses in environmental chemistry and instrumental analysis. The ideal candidate will undertake research focusing on the local environment and help develop curricula in environmental chemistry. Candidates for these positions are expected to teach introductory chemistry and general education courses and to sponsor student research. A recent Ph.D. committed to teaching and with research interests complementing those of current faculty is preferred. See **http://www.stockton.edu for more information.**

ENVIRONMENTAL STUDIES/GEOGRAPHER, Asst. Prof., Tenure Track. Teach human geography, environmental issues, introduction to environmental studies, upper-level courses in their specialty and general education courses. Field research experience and knowledge of GIS, particularly ARCVIEW required. Experience in demographics, urban geography and remote sensing is helpful. Requires strong commitment to undergraduate teaching and development of research involving students. Ph.D. required.

ENVIRONMENTAL STUDIES/POLLUTION SPECIALIST, Asst. Prof., Tenure Track. Teach environmental issues and intermediate and advanced courses in pollution, environmental chemistry and general education. Field research experience and knowledge of GIS, particularly ARCVIEW required. Experience in remote sensing and/or environmental modeling desirable. Requires strong commitment to undergraduate teaching and development of research involving students. Ph.D. required.

For positions in Natural Sciences and Mathematics, send application letter indicating position applied for, statement of teaching goals/philosophy, resume, three letters of recommendation and evidence of completion of degree to **Dr. Lynn Stiles, Dean of Natural Sciences and Mathematics.**

PROFESSIONAL STUDIES

COMPUTER SCIENCES AND INFORMATION SYSTEMS (3 positions), Inst./Asst./Assoc. Prof., Tenure Track. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems. The successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity. Screening begins April 15, 1999.

MANAGEMENT, Asst./Assoc. Prof. of Business Studies, Tenure Track. Teach courses in Management at the undergraduate and graduate levels including Organizational Behavior, Organizational Development and Management Skills Development. Knowledge of and skill in experiential learning methodologies preferred. Ph.D. required.

MANAGEMENT, Inst./Asst./Assoc. Prof. (half-time). Teach undergraduate introductory and advanced courses in management including International management, information technologies for business, and management skills. Knowledge of and skill in experiential learning methodologies preferred. Masters plus required.

PUBLIC HEALTH, Inst./Asst./Assoc. Prof. of Public Health (half-time). Seeking a qualified applicant in its nationally accredited Public Health Program. Responsibilities: Teach undergraduate courses in at least three of the following areas: health planning, public health administration and law, epidemiology, computers in health or health insurance. Qualifications: A minimum of a Master's degree in Public Health or a closely related field is required. At least three years health-related experience, including grant writing, is preferred, but not required.

For positions in Professional Studies, send letter of application, indicating position applied for, resume and three letters of reference to **Dr. Dee Henderson, Dean of Professional Studies.**

SOCIAL AND BEHAVIORAL SCIENCES

POLITICAL SCIENCE, Asst. Prof., Tenure Track. Teach courses in methodology and international/comparative politics, maintain and develop Internet applications for the program; other duties as expected. Ph.D. required. Teaching experience preferred.

PSYCHOLOGY, Asst. Prof., Tenure Track. Ph.D. in clinical psychology with a specialization in neuropsychology and teaching experience required. Active research interests preferred with opportunities at general and rehabilitation hospitals on campus. Successful applicant shall be able to teach theories of counseling, tests and measurement, abnormal, personality, physiological, an advanced undergraduate seminar in neuropsychology, and a course in the college's innovative general studies program.

SOCIAL WORK, Assoc. Prof., Tenure Track. MSW and DSW/Ph.D. with a minimum of two years practice experience and five years of academic experience required. Candidates should possess a thorough knowledge of and the ability to teach generalist practice, including fieldwork supervision, human behavior in the social environment and/or research methods. Duties include responsibility as field coordinator. Candidate should have leadership/experience in graduate education.

SOCIAL WORK, Instr./Asst. Prof., Tenure Track. MSW with a minimum of two years practice experience required, doctorate and teaching experience preferred. Candidates should possess a thorough knowledge of and the ability to teach generalist practice including fieldwork supervision, human behavior in a social environment, and/or research methods. In addition, candidate should be able to assume a leadership role in enriching student understanding of Hispanic cultures through collaboration with the community and other academic programs. Thus, the successful candidate is likely to present one or more of the following: (1) Spanish language facility, (2) practice experience with Hispanic populations, (3) program development experience, and (4) experience in building relationships between Social Work and other academic programs.

SOCIAL WORK, Visiting Instr./Asst. Prof., one-year position. MSW with a minimum of two years practice experience required, doctorate and teaching experience preferred. Applicants should consider themselves social work generalists with a strong base of experience in direct practice. They should be computer literate and have active research interests. Teaching responsibilities include: human behavior, social work practice courses, and research methods.

For positions in Social and Behavioral Sciences, send letter of application indicating position applied for, resume, documentation of completion of degree or expected date of completion, and three letters of reference to **Professor William Jaynes, Interim Dean, Social and Behavioral Sciences.**

SCREENING BEGINS: APRIL 1, 1999, unless otherwise indicated.

Apply to appropriate dean at The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240

Stockton is an AA/EOE. Women and Minorities are encouraged to apply. R903659

DEPARTMENT OF NURSING FACULTY POSITIONS

FULL-TIME, TENURE TRACK

Simmons is seeking doctorally prepared Nursing faculty with expertise in clinical practice, research and education to teach in the undergraduate nursing program. Faculty, staff and students work together to create a collegial learning community which emphasizes interdisciplinary cooperation, lifelong learning and professional excellence.

We are also looking for outstanding Nurse Educators who are nationally recognized for their accomplishments in the Nursing profession. Nursing faculty with specialties in medical/surgical, community mental health and nursing research are encouraged to apply.

Qualifications for these positions include:

- ***Doctorate in Nursing or related field***
- ***Master's in Nursing***
- ***Undergraduate teaching experience***
- ***Clinical expertise***

Simmons Nursing Program is NLN accredited, nationally recognized and located in a major medical center in metropolitan Boston. Please submit letter of application and vitae to: Carol Love, Ph.D., RN, Associate Dean, Simmons College, 300 The Fenway, Boston, MA 02115; fax: (617) 521-3045.

Simmons College is strongly committed to diversity and values candidates who bring a variety of backgrounds and experiences to our community.

SIMMONS

Ahead of its time in 1899. Ahead of its time now.

We are proud members of Colleges of the Fenway.

DIRECTOR, EL CENTRO CHICANO

The University of Southern California (USC) is searching for a director of El Centro Chicano. El Centro Chicano is a program within the Division of Student Affairs focused on helping Chicano/Mexican American/Latino and other students achieve academic success, participate in co-curricular programs and engage in community service activities. The director provides overall leadership and management of El Centro while working closely with students, student organizations, faculty, staff, the parents' council and the program's advisory board to develop programs that help students maximize their educational experiences at USC.

The ideal candidate will be bilingual; a leader with vision, creativity and a commitment to excellence. He/she must have experience in university-level student/academic affairs program planning and administration; a strong interest in helping Chicano/Mexican American/Latino students be successful in a diverse educational community. The director must possess strong interpersonal, writing and oral communication skills. Competitive candidates will have earned a Master's degree and have at least 7 years of experience. An earned doctorate in Education, Social Sciences, Humanities or Physical Sciences is preferred.

USC offers a full benefits package. Salary range $45,000 - $55,000 annually. Send resume and salary history, referencing requisition #07120, by March 19, 1999 to: Employee Recruitment Services, USC, 3535 S. Figueroa St., Los Angeles, CA 90089-1260; e-mail: upcemp@usc.edu; fax: (213) 740-8784. AA/EOE. Please visit our website at http://www.usc.edu/go/jobs

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

ESU

East Stroudsburg University of Pennsylvania

DIRECTOR OF SOCIAL EQUITY

East Stroudsburg University invites nominations and applications for the position of Director of Social Equity. East Stroudsburg University is one of fourteen institutions in the Pennsylvania State System of Higher Education, with an enrollment of approximately 5,600 undergraduate students. The University is located in the scenic Pocono Mountains, 75 miles east of New York City and 85 miles north of Philadelphia. Working closely with the University community, the Director is responsible for the development of programs that will enhance social equity on campus. Responsible for monitoring, coordinating, and helping to assure compliance with Federal, State and University affirmative action and equal opportunity laws, policies, regulations, and guidelines for all categories of employees at the University. The Director will investigate disputes of social equity issues and complaints of discriminations and harassment. The Director reports directly to the President of the University. **QUALIFICATIONS:** A minimum of a Master's Degree required. A demonstrated understanding of the higher education culture and equity issues unique to that culture. Experience working with attorneys and legal issues through various venues such as Federal and State regulatory agencies and courts. A minimum of three years of experience in social equity, affirmative action, and ADA, preferably in higher education. Evidence of leadership styles which emphasizes collegiality and an ability to communicate effectively with members of the University and larger community. Experience working cooperatively with people of diverse backgrounds. Experience in program development in social equity with a proven record of budget development and management. Collective bargaining experience is desirable. Position to be filled on or before June 1, 1999. Starting Salary Range is $46,522-$53,930. Final selection will be based upon final interview. Applicants must submit a letter of intent, resume, and a minimum of three letters of reference. All materials must be received by April 2, 1999 and addressed to: **Ms. Renee Bebla, Human Resources Specialist, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

SUMMER 1999

Universidad Complutense

MADRID - SPAIN

Scholarship Program for Teachers & Counselors

One to four weeks of intensive Spanish language study from **early July to early August, 1999**.

Includes: round trip airfare, three meals a day, room accomodations and instruction at Colegio Major Nebrija of Universidad Complutense.

For information, **Write or Fax** your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

916

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ADVERTISING INDEX

POSITIONS

CALIFORNIA	
California State University, Fullerton	49
Chabot College	47
Los Angeles Mission College	42
Loyola Marymount University	46
University of San Francisco	38
University of Southern California	62
Westmont College	41
COLORADO	
University of Colorado at Denver	52
University of Northern Colorado	36, 55
University of Southern Colorado	39
CONNECTICUT	
Saint Joseph College	46
FLORIDA	
Florida Community College at Jacksonville	46
Florida Gulf Coast University	41, 60
Stetson University	59
GEORGIA	
Abraham Baldwin Agricultural College	48
Agnes Scott College	53
ILLINOIS	
Black Hawk College	38
City Colleges of Chicago	47, 50, 55
Elmhurst College	50
University of Illinois at Chicago	35
University of Illinois at Springfield	43
INDIANA	
Indiana University	54
KANSAS	
The University of Kansas	53
MARYLAND	
Frederick Community College	44
National Institutes of Health	44
University of Maryland, College Park	42
MASSACHUSETTS	
Framingham State College	59
Lesley College	43
Northeastern University	43
University of Massachusetts Boston	60
Simmons College	62
Springfield College	37
MICHIGAN	
Lansing Community College	40
Madonna University	36
Oakland University	39
Washtenaw Community College	35
MINNESOTA	
Metropolitan State University	44
Walden University	49
NEBRASKA	
Western Nebraska Community College	59
NEW HAMPSHIRE	
University of New Hampshire	56
NEW JERSEY	
New Jersey City University	41
Princeton University	44, 52
Rowan University	51
Seton Hall University	52, 57
The Richard Stockton College of New Jersey	61
UMD of New Jersey	36
NEW YORK	
City College of New York/CUNY	55
Columbia University	45, 50, 56
Hunter College/CUNY	56
LaGuardia Community College	50
Mohawk Valley Community College	44
New School University	38, 45
Onondaga Community College	47
St. John Fisher College	49
St. John's University	40
St. Lawrence University	51
SUNY-Buffalo State College	39
SUNY-College of Technology at Delhi	58
SUNY-Plattsburgh	55
OHIO	
The Union Institute	53
University of Cincinnati	45
OREGON	
Oregon University System	40
PENNSYLVANIA	
East Stroudsburg University of Pennsylvania	51, 57, 62
Eastern College	50
RHODE ISLAND	
Rhode Island Board of Governors	52
Rhode Island School of Design	47
TEXAS	
Houston Community College System	36
Northwest Vista College	54
Palo Alto College	60
San Antonio College	59
Texas Tech University	56
The University of Texas-San Antonio	53
VERMONT	
Lyndon State College	42
The University of Vermont	40
University of Vermont Extension	36
VIRGINIA	
National Science Foundation	56
WASHINGTON	
Green River Community College	60
Washington State University	57
WISCONSIN	
The University of Wisconsin-Platteville	45

RECRUITMENT

Center for International Studies	62

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

American Association of University Women	35
National Institutes of Health	35

¡ PUNTO FINAL !

EMPOWERMENT OF HISPANICS THROUGH INFORMATION LITERACY

Kathleen de la Peña McCook is director of the School of Library and Information Science at the University of South Florida in Tampa, Fla.

Information-seeking skills will be increasingly important to career success and survival. It should concern us all, then, that while there are many notable Hispanic librarians and information professionals, their numbers are not equitable. That has a negative impact on the profession and on the information available to and accessed by Hispanics nationwide.

Most librarians are educated in graduate programs accredited by the American Library Association (ALA). Only 1.9 percent of more than 5,000 new librarians who graduated in 1996-97 (the latest data available) were of Hispanic heritage, and only 2.4 percent of the faculty teaching them. Only five ALA schools that year graduated more than five Hispanic students–North Texas, Pratt, San Jose-California, South Florida, and Texas-Austin.

Aware of underrepresentation, the ALA, at the behest of its then-executive director, Elizabeth Martinez, initiated the SPECTRUM Scholar program, which resulted in the recruitment of 17 new Hispanic-heritage students nationwide.

Efforts have been made, too, to stimulate interest in serving Hispanic communities. A committed group of librarians created REFORMA–the National Association to Promote Library Services to the Spanish-Speaking–active for 28 years. [REFORMA can be reached at http://latino.sscnet.ucla.edu/library/reforma/index.htm] The group is said to serve as a touchstone for Latinos in the field. Through its scholarship program, newsletter, and Web page, REFORMA provides mentoring, fosters collegiality, and focuses attention on relevant issues.

Through its annual Pura Belpr (Children's Book Award), REFORMA honors authors and illustrators who portray and affirm the authentic cultural experience of Latino children. Its Librarian of the Year award recognizes outstanding professionals such as Camila Alire, the first Hispanic dean of an Association of Research Libraries institution.

REFORMA members–share a widespread perception that language can be an obstacle for those who have not assimilated to mainstream culture by acquiring English proficiency. A further obstacle emerges: the development of telecommunication and computer technologies that are now an essential part of gaining access to information.

A major U.S. government report, ***Falling Through the Net***, revealed a country clearly divided into information "haves" and "have nots." The dividing line was often race or ethnicity. A second report, ***Falling Through the Net II: New Data on the Digital Divide***, confirmed that the division remains and the differences between racial and ethnic groups have actually increased. White non-Hispanics (40.8 percent) are twice as likely as Hispanics (19.4 percent) to own a computer, and more than twice as likely to have online access (Whites 21.2 percent; Hispanics 8.7).

Several companies are beginning to recognize the importance of Hispanics as a growth market. Yahoo!, perhaps the most well-known online search engine, now has an all-Spanish version (http://www.espanol.yahoo.com). Two other excellent Web sites are Venezuela Analitica (http://www.analitica.com) and Mundo Latino (http://www.mundolatino.org/computacion). Both provide wonderful entry points into the world of the internet through features in Spanish that review software and Web pages, provide HTML tutorials and, give links to Spanish-language texts.

The increasing "net presence" of Latinos is heartening, but it must be remembered that the newer technologies will be used by Hispanics as a whole only if they are readily available in a public venue and only if library/information professionals provide the necessary training in information literacy–a significant reason why underrepresentation of Latinos in the profession is such a problem. The nation's libraries have a long way to go in making their staffs reflect the growing Hispanic population.

I work in central Florida, which has more than 26,000 seasonal workers of Hispanic heritage. Our faculty established a Task Force on Library Services to Farmworkers within the Tampa Bay Library Consortium. It's work formed the basis for a federal grant to fund a week-long institute on services to farmworkers.

A new, ongoing course, Spanish for Library and Information Professionals, enables non-Spanish-speaking librarians to establish rapport with Spanish-speaking clientele through the use of simple conversational Spanish, as well as the specialized terminology of the library. The instructor has also edited a catalog of all Spanish-language books in the Tampa-Hillsborough County Public Library, in collaboration with library staff, for distribution through west central Florida.

The school is this month co-sponsoring the 4th National Institute for Hispanic Library Education, "Library Services to Youth of Hispanic Heritage." The focus on youth–the potential librarians and information specialists who can empower their communities with unfettered access to information–represents our best hope for the future. While certain states and metropolitan areas are better situated to make immediate gains in this area than others, that is quickly changing, as Hispanics become an ever-larger part of the U.S. population. Information access will play a key role in their lives.

How well positioned they are to make the most of their educational and career opportunities depends on how well we prepare the way today.

The Hispanic Outlook in Higher Education

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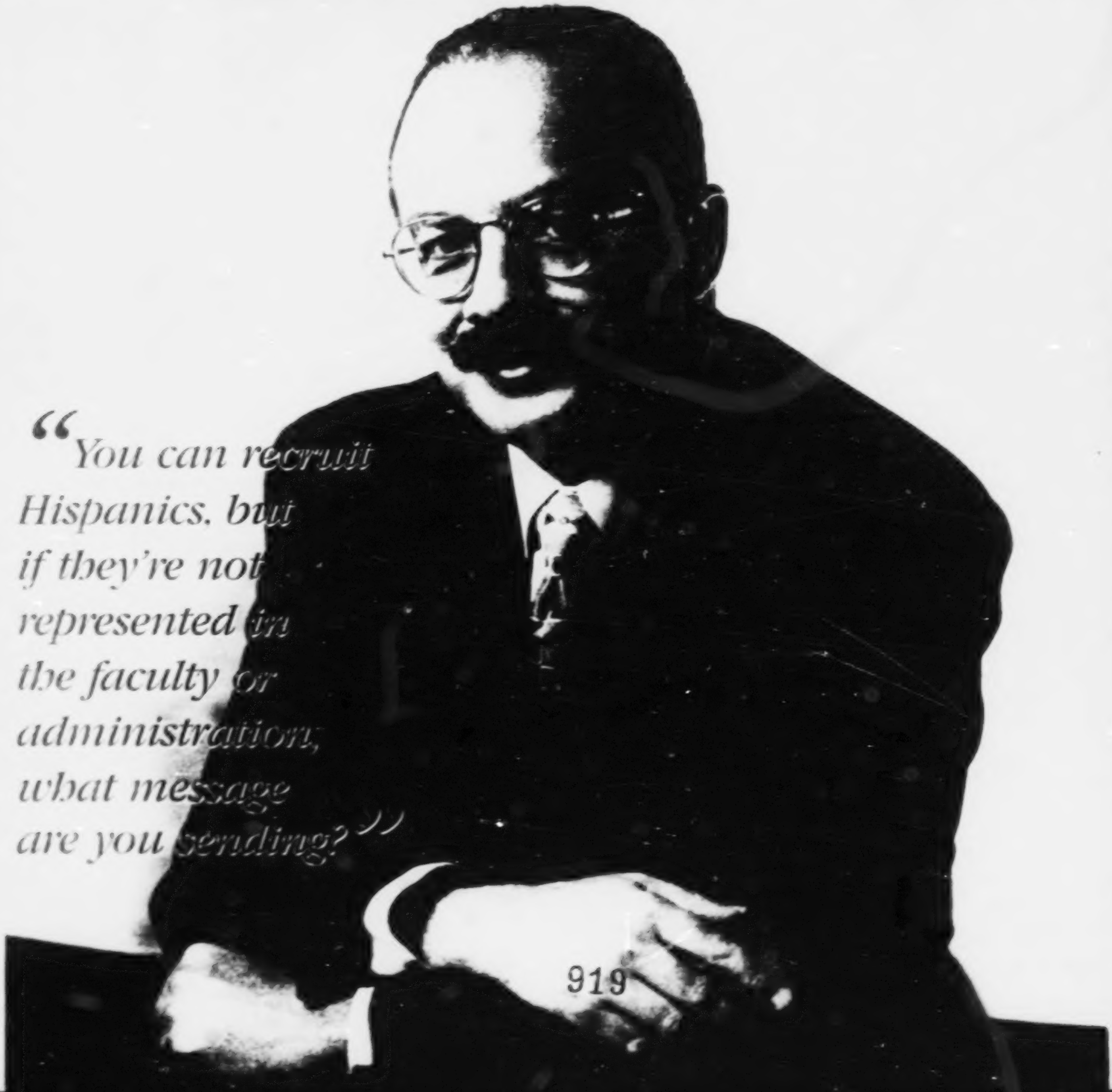

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CONTENTS

FEATURES

Letter from the Publisher 5

HO presents the latest statistics from the U.S. Department of Education on the TOP 50 Community Colleges for Hispanics

Hispanic Stats at Two-Year Colleges 7

Faculty and Enrollment. No Surprises!

Latinas at the Helm 10

HO talks with five past and present college CEOs

Graduation Rates at Community Colleges 14

Six at the top share their strategies.

Time to Focus on Outcomes 26

Veteran educator Leo Chávez proposes new emphases.

Brooklyn Scholars Program 20

Honors Academy raises hopes and academic levels.

The Future of Hispanic Americans 23

How the community college and its faculty can help

Speaking of Plants 28

Cuyamaca College pairs Horticulture and ESL

HONOR ROLL

Rancho Santiago Community College District 17

Growth sparking change.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

Educators and data-driven change.

People, Places, Publications, Conferences 31

Book Review: *Strangers Among Us* 39

¡Punto Final!
Toward Cross-Border Partnerships back cover
by Antonio Zaraleta PhD in anthropology from The University of Texas at Austin

Cover Photo: Dr. Eduardo J. Padron, President, Miami-Dade Community College

921

A CAPITOL VIEW

Data-Driven Change

BY GUSTAVO A. MELLANDER

This year for the first time in the history of this country, there are more Hispanic children under the age of 12 than there are Black children. Demographic trends are clear. Hispanic children will be the dominant minority in our schools in the 21st century.

All of this is in the face of a grim reality. An alarming number of Hispanic youngsters do not graduate from high school. The dropout rate is as high as 40 percent in some urban areas. Chicanos in particular have a low high school graduation rate. But many Puerto Ricans and recently arrived Central Americans do not finish high school either.

Many who do manage to finish and go on to college have difficulty adjusting to college life and drop out, in frightening numbers. There is therefore a potential for a growing number of Hispanic students to curtail their higher education expectations and, as a result, inhibit their socioeconomic advancement.

What can colleges do to help?

Some have suggested that the teachers they train must be introduced to these facts–the better to meet this growing problem. They believe that greater proficiency in data collection and its interpretation can lay the foundation for change.

To address these and other issues, a group of federally–funded technical assistance organizations co-sponsored "Data Strategies Institute II," the second in a series of regional professional development gatherings for technical assistance providers and district teams committed to improving education.

One of its goals is to encourage colleges to train future teachers to use data to drive educational decision-making and equity reform. Participants came from across New England, New York, and the U.S. Virgin Islands.

One session addressed the potential contributions of colleges of education to this effort. It is generally agreed that the education profession is one where data usage is not integral to daily practice.

Part of the problem is that colleges do not generally prepare future administrators, counselors, and teachers to use data–or even to "consider" using data as a meaningful strategy–very effectively. Nor do most programs model the use of data so that teacher educators, program administrators, and students gain an "experiential" appreciation of the benefits of using data.

For example, pre-service programs could easily but do not ordinarily gather data on their (pre-service) students' aspirations, learning opportunities, and learning results. If those data were collected and studied, they could guide continuous improvement efforts relevant to curriculum, pedagogy, and faculty development.

Similarly, few schools or colleges model the use of data to guide their improvement efforts. This not only impairs school improvement efforts but also makes the recognition of local inequities improbable, because without viewing disaggregated data showing correlations between race, gender, and learning opportunities (tracking, discipline, testing participation) and learning results (grades, test scores, graduation rates), it's easy to believe that things "ain't broke" and don't need fixing.

For these reasons, the Institute's participants agreed that it would be very valuable for colleges and K-12 educators and teacher educators to work together to strengthen pre-service and K-12 educators' use of data.

Panelists and participants recommended the following strategies:

Administrator, counselor, and teacher preparation programs could offer graduate/undergraduate courses in conducting action research–to prepare educators to use data for continuous school improvement.

Teacher educators could provide technical assistance to schools to assist them in analyzing data to identify needed improvements in pedagogy, curricula, equitable expectations of students, and the like.

Faculty and pre-service program students could join K-12 educators in conducting research focused on generating insights to inform local school improvement priorities.

Universities are able to publish books written by classroom teachers who wish to share their insights, e.g., about data usage to inform their classroom practice.

The online journal on professional development school practices (*From the Inside: Perspectives on PDS Work*, accessed at <http://raterc.edu/pdsjournal>) could be used as another vehicle to distribute practical ways that teacher educators and K-12 educators can collaborate regarding data usage.

Professional Development Schools

They also pointed out that K-16 partnerships known as "professional development schools" (or PDSs) can help.

PDSs are long-term partnerships between a teacher education program and a school or district.

The main goals of a PDS are, first and foremost, to raise K-12 student learning results by improving teacher preparation and improving teacher professional development. PDSs often encourage teacher educators, K-12 teachers, and pre-service students to conduct action research and to gather and use data related to school improvement goals for guiding future improvement efforts.

Finally, recently emerging national efforts to evaluate and accredit beginning teachers and teacher education programs, e.g., INTASC and NCATE, are challenging pre-service programs to gather and examine data on their students' results. Participants and panelists agreed that future institutes on data strategies should include efforts to involve teacher educators and to encourage them to partner with schools in strengthening local data usage at both the K-12 and teacher pre-service levels.

From these and other reform movements, it is hoped that the quality of education provided Hispanics will improve.

Dr. Mellander is a professor at George Mason University.

Letter from the Publisher

Dear Colleagues:

The community college just might be the most successful idea ever to take root in the field of higher education. And while it is not all things to all people, it can be, and it is quite a few things to many people.

The welcome it extends comes in many languages–the language of the immigrant, of the dropout longing to get back on track, the would-be entrepreneur, the retiree–anyone eager to engage a new world of ideas or anxious to embrace a new skill.

Nowadays, it often provides a "seamless transfer" of students to four-year institutions, and a seamless transfer, too, of downsized workers to industries with a good future, as it provides, in partnership with government and business, the training that once took place on the job, paid for out of corporate budgets.

Led by a board required by statute to fairly represent its potential constituents, staffed by people with flexibility, imagination, and a gift for local collaboration, the community college has become one of the most diversely populated institutions in the United States.

Hispanic Outlook is pleased to pay tribute to this national treasure–the community college–and to all who work so hard and so well within it.

¡ Felicitaciones!

Jose Lopez

José López-Isa

HISPANIC OUTLOOK TOP 50 Community Colleges for Hispanics

These latest figures from the Center for Education Statistics, U.S. DOE, rank the nation's community colleges in number of associate degrees awarded to Hispanics 1996-97. California claims 24, New York 8, Texas 10, Florida 5–including Miami-Dade in the lead spot–and one each for Arizona, Illinois, and New Mexico. At these top 50, more Latinas earned degrees than Latinos.

Number of Hispanics Awarded Associate Degrees

RANK	INSTITUTION	STATE	DEGREES AWARDED	MALE	FEMALE
1	MIAMI-DADE COMMUNITY COLLEGE	Florida	2,993	1,307	1,686
2	EL PASO COMMUNITY COLLEGE	Texas	506	192	314
3	CUNY-LA GUARDIA COMMUNITY COLLEGE	New York	493	122	371
4	EAST LOS ANGELES COLLEGE	California	467	158	309
5	CUNY-BOROUGH OF MANHATTAN COMM. COLLEGE	New York	452	117	335
6	SOUTHWESTERN COLLEGE	California	434	151	283
7	LAREDO COMMUNITY COLLEGE	Texas	399	149	250
8	CUNY-BRONX COMMUNITY COLLEGE	New York	383	78	305
9	CERRITOS COLLEGE	California	368	162	206
10	RANCHO SANTIAGO COMM. COLLEGE DISTRICT	California	360	180	180
11	TEXAS SOUTHMOST COLLEGE	Texas	344	130	214
12	CUNY-HOSTOS COMMUNITY COLLEGE	New York	307	51	256
13	VALENCIA COMMUNITY COLLEGE	Florida	302	128	174
14	DEL MAR COLLEGE	Texas	292	103	189
15	FRESNO CITY COLLEGE	California	291	98	193
16	MT. SAN ANTONIO COLLEGE	California	290	121	169
17	IMPERIAL VALLEY COLLEGE	California	279	79	200
18	LOS ANGELES TRADE TECHNICAL COLLEGE	California	264	125	139
19	CHAFFEY COMMUNITY COLLEGE	California	247	75	172
20	PIMA COMMUNITY COLLEGE	Arizona	241	78	163
21	CUNY-KINGSBOROUGH COMMUNITY COLLEGE	New York	240	65	175
22	HILLSBOROUGH COMMUNITY COLLEGE	Florida	239	85	154
23	SAN ANTONIO COLLEGE	Texas	238	107	131
24	PASADENA CITY COLLEGE	California	237	79	158
25	BROWARD COMMUNITY COLLEGE	Florida	234	86	148
26	RIO HONDO COLLEGE	California	233	105	128
27	TECHNICAL CAREER INSTITUTES	New York	227	145	82
28	NASSAU COMMUNITY COLLEGE	New York	225	76	149
29	EL CAMINO COLLEGE	California	216	92	124
30	HOUSTON COMMUNITY COLLEGE SYSTEM	Texas	210	73	137
31	LOS ANGELES CITY COLLEGE	California	203	87	116
32	ALBUQUERQUE TECHNICAL VOCATIONAL INST.	New Mexico	203	67	136
33	CENTRAL TEXAS COLLEGE	Texas	199	140	59
34	ST. PHILIPS COLLEGE	Texas	198	100	98
35	SAN BERNARDINO VALLEY COLLEGE	California	193	72	121
36	CUNY-QUEENSBOROUGH COMMUNITY COLLEGE	New York	192	80	112
37	OXNARD COLLEGE	California	189	83	106
38	RIVERSIDE COMMUNITY COLLEGE	California	184	63	121
39	FULLERTON COLLEGE	California	182	73	109
40	HARTNELL COLLEGE	California	178	84	94
41	KINGS RIVER COMMUNITY COLLEGE	California	178	55	123
42	LOS ANGELES VALLEY COLLEGE	California	176	80	96
43	COLLEGE OF THE SEQUOIAS	California	176	63	113
44	TEXAS STATE TECHNICAL COLLEGE-HARLINGEN	Texas	176	103	73
45	BAKERSFIELD COLLEGE	California	167	56	111
46	VENTURA COLLEGE	California	163	68	95
47	SAINT AUGUSTINE COLLEGE	Illinois	163	35	128
48	SOUTHWEST TEXAS JUNIOR COLLEGE	Texas	163	51	112
49	SAN JOAQUIN DELTA COLLEGE	California	156	47	109
50	PALM BEACH COMMUNITY COLLEGE	Florida	153	44	109

Hispanic Stats at Two-Year Colleges: No Surprises!

BY MARI CARMEN SARRACENT

In taking a look at Hispanic enrollment and faculty in community colleges, a few things stand out–some not too surprising. According to figures compiled by the United States Department of Education, those schools that enroll the most Hispanic students nationwide are concentrated in areas where a large percentage of Latinos reside, such as New York, California, Florida, Texas, and Chicago.

Miami-Dade Community College in the state of Florida tops the list on both counts, boasting a 29,929 Hispanic student enrollment during the Fall 1996 semester, of which women account for 62.9 percent. Out of the top 50 two-year colleges enrolling the most Hispanics, Miami-Dade employed the most Hispanic faculty–863. El Paso Community College ranked second with 523.

Interestingly, one trend in Hispanic student enrollment in these schools is that the number of Hispanic women surpasses that of Hispanic males–in several institutions nearly doubling that of men students. At East Los Angeles College, Hispanic women students accounted for 7,031 compared to 4,604 males. Another example is at CUNY-Hostos Community College where 746 Latinos and 2,961 Latinas were enrolled in Fall 1996.

Students at Miami-Dade Community College

Where the number of Hispanic faculty is concerned, there still is plenty of room for improvement, even in areas that can be considered Latino hubs. In the Houston Community College System, Hispanic faculty represent 6.7 percent of the total 2,391. In many of the CUNY institutions in New York City, Hispanics account for less than 10 percent of total faculty. On the other hand, schools such as El Paso Community College, CUNY- Hostos, and Laredo Community College show impressive percentages–42.1 percent, 73.5 percent, and 39.9 percent, respectively.

Student at CUNY-La Guardia Community College

Latinas also have made strides in academia, catching up to their male counterparts. At Southwestern College, City Colleges of Chicago-Harry S Truman College, Broward Community College, Chaffey Community College, Albuquerque Technical Vocational Institute, and Long Beach City College, for example, Hispanic male and female faculty are neck and neck. Also noteworthy is that in other two-year institutions, such as Valencia Community College, CUNY-La Guardia Community College, and El Camino College, Hispanic women have outnumbered Hispanic males.

The following charts from the U.S. Department of Education reflect Hispanic enrollment and Hispanic faculty at the 50 two-year institutions that enroll the most Hispanics.

TOP 50 COMMUNITY COLLEGES *by Hispanic Enrollment*

RANK	INSTITUTION	HISPANIC	MEN	WOMEN	HISPANIC PERCENTAGE
1	MIAMI-DADE COMMUNITY COLLEGE	29,929	12,624	17,305	62.9
2	EL PASO COMMUNITY COLLEGE	17,467	6,748	10,719	81.9
3	EAST LOS ANGELES COLLEGE	11,635	4,604	7,031	79.6
4	CERRITOS COLLEGE	10,047	4,403	5,644	52.1
5	SAN ANTONIO COLLEGE	9,536	3,981	5,555	49.6
6	HOUSTON COMMUNITY COLLEGE SYSTEM	8,652	3,902	4,750	22.6
7	MT. SAN ANTONIO COLLEGE	8,633	3,862	4,771	39.4
8	RANCHO SANTIAGO COLLEGE	8,585	4,712	3,873	37.4
9	SOUTHWESTERN COLLEGE	8,543	3,578	4,965	56.5
10	RIO HONDO COLLEGE	8,038	3,866	4,172	71.2
11	PIMA COMMUNITY COLLEGE	7,445	3,144	4,301	28.0
12	LAREDO COMMUNITY COLLEGE	6,988	2,998	3,990	95.9
13	PASADENA CITY COLLEGE	6,958	3,007	3,951	34.6
14	CITY COLLEGES OF CHICAGO- HARRY S TRUMAN COLLEGE	6,489	3,389	3,100	41.5
15	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	6,134	2,480	3,654	39.5
16	TEXAS SOUTHMOST COLLEGE	5,959	2,391	3,568	92.5
17	EL CAMINO COLLEGE	5,625	2,570	3,055	26.2
18	LOS ANGELES TRADE TECHNICAL COLLEGE	5,625	3,157	2,468	48.5
19	FRESNO CITY COLLEGE	5,575	2,559	3,016	34.1
20	DEL MAR COLLEGE	5,473	2,247	3,226	51.9
21	CITY COLLEGES OF CHICAGO- RICHARD J DALEY COLLEGE	5,455	2,461	2,994	57.8
22	LOS ANGELES CITY COLLEGE	5,244	2,309	2,935	42.8
23	CUNY-BOROUGH OF MANHATTAN COMM. COLLEGE	5,186	1,747	3,439	33.1
24	SOUTH TEXAS COMMUNITY COLLEGE	5,148	2,048	3,100	94.8
25	RIVERSIDE COMMUNITY COLLEGE	4,956	2,040	2,916	25.4
26	LOS ANGELES VALLEY COLLEGE	4,808	2,011	2,797	33.4
27	FULLERTON COLLEGE	4,730	2,207	2,523	27.4
28	CITY COLLEGES OF CHICAGO- WILBUR WRIGHT COLLEGE	4,725	1,938	2,787	38.4
29	AUSTIN COMMUNITY COLLEGE	4,641	2,254	2,387	18.7
30	SANTA MONICA COLLEGE	4,532	1,965	2,567	24.3
31	IMPERIAL VALLEY COLLEGE	4,441	1,635	2,806	84.7
32	BROWARD COMMUNITY COLLEGE	4,440	1,824	2,616	17.5
33	CUNY-LA GUARDIA COMMUNITY COLLEGE	4,405	1,363	3,042	44.3
34	LONG BEACH CITY COLLEGE	4,384	1,988	2,396	25.9
35	PALO ALTO COLLEGE	4,151	1,520	2,631	60.8
36	CUNY-BRONX COMMUNITY COLLEGE	4,137	1,182	2,955	53.4
37	CHAFFEY COMMUNITY COLLEGE	4,062	1,580	2,482	33.5
38	CITY COLLEGE OF SAN FRANCISCO	4,031	1,883	2,148	15.3
39	LOS ANGELES MISSION COLLEGE	3,839	1,345	2,494	66.1
40	VALENCIA COMMUNITY COLLEGE	3,731	1,579	2,152	16.0
41	CUNY-HOSTOS COMMUNITY COLLEGE	3,707	746	2,961	79.2
42	CITRUS COLLEGE	3,566	1,507	2,059	36.1
43	SAN JOAQUIN DELTA COLLEGE	3,484	1,459	2,025	22.8
44	PALOMAR COLLEGE	3,368	1,624	1,744	16.8
45	BAKERSFIELD COLLEGE	3,302	1,318	1,984	29.7
46	VENTURA COLLEGE	3,233	1,455	1,778	29.4
47	ST. PHILIPS COLLEGE	3,231	1,596	1,635	45.0
48	HARTNELL COLLEGE	3,219	1,504	1,715	47.9
49	SAN BERNARDINO VALLEY COLLEGE	3,193	1,579	1,814	33.7
50	COLLEGE OF THE SEQUOIAS	3,125	1,240	1,885	37.3

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TOP 50 COMMUNITY COLLEGES *by Hispanic Faculty*

		HISPANIC FACULTY				TOTAL FACULTY
RANK	INSTITUTION	TOTAL	MALES	FEMALES	PERCENTAGE	
1	MIAMI-DADE COMMUNITY COLLEGE	863	508	355	27.7	3,139
2	EL PASO COMMUNITY COLLEGE	523	269	254	42.1	1,250
3	EAST LOS ANGELES COLLEGE	94	58	36	23.9	394
4	CERRITOS COLLEGE	55	34	21	9.6	573
5	SAN ANTONIO COLLEGE	N/A	N/A	N/A	N/A	N/A
6	HOUSTON COMMUNITY COLLEGE SYSTEM	161	94	67	6.7	2,391
7	MT. SAN ANTONIO COLLEGE	54	31	23	9.5	589
8	RANCHO SANTIAGO COLLEGE	53	31	22	8.2	650
9	SOUTHWESTERN COLLEGE	84	42	42	15.8	531
10	RIO HONDO COLLEGE	55	34	21	15.2	362
11	PIMA COMMUNITY COLLEGE	155	84	71	9.3	1,662
12	LAREDO COMMUNITY COLLEGE	227	117	110	73.5	309
13	PASADENA CITY COLLEGE	62	27	35	8.2	759
14	CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE	62	33	29	13.2	468
15	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	96	51	45	14.2	696
16	TEXAS SOUTHMOST COLLEGE	N/A	N/A	N/A	N/A	N/A
17	EL CAMINO COLLEGE	40	16	24	6.3	634
18	LOS ANGELES TRADE TECHNICAL COLLEGE	42	29	13	11.4	369
19	FRESNO CITY COLLEGE	58	36	22	9.7	606
20	DEL MAR COLLEGE	145	87	58	23.2	625
21	CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE	40	22	18	13.8	290
22	LOS ANGELES CITY COLLEGE	23	16	7	5.3	434
23	CUNY-BOROUGH OF MANHATTAN COMMUNITY COLLEGE	61	39	22	6.3	993
24	SOUTH TEXAS COMMUNITY COLLEGE	27	18	9	15.6	174
25	RIVERSIDE COMMUNITY COLLEGE	57	34	23	8.0	712
26	LOS ANGELES VALLEY COLLEGE	28	16	12	7.3	386
27	FULLERTON COLLEGE	35	21	14	5.4	645
28	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	30	16	14	6.6	454
29	AUSTIN COMMUNITY COLLEGE	101	58	43	6.9	1,460
30	SANTA MONICA COLLEGE	58	37	21	8.3	700
31	IMPERIAL VALLEY COLLEGE	N/A	N/A	N/A	N/A	N/A
32	BROWARD COMMUNITY COLLEGE	47	26	21	4.5	1,080
33	CUNY-LA GUARDIA COMMUNITY COLLEGE	60	25	35	9.6	632
34	LONG BEACH CITY COLLEGE	40	22	18	6.4	691
35	PALO ALTO COLLEGE	N/A	N/A	N/A	N/A	N/A
36	CUNY-BRONX COMMUNITY COLLEGE	64	41	23	9.4	694
37	CHAFFEY COMMUNITY COLLEGE	29	14	15	5.6	521
38	CITY COLLEGE OF SAN FRANCISCO	107	64	43	7.8	1,417
39	LOS ANGELES MISSION COLLEGE	28	15	13	7.5	160
40	VALENCIA COMMUNITY COLLEGE	39	9	30	3.9	995
41	CUNY-HOSTOS COMMUNITY COLLEGE	146	83	63	39.9	383
42	CITRUS COLLEGE	18	9	9	5.2	349
43	SAN JOAQUIN DELTA COLLEGE	35	20	15	11.2	424
44	PALOMAR COLLEGE	56	26	30	7.0	796
45	BAKERSFIELD COLLEGE	32	20	12	7.8	420
46	VENTURA COLLEGE	40	29	11	11.7	343
47	ST. PHILIPS COLLEGE	N/A	N/A	N/A	N/A	N/A
48	HARTNELL COLLEGE	32	15	17	12.5	268
49	SAN BERNARDINO VALLEY COLLEGE	24	17	7	8.0	384
50	COLLEGE OF THE SEQUOIAS	N/A	N/A	N/A	N/A	N/A

Latina Community College Presidents

HO *Talks with Five Women CEOs*

BY MICHELLE ADAM

> ***"I want to be able to provide unique learning opportunities," said Ramos. "There are so many underrepresented people of color. I do well setting up successful environments for all ages and types."***

Community colleges are a phenomenon of the 20th century. They act as doorways to higher education and, as one of their presidents told *HO*, as "safety nets." Because the public colleges accept all students and serve the needs of local communities and businesses, they often attract first-generation students. They also draw a large portion of minority students–30 percent. About half of these are Latino, according to the American Association of Community Colleges.

With so many first-time and minority students attending community colleges, it would seem likely that their CEOs would mirror their diversity. This is not the case. Although progress has been made, and extremely slowly, only 53 of approximately 1,200 community colleges are served by Hispanic presidents and CEOs, according to a 1997 report by the American Council on Education. Seventeen of these 53 are Latinas, an increase of five since 1986.

The Hispanic Outlook–in what is becoming a tradition–has selected and interviewed five Latinas with recent experience as presidents of community colleges. Their lives, including their successes and struggles, are presented here. If we were to summarize some similarities that prevailed among most of them, they would be the following: many attended all women's colleges; most say they were hired because of their "open door" and collaborative approach to administration; all of them experienced discrimination, in one form or another. They knew they had to be twice as good to make up for an often unspoken belief that women, and especially Latinas, are less qualified than are others to be effective leaders.

SYLVIA RAMOS

Dr. Sylvia Ramos could be described in a single word: determined. She was the first woman president of Latino origin to be at the helm of the Houston Community College System, and has now been president of its southeast campus for seven years.

Dr. Sylvia Ramos, president of Houston Community College-Southeast

"I knew I wanted to be president of something," said Ramos. Her method: "I learned to keep focused... Winning is everything."

This Mexican American Texacana prides herself on being a southern belle at times, and at other times a Latina. It's all about adapting appropriately to each situation, maneuvering like a shrewd businesswoman to get what she wants. As an introvert and loner by nature, she's learned to do so by watching others carefully, learning the tricks of the trade. "I did all the things right. I knew the politics. I knew where the power points were," she explained.

From the beginning, Ramos watched the ease with which her brothers walked in the world, taking naps while *she* helped her mother clean. She watched the way wealthy Anglos ran their lives while *she* cared for their children. "I wanted what they had in a big way," said Ramos. And while many other Latina girls were out with their friends, or talking for hours over the phone, her mother insisted she work hard and become something more.

"I watched to see who the movers were, and they were men," said Ramos. "I was very attracted to the way men worked."

Since fourth grade, Ramos knew she would be president of something. Exactly of what, she didn't know.

Ramos began her career as an elementary school teacher in Victoria, Texas, but left the school after winning a race discrimination lawsuit against it. Her greater career opportunity presented itself when she began teaching adult education classes in Houston at what soon became part of the newly forming Houston Community College System of 1973.

It was three years later that she decided–within a few hours'

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time–to convince the new executive vice president of the college to hire her as a campus administrator. Her master's degree in administration made her move possible. After that, Ramos served as dean until 1991, and then as president of Southeast College of the Houston Community College System.

"I really feel I have contributed a lot to this community," said Ramos, who was named "Person of the Year" during the local Fiestas Patrias. "It's so hard to win the respect of your own people," she said.

For Ramos, serving as a community college president is about bringing courses and educational opportunities to the community. It's also about empowering those, like herself, who might not have had educational opportunities, either as leaders or as students.

"I want to be able to provide unique learning opportunities," said Ramos. "There are so many underrepresented people of color. I do well setting up successful environments for all ages and types."

As a Latina, Ramos brings empathy and good coaching abilities to her role as president. She describes herself as a strong matriarch, grounded and capable of producing the kind of change necessary to build a more inclusive educational system. And as a role model, if there's one thing she's learned, it's that you can make things happen if you stay focused and plan. "Think of yourself as a puzzle piece," she said. "You can take all the pieces and make it happen. You are the creator of your own life."

VERA MARTÍNEZ

Students often spend two to four years of their lives on a campus without ever seeing or knowing their president. It's a closed-door policy.

Dr. Vera Martinez was a different kind of president when she ran Fullerton College in California from 1995 until recently. She made time to meet with student organizations and made herself available for students to visit. She recognized employees and built an inclusive decision-making structure at the college. She was the first president in twenty years that the employees working the midnight shift ever met. Martinez attended their 5:30 a.m. Christmas party because she wanted to actually meet the people who worked for her.

Dr. Vera Martinez, vice chancellor, instructional services, Fullerton College

"I went out and mingled with everyone," said Martinez. "They were surprised to see me on campus."

It's a different style of leadership, she explained, and Martinez believes it has a lot to do with the fact that she is Latina, and a woman. As a Latina, she likes people. As a woman, she considers it important to build relationships and effective teamwork in order to get jobs done.

According to Martinez, the more autocratic decision-making processes are slowly phasing out, and people like herself are demonstrating that this style of leadership really works. When she needed to upgrade technology for the school, she included those who worked directly with the equipment in the decision-making process. Her actions, which would seem logical, are often left out of administrative decision-making.

"There was that kind of openness, the feeling you weren't going to be shut down if you opened your mouth," said Martinez. "I was able to work toward creating community, inclusivity...shared responsibility."

Martinez was recently promoted to vice chancellor of instructional services for the North Orange County Community College District. But her four years as president still echo in the lives of students and the community at large.

"She's inspired a lot of people," said MECHA president Teresa Vásquez. "It's about time we got put into higher positions." MECHA held a reception for Martinez upon her arrival at her new post.

Fullerton is like many of California's community colleges–a quarter of its students are Latino; more than a third of its surrounding community is Latino, and yet only a dozen or so faculty are Latino.

Martinez was selected as president specifically because students had protested for recognition of their diversity. A fresh leader was desperately needed to build community. As the first woman president, as well as the first Latina and person of color, Martinez brought along her experience as Fullerton's dean, as well as Santa Monica College's dean, building innovative curriculum and instruction. Although the community was very responsive to her arrival, the administration was concerned that she would cause too much change at Fullerton and focus only on the Latino population. The two former presidents, both Caucasian males, had held their positions for 17 and 30 years, respectively.

"It is an expectation that we will focus on minority students only," said Martinez. "I made a point of reaching out and welcoming all students."

According to Martinez, if there's anything that being Latina does bring to the picture, it's the ability to recognize that there are a lot of different perspectives to each situation. "It's given me a lot of skill and ability," said Martinez. "There isn't one way [only] to solve a problem."

Martinez was raised on a California farm, where her parents owned a cannery. Her father wanted her to become a bookkeeper while her mother stressed education. Martinez followed her mother's advice, became a teacher, and then administrator, and hasn't regretted her decision since.

"To get out of a situation, to help the country, to create a better world–the key is education," said Martinez. And community colleges are important, she said, because they are "the safety net of the educational system."

Community college offered Martinez a transition point into what she described as "this unknown outside world." "It made it possible for me to experience success in college. It's like a neighborhood educational center."

Martinez created a writing center for students at Fullerton, and focused on hiring faculty who were sensitized to the needs of a diverse student population. She hopes, in having served as president, that she has opened doors to a more harmonious and enriched global community on campus.

She notes the difference she makes in students who reflect pride back at her with their renewed belief that if she can make it, they can too. "It's just realizing that we don't need to be on the edges and the shadows," said Martinez. "The fact that I have this position makes the possibility real."

VICTORIA MUÑOZ RICHART

Dr. Victoria Muñoz Richart's vitae is twelve pages long. Scan the pages, and you'll see she's taught ballet, written screenplays, worked as an interpreter and as a Web designer. Of course, she's also spent approximately 25 years as a teacher and a college administrator.

Richart is anything but ordinary when it comes to community college presidents. What exemplifies

Victoria Muñoz Richart, president
Cascadia Community College

her is that she's extremely creative, and has the ability to make magic from opportunities. Her latest is Cascadia Community College in Washington State.

Not too long ago, she was making phone calls from an office that had no desk, no computers, no support staff. In many ways, Cascadia Community College doesn't exist, other than as a concept that will open its doors in the year 2000.

"I get to build a college from scratch," said Richart over the phone, as she prepared to meet with contractors for the construction of new buildings on a fresh plot of land. "The college of the 21st century," she added.

Richart was hired for this enormous undertaking specifically because she had written an extensive dissertation on what community colleges needed to do to be effective for the 21st century. Before coming here last year, Richart served as vice chancellor of educational services and senior director of instructional programs at Los Angeles Community College District.

She moved from the mecca of diversity to this suburb outside of Seattle to build a very modern, technologically advanced, globally connected, diverse, and holistic-minded learning center. "It's a great challenge to put into practice all the great learning theories out there," said Richart.

"I am enthusiastic and creative, and I firmly believe in what this board wants for its college," she said.

When Richart describes her childhood, it sounds like a fantasy. She was raised in the theatre in Mexico City, her father a novelist and founder and director of a classical theatre, and her mother a costume designer. She followed her mother around looking for costumes and was part of her father's critique team for his novels. At age 12, Richart had her first acting debut and attended French schools.

"I thought I'd become a novelist and actress," she said.

Fate had a different plan, though. She married a Texan who lived in Mexico City but eventually brought Richart to this country. She learned English, received a bachelor's degree in comparative literature in Texas, and when she and her husband moved to Los Angeles, she taught bilingual education.

"The taste of being in front of a class was intoxicating," said Richart. "I never thought I'd go into administration at all."

Richart did move into administration, though, when she became a coordinator for programs for the disabled in the LA district. She learned ultimately that teaching and administration were one and the same, in a very obvious way.

"An administrator is someone who inspires when she works to achieve different things," she said. "A teacher inspires a student to achieve a different level of knowledge."

Richart was able to prove her abilities as an administrator, as someone who "likes setting out a goal and objective and achieving it." But it didn't happen without some obvious examples of discrimination toward her as a Mexican woman. The man who hired her as coordinator for programs for the disabled admitted that he did so because he wanted "someone to control."

"He told me that because I didn't turn out to be that way," said Richart. "I've never shied away from a good fight. He was in shock."

Richart learned to fight for her rights as a woman in Mexico City, where the culture also expects her to be submissive. "I was amongst the few who said, 'Wait a minute. I'm not going to be submissive.'" Instead of taking on the attitude of oppression, Richart just says: "You learn more about me, and I'll tolerate you."

As president, she has the opportunity to hire women and minorities and build a campus with more adequate representation. But there have been many women, Latina women, who have not responded to her offers to apply. Some women never consider themselves qualified enough, even though, upon looking at their resumes, Richart said they are more than qualified.

"Part of my speech to women is that we tend not to jump on opportunities. We belittle ourselves," said Richart.

We live in a time, however, when women, and specifically Latina women, have a lot to contribute to the community colleges, she said. Women are well positioned for a newer, more collaborative style of management.

"Minority women in general have a unique contribution to the tapestry. We have learned to fight for our voice being heard, for us to be respected as members of the management team. That level of inner strength gives us the understanding and compassion for those who are coming into the community college who are not as privileged."

Richart is proud and excited to be a part of building community colleges. She describes them as the "best invention of the 20th century." It is the most noble door to higher education, where a lifelong desire for learning is sparked.

"Community colleges transform lives," said Richart. And now, as she prepares Cascadia for the 21st century, it's hard not to believe she can make a difference in this remarkable community-based institution.

Her tone, as she described her new venture, is one of excitement—the kind that makes you want to join her. "Sounds like a love affair, right?"

MARTHA GANDERT ROMERO

Dr. Martha Gandert Romero has been president of the College of the Siskiyous in Weed, California, for seven years now. She's the first Latina and first woman in the post in its 40-year history.

She, like so many of the other women interviewed, was selected to run the college because of her ability to plan and create a collaborative environment. Romero brought with her a more open-door policy. "I look for input from a wide variety of folks," she said. Romero worked prior to this as vice president of instructional services at Pikes Peak Community College in Colorado and as an academic affairs officer of the Colorado Commission on Higher Education.

The College of Siskiyous, she said, "seemed to be poised and ready for changes. I was really interested in seeing if I could create change," said Romero.

Learning to be president, however, is a hard job, she admitted. The biggest challenge is working in a public arena with lots of conflicting opinions. "It's easy for an initiative to fall apart," said Romero. This makes producing change an even greater challenge.

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But Romero believes her background has helped build the skills necessary to get the job done. "My experience is that I am a more creative problem-solver because of having grown up in a bicultural society," she said. She was raised in a bicultural community in New Mexico, where two-thirds of her class went on to college. Romero also believes that having gone to an all-women's college, as did many of the other women interviewed, prepared her to succeed without being consumed by constant gender distinctions.

"The expectation was that you will speak up...that you will succeed."

The College of the Siskiyous has a predominantly Caucasian student body, with only ten percent minority representation. One of Romero's goals has been to increase the minority student and faculty population. "We've increased the percentage of minority faculty significantly," said Romero.

She has brought more minority students to campus as well. "If we are preparing the students for a global workplace, we need to learn to work with a wide diversity of people," she said.

Romero has high expectations of minority students. She believes that we need to stop expecting less from women and minorities, and begin setting high standards that we all can dream about and reach. "We have to deliberate on the agenda we try to advance. We advance all individuals, which includes people of color."

Now that Romero's children have grown, she can go beyond her primary goal of taking care of them and providing them with opportunities. She can extend her work to all students who come to the college for a chance to learn and advance in the world.

ADRIANA BARRERA

For Adriana Barrera, going to college was breaking the family mold. Her brothers were expected to receive a degree in higher education, but her more old-fashioned father primarily pictured her getting married and having children. So, as you can imagine, Barrera "didn't grow up wanting to be college president."

After completing high school in South Texas, however, Barrera did go on to college. She was the only Latina there. In graduate school, she was the only Latina as well, along with one Causacian woman in her class. "I felt the burden of being a Hispanic and Latina," she said. "When I did my dissertation, I was surprised that there were none on Hispanic female leadership. Hispanic women were not expected to take leadership roles."

Barrera continued her education beyond what she had planned, since her husband was getting his master's degree and she wanted to grow along with him. It was after graduation that the president of Austin Community College asked her to be his assistant, based on the effective work she had done as grants officer at the college. "I said no several times. I didn't want to be the Hispanic female in the president's office. I didn't want to be window dressing," said Barrera. Don Angel, the president, however, convinced her otherwise, and ultimately became the mentor who led her to a presidency.

"He was instrumental in helping me see I could make a larger contribution, that I was selling myself short," said Barrera.

Two years after leaving the assistant's position in 1992, Barrera was chosen as the first woman to lead El Paso Community College. She came in during a tumultuous time, after students protested against the more traditional leadership, resulting in internal administrative struggles. As executive assistant to the president, she was a prime candidate for the job.

"My approach was spending time in the institution, paying attention to the people, working with new administrators," said Barrera. She told others, "I need your help as much as you need leadership."

"I call it careful attention to the college family. A certain amount of nurturing took place, a lot of talk and listening," said Barrera.

Although she recently moved on to act as consultant to the college, her contribution was noticed. "It was helpful that they could see a woman who took time to listen, who incorporated their input, and helped them weave a new path for the college," said Barrera. With 80 percent of the campus made up of Mexican Americans, it was also effective that she was Latina.

Adriana Barrera, president
El Paso Community College

"I had a feeling I could make a difference...a dramatic change. We established a system of shared governance, a decision-making model based on institutional effectiveness," said Barrera. Their open-administration model, in which everyone has a voice in organizational operation, was recognized by the state of Texas as being the best in the state.

As many of the other women presidents agreed, women seem to be prime candidates for this kind of up-and-coming method of governance. "Women are much more open to that approach," she said.

Barrera focused on bringing more diversity to faculty as well, attempting to mirror more adequately the student body. It wasn't as easy implementing change on this level. As Barrera sadly admits, the power structure is still very white-male oriented.

The typical subtle assumptions were evident. When attending functions, Barrera was often considered secondary to any man she was with, with people assuming he was at the helm instead of she. Many times she's one of only a few women or a few minorities at presidential conferences. It takes men, she feels, much longer to warm up to her as president than it takes them to do so toward other men.

Despite these subtleties and the power struggles that come with the territory of leadership, Barrera believes there are few excuses today for young women and minorities not to receive an education and make a difference. It is through community colleges that first-generation students usually achieve an opportunity to learn, and "now there's no excuse" not to do so. "There's financial aid. There are possibilities and opportunities," said Barrera.

She's learned that you can make it, but you can't mind rolling up your sleeves and really working. She attributes her success to being willing to clean up a classroom at one point because it helped forward the ambitions of the college. "Whatever ambitions you have, remember that you might be asked to do something that seems inappropriate to you. Do it and excel," said Barrera.

Sometimes, she admits, it's depressing to see so few Latinas in positions of power. The odds are against Hispanic women, who have to document everything in their lives to prove their worth.

But, she said, "I see more colleges opening up doors for women." Barrera's goal is to support this process. "Part of my vision is one of empowerment and opening doors...to enhance the whole crowd and say 'Let's come along.'"

HO

Graduation Rates at Community Colleges

SIX AT THE TOP *explain their success*

BY GARY M. STERN

Examining the list of top community colleges that grant degrees to Hispanic students yields few surprises. Many are located in Miami, New York City, Los Angeles, and El Paso and Laredo (Texas), where large numbers of Hispanics reside.

But unlike restaurants and real estate, where location, location, and location are considered the three keys to success, other factors—including creation of a nurturing environment and offering marketable career programs and supportive services—play a major role in helping Hispanics gain their associate degrees. Here's how a number of the top community colleges succeed with Hispanics.

Creating a Climate of Belonging at Miami-Dade Community College—with 2,993 Hispanics receiving associate degrees

Los Angeles and New York might have larger Hispanic populations, but even their community colleges can't come close to Miami-Dade when it comes to granting associate degrees to Hispanics.

"The issue of retaining and graduating Hispanics rests on creating a climate where they have a sense of ownership and belonging," asserts Dr. Eduardo J. Padrón, M-DCC president. Too many schools falter by trying a Band-Aid approach, such as offering merely ESL or special tutoring for Hispanics, he says. The school's entire program must appeal to Hispanics, in his view, not just an annual celebration of Hispanic Heritage Month.

"You can recruit Hispanics, but if they're not represented in the faculty or administration, what message are you sending?" he asks. He noted that Miami-Dade Community College has been gradually raising the number of Hispanic faculty, which now reaches nearly 30 percent, according to the U.S. Department of Education data. Padrón notes that Hispanics compose about 40 percent of administration staff and more than half of support staff.

Dr. Eduardo J. Padrón, president of Miami-Dade Community College

Too many community colleges lower standards to attract minorities, says Padrón, whereas "Miami-Dade Community College is setting high standards." More than 90 percent of Miami-Dade's students transfer to four-year colleges.

Raul Ramirez Ed.D., provost, Institutional Development
El Paso Community College

Creating Marketable Job Programs at El Paso Community College—with 506 Hispanics receiving associate degrees

Though the country's unemployment rate has dipped to 4.3 percent, El Paso's unemployment, due to the NAFTA agreement and the closing of many manufacturing plants, has increased to 12.5 percent. "Preparing our workforce" for future employment is the mission of El Paso Community College, explains Dr. Raul Ramirez, its provost for Institutional Development. Of the 20,000 students in accredited programs and 8,000 students in non-credit programs at El Paso Community College, 80 percent are Hispanic, nearly all of Mexican heritage.

To meet its mission, the college established the Institute for Economic and Workforce Development (IEWD), which specializes in training and retraining for emerging job markets. Students can take courses in 80 different manufacturing specialities, including plastic injection molding, a growing field. In this program, students take a full academic program of math and English classes in order to pass TASP, the Texas Assessment of Skills Performance. "We've established this program to raise their basic skills and literacy skills, help them get an associate degree, and then a job," says Ramirez.

Community colleges have in the past had a difficult time retaining Hispanic students. EPCC created the Retention Action Program, known by the acronym, RAP.

"We find that most of the time it's not academic problems that lead to dropping out. It's their life problems," said Dr. Ramirez, himself an El Paso native. About 30 percent of the students in IEWD go to RAP for assistance in housing, referrals to social services, resume writing, health care, and coping with life.

What does it take to help an Hispanic student gain an associate degree? "We've discovered," says Ramirez, "that Hispanic students who come to community college are older and have different needs than traditional 18-year-old students. We have to meet their academic needs, their living and social needs, and combine this with a culturally sensitive environment. And then the degree must lead to meaningful employment."

Co-op Programs and a Diverse Student Body Help Latinos Succeed at La Guardia Community College–with 493 Hispanics receiving associate degrees

Fiorella H. La Guardia Community College, a school within the City University of New York (CUNY) system, is located in Long Island City, Queens, a borough whose population is nearly as international as that of the United Nations. Diversity and co-op programs are two keys to the college's Hispanic graduation rate.

"Students feel comfortable here, not because it's a Hispanic college, but because it's a diverse college," explains George Sussman, La Guardia's vice president for academic affairs. Hispanic undergraduates are not a monolithic population, despite being the largest minority at 37 percent of the school's population, but consist of many Hispanic nationalities. "It's an environment where every student can feel comfortable, and no one is really in the majority," he says.

Co-op programs contribute to Latinos succeeding at La Guardia. Students during their two-year programs are required to perform a six-week and 12-week internship, connected with their future career. A special program, "Gateway to the Workplace," prepares students for issues they are likely to encounter during their internship. Since the most popular majors are computer science, travel and tourism, business administration, computer technology, human services, and nursing and physical therapy, students serve internships at a computer firm, a welfare office, a travel business, and so on. Many Latinos who were academically mediocre in high school thrive during their internships. "Internships can help build a student's self-confidence," Sussman states.

Guardia Community College

More than 20,000 students attend La Guardia's adult and continuing education program, which offers a special English-language institute. Many Hispanic students study ESL, master the basics, and then apply for an associate degree. The bilingual education associate program also attracts a lot of Hispanics, who know there will be jobs teaching the 1.1 million students in New York City's public schools.

Dr Antonio Perez president of Borough of Manhattan Community College

To help students make the transition to college, many of La Guardia's incoming students are clustered together, taking three or four common classes. Faculty members operate collaboratively, making connections between the ESL and business courses, for example. "Students build a sense of solidarity," said Sussman, "and their courses are linked."

Borough of Manhattan Community College Doesn't Wait for the Hispanic Community to Come to Its Door–with 452 Hispanics receiving associate degrees

Located on Chambers Street, near the World Trade Center and less than a mile from Wall Street, CUNY-Borough of Manhattan Community College (BMCC) is not surrounded by Hispanic neighborhoods. That's what prompted Dr. Antonio Pérez, president of the school, to say, "We're not going to sit here and wait for students to come to us. We're going to reach out to them." The school has been successful. Hispanics constitute 32 percent of its 4,600 student body.

New York City high school students who pass the CUNY Writing Assessment test can now take college-level courses taught by BMCC faculty at six high schools located in minority neighborhoods. "We're already reaching 150 students and would like to increase that number," notes Dr. Pérez. BMCC is also ironing out details to teach courses at four-year schools such as City College of New York and Hunter College to accommodate students who live closer to those schools who want to take BMCC courses.

BMCC offers a free summer immersion program to entering first-year students to reduce their remediation needs. During break time, it offers winter immersion, which attracted 1,000 students in 1998, to assist students in passing the CUNY Writing Assessment Test.

Innovative programs are planned, such as a digital technology program. Courses in place are a respiratory therapy program, paramedic program, accounting, allied health science, computer science, and liberal arts.

Dr. Pérez notes that his high school guidance counselor advised him to enter the Marines because the advisor did not think that Perez had the academic stuff to earn a college degree. With his doctorate in hand, Dr. Pérez vows that BMCC students will be treated with more respect and with higher expectations.

Providing Academic Skills and a Caring Atmosphere: Laredo Community College–with 399 Hispanics receiving associate degrees

Ninety-five percent of the 7,000 students in degree-granting classes at Laredo Community College in Laredo, Texas, are Hispanic, reflecting the population of this border town, explains Dr. Ramón H. Dovalina, the school's president since 1995. Much of his attention has been focused on helping students gain the skills to pass TASP, the Texas Academic Skills Performance (TASP), a test of reading, writing, and mathematics ability. The community college has established a large tutoring center and hired a phalanx of tutors to ensure that Laredo's students pass this test.

Dr Ramon H. Dovalina president of Laredo Community College

Besides providing academic skills, the community college offers a variety of programs that lead to marketable jobs. The most popular programs include computer information, technology, and criminal justice.

Dr. Dovalina notes that the needs of Hispanic students are no different than the needs of other students. "Students want to feel that people care. Hispanic students want to feel that they belong, that their culture and language are respected, and that there are activities related to their culture," he says.

"We provide student activities that provide support and an atmosphere of belonging," he notes.

Since Laredo already attracts so many Hispanic students, it can focus its resources more fully on fulfilling their academic needs, where other colleges might need to focus on recruitment.

Serving Students' Bilingual Needs: Hostos Community College–with 307 Hispanics receiving associate degrees

In 1996-97, 307 Hispanics earned associate degrees at Hostos Community College, located in Bronx, New York. The college also was lambasted by New York Mayor Giuliani because only 10 percent of its students passed the CUNY Writing Assessment Test. Due to the mayor's rebuke and the onslaught of media attention, Dr. Santiago, Hostos' president, resigned, and an acting president, Dr. Dolores M. Fernández, a professor of Education at Hunter College from 1990-98, was appointed in March of last year.

Hostos has succeeded at reaching Hispanic students because of its "bilingual mission," says Dr. Fernández. "There's a commitment of staff to all students, and particularly to Latino students," she says. Fernández notes that many professors have Ph.D.s from Harvard, Yale, and Princeton, and could teach elsewhere but are committed to reaching Hostos students.

The Hostos student body is 79 percent Hispanic. The typical Hostos student is a 27-year-old female parent who is on public assistance. To ensure that students receive support, the school has "intensive counseling programs in place and a daycare center on site (though there's a waiting list)," says its president. Because most students are juggling a part-time job, school, and parenthood, most take seven to eight semesters or nearly four years to graduate.

To upgrade the students' academic performance, Dr. Fernández has introduced Hostos Renaissance, a program that aims to ensure that all students graduate from the school speaking two languages. Approval has been granted for a core Language and Cognition course, which will emphasize dual language programs. Students who already are fluent in English will learn primarily in English but also take courses in Spanish. Spanish-speaking students will learn primarily in Spanish while mastering English. Dual languages "will enhance students' job marketability," replied Dr. Fernández. "If you work in a nursing home in New York, you'll need to speak two languages."

Hostos' allied health program has been one of its most popular programs. Students can major in nursing, dental hygiene, radiology, or gerontology, or study to become medical lab technicians and LPNs. "The nursing program has helped put Hostos on the map, but the program did not move ahead at the pace it should have," Dr. Fernández says. She is beginning to strengthen that program as well.

Students are encouraged to attend special writing workshops to enable them to pass the CUNY Writing Assessment Test. Early results show progress. In 1998, 22 percent of the students passed the test, a 12 percent increase over the previous year, but still a long way from the ultimate goal. "We intend to make Hostos a school of excellence, to attract a bilingual student body, and attract more than 18 percent of our students from New York City high schools," said the newly named president.

> ***"Hispanic students want to feel that they belong, that their culture and language are respected, and that there are activities related to their culture."***
>
> DR. RAMÓN H. DOVALINA, PRESIDENT,
> LAREDO COMMUNITY COLLEGE

The Honor Roll

Rancho Santiago Community College District

Rapid Growth Generates Change

BY ROGER DEITZ

The past year has been a time of significant growth for the Rancho Santiago Community College District. One important change is the approval of a multi-college system for the district. The result is two distinct colleges where there had been but one. This new organizational structure is intended to allow the district to better serve the residents of rapidly growing Orange County, California.

Cesar Chavez Building, Santa Ana College

With its new-found independence, Santiago Canyon College began offering students enrolled at its campus the full range of student services–such as financial aid, admissions and registration, academic advising–previously accessed through Santa Ana College.

To accommodate enrollment growth at the flagship institution, Santa Ana College, and to provide equitable support for both colleges, the Board of Trustees voted to move district operations from Santa Ana College to a new facility at 2323 Broadway (in Santa Ana). Adjacent to the Interstate 5 freeway, the new operations center is accessible and conveniently located to all district campuses and sites. There also is new leadership to advance the district into the next century.

At the helm is Dr. Edward Hernandez, Jr., former executive vice chancellor and president of Santa Ana College. The Board of Trustees appointed Hernandez chancellor of the Rancho Santiago Community College District in July of 1998. A graduate of Nova Southeastern University in Florida with a doctorate in community college administration, Hernandez joined the district in 1989 as vice chancellor for student affairs. By instituting such sweeping changes, the Rancho Santiago Community College District has found a winning formula for serving its growing community, and these efforts land the district and its two community colleges onto the *Hispanic Outlook* Honor Roll.

The mission of Rancho Santiago Community College District is to "respond to the educational needs of an ever-changing community and to provide programs and services that reflect

Rancho Santiago Community College District Chancellor
Dr. Edward Hernandez Jr.

academic excellence." The district's two colleges are to "promote open access and celebrate the diversity of both its students and staff, as well as the community." A recent survey of Orange County residents conducted by UC-Irvine shows a high degree of satisfaction among residents. Education is a priority factor in this and in previous annual polls. "To sustain the good times and extend these benefits to all county residents is our greatest community challenge," says Dr. Hernandez. It's the aim of his administration, he says, to serve the community...the entire community.

Hernandez sees "community connections" as a most important mission of a successful district, and notes that "Every student comes to us with relationships to a family, to an employer, to a faith, to civic and social groups–which extend our connections to the wider community we serve. Three quarters of our students work at full- or part-time jobs, nearly half are parents, and their average age is 30, numbers that suggest the many community connections that students bring to the learning environment."

"More than ever," he adds, "we rely on our community partners to plan for the future. It's an investment in improvement of the quality of life for Orange County residents."

Rancho Santiago Community College District comprises 193 square miles in central Orange County, an area with a population of about 700,000. Enrollment in district programs in September of 1998

Honor Roll Facts in Brief

INSTITUTION
Rancho Santiago Community College District
(Santa Ana College & Santiago Canyon College)

LOCATION
District Office
2323 North Broadway
Santa Ana, CA 92706-1640
(714) 480-7500

ESTABLISHED
1915

RSCCD

ENROLLMENT
47,596

DEGREE OFFERINGS
Two-year associate's degree

ANNUAL TUITION AND FEES
$755 two years of full-time enrollment (in-district) for California residents

FULL-TIME FACULTY
1,744 Part-time (17 percent Hispanic)
319 Full-time (12 percent Hispanic)

HISPANIC ENROLLMENT
37 percent of Credit Enrollments
49 percent of Non-credit Enrollments

(Hispanic transfers and graduates for 1997 include 31 percent transferred to UC system and 27 percent transferred to CSUs.)

A FEW SPECIAL DEGREE PROGRAMS
Business Administration
Environmental Studies
Ethnic Studies
Fire Technology
Library Technology
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Independent Latino Student Association
Latino/Latina Leadership Club
MECHA
Puente Club

INTERNET ADDRESS
www.rancho.cc.ca.us

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totaled 47,596 students, with 24,706 taking continuing education or non-credit courses. Community service programs serve 2,000 residents who enroll in non-credit, fee-supported classes.

Enrollment has been growing at Santa Ana College since 1995, with an increase of more than 10,000 students. According to Julie Stark of the district's research and planning department, the year 2000 should bring a 44 percent increase in the number of area high school graduates, with that figure expected to increase 100 percent by the year 2011. Stark estimates that 29 percent of these high school graduates will enroll at SAC, requiring the school to create 245 new classrooms to accommodate the influx. Moving some administration offices out of the college into the new central administrative complex should help free up some much needed space.

Although it includes one of the oldest community colleges in the state, Rancho Santiago Community College District might not be a familiar name. The district has undergone a number of name changes in the last 80 years—the length of time that Santa Ana College has been in existence. In 1915, Santa Ana Junior College opened its doors to 25 students as a department of Santa Ana High School. It was the second junior college established in Orange County. An earthquake damaged the Santa Ana High School building in 1933, prompting a move to North Main Street, where it remained until 1947. A 1945 bond issue paved the way for development of a 48-acre campus on the corner of 17th and Bristol Streets.

During the college's 40th anniversary year, 3,057 students enrolled in both day and evening classes. Ten years later, the college had doubled its enrollment to 6,062 students. In 1971, Santa Ana College officially separated from Santa Ana Unified School District to form the Rancho Santiago Community College District. In addition to serving Santa Ana, the district also serves Anaheim Hills, Garden Grove, Orange, and Villa Park.

The district's annual budget is $130 million. Today, the multi-college district includes Santa Ana College, Santiago Canyon College, the Business and Industry Services Center, Centennial Education Center, the Criminal Justice Training Center, Garden Grove Center, Marketplace Education Center, Orange Adult Learning Center, and the Regional Fire Training Center.

Santiago Canyon College grew on a plot of 30 acres purchased from the Irvine Company in 1978. The first permanent classroom building was opened at Santiago Canyon in 1985, when more than 2,500 students enrolled.

Hispanics make up 37 percent of the student population enrolled for credit and 49 percent of non-credit enrollments. That makes Hispanics the largest group in both categories. White/non-Hispanics account for 32 percent of the credit enrollments and 24 percent of the non-credit population, with Black/non-Hispanics making up three percent of the for-credit enrollments and two percent of the non-credit students. Asian/Pacific Islanders number 20 percent of the credit enrollments and 14 percent of non-credit students.

Of the 1,744 part-time faculty, 17 percent are Hispanic. Twelve percent of the full-time faculty are Hispanic. Each semester, approximately 2,000 courses are offered by the district's two colleges. Course work may lead to Associate of Arts and Sciences degrees in more than 150 transfer and employment majors, as well as certificates of completion in 75 occupational programs. Metropolitan area television stations also deliver classes through the Community College Television Consortium. Continuing education is offered in a variety of non-credit and high school credit courses.

Eight businesses, including B/E Aerospace, CSU at Long Beach, Interpore, MD Pharmaceutical, Polyclad, Rank Video, and Waste Management contracted with the district to provide specialized training and education for their employees. A total of 299 employees received training through partnerships between business and industry and community colleges.

The new district operations center is located in a $4.3 million, four-story, 55,000 square-foot building to provide office space for operations functions such as accounting, purchasing, community services, facility planning, human resources, economic development, and research and planning. In addition, the district leases space to tenants such as the Hispanic Chamber of Commerce and the Black Chamber of Commerce, as well as to businesses.

The Santa Ana College el Don newspaper has won the National Pacemaker Award from the Associated Collegiate Press and College Media Advisors for the seventh time in eight years. The newspaper was recognized as one of the top weekly two-year college newspapers for excellence in editing, design, reporting and content.

Santiago Canyon College

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Brooklyn Scholars Program

Honors Academy raises hopes and academic levels.

BY JEFF SIMMONS

Lisa Calvente was not always at the front of the class. Growing up in Brooklyn, N.Y., she spent much of her school days daydreaming or skipping class.

Education was not a priority. In fact, it didn't seem to be anywhere near the top of the list of her goals in life.

Until one afternoon, when she was chatting with a classmate while cutting class. The girl "gave me this two-hour lecture" about how she struggled to overcome the obstacles set before her, and the perceptions of peers and teachers that she wouldn't amount to much.

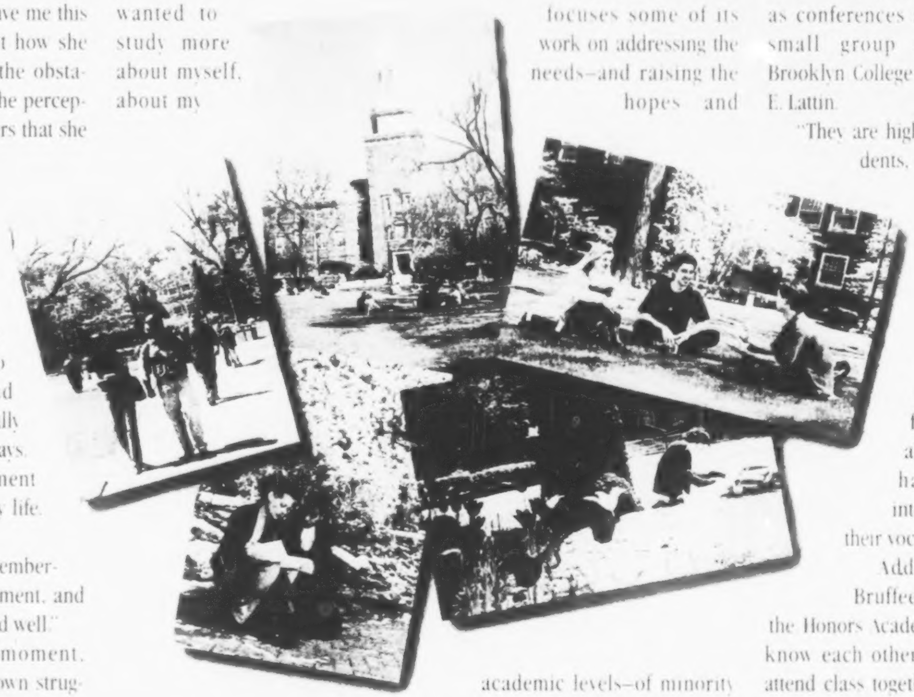
"She just wanted to prove to everyone that she's not a loser and that she could do this. She wanted to prove to everyone else who thought of her in a bad way that she could actually be someone," Calvente says. "I realized at that moment that her life mirrored my life. So I went back to class."

She pauses while remembering this life-defining moment, and adds succinctly: "And I did well."

Ever since that moment, Calvente has waged her own struggle to succeed in school. Her grade point average inched upward, then jumped dramatically. She fashioned dreams of attending college, which previously had seemed as foreign as the countries she has since visited.

That drive has made her a star among stars. Calvente was chosen to receive a Mellon Minority Undergraduate Fellowship at Brooklyn College, a highly selective program designed to help students become scholars in the humanities and other fields. She now avoids dwelling on the past and looks beyond the moment to a vast future ahead.

"Since I've been in the program, I've wanted to study more about myself, about my Puerto Rican heritage," says Calvente, who is now readying to join the graduation procession at Brooklyn College later this year. Those will be steps she could only have dreamed of years ago.



She credits the fellowship with more than changing her outlook on education, and she is not alone. The effort is part of the Honors Academy at Brooklyn College, which drew together seven honors programs three years ago. Three hundred students of Brooklyn's 15,000 student body are enrolled in the academy this year.

The Honors Academy provides more than funding for these students, and focuses some of its work on addressing the needs—and raising the hopes and academic levels—of minority students. When it opened its doors, the academy offered students of the commuter campus a place not just to study—there are computer bays and a classroom—but a place to lounge and to meet each other.

That might not seem like much, but the academy offers a chance for students to find "a family" of peers when many are often rushing off to part-time or full-time jobs. Many are older than the average college-age student and juggling more obligations that press into time needed to study and learn.

"The honors program allows them to get to know each other, to have smaller classes, special professors, special research opportunities, and special programs such as conferences and seminars in small group settings," says Brooklyn College President Vernon E. Lattin.

"They are highly motivated students, with 35 averages or better, who have an interest in becoming professors or doctors or pursuing careers in areas the programs focus on, and usually these students have intellectual interests beyond just their vocational interest."

Adds Dr. Kenneth Bruffee, the director of the Honors Academy: "They get to know each other very well. They attend class together; they do projects together, hang out together."

The Mellon Fellowship is funded by the Andrew W. Mellon Foundation. Besides humanities, students can become scholars in anthropology, earth sciences, geology, physics, and mathematics. Students apply during the latter half of their sophomore year, but only a few are accepted.

Students must be African American, Hispanic, or Native American. Most of the 10 students now in the Mellon's Fellowship program at Brooklyn are African American, and nearly all are women.

"Just getting into a program like this is a boost to their ego," says Margarite Fernandez Olmos, the director of the Mellon Fellowship at Brooklyn. Olmos screens the applicants and guides them through the two years.

Lisa Calvente was chosen to receive a Mellon Minority Undergraduate Fellowship at Brooklyn College, a highly selective program designed to help students become scholars in the humanities and other fields.

The program also requires students to achieve high grades and to submit essays and faculty recommendations. But the rewards are generous: the program dispenses financial assistance to cover most tuition costs–an estimated $3,000 per year–during a student's final two years. Participants also receive two $3,000 stipends to spend summers abroad studying.

"One of the things that Mellon offers them which is such a plum is summer stipends for research," Olmos says. "A lot of them use this for summer study programs abroad, where they are able to travel and have a whole new world open up to them."

Calvente, who is half Puerto Rican and half Vietnamese, spent her summers in Mexico, studying Spanish and the culture for three weeks, and then Cuba, where she continued her studies of the language and culture.

Such cultural saturation altered her outlook, even her style. "Although I was in the program, I was still rough around the edges," Calvente says. "I was still very 'street-ish,' even in the way I dressed and spoke. I didn't have a wide selection of vocabulary. I spoke slang to everyone.

"Now, I've changed. I didn't want to share my ideas with people. I was afraid they would think it was a stupid idea, but now I am willing to take chances. There was gradual change, but I changed."

Olmos cites another student, David Colón, who took part in a professional conference in Mexico. "He really started feeling he was involved in the academic process because he was able to see it from the inside," she says.

"It helped me pay for school, so definitely the financial aspect was what lured me," says Colón, a 24-year-old Brooklyn native who graduated with a major in English and a minor in Spanish.

Colón, who also was swayed by the Mellon's focus on the humanities, spent his second summer in Ecuador gaining a firm grasp of the language. "I was semi-fluent," says Colón, whose parents were from Puerto Rico. "It was an issue of being immersed–to constantly be where no one speaks a word of English–to get the facility of speaking."

Like Calvente, Colón was awarded not just the Mellon Fellowship but a Ford Colloquium Scholarship at Brooklyn. He now is pursuing a Ph.D. in English at Stanford University.

"Minority students need to be helped," he says, but points out that "it also is a class issue. A wealthy minority student who already has opportunities is not going to get the same benefits as one who doesn't. Programs like Mellon give you career-wise service; they're like a surrogate parent."

"I think a lot of students–to them it seems too daunting a task," he says. "Nobody really thinks about becoming an academic or a scholar so they don't do it. They should give it a sincere chance."

The dilemma is especially noticeable when it comes to minority applicants, which is why Calvente now goes in search of applicants to aid recruitment efforts. Professors say they receive far fewer applications for the program from minorities than from non-minorities.

Currently, about 18 percent of the scholars are of Asian background, 12 percent are African American or African-Caribbean, and three percent are Hispanic. Sixty-three percent are women, and 37 percent are men. But he points out that those percentages reflect the college's student body at large.

Often the low numbers are a reflection of the upbringing of many students. They are the first in the family to attend college and were not encouraged in high school to advance their studies, instead being veered toward vocational pursuits.

"What you see is people growing up and becoming part of a world that is entirely new to them," Bruffee says. "It's not that they come from homes in which no academic work is encouraged, but it's not fully understood, so they have to make that discovery themselves."

"They are not really aware of the value–of themselves and to the world and to their people–of their intelligence. At Harvard, they go

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there already knowing how smart they are. Whereas many students come to a school like Brooklyn College not knowing these things and having to learn them as they go along, replacing their background to some extent without losing touch with their roots and their sense of identity."

The Mellon Fellowship encourages them to continue their studies toward a Ph.D. and to try their hand at seeking a career in higher education–where countless studies have spotlighted the dearth of minority professors and other role models.

Olmos, who was born in New York City to parents of Puerto Rican descent, stepped into the role to "help the students along, since I had myself been helped by people in my career."

"I was helped every step of the way by people in the field," she says. "I was lucky in that I met a lot of generous people. Every place I went, somebody took an interest. Not everybody is as lucky. This was an opportunity to sort of give back."

"The whole purpose of this is to get more African American and Latinos and Native Americans involved in higher education," she says. "Their confidence level gets a boost the minute they get into a program like this. They start to feel successful at something."

Adds President Lattin: "I think it's a historical problem that the pipeline has been very limited. The number of minorities going to college has not been as large as the minority population, and the ones graduating weren't going on to get doctorates."

Lattin notes that Brooklyn College ranks among the top 20 colleges in the nation for students who graduate to pursue Ph.Ds. "We want to make it larger so that more students can participate in it, and we hope that the quality of the honors program will attract even better students to come to Brooklyn College," he says.

Calvente, who is 22 years old, now dreams of taking a year off after this semester, to travel to Africa and Vietnam, to learn about the other half of her heritage. But her studies are far from over–a reflection of her two years in the program.

"It means a lot because I probably would have graduated without it, but I probably wouldn't be where I am today. I wouldn't think the way I do now about college in general, or graduate school, if I wasn't in the program," she says.

"It's not like you come in and take your classes and leave. We're more of a close-knit group," she says. "I would say a 'family.'"

The Hispanic Outlook in Higher Education

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Improving the FUTURE for *Hispanic Americans*

BY ANGELA PROVITERA MCGLYNN

The Role of Community Colleges

Why are community colleges critical to the educational success of Hispanics? What can these colleges do to increase their commitment to Hispanics?

We can begin with the demographics. As many *HO* readers know, by the year 2050 Hispanics* will be the largest minority group, comprising 25 percent of the total United States population. A further review of the data shows that currently, a third of Hispanic Americans are under age 15. By the year 2030, census projections suggest that Hispanic students age 5 to 18 will represent 25 percent of the total school population.

The potential impact of these numbers is evident if we examine the state of Hispanic education today. Although the U.S. Hispanic socioeconomic picture has improved somewhat in the last 15 years, and many Hispanics have climbed the educational and career ladders, the overall educational attainment of Hispanics has been poor. This is the fastest growing minority group in America, and yet, it has the lowest educational attainment when compared with every other racial/ethnic group. Hispanics have the lowest completion rates at the high school and college levels.

A look at completion rates for the bachelor's degree for individuals 25 years and older shows: Non-Hispanic Whites, 25.6 percent; Blacks, 13 percent; Hispanics, 10 percent. Hispanics have the lowest completion rates and the highest school dropout rates of any group. In short, Hispanic students are at risk.

The many factors contributing to this rather bleak picture are undoubtedly complicated and

> ***"The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America."***
>
> PRESIDENT WILLIAM JEFFERSON CLINTON

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interwoven. Socioeconomic factors, overt discriminatory practices and policies, socialization factors, and the educational systems' deficiencies all play a role.

Some of these variables need to be addressed at the legislative level. Congress, the Executive Branch of government, state and local governments, and the private sector all need to be involved, motivated, and committed to changing the status quo. In order to stem the tide of the Hispanic students' early dropout rate, intervention in the educational system must be made at the preschool, elementary, and high school levels.

The research shows that not only do Hispanic American students have a higher dropout rate than does any other group in America, but they also tend to leave school earlier than other dropouts. In 1993, 40 percent of Hispanic dropouts had not completed 8th grade. Another eighteen percent left before completing 10th grade. Consequently, nearly 60 percent of Hispanic students who drop out of the educational system have less than a 10th grade education.

We must focus on how the educational system, particularly the community college, can and should act to improve college retention and completion rates of Hispanics. My focus on higher education for Hispanics stems from the disparity between postsecondary Hispanic student enrollment and degree completion and from the Hispanic American presence in the general population. There is a gap between enrollment/completion rates and the available pool of Hispanic high school graduates. The rationale for focusing on community colleges is based on data showing that in 1994, about half of all Hispanic Americans enrolled in postsecondary education were attending them.

Community colleges have the opportunity to provide two years of excellent education that can lead to transfer to a four-year institution and a bachelor's degree. Additionally, community colleges offer some students certifications and special training that can lead them to a place in the workforce.

Educational attainment is widely recognized as the key to improving people's futures–opening vistas and doors of opportunity, as well as enhancing socioeconomic mobility. A commitment to improving the plight of Hispanics is necessary not only because it is the right thing to do; it is imperative that this fastest-growing and soon-to-be largest minority population succeed in education as an investment in the future of the nation.

The magnitude of the crisis is unparalleled. According to every educational indicator, Hispanic Americans are making progress at alarmingly low rates–from preschool through grade school, from junior high through high school, and on into higher education. The cumulative effect of such neglect is obviously detrimental not only to Hispanics but to the nation.

Nearly 60 percent of Hispanic students who drop out of the educational system have less than a 10th grade education.

What Can They Do?

What can community colleges do? Many of these suggestions are taken from the report of the President's Advisory Commission on Educational Excellence for Hispanic Americans, September 1996, from notes from the recent Third Annual Symposium of the National Community College Hispanic Council (NCCHC), and from my own review of the literature on classroom atmosphere.

Suggestions for community college administrations to improve retention and completion rates:

- Work with community groups to provide apprenticeships, mentoring relationships, and summer training programs.
- Equip educators to effectively teach bilingual and multicultural students, and recruit more who already do.
- Promote multilingualism for all students.
- Encourage and work with local Head Start programs to improve participation of Latino preschoolers and their parents in early childhood education programs.
- Promote diversity and sensitivity training for faculty and students.
- Promote faculty development in multiculturalism, especially for the next generation of elementary and secondary school teachers.
- Improve knowledge, skills, and cross-cultural competencies of teachers and administrators.
- Work with secondary schools to promote pre-college preparation programs for Latino students.
- Increase academic advisement and personal counseling for Hispanic students to ensure that they are on a transfer track, if they so choose.
- Advise Hispanic students on the availability of federal aid that might help them to transfer to four-year institutions.
- Offer evening and weekend programs to get Hispanic students' parents to campus to enlist their support in their children's education.
- Strengthen adult education programs by offering vocational skill training, training in technology, computer skills training, basic education in the native language, ESL courses, GED courses, and parenting training courses–to enable adults to participate more fully in the workplace, attain better paying and more satisfying jobs, and to become better advocates for their children.

Suggestions for faculty to improve retention and completion rates.

(These suggestions can benefit all students. They can be particularly helpful for Hispanic students, and for other students who might be at risk.)

- Establish a welcoming classroom environment. Build rapport and connect with students by greeting them when they arrive at class, learning their names, and using their names in class in ways that boost their self-esteem.
- Learn how to pronounce students' names correctly. If need be, put notes in your roll book so you remember the correct pronunciations.
- The first day of class or very early in the semester, have students meet other students in the class. Many exercises can accomplish this. You could even devise your own exercise using your course material in some way. Many studies have shown that the single most

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important factor contributing to student success is that students experience a sense of belonging to an institution. One of the best places to build a sense of community is in the college classroom.

- Invite all of your students to visit you in your office during office hours. Offer particular encouragement for students who you sense are at risk of not doing well in your course. The earlier the first contact, the greater the chances for student success.
- Arrange seats in a way that students are facing each other, as for example, circles and semi-circles, in order to promote student-to student interaction. Social-psychological research has shown that morale is highest in groups where people are engaged in discussion.
- Walk around the classroom to establish physical proximity with students who have selected to sit far away.
- Establish eye contact with all the students in the class, not simply the ones in your immediate circle.
- Prod and coach students who are reluctant to speak in class, with, for example, "Very good. Can you tell us more about that?"
- Talk to your students in a language and at a level that is understandable to them. Do frequent checks in class to determine if students are with you. Try using the "Minute Paper" as a way of assessing where the class is. You can have students respond to two questions: What is the most important point of today's class so far? What part of today's class is still not clear to you?
- Encourage students to form study pairs or study groups.
- Occasionally have students write their responses to your questions before answering them aloud. This brings many more people into the discussion than those whose hands shoot up immediately.
- Increase your "wait" time when you ask a question by a few more seconds and you will engage more students in the discussion.
- Listen carefully to students' questions and comments in class and give substantive feedback. Students need to feel that their ideas are worthy of consideration and that the class is a safe environment in which to speak. When a student gives misinformation in class, you might be able to reframe what has been said to correct it for the class without diminishing the student's self-worth. Your tone of voice and demeanor are important in showing respect for your students even at times when you do not agree with, or perhaps do not respect, what they have said.
- Praise students for their questions and comments.
- Create a supportive atmosphere that promotes student success in your class from day one. Encourage students to work hard to achieve, to come to all their classes, to be on time for class, and to stay current with their studies. Don't deliver a doom and gloom lecture about how difficult your course is and how many students fail. Share with them your high expectations but tell them about how other students have been successful. Some faculty share with new students written comments from students from the previous semester; this seems to be effective since students often pay more attention to their peers than to their instructors. Tell them about the college's available services such as tutoring, learning, and writing centers. Give them tips on how to do well in your course.

> ***"Many studies have shown that the single most important factor contributing to student success is that students experience a sense of belonging to an institution. One of the best places to build a sense of community is in the college classroom."***
>
> ANGELA PROVITERA McGLYNN

Hopefully, these suggestions for both community college administrators and faculty will promote student retention and success. The community college, a vital part of society as a whole, needs to be invested in the educational success of our Hispanic American people.

As President Clinton said at 50th Anniversary Commemorative Services honoring Franklin D. Roosevelt, "...let's not forget that we also have an educational deficit. Education is the fault line in America today: those who have it are doing well in the global economy; those who don't are not doing well. We cannot walk away from this fundamental fact. The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America."

- Although the government uses the term "Hispanic" as a generic category, more than 20 subgroups were identified in the U.S. census. (The term "Hispanic Americans" generally refers to persons with historical origins in Spanish-speaking cultures.) This diversity in ethnic and cultural identity breaks down as follows: in 1994, 64 percent were Mexican American, 11 percent were Puerto Rican, 13 percent were Central/South American and from Caribbean roots, 5 percent were Cuban Americans, and 7 percent were listed as "other" in the census.

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The author is a professor in the Liberal Arts Department at Mercer County Community College (NJ).

It Is Time to *Focus on Outcomes*

Veteran Educator Proposes New Emphases

BY LEO CHÁVEZ

Dr. Chávez is chancellor of the Foothill-De Anza Community College District. Raised in El Paso, he received a B.A. from the University of Texas at El Paso, an M.A. and a Ph.D. in history from the University of Michigan. He has been a teacher and administrator in California community colleges for more than 20 years.

So in fact, our fierce defense of affirmative action has obscured the painful fact that after more than a generation of effort, it has not succeeded in a fundamentally important sense. Affirmative action has simply not been as successful as it needs to be.

There are few words that carry more meaning to minorities than *access*. For Hispanics, access to a quality education and to the good jobs that typically result from such preparation represents much of what we struggle to gain.

Yet, today, most of our public policy debate seems to center on eliminating policies that enhance our ability to enter quality educational opportunities.

Whether one is referring to the *Hopwood* case in Texas or Proposition 209 in California, or news reports in virtually any state in the nation, there appears to be a widespread attack on access. The key tactic to ensure access, of course, has been affirmative action. As a result, we are expending great energy in defending affirmative action.

But I would argue that we are missing the point in the public policy debate regarding affirmative action, and that the misplaced emphasis is costing the Hispanic community a great deal. Nowhere is this lack of proper focus more evident for Hispanics than in education. I would propose that the current debate regarding affirmative action ignores the fundamental issues that should be the focus of our concern.

First, affirmative action is a tactic, a means to an end and not the end in itself. As a tactic, affirmative action is designed largely to gain entrance or access. Yet as a plan of action, there is no clear evidence that the plan has succeeded, at least not in the broad social sense. A preliminary study by a Silicon Valley think-tank is about to report that the end of an affirmative action admission policy in the University of California system is not likely to impact the number of Hispanic students actually graduating from the university. In addition, while there have been some gains, we remain severely underrepresented in our educational institutions, in many occupations, and in corporate offices.

So in fact, our fierce defense of affirmative action has obscured the painful fact that after more than a generation of effort, it has not succeeded in a fundamentally important sense. Affirmative action has simply not been as successful as it needs to be. The basic dynamics that led to the development of affirmative action as a way to address inequalities in outcomes remain. Those successes that exist exist only at the margins.

Second, our defense of affirmative action fails to recognize the very real fear of the White middle class that their access will be diminished if affirmative action policies remain in effect. I understand and accept the fact that much of the current opposition to equal opportunity programs is due simply to racism. Nonetheless, we are alienating a significant group of individuals who might support our goals by failing to recognize that some opposition stems from legitimate concerns regarding access on the part of a middle class feeling threatened from any number of directions.

Third, and most important, by allowing the public policy debate to focus on the tactic, we are ignoring the more important issues of remaining committed to a long-standing social goal. If the United States of America stands for anything, it must be equality of opportunity. We should, therefore, focus on a rededication to that American principal of equality of opportunity as a fundamental social goal for all Americans.

What is most disturbing about the current debate is the lack of concern in providing some commitment to equal access as a critically important social policy goal. It should be hard to disagree with equality of opportunity as a key element of American society, whether one is supportive of or opposed to affirmative action as a tactic, whether one is a member of an underrepresented group or a member of the White middle class. By altering the terms of the debate from affirmative action (the tactic) to reaffirming and redefining our

944

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commitment to equality of opportunity (the goal), we would find additional political allies.

Finally, we must constantly point out the differences between affirmative action and equal employment opportunities and practices. Most employment policies are designed to ensure fair employment practices and thus will not be affected by any changes in affirmative action laws. That is, equal employment opportunity is separate and distinct from affirmative action as most people use the term. Virtually every court case has left these procedures intact. This leaves much of the affirmative action debate centered upon outcomes such as special university admissions policies or employment quotas. Yet, it is precisely in this arena where the affirmative action debate is now largely irrelevant.

What is the point in achieving access if the individual is not equipped to succeed when given the opportunity, and when the academic institution is committed to admitting the student but is not committed to ensuring the student's success?

Affirmative action and fair employment practices cannot eliminate deficiencies in preparation when individuals must compete for employment.

As educators, we must fundamentally alter the terms of the debate from merely achieving access to that of ensuring student success. In other words, access is a "pipeline issue." Those of us in a position to hire know how difficult it is to find qualified Hispanic applicants for most of our high tech jobs or for most jobs requiring a college degree. We should cease our efforts to defend affirmative action as a means to gain admission and instead turn our full attention to demanding that our educational system equip all our students to compete successfully in a competitive employment environment.

How long must we tolerate high school dropout rates for Hispanics that often exceed 50 percent! Why should we debate affirmative action admissions policies when the majority of our students who do finish high school are not always equipped to succeed in the universities we are condemning for their admissions policies? Would it not be better to focus our energies on filling the pipeline with qualified applicants? Should we not demand that all students be treated equally by our schools in terms of outcomes and should we not hold our schools accountable for their results in this vital area?

Recent headlines in Silicon Valley and elsewhere have expressed the need to increase the number of visas allowing skilled, high-tech workers, largely from India, Pakistan, and other countries, to immigrate to the United States. Congress responded quickly to increase the number of these valued workers allowed to enter the United States. Is this not the ultimate irony for Hispanic Americans? Our dropout rates continue at unacceptable levels, and here in the heart of the world's most technological society, our Hispanic students remain on the margins while we find it necessary to import high-skilled, high-wage workers to fill critical needs.

Students at Hostos College

I believe our agenda should move away from defending a policy that has not proven successful to one addressing the fundamental issues raised here. We should adopt goals defining success for all students at each level of schooling, and we should focus our energies on developing tactics to ensure that all students achieve those performance goals.

These goals should be rather simple to articulate but meaningful in a broad sense. They should address the performance gaps encountered at all levels by Hispanic (and other minority) students. For example, in the elementary schools, we should begin by demanding that each student be able to read and write in English at grade level. In middle schools, we should demand that each student possess the math and science skills needed to succeed in high school. At the high school level, we should demand that each student successfully complete two years of algebra and two years of science courses and be prepared to succeed in subsequent math and science courses in college. We should further demand that each student be equipped to succeed in college if he or she choses to attend.

We should then refine these goals at the college and secondary level by demanding that every four years the number of Hispanic dropouts be reduced by half. At every level, we must insist that performance gaps among different groups be eliminated. The percentage of students at grade level, the percentage of students who take the SAT test, scores on SAT and other standardized tests, and the percentage of students who graduate and who meet college entrance requirements must be essentially the same for all groups.

The same type of goals should be established for those entering certain highly sought professions such as engineering, computer science, health care, and other technical and professional fields. This would end much of the hostility of the current debate by allowing us to focus on outcomes, and would provide us all with goals we can support. Ultimately, the achievement of these goals would eliminate the need for tactics such as special admissions criteria and hiring quotas because the pipeline would be filling with fully qualified and capable students and job applicants.

These goals would also force us to focus on educational providers rather than on students from underrepresented groups as the nexus for needed change.

These goals are not meant to be inclusive but rather suggestive of the type of simple, yet broad goals that, if accomplished, will fill the pipeline with qualified Hispanic students prepared to succeed in the college or profession of their choice. They are meant to suggest that we are waging the wrong battle.

Without the proper tools, our Hispanic students will be condemned to a futile attempt to gain access to the promise of American life. As educators, as leaders, as Hispanics, it is our responsibility to focus the national debate on what really matters: the inability of most of our schools to equip our students with the skills needed to compete and succeed. HO

Speaking of Plants

Cuyamaca College Pairs Horticulture and ESL

BY

LEONEL SÁNCHEZ

The portion of this article by Mr Sánchez appeared in the San Diego Union-Tribune *and is reprinted with permission of Copley News Services*

For Mejía and his classmates, the seminars offer an opportunity never presented before: to learn more about what they do for a living in a language they can understand clearly.

Gerardo Mejía cradles a blade of grass in his hand.

The landscape maintenance supervisor has made his living taking care of the stuff for 10 years.

But on this day, Mejía is studying it. He uses a small magnifying glass to get a better look.

His classroom is unlike any other in San Diego County. It's in a cabin-sized room in the middle of the sprawling Miramar Wholesale Nurseries near Interstate 805 in San Diego.

Mejía's classmates, like he, are landscape workers who live throughout San Diego County but originally hailed from Mexico. They step into a classroom after a day of maintaining the landscapes of private estates, golf courses, and public institutions.

They arrive, some still wearing their uniforms and dirt-caked boots.

They speak passable and not-so-passable English. But English fluency is not a requirement to attend these two-hour classes.

"Bienvenidos," Cuyamaca College horticulture instructor Donald Schultz says. Welcome.

Schultz teaches his students a college-level course in Spanish. He covers everything from plant identification to turf management and irrigation basics. Most of the students know their turf already, be it bluegrass, tall fescue, or kikuyu grass. For an hour, they go over some technical terms with Schultz.

The horticulturist yields the floor during the second hour to Lyn Unger of Cuyamaca College, an instructor in English as a Second Language. Her goal is to teach basic English. A recent classroom drill, with the class repeating, went like this: "I work." "I study." "You work." "You study."

Several students struggle with the English portion. They are primarily the ones who have never taken an English class before.

The combination approach aims to improve the lives of an overlooked but hard-working segment of the local labor force.

According to the last census count in 1990, of more than 15,000 people in San Diego County employed in the horticulture field, including nursery workers and groundskeepers, about 61 percent were identified as Hispanic. Of those in supervisory positions, about 47 percent were Hispanic.

For Mejía and his classmates, the seminars offer an opportunity never presented before: to learn more about what they do for a living in a language they can understand clearly.

"The more information we get, the more professional we become," he said.

Indeed, that was the thinking when a local grower and a college instructor developed the seminars last year.

"We need the competency in our business," said Tom Ewing, president of Miramar Wholesale Nurseries and an active member of the local landscape industry.

Latino immigrants make up the bulk of the county's horticultural workforce. They work long hours, often for low pay. But a lack of education or English skills can keep them from advancing.

"There are so many people who are very qualified in this industry, but they are held back because they are limited in their ability to speak English," said Ewing.

Local industry leaders have attempted to address these issues over the years, said Brad Monroe, coordinator of the ornamental horticulture program at Cuyamaca

College in El Cajon. But their efforts have been sporadic.

"One seminar here, another one there, not anything that led to a certificate of completion or was coordinated with ESL," Monroe said.

Monroe and Ewing put the course together knowing they would have to accommodate some special needs.

Holding the classes at Cuyamaca did not make sense. The campus is not centrally located, and there were some concerns that the targeted students might be intimidated by the idea of taking classes at a community college.

So Ewing donated the use of a training room near his office. Students have come from as far as Escondido and Chula Vista to attend the classes since then.

The classes are offered as four-day seminars, six of them in all: plant identification, turf management, landscape pruning, weed control, irrigation basics, and horticulture problem-solving.

They began last November, and more than 100 students have enrolled since then. The cost per seminar is $6 for California residents and $66.50 for non-residents. Graduates of all six seminars receive a certificate and three college credits.

Mejia needs to complete one more class to receive his certificate, but already he's planning to continue his education.

He breezed through the English instruction, having taken English courses before. He took classes in Chicago in the mid-1980s after he came from Mexico, and he took more in San Diego after moving here in 1990.

He started his career in landscape digging ditches. As his English skills improved, he moved up.

The Mission Valley man, who is married and has two children, is currently a supervisor at Valley Coast Landscape Construction in San Diego. He oversees a work crew, takes customers' orders, and even fields the occasional complaint.

He said he's always wanted to attend college but couldn't because of his schedule.

In February, he enrolled in the Spanish-language classes at Miramar Wholesale Nurseries.

CUYAMACA
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LEARNING FOR
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Then, in September, he enrolled in an English-language plant identification course at Cuyamaca College.

For now, he's setting modest goals. "It's important that I complete this course," he said. "In January, I'll start another course on pesticides.

"If I take a course per semester, maybe I can get a degree.

"I can't say for sure, but who knows? All I know is I'm helping myself."

College Broadens Career Path for Landscapers

San Diego County's landscaping industry is filled with workers who know their bluegrass from their tall fescue.

This is a skilled labor force, but because many of the workers originally lived in Mexico, English is a skill that some lack.

In 1997, Cuyamaca College teamed with Tom Ewing, president of Miramar Wholesale Nurseries, to begin an ongoing series of horticulture seminars in Spanish together with English-language instruction.

The seminars are open to all and are designed to provide technical horticulture training in Spanish and an introduction to the terminology in English.

"Schools offer this in English. This is the first time I've seen it in Spanish," said Gustavo Marquez, who owns a small landscape maintenance service.

Cuyamaca's Ornamental Horticulture program (OH) is well known for its interrelationships with the community and industry. The program has developed a connection with industry members in landscaping, golf courses, irrigation, nurseries, and other related businesses. This connection enabled the program to develop courses such as the combined horticulture and ESL seminars.

Six seminars are taught in Spanish, in combination with ESL. Plant Identification teaches how to recognize plants common to Southern California landscapes and nurseries. Irrigation Basics provides students with the elements and terminology of landscape irrigation operation and maintenance. Horticultural Problem Solving offers a method for students to diagnose problems typically encountered in Southern California landscapes and nurseries. Turf Management offers the theory, practice, and terminology. Landscape Pruning gives basic pruning theory, practice, and landscape pruning terminology. Weed Control explores weed identification and weed control methods.

Morgan Rice and Mathew [illegible]

After completing the seminars, OH students may attend classes at Cuyamaca and earn an associate degree or certificate in landscape design, landscape technology, nursery technology, irrigation technology, golf and sports turf management, or horticulture and floral design. OH has one full-time faculty member and 20 part-timers who are employed in the industry.

The OH program also co-sponsors major conferences, honors industry leaders, and encourages career advancement through scholarship awards.

Every year, OH sponsors workshops of interest to the industry and the community, such as San Diego Xeriscape conferences and Green Industry Trade Shows. The Turf Management Seminar is a sold-out event every year, with its well-known speakers drawing hundreds of participants. The Urban Forest Field Day and Spring Garden Festival offer hands-on presentations and demonstrations by professional organizations.

Community members not employed in the horticulture industry are selected annually to receive awards for volunteer work in the field. The awards are presented to San Diego County residents at OH's annual Scholarship and Awards Banquet, at which Cuyamaca Botanical Society also honors a leader in the industry as the Horticulturist of the Year.

The opening this year on May 15 of the long-awaited $5 million Water Conservation Garden on campus will augment and enhance the OH program. The idea for such a garden started in 1991 after a series of droughts hit California. A partnership between the college, local water districts, local governments, and the landscape industry met to find a long-term solution to preserve and protect the local water supply. The 4.2-acre demonstration garden and resource center, built on campus land donated by Cuyamaca College and the Grossmont-Cuyamaca Community College District, promotes water conservation as a major alternative to new water sources. The state-of-the-art facility is an education tool and permanent showcase for water and resource conservation through creative and sustainable landscaping. There also is a large amphitheater built adjacent to the garden to host educational events and activities.

SUMMER 1999

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People-Places-Publications-Conferences

PEOPLE

Rivera Promotes Small Businesses in El Paso

In December, the El Paso (Texas) Hispanic Chamber of Commerce presented its "Keep It in El Paso" award to Leticia Del Barrio Rivera–program specialist for the University of Texas-El Paso's (UTEP's) Historically Underutilized Business Program–for her contributions to the promotion of local purchasing opportunities.

Del Barrio Rivera–who is involved in the Hispanic and Black chambers of commerce, sits on the UTEP Business Advisory Council, and produces the *Let's Do Business* radio talk show on KXCR–has contributed to El Paso's changing economy by helping historically underutilized businesses secure contracts.

Menchú Tum Works with New Mexico Youth

"Healing Communities Torn by Racism and Violence" was the theme of the recent PeaceJam Youth Conference held at the University of New Mexico. At the conference, Mayan Indian Leader and Nobel Peace Prize Laureate Rigoberta Menchú Tum spent two days working with area youth.

Menchú Tum is a Guatemalan leader internationally known for her work in the promotion of the defense of human rights, peace, and Indigenous Peoples' rights.

The PeaceJam program is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of PeaceJam is to inspire a new generation of peacemakers who will transform their local communities, themselves, and the world.

Estrada Earns New Position at Texas A&M

Joseph A. Estrada recently became director of admissions at Texas A&M University in College Station.

Estrada, who previously served as registrar and director of admissions at Texas A&M University-Kingsville, has been active in the Texas Association of Collegiate Registrars and Admissions Officers, for which he has served as legislative representative. He has chaired Texas Higher Education Coordinating Board advisory committees on such subjects as residency, admissions, and transfer of credit. He holds memberships in several regional and national professional organizations for registrars and admissions officers.

Avellano Assumes Dual Positions

Dr. George P. Avellano, the University of Texas-Pan American's (UTPA's) associate vice president for academic affairs for graduate programs and research since 1996, has become the interim dean of the UTPA College of Business Administration.

"George will do a good job as interim dean. He is very aware of what is required of faculty and students in graduate programs and has been very involved in the recent progress of the College of Business Administration," said Dr. Rodolfo Arévalo, UTPA provost and vice president for academic affairs.

Avellano said he looks forward to maintaining the type of intellectual environment that will allow the college faculty to expand their contributions to the knowledge base in business administration.

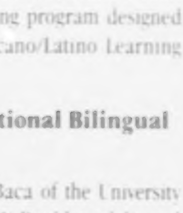
Carrizal Active in Chicano/Latino Affairs

While serving as a representative on the school president's Chicano/Latino Advisory Committee and as a representative on a committee of the National Association for Chicana and Chicano Studies (NACCS), University of Minnesota journalism and Chicano studies major Elvira Carrizal has been getting a crash course on learning about life as a decision-maker.

The president's advisory committee serves as a link between the university and the local Chicano/Latino communities, while the NACCS' national coordinating committee drafts resolutions and proposals on issues affecting Chicano/Latino studies.

Carrizal is a board member of the La Raza Student Cultural Center and belongs to the Farmworker Action Network and the university's Journalism Students of Color Association. She is a mentor/tutor with El Puente, a community service mentoring program designed by the university's Chicano/Latino Learning Resource Center.

Baca Addresses National Bilingual Conference



Professor Leonard Baca of the University of Colorado-Boulder (CU-Boulder) delivered a keynote address before about 7,000 people gathered for the 28th annual conference of the National Association for Bilingual Education (NABE), held in Denver.

Baca is the founder and director of the BUENO Center for Multicultural Education in the CU-Boulder School of Education and a national authority on bilingual special education and the education of non-English-speaking students.

Rudy Chávez, associate director of the CU-Boulder BUENO center, and Associate Professor Kathy Escamilla were co-chairs of the NABE conference.

"Colorado's growing population includes a significant number of language-minority students," said Chávez.

American College of Dentists Honors Sánchez

Dr. Ramón A. Sánchez, clinical associate professor of restorative dentistry at Nova Southeastern University's College of Dental Medicine (Fla.), has been elected a Fellow of the American College of Dentists.

Sánchez was inducted at the Convocation of Fellows ceremony, held in conjunction with the annual conference and scientific seminar of the American Dental Association.

The American College of Dentists is comprised of dentists who have demonstrated leadership and meritorious achievement and have made exceptional contributions to dentistry, the dental profession, and society.

Sánchez serves as chairman of the Board of Trustees for Coral Gables Hospital and as president-elect of the Florida Academy of General Dentistry. He owns a doctorate from the Iowa State University College of Dentistry.

Flores Receives Scholarship

Tanya Flores, a senior at Albertson College of Idaho, is a 1998 recipient of a $1,000 scholarship awarded by Chela Financial, a San Francisco company.

Flores, a Spanish/math education major, was nominated for the scholarship based on her exceptional commitment to excellence and strong determination to excel in her field. She was one of 150 students selected from more than 400 candidates nominated by schools from a 10-state region to receive a Chela Financial scholarship.

Chela Financial is a nonprofit corporation that provides financial access and assistance to students pursuing a higher education.

Franco Speaks at Latin American Conference

Jean Franco, professor emerita at Columbia University (N.Y.), was the keynote speaker for the Latin American Literatures and Cultures Conference at the University of Southern Colorado this month.

Franco has written several books on Latin American literature, including *The Modern Culture of Latin America, Cesar Vallejo: The Dialectics of Poetry and Silence*, and *Plotting Women: Gender and Representation in Mexico*.

She was the first professor of Latin American literature in England, holding positions at King's College, London University, and at Essex University.

Formerly the president of the Latin American Studies Association, she has been decorated by the governments of Chile and Venezuela for her work on Latin American literature.

KSC Honors Márquez

Keene State College (N.H.) has honored Nury Márquez, founder and executive director of The Alliance for the Progress of Hispanic Americans (ALPHA), with a Granite State Award.

As the executive director of ALPHA, Márquez has helped to provide essential services to New Hampshire's fastest growing minority groups by administering programs such as TEEN, which supports at-risk students in school and teaches parents how to advocate for the educational needs of their children.

She has a bachelor's degree from Queens College and a master's from Bernard M. Baruch College Graduate School of Business.

Tijerina and Hinojosa Collaborate on Book

Texas A&M University Press recently published a new book, *Tejano Empire: Life on the South Texas Ranchos*, written by Andrés Tijerina and illustrated by Servando G. Hinojosa. Tijerina teaches at Austin Community College.

Hinojosa is a teacher at William Adams Junior High School in Alice, Texas.

For the book, Hinojosa created scenes detailing historical and cultural details of ranch life in South Texas in his pen-and ink drawings. "One of the first drawings I finished was of the sillares, men cutting sillar stones in a quarry," he said. Sillar stones were the large blocks of caliche used as a primary construction material on 19th century Tejano ranches. Hinojosa visited one of the original sillar stone quarries of South Texas as part of his research.

Auñón Joins UAH

Havana, Cuba, native Jorge I. Auñon has joined The University of Alabama-Huntsville (UAH) as the dean of the College of Engineering.

"The proximity to high technology companies in Huntsville is of great benefit to the university," Auñón said. "I'm happy to be a part of that association and look forward to strengthening the link between those high-tech companies and UAH."

Auñón said he is keenly interested in making students a top priority at UAH and said student retention and graduation rates are important to the success of the college.

A registered professional engineer in Texas, he received his undergraduate and graduate degrees from George Washington University.

Méndez Exhibit at ASU

At Arizona State University (ASU), "Codex Mendez: Prints by Leopoldo Mendez," the first major U.S. exhibition of the printmaker's work in nearly five decades, is currently running until May 30.

Mendez (1902-1969) produced a vigorous body of work that included woodcuts, linocuts, and lithographs famous for their powerful images and incisive political views.

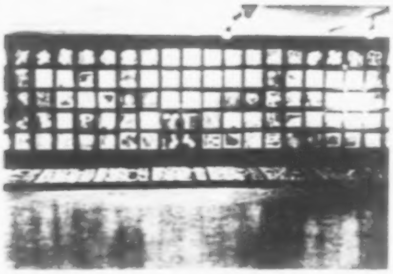
"Leopoldo Méndez was one of Mexico's most important print makers, yet there has been no major exhibition of his work in the United States in nearly half a century," said Jean Makin, Print Collections Manager of the ASU Art Museum. "He reduced national and international events and problems to their very essence, and reframed them for the Mexican people in fresh, visual terms."

PLACES

Newsmakers at Lehman College

- Ada Pilar Cruz has been appointed Education Coordinator for the Lehman College (N.Y.) Art Gallery. She now coordinates the gallery's numerous community outreach programs. Just prior to her appointment at Lehman, she was the Museum Educator at Hostos Community College, where she continues to teach drawing. She has a bachelor's degree from Hunter College and a master's from Cranbrook Academy of Arts in Michigan.

- The Art Gallery presented a major installation, "Hasta que la muerte nos separe (Till death do us part)," by Anaida Hernandez. This dramatic work focuses on the issue of domestic violence and the lives and murders of one hundred women. Its content has been drawn from San Juan police records—with the help of journalist Carmen Enid Acevedo—over a three-year interval in the early 1990s. One hundred wooden niches, like those found in Puerto Rican cemeteries, are arranged in rows to commemorate the women.



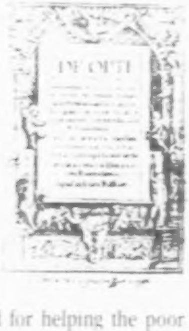
Hispanic Heritage Council Scholarships at M-DCC

The Hispanic Heritage Council awarded four $1,000 need-based scholarships to Hispanic students in a ceremony at the Miami-Dade Community College-InterAmerican Campus (Fla.).

The Council implemented the scholarship fund as part of the 26th annual Hispanic Heritage Festival, an event that celebrates Hispanic contributions to the cultural, economic, and social development of the nation. The students awarded represented Miami's diverse community. Alicia Pallais (pictured at right) is Honduran, Jennifer Valera (at left) and Milena Novo (third from left) are Cuban, and Johanda Rodriguez (second from left) is Puerto Rican.

New World Literature at Texas A&M-Kingsville

Texas A&M University-Kingsville's Conner Museum recently displayed the exhibit "Fact, Fiction and the New World."



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A video program entitled "Voices of Latin America," told the story of Sor Juana Inés de la Cruz—an illustrious nun who was widely acknowledged in colonial Mexico for her intellect, talent, poetry, and for helping the poor. Other writers surveyed in the video were El Inca, the first major Peruvian author, Garcilaso de la Vega; and the revolutionary Cuban poet, Jose Marti.

Pictured here, and shown at the exhibition, is the title page to Sir Thomas More's *Utopia*, taken from the copy owned by Fray Juan de Zumarraga, first Archbishop of Mexico. This work exercised strong influence over the first missionaries in Mexico, some of whom attempted to organize their parishes by the Utopian model.

Avant-Garde Mexican Films at UCR

Avant-garde and experimental films from Mexico were the focus of the 1998-99 Peliculas de las Americas/Films of the Americas films series, sponsored by the University of California Institute for Mexico and the United States.

The Winter Quarter segment of the series, which was held at the University of California-Riverside, recently wrapped up.

The films series included *Men with Guns*, by John Sayles; *Guantanamera*, a contemporary film from Cuba; *The Sixth Sun*, a documentary by Saul Landau; *Viva Zapata: Ahi está el detalle*, starring Mario Moreno (Cantinflas); and *María Candelaria*, starring Dolores del Río.

Filmmaker Paul Espinosa closed the series with a discussion of his films, *The Lemon Grove Incident*, *The Hunt for Pancho Villa*, and *The U.S.-Mexican War*.

Functioning in Spanish at Kenan-Flagler

The North Carolina Global Center and the Office of International Programs at the University of North Carolina-Chapel Hill's Kenan-Flagler Business School is conducting a nine-month course where executives can learn to function effectively in Spanish-speaking work environments.

"You not only learn Spanish, but you absorb the nuances of culture affecting business in Mexico," said Melissa Torres (pictured here), center assistant director. "By understanding the unique way that business is conducted by Mexican executives, and by being able to function adequately in Spanish, graduates have decided advantage over their competition."

The ever-expanding class is aimed toward master's of business administration students.

Texas A&M-Kingsville's New Literature Course

A different type of class will be meeting during the fall 1999 semester at Texas A&M University-Kingsville.

Images of Mexican-American Women in Literature will offer students the opportunity to read literature written by Mexican American authors such as Sandra Cisneros, Rolando Hinojosa, Ana Castillo, Gloria Anzaldúa, Octavio Paz, Cherrie Moraga, and Wendell Mayo.

According to language and literature lecturer Elisa Garza, the course is meant to develop an atmosphere and a common vocabulary for students to examine how cultural images of women can develop, support, and/or challenge stereotypes of women and men.

In the News at Kean University

- Kean University's School of Education (N.J.) has been awarded a federal grant of more than $150,000 to encourage minority teacher aides to become special education teachers. The U.S. Department of Education grant of $152,315 will fund the third year of a $456,445 grant in support of Project USETPP (Urban Special Education Teacher Preparation Program). Begun in 1997, Project USETPP was developed to recruit, retain, and graduate minority teachers into special education.

- Dr. Ana Maria Schuhmann (pictured here), dean of Kean University's School of Education, has been appointed by The New Jersey State Board of Education to the state's first Professional Teaching Standards Board. Schuhmann was one of 19 members selected by the New Jersey Commissioner of Education. The board members will play a crucial role in implementing the state's continuing education plan. She holds degrees from the University of Buenos Aires and Rutgers University.

USF Studies Migrant Farm Workers

Most of Florida's migrant and seasonal farm workers are poor, and few have health insurance, even for work-related injuries, according to a new study by the University of South Florida College of Public Health.

The report attempts to capture the work and health characteristics of Florida's migrant and seasonal farm workers, a mobile population for whom solid demographics are scarce.

"The report is the first of its kind for Florida. Its emphasis on health-related information makes it unique for the nation," said Martha Arrieta, M.D., principal investigator and a visiting assistant professor of epidemiology.

Eighty-six percent of Florida's farm workers are Hispanic.

GVSU Aids "Hurricane Mitch" Victims

Seven faculty members and 16 students from the Kirkhof School of Nursing at Grand Valley State University (GVSU) in Michigan spent nine days in Nicaragua providing health care to victims of "Hurricane Mitch." The group worked with the Nicaraguan relief organization Ayuda Obera Suiza.

The nursing students–nine undergraduates and seven master's degree students–were to receive credit toward their courses in clinical nursing or advanced practice nursing.

GVSU Nursing Professor Charlotte Torres is fluent in Spanish and specializes in community health. Lorraine Rodrigues-Fisher, dean of the Kirkhof School of Nursing, is the only Latina nursing school dean in the country.

UM-Flint Newsmakers

- Roxie Moreno, business manager for the Office of Research and Projects for Urban & Regional Affairs at the University of Michigan-Flint (UM-Flint), was honored in November at a university-wide service awards reception for her 30 years of service. She has a bachelor's from UM-Flint.

- Birgitta Vance, professor of Spanish at UM-Flint, will lead a language study tour of Costa Rica from July 18 to August 15. In conjunction with the Forester Instituto Internacional, students from UM-Flint will participate in morning Spanish classes where they will receive language instruction from beginning to graduate level. Vance also plans to teach a literature class with the use of Costa Rican guest speakers and authors, so students can get a better understanding of the Spanish culture.

In the News at USF

- La Camerata Romeu, the celebrated classical all-female chamber orchestra from Havana, appeared in concert at the University of South Florida (USF) in November. The group was founded in 1993 by its conductor, Zenaida Romeu.

- The U.S. Department of Education has funded a two-year grant to the USF College of Business Administration's Center for International Business to internationalize the college through faculty development, curricula, community outreach programs, and student internships.

- Orlando Garcia-Martinez, president of the Cienfuegos chapter of the Union Nacional de Escritores y Artistas de Cuba and director of the Cienfuegos provincial archives, updated USF faculty on the climate for artists and writers in contemporary Cuba.

- Kathleen de la Peña McCook, professor and director of USF's School of Library and Information Science, has been presented the American Library Association's 1998 Elizabeth Futas Catalyst for Change award.

- Mario Hernández, of USF's De la Parte Institute, has been serving as advisor and writer on the U.S. Surgeon General's *Report on Mental Health*.

- At the seventh annual USF Latino Scholarship ceremony, a charitable remainder trust in excess of $300,000 was established by Hernan and Esperanza León, and a pledge of $100,000 was made by the Tampa Bay Latin American Medical Society. The State of Florida was to add $150,000.

Telethon Benefits M-DCC's Hispanic Students

Tomas Garcia Fuste of Florida cable station Telemiami recently hosted Miami-Dade Community College's (M-DCC's) first-ever telethon to expand a scholarship fund for Hispanic students at the college, which claims the highest enrollment of Hispanics among all colleges and universities in the U.S.

Student ambassadors from the college's various campuses helped take phone calls and accept donations throughout the day in order to reach the $100,000 goal. M-DCC President Eduardo J. Padrón, various distinguished alumni, and students attending the college on scholarship were among those interviewed by Fusté on air during the telethon.

Fusté currently hosts Telemiami's morning talk show *Buenos Días Miami*.

Hispanic Culture Events at LIU

- The Brooklyn Campus of Long Island University (LIU) in New York hosted a series of poetry and fiction readings by a multicultural group of renowned poets and writers this spring semester. Among the authors was Cuban-born journalist Cristina García. García is the author of *Dreaming in Cuban* and *The Aguero Sisters*. *Dreaming in Cuban*, her first novel, was praised for its poignant depiction of women who struggle to regain a sense of personal and cultural identity in the aftermath of the Cuban revolution.
- A free afternoon symposium at LIU-Brooklyn in February brought together artists, educators, and performers. The symposium highlighted the work of visiting Cuban artist Raúl Villarreal, who discussed the impact of his heritage on the symbols and imagery found in his art.

"Reading the World II" at USF

"Reading the World II," a two-day conference focusing on multicultural literature for children and young adults, was recently held at the University of San Francisco (Calif.).

The conference included workshops and discussions with leading educators and authors, including major speakers Alma Flor Ada (pictured here), "Voicing Silence: Latino Children's Literature"; George Ancona, "My Adventures in the World of Books"; Michael Lacapa, "Native American Traditions in Transition"; Allen Say, "On Creating Tea with Milk"; Junko Yakota, "Selecting and Discussing Multicultural Literature"; and Jack Zipes, "Why Children's Literature Does Not Exist."

Flor Ada is an award-winning author of more than 30 children's books.

Minority Youth Conference at USC

The University of Southern Colorado was the site of the biannual Southern Colorado Minority Youth Conference in February.

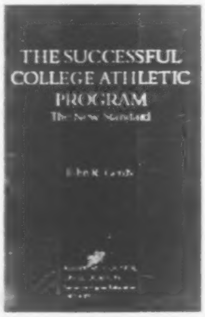
The Youth Conference is hosted twice each year to provide an opportunity for Hispanic, African American, Asian American, and Native American students to visit a college campus. The event was offered as a collaborative effort by the Movimiento Estudiantil Chicano de Aztlán, the Black Student Organization, and the Office of Admissions at the University of Southern Colorado in Pueblo.

According to Deborah Martínez-Martínez, who coordinated the event for the Office of Admissions, the conference was to feature cultural events and entertainment as well as workshops on financial aid and scholarships.

PUBLICATIONS

The Successful College Athletic Program: The New Standard

by John R. Gerdy

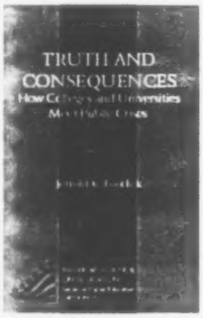


This volume offers a critical analysis of how college athletic programs can contribute to the mission of a university in meaningful ways that reach beyond their roles in providing revenue and entertainment. Readers will be challenged to adopt a more futuristic view of athletics as a tool for meeting the university's broader objectives.

1997
184 pgs.
ISBN 1-57356-109-6
$29.95 cloth
ACE/Oryx Press
(800) 279-6799

Truth and Consequences: How Colleges and Universities Meet Public Crises

by Jerrold K. Footlick



When an emotionally charged issue creates a public crisis at a college or university, the institution must be prepared to react swiftly and firmly. This book uses a series of actual case studies to demonstrate how leaders in a number of colleges and universities have responded to circumstances that required public accountability.

1997
200 pgs.
ISBN 0-89774-970-7
$29.95 cloth
ACE/Oryx Press
(800) 279-6799

The Riddle of Cantinflas: Essays on Hispanic Popular Culture

by Ilan Stavans

THE RIDDLE OF
CANTINFLA

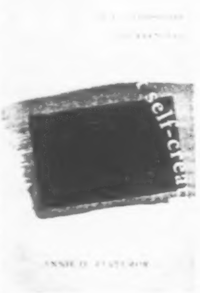
In this provocative collection of essays on kitsch and high art in the Americas, Ilan Stavans examines the delightful if torturous relationship between a Europeanized elite and the hybrid masses in a continent he sees as imprisoned in the labyrinth of identity.

February 1998
157 pgs.
ISBN 0-8263-1925-4

$19.95 paper
University of New Mexico Press
(800) 249-7737

Daughters of Self-Creation: The Contemporary Chicana Novel

by Annie O. Eysturoy

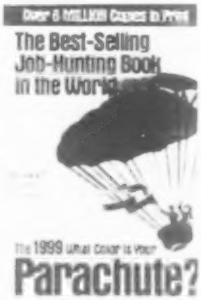


How does the Chicana develop in her own novelistic world? How does the Chicana portray her quest for authentic self-knowledge? Feminist critics have shown that gender is a determining factor in the process of self-development. In this ground-breaking study of Chicana literature, Annie O. Eysturoy takes the task a step further by arguing that race and class are crucial components of the female coming-of-age process.

1996
184 pgs.
ISBN 0-8263-1708-1
$15.95 paper
University of New Mexico Press
(800) 249-7737

The 1999 What Color Is Your Parachute?: A Practical Manual for Job-Hunters and Career-Changers

by Richard Nelson Bolles

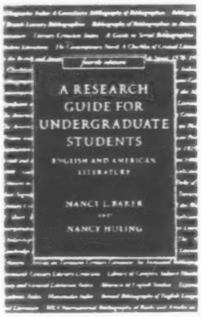

Over 6 MILLION Copies in Print
The Best-Selling Job-Hunting Book in the World
The 1999 What Color Is Your Parachute?

Organized into six chapters, this book offers everyone from recent college graduates to career-changers a blueprint for organizing a job search. It has been cited by The Library of Congress as one of the "25 Books That Have Shaped Readers' Lives."

November 1998
560 pgs.
ISBN 0-28195-08008-9
$24.95 cloth
Ten Speed Press
(800) 841-2665

A Research Guide for Undergraduate Students: English and American Literature

by Nancy L. Baker and Nancy Huling

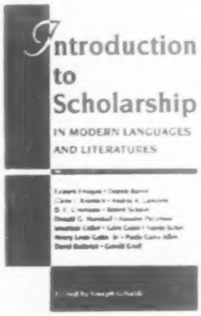

A RESEARCH GUIDE FOR UNDERGRADUATE STUDENTS
ENGLISH AND AMERICAN LITERATURE
NANCY L. BAKER
AND
NANCY HULING

This book provides a tour of the typical college library and of the resources available on topics in American and English literature. It explains how to use nearly 40 print and electronic reference works that are essential for students who are researching and writing term papers.

1998
88 pgs.
ISBN 0-87352-566-3
$10.00 paper
Modern Language Association
(212) 614-6382

Introduction to Scholarship: In Modern Languages and Literatures

Joseph Gibaldi, ed.

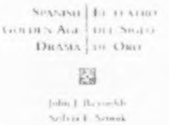

Introduction to Scholarship
IN MODERN LANGUAGES AND LITERATURES

Fifteen essays discuss the significance, underlying assumptions, and limits of an important field in linguistics or literary studies; trace the historical developments of its subject; introduce key terms; outline modes of inquiry now being pursued; postulate likely future developments; and provide suggestions for further readings and a list of works cited.

1992
577 pgs.
ISBN 0-87352-386-5
$15.50 paper
Modern Language Association
(212) 614-6382

Spanish Golden Age Drama: An Annotated Bibliography of United States Doctoral Dissertations, 1899-1992, with a Supplement of Non-United States Dissertations

by John J. Reynolds and Szilvia E. Szmuk

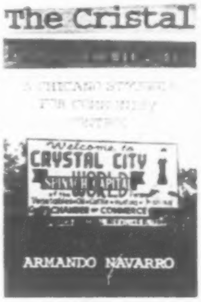


This bibliography compiles over 1,600 doctoral dissertations on the theater of the Spanish Golden Age. With its classifications, annotations, and indexes, the volume provides a huge database of bibliographic citations and helps scholars and graduate students choose, or avoid, topics for research.

November 1998
573 pgs.
ISBN 0-87352-570-1
$35.00 cloth
Modern Language Association
(212) 614-6382

The Cristal Experiment: A Chicano Struggle for Community Control

by Armando Navarro



The author presents the most comprehensive examination to date of the rise of the Chicano political movement in Crystal City, Texas, its successes and conflicts (both internal and external), and its eventual decline.

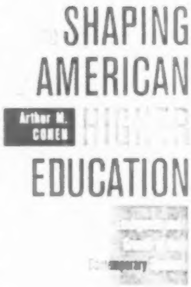
July 1998
424 pgs.
ISBN 0-299-15824-1
$22.95 paper
University of Wisconsin Press
(800) 621-2736

The Shaping of American Higher Education: Emergence and Growth of the Contemporary System

by Arthur M. Cohen

From the earliest American colleges,

BEST COPY AVAILABLE



debates have ranged over familiar issues in higher education: curriculum changes, faculty selection and review, student admissions, and institutional funding. Yesterday's practices underlie today's problems even as the system continues evolving. Arthur Cohen combines historical perspective with in-depth coverage of current events to provide an authoritative, comprehensive account of the history of higher education in the United States.

November 1998
440 pgs.
ISBN 0-7879-1029-5
$3995 cloth
Jossey-Bass
(415) 433-1740

Medieval Spanish Epic: Mythic Roots and Ritual Language

by Thomas Montgomery

Medieval Spanish Epic
Mythic Roots and Ritual Language
Thomas Montgomery

This book finds origins of key parts of nearly all the medieval Spanish epics in an ancient myth. Furthermore, it studies ways in which the poetic language evoked a feeling of group unity that absorbed the audience and still works its spell upon today's readers.

July 1998
192 pgs.
ISBN 0-271-01738-4
$4250 cloth
Penn State Press
(800) 326-9180

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

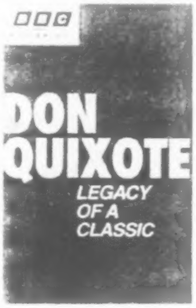
Clarín Leopoldo Alas: La Regenta

This program is a dramatization of *La Regenta*—the most famous work of Clarín, novelist and Spanish literary critic of the 19th century. The work brims with political irony and stinging commentary on social scandals of the day.

(Spanish with English subtitles, 5 hrs., color)

Item #FFH 8369

Don Quixote: Legacy of a Classic



This video weaves art, music, and literature with Western culture to explore the enormous impact of Cervantes' classic on our world today. Artists, critics, and others reveal how the work has affected their lives.

(58 min., color)

Item #FFH 7504

Fray Servando Teresa de Mier

This program traces the life of Fray Servando Teresa de Mier, the friar who was one of the most important members of the Latin American Enlightment. He is noted for his fresh intellectual perspectives and for his role as founding father of the new Mexican political structure after its independence from Spain.

(Spanish with English subtitles, 27 min., color)

Item #FFH 8577

Art in the Age of Alfonso el Sabio

It was during the reign of Alfonso el Sabio—who acceded to the throne of Castille and Leon at a time of relative political stability—that French Gothic permanently replaced the Romanesque style. The art illustrated here reflects the contributions of Jews, Christians, and Moslems.

(25 min., color)

Item #FFH 2579

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

April 7-9: Northwest Region 8, Seattle, Wash.

April 22-23: Region 2, Atlantic City, N.J.

April 28-30: North Central Region 6, Des Moines, Iowa

April 28-30: Rocky Mountain Region 10, Ogden, Utah

May 19-21: Mid-South Region 3, Lexington, Ky.

May 19-21: South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

Center for the Study of Diversity in Teaching and Learning in Higher Education

March 31-April 3

National conference: "Crossing Cultures of Learning: Communicating Through the Curriculum" will take place at The Westin Hotel in San Diego, Calif.

Contact: Dr. Toni M. Forsyth, executive director, Center for the Study of Diversity in Teaching and Learning in Higher Education, De Anza College, Cupertino, CA 95014; (408) 864-8309/[illegible]; Web site, <www.TeachLearn.fhda.edu>

ASPIRA-New Jersey - Latino Education Conference

April 5-6

The first-ever Latino Education Conference in New Jersey, this one will focus on "Where are the Latino Voices in School Reform?" At Harrah's Casino and Hotel in Atlantic City.

Contact: William Colon, (973) 484-7554; for registration packet, call Carmen Nazario, (973) 484-7554; Web site, <www.aspira.org/NewJersey.htm>.

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching, Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College in Jacksonville at the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail, <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e-mail, <jchamber@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18

The 31st annual CSC Central Connection, a joint conference with AFLTA, the Arkansas Foreign Language Teachers Association: "Standards for a New Century" will be held at the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.

Contact: Rosalie Cheatham, (501) 569-8159. Web site: <www.ualr.edu/~central state>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3655, e-mail, <mdominguez@csudh.edu>.

National Multicultural Institute National Conference

June 3-6

The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 325-2248.

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

CORRECTION

In the February 26, 1999 issue, the NAWE article, Lyn Gangone is the Executive Director of the National Association for Women in Education. The former president interviewed was Barbara Baxter Pillinger. The National Institute for Leadership Development is not NAWE-related. We regret any confusion.

Book Review

By Eduardo Mendieta

***Strangers Among Us: How Latino Immigration Is Transforming America*, by Roberto Suro.** 349 pages, plus index. New York: Alfred A. Knopf (www.randomhouse.com), 1998. ISBN# 0-679-42092-4. HC $26.95.

Roberto Suro's book is journalism at its best–a gripping narrative that marries the daily drama of a people in the making with an analysis of trends that are slowly but ineluctably transforming the fabric of U.S society. In many ways, *Strangers Among Us* is a series of portraits painted with the skill of a realist but the perspective of an impressionist. Suro's book challenges us to look beyond the immediacy of the quotidian.

ROBERTO SURO
HOW LATINO
IMMIGRATION
TRANSFORMIN

This book is about how Latinos are challenging and changing the face of American cities, the terms of political discourse, and the very conditions of citizenship and membership in the nation.

Suro, who has been writing on Latino issues for the last twenty years, provides us with firsthand impressions of the different waves of Latino immigration. In the first three sections, Suro personalizes the history of these migrations north. American Mayans, Mexican women, illiterate peasants from Mexico are remade into members of a global economy. We also get some excellent urban portraits of the barrios that have emerged in Los Angeles, Houston, New York, and Miami. In each case, Suro tells the story of their emergence as he provides a narrative about the changing urban structure that was to support or not support the developing communities. In each urban portrait, Suro tells us about people and communities, and the ways in which these communities and barrios encountered political and economic conditions not of their choosing and, in many cases, beyond their power to influence. The fourth part of the book is devoted to Suro's prognosis and diagnosis.

First, and most importantly, Suro's journalism aims at disabusing us of the idea that we should blame the immigrants for the ills that have befallen them and "us." On the contrary–and here is where Suro's prognosis lies–immigrants and Americans have been betrayed, if not abused, by the lack of a coherent, forward-looking, effective, reasonable, and "legal" immigration policy. Since the mid-'60s, the United States has de facto lacked a discernible immigration policy, and whatever steps have been taken to stem the growing tide of illegal immigration have instead exacerbated it and made it more unmanageable. Preying on the atavistic fears and easily excitable anxiety of Americans in recession, both Democrats and Republicans have foisted upon legal and illegal immigrants the bill for a globalized and destabilized economy.

Worst of all, Suro notes, in the haste to score electoral votes with a resentful American public, recent bi-partisan legislation has led to precedents whose logic threatens the very structure of American democracy. Suro reveals how recent welfare reforms established precedent for a differentiated citizenship: natives and naturalized. Indeed, citizens who have been naturalized must think of their citizenship as either suspended or abridged as regards the extent to which the nation-state provides a safety net to its citizens.

Under the "deeming" clauses of the recent welfare reform, naturalized citizens must think of their family relationships as potential liabilities.

Suro also discusses bilingualism. But instead of waxing and waning rhetorically, he opts for a pragmatic approach. For him, it is not a question of language rights. Less is it a question of the right to one's language as a proxy for the right to one's culture. For Suro, bilingualism should only be a bridge to the life of the nation.

The book concludes with a call to Latinos: "Until Latinos themselves reject illegal immigration, they can never conclude the essential transaction that will win them acceptance on the basis of their contributions to American society" (317).

This is a rich, sophisticated, moving, and engaging book that raises serious questions about Latinos and the future of America in the coming century. These questions demand our urgent attention. Books like this should be read and highly recommended. In fact, Suro's book should become a standard text in a variety of courses and seminars, and not all of them dealing with Latinos.

Still, I have serious problems with Suro's appeal to Latinos to decide who they want to become by rejecting illegal immigration. I do not have to stand far off from Suro's own ground to find his conclusion not only weak, and even misguided, but simply incoherent. Suro writes: "...the most advanced postindustrial economy in the world has become dependent on a preindustrial servant class" (321), which has been provided by "poor immigrants [who] are allowed into the country but not into the nation" (298). Having informed us of the intricate web of forces that has shaped Latino lives, Suro concludes that Latinos now are supposed to solve, by the sheer force of their will and rejection of their closest of kin, one of the great challenges of the coming millennium–how to keep the poor and destitute from storming the fortified walls of affluence.

Eduardo Mendieta is Assistant Professor of Philosophy and Associate Director of the Center for Latino Studies in the Americas (CELASA) at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Indiana University

Bloomington Campus

Founded in 1820, Indiana University has a rich and distinguished history of providing educational opportunities for people from all walks of life. Following a comprehensive review by a national panel, the Bloomington Campus is in the process of restructuring its programs and services designed to recruit, retain and graduate Latinos, African Americans, Native Americans and other underrepresented students.

The leadership team under the new structure comprises a Vice Chancellor for Academic Support and Diversity and three Associate Vice Chancellors: Associate Vice Chancellor for Strategic Faculty Hiring and Support, Associate Vice Chancellor for Multicultural Affairs and Associate Vice Chancellor for Academic Support. Also reporting to the Vice Chancellor for Academic Support and Diversity are the Directors of the Honors Division and the Minority Achievers Program/Mathematics and Science Scholarships. This new leadership team will also share responsibility for student advocacy. Candidates are sought for the following positions.

Associate Vice Chancellor for Academic Support

The person selected will lead a team of professionals responsible for a wide array of academic support services primarily for undergraduate students. Reporting to the AVCAS are the directors of the Mentoring and Tutoring Services, GROUPS (Groups Student Support Services Program), Student Research Opportunities Program, and 21st Century Scholars. Effective January 2000, the Associate Vice Chancellor for Academic Support may assume leadership for the McNair Program and the Academic Support Centers housed in the residence halls.

Candidates for the AVCAS must have an understanding of the academic enterprise and the ability to work effectively with students, faculty and staff at a comprehensive research university. Preference will be given to candidates with demonstrated success in designing, implementing and directing programs that retain and graduate minority and first generation college students. In addition to possessing a working knowledge of equal opportunity policies and programs, candidates must have a minimum of a masters degree (terminal degree preferred), a minimum of five years of experience in a university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills.

Associate Vice Chancellor for Multicultural Affairs

The University seeks a collaborative leader who is committed to creating and maintaining a climate that respects and celebrates diversity in the broadest sense of the concept. Advocacy for students of color is a major aspect of the responsibility entrusted to the Associate Vice Chancellor for Multicultural Affairs. The AVCMA provides supervisory leadership for the Neal-Marshall Education Center, Asian-Culture Center, Latino Cultural Center/La Casa, African American Arts Institute, Community and School Partnerships and Summer Research Fellows. In addition, s/he works collaboratively with the offices of Affirmative Action, Campus Life, Women's Affairs, and Gay Lesbian Bisexual and Transgender Student Support Services to develop and implement programs and services that serve the interests and needs of the entire university community. The AVCMA is also expected to work closely with a host of student organizations and student led campus climate initiatives.

Preference will be given to candidates whose leadership is undergirded by a deep respect for diversity. In addition to possessing a masters degree (terminal degree preferred), candidates should have a minimum of five years of experience as a administrator in a comprehensive university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills.

To apply for either position, send resume and a letter addressing how your interests and experiences relate to those sought in the two associate vice chancellors. Also include the name, address and telephone number of three professional references (do not send letters of reference). Application review begins immediately and continues until the positions are filled. Indiana University is an equal opportunity employer. Consideration will be given to all candidates irrespective of ethnicity or race, religion, physical handicap, gender or sexual orientation. The university offers a competitive salary and fringe benefit program. Both positions are full-time administrative appointments. Send all information to:

Human Resources
Poplars 121
Indiana University
Bloomington, Indiana 47405

For more information see **http://www.indiana.edu/~blcampus** and click on 20/20.

State University of New York
College at Oneonta
Speech Communication and Theater

The College at Oneonta invites applications for one tenure-track Assistant Professor position and a one-year Lecturer position in the Speech Communication and Theater Department in Mass Communications beginning with the Fall 1999 semester. SUNY Oneonta, a four year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access Program (UnCAS) for its students. The College, with 5500 students and 225 full-time faculty, is located in the scenic Catskills, three and one half hours from New York City. See the Oneonta home page for additional information (**http://www.oneonta.edu**)

ASSISTANT PROFESSOR

Responsibilities: Teach courses in Introduction to Mass Communication, Writing for R-TV-F, Broadcast Announcing, Audio Production, and Broadcast Journalism. Qualifications: Ph.D. and evidence of strong commitment to teaching required. Quality scholarship, professional experience and ability to teach in one of the following areas: Public Relations, Advertising or Media Law highly desirable.

LECTURER

Responsibilities: Teach Introduction to Mass Communication, Video Production, Media Law, Media and Culture. Qualifications: ABD and evidence of strong commitment to teaching required. Ph.D. preferred. Quality scholarship, professional experience and ability to teach in one of the following areas: Public Relations, Advertising or Media Research highly desirable.

TO APPLY:

Send letter of application and curriculum vitae to:

Dr. Ali Zohoori
Chair, Department of Speech Communication and Theater
Box H, SUNY Oneonta
Oneonta, NY 13820-4015

SUNY Oneonta is an EEO/AA employer.
Women and minorities are encouraged to apply.

Provost of Temple University

Temple University seeks nominations and applications for the position of Provost of the University. Temple University is a comprehensive public research university (Carnegie Research 1), one of the three Commonwealth research universities in Pennsylvania (Penn State and University of Pittsburgh are the others). In that role, Temple has a special status within the Commonwealth System of Higher Education. Temple has a student enrollment of over 28,000 full- and part-time students from a wide demographic range. Temple offers undergraduate degrees in 118 fields, Master's degrees in 127 fields and doctorates in 59, and has the largest professional school enrollment of any public university in the nation. Temple is moving vigorously in the direction of distance learning and the use of new technologies for teaching and research.

Responsibilities: The Provost reports directly to the President of the University. Together they are responsible for shaping and implementing the University's educational philosophy. As the academic leader, the Provost has primary responsibility, with the faculty and deans, for curricula and academic standards throughout the University and the management of academic programs. The Provost responds to the needs of a diverse population at many academic levels from post-graduate, graduate, professional, undergraduate, continuing education, degree and non-degree programs. The Provost must lead and effectuate change while respecting all constituencies in the process.

The Provost will be expected to promote the academic programs of the University within the context of the change, risks and opportunities inherent in the current higher educational environment, while raising and expanding the University's regional, national and international standing.

Qualifications: The successful candidate should possess a Doctor of Philosophy degree or appropriate other terminal degree and significant experience of success in higher education administration, usually as a Dean, Provost, Assistant Provost, or Vice President of Academic Affairs. Professional recognition as a scholar among peers is essential. This individual should exhibit strong leadership, be an articulate and effective spokesperson for academic excellence, possess the ability to assure deans and faculty that their views are fully represented, and provide creative and original leadership for academic issues.

Salary: competitive

Starting Date: July 1, 1999, or as soon as possible thereafter

Application and Nomination Procedure: Screening of applications will begin immediately. Applications will be accepted until the position is filled. Each candidate must submit a letter of application, a curriculum vitae, and the names, addresses, and telephone numbers of five current professional references. Women and minorities are encouraged to apply.

Address Letters of Nomination and Applications to:

Dr. Richard M. Englert, Chair, Provost Search Committee
403 Conwell Hall, Temple University
Philadelphia, PA 19122

Temple University is an Equal Opportunity Affirmative Action Employer

University at Buffalo
State University of New York

CHAIR

Department of Biochemistry
School of Medicine and Biomedical Sciences
School of Dental Medicine

State University of New York at Buffalo

The School of Medicine and Biomedical Sciences is seeking applications and nominations for the post of Chair, Department of Biochemistry. The Department fulfills research, teaching and administrative functions within the Schools of Medicine and Biomedical Sciences and Dental Medicine and is involved in interdisciplinary research within University centers.

The successful applicant will have the administrative experience and personal skills necessary to direct this important academic unit, and will have an internationally recognized record of achievement in research. He/she will have a commitment to professional, graduate and undergraduate teaching. Salary, laboratory space and all other resources are negotiable. Candidates will have the PhD, MD or equivalent, and should be eligible for tenure at the level of Professor.

Applications and nominations should include a current curriculum vitae and the names and addresses of at least three referees. They should be sent to:

Dr. John Hay
Biochemistry Chair Search Committee
138 Farber Hall
SUNY at Buffalo School of Medicine
3435 Main Street
Buffalo NY 14214

Applications will be reviewed until the position is filled.

State University of New York is an equal opportunity/ affirmative action employer

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PENNSTATE
University Park
1855

ASSISTANT DEAN OF THE UNIVERSITY OFFICE OF INTERNATIONAL PROGRAMS AND DIRECTOR OF INTERNATIONAL EDUCATION PROGRAMS AND STUDIES

Primary responsibility will be to assist with the University's overall internationalization initiatives, to coordinate the unit's strategic planning efforts, to help manage the overall fiscal operation of the University Office of International Programs, to represent the Dean during periods of absence, and to fulfill other duties as assigned by the Dean. Also responsible for the development, implementation, and administration of credit-bearing programs abroad for both undergraduate and graduate students. As Director of International Education Programs (IEPS), this individual works with academic units in developing programs to meet student needs and oversees management of over 100 existing programs, both specifically designed group programs as well as reciprocal exchange programs. These responsibilities include fiscal management, personnel management, academic oversight, administrative and logistical support, both domestically and abroad, student welfare, and the like.

It is essential for candidates to possess an earned doctorate in a relevant academic field, teaching experience and scholarship sufficient to merit and hold a joint appointment in an academic unit relative to their discipline, experience with foreign institutions and cultures, excellent communication skills, and at least five (5) years relevant administrative experience at an institution of higher education, preferably a research university.

Salary will be competitive; position is available July 1, 1999. The committee will start considering applications after April 1, 1999 and will continue until the position is filled.

A letter of application, full curriculum vita, and arrangement for names of 4 work-related references should be sent to: **Joseph T. Mattivi, Human Resources Coordinator, Pos #: H-4491, 1-A Old Main, Box IPAD, University Park, PA 16802.** Please do not contact the unit directly. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

The Union Institute

Director of Education

Office for Social Responsibility

The Union Institute, a national university dedicated principally to baccalaureate and doctoral degree programs for adults is seeking a Director of Education for an applied research unit, the Office for Social Responsibility, Washington, DC. The Director, working in collaboration with the university's national faculty, student body and with OSR staff, will help conceive, design, and develop initiatives that connect degree programs to projects in the Office of Social Responsibility, including its Center for Women and Center for Public Policy. Qualifications include a Ph.D. in a relevant discipline, strong organizing and project development skills, along with adult education and publication experience are essential. The Director must be an excellent communicator and possess superb interpersonal skills. A history of involvement in social change work is preferred. Candidates should send letter of interest, resume and salary history no later than April 16, 1999 to:

Director of Education Search
The Union Institute
1710 Rhode Island Ave. NW, #1100
Washington, DC 20036

DEAN

Faculty of Social and Behavioral Sciences
The Richard Stockton College of New Jersey

Stockton College is an innovative, residential, liberal arts and sciences college, with a student body of 6000 and a recognized record of academic excellence. One of only six public institutions classified by the Carnegie Foundation as a Liberal Arts I institution, the College is located on a 1600-acre wooded campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. The Division of Social and Behavioral Sciences consists of 44 full-time faculty strongly committed to teaching, scholarly research, and community service. The Division includes majors in Criminal Justice, Economics, Political Science, Psychology, Sociology/Anthropology, and Social Work as well as an interdisciplinary supporting study in Gerontology.

The Dean manages the Division, exercises curricular leadership, develops and administers the budget, oversees and monitors faculty development, manages faculty recruitment, and participates in overall academic planning. The Dean reports to the Vice President for Academic Affairs. The position is managerial and does not carry academic rank. The position is available July 1, 1999.

Qualifications

- A Ph.D. or equivalent in one of the disciplines within the Division
- An academic record that would merit appointment at the rank of Full Professor
- Five years of academic administrative or equivalent experience
- A strong commitment to excellence in teaching
- An understanding of the role of scholarship and service in undergraduate liberal arts education
- An appreciation of the resources, including technology, necessary to support the social and behavioral sciences

Salary is competitive and based on qualifications and experience. Screening will begin March 31, 1999. Applications must include a letter of interest and a curriculum vitae. Applicants should submit the names and telephone numbers of three (3) references to the address below.

Nominations, applications and letters of reference should be sent to **Dr. David L. Carr, Vice President for Academic Affairs, Social and Behavioral Sciences Dean Search, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240-0195.**

The Richard Stockton College of New Jersey is an AA/EOE.
Women and minorities are encouraged to apply.

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs to approximately 8500 students.

DIRECTOR OF REGISTRATION SERVICES

Responsibilities: The Director is responsible for all aspects of registration. This includes classroom and course scheduling, maintenance of student records, audit of graduation reports, and the administration of academic policies. The Director maintains the University catalog and certifies all students for graduation. S/he is responsible for the routine functioning of the office, manages a staff of eight full-time employees and maintains appropriate computing systems to support University needs for supplying data to IPEDS and HEDS and for conducting various institutional research projects. The candidate will possess the ability to administer college regulations while working effectively with a diverse student, faculty and staff population.

Qualifications: Requires a Master's degree with at least 5 years experience as Registrar or Associate Registrar. Supervisory experience required. It is essential this individual will have the ability to prioritize and coordinate projects in a timely manner. Experience in utilizing computerized mainframe and PC networked software is essential.

Salary: $52,966-$79,488 *Application Deadline: April 13, 1999*

DIRECTOR OF THE LEARNING COMMUNITIES PROGRAM

Responsibilities: The successful applicant will administer all facets of The Learning Communities (TLC) Program, a support services program for low-income, first generation college students and students with disabilities. This is a full-time, twelve-month position funded by the U.S. Department of Education's TRIO Grant program.

Qualifications: Requires a Master's Degree in Counseling, Education, Administration or a related field. Must possess professional qualifications, demonstrated administrative abilities, and a commitment to the goals of the program to increase the retention and graduation rates of low-income, first generation college students and students with disabilities. Experience in administering projects, managing budgets, proposal writing, supervision of personnel, and public relations skills. Must have demonstrated ability to communicate effectively with a diverse student population and university personnel. Previous experience with TRIO programs, educational and/or social service fields are desirable.

Salary: *$45,752-$48,040* *Application Deadline: April 13, 1999*

Please send a letter of interest, resume, and the names, addresses and telephone numbers of three professional references to:

NEW JERSEY
CITY
UNIVERSITY

John Melendez, Assistant Vice President for Student Affairs
New Jersey City University
2039 Kennedy Blvd., Hepburn Hall, Room 303, Jersey City, NJ 07305

New Jersey City University is an equal opportunity, affirmative action employer who encourages diversity among its employees.

UtahState
UNIVERSITY

FACULTY POSITION IN CROSS-CULTURAL PSYCHOLOGY

The Department of Psychology at Utah State University invites applications to fill a tenure-track assistant professorship in cross-cultural psychology, with emphasis in Hispanic Psychology. Position begins August 1999. See **www.usu.edu/~persinfo/pso.html** (2-113) for full description. Application materials and requests for a full-position announcement should be sent to: **J. Grayson Osborne, Ph.D., Chair; Cross-Cultural Psychology Search Committee; Department of Psychology; Utah State University; 2810 Old Main Hill; Logan, Utah 84322-2810.** Application must include letter of application, detailed vita, graduate transcripts, and three letters of recommendation. Reprints/preprints are also desirable. Review of applications will begin immediately and continue until the position is filled.

AA/EOE

INSTRUCTOR OF COMPUTER REPAIR AND SERVICE TECHNOLOGY

SAN JUAN COLLEGE is currently accepting applications for Instructor of Computer Repair and Service Technology. Position will teach area and vocational students from surrounding high schools. Instruction will be in the areas of basic electronic and computer knowledge skills and computer repair skills. The program will be designed for junior/senior high school students to obtain the necessary knowledge and skills to pass the A+ exam. **QUALIFICATIONS:** Bachelors degree in Computer, Mechanical Engineering, Electronics or a related field and 4 years of related work experience either instructional or industrial in nature required. Master's degree preferred. Must have experience in the areas of computer repair and be A+ certified or willing and able to be certified prior to teaching. **SALARY:** Commensurate with educational background and teaching experience according to placement on the San Juan College salary scale. Interested applicants must submit a SJC application for employment, letter of application, and current resume. **CONTACT: San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215, Fax# (505) 599-0521. Closing Date: April 9, 1999.** AA/EEO

ASSISTANT DIRECTOR OF ADMISSIONS

Bloomsburg University of Pennsylvania

Minimum Qualifications: Bachelors Degree required. Masters Degree preferred. Demonstrated experience and familiarity with admissions and recruitment strategies in a collegiate setting, especially working with diverse populations. Ability to plan and implement recruitment programs and a travel schedule targeting minority students. Experience in establishing connections with multi-cultural, civic, and community organizations. Bilingual (English-Spanish Latino) language skills strongly preferred. Candidate must have demonstrated ability to conduct presentations to groups of various sizes in a public setting. Experience in working with student employees in a professional office setting is desirable. Organization and communication skills are necessary. Demonstrated ability to work with diverse populations preferred. Finalist(s) for this position must communicate well and successfully complete an interview. Favorable recommendation by the Committee following the interview.

Twelve month position available June 1, 1999. Competitive salary with excellent benefit package.

www.bloomu.edu.

A complete application will consist of: letter of application, resume, names, addresses and telephone numbers of three references. Application deadline April 2, 1999. Direct information to:

Jill Whitenight
Bloomsburg University
Office of Admissions
400 East Second Street
Bloomsburg, PA 17815-1301

AA/EEO

CSU Cleveland State University

Assistant/Associate Professor of Special Education

DUTIES: Teach graduate and undergraduate courses in special education, advise students, and supervise related clinical and field experiences. Conduct research and pursue publication and external funding. Contribute to the College's doctoral program in urban education. Provide service to professional associates, the University, and local community. **TERMS:** Nine-month, tenure-track position. **REQUIREMENTS:** Earned doctorate in special education or related field, with emphasis in serious emotional or behavioral disorders. Consideration also given to qualified candidates for the doctoral degree. Minimum of three years successful teaching experience in grades K-12 or its equivalent, including work with students with serious emotional and/or behavioral disorders. **PREFERRED QUALIFICATIONS:** Course work and experience in the field of severe disabilities. Experience with inclusion, interdisciplinary planning, and/or inter-agency service coordination. Demonstrated commitment to working with students in multi-cultural, urban educational settings and to the use of technology and distance learning in instructional delivery. Evidence of scholarly activity/potential. Prior university teaching experience. **SALARY AND BENEFITS:** Rank and salary commensurate with qualifications and experience. Competitive benefits package with possible summer employment, if desired. **APPLICATION PROCEDURES AND DEADLINE:** Position open until filled. To apply, please send a letter of interest, curriculum vitae, three letters of reference, and copies of all graduate transcripts to Special Education Search, Department of Specialized Instructional Programs, Rhodes Tower 1319, Cleveland State University, Euclid Avenue at East 24th Street, Cleveland, OH 44115-2440. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

INSPECTOR GENERAL

NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

The National Science Board seeks qualified applicants for NSF's Inspector General position. NSF supports science and engineering through programs that invest over $3.3 billion per year in almost 20,000 research and education projects in science and engineering. This is a Senior Executive Service (SES) position with a salary in the ES-1 ($110,351) to ES-6 ($125,900) range. Appointment will be on a career basis.

Qualification requirements include: demonstrated leadership ability, a degree in accounting, public administration, law, science policy, or a field of science or engineering related to the NSF mission; knowledge of Federal policy and objectives of the Inspector General Act and knowledge of Federal practices, procedures and organization for auditing, evaluation and oversight.

Announcement (EP 99-5), which includes position requirements and application procedures, is located on the NSF Home Page at

www.nsf.gov/home/chart/work.htm#hrm

Applicants may also obtain a copy of the announcement by contacting NSF's Executive Personnel and Development Branch at **703-306-0755** (hearing impaired individuals may call **TDD-306-0189**). Deadline for receipt of applications is **April 7, 1999**.

NSF is an Equal Opportunity Employer committed to employing a Highly qualified staff that reflects the diversity of our Nation.

Luzerne County Community College

F/T INSTRUCTIONAL TECHNOLOGY SUPPORT SPECIALISTS

Luzerne County Community College invites applications for the two position openings for Instructional Technology Support Specialists. The successful candidates for the full time twelve month faculty positions will be responsible as team members to provide technical support and assistance to all end-users of instructional computing services and resources, to assist in the setup, installation, management and maintenance of all instructional computer labs, smart classrooms, library automation, Internet and distance learning resources and facilities both on campus and at designated off-campus sites managed by the College and must be willing to work evenings and weekends as required. Minimum qualifications include a Bachelors Degree in Computer Science, Information Systems, Education, Business Education or related field, two years of appropriate work experience in computer programming, computer software and hardware support, experience in higher education, library automation and/or instructional computer lab support highly desirable, familiarity with local area networks, network and computer system security, distance learning modalities, and Internet resources for instruction highly desirable. Computer hardware and software set-up, troubleshooting and diagnostic skills required, the ability to support various instructional computing needs of students, faculty, staff and library patrons required, good communication skills and the ability to work effectively with all constituents in a higher education environment required. Annual starting salary is $32,689. Applicants should send a letter of application and three letters of recommendation to the **Associate Dean/Human Resources, Luzerne County Community College 1333 S. Prospect St., Nanticoke, PA 18634-3899**, postmarked no later than April 9, 1999. No phone inquiries please.

Equal Opportunity Employer

University of Michigan

Director of Public Safety and Security

The University of Michigan is seeking a Director of Public Safety and Security. The Director of Public Safety and Security is responsible for assuming a leadership role in the development of policies and procedures for crime and loss prevention, law enforcement, and safety and security services at the University of Michigan. The selected candidate will plan and direct the administrative, operational, and financial responsibilities of the Department of Public Safety, and provide oversight management of the Hospital Security and Housing Security divisions; provide advice and guidance to the University community regarding law enforcement, and safety and security issues; maintain good relations with members of the University of Michigan community through active involvement with constituencies; and foster close working relationships with area law enforcement agencies.

The Department of Public Safety is a full-service police agency that provides police coverage for the entire Ann Arbor campus. The University community on the Ann Arbor Campus includes 37,000 students, with nearly 11,000 living on campus, and 30,000 faculty and staff members. The campus covers 3,114 acres, and contains 214 major buildings.

Necessary qualifications include a Bachelor's degree in Criminal Justice or a related field, or an equivalent combination of education and experience; at least eight years of progressively responsible experience in law enforcement, public safety and security, or industrial safety; considerable knowledge of state and federal law; demonstrated leadership, creative problem-solving, and management skills; a demonstrated ability to work effectively in a complex, decentralized organization; excellent written and oral communication skills; the proven ability to initiate and maintain productive and collaborative relationships with internal and external constituencies; and eligibility for certification by the Michigan Commission on Law Enforcement Standards (MCOLES). In addition, candidates will be expected to have a demonstrated commitment to sustaining and advancing organizational diversity. A Master's degree in Criminal Justice, Public Administration, Police Administration or a related field, and experience in higher education law enforcement is desirable.

Applications will be accepted until the position is filled. Consideration of candidate credentials is underway.

Chair of Director of Public Safety and Security Search Committee,
Associate Vice President for Facilities and Operations, 3040 Fleming Administration Building,
Ann Arbor, MI 48109-1340.

The University of Michigan is an affirmative action, equal opportunity employer. For more information about the University of Michigan and the Department of Public Safety, please visit the following web sites: The University of Michigan **http://www.umich.edu/**, The Department of Public Safety **http://www.umich.edu/~safety**, and HRAA **http://www.umich.edu/~hraa/**

The University of Michigan

Illinois State University
Normal/Bloomington

ASSOCIATE VICE PRESIDENT UNDERGRADUATE STUDIES

The Associate Vice President, Undergraduate Studies is the principal leader, advocate, and administrator for all University-wide programs, policies, and services related to undergraduate education.

PRINCIPAL RESPONSIBILITIES OF THE POSITION INCLUDE:

- management of undergraduate enrollment
- development, implementation, and enforcement of undergraduate admission criteria, academic policies, academic probation and reinstatement, and graduation requirements
- management of the general education program, the university-wide curriculum process, and the provision of all academic support services
- facilitate development of new undergraduate programs
- management of Undergraduate Studies Council staff

The Associate Vice President, Undergraduate Studies serves on the Provost's Advisory Council and various other committees, reviews undergraduate academic programs, and manages university-wide undergraduate instructional policies and practices. This Associate Vice President reports to the Provost and Vice President for Academic Affairs.

Units reporting to the Associate Vice President, Undergraduate Studies include: Admissions, Registrar, Financial Aid, University College, General Education, Reinstatement/Probation, Scheduling, and Honors. The Associate Vice President of Undergraduate Studies is responsible for a professional and support staff of about 150 individuals and a budget of over $7 million.

QUALIFICATIONS INCLUDE: Appropriate terminal degree, academic achievement which merits appointment with tenure at senior faculty rank, and at least five years of demonstrated success in higher education administration at the level of department chairperson or higher. In addition, candidates should:

- have a demonstrated record of effective leadership in development of new undergraduate academic programs, policies, and initiatives
- demonstrate ability to work effectively and collaboratively with faculty, students, and staff
- have strong interpersonal and communication skills
- a commitment to the mission of public higher education
- a demonstrated commitment to diversity

Illinois State University is a comprehensive institution committed to providing undergraduate and graduate programs, of the highest quality in the state of Illinois. The central mission of the University is to expand the horizons of knowledge and culture among students, colleagues, and the general citizenry through teaching and research. The University has a teaching faculty of approximately 950 and approximately 21,000 students enrolled in 100 degree programs in the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Mennonite College of Nursing, and Fine Arts. The first public university in Illinois, Illinois State is located in Bloomington-Normal, a diverse professional community of 100,000 people. The University web-site address is ***http://www.ilstu.edu***

APPLICATION PROCEDURE: To assure full consideration, send letter of application; curriculum vitae; statement of administrative philosophy; and the names, addresses, e-mail addresses, telephone and fax numbers of at least three references by April 12, 1999. The starting date for the position is negotiable with July 1, 1999, preferred. The position will remain open until filled. All correspondence should be directed to:

Illinois State University
Office of the Provost
Associate Vice President for Undergraduate Studies Search
Campus Box 4000
Normal, IL 61790-4000

Telephone: (309) 438-2430
Fax: (309) 438-5602

gbennett@ilstu.edu

Illinois State is an Equal Opportunity/Affirmative Action University Encouraging Diversity

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REFERENCE LIBRARIAN

University of Connecticut Stamford Regional Campus Library
(Search #99A312)

Working in a team environment, the incumbent participates in the public services programs of the Jeremy Richard Library in Stamford, including reference and instructional service, computer-based services, and collection development. This position also serves as the Stamford Campus Library's liaison to undergraduate academic programs in history and political science and fills in at the Circulation Desk as needed. Evening and weekend hours are required.

MINIMUM QUALIFICATIONS INCLUDE: ALA-accredited MLS; knowledge of computer applications in libraries; and excellent written and verbal communications skills.

DESIRABLE QUALIFICATIONS INCLUDE: reference experience in an academic or research library; effective teaching and instructional skills; and expertise in client/server Internet applications.

SALARY RANGE: University Librarian rank and salary commensurate with experience, to a maximum hiring salary of $48,000.

APPLICATION PROCEDURES: Submit a letter of application, resume, and the names, addresses, and telephone numbers of three professional references to

Brinley Franklin, Director of Library Services,
University of Connecticut Libraries, Box U-5A,
369 Fairfield Road, Storrs, CT 06269-1005

Screening will begin immediately and continue until the position is filled.

For further information about the UConn Libraries or to see a complete job description for this position, see our homepage at **http://www.lib.uconn.edu**

At the University of Connecticut, our commitment to excellence is complemented by our commitment to building a culturally diverse staff. We actively encourage minorities and people with disabilities to apply.

MILLERSVILLE UNIVERSITY

Service Coordinator for Students with Learning Disabilities

Serve as primary contact and referral source for students needing assistance with learning disabilities; coordinate with other departments and outside agencies to provide services for students with learning disabilities; assess student needs and develop individual education plans; refer for testing; arrange for tutoring, class accommodations and/or auxiliary aids; orient new students to learning disabilities programs and services; educate faculty, staff and community groups about student learning disabilities; establish and maintain student records. Reports to the Associate Provost for Academic Programs & Services.

REQUIRED: Master's degree in special education, psychology, counseling, or related field with training or experience in the interpretation of psychological tests and their application to learning disability accommodations; 2 yrs professional experience providing learning disability services to adolescents and young adults. Skills and knowledge in learning disabilities theory, section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act; disability laws as applied to higher education and students with learning disabilities; experience in developing accommodations for learning disabilities; demonstrated commitment to learning disability services; demonstrated ability to communicate effectively within a collegiate setting with faculty, students, and staff; ability to assume responsibility and work independently; must complete successful interview.

Send letter of application, resume, copies of all transcripts, and names, addresses and phone numbers of three work references to Marie Zufelt, Academic Programs and Services/H00326: **MILLERSVILLE UNIVERSITY, PO Box 1002, Millersville, PA 17551-0302. Full consideration will be given to applications received by April 23, 1999.** An EO/AA Institution

SR. DEVELOPMENT WRITER

In this vital role, you will help secure funds for Lesley's programs, with an initial emphasis on the Art Institute of Boston at Lesley College. The ideal candidate will have 3-5 years experience in corporate and foundation grantwriting. Excellent writing, research, and interpersonal skills required. Bachelor's degree required, advanced degree preferred. Familiarity with arts-related funding sources helpful.

Send a letter of interest, resume, and two recent writing samples to: Human Resources, Re: Sr. Development Writer, Lesley College, 29 Everett Street, Cambridge, MA 02138; fax to 617-349-8126; or email to HR@lesley.edu. Visit our web site — http://www.lesley.edu

Lesley College prioritizes the achievement of a gender/ racial/ethnic/linguistic balance among students, faculty and staff. Persons of color are strongly encouraged to apply. Lesley College is an AA/EEO Employer.

LESLEY

Staff Therapist
Counseling Center
Syracuse University

The Syracuse University Counseling Center is seeking applicants for three full-time, nine-month staff therapist positions. Primary duties include providing individual psychotherapy, crisis intervention, consultation and referral services to Syracuse University undergraduate and graduate students. Minimum qualifications and experience include a master's degree in a mental health field and three years clinical experience (preferably with a young adult population) and/or equivalent combination of education and experience. Licensed or license eligible applicants are preferred.

Position begins August 15, 1999. Deadline for applications is April 15, 1999. Send statement of interest, vita and the names and phone numbers of three references to the **Office of Human Resources, Skytop Offices, Syracuse, New York, 13244.** EOE

THE UNIVERSITY OF
MAINE

Executive Director of Campus Living

The University of Maine is seeking an experienced, creative, and innovative professional with excellent communication and management skills to serve as its Executive Director of Campus Living.

Reporting to the Vice President for Student Affairs, the Executive Director of Campus Living is responsible for the planning and management of student-centered services associated with all campus dining and residential living at the University of Maine. Working collaboratively with colleagues in Student Affairs and Academic Affairs, the executive director is expected to develop a campus living environment that is supportive of the goal of the University of Maine to develop further as a collegial community of learners. The executive director serves as a member of the Student Affairs Leadership Team and works to assure that quality services are available to residential students, commuter students, faculty, and staff.

Candidates should have a Master's Degree or the equivalent in a discipline related to the administration of residential programs and dining services and extensive experience in the management of the delivery of such services in higher education. In addition, the executive director should demonstrate strong skills and abilities to:

- provide collaborative leadership with an emphasis on continuous quality improvement
- effectively communicate with the entire University community
- foster values of diversity and tolerance
- establish and implement long range planning processes to assure Campus Living facilities and programs continue to meet the needs of a changing student population
- maintain a program of facility maintenance, renovation and upgrade that assures quality residence and dining facilities
- establish and maintain financial policies that assure the fiscal viability of ~~all~~ Campus Living operations
- apply technology that is innovative and cost effective in the management and delivery of campus living programs
- develop and implement new and creative housing and dining options that contribute to the mission of the University of Maine
- foster the development of residential education programs that contribute to the academic and social success of students

Salary is negotiable and dependent upon experience and qualifications. Review of applications will begin on March 15, 1999, and will continue until the position is filled. Applicants should submit a letter of application, curriculum vitae, and the names, addresses, e-mail addresses, and telephone numbers of five references to:

Campus Living Search Committee
Student Affairs
5703 Alumni Hall
University of Maine
Orono, Maine 04469-5703

Located in Orono, the University of Maine is the state's land grant and sea grant institution and the flagship of the seven-member University of Maine System. Enrollment is growing, standing currently at approximately 9,500 students, of which 2,000 are graduate students. The university is located eight miles north of Bangor. Set along Maine's Stillwater River, the campus is within an hour's drive of mountains, the ocean, and Acadia National Park.

The University of Maine is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are encouraged to apply.

INSTRUCTOR OF POLITICAL SCIENCE

SAN JUAN COLLEGE is currently accepting applications for Instructor of Political Science. The instructor will provide 15 credit hours of instruction per semester with a primary teaching load in Introductory Political Science, American Government, and International Political Issues. Based on qualification and interest, he/she will also have the opportunity to provide instruction in Sociology, American History, New Mexico History or American Indian History. **QUALIFICATION:** A Master of Arts Degree in Political Science or Government or related field, and three (3) years of teaching experience in secondary or post-secondary setting is required. **SALARY:** Salary is commensurate with educational background and teaching experience according to placement on salary scale. Interested applicants must submit a SJC application for employment, letter of application, and current resume, and a copy of all academic transcripts. **CONTACT: San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215. Fax #(505) 599-0521. Closing Date: April 2, 1999** AA/EOE

INSTRUCTOR
Education/Social Science

Handle day and/or evening on/off-campus instruction at a school selected among the **Top 100 Colleges for Hispanic Students.**

Requires masters in education or bachelors with intention to complete masters, ability to motivate students of diverse learning styles/backgrounds, sensitivity to diversity; prefer community college teaching experience. Full time 172-day contract position. Salary based on qualifications, experience. Full benefits. AA/EOE. Report Fall 1999. For consideration, apply by March 31 to:

Darla Daniels
GCCC, 801 Campus Drive
Garden City, KS 67846, 316-276-9533
ddaniels@gccc.cc.ks.us

GARDEN CITY
COMMUNITY COLLEGE

De Anza College

Provost, Workforce, Technology & Economic Development

De Anza College is currently accepting applications for Provost, Workforce, Technology & Economic Development. Reporting directly to the President, the Provost provides vision, leadership and supervision of the college's Workforce and Economic Development Programs, including: Business and Industry Institute, Career/Occupational/Vocational programs, Occupational Training Institute, Community Education, and Center for Applied Competitive Technologies. Develops partnerships with business, industry, government, labor, education, and other community and statewide agencies and organizations. The Provost provides administrative oversight for the technology areas of Distance Education, Television Center and information technology support. Master's degree or the equivalent is required.

First Review of Applications: April 9, 1999

Application and complete job description may be obtained from

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Lost Altos Hills, California 94022
(650)949-6217
E-Mail: employment@fhda.edu
http://wwwfh.fhda.edu/district/hr/employment.html
TTY: (650)949-5813

A resume may not be substituted for a completed District application.

AA/EOE

Social Work Tenure Track Faculty

West Chester University

West Chester University of Pennsylvania's Department of Social Work invites applicants for two full-time tenure track faculty positions in the MSW Program available Fall 1999.

Requirements include: (a) Three years post MSW social work practice experience; (b) Eligibility for Pennsylvania licensure as a social worker; (c) Ph.D. or DSW at time of appointment; (d) graduate teaching experience in accredited social work department. Successful candidates will teach in one or more of the following areas: research, community practice, generalist and/or advanced practice, and other areas as needed. Experience teaching in a combined BSW/MSW Program is preferred. Other responsibilities include student advising, committee assignments, field liaisoning, scholarly activities, i.e., conference presentations, publications, research, and community service. Appointees will be expected to contribute to the further development of the MSW program and may be asked to serve as a sequence chair. Finalists must successfully complete an interview and/or teaching demonstration.

The appointment will be made at the Assistant Professor level. Minority applicants are especially encouraged to apply. Submit letter of interest, curriculum vitae, graduate transcripts, and three letters of recommendation to: Dr. Larry Ortiz, Search Chair, Dept. of Social Work, McCoy Center, West Chester University, West Chester, PA 19383. Review of applications will begin immediately and continue until the position is filled. AA/EOE. Women and minorities are encouraged to apply.

WICHITA STATE UNIVERSITY

DIRECTOR

SOUTHSIDE EDUCATIONAL CENTER

POSITION: Director of the Southside Education Center

An experienced director is sought to manage the Southside Education Center. The SSEC is a joint effort of Wichita State University, Cowley County Community College, and the Wichita Area Technical College. The Director will be responsible for all operations of the center and reports to the Associate Vice President for Academic Affairs, Wichita State University. This position presents a challenging and worthwhile opportunity for a person committed to serving a diverse population of non-traditional students.

QUALIFICATIONS:

REQUIRED:

Master's Degree
3 years personnel and budgetary management experience
Excellent oral and written communication skills
Ability to work collaboratively with students, faculty, staff, employers
Commitment to a service orientation
Commitment to diversity

PREFERRED:

Successful experience as an instructor in or administrator of educational programs
Successful experience in managing an educational center

CANDIDATE MUST SUBMIT:

A letter explaining how he or she meets the qualifications for the position
A resume
A list of five references. WSU will notify candidates before references are contacted

STARTING DATE: July 1, 1999 or as soon as the position is filled
SALARY: Commensurate with experience
RANK: Unclassified Professional, Wichita State University
DEADLINE FOR APPLICATIONS: April 20, 1999

SEND APPLICATIONS TO:

Dr. Peter T. Zoller
Academic Affairs
Wichita State University
Wichita, KS 67260-0013

Wichita State University is an Affirmative Action/Equal Opportunity Employer

www.wichita.edu/online

Illinois State University
Normal/Bloomington

Associate Director of Financial Aid
Program Management

Illinois State University invites nominations and applications for the position of Associate Director of Financial Aid-Program Management. The Associate Director is responsible for the daily internal operations of a financial aid office that includes 29 full-time staff members and 40-50 student employees. The office serves approximately 16,000 financial aid recipients and administers more than $100 million in financial aid resources annually.

Qualifications:
Master's Degree, preferably in student personnel, counseling, business administration, or higher education, a minimum of 4 years of experience in higher education financial aid administration at increasing levels of responsibility.

Appointment Terms:
Full-time twelve month administrative-professional appointment. Salary is competitive. The position is available July 1, 1999.

Application Process:
To assure full consideration, applicants must submit a letter of application and resume by April 2, 1999, to

Associate Director of Financial Aid Search
c/o Lyn Morris-Franklin
Illinois State University
Campus Box 2320
Normal, IL 61790-2320

BEST COPY AVAILABLE

Coordinator of Nurse Aide Certification

(Part-Time – 24 hours per week)

Educational Assistant – Non-Tenure Track Position

ANTICIPATED STARTING DATE: May 7, 1999

MINIMUM QUALIFICATIONS: Master's degree in Nursing or related field, with a Bachelor's in Nursing required. One year experience administering or teaching in a nurse aide or comparable allied health certification program is desirable. A minimum of two years' experience in nursing, with one-year in a geriatric setting and current Connecticut registered nurse licensure is required by state regulation.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

RESPONSIBILITIES: Under the supervision of the Director of Nursing and Allied Health Continuing Education, the Part-Time Coordinator is responsible for the administration of nurse aide certification courses and oversight of clinical sites for all allied health continuing education programs. This also includes development and oversight for nurse aide, home health aide and multi-skilled worker continuing education. His/her duties include assisting the Director in planning, implementation and evaluation of programs. Must be able to adapt to the changing needs of the population served by the college.

MINIMUM SALARY: $23.24 per hour

TO APPLY: Send letter of intent, resume, transcripts, copy of current Connecticut RN license, and 3 letters of reference to **Bonnie Schulze, Dir. of Nursing/Allied Health Continuing Ed.**

APPLICATION DEADLINE: April 6, 1999

AA/EOE/M/F
Protected group members are encouraged to apply.

Naugatuck Valley
COMMUNITY-TECHNICAL
College
750 Chase Parkway • Waterbury, CT 06708

University of Northern Colorado

College of Business Administration

Computer Information Systems - 1999

Assistant, Associate or Executive Professor of Computer Information Systems, #20055. Candidates for this tenure track position must have completed all requirements for a Ph.D. or D.B.A. in CIS, Quantitative Mgmt. or a related discipline with expected degree completion by the position start date. The Executive Professorship may be given to a candidate with a Ph.D. or D.B.A. in CIS, Quantitative Mgmt. or a Masters Degree and extensive high level business experience. Candidates must be committed to scholarly research, effective teaching, university and community service. Salary is commensurate with qualifications and experience.

Information and application contact: Applicants should include a resume, a cover letter which addresses their qualifications for the position (by position number), and the names, addresses and phone numbers of three references. This position will be filled as soon as an acceptable candidate is found. Address to **Tod A. Sedbrook, CIS Search Committee Chair, College of Business Administration, University of Northern Colorado, Greeley, CO 80639**. UNC is an AA/EOE. Qualified women, minorities, veterans, and disabled persons are encouraged to apply.

ASSISTANT DIRECTOR OF ADMISSIONS/ COORDINATOR OF MULTICULTURAL RECRUITMENT GR810

Due to significant growth in minority student enrollment at WPI, and in response to growing demands on the Office of Minority Affairs and Outreach Programs, the University is re-shaping its student of color recruitment efforts. WPI is adding a full-time position to advance our already strong initiatives and commitment in this area and seeks to hire an Assistant Director of Admissions/Coordinator of Multicultural Recruitment. This position will report to the Director of Admissions.

The appropriate candidate will develop, maintain, direct and implement marketing plans designed to attain the University's goals and objectives for multicultural diversity. Multicultural Recruitment responsibilities will include traveling to represent the University at targeted high schools, community colleges, college fairs, and other appropriate programs and sites, coordinating on and off-campus programs for prospective students of color; and cultivating and maintaining relationships with guidance counselors and community agencies. The position will collaborate with faculty, student organizations, alumni, and other college offices including Minority Affairs and Financial Aid Offices, to meet multicultural recruitment objectives.

The successful candidate will also be responsible for sharing traditional admissions responsibilities with a professional staff of seven, as assigned by the Director of Admissions. Some of these responsibilities will include interviewing prospective students, conducting Group Information Sessions, recruitment travel, and evaluating applications for admission.

The position requires a Bachelor's degree, a strong commitment to cultural diversity, and a minimum of three years of experience working with multicultural students, preferably in a College or University Admissions Office. Demonstrated ability to work creatively and efficiently, both independently and as part of a team, will be highly valued. Excellent public speaking, interpersonal and written communication skills are also desired. Preference will be given to candidates who have experience with Microsoft Outlook, Excel, PowerPoint, and SCT/Banner administrative software.

Worcester Polytechnic Institute (WPI), an innovative technological university of engineering, science, management, the humanities and arts, and the social sciences with an enrollment of 2,700 undergraduate and about 1,000 full- and part-time graduate students, is situated in Worcester, MA.

Experience the rewards of technological excellence in a smoke-free environment. Competitive compensation and an excellent benefits package include health insurance, family tuition reimbursement and generous vacations.

WPI will begin to review applications **April 1, 1999** and will continue until the position is filled. Anticipated starting date is by **July 1, 1999.** Interested candidates should submit a cover letter and resume to the **Assistant Director of Admissions Search Committee, WPI, Human Resources, 100 Institute Road, Worcester, MA 01609-2280**. You may fax your information to **(508) 831-5715** or email **human-resources@wpi.edu.** NO PHONE CALLS PLEASE

To enrich education through diversity, WPI is an affirmative action, equal opportunity employer.

WPI

Indiana University South Bend

Director

Academic Resource Center

Directs the Academic Resource Center (ARC) whose mission is to foster student learning and success. Appointment may include an adjunct appointment in an appropriate academic department. Preferred appointment date is July 1, 1999.

Qualifications: earned doctorate in an appropriate field preferred, or a Master's degree and extensive experience appropriate to the position, experience with adult education/developmental studies and testing, ability to develop and execute plans, to manage staff and budgets, and to coordinate the work of the ARC staff; excellent leadership skills; knowledge of computers and their use in testing and instruction is desirable. Applications will be accepted until April 2, 1999 with the screening of applicants to follow immediately. The application should include a letter of interest, a current vitae, and the names, addresses and telephone numbers of at least three references. Send applications to **ARC Search & Screen Committee, Office of Academic Affairs Room 246, Indiana University South Bend, P.O. Box 7111, South Bend, IN 46634.**

IUSB is strongly committed to achieving excellence through cultural diversity. Minority group members, women and disabled individuals are encouraged to apply.

Learn more about IUSB through our home page at:

http://www.iusb.edu.

PALM BEACH COMMUNITY COLLEGE

PBCC

ADMINISTRATIVE DIVERSITY INITIATIVE
CAMPUS PROVOSTS

Founded in 1933, Florida's first public community college, Palm Beach Community College is a four-campus institution that serves a large and diverse population in South Florida. PBCC provides an academic environment of excellence conducive to lifelong learning, where individuals can attain knowledge, and develop the skills and attributes necessary to become effective citizens who meet the challenges of a dynamic, multicultural world. PBCC offers associate degrees for transfer to the university system and for entry into the workforce. The College also offers certificate level occupational programs and continuing education courses. We are the ninth largest of the 28 community colleges in the Florida Community College System, serving approximately 8,300 FTE's per year. PBCC is currently revising its strategic plan, and will undergo SACS Self-Study in the year 2000. The college is governed by a local Board of Trustees, appointed by the Governor.

Palm Beach Community College invites applications for openings for two Provosts. Provost positions are open on the North (Palm Beach Gardens) and Central Campus (Lake Worth). Applications for the position of Provost will be considered for both openings with the final recommendation determined by the President.

POSITION DESCRIPTION:
The campus Provost reports directly to the College President and is the campus' chief administrative officer providing day-to-day oversight of multiple administrative units within the campus.

The provost works closely with the college Vice Presidents to establish and coordinate the agenda for all district decisions to assure consistency of programs, budget development , policies and procedures within the institution. The Provost is a member of the President's Cabinet and provides leadership in the fulfillment of the college's mission and strategic plan. Participates in the formulation of broad policy and long-term programs and other systematic initiatives. Represents the college via participation in various civic community and professional organizations.

QUALIFICATIONS:

- An energetic and creative professional with significant experience in administration; demonstrated ability to work collaboratively and to supervise, motivate and evaluate senior staff, demonstrated ability and commitment to build consensus and work with racially and culturally diverse constituencies within the college and the community. Understanding of the philosophy of the comprehensive community college, strong communication skills, ability to work collaboratively across campuses and ability to enhance resource development opportunities for the college.

- Graduate of an accredited college or university with a masters degree (doctorate degree is definitely preferred) in Education, Education Administration or related field and 5 years of administrative experience (deans level or above is preferred) in education or related field.

Preliminary review of applications will begin on April 26, and positions will remain open until filled. Resumes, letters or request for additional information should sent to:

Dr. Ellen Grace, Director of Human Resources
Palm Beach Community College
4200 Congress Ave
Lake Worth, FL 33461

Palm Beach Community College is an affirmative action/equal opportunity/ADA employer

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DEAN
BUSINESS, SCIENCE AND TECHNOLOGY DIVISION
SEARCH EXTENDED

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Dean, Business, Science and Technology Division. The Division serves 14,000 students per semester supported by 250 full and adjunct faculty and an annual budget of approximately 13 million dollars. The Division includes 32 programs in the academic areas of science, math, technologies, design, health careers, business and computer studies. This senior-level position reports directly to the Vice President for Academic Affairs and oversees 18 departments. The Dean provides academic and administrative leadership to the Division to support the mission of the College, directs daily operations and supervises department heads and administrative staff in the management of their areas of responsibility.

Qualifications:

- Doctorate strongly preferred; Master's required
- Five years of directly related progressively responsible academic administrative experience
- College teaching experience
- Ability to work collaboratively with various constituencies
- In-depth familiarity with regional and specialized programmatic accreditation
- Understanding and support of community college mission
- Experience with technology used to support teaching, learning and delivery of instruction

Excellent salary and fringe benefits. Qualified candidates must submit resume, cover letter and three letters of recommendation by April 30, 1999, to: **Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130.**

We are committed to a workforce reflective of our community. AA/EOE

Community College of Philadelphia

GRAND VALLEY
STATE UNIVERSITY

Assistant Director of Admissions

Grand Valley State University invites nominations and applications for the position of Assistant Director of Admissions. Successful candidates will possess exceptional verbal and written communication skills, strong interpersonal and organizational skills, a commitment of teamwork, and a willingness to work long hours and contribute to the total recruitment efforts. Bachelor's degree required, master's preferred and at least three years of admissions experience to include recruitment travel and territory management. Applicants must have a thorough understanding of demographic, social and economic factors that influence student recruitment and retention.

Major responsibilities include but are not limited to coordination and analysis of data to support market research efforts, supervision of student telemarketers, considerable travel through the region to attend recruitment events and visit high schools and community colleges, interviewing and corresponding with prospective students, reviewing admissions applications and other duties as assigned. Evening and weekend work will be required. Salary range $29,000 - $38,000.

Grand Valley State University is a comprehensive state supported institution located eight miles west of Grand Rapids, and twelve miles east of Lake Michigan. With a current enrollment of over 16,000 students, the university is positioned both academically and geographically to experience continued enrollment growth.

Send letter of application that specifically addresses how skills, education and experience relate to the position description, resume, and three references to:

Andrea Marks
Grand Valley State University, Admissions
300 Student Services Building
Allendale, MI 49401

Application deadline date is April 12, 1999. For more information about Grand Valley, see our website at **www.gvsu.edu**

EEO/AA/ADA

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ENGLISH & COMMUNICATIONS TEACHING POSITIONS

The English/Reading/Communications Department invites applications for a tenure track position teaching English and another teaching Communications beginning August 1999.

English prefers a Master's degree and two (2) years teaching introductory literature and composition courses at the college level. Equivalent adjunct or graduate assistantship teaching experience will be considered. The ideal candidate will have a strong commitment to composition and rhetoric in community college teaching and experience in one or more of the following: Women's Literature/Women's Studies, ESOL, and computer-assisted instruction.

Communications requires a Master's degree in Speech Communication and prefers college level teaching experience. The ideal candidate will have a strong commitment to community college teaching and experience in one or more of the following areas: Public Speaking, Interpersonal Communication, Gender Communication, Intercultural Communication, ESOL and an interest in developing and teaching new courses in the field of Human Communication.

SALARY: Contingent upon rank to which appointed.

APPLICATION REVIEW: Application review begins April 7, 1999 and continues until the positions are filled.

TO APPLY: Submit a cover letter of application together with a current resume, student copy of official transcript, and the names, addresses, and telephone numbers of three (3) references to: **Office of Human Resources, Room 114, Service & Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099 (attn: English or Communications search).**

Applicants invited to interview will be asked to furnish letters of recommendation, official transcripts, and sample course syllabi.

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with a disability, veterans, and other protected class members are urged to apply.

WICHITA STATE UNIVERSITY

College of Health Professions

CHAIRPERSON

DENTAL HYGIENE PROGRAM

Join our dynamic new leadership team! The College of Health Professions at Wichita State University seeks applicants for the position of Chairperson of Dental Hygiene. WSU's Dental Hygiene Department, the only dental hygiene program within the Kansas university system, offers a two-year associate degree with option for students to earn a baccalaureate degree through additional study. The department operates a twenty-chair clinic for student instruction, has five full-time faculty positions plus additional part-time clinic faculty, and admits thirty students per year. Located in the largest metropolitan center in Kansas with a population of more than 400,000, WSU is one of six state-supported universities and is committed to an urban mission of service to its non-traditional student body.

This is a full-time twelve-month position, eligible for tenure review. Salary, rank, and tenure status are dependent on qualifications. Starting date: July 1, 1999. A complete position description may be found at: www.feist.com/wsucothp/denthyg.html. Send letter of application addressing experience and qualifications, current curriculum vitae, and list of three professional references to:

Dr. Amanda L. Golbeck
Dental Hygiene Search Committee Chairperson
College of Health Professions
Wichita State University
Wichita, Kansas 67260-0152
E-mail address: golbeck@chp.twsu.edu

Deadline for receipt of applications is May 1, 1999, or the first of each succeeding month until the position is filled.
AA/EOE

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTORS FALL 1999

Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 18, 1999 in the following areas:

ELECTRONICS/TELECOMMUNICATIONS

Bachelor's Degree with 20 credit hours in Electronics and/or Telecommunications required. Consideration will be given to candidates with an Associate's Degree and comparable experience. Two years teaching or comparable training experience and/or experience in the field required.

INDUSTRIAL & AUTOMATION MAINTENANCE

Bachelor's Degree in Industrial Technology, Electronics or related field with 20 credit hours in Industrial Maintenance, Electricity, Electronics and/or Robotics required. Consideration will be given to candidates with an Associate's Degree and comparable experience. Two years teaching and/or related industrial experience required.

INFORMATION SYSTEMS/ MICROCOMPUTERS

Bachelor's Degree in Management Information Systems, Computer Science or related field required; Master's Degree preferred. Concentration in microcomputer systems, Internet and object-oriented programming desirable. Two years teaching experience, preferably at the community college or university level, and/or comparable training experience required. Programming or microcomputer/Internet experience required.

INFORMATION SYSTEMS/ NETWORK ADMINISTRATION

Bachelor's Degree in Management Information Systems, Computer Science or related field required; Master's Degree preferred. Concentration in networks and programming desirable. Two years teaching experience, preferably at the community college or university level, and/or applied information systems experience required.

Waubonsee Community College is a fully accredited community college with a head count enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

Review of applications will begin April 12, 1999. To maximize the opportunity for selection the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of interest, resume and college application form. Call, write or visit our website to request an application packet.

630-466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554
eoe

"Celebrating Excellence"

http://www.wcc.cc.il.us

Eastern Michigan University
DEAN
College of Business

Eastern Michigan University invites applications and nominations for the position of Dean of the College of Business. The Dean reports directly to the Provost and Vice President for Academic Affairs and provides academic, intellectual, and administrative leadership to the College.

The Dean will be responsible for improving and promoting the quality and effectiveness of the College's instructional and research programs, external affairs and fund raising. The successful candidate should have:

- relevant knowledge and experience in program planning and development, budgeting, and administration typically acquired through an earned doctorate in a College of Business discipline and/or a distinguished record of management and leadership accomplishments in the private sector or government.
- a record of teaching and research appropriate to the rank of full professor in one of the four departments in the College.
- demonstrated commitment to excellence in teaching, research and service.
- commitment to the expansion of off-campus academic programming.
- demonstrated expertise in faculty recruitment, program improvement, leadership of faculty and commitment to diversity and community; and
- ability to generate external resources for the College.

Eastern Michigan University is a public institution located in Ypsilanti, Michigan, just 7 miles east of Ann Arbor and 35 miles west of Detroit. The University enrolls approximately 24,000 students and employs 700 tenure-track faculty represented by the American Association of University Professors (AAUP).

The College of Business is housed in the state-of-the-art Owen Building opened in 1990. The College includes four departments: Accounting, Finance/Computer Information Systems, Management, and Marketing. There are 74 tenure-track faculty members in the College who serve 2,300 undergraduate students and 750 graduate students. The College is AACSB accredited at the undergraduate and graduate levels and offers programs leading to the Bachelor of Business Administration and Master of Business Administration, as well as Master of Science in Accounting, Master of Science in Human Resources/Organizational Development and Master of Science in Computer-Based Information Systems.

Review of applications will begin April 16,1999, and will continue until the position is filled. The anticipated starting date for the Dean is July 1, 1999, but is negotiable. Salary is competitive and commensurate with qualifications and experience. Candidates should forward a letter of interest, resume and the names, addresses and telephone numbers of at least three references to:

Dean Barry Fish, Chair, Search Committee
Position APAA9909
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

Applications from women and members of minority groups are encouraged.
EMU is an affirmative action, equal opportunity employer.

Palm Beach Community College

DEAN FOR ENROLLMENT MANAGEMENT SERVICES

Palm Beach Community College is looking for a dynamic experienced enrollment management professional to lead the college in meeting its enrollment goals. Candidates must demonstrate a strong working knowledge of current enrollment management policies and practices plus a vision for public higher education recruitment and retention initiatives within today's rapidly changing marketplace.

Responsibilities include college-wide planning, developing, implementing and managing programs and activities while overseeing recruitment and outreach services, registrars functions and retention programs. Position requires working collaboratively with College Relations and Marketing as well as a number of off campus constituencies.

Masters degree required with a minimum of 5 years of relevant supervisory and management experience is required. Position reports directly to the Vice President for Student Services.

Review of applications will begin on April 26, 1999. Resumes, letters or request for additional information should be sent to:

Dr. Ellen Grace, Director of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake worth, FL 33461

An Equal Opportunity/Affirmative Action/ADA Employer

VICE PRESIDENT *of Marketing & Development*

CAST (Center for Applied Special Technology) — March 1999

CAST, the Center for Applied Special Technology, is seeking a Vice President of Marketing and Development to provide strategic leadership to the business side of this non-profit organization – to increase its visibility, broaden its funding base, distribute its products, and enhance its impact. The mission of CAST is to expand opportunities for individuals with disabilities through innovative uses of computer technology. It pursues this mission through research, product development, and model educational programs that further universal design for learning. CAST is a national leader in Web-based educational development. The Vice President of Marketing and Development will direct the organization's entire revenue generation function, decreasing its dependence upon small local foundation support and individual gifts, and increasing its access to royalties, licensing fees, contracted revenue, large national foundation support, and federal grants and contracts.

This position requires a commitment to CAST's mission combined with marketing expertise, general management and leadership skills, and relevant substantive knowledge of nonprofit development, publishing, and/or technology, especially as applied to education. The ideal candidate will bring some combination of the following: **1)** leadership experience in the development of nonprofit organizations with significant support from major foundation grants and/or federal contract revenue; **2)** familiarity with the business side of educational publishing; **3)** experience with the licensing and distribution of software and electronic multi-media products; **4)** experience managing the technology transfer activities of a nonprofit research institution; and **5)** comfort applying general marketing and business skills to a nonprofit mission. CAST seeks to broaden and reconfigure its funding base, increasing its visibility and securing new forms of financial support. While the skill set of the new Vice President may be drawn from either nonprofit development or for-profit marketing and business strategy, the individual selected must bring the intellectual facility to add value to both efforts at CAST.

All inquiries, nominations, and applications should be directed to:
Alan Wichlei, Vice President and Director, Internal Box 1836,
Isaacson, Miller, 334 Boylston Street, Suite 500, Boston,
Massachusetts 02116-3805. Phone: 617-262-6500;
Fax: 617-262-6509; E-Mail: awichlei@imsearch.com

CAST promotes the acceptance and tolerance of all, regardless of race, color, national origin, religion, sexual orientation, age, gender, or condition of handicap.
We actively seek a diverse pool of candidates in this search.

BEST COPY AVAILABLE

MARQUETTE
UNIVERSITY

ASSISTANT DEAN OF RESIDENCE LIFE FOR RESIDENCE EDUCATION

The Assistant Dean for Residence Education assumes the primary leadership role for the comprehensive academic, educational and social programming efforts within a diverse residential community housing 4000 undergraduate and graduate students in seven residence halls and 6 apartment buildings. The assistant dean initiates academic, educational, developmental, spiritual, cultural, and social programs that create living environments that are consistent with the principles of a Catholic, Jesuit university and that reflect a departmental commitment to connect students' out-of-class experiences with their academic initiatives. S/he supervises a student staff of Program Resource Assistants, advises RHA and NRHH, and directs leadership development activities for hall council members. In addition, the assistant dean coordinates departmental research and outcomes assessment studies and teaches one section of EDUC 102, a peer leadership class for RAs.

Marquette University is a Catholic, Jesuit university located in Milwaukee, Wisconsin. Founded in 1881, the university currently serves 11,000 students, including 3,000 graduate and professional students in eleven colleges and professional schools. The university offers more than 54 undergraduate majors, more than 40 master's degrees, and 18 doctoral programs.

The ideal candidate will possess the following qualifications:

- A commitment to, and record of, personal and professional integrity and character
- A masters degree in Student Personnel or a related field
- Four or more years post master's degree experience in residence life or other areas within student affairs.
- Excellent communication and organizational skills, the ability to work well in partnerships with students and colleagues in a variety of offices and departments.
- Enthusiasm for enhancing the Catholic, Jesuit character of Marquette University
- A commitment to fostering diversity.

Applications should include a cover letter, a resume, and the names, titles, addresses and telephone numbers of at least three professional references and should be addressed to:

Dr. Jim McMahon
Dean of Residence Life
Marquette University
P.O. Box 1881
Milwaukee, WI 53201-1881
(414) 288-7208

Applications should be received by April 16, 1999 to receive full consideration.

Compensation is competitive and includes a generous benefits package.

www.Marquette.edu/reslife

Harvard Law School

Harvard Law School, Graduate Program

Assistant Director, Admissions and Financial Aid

The Graduate Program is the division of Harvard Law School responsible for the Masters of Laws (LL.M.) and the Doctor of Juridical Science (S.J.D.) degrees and for various aspects of graduate legal studies. Attracting lawyers of demonstrated intellectual and academic excellence from all over the world, the Graduate Program promotes awareness of foreign law and legal systems among the School's faculty, J.D. students and alumni.

Reporting to Deputy Director, oversees admissions and financial aid operations for LL.M. and S.J.D. degree programs and Visiting Scholar and Researcher program. Manages applications review process, evaluates substantial portion of applications for both admissions and financial aid. Prepares statistical reports and trend analyses. Participates in development of admissions, financial aid and recruitment policies. Supports recruitment and fundraising activities. Administers graduate scholarship and loan funds, handles student visa and term bill matters. Develops admissions and financial aid information systems. Handles inquiries from prospective applicants and incoming students. Works with faculty and administrators involved in admissions processes. Supervises casual staff.

B.A. required. J.D. or LL.M. strongly preferred. Significant experience in academic program administration, legal education, or admissions. International experience preferred. Demonstrated strong written, verbal, numerical, analytical, and project management skills. Sound administrative judgment and sensitivity to needs of students from different cultural backgrounds. Proficiency with Word, Excel, Access and web-based communication tools.

Send cover letter and resume with Job Code 94853HO to ***K. Pemstein, Harvard Law School Personnel, Areeda Hall 138, 1545 Massachusetts Avenue, Cambridge, MA 02138; Fax: (617) 495-7800; E-mail: openjobs@law.harvard.edu (Word attachments only).***

Harvard Law School is strongly and actively committed to increasing diversity within its community.

www.law.harvard.edu

CONNECTICUT

Community-Technical Colleges

PRESIDENTIAL SEARCH - EXTENDED

GATEWAY COMMUNITY-TECHNICAL COLLEGE
NEW HAVEN, CONNECTICUT

Applications and nominations will be accepted until position is filled.

The Board of Trustees of the Connecticut Community-Technical College System invites nominations and applications for the Chief Executive Officer position at Gateway Community-Technical College, one of twelve colleges within the state system of two-year, comprehensive community-technical colleges.

Founded in 1992 as a result of the merger of Connecticut's systems of community and technical colleges, Gateway serves approximately 4,000 full-time and part-time learners in credit programs at its two campuses in New Haven and North Haven. Gateway also plays a strong role in the region's economic and community development through partnerships with area businesses,industries, educational institutions, and community organizations. To advance Gateway's position as a valued resource for the communities it serves, the Board of Trustees is most interested in candidates who will lead the college, working within a system, through strategic planning and progressive programming including learning technologies, advancing economic and community development, enhancing resources through development and marketing.

Position announcements may be obtained from, and letters of application addressed to:

Dr. Bruce H. Leslie, Chancellor,
BOARD OF TRUSTEES OF CONNECTICUT COMMUNITY-TECHNICAL COLLEGES,
61 Woodland Street, Hartford, CT 06105.

The Connecticut Community-Technical Colleges are equal opportunity, affirmative action employers, m/f.

USF University of South Florida

Chair, Department of Aging and Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida

The Louis de la Parte Florida Mental Health Institute (FMHI) of the University of South Florida (USF) seeks qualified candidates for the faculty position of Chairperson, Department of Aging and Mental Health (AMH). The successful candidate will have a record of achievement commensurate with appointment at the rank of Associate Professor or Professor, tenure negotiable. Qualifications: a doctorate or other terminal degree in areas related to aging and mental health; an established record as a senior-level researcher in aging and mental health; a record of external funding; significant administrative experience; a history of developing collaborative relations, both internal and external to the university; and a commitment to work productively with diverse populations and to the principles of equal opportunity. The applicant should be prepared to lead efforts by AMH faculty in conducting policy and practice relevant research and training that will result in improved mental health services for older adults and their families.

AMH consists of 7 faculty and 25 professional and support staff, with significant external grant funding, and is one of four departments within FMHI, the state's only publicly oriented behavioral health research and training institute. FMHI receives approximately $10M in University funding, and $11M in contracts and grants; and works closely with numerous state agencies and organizations, as well as community behavioral healthcare provider agencies, aging services, consumer groups, and relevant committees and members of the Florida Legislature. USF is a major research university with a large consortium (Institute on Aging) of departments/divisions and centers with aging interests and degree programs. For more detail on this position and other aging interests at the University of South Florida, please visit our web site at: http://fmhi.usf.edu/amh

Application Process: Send letter of application, vita, names, telephone numbers and addresses of three references postmarked by April 16, 1999 to Larry W. Dupree, Ph.D., Acting Chair, Department of Aging and Mental Health, Louis de la Parte Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, FL 33612. Under Florida law, meetings of the search committee and all documents related to search are open to the public. USF is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Ms. Dee Keiser at (813) 974-9810 at least 5 working days in advance of need.

www.usf.edu ✩ 13301 Bruce B. Downs Blvd. Tampa. FL 33620

Del Mar College, a community college in Corpus Christi, Texas, is anticipating the following vacancies for the 1999-2000 academic year or sooner:

- Automation Services Librarian/Instructor
- Chemical Laboratory Technology Instructor
- Criminal Justice Instructor
- Diagnostic Medical Sonography Instructor
- Diesel Technology Instructor
- Drama Instructor
- Economics Instructor
- ESOL Instructor
- Fire Science Instructor
- Health Information Technology/Medical Records Instructor
- Interpreter for the Deaf Instructor
- Kinesiology Instructor
- Law Enforcement (TCLEOSE) Instructor
- Management/Marketing Instructor
- Mathematics Instructor
- Medical Laboratory Technology Instructor
- Music Instructor/High Brass
- Music Instructor/Percussion
- Philosophy Instructor
- Process Technology Instructor
- Registered Nursing Instructor
- Spanish Instructor
- Speech Instructor
- Vocational Nursing Instructor
- Dean of Student Development

Applicants must clearly specify position(s) of interest and provide duplicate materials if applying for more than one position. Submit a letter of interest, resume, transcripts from accredited college(s), names and telephone numbers of three previous employers, and any other credentials to the Office of Human Resources, Del Mar College, 101 Baldwin Blvd., Corpus Christi, TX 78404-3897. Deadline is April 23, 1999, 12:30 p.m. For complete information, visit the Web site at *www.delmar.edu/hres/index.html* or call 361/698-1106. Del Mar College reserves the right to extend search or not offer positions advertised.

Equal Opportunity/Affirmative Action Institution

DEL MAR COLLEGE

FLORIDA GULF COAST UNIVERSITY

ASSOCIATE PROFESSOR OF CRIMINAL JUSTICE

Join the excitement of building a new university and developing criminal justice programs and curricula on the Gulf in SW Florida. FGCU, the newest university in the State University System, opened on August 25, 1997.

Qualifications: Earned Doctorate in Criminal Justice or related discipline (J.D. alone is not considered a terminal degree for this position.); familiarity with and/or commitment to instruction via distance learning; demonstrated proficiency in teaching; and refereed and/or funded publication history commensurate with exp.

Preferred: Exp. in criminal justice mgt.; proven leadership in a criminal justice mgt. training center; substantive teaching and research in criminal justice mgt. and admin. *Salary commensurate with candidate's exp. on a 9-month, multi-year contract basis. Available August 1999.*

TO APPLY: There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts will be req'd of candidates invited for an interview. Mail materials to:

FGCU, Position # 11130, HR Dept., 10501
FGCU Blvd. S., Ft. Myers, FL 33965-6565
postmarked by the deadline date
of April 15, 1999

For further information, please call the 24-hour jobline at 941-590-1111 or visit our website at **http://admin.fgcu.edu/hr/index.html.**

FGCU is an EO/EA/AAI

Education

WAUBONSEE COMMUNITY COLLEGE

FALL 1999 INSTRUCTORS
Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for full-time, tenure track faculty appointments beginning August 18, 1999 in the following areas. Unless otherwise noted, all positions require a Master's Degree in a related field and two years teaching experience and/or applied business or field experience in addition to other qualifications listed. Experience at the community college or university level is desirable for all positions.

ACCOUNTING

CPA or CMA preferred.

BUSINESS ADMINISTRATION and BUSINESS ADMINISTRATION/INFORMATION SYSTEMS

Two positions available.

CRIMINAL JUSTICE

Police experience desirable.

HUMAN SERVICES

Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) certification required.

MATHEMATICS

Master's Degree in Mathematics or Mathematics Education required. Two years teaching experience required.

THERAPEUTIC MASSAGE

Bachelor's Degree in Kinesiology, Nursing, Fitness or related field required; Master's Degree preferred. American Association of Massage Therapist certification required. This position is contingent upon program approval from Illinois Community College Board and Illinois Board of Higher Education.

Waubonsee Community College is a fully accredited community college with a head count enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

Letter of interest, resume and completed college application form must be complete and on file in the Office of Human Resources no later than April 12, 1999 to receive consideration. Call, write or visit our website to request an application packet.

(630) 466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

Quality • Value • Innovation • Accessibility • Service

"Celebrating Excellence"

eoe

http://www.wcc.cc.il.us

EXECUTIVE DIRECTOR OF CAMPUS PLURALISM AND EQUAL OPPORTUNITY

University of Southern Maine

The University of Southern Maine (USM) invites nominations and applications for Executive Director of Campus Pluralism and Equal Opportunity. The Executive Director will provide leadership for USM's newly established Diversity Plan.

Reporting to the President, the Executive Director holds a key position on the President's Staff. The Executive Director provides leadership for achievement of a pluralistic and diverse University; serves as liaison and support to areas of the University with issues of equal opportunity, diversity, pluralism or bias and serves ex-officio on committees whose efforts are directed toward diversity and pluralism. This position handles EO complaint procedure at all levels and manages compliance for applicable regulations, laws and policies.

QUALIFICATIONS: The candidate must possess: earned Masters Degree in a relevant field, minimum of five years experience; or Baccalaureate Degree and seven years such experience. The candidate must possess excellent organizational, analytical, planning, mediation/conflict management, marketing and communication skills. The candidate must have a proven ability and skill in the investigation and management for civil rights complaints; and have the ability to work with students, professional, clerical staff, and faculty in a variety of disciplines.

The University of Southern Maine, with campuses in Portland, Gorham, and Lewiston, is the largest of the seven campuses in the University of Maine System, with a graduate and undergraduate enrollment of more than 10,000. The student body is the most diverse in the State: half of the students are full-time; nearly 60% are women; and the average age of an undergraduate is twenty-seven. As a comprehensive university, it is a major educational force in the New England region committed to excellence in teaching, research, and public service.

The Greater Portland area, located on Casco Bay, is a small city offering an exceptional range of cultural and recreational activities, historical settings, and scenic beauty.

Review of applications and nominations commence immediately. To apply, submit a letter of application or nomination, a curriculum vitae, and the names of three references (contacted with permission) to:

Dr. Richard Maiman
Associate Provost for Graduate Studies
University of Southern Maine
P.O. Box 9300
Portland, Maine 04104-9300

Visit this web site at
www.usm.maine.edu/hrs/jobs
for a full position description.

USM seeks candidates with a strong commitment to diversity and who are supportive of a welcoming work/classrooms environment.

EO/AA

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DEAN OF THE SCHOOL OF EDUCATION

Hunter College of the City University of New York invites nominations and applications for the position of Dean of the School of Education. The Hunter College School of Education, long a national model for urban teacher education, seeks a leader with the skills and talents to strengthen its already strong programs and to lead the School to continued national prominence in the next decade and beyond.

Hunter's School of Education has 52 full-time and 60 part-time faculty. The School serves approximately 800 students in undergraduate programs and 1500 graduate students. The School contains the Departments of Curriculum and Teaching, Educational Foundations and Counseling, Special Education and SEEK. The Dean reports to the Provost and serves in the President's Cabinet which is involved with college-wide policy and planning issues. The Dean also oversees the Hunter College Campus Schools - publicly funded schools for intellectually gifted students, preschool through grade 12. The School also has imaginative and cooperative arrangements with various school districts and individual schools in New York City.

The Dean manages the budget, is responsible for strategic planning, faculty development, continuous quality improvement of programs and management, developing and pursuing research funding, participates in student recruitment and retention efforts, and works with the faculty on curriculum development. The Dean will be expected to provide leadership for interdisciplinary collaboration and to work with the Office of Institutional Advancement on fund raising and alumni relations. The Dean must be able to work effectively with a culturally and ethnically diverse population of students, faculty, and staff.

QUALIFICATIONS: Candidates must have an earned doctorate and a distinguished record of scholarly research and publications, teaching, and service that would qualify them for appointment at the rank of full Professor in one of the departments of the School. Significant administrative experience and evidence of strong leadership ability are expected. Experience with grants and private fund-raising is desirable. Candidates must have a strong commitment to the goals of urban, public higher education in a multi-cultural, multi-racial environment.

Review of applications will commence on April 3, 1999 and continue until search is concluded. The position will be available in January 2000.

SALARY: $92,904 - $106,916

Send Applications and nominations to: **Charles E. Hayes, Director of Human Resources, Hunter College, 695 Park Avenue, E1502, New York, NY 10021.**

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer
Minorities, Women, Disabled persons, and Veterans are encouraged to apply for this position

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WELLESLEY COLLEGE
HEAD COACH OF SOCCER

Responsible for the organization, administration and coaching of the soccer program, including supervising assistant coach and recruiting student-athletes. This faculty position also requires teaching activity courses in the required physical education program.

QUALIFICATIONS: Master's degree or equivalent experience; demonstrated successful coaching experience and ability to teach physical education activities. Candidates must also demonstrate their commitment to coaching and recruiting at a Division III women's liberal arts college with highly selective academic standards.

APPLICATIONS: Send letter of application, resume and three letters of recommendation to:

Louise O'Neal
Director of Athletics
Wellesley College
Keohane Sports Center
Wellesley, MA 02481

Applications will be reviewed as received and until the position is filled.

Wellesley College is an Equal Opportunity/Affirmative Action educational institution and employer; successful candidates must be able to work effectively in a culturally diverse environment. Applications for women, minorities, veterans, and candidates with disabilities are encouraged.

BINGHAMTON
UNIVERSITY
State University of New York

DIRECTOR
CAREER DEVELOPMENT CENTER

Binghamton University of the State University of New York (SUNY) invites applications and nominations for the position of Director of the Career Development Center. The campus is one of four university centers within the SUNY system and enrolls approximately 12,000 students in programs leading to Bachelor's, Master's, and Doctoral degrees.

Responsibilities: The director designs, develops, and delivers comprehensive programs and services to assist students with the exploration of major, career, and graduate/professional school options, provides an array of job search services for students and alumni, and manages an extensive on-campus interviewing program for employer representatives.

Qualifications: Qualified applicants will have an advanced degree in counseling, higher education administration, or a related field and at least five years experience in the administration of a college or university career development office. Candidates with equivalent education and experience will be considered. Experience in budget management, strategic planning, program development, and evaluation skills are required along with strong writing, oral, interpersonal, and leadership skills. Knowledge of and experience with the use of technology in a contemporary career development office that operates in a team environment are essential. Candidates must demonstrate the ability to establish and maintain strong working relationships with office staff, faculty, administrators, and external constituencies.

Applications: Candidates should submit a letter outlining their qualifications, a resume, a brief statement on the role of a centralized office providing comprehensive career development services within a university setting, and the names, addresses, and telephone numbers of three references to **David L. Anderson, Associate Vice President and Dean of Students, Couper Administration Building Room 229, Binghamton University, P.O. Box 6000, Binghamton, NY 13902-6000.** Consideration of applications will begin immediately and continue until the position has been filled. For additional information go to **http://cdc.binghamton.edu.**

Binghamton University is an equal opportunity/affirmative action employer

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AMERICAN UNIVERSITY

VISITING PROFESSOR IN CLINICAL PROGRAM

American University, Washington College of Law, is seeking a visiting professor in its Clinical Program. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. In addition, visiting faculty to teach one course each year outside of the clinical curriculum and participate fully in all aspects of the life of the law school. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense), domestic violence clinic (criminal and civil), international human rights clinic, tax clinic; and women and the law clinic. Possible positions include teaching in the civil practice clinic, the criminal justice clinic, the community and economic development law clinic, and the women and the law clinic. The applicant's teaching responsibilities will depend on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J.D. degree, outstanding academic record, three years experience as a lawyer, membership in a bar, and experience as a clinical teacher. Desired qualifications include published legal scholarship, participation in clinical teachers' conferences and workshops, and membership in the District of Columbia bar. American University is an EEO/AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent by April 1, 1999, to:

Professor Jamin Raskin
Chair, Faculty Appointments Committee
c/o Office of the Dean
American University, Washington College of Law
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

DEAN GRADUATE STUDIES

SUNY Empire State College seeks a Dean of Graduate Studies to provide academic leadership for five masters degree programs (M.A. in social policy, business and policy studies, labor and policy studies; M.A. in liberal studies; MBA) serving over 500 students annually in innovative formats that combine intensive residencies with distance learning. The Dean has responsibility for academic leadership and program quality, enrollment management and program planning, including budget, faculty and staff resources and facilities. The Dean supervises personnel, participates in college-wide planning, and administers graduate student services.

Requires earned doctorate in field related to the graduate programs, substantial college level administrative and teaching experience, demonstrated interest in education of adult students, familiarity with learning technologies, distance education and innovative program delivery, capacity to work collaboratively. **Anticipated Hire Date:** June 1, 1999, or after. Review of applications to begin March 30, 1999, and continues until the position is filled. Submit letter and resume to: **Dr. Marjorie W. Lavin, Vice President for Academic Affairs, SUNY Empire State College, One Union Avenue, Saratoga Springs NY 12866.** AA/EOE

Empire State College

State University of New York

Albion College

DIRECTOR OF MULTICLTURAL AFFAIRS

Albion College, a selective, private, residential liberal arts college, invites applications for Director of Multicultural Affairs. The successful applicant will work actively to foster an environment of mutual respect, acceptance, appreciation and caring for all members of the College community. Position reports directly to the VP for Student Affairs. **QUALIFICATIONS:** Master's Degree in a relevant field such as higher education required. Doctorate or significant progress toward completion of doctorate in a relevant field preferred. Minimum of five year's relevant, full-time experience, some in private college setting preferred. **REQUIRED:** successful track record of implementing programs which decrease discrimination and increase multicultural understanding and competence; extensive experience with minority students and student retention. Outstanding leadership, management, interpersonal, public speaking, and problem-solving skills; awareness of and sensitivity to racial, cultural, and gender-related equity issues, and demonstrated commitment to multicultural education, minority students and liberal arts education. Send cover letter/resume/references to: **Search Committee, c/o Dr. Sally Walker, VP for Student Affairs and Dean of Students, Albion College, Albion, MI 49224.** We are a member of the Great Lakes Colleges Association, are located fifty miles west of Ann Arbor on I-94, and an equal opportunity employer. Visit our web site at **www.albion.edu** and take a campus tour.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Agnes Scott College seeks highly qualified, experienced candidates for the position of Julia Thompson Smith Chaplain. An endowed position, the Julia Thompson Smith Chaplain fulfills a crucial role in the intellectual and spiritual life of the College. The dialogue between faith and learning at Agnes Scott College fosters academic freedom, as well as an appreciation of pluralism and a desire for diversity. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott 's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community with one of the largest endowments per student of any college in the country.

JULIA THOMPSON SMITH CHAPLAIN

Responsibilities. The Chaplain provides intellectual and spiritual guidance to a diverse faith community of students, faculty and staff through worship, pastoral care and counseling. The Chaplain works with students, faculty and staff to offer a variety of programs, which emphasize the vitality of faith and learning, address challenging ethical and social issues and foster greater knowledge and understanding of all religions. The Chaplain coordinates campus volunteer efforts. The Chaplain develops and maintains good relationships with neighborhood churches, synagogues and houses of worship.

The Chaplain performs worship services during Orientation, Sophomore Family Weekend, Alumnae Weekend and Senior Investiture, as well as plans and coordinates convocations and baccalaureate services. This position reports to the Vice President for Student Life and Community Relations/Dean of Students and works with students, faculty, staff, alumnae, trustees, community leaders and members of professional organizations.

Qualifications. A seminary degree is required, as is ordination in the Presbyterian Church (USA). A doctorate in religious studies or ministry is desirable. Previous campus ministry experience will be very helpful. The successful candidate will demonstrate knowledge of worship leadership. Qualified candidates will be proficient in counseling skills, small group leadership and homiletics. Excellent communication skills, both oral and written, are required.

Send letter of application, current resume and names and phone numbers of three references to: Agnes Scott College, Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030. Review of applications begins immediately and continues until position is filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer

www.AgnesScott.edu

INSTRUCTOR OF HISTORY

SAN JUAN COLLEGE is currently accepting applications for Instructor of History. The instructor will provide 15 credit hours of instruction per semester with a primary teaching load in Western Civilization and World History. Courses may be offered based on the individual's ability to teach Latin American history, New Mexico history, American Indian or Asian history. **QUALIFICATIONS:** A Master of Arts Degree in History or related field, and three (3) years of teaching experience in secondary or post-secondary setting is required. **SALARY:** Salary is commensurate with educational background and teaching experience according to placement on salary scale. Interested applicants must submit a SJC application for employment, letter of application, and current resume, and a copy of all academic transcripts. **CONTACT: San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215, FAX# (505) 599-0521. Closing Date:** April 2, 1999. AA/EOE

DIRECTOR, INSTITUTE OF GERONTOLOGY

CALIFORNIA STATE UNIVERSITY, FULLERTON is seeking outstanding candidates with a Ph.D. or equivalent degree (fields such as anthropology, economics, kinesiology, nursing, psychology and sociology) to manage and lead new institute. Requires strong record of scholarship, research and publication in the field and/or related areas; at least five years university administrative experience, including budget and staff supervision; strong communication skills; experience in the development and acquisition of extramural funding and in establishing collaborative relationships with community organizations and multidisciplinary units on campus. Salary commensurate with qualifications and experience; excellent benefits package. Position begins August, 1999. Application review begins April 30, 1999. Send letter of intent, support materials, c.v. and names, addresses and telephone numbers of four references to: **Dr. Jacob Pandian, Search Committee Chair, c/o Executive Assistant to Vice President for Academic Affairs; California State University, Fullerton; Fullerton, CA 92834-6850.** Full description at Web site **http://www.fullerton.edu/root/afirmact/facjobs.htm**

973

BEST COPY AVAILABLE

UNIVERSITY OF
RHODE ISLAND

ASSISTANT PROFESSOR

SCHOOL OF EDUCATION (MULTIPLE POSITIONS)

Ph.D./Ed.D. in education or related field required. Demonstrated excellence in teaching, scholarship, and in collaborating with schools and other appropriate settings and policy systems required. Must be well prepared to educate students from diverse socio-economic and ethnic/racial backgrounds and to ensure success and equity for all students. Dedication to realizing the best traditions of the land grant university is required. Area of expertise must be in one or more of the following:

- **Teacher Education**, in one or more of the following:
  - Reading and Literacy
  - Elementary and/or Early Childhood Education
  - Language Arts, with preference for secondary level
  - Science and/or Mathematics Education at the elementary, middle, or secondary levels
  - Middle Grades Education
  - Special needs of socially and economically disadvantaged students, multilingual education, culturally diverse populations, and/or special education and inclusion
  - Preparation of teachers in the application and integration of technology in the classroom

All of the former require a strong orientation to research-based professional practice; an understanding of, and commitment to, developmentally appropriate practices in the area of application; knowledge of, and experience with, practices that are consistent with research-based educational reforms in the area of application; and a record of scholarly accomplishment appropriate to the level of appointment sought.

- **Adult Education**, focusing on the preparation of adult educators in the areas of adult literacy, training and development, life-long learning, and continuing education;
- **Educational Policy and Leadership**, including the ability to provide substantive contributions and to develop strong programmatic research and service activities in one or more of the following: educational policy analysis, organizational development, leadership preparation and theory, systems analysis and change;
- **Research Methods**, including ability to provide instruction and advising to students in quantitative methods, action and policy research and evaluation, with a content focus that contributes to one or more of the priority areas noted in this announcement;
- **Foundations of Education**, including an emphasis on social and cultural foundations-related educational policy and practice and/or history and systems of education, and psychology of learning/educational psychology.

These are tenure-track positions beginning in the Fall of 1999. Level of appointment is contingent on experience and scholarly record, but it is anticipated that appointments will be made at the Assistant level unless there are exceptional circumstances. Review of applications will begin 4/14/99 and continue until all positions are filled. Please identify the area to which application is being made. Submit letter of application and resume to: Robert Felner, Search Committee Chair, (Log # 131122), University of Rhode Island, P.O. Box G, Kingston, RI 02881. The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

CORNELL
UNIVERSITY

POSITION OPENINGS-ECONOMICS

ASSISTANT, ASSOCIATE OR FULL PROFESSOR OF ECONOMICS

Responsible for teaching basic and advanced courses in economics at the Master's level; research in areas of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. While candidates at any level will be considered, this is primarily a senior level position, with preference given to candidates with a proven record of research and teaching. Ideally, candidates will have several years of experience, a research reputation, and will be able to make immediate contributions to the intellectual environment at the Johnson School, and to the MBA and Ph.D. curricula. Rank will be commensurate with prior experience. Direct inquiries to: **Associate Dean John A. Elliott, Cornell University, S.C. Johnson Graduate School of Management, 346 Sage Hall, Ithaca, NY 14853-6201.** Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, and copies of research papers. An Affirmative Action/Equal Opportunity Employer

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AMERICAN UNIVERSITY

CLINICAL TEACHING

The Clinical Program at American University, Washington College of Law is seeking a practicing attorney interested in clinical teaching to fill an opening in the Community and Economic Development Law Clinic. Students in the Community and Economic Development Law Clinic represent small neighborhood-based nonprofits and microenterprises in undeserved areas of the District of Columbia. Students assist their clients in deciding on choice of entity, in gaining tax exempt status, in acquiring property and funding, in dealing with licensing and zoning issues, and in other transactional matters. The Clinic's clients include public housing-based landscaping and painting companies, transitional shelters, tenants' co-ops and tenants' associations, and community development corporations.

The Clinic teaches students through supervision of their cases, simulations, a seminar and weekly case staffings. The Practitioner-in-Residence will supervise students in their fieldwork and case staffings, and plan classes for and teach in the seminar, all in collaboration with the faculty director of the Clinic. In addition, the Practitioner-in-Residence will participate with the other clinical faculty in the Office of Clinical Programs in periodic small seminars concerning issues in lawyering and clinical teaching. The Practitioner-in-Residence will also have an opportunity to earn an LL.M. degree, and to engage in scholarly research and write for publication with the encouragement, feedback and support of interested colleagues.

Minimum qualifications include at least 3 years of experience as a practitioner, preferably in any field of transactional or community development law relevant to the work of the program. Applicants should demonstrate a commitment to working in low income communities. A demonstration of scholarly interest in the relevant fields of law is beneficial. Because one of the goals of the program is to provide an opportunity for practitioners to develop the abilities and credentials necessary for careers as clinical teachers, applicants should have an academic and professional record that makes it likely that they would fulfill this ambition.

Applicants should send a cover letter and curriculum vitae to:

Prof. Ann Shalleck
Director of Clinical Programs
American University
Washington College of Law
4801 Massachusetts Ave., N.W.
Washington, D.C. 20016

With a copy to Professor Susan Bennett, the Director of the Community and Economic Development Clinic by April 1, 1999.

American University is an equal opportunity employer, and we encourage application by a diverse group of candidates.

The Richard Stockton College of New Jersey

Office of Housing and Residential life

COMPLEX DIRECTOR

(4 full-time, 12-month positions)

Beginning July 1, 1999. Assists resident students in assigned area in personal growth and development, supervises and evaluates student staff, coordinates and promotes residential life and campus wide programming, coordinates inspection, cleaning and maintenance of facilities, assists with student staff selection and training, interfaces with college's judicial system, food service operation and resident student hall government. Is required to reside on campus.

Qualifications: Bachelor's Degree with two years residence life experience required. Master's Degree in Student Personnel or related field preferred. Experience with student staff supervision and residential life programming desirable. Ability to interface with individuals from diverse backgrounds is essential.

Salary: $26,746, plus furnished on-campus apartment. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan.

Anticipated Start Date: July 1, 1999. Screening begins April 9, 1999. Send letter of application, transcripts and three letters of recommendation to:

The Richard Stockton College of New Jersey
AA51, Office of Housing and Residential Life
Linda Rhinier, PO Box 195, Pomona, NJ 08240-0195

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

University of Colorado

DIRECTOR OF EMPLOYEE BENEFITS

The Director of Employee Benefits provides leadership for the development and administration of the University's employee benefit policies and programs. The Director will be responsible for creating a new Employee Benefits Department as part of the consolidation of payroll and benefits services for the University of Colorado system. The position reports to the Vice President for Budget and Finance.

Minimum Qualifications: Bachelor's degree in Business Administration or related field, eight years experience with increasing responsibility in human resources with heavy emphasis in employee benefit planning, design, and implementation in a large organization, demonstrated success in the management of health care benefit vendor contracts, experience in working with both fully insured and self-funded employee benefits programs, and exceptional written and oral communication skills.

Preferred Qualifications: Advanced degree in related field. Certified Employee Benefit Specialist (CEBS) designation, public sector experience, and experience in higher education environments.

Salary: Competitive and commensurate with experience. To Apply: Send a letter of application and resume to **Chair, Search Committee, University of Colorado, Campus Box 27, 914 Broadway, Boulder, CO 80309, or fax to 303/492-2674.**

The University of Colorado is committed to diversity and equality in education and employment.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community with one of the largest endowments per student of any college or university in the country.

ASSISTANT DIRECTOR OF ACADEMIC ADVISING

The Assistant Director of Academic Advising assists with monitoring academic procedures and policies on academic standards, and with academic advising within the guidelines of the College. Reports to the Assistant Dean of the College/Director of Academic Advising and works with co-workers, faculty, staff, students and their families, and other outside contacts to support the students and growth of the College.

DUTIES AND RESPONSIBILITIES: Meets with students and faculty regarding advising issues. Follows up with students who are experiencing problems. Reviews proposals such as independent study, special study and internships. Evaluates transfer credits. Assists with final exams, developing advising workshops, and working with students receiving accomodations under A.D.A. Reponds to student requests for references from the Dean of the College.

REQUIREMENTS: Master's degree is required with three years in similar position or sufficient experience to perform principal duties and responsibilities. Considerable knowledge of academic advising at the collegiate level. Familiarity with MS Windows, MS Word, Excel, and other database software, and Colleague desired. Demonstrated ability to work with students and to interact with a variety of personalities. Proficiency in managing multiple tasks simultaneously. Good communication skills, both oral and written. Demonstrated ability to work independently and to maintain confidentiality. Occasionally requires work beyond normal business hours.

APPLICATION PROCESS: Send a resume, cover letter designating position of interest, and salary requirement to Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030. Position is posted until filled.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in its employment.

Affiliated with the Presbyterian Church (USA), Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
An Equal Opportunity Employer

www.AgnesScott.edu

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the **ERIC** database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

Florida International University

INTERNATIONAL BUSINESS ASSISTANT/ASSOCIATE PROFESSOR

With Ph.D. Tenure-track position teaching graduate and undergraduate courses in IB, strategy. Bilingual English-Spanish, experience in Latin America, interest in developing joint programs, internships, faculty exchanges, student exchanges. Women and minorities encouraged to apply. Florida International University is a member of the State University System of Florida and an Affirmative Action/Equal Access/Equal Opportunity employer. Applications should be postmarked or e-mailed by April 14, 1999 to:

Dr. Karen Paul, Associate Dean
College of Business Administration
University Park, FL 33199
or e-mail **paulk@fiu.edu**

University of Notre Dame

DIRECTOR

CAREER AND PLACEMENT SERVICES

The University of Notre Dame invites applications for the position of Director of Career and Placement Services. Notre Dame is a Catholic university founded by the Congregation of Holy Cross with a student body comprised of approximately 7800 undergraduates and 2200 graduate and professional students. The student body comes from all 50 states and over 70 foreign countries.

The Director will be expected to provide visionary leadership in advancing a strong student-centered career services office which is known for technological innovation and creative career programming. The office recently moved to substantially-expanded new facilities that will offer additional opportunities for enhancing career services.

PRINCIPAL RESPONSIBILITIES: The Director is one of 11 department heads within the Division of Student Affairs and supervises a permanent staff of 17 with an appropriate corresponding budget. The Director is in charge of campus career development efforts for all undergraduate and graduate students, with the exception of students in the Law School and the MBA program. It is the responsibility of the Director to articulate the departments mission, to establish policies and procedures in support of student career service needs and to represent the department within the wider University community, as well as to a variety of external constituencies.

QUALIFICATIONS: Qualified candidates will have an advanced degree in counseling, higher education administration or a related field and a minimum of 5 years experience in college or university career services administration. An equivalent combination of education and experience will be considered. Excellent writing, oral and interpersonal skills are required. Candidates must also have experience in budget management, strategic planning and program implementation and evaluation. Extensive experience with the development of a technological infrastructure for university career services is necessary. In addition, the candidate should demonstrate an ability to build a strong network of external relationships. The successful candidate will also possess a commitment to fostering Judeo-Christian values, consistent with the mission of a Catholic university.

APPLICATION PROCESS: Interested applicants should submit the following material to the **Department of Human Resources, Director of Career and Placement Services Search, Job# 8014-169, University of Notre Dame, Notre Dame, Indiana 46556**.

- A current curriculum vitae;
- A letter outlining the candidate's qualifications;
- A brief statement describing the role of a comprehensive university career services center;
- A list of names, addresses and phone numbers of five references.

Nominations are also encouraged. Applications and nominations will be accepted on a rolling basis at the discretion of the Search Committee.

The University of Notre Dame is an Equal Opportunity Affirmative Action Employer.

EXECUTIVE DIRECTOR OF MASTER OF ARTS IN LIBERAL STUDIES PROGRAM

Dartmouth College in Hanover, New Hampshire is seeking applications and nominations for the position of Executive Director of the Master of Arts in Liberal Studies Program. Dartmouth's Master of Arts in Liberal Studies Program is one of the nation's leading liberal studies programs. Reporting to the MALS Chair, the Executive Director will manage all administrative aspects of the MALS program and other programs that may originate from the MALS office. The Executive Director's responsibilities include recruiting, admissions, budgets, financial aid, office management, development, and liaison with alumni.

Successful candidates will have a Master's degree with a strong liberal arts background and at least three years of experience in higher education. Familiarity with post-secondary education is essential. S/he will possess the ability to communicate effectively in written and verbal form, have solid organizational talent, excel in interpersonal and counseling skills and understand adult development.

Review of credentials will begin immediately and continue until the position is filled. Please submit nominations and expressions of interest with a letter of application, resume, and names of references in confidence to: **Director Search, c/o Marie E. Bean, Administrative Assistant, Office of the Dean of Faculty, 211 Wentworth, HB 6045, Hanover, New Hampshire 03755.**

Dartmouth College is an Equal Opportunity/Affirmative Action employer, and thus applications from women and members of minority groups are strongly encouraged.

Dartmouth College

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

Area Coordinator/Residence Life (2)

The Area Coordinator is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the selected candidates supervise a staff of 2-3 Resident Directors, and 21-24 undergraduate Resident Assistants, along with at least one full-time secretary and student assistants. The Area Coordinator is responsible for the supervision and administration of the physical and personal aspects of the residence hall area housing approximately 825-1100 students, serves on various student life committees, acts in the capacity of hearing officer and coordinates a comprehensive educational programming effort for his/her hall area.

Bachelor's degree in student personnel/counseling or a related field and two years of professional experience in residence hall administration in a college or university setting above the undergraduate level required. Master's degree preferred. Strong interpersonal, supervisory, organizational, and oral/written communication skills are necessary. Knowledge of facilities management and experience as a hearing officer preferred. Starting salary $29,489 with a comprehensive benefits package.

Applications will be accepted until positions are filled. Please forward letter of application, resume, and a list of three references to: ***Maximina Rivera-Burrowes, Associate Director, Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ, 07470.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wpunj.edu
An Equal Opportunity Institution Committed to Diversity

Mexican American Studies

Full Time Tenure Track, Assistant Professor. ***Required***: Ph.D. in humanities or social sciences with an emphasis on Chicano/Latino Studies. Prior teaching experience in Chicano/Latino history and culture, and/or political, economic and gender issues. Knowledge of curriculum development in ethnic studies and evidence of undergraduate mentoring. ***Responsibilities***: Teaching undergraduate and graduate level Mexican American Studies, developing curricula, advising students and committees. Start: August 23, 1999. Salary: $37,956 - $47,844

Full Time Tenure Track, Assistant/Associate Professor. ***Required***: Ph.D. in public administration, urban planning, social work, public health, ethnic studies or the social sciences with an emphasis on Chicano/Latino Studies. Experience in Chicano/Latino community development including initiatives in resource development. Publications and teaching experience appropriate to academic specialty. Knowledge of curriculum development in ethnic studies, evidence of both undergraduate and graduate mentoring. Successful grant writing. ***Responsibilities***: In addition to the responsibilities listed for Assistant Professor, foster applied interdisciplinary programs and partnerships with Chicano and Latino communities, conceptualize, develop and coordinate programs and projects in local community development in collaboration with colleagues, graduate and undergraduate students involving crossing disciplines and active engagement with diverse groups and individuals from government, nonprofit, technology and business sectors. Start: August 23, 1999. Salary: $37,956 - $60,480.

Submit letter of application, c.v. and names/addresses/phone numbers of three references to: **Dr. Louis Holscher, Chair, Faculty Recruitment Committee, Mexican American Studies Department, San Jose State University, One Washington Square, San Jose, CA 95192-0118**. Review of applications beginning: **April 15, 1999**. Positions open until filled.

PVIM: SW99-85

San José State
UNIVERSITY

EO/AA/503/504/ADA/ TITLE IX Employer

AUSTIN
COMMUNITY
COLLEGE

DEAN OF WORKFORCE CONTINUING EDUCATION AND LIFELONG LEARNING

(JOB # 039916)

This position will report to the Associate Vice President for Workforce Education.

- Leads and develops the team which is responsible for continuing education, outreach to business, customized training and government-funded business training, and the Highland Business Center.
- Provides leadership in the development of training curricula in response to community needs.
- Maintains and transmits appropriate data to local, state and federal agencies. Provides leadership in strategic and operational planning.

REQUIREMENTS: Three years experience in continuing education or a managerial position in a corporate training environment. Excellent team leadership, presentation and interpersonal skills. Bachelor's degree

EDUCATION PREFERRED: Master's degree

Submit resume/application to **ACC, Office of Human Resources, 5930 Middle Fiskville Rd., Austin, TX 78752.** Review of applicant materials will begin on March 22, 1999. For more information, visit our web site at **www.austin.cc.tx.us/hr** or call **(512) 223-7534/7573. DIAL-A-JOB (512) 223-5621.** EEO/AA/M/F/D/V

THE COLLEGE OF

ST. CATHERINE

The College of St. Catherine, located in St. Paul and Minneapolis, Minnesota, seeks three deans to form a leadership team for its academic programs. Responsibilities include the integration and coordination of academic programs across the two college campuses. The positions are:

Dean of Arts and Sciences
Dean of Professional Studies
Dean of Health Professions

The deans will work as a team to integrate and strengthen the College's academic program as it implements a strategic vision to become "the world's preeminent Catholic college educating women to lead and influence." Founded in 1905 by the Sisters of St. Joseph of Carondelet, the College of St. Catherine is the largest Catholic college for women in the United States, and is entering a new era of growth and development under the leadership of President Andrea J. Lee, IHM.

The College of St. Catherine has a tradition of excellence in liberal arts and sciences. Programs in health professions are well established and respected in the health care community. Strong programs in education, social work and business form the core of professional studies. The College enrolls 4,100 students on campuses in Minneapolis and St. Paul, and offers graduate, baccalaureate, and associate degrees, and certificates. St. Catherine has an ongoing, historic commitment to educating women, fostering academic excellence, and providing access to students of diverse backgrounds. Programs are offered in day, evening and weekend formats.

The deans will work in an environment of cooperation as part of a collaborative team. This team will implement the strategic plan, which includes the creation of four new Centers of Excellence: Women, Science and Technology; Women and Health; Women, Economic Justice and Public Policy; and Women and Spirituality.

Priorities for Deans

- Partner with the Vice President for Academic Affairs and other administrators to shape institutional culture
- Develop cooperation through participation
- Emphasize development of student-centered processes and programs
- Build a truly diverse community
- Commit to the education and development of women
- Strengthen and develop visibility for academic programs

Leadership Characteristics

- Possesses experience in cooperative leadership with faculty
- Has capacity to develop systems for governance and administration for a two-campus program
- Is capable of leading academic programs through institutional change
- Has commitment to continued development of a diverse community and recruitment of diverse faculty and staff.

The academic deans should possess the capacity to work with ease in a collaborative environment; provide leadership and direction in a period of change; partner in reorganizing academic programs; provide creative ideas and support for the continued improvement of academic departments and programs; and work cooperatively with faculty and academic support staff to create student-centered services and administrative practices.

Dean of Arts and Sciences

Responsible for faculty and curriculum of traditional arts and sciences, including humanities, fine arts, natural and social sciences; general education; and liberal studies in associate degree programs for health professions. Duties include budget, curriculum planning, faculty development and evaluation, student grievances, and scheduling and staffing of courses.

Dean of Professional Studies and Continuing Education

Responsible for faculty, curriculum and administration of programs in Education (undergraduate/masters); Business, including the Center for Sales Innovation; Social Work (undergraduate/masters), Family, Consumer and Nutritional Sciences, Exercise and Sport Science; Masters in Library and Information Science; Masters in Organizational Leadership, and energetic administration of expanding Continuing Education and Weekend College programs.

Dean of Health Professions

Responsible for administration, faculty, and curriculum/programs in the health professions. Programs include certificate programs, associate, baccalaureate and masters programs in Nursing, Physical Therapy, Occupational Therapy, Respiratory Care, Health Information, Radiography and Sonography, Holistic Therapies, and other health-related disciplines. Must work closely with faculty and professional accrediting bodies. Candidates should be entrepreneurial in creating partnerships among academic programs and with the health care industry as the Center for Women and Health evolves.

We seek a vital team with complementary talents and experience. The portfolio of auxiliary assignments may change with the experience and talents of the individuals selected. The searches will proceed separately but on a concurrent timeline, concluding in the selection of a team of three deans. The new academic team should be in place by the summer of 1999. The deans, along with academic support administrators, report to the Vice President for Academic Affairs and Dean of Faculty.

The searches are being assisted by Dr. Patricia Rueckel of Academic Search Consultation Service. She may be reached at (202) 884-0806, or via email at prl@academic-search.org. Submit application letter outlining the candidate's strengths and experience, curriculum vitae, and the names of five references to:

Elizabeth Wroblewski
Search Secretary
The College of St. Catherine
Mail # F-01, 2004 Randolph Avenue
St. Paul, MN 55105

Review of applications will begin immediately. The College anticipates appointment of the Deans by the Vice President for Academic Affairs by June 15, 1999.

The College seeks candidates with diverse backgrounds and is an affirmative action, equal opportunity employer.

Forward
Where Futures Begin

Anticipate an exciting future at **Cuyahoga Community College**, a 2-year institution with three modern campuses. Here, we're back to basics providing a high-quality, affordable education for our students and enhancing quality of life for our multicultural community. We offer excellent opportunities to move your career ahead and enjoy a satisfying future.

Chief Executive Officer - Western Campus District Vice President

This leader will provide executive-level vision, academic leadership and direction to the Western Campus of Cuyahoga Community College as its Chief Academic and Administrative officer. The Western Campus has a current enrollment of 10,000 students and is the largest of three Campuses within the College District.

We'll look to this visionary to plan, direct, manage and evaluate the instructional, student development and support service programs of the Campus, while using a collaborative leadership style. This role includes responsibilities for preparing and managing the Campus budget and undertaking resource development initiatives to support existing and emerging programs.

The CEO will serve as a member of the College Cabinet, providing College-wide leadership for specific programs and functions as assigned by the Executive Vice-President for Academic and Student Affairs. This integral contributor will use a matrix approach within a multi-campus district to coordinate activities of the central district office with the Campus, as well as provide strategic outreach support to Campus service areas.

Qualifications include a doctorate degree and progressively responsible administrative experience in higher education. Teaching experience is preferred, particularly at the community college level. Sensitivity to diversity issues within the community and an ability to promote information technology applications to teaching/learning and administration are desired. Evidence of effective leadership in supporting community economic development and workforce training and the ability to work effectively within and across community institutions is desirable, as is a demonstrated record of building strong programs to increase enrollment and address student and community needs.

The College offers an excellent compensation and benefits package. Interested applicants should submit a current resume, a statement of your view of the role of a comprehensive community college, photocopies of transcripts for earned degrees, a list of three references (names, titles, addresses and telephone numbers of current/former supervisors), and an Employment Application Form. The application form will be forwarded with a letter acknowledging receipt of application materials. Submit materials to: **Director-Staffing-HO, Human Resources, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. Fax: 216-987-4799.**

Cuyahoga
Community
College

Cuyahoga Community College vacancy notices are available on the HR Tri-C Job Line: 216-987-4771 and the College Web site: www.tri-c.cc.oh.us/district/index.htm.

Affirmative Action/Equal Opportunity Employer M/F/D/V

HEAD COACH - VOLLEYBALL/SOFTBALL

Agnes Scott College is accepting applications for the head coaching position for volleyball and softball, and instructor in physical education. Responsibilities include, but are not limited to: instruction in physical education, coaching and recruiting, scheduling, budget planning, general program management, supervision of support staff, and administrative duties as assigned. Qualifications for this ten-month full-time position: Masters degree is required. Demonstrated coaching and teaching experience preferred. Candidate must possess working knowledge in the areas of recruiting and budgeting; a commitment to supporting the academic progress of student athletes; and commitment to and knowledge of NCAA rules and regulations. The College is a member of the NCAA Division III and sponsors seven varsity sports. Send letter of application, resume, and references specific to this position to: Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030 or confidentially fax to 404/471-6682. Applications will be accepted until the position is filled. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott is a diverse and growing residential community with one of the largest endowments per student of any U.S. college or university. Agnes Scott has a strong commitment to diversity and urges members of the underrepresented groups to apply. Equal Opportunity Employer. Visit our homepage at HTTP://WWW.AGNESSCOTT.EDU

CENTRAL MICHIGAN
UNIVERSITY

Director of the Office of International Education

Central Michigan University is a comprehensive state university with over 800 faculty serving an enrollment of approximately 25,600 students. The institution is nationally recognized for offering one of the most extensive off-campus learning programs in North America. The program serves more than 10,000 off-campus students in North and South America utilizing an additional 1,200 adjunct faculty. The university has eight colleges and offers more than 30 undergraduate and graduate degrees and 150 major areas of study. The main campus is situated on a 854-acre site in Mount Pleasant, a city of 25,000 residents located in the heart of the Lower Peninsula of Michigan.

The University is searching for an outstanding leader with the vision to assist in efforts to move the university into the next century as an exemplary model of a modern, technologically-based institution with a focus on internationalization of curriculum. The director reports directly to the assistant vice president for academic affairs. The successful candidate will provide vision and leadership in the planning and delivery of high quality international education programs and initiatives, develop and assist plans to increase the size and diversity of the university's international student population and encourage, guide and assist faculty in the development and implementation of international education initiatives.

Qualifications for the position include Master's degree, earned doctorate preferred, minimum of three years of professional experience in international education; professional or academic credentials sufficient to earn collegial standing among faculty and administrators; successful prior experience in an international education leadership role; broad knowledge of international education issues, including international students and scholars, study abroad, and faculty exchange programs; ability to communicate effectively with students, faculty and administrators. Fluency in English required; one or more foreign languages is highly desirable as is expertise in non-immigrant and immigrant immigration regulations.

CMU provides flexible benefits, an excellent retirement program with tax differed investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service.

Review of applications for the above vacancy begins April 5, 1999 and will continue until the position is filled. The anticipated starting date is July 1, 1999. Candidates should send a letter of application, resume, and names, addresses and phone numbers of three to five references. Inquiries, nominations, and applications should be forwarded to:

Dr. Larry Fryda, Chair
Search-Director of the Office
of International Education
IT 100, Central Michigan University
Mt. Pleasant, MI 48859
or fax to 517-774-4900
phone 517-774-3033

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see ***www.cmich.edu/aaeo.html****)*

HILLSBOROUGH
Community College

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and health care institutions. For more information about the College and Tampa Bay, access the HCC Web Site at www.hcc.cc.fl.us or call the HCC JOBLINE at (813) 253-7185.

Fall 1999 Faculty Recruiting

Discipline	ACCOUNTING	ART	ENGLISH	MATHEMATICS	PSYCHOLOGY
Qualifications	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.

Discipline	COMPUTER SCIENCE	RADIOGRPAHY	INTERPRETER TRAINING	HORTICULTURAL SCIENCE	BIOLOGY PHYSICAL SCIENCE
Qualifications	Master's degree preferred with 18 graduate semester hours in Computer Science or closely related discipline; certification to teach Microsoft (MCSE, MCSE & Internet and/or MCSD) AND/OR Novell (CNI) and/or Cisco (CNP) courses. Consideration will be given to candidates with the required certification(s), but who hold lesser academic degrees.	A baccalaureate with concentration in radiologic technology (Master's degree preferred) with demonstrated preparation in curriculum development, teaching methodologies and instructional evaluation. Current certification with ARRT or equivalent. Two-years full-time clinical experience as a practicing Radiographer. Two years experience as an educator in a JRCERT accredited program.	Master's degree in Deaf Education or closely related discipline, current certification RID or ASLTA, two years experience as an interpreter. Preference given to individual with two years of teaching experience.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline. Preference will be given to individual with 18 graduate semester hours in physical science.

Discipline	LIBRARIAN	READING	SPEECH	COUNSELOR	PREPARATORY WRITING
Qualifications	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.	Master's degree in the discipline or a Master's degree plus 18 graduate hours in the discipline.

HCC seeks candidates with a strong commitment to teaching, the use of technology and innovation. HCC offers competitive pay and benefits in a multicultural environment dedicated to serving our students and our community. Recruitment is contingent upon funding and Board of Trustees approval. Responses to this advertisement must be received by April 30, 1999. Wage ranges for Fall 1999 for full-time faculty positions are:

Bachelor's degree with concentration in discipline advertised: $31,300-$53,178
Master's degree with a minimum of 18 graduate semester hours in discipline: $33,300-$56,576
Master's degree plus 30 graduate semester hours in discipline: $35,500-$60,315
Earned Doctorate in discipline advertised: $37,700-$64,052

To apply, send a letter of interest, detailed resume, photocopy of educational transcripts and three professional references to:

HILLSBOROUGH COMMUNITY COLLEGE
EMPLOYMENT OFFICE
P. O. Box 31127
Tampa, Florida 33631-3127

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups. Dial (813) 253-7552 to access the TDD for hearing/speech impaired.

EOE/ADA/AA

AAC&U

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES

VICE PRESIDENT FOR EDUCATION AND QUALITY INITIATIVES

The Association of American Colleges and Universities (AAC&U) invites applications and nominations for a Vice President to develop and lead national initiatives related to the improvement of student learning and achievement in college. The Vice President will be part of the leadership group at AAC&U and will report directly to the President.

The Vice President for Education and Quality Initiatives, a new position, will develop AAC&U's work in the following areas: identifying important outcomes of college learning and the practices that support them; developing new connections between the high school curriculum and general education programs at two and four-year campuses; forging connections between AAC&U's quality initiatives and changes in assessment and accreditation; fostering minority achievement; and building a new educational intentionality into student planning for transfer.

AAC&U is the leading national association devoted to advancing and strengthening undergraduate liberal education. Founded in 1915, AAC&U is an institutional membership association representing all parts of the higher education community. AAC&U's work is supported by its members and by government and private grants for such issues as strengthening general education and college majors, preparing future faculty members, fostering global understanding, and advancing diversity as a civic and educational priority. AAC&U publishes journals and reports related to its priorities, and also offers a growing program of workshops and summer institutes designed for academic administrators and faculty members working on educational renewal and effectiveness. Our national office is in Washington, D.C.

We invite applications from candidates who hold a doctorate in an arts and sciences field, have recent campus experience with institution-wide or multi-institution educational improvement efforts, and direct as well as scholarly expertise in several of the following areas: general education reform; the contemporary school reform movement; school-college transition; improving outcomes and retention for at-risk students; working with transfer students; improving achievement in science, mathematics, engineering and technology; using technology to strengthen higher order analytical skills, and assessing student learning. We also seek a person who works well with groups, writes effectively, values team-work and collaboration, and can thrive on the give and take of a fast-moving organization. Strong analytical skills, success in securing grants, and organizational skill in managing complex projects are musts.

AAC&U has a long history of leadership on equity and diversity issues in higher education, and we especially seek applications from candidates who can help us create new connections between excellence and inclusion.

We will begin the review of applications May 1. Interested applicants should send a written statement describing their work in areas related to the position description along with their CV to **AAC&U, 1818 R Street, NW, Box VP, Washington, DC 20009.**

AMERICAN UNIVERSITY

Practitioner-In-Residence in Clinical Program

American University, Washington College of Law, is seeking two lawyers who are interested in careers in clinical teaching to fill two openings in its Clinical Program for a two years renewable term as Practitioners-in-Residence beginning in the summer of 1999. The Washington College of Law currently has the following clinics, civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense), domestic violence clinic (criminal and civil), international human rights clinic, tax clinic, and women and the law clinic. The openings may be in the civil practice clinic, the criminal justice clinic, the community and economic development law clinic, and the women and the law clinic.

Students in the Civil Practice Clinic represent low-income clients in a variety of cases in administrative tribunals and trial courts in the District of Columbia. In the Criminal Justice Clinic, students spend one semester providing representation in juvenile and criminal cases in Montgomery County, Maryland and a second semester prosecuting cases in Maryland. Law students in the Community and Economic Development Law Clinic represent small neighborhood-based nonprofits and microenterprises in undeserved areas of the District of Columbia. In the Women and the Law Clinic, students provide representation in the District of Columbia in domestic violence, child neglect, and support cases, as well as any legal matters that assist a client in addressing the underlying problems that brought her into the legal system. Each clinic teaches students through supervision, simulations, seminars and case rounds.

The Practitioners in Residence will

- take part in a training program during the summer to prepare them to supervise students who are representing real clients in actual cases.
- supervise a group of law students practicing in the clinical program and be supervised by experienced clinical teachers while doing so.
- participate with the clinical faculty in planning the seminar portion of each clinic.
- share teaching responsibilities with the clinical faculty for the seminar portion of the program.
- conduct case rounds with his or her supervises as a group.
- participate with the clinical faculty in periodic discussions of "problems in clinical teaching."
- participate in the intellectual discussion about lawyering and clinical teaching that is an established part of the work-lives of the clinical faculty at Washington College of Law.
- have an opportunity to earn an LL.M. degree in International Legal Studies, with a specialization in one of five areas: International Human Rights, Gender Studies, International Environmental Law, International Trade and Banking or International Organizations or an LL.M. in Law and Government.
- engage in scholarly research and write for publication with the encouragement, feedback and support of interested colleagues.

Because one of the goals of the program is to provide an opportunity for practitioners to develop the abilities and credentials necessary for careers as clinical teachers, applicants must have an academic and professional record that would make it likely that they would fulfill this ambition. Minimum qualifications include a J.D. degree, outstanding academic record, three years of experience as a practitioner in a field of law relevant to the work of the program and membership in a bar. A demonstration of scholarly interest in the relevant fields of law is helpful.

Applicants should sent a cover letter and curriculum vitae to

Prof. Ann C. Shalleck
Director of Clinical Programs
American University, Washington College of Law
4801 Massachusetts Ave., N.W.
Washington, D.C. 20016
by April 1, 1999

American University is an EEO/AA employer committed to a diverse faculty, staff and student body

AMHERST COLLEGE

DIRECTOR OF DATABASE SERVICES

Amherst College invites applications and nominations for the position of Director of Database Services (formerly called Administrative Computing). Reporting to the Director of Information Technology, the Director will provide leadership and vision to support the data systems that allow the smooth and effective administrative functioning of the College. Candidate will supervise a group of eight staff. The position will also manage the conversion from an in-house campus-wide software system to a commercial, client-server system.

QUALIFICATIONS: Bachelor's Degree required; minimum of five years of experience in computing, preferably in a higher education setting. Understanding of the administrative functioning of a college or university preferred. Experience with software conversions and client-server architecture is essential. Knowledge of the Web and its role in data access and administrative functioning desirable.

Amherst College is a private coeducational liberal arts college of approximately 1,650 students, 170 faculty, and 500 staff employees. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Candidates should submit a letter of application and resume, including the names of three professional references to: **Chair, Search Committee for Director of Database Services, Box 2204, Amherst College, Amherst, MA 01002-5000.** Applications will be considered until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

Counselor

Houston Community College System is seeking a Counselor for the Central College.

REQUIREMENTS: Master's degree in counseling and guidance, psychology, student personnel management or social work, or a master's degree plus 18 graduate hours in courses with guidance and counseling prefixes. LPC preferred. (Photocopy of transcript must accompany the application.) Three (3) years of experience counseling with adult population, preferably in a community college setting. Ability to counsel students in career exploration and decision-making processes. Experience in counseling diverse student populations will be given preference. Prefer experience in Admissions/Recruitment and financial aid advertisement in higher education.

Starting salary range: $39,180 to $45,228 plus excellent benefits.

Please refer to Job Vacancy Notice # 4081 when making an inquiry or applying for this position. An HCCS application is required for consideration. To request an application, call (713) 718-8566 or fax request to (713) 718-8599, or you may download an application from the web site at **www.hccs.cc.tx.us.** All completed application materials must be in the Human Resources office by April 19, 1999.

HOUSTON COMMUNITY COLLEGE SYSTEM

Houston Community College System
320 Jackson Hill, Suite 220
Houston, Texas 77007

HCCS is an Equal Opportunity Employer.

WICHITA STATE UNIVERSITY

PALEOCLIMATOLOGY

The Department of Geology and Geography invites applications for a tenure-eligible position starting August, 1999, at the rank of assistant professor. The successful candidate will be expected to teach at both the undergraduate and graduate levels, supervise student theses, and to establish a productive research program in their field of expertise. The Department offers Bachelor of Arts and Bachelor of Science degrees in Geology, and Masters degrees in Geology and Environmental Science. Active participation in the University's interdisciplinary Masters program in environmental science is required. Candidate will be expected to foster interaction with ongoing research in paleobiology, carbonate sedimentology, geochemistry and structural geology. In addition to the general employment requirements defined above, the applicant will be expected to teach courses in their field of specialty and occasional courses in sedimentary geology, environmental geology, and computer applications.

A Ph.D. in the geosciences is required at the time of appointment. The successful applicant should have a demonstrated research focus on paleoclimatological systems analysis as deduced from the rock record and be strongly field oriented. Proficiency in the integration of paleoclimatological studies with clastic sedimentology and surficial geology is required. Preference will be given to applicants with expertise in computer applications such as GIS (Geographic Information Systems) or other large database systems.

Applicants should submit letter of application addressing qualifications and experience, curriculum vita, description of teaching and research interests, selected copies of relevant publications, evidence of teaching excellence, transcripts of academic work, and the names of 3 professional references (include postal and E-mail addresses) to:

Dr. Collette Burke
Chair, Department of Geology
Wichita State University
1845 Fairmount
Wichita, Kansas 67260-0027

Wichita State University is an AA/EOE. Women and minorities are encouraged to apply. Review of applications for this position will begin April 1, 1999 and continue until the position is filled.

TENURE-TRACK INSTRUCTIONAL OPENINGS

1999-2000 Academic Year

The Shasta-Tehama-Trinity Joint Community College District, an EEO employer, welcomes applicants who wish to work in an institution where flexibility, innovation, openness to change, collaboration with co-workers, and participation in College activities are highly valued.

The College District encompasses over 10,000 square miles serving approximately 210,000 residents of beautiful northeastern California. Over 13,000 students enroll at three off-campus regional sites as well as the main campus in Redding. 160 full-time faculty and administrators, 250 part-time instructors, and 170 classified staff are employed at the College. The City of Redding has a population of 70,000 and is located at the north end of the great Sacramento Valley. Located 220 miles north of San Francisco, the campus is situated on 337 acres and commands spectacular views of Mt. Shasta, Mt. Lassen, and the Trinity Alps. Nearby are some of the outstanding recreational areas in the western United States, including Shasta, Trinity, and Whiskeytown Lakes. An increasing segment of instructional programming will take place on-site in the natural environs and through interdisciplinary learning.

Final Filing Date 4/23/99

ANTHROPOLOGY INSTRUCTOR
HISTORY INSTRUCTOR
NURSING INSTRUCTOR
SPANISH INSTRUCTOR
***COUNSELOR (195 DAYS)**

Master's Degree in discipline.

Salary: $30,396- $46,416/year
****$33,870- $51,721/year***
*****All Positions Subject to Available Funding*****

For required application materials contact:

SHASTA COLLEGE
PERSONNEL OFFICE
11555 Old Oregon Trail
Redding, CA 96003
Ph: 530/225-4656 • TDD 530/225-4988

Shasta College

HILLSBOROUGH
Community College

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and health care institutions. For more information about the College and Tampa Bay access the HCC Web Site at **www.hcc.cc.fl.us** or call the **HCC JOBLINE at (813) 253-7185.**

EXTENDED SEARCH

District Director of Student Services

The position is a Chief Student Officer and is responsible for developing college-wide policies and procedures, direction of recruitment; admission for health-related programs, international admissions, financial aid including state and Federal guidelines; student publications and serves as a senior college representative with community organizations and institutions.

Requires a Master's degree and five years of specialized experience developing, managing and supervising a complete range of student services. Preference will be given to applicants with recognized accomplishments in improving and expanding student services and enrollment. Wage range is $51,380 to $84,777.

District Director of Technical Programs

Plans and coordinates technical education and extension programs district wide. Coordinates the development of technical education and extension programs including maintaining academic integrity and liaison with to the State Board and Department of Education. Develops and reviews College administrative policy and procedures and maintains compliance with state and national accreditation standards. Represents the College to the community and state entities.

Requires a Master's degree and seven years of experience in a similar or related function. Preference will be given to candidates with a Doctorate in a related discipline. Wage range is $51,380 to $84,777.

Director of Distance Learning

Plans, develops and maintains programming and operational schedules for comprehensive college-wide distance learning services. Provides leadership in development and utilization of alternative systems. Coordinates the design and development of programs, establishes and administers courseware license and contracts for initiating and delivering programs through the telecommunications system; develops applications for grants and external funds for related programs and activities and coordinates and conducts in-service training and seminars.

Requires a Master's degree in related discipline and seven years of related experience. Wage range is $51,380 to $84,777.

Dean of Learning Resources

This position plans, directs and evaluates all aspects of the daily operation of a campus library and district-wide library services. This includes providing and coordinating acquisition, cataloging and processing of material, and audiovisual and automation services; hires, trains, supervises and evaluates all assigned campus and district library services faculty and staff; prepares and administers budgets for the campus library and district library services.

Requires a Master's degree in library or information science from an ALA accredited program and five years of prior related work experience. Academic library experience is preferred. Wage range is $51,380 to $84,777.

Dean of Mathematics and Science

This position supervises and coordinates the operation and administration of the Mathematics and Science programs. Responsibilities include effective delivery and management of instructional programs, curriculum development and evaluation, academic planning and outcome assessment, budget management, faculty and support staff development and evaluation, staffing and scheduling of classes and all related administrative duties. Reports to the Campus President.

Requires a Master's degree and five years of prior related work experience. Applicants must have a minimum of three years in a comparable supervisor capacity. Preference will be given to candidates with a Doctoral degree in one of the disciplines within the division and to candidates with knowledge of academic program design. Wage range is $51,330 to $84,777.

Dean of Community Services Programs

This position is responsible for the College's community services programs and services. This position supervises and develops program coordinators; overseeing class development; prepares new courses for approval; planning advisory meetings and community service programs. Responsibilities also include design and implementation of informational materials, maintaining contact with local, state and regulatory agencies and participating in community activities and programs.

Requires a Master's degree and five years of prior related work experience. Preference will be given to candidates with a Doctorate in a related discipline and prior supervisory experience in a community service program.

HCC offers competitive pay and benefits in a multicultural environment dedicated to serving our students and our community. Recruitment is contingent upon funding and Board of Trustees approval. Responses to this advertisement must be received by **April 30, 1999, at PO Box 31127, Tampa, FL 33631-3127.**

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups. Dial (813) 253-7552 to access the TDD for hearing/speech impaired.

EOE/ADA/AA

AUSTIN COMMUNITY COLLEGE

Austin, Texas, the state capital, is a beautiful multi-cultural community with hills, valleys and lakes running through the city. One of the fastest growing cities in the US, Austin was named by Fortune magazine, "The Best City for Business in North America". The high tech area industry now refers to the city as "Silicon Hills."

Austin Community College opened in 1973 and serves over 26,000 students. The college has six campuses, seven centers, and a large distance learning operation. Austin Community College operates on an stable $82 million budget which comes from state appropriations, property taxes, and tuition and fees.

EXECUTIVE VICE PRESIDENT FOR INSTRUCTIONAL AFFAIRS

The Executive Vice President for Instructional Affairs is the chief instructional officer and reports to the President. Responsible for leadership and energy, the EVP will advance the academic and workforce programs. Expectations include fostering the one-college concept; multi-cultural faculty recruitment and development; expanding the curricula; and accelerating the development of alternative delivery methods.

CANDIDATES SHOULD POSSESS:

- ☆ A Master's degree (doctorate preferred) from an accredited college or university
- ☆ Three years experience as a senior-level administrator with academic responsibilities in a multi-campus academic environment
- ☆ Three years of full or part-time teaching experience in a comprehensive college environment
- ☆ Excellent interpersonal, verbal, and writing skills
- ☆ Technology skills necessary to function effectively in a high-tech work environment
- ☆ Knowledge of teaching and learning theories and curriculum development
- ☆ Ability to guide open, candid discussions and develop shared decisions
- ☆ Ability to resolve conflicts and to motivate others toward a shared vision
- ☆ Ability to work under stress and to handle multiple priorities simultaneously
- ☆ Detail-oriented without losing the "big picture"

CHALLENGES:

- ☆ Provide creative leadership and budget management within a stable but limited tax rate and tax base
- ☆ Continue to expand electronics, semi-conductor manufacturing, and allied health
- ☆ Provide leadership in the recruitment and hiring of a multi-cultural faculty and staff
- ☆ Creation of academic master plan
- ☆ Linking master planning to facilities and resource planning systems
- ☆ Enhance the sense of unity, community, and shared vision among administrators, faculty and staff

Interested candidates may apply in complete confidence by sending a detailed resume, plus a cover letter (not to exceed five pages) which specifically addresses the above qualifications and challenges. Please include the names, titles, institutions, and business and home telephone numbers of eight references. No references will be contacted without the applicant's consent. The committee's Position Profile can be viewed at the ACC Website at **www.austin.cc.tx.us.**

SUBMIT NOMINATIONS AND APPLICATIONS TO: Ms. Janis Koenig, Campus Provost; Search Committee Chair; Attn: Janie Ross, Search Liaison; Austin Community College; Northridge Campus, 11928 Stonehollow Drive, Austin, TX 78758.

FOR ADDITIONAL INFORMATION, CONTACT: Therese G. Pauly, President, The Pauly Group, 2925 S. Meadowbrook Road, Suite B, Springfield, IL 62707; Telephone: 217/241-5400; Fax: 217/241-5401; http://www.paulygroup.com.

Nominations and applications will be accepted until the position is filled. However, the search committee will begin its review of applications very soon and early submissions are strongly encouraged.

-A Pauly Group Search-

SIDWELL FRIENDS SCHOOL

Teacher-Upper School English

Co-ed Quaker dayschool in N.W. Washington seeks an Upper School English teacher to begin 9/1/99. The applicant must be able to teach American and British literature classes that include intensive grammer and writing instruction. Two to five years of teaching experience required. Quakers and persons of color are encouraged to apply.

Teacher-Elementary Science

Sidwell Friends School, a co-ed Quaker dayschool, seeks a science teacher for its Lower School, grades PK-4, located at our Bethesda, MD campus. Requires a strong background in physical, biological and earth sciences, and the ability to engage children actively in learning about science. Sound understanding of young children and a gentle spirit desired. Send resume and cover letter describing your abilities and interest.

Teacher-7/8 English/Team Teacher

Co-ed Quaker dayschool in N.W. Washington seeks a 7th and 8th grade English teacher with at last three years of classroom experience. The successful candidate will exhibit demonstrable enthusiasm for teaching English, will have a clear understanding of the needs of the age group, be able to work cooperatively with a group of adults in a team setting and in a larger faculty, be comfortable in and excited about working with children from diverse backgrounds, appreciate the Quaker philosophy that underlies the School, be committed to community service and be comfortable working with students on camping and field trips. The successful candidate will also be comfortable with teaching an advisory curriculum, communicating effectively with middle school children and providing thorough communication with parents. Candidates should send resume and a cover letter explaining why they would be a good match for these criteria.

Send to **Office of Personnel Services, Sidwell Friends School, 3825 Wisconsin Ave., N.W., Washington, DC 20016.**

Illinois Central College

FULL-TIME FACULTY POSITIONS

FALL 1999

Illinois Central College invites applications for the following full-time tenure track faculty positions and temporary academic year appointment position:

FACULTY (TENURE TRACK)

CHEMISTRY - Masters degree in chemistry or related field with at least 30 semester hours in graduate level chemistry.

EARTH SCIENCE - Master's degree in one of the earth sciences or related field with at least 30 semester hours in graduate level earth sciences.

CHEMISTRY/EARTH SCIENCE - Master's degree in either chemistry or one of the earth sciences with significant course work in the other field of study. Community college teaching experience desirable.

MATHEMATICS - Master's degree in mathematics or related field with at least 30 semester hours in graduate level mathematics. Three letters of recommendation required.

CHILD DEVELOPMENT - Master's degree in child development or related field.

COMPUTER SCIENCE - Master's degree with coursework in the computer field or a bachelor's degree with one or more years of experience in the computer area. Candidates should have a demonstrated ability to teach classes in one of the following areas: C/C++ and Data Structures or networking classes such as TCP/IP, SQL server, LAN installation and management (Novell or Windows NT).

TEMPORARY FULL-TIME ACADEMIC YEAR APPOINTMENT

SPEECH-LANGUAGE PATHOLOGY ASSISTANT - Master's degree in speech-language pathology, certificate of clinical competence in speech-language pathology, licensure in Illinois and five years of clinical experience across the life span.
(The date of employment is June 1 - May 30, 2000).

Qualified individuals interested in these positions must submit a letter of application, current resume and copies of transcripts by April 9, 1999 to: **Doris Symonds, Human Resources, Illinois Central College, One College Drive, East Peoria, IL 61635-0001. Job Line: (309) 694-8998, Web: www.icc.cc.il.us, E-mail: Hresources@icc.cc.il.us**. A resume may be e-mailed but will not be accepted in lieu of the completed application form.

Dean of Student Development

Houston Community College System, the largest institution of higher education on the Gulf Coast of Texas, is seeking candidates for the position of **DEAN OF STUDENT DEVELOPMENT**, for the Central College.

The Dean is responsible for the development and supervision of all facets of the comprehensive student development programs at the Central College. The position will also be responsible for facilitating the transition to a Learning College as it relates to student development to include organizational structure and service delivery.

REQUIREMENTS: Master's degree in counseling, higher education administration, student support services, or related fields is required. An earned Doctorate is preferred. (Official transcript is required at time of employment.) Minimum of three (3) years successful leadership and management of student affairs/development programs and activities with increasing levels of responsibility.

Prefer knowledge of assessment and counseling, enrollment management, financial aid, student development, and student judicial affairs. Familiarity/understanding, and commitment to the concepts/principles of the "Learning College" is desired.

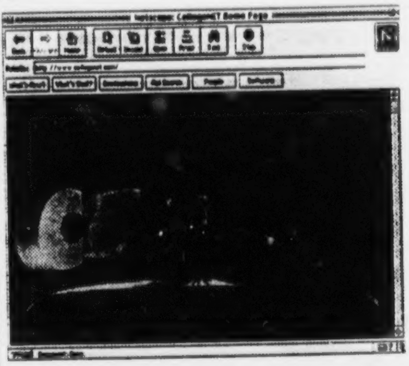
Starting Salary Range: $60,420 to $70,488. HCCS offers an excellent benefits package.

Please refer to Job Vacancy Notice # 4053 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, call (713) 718-8566 or fax request to (713) 718-8599, or you may download an application from the web site at www.hccs.cc.tx.us. All completed application materials must be in the Human Resources office by April 20, 1999.

HOUSTON COMMUNITY COLLEGE SYSTEM

Houston Community College System
320 Jackson Hill, HR Dept, Suite 220
Houston, TX 77007

HCCS is an Equal Opportunity Employer.



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Florida State
UNIVERSITY

The Florida State University is classified as a Research I University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following four positions

Assistant Professor
REHABILITATION COUNSELING
(Tenure-earning)

The Department of Human Services and Studies is searching for a faculty member in a Rehabilitation Counseling Program that consists of an undergraduate degree, a CORE-accredited master's degree, and a doctoral degree. The department which houses this program also includes a CACREP-accredited master-level counseling program, an APA-accredited program in Counseling and School Psychology, and programs in Leisure and Therapeutic Recreation. The position requires teaching undergraduate and graduate level courses in rehabilitation services, teaching graduate level courses in an alternative rehabilitation counseling master's program, supervision of practica and in internships; pursue research in an identified area of rehabilitation, direct dissertations and serve on supervisory committees; and provide service activities to the profession and state.

Minimum qualifications include: earned doctorate in Rehabilitation Counseling, or a closely related area with a specialization in Rehabilitation, demonstrated interest and expertise in research and evidence of skills and expertise in clinical practice. Preference will be given to applicants who are CRC or CRC-eligible and have demonstrated interest and expertise in psycho-social/psychiatric rehabilitation, or vocational rehabilitation, grant writing, and innovative training programs for community professionals.

Send application package including letter of application, current vitae, and three letters of recommendation to **Dr. Deborah Ebener, Chair, Rehabilitation Counseling Search Committee, Department of Human Services and Studies, 215 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458.** For further information, contact her at (850) 644-4335, or mail to **ebener@garnet.acns.fsu.edu**

Assistant Professor
ENGLISH EDUCATION
(Tenure-earning)

The Department of Curriculum and Instruction is searching for a faculty member in the English Education program who will do the following: teach undergraduate and graduate courses, develop new courses to reflect shifts in emphasis in the field, supervise the research of graduate students, supervise student teachers, participate in faculty governance.

Minimum qualifications include: Ph.D. or Ed.D. in English Education or closely-related field, teaching experience in grades 6-12, interest and experience in literacy issues as they related to teaching English/Language Arts, grades 6-12, experience in using technology to teach, and ability to teach uses of technology in the English/Language Arts classroom, expertise in written composition, literature theories and pedagogy, middle grades theories and practices, and/or reading. Preference will be given to applicants who demonstrate interest in, and have experience with, interdisciplinary grant and services projects.

Send application package, including letter of application, current vitae, and three letters of recommendation to **Dr. Pamela S. Carroll, Chair, English Education Search Committee, 209 MCH, Florida State University, Tallahassee, Florida 32306-4490.** For further information, contact her at (850) 644-2297 or mail to **pcarroll@garnet.acns.fsu.edu**

Assistant Professor
SPORTS ADMINISTRATION
(Tenure-earning)

The Sport Administration program at Florida State University is seeking a colleague who has a teaching and research expertise in on or more of the following content areas: sports management, governance, facilities, organizational theory, research design and methodology, and sport finance and economics. Additionally, this person will be expected to teach both undergraduate and graduate courses in sport administration, develop an active research agenda, mentor masters and doctoral students' research, advise undergraduate and graduate students, contribute to department and university growth, and contribute to a sport administration community of scholars.

Minimum qualifications include: earned doctorate in Sports Administration or related field, college and/or university teaching experience, evidence of scholarly productivity, experience advising graduate student research, and some sport business industry experience.

Send application package including letter of application, current vitae, and three letters of recommendation to **Dr. Brenda G. Pitts, Chair, Sport Administration Search Committee, Florida State University, Dept. of Physical Education, 109 Tully Gym, Tallahassee, FL 32306-4280.** For further information contact her at (850) 644-2489 or mail to **bgpitts@garnet.acns.fsu.edu.**

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

**SOUTHWEST TEXAS
STATE UNIVERSITY
San Marcos, Texas**

SWT

ASSOCIATE VICE PRESIDENT FOR RESEARCH AND SPONSORED PROGRAMS

Southwest Texas State University (SWT) invites applications and nominations for the positions of Associate Vice President for Research and Sponsored Programs. SWT has significantly increased externally funded research and sponsored programs, active grants currently total $19.4 million with a goal of $30 million by 2004. SWT has allocated resources for University support of grants and has developed partnerships with Congress, federal agencies, universities, public agencies, school districts, and corporations.

The Associate Vice President leads SWT's efforts to expand externally funded grants and contracts and reports to the Vice President for Academic Affairs. Assisted by a support staff, the Associate Vice President helps faculty and staff obtain external funding from local, state, and federal agencies; disseminates information on funding sources, develops productive relationships with funding sources, promotes interdisciplinary research, manages grant and contract negotiation and coordination, implements grant and contract policies, and provides faculty professional development opportunities.

The successful candidate must possess an appropriate terminal degree, a professional record appropriate for appointment at a senior faculty rank, experience in academic or research administration, and demonstrated success in obtaining extramural support. A successful application should include evidence of the candidate's ability to significantly advance the University's research, teaching, and community-partnership agendas; sustain and enhance strong relationships with the Congress and federal agencies, build and sustain partnerships with universities, public agencies (especially school districts), and corporations, and sustain a service-oriented organization, dedicated to assisting faculty, across the University.

Review of applications will begin on April 15, 1999, with an anticipated appointment date of September 1, 1999. Nominations and applications will be accepted until that appointment is made. Expressions of interest, nominations, and applications should be sent to

**Associate Vice President for Research
and Sponsored Programs Search Committee
Office of the Vice President
for Academic Affairs
Southwest Texas State University
601 University Drive
San Marcos, Texas 78666**

Applications should include a cover letter, current vita resume, and the names, addresses, and telephone numbers of three references who can speak to professional qualifications. Finalists will be asked to furnish transcripts for each earned degree.

Southwest Texas State University is an Equal Opportunity, Affirmative Action employer. SWT is committed to increasing the number of women and minorities in faculty and administrative positions.

ADVERTISING INDEX

POSITIONS

CALIFORNIA	
California State University, Fullerton	55
De Anza College	46
San Jose State University	59
Shasta College	63
COLORADO	
University of Colorado	57
University of Northern Colorado	47
CONNECTICUT	
Connecticut Community-Technical Colleges	51
Naugatuck Valley Community-Technical College	47
University of Connecticut	44
DC	
American University	54; 56; 62
Association of American Colleges and Universities	62
Sidwell Friends School	65
The Union Institute	41
FLORIDA	
Florida Gulf Coast University	52
Florida International University	57
Florida State University	66
Hillsborough Community College	61; 64
Palm Beach Community College	48; 50
University of South Florida	52
GEORGIA	
Agnes Scott College	55; 57; 60
ILLINOIS	
Illinois Central College	65
Illinois State University	44; 46
Waubonsee Community College	49; 53
INDIANA	
Indiana University	40; 47
University of Notre Dame	58
KANSAS	
Garden City Community College	45
Wichita State University	46, 49; 63
MAINE	
University of Maine	45
University of Southern Maine	53
MASSACHUSETTS	
Amherst College	63
CAST-Center for Applied Special Technology	50
Harvard Law School	51
Lesley College	45
Wellesley College	54
Worcester Polytechnic Institute	47
MICHIGAN	
Albion College	55
Central Michigan University	60
Eastern Michigan University	50
Grand Valley State University	48
The University of Michigan, Ann Arbor	43
MINNESOTA	
The College of St Catherine	59
NEW HAMPSHIRE	
Dartmouth College	58
NEW JERSEY	
New Jersey City University	42
The Richard Stockton College of New Jersey	41; 57
William Paterson University	58
NEW MEXICO	
San Juan College	42, 45, 55
NEW YORK	
Cornell University	56
Hunter College/CUNY	54
Onondaga Community College	49
SUNY, Binghamton	54
SUNY, College at Oneonta	40
SUNY, Empire State College	55
SUNY, University at Buffalo	41
Syracuse University	45
OHIO	
Cleveland State University	42
Cuyahoga Community College	60
PENNSYLVANIA	
Bloomsburg University	42
Community College of Philadelphia	48
Luzerne County Community College	43
Millersville University	44
Penn State University	41
Temple University	40
West Chester University of Pennsylvania	46
RHODE ISLAND	
University of Rhode Island	56
TEXAS	
Austin Community College	59; 64
Delmar College	52
Houston Community College	63, 65
Southwest Texas State University	66
UTAH	
Utah State University	42
VIRGINIA	
National Science Foundation	43
WISCONSIN	
Marquette University	51

RECRUITMENT

Center for International Studies	30

OTHER SERVICES

CollegeNet	65

¡PUNTO FINAL!

TOWARD CROSS-BORDER PARTNERSHIPS

Antonio Zavaleta is a native of Brownsville, Texas, and a student of border culture; he holds a Ph.D. in anthropology from The University of Texas at Austin. Dr. Zavaleta has served as a faculty member and administrator at Texas Southmost College and the University of Texas at Brownsville since 1976, and is currently the vice president for administration and partnership affairs at UTB/TSC.

The passage of the NAFTA in 1994 has caused us all to wonder about its long-term effects on our communities. The final verdict may be long in coming, but one thing is clear today. Many aspects of our society and every sector of our economy will be affected, and higher education is no exception.

NAFTA has created new markets, which in turn have created new demands for degree and training programs, which in turn have created a need for the most current technological advances in distance education–advances that can address a mix of students in real time on both sides of the border. Cross-border faculties can now, through technology, collaborate in creating new knowledge and building relationships. Working professionals, too, have new opportunities to seek advanced graduate education that did not exist previously on the border.

Given everything we hear about the rapidly changing border demographics, then adding the supercharger effects of NAFTA, it becomes prudent for educators to consider long-term planning. What do we want higher education to become along the U.S-Mexico border in the 21st century? How can it best serve the economies of our two nations and their quality of life?

All educators, especially Latino educators, need to broaden their world view and prepare to provide the leadership needed by our industries and communities.

In higher education, I believe the picture is clear. We cannot, must not, enter the new century without preparing to strengthen both sides of the border economy through meaningful and functional cross-border relationships in higher education.

What might this mean? In 1989, the Texas Legislature allowed qualifying Mexican students to attend Texas' border universities by paying Texas resident tuition and fees. This visionary legislation blazed a trail for thousands of Mexican students to attend Texas institutions. Have we really maximized this opportunity? Essential pieces of the cross-border tapestry required for their attendance are still absent even from our thinking.

We have overlooked ways in which education on both sides can directly improve the overall border economy in the future. Cross-border education institutions are already poised to play an important economic role, but to do so, they must be willing to make bold changes in some of their time-honored traditions. A case in point: U.S. border community colleges increasingly find that their historic role as feeder institutions to flagship universities is of lesser importance, while the cross-border demand for workforce training is increasing faster than institutions can redirect their resources.

Mexican institutions have wisely taken their cues from European models and are well ahead of us in their thinking and action–tying skill standards training to education at the local level. Higher education must learn to respond immediately and decisively to local or regional employer needs.

One of our most obvious shortfalls is our failure to identify and articulate ways in which education can affect economies on both sides. Until recently, U.S. and Mexican institutions of higher education did not talk with one another at a functional level. High-level talks between elite institutions have always existed, but in the 21st century, the bulk of our students will be attending small regional universities, *provincial autónomas*, community colleges, *tecnológicos*, and so on. Specifically, we must initiate and sustain a dialogue that leads directly to student benefits. This is beginning to happen. Now is the time, I believe, to appeal to a wider audience to join us in this effort.

Our lack of sustained and meaningful dialogue has kept us ignorant of our neighbor. In *Understanding the Differences: An Essay on Higher Education in Mexico and the United States*, Gill and Alvarez de Testa (1995) point out our lamentable lack of understanding of educational-political structures and systems across the border.

It is critical that we understand the funding and authorizing systems cross-border in order to deal with practical issues such as the assessment of credit for transfer to cross-border institutions or how courses are taught or in which language. Questions about using technology across international boundaries or intellectual property rights are also critical. Many believe that reform is under way, but unless the educational leadership and policy-makers at the highest levels make these issues a priority at their institutions, students will continue to fall through the cracks.

It is in the interest of educators and especially Latino educational leaders to think more seriously about how Mexican institutions figure into our future and we in theirs. A major effort to effect this end is taking shape.

I urge anyone with interest in the issue to consult the Consortium for North American Higher Education Collaboration/Consorcio para la Colaboración de la Educación Superior en America del Norte homepage at <http:conahec.org>, or ELNET, An Educational Leadership Network at <http://elnet.org>. From these two locations, the doors to understanding cross-border higher education are opened wide. I invite you to walk in.

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THE HISPANIC Outlook IN HIGHER EDUCATION

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Association of Governing Boards of Universities and Colleges

Graduate School Issue

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April 20th

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ASSISTANT/ASSOCIATE DIRECTOR
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The position: Represent Grinnell College to prospective students and to alumni in the Chicago area. Counsel and assist prospective students. Develop relationships and host programs that will increase the participation of Grinnell alumni in the programs and purposes of Grinnell College. Manage a single-person office in Chicago metropolitan area. Must be self-sufficient, self-directed, exceedingly responsible. Participates in the full range of admission and alumni work in Chicagoland and occasionally other Midwestern communities with special outreach to multicultural constituencies. Reports to the Director of Admission and the Director of Alumni Relations.

Specific responsibilities: Admission: Traveling to high schools/college fairs, handling correspondence, interviewing prospective students, reviewing applications for admission, other projects as assigned. Travel would include significant outreach to community-based organizations. Alumni: Organizing and hosting alumni events, meeting with alumni to arrange events, assisting with internship and externship responsibilities. Evening and weekend work required. Expected to spend time on Grinnell's campus, particularly during application review. Works closely with admission and alumni office colleagues as well as student, faculty, and alumni volunteers.

Qualifications: Requires a bachelor's degree and demonstrated experience in extending educational opportunities to those under-represented in higher education, particularly African American and Latino students. Experience in admission, alumni affairs, and/or graduate work in higher education preferred. Should possess well-developed communication and organizational skills, the ability to articulate the value of a liberal arts education, enthusiasm, energy, creativity, humor, and a commitment to working cooperatively. A valid driver's license is required.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States. It ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site <www.grinnell.edu>.

Application Process: To be assured of consideration, submit a letter of application, a resume, and a list of three employment references to **Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112** by April 30, 1999. The position will remain open until filled.

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Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.

Faculty Vacancy Announcements

- **Director, Institute for Mathematical Sciences and Applications**
  (#MBIMSA-9911) Assoc. Prof./Professor, tenure track; appointment eff. Fall 1999.
  Priority Screening Date: April 2, 1999.
- **Director, Institute for Communications Science and Technology**
  (#MBICST-9912) Assoc. Prof./Professor, tenure track; appointment eff. Fall 1999.
  Priority Screening Date: April 9, 1999.
- **Mathematical Sciences and Applications**
  (#MBMSA-9913) Asst./Assoc. Professor, tenure track; appointment eff. Fall 1999.
  Priority Screening Date: April 15, 1999.

All positions open until filled. For complete position announcements, University Vision Statement, and application procedures contact Recruitment/Academic Personnel Services, CSUMB, 100 Campus Center, Seaside, CA, 93955-8001 (831/582-3569) or see CSUMB web posting at http://www.monterey.edu. AA/EEO/ADA Employer.

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CONTENTS

FEATURES

Association of Governing Boards 5
This 68-year-old organization has 32000 members and a budget of $4 million.

Dolores Fernández: Compassionate Catalyst 8

Hopes running high at CUNY's Hostos as the acting president launches a renaissance.

Cuban Institute Prepares for Thaw in Relations 12
Florida International University, tracking things Cuban since 1991, anticipates a reconciliation.

María Villar: Associate Professor, Anthropology 18

This William Paterson University educator believes the field "challenges your conceptions of who you are."

Toning Up The Intellectual Muscle 21
St. John's College, Annapolis and Santa Fe.

Cornell Professor Rodríguez's Students Explore Rain Forests 24

Cornell University's outposts generate student journal. Emanations from the Rain Forests.

Arizona K-20 Consortium 26
Arizona Western and colleagues pool resources in a high-need region.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4

HO rates the government's latest guide to financial aid for students.

HONOR ROLL
University of South Florida 15

Latin Advisory Group Sparks Growth and Change

People, Places, Publications, Conferences 29

Book Review: *Students as Researchers of Culture and Language in Their Own Communities* 38

¡Punto Final!
Toward Meaningful Mental Health Services for Latinos back cover
By Mario Hernández, Associate Professor and Division Director in the Department of Child & Family Studies at the Louis de la Parte Florida Mental Health Institute, University of South Florida

Cover Photo Credit: Association of Governing Boards of Universities and Colleges

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A CAPITOL VIEW

Financial Aid Guidance for College Students

BY GUSTAVO A. MELLANDER

College costs more than ever before. But the need to acquire that level of education is more important than ever before. So how can the thousands of Hispanics who want to go to college pay for their education? The first step is to learn about as many sources of aid as one possibly can.

A new publication, *The Student Guide*, is the most comprehensive resource on student financial aid available. Released by the U.S. Department of Education, it covers the department's major aid programs, including Pell Grants, Stafford Loans, and PLUS Loans.

About 70 percent of all student aid comes from the programs discussed in this guide. It is written specifically for students, and it even provides a toll-free student information hotline: 1-800-4-FED-AID (800-433-3243). But it is a useful document for parents and college financial aid officers as well. It is free and can be ordered by writing the Federal Student Information Center, P.O. Box 84, Washington, DC 20044-0084.

Written in simple, understandable, everyday language and devoid of bureaucratic gobbledygook, *The Student Guide* contains the following sections.

- **Finding out about Student Aid**
- **Choosing a School Carefully**
- **General Information**
    - Student Eligibility
    - Financial Need
    - Dependency Status
    - Applying
    - Special Circumstances
    - Deadlines
    - Information Sources
- **Federal Pell Grants**
- **Direct Stafford Loans**
- **FFEL Stafford Loans**
- **PLUS Loans (Loans for Parents)**
    - Direct PLUS Loans
    - FFEL Plus Loans
- **Direct Consolidation Loans**
- **FFEL Consolidation Loans**
- **Campus-Based Programs**
    - Federal Supplemental
- **Educational Opportunity Grants**
    - Federal Work-Study
    - Federal Perkins Loans
- **Borrower Responsibilities and Rights**
- **Loan Deferment Summary**

Student Aid

The financial aid administrator at each college that a student is interested in attending can clearly tell potential students what aid programs are specifically available there. They can also develop a total aid package so the student can know how much the total cost of attendance will be.

The Student Guide explains federal Student Financial Assistance (SFA) Programs and how to apply for them.

Two federal income tax credits—dollar-for-dollar reductions in tax liability—are now available for higher education expenses. The HOPE Scholarship, a tax credit worth up to $1,500 per student, is available to first- and second-year students enrolled at least half time.

The Lifetime Learning Credit is a tax credit equal to 20 percent of a family's tuition expenses, up to $5,000, for virtually any postsecondary education and training, including subsequent undergraduate years, graduate and professional schools, and even less-than-half-time study.

State higher education agencies in each state can provide detailed information about state aid, including aid from the State Student Incentive Grant (SSIG) Program, which is funded jointly by individual states and the U.S. Department of Education.

Many Hispanics go to college to become teachers. Secretary of Education Richard Riley has formally announced that the nation will need two million new teachers in the next decade. Each state department of education for public elementary and secondary schools can provide useful information on the Robert C. Byrd Honors Scholarship Program (Byrd Program). To qualify for aid under the Byrd Program, one must demonstrate outstanding academic achievement and show promise of continued academic excellence.

For the address and telephone number of the appropriate state agency, contact one's college financial aid office or call the toll-free student information hotline.

A list of state education agencies can also be found on the Internet at the DOE's World Wide Web site at <http://www.ed.gov/offices/OPE/agencies.html>.

Other Sources

The AmeriCorps program provides full-time educational awards in return for work in community service. Students can work before, during, or after their postsecondary education, and can use the funds either to pay current educational expenses or to repay federal student loans. For more information on this program, call 1-800-942-2677 or write to: The Corporation for National and Community Service, 1201 New York Avenue, NW, Washington, DC 20525.

Information on the AmeriCorps program is also available through the Internet at <http://www.cns.gov/americorps/>.

Many companies, as well as labor unions, have programs to help pay the cost of postsecondary education for employees, members, or their children. Students should check foundations, religious organizations, fraternities or sororities, and town or city clubs. Community organizations and civic groups—such as the American Legion, YMCA, 4-H Club, Elks, Kiwanis, Jaycees, Chamber of Commerce, and the Girl or Boy Scouts—all support students who want to study.

Students should also explore organizations connected with their fields of interest. The American Medical Association and the American Bar Association, for example, have scholarship programs. These organizations and many others are listed in the U.S. Department of Labor's Occupational Outlook Handbook and are listed in various directories of associations available in public libraries.

The U.S. Armed Forces also offer financial aid opportunities. For example, all branches of the Armed Forces offer the Reserve Officer's Training Corps (ROTC) Program, which is a federal merit-based scholarship program that will pay for your tuition, fees, and books, and provide you with a monthly allowance. These programs are no longer restricted to males. For more information on the ROTC Program, call 1-800-USA-ROTC.

If one is a veteran or the dependent of a veteran, veterans' educational benefits might be available as well. Check with your local Veterans' Affairs office.

In summary, aid is available, and this free guide is a good first step in acquiring it.

Dr. Mellander is a professor at George Mason University.

Association of Governing Boards of Colleges and Universities

AGB
Association of Governing Boards of Universities and Colleges

By Mari Carmen Sarracent

According to a 1997 AGB survey, of the 40,000 private/independent trustees, approximately 2.1 percent are Hispanic, 6.5 percent are Black, 1.2 percent are Asian/Pacific Islanders, and .4 percent are Native American Indian. Ingram adds that in public higher education, where we would expect more diversity, the numbers aren't much higher.

Under the banner of the importance of more effective academic leadership and governance, the Association of Governing Boards of Universities and Colleges emphasizes good working relationships between administrators and trustees via its cornucopia of programs, services, and activities. Members of the Washington, D.C.-based nonprofit organization are the governing, coordinating, advisory, and foundation boards of postsecondary education.

Richard T. Ingram, President, Association of Governing Boards

AGB History

Richard T. Ingram, association president, gives a brief chronology of AGB history. "This association goes way back to 1921, when it was started by public university trustees and regents. They would get together from time to time to discuss issues of the day, such as how the federal government related to the states, research, land-grant universities, etc. There was no staff until 1963—strictly public sector until then.

"Then in 1963, the founders applied for and received a grant from the Carnegie Foundation on condition that membership be open to presidents of private institutions."

AGB now boasts a total membership of 32,000; 15 foreign universities also are members.

"We've grown through the succession of three presidents, including me," notes Ingram, who is in his seventh year. The AGB staff currently consists of 29 men and women. "We also have a board of directors, public members, former state legislators, former U.S. Congressmen, etc."

Nationally, there are 50,000 trustees and regents—"40,000 plus are from private or independent colleges and universities, which service 20 percent of the nation's students," notes Ingram. "Their boards are bigger—approximately 30 people—as opposed to public boards, which are smaller."

The remaining 10,000 come from public institutions and "are responsible for the education of 80 percent of 16 million students."

AGB receives support from foundations in addition to its annual budget of $4 million.

Gender and Race Representation

According to a 1997 AGB survey, of the 40,000 private/independent trustees, approximately 2.1 percent are Hispanic, 6.5 percent are Black, 1.2 percent are Asian/Pacific Islanders, and .4 percent are Native American Indian. Ingram adds that in public higher education, where we would expect more diversity, the

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The 19th annual Distinguished Service Awards in Trusteeship were presented to Roy T. Brophy, former regent of the University of California System (left), and Richard J. Franke, trustee of Yale University. Diane Oakley, vice president of TIAA-CREF, which sponsors the awards, made the presentation. Each winner received a $10,000 unrestricted grant for his institution and a commemorative sculpture of Steuben glass.

numbers aren't much higher—3.1 percent Hispanic, 11.7 percent Black, 1.8 percent Asian, .6 percent Native American.

Regarding gender equity, the number of women members has grown over the years. Says Ingram: "There has been a steady increase in the number of women trustees since the first survey in 1977, when women represented only 3 percent (pre-ABG) on independent boards and 4 percent on public boards."

Current AGB statistics reveal that among public higher education institutions, 30 percent of all trustees are women, and women trustees among private higher education institutions total 26.4 percent.

AGB Programs

AGB hosts programs such as board self-study workshops, presidential and board assessment services, and a presidential search workshop.

"We have a variety of services and publications to encourage good working relationships between presidents and their boards," notes Ingram. An AGB signature is its publication *Trusteeship*. "It is getting a good response—the articles are timely, short, and sensitive. The magazine goes to members every two months. *Priorities*, which comes out two or three times a year, is another publication."

Ingram explains that *Trusteeship* runs several regular features and that the body of the magazine is devoted to five or six short articles that bear on innovative practices, public policy issues, and other matters affecting governance. *Priorities*, on the other hand, focuses on one or two strategic issues such as affirmative action, academic tenure, faculty productivity, and demographic changes.

> ***Current AGB statistics reveal that among public higher education institutions, 30 percent of all trustees are women, and women trustees among private higher education institutions total 26.4 percent.***

The Board Self-study service involves a group of trustees, former presidents who are available to help governing boards review their performance.

AGB also sets up retreats. Says Ingram, "We have held more than 600 board retreats since 1977 for all kinds of institutions, including public college boards."

The Institute for Independents

Another key AGB service is the Institute for Board Chairs and Presidents of Independent Institutions. "We have been offering the institutes for private presidents and chancellors for 14 years. Evaluations by attendees have been uniformly positive," says Ingram, adding that attendees find the institutes are "effective in helping them solidify their working relationships" and in developing "strategies to higher levels of performance."

"We also offer it to from time to time for public boards, but it is a different program. We get into more of the issues of the day affecting public higher education. These individuals want to talk about the pressures and pulls they are undergoing by state governments and other external groups," explains Ingram.

AGB Annual Conference

AGB's 1999 National Conference on Trusteeship, entitled "Trusteeship in an Era of Rapid Change," took place March 27-30 in Seattle, Washington.

Preconference workshops covered subject matter such as leadership issues for board chairs of public institutions, how to build a better board, and strengthening the relationship between the foundation board and its affiliated institution. Interactive sessions discussed strategies for presidential searches, principles of effective strategy planning, and the board's role in financial accountability, among other issues. Plenaries and roundtable discussions took place as well.

Conference speakers included Frank H. T. Rhodes, president emeritus of Cornell University; William Bowen, Mellon Foundation president; J. Jorge Klor de Alva, University of Phoenix president; Robert H. Atwell, president emeritus of the American Council on Education; and Carol Guardo, Cabrini College trustee.

In addition to the conference, "we typically run six to eight free-standing events—from strategic planning to fund-raising to aca-

992

lege president in all New York, and the second-longest in the country—but Queensborough Community College programs are right up to the minute.
10/17/97, p. 10

Arizona State University can boast justifiably about connections with Mars and, here on Earth, escalating math scores and a hefty increase in admissions.
10/31/97, p. 8

One out of every 73 area adults is a graduate of the University of Illinois at Chicago. The city's population is well over two million.
11/14/97, p. 11

The venerable and urban Temple University aims for a small-school feel through its Learning Communities. Improved retention is just one of the benefits.
11/28/97, p. 18

The 125-year-old University of Toledo boasts an impressive share of merit scholars, minority students, and research projects, plus a recreation center to keep the body as fit as the brain.
12/12/97, p. 14

An oasis of international culture, Broward Community College in south Florida is honored for providing the promise of a better life to the many immigrants who pass through its doors.
12/26/97, p. 14

Named by *Money Magazine* as one of the 10 best buys among north-eastern universities, Plattsburgh State University offers mountains and lakes–and it's just south of the Canadian border.
1/9/98, p. 15

Throughout its history, Amherst College has prized both intellect and the democratic ideals.
1/30/98, p. 15

Situated in a county that is small in size but big in population–24 million–the award-winning California State University-Fullerton is thriving on its diversity.
2/13/98, p. 15

Though first in Texas and first in the nation with many of its academic offerings, Texas Women's University always remains true to its primary mission: to provide women–all women–with the opportunity, the support, and the skills to succeed.
2/27/98, p. 17

With 24 of its 97 majors ranked among the top in the country and with *Money Magazine* citing it among the 100 best buys, the University of Maryland-College Park is attracting top scholars and researchers.
3/13/98, p. 15

A research facility, a "Best Values" choice, and home to an outstanding university press, University of Nebraska-Lincoln is taking on another venture–a Pepsi alliance that will generate major dollars.
3/27/98, p. 16

An honors program at Rockland Community College in New York attracted a highly competitive FIPSE grant to foster its replication at other community colleges.
4/10/98, p. 17

Diversity is second nature to Jersey City State College, born into an urban melting pot of long standing.
4/24/98, p. 30

The city's earliest institution of higher education, The University of San Francisco, combines Jesuit tradition with latter-day innovation to stay ahead.
5/8/98, p. 15

Serving the densely and diversely populated state of New Jersey, the University of Medicine and Dentistry of New Jersey includes the only Hispanic Center of Excellence on the East Coast.
5/22/98, p. 15

Called "grand by any measure," Cleveland State University-Marshall College of Law's last year marked its centennial.
6/5/98, p. 17

San Jose State University forms alliance with National Hispanic University to increase Hispanic Graduation Rates.
6/19/98, p. 14

The multi-sited Palm Beach Community College has come a long, long way since its beginnings at a local high school.
7/3/98, p. 14

The largest of SUNY's four-year colleges, Buffalo State boosts student performance through award-winning support services.
7/17/98, p. 12

The College of DuPage is one institution whose reach never exceeds its capacity to grow; and its growth record is phenomenal.
7/31/98, p. 14

Colorado State University, a Carnegie Class I Research Institution, is taking on all hues and views at its Center for Applied Studies in American Ethnicity.
8/14/98, p. 13

Behold a progressive urban institution by the sea, by the sea, by the beautiful sea. University of Massachusetts–Boston.
8/28/98, p. 11

HO PERSPECTIVES

A seasoned college professor and education administrator returns to high school as a teacher and recommends the experience be mandatory for all policymakers.
9/5/97, p. 15

F. Javier Cevallos, an ACE Fellow, reflects on the benefits of the fellowship granted him by the American Council on Education.
10/3/97, p. 20

Gloria Tristani, first woman elected to New Mexico's State Corporation Commission, makes the case for affirmative action at a conference of college trustees and presidents.
10/17/97, p. 17

UHD President Máximo Castillo calls the University of Houston-Downtown "the campus of the future."
3/13/98, p. 24

María Mercedes-Olivieri, National Hispanic Program Manager for the EPA's Civil Rights Department, teaches that Hispanic and workplace cultures, which are sometimes at odds, must be understood and respected.
3/27/98, p. 22

Professor Olga Moya, South Texas College of Law, speaks to *HO* about her childhood, her career, her values.
6/5/98, p. 22

Schooled at Boise State, Alaska, and Mississippi Universities, a former shepherd from Peru is now a professor at New Mexico State.
6/19/98, p. 21

Borough of Manhattan Community College President Antonio Perez writes about an in-the-works 400-seat virtual library that will offer students unparalleled data access.
4/10/98, p. 23

Dolores Fernández: Compassionate Catalyst

Heads Hostos Community College Renaissance

BY
JEFF SIMMONS

> ***"Since my head is from an enrichment perspective and not a remediation perspective, I could never understand how in the United States we could label people who have two languages* remedial, *and that's what happens in New York City's public schools and in education in general."***
>
> DOLORES FERNÁNDEZ, ACTING PRESIDENT AT HOSTOS COMMUNITY COLLEGE

The signs are clear that change is afoot at Hostos Community College in New York City, and not simply because there's a new leader sitting in the president's office.

Banners adorn walls. "HOSTOS" stretches across an elevated walkway. Strung from dozens of lightposts along a major thoroughfare slicing through the bustling campus are brightly colored cloths proclaiming a Hostos renaissance.

These are visual changes that belie a broader campaign to revive a school that came under attack from the highest political circles in New York City over the last two years. Hostos is a school that—three decades after it opened its doors in the South Bronx—is shaping a brighter future.

Even critics have pointed to the image change and shower credit on a relatively new name on campus: Dolores Fernández, the acting president.

"She's been very effective," says Herman Badillo, vice chairman of the Board of Trustees of CUNY, the City College of New York system. "We are lucky to have found her. Hostos was a real mess; it still is a large mess.

"But we're giving her enough time to see if she can come to grips with its huge problems. We chose her because she's not an insider. She came from the outside."

That, Fernández says, gave her a different perspective, a chance to begin at square one when she started at Hostos in March 1998, after holding down previous jobs as a professor at New York City's Hunter College and as a deputy chancellor with the New York City public school system.

"Nationally, we have developed this reputation that, in some shape or form, we are going to have to get rid of," Fernández says of her tallest order. "I go to a conference and you have on your nametag and people go, 'Oh, Hostos, you're part of CUNY.' There are smirks and remarks about how bad it is, and these are national conferences."

Badillo says it helps to have placed a Hispanic woman at the helm of a college whose enrollment is largely Hispanic. Fernández, who would not reveal her age, is of Spanish descent, and her father grew up in Puerto Rico.

Dolores Fernández, acting president of Hostos Community College

Eugenio María de Hostos Community College was established in 1970 to offer bilingual education, an approach that was more commonly undertaken at elementary and secondary educational levels, and not at a college level.

Nearly 30 years later, that experiment in American education became mired in controversy.

In 1997, Hostos students protested that they were being held to overly rigorous writing assignments. CUNY trustees learned that the students couldn't pass a CUNY Writing Assessment Test (CWAT) yet were still able to graduate. Hostos disclosed that in 1996, less than 15 percent of its incoming first-year students passed the test.

New York City Mayor Rudolph Giuliani criticized CUNY campuses for a low on-time graduation rate and said the system was graduating many students who hadn't achieved high standards.

Some Hostos students filed suit so they could circumvent the CWAT exam and receive a diploma. The controversy forced the college president, Isaura Santiago, to resign. CUNY trustees vowed it was time to assemble "a new team," led by Fernández.

HO recently sat down with Fernández. Here are excerpts from the interview:

HO: Why did you want this job?

Dolores Fernández: I went through this whole speech in my head about how I wasn't going to take this job because I was really feeling very comfortable over at Hunter. It was a very good professional life. The chancellor spoke to me about what Hostos means to the CUNY system in the sense of its mission and the population this school was designed to serve. He spoke to me about the importance of having an interim president who truly believed in the mission of the school.

When he finished, I said to him, "I came in here to tell you I wasn't even going to consider this, but I will go home and think about it." At Hunter College that week, we had a speaker, a minister who sat on President Clinton's committee on race relations. She was talking in the faculty dining room. Toward the end of her speech, she said, "For all of you who are sitting here representing minority groups, and you're feeling very comfortable with yourself because you have degrees in your back pockets and you've moved up the socioeconomic ladder, take a minute and turn around and look at your community and ask yourself how many people within your community have the same options you have right now. And if you don't feel comfortable with that answer, you have an obligation to pay back your community."

I went from listening to that lady to my office and called the chancellor right away and told him, "I thought about it. I will take a leave of absence and go to Hostos."

HO: What did you discover when you arrived?

Fernández: It has been a roller-coaster ride. I found a very disheartened staff. The morale was rock bottom. They have been raked over the coals, and some of it was justified. I think the institution needed to get a slap in the face.

Little by little, I started to make significant change happen. Since bilingualism is my area of expertise and the CWAT was what put this place on the map, this was my first major endeavor—to get in place a structure that could meet the needs of students who come to Hostos and whose first language is not English.

Since my head is from an enrichment perspective and not a remediation perspective, I could never understand how in the United States we could label people who have two languages *remedial*, and that's what happens in New York City's public schools and that's what happens in education in general.

> ***"We are going to put in place English-only days on campus and have buttons that say, 'Speak to me in English, please.'"***
>
> DOLORES FERNÁNDEZ,
>
> HOSTOS COMMUNITY COLLEGE PRESIDENT

I presented to the faculty my design for a true dual-language school at this level, which would mean we would definitely have to have programs in place to meet the English-language needs of our students because that's primary.

But we would also start to develop programs designed to meet the second-language needs of students who would arrive English-dominant and also want another language because they know that having more than one language will open more doors for them out there in the marketplace.

HO: What are some other changes?

Fernández: We had a professional development institute, three weeks for faculty and for staff. We accomplished a couple of things. It was a chance to share ideas around academic programs, and it was also getting people to talk to each other again across departments. There was a camaraderie that came out of this, which was so important.

People were just down in the dumps, and all of a sudden, people who hadn't been talking to each other or had just gone home right after their last class were coming in and they were talking and working on programs. It was really great.

We also put in place academic language corridors, which have content courses linked to English as a Second Language courses. That design came about as a result of students requesting that there be some connection for the language in order for it to make sense for them to even learn it. That wasn't happening, so we started that this past fall.

HO: What do you feel you must accomplish during your tenure?

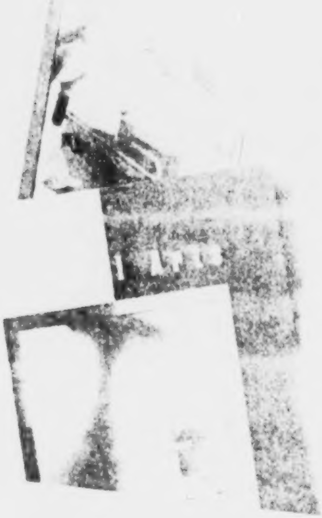
Fernández: To put in a program that would truly make this institution a dual-language institution. It's got that reputation.

My initial goal was to put in a program to make sure that students who come in with another language other than English are able to read and write and function in English in this institution and go out there in the world and function in English, and that was not happening.

HO: Who is the typical Hostos student?

Fernández: Female, about 27 to 28 years old, a single head-of-household, probably on public assistance. So she's got to find somebody to take care of her child. We [had] welfare rules and regulations that would let them do their work on campus, but now that has been taken away from us. They have to go off-site due to their requirements for work.

They have a multitude of problems to deal with. As somebody who went back to school with kids, I had a significant support system in place. I had a family that really supported me when I did that.



HO: Do you think that was what helped you to relate?

Fernández: Absolutely. I see myself reflected in so many of the faces. At registration this fall, I was walking through the hall, and there was this young lady waiting on line to register and she had her child in a stroller.

I said to her, "That's how I used to go to school—like this. I used to bring my daughter to school to register; she used to go to class with me."

I said, "There are going to be days where you're going to say, 'Why am I doing this?' I'm going to tell you, you have to do it. First, you have to do it for yourself. Then you have to do it for this child you have sitting in your stroller." And she got up and just hugged me.

It's not a memory that has become blurred for me, because it was a very difficult time. And so that's why I give them so much credit. Because the majority of them don't have the support system I had. I just look at them and my heart breaks.

Many of them have to "stop out." Some are in abusive situations. There are real horror stories. So we tell them, "If you have to stop out, stop out. Take a year, take two years off." But we keep after them.

HO: What would you say is the biggest challenge facing the students who attend Hostos?

Fernández: The first is the language challenge. Learning to speak English, and trying to get them to feel comfortable speaking English. We are going to put in place English-only days on campus and have buttons that say, "Speak to me in English, please." They often fall into speaking Spanish because it's comfortable, and faculty oblige and speak it back to them.

They also need to be brought up in their own native language skills in their schooling—because it was lacking in their home countries. They've been unfortunate in not having the preparation to come to an institution of higher learning.

A community college opened its doors to me. When I went back to school, I was 26 years old and had two babies. The school I went to was not designed for an older student. I felt out of place.

HO: What is your position on the CWAT and its relevance?

Fernández: Anyone who graduates from CUNY needs to be able to pass reading, writing, and math tests that show they are at college level. My problem with the CWAT and my population is that it's an exam that was developed for a student who has 12 years of experience in our school system. And that same exam is given to my students who come in from other countries. They are being held accountable to the same exam.

I know that we can provide tests that are designed for second-language learners that would test the same skills they were testing with the CWAT. We really need to sit back and consider the population that comes in with another language. I'm not saying don't test them. We definitely test them. But let's give them a testing instrument that is designed for them.

HO: How important is a college like Hostos to minority students?

Fernández: Very important, like Medgar Evers is important to the African American population within the city. Not that I want to think of this as a Latino college. I don't want us to be labeled, although I believe it is labeled that way, because it is a community college in the South Bronx and right now the population in the South Bronx is predominantly Latino.

It's important for populations to feel that a traditional school close to them gives them some place to go, and that is what Hostos is for my community, a place for them to go. That's what brought me here; that's what will keep me here.

I leave here every day invigorated. I have a true sense that I am doing something for my community, that we can put in place programs that will help them. I'm looking to expand the continuing education program here, one of the poorest continuing education programs at CUNY, and that's outrageous.

That's a steppingstone for many people in the community. To take a course. Because a lot of them don't believe they can do it. But if they sign up for one little course, they get their foot in the door, and we counsel them that they can do better, sign up for something else, and get a degree.

996

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HO: What have you done to boost morale?

Fernández: I went around and talked to all of the departments. We have a theme called "The Hostos Renaissance." That didn't come from me; it came from a faculty member. I was talking to different offices and telling them what I envisioned around dual language and what I wanted to do for the school, and somebody yelled out at one meeting that I was talking about a renaissance. I said, "That sounds good to me."

We've handed out buttons to the faculty who go to graduation, and we're having our first winter graduation ever. We got banners for the first day of school that deal with the renaissance, and put up flags of all the countries of our students, faculty, and staff.

HO: So do students see change beyond the cosmetic?

Fernández: They see it as a feeling of family, of coming together, of school spirit. These kinds of things send messages to the students who come in here. We're going to open a plaza and turn it into a community garden where I am going to have members of the community come in and work with Hostos faculty and students in the spring.

HO: How has this job changed you, not just your outlook on education but on life?

Fernández: I went back to Hunter the other day, a college on 68th Street and Lexington Avenue, nine blocks from Bloomingdale's, and I felt I didn't belong anymore. I was there for eight years and loved it. But I found something here that for some reason I had gotten sidetracked from.

I always worked in positions where I was really linked to community. At Hunter, I was involved, but very superficially. Hostos brought me back, and I love being back. I love working with the students. I love the challenge. If I can do anything here that would leave a small mark, I will walk away very satisfied.

HO: When you were young, what did you dream about as a profession?

Fernández: I always wanted to be in teaching. The love of my languages and my culture was instilled in me by my parents and my family, and bilingualism has always been a part of me. So it was a shocker for me in high school to be told I wasn't college material. I was an honors student for four years. I had graduated 10th in a class of 600.

HO: Why weren't you college material?

Fernández: I bombed on the SATs. I did so poorly because my dad was dying that summer. The day I sat for the SATs, he was at New York Hospital, and I remember that the last place I wanted to be was in that room taking that test. I was called into the counselor's office that fall and was told I had 400 on one part and an outrageous score on the other.

The person who advised me said I should rethink where I was going with my career. My dad had already died, and my mother wasn't anyone I could rely on for guidance because she was going through her own bad times, so I listened to someone who I thought was a professional, trained to guide students. So I had to rethink where I was going because I was in academic programs and had not gotten any skills in anything else. So I got typing and shorthand skills.

But there was always something in the back of my mind that said I wanted to teach—that gnawing voice always pecking at my brain. It kept up enough for me to decide to go back to school, and I did it the hard way.

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of The City Unive

I talk to high school kids and say, "Because you might do poorly on one test does not mean you are not capable of doing something else. You have to really want something bad enough."

I don't know if I could do it today. I think about all of the challenges that I faced, but you do it, and that's why when I look at all these young women, my heart goes out to them, because I know how tough it is. The one person I wanted on that stage when I got my degree at Hofstra was the counselor who told me I couldn't do it.

HO: What is the lasting perception you want people to have?

Fernández: It's important that the public understand Hostos and what we're about. It bothers me when I go to visit politicians or community groups and I'm told, 'Oh, you're the president of that school in the South Bronx that doesn't teach English and that's for foreigners.'

That's so limiting for what this school is. It's unfortunate that perception is out there because the programs that are in place here are excellent programs, and the staff and faculty are excellent. HO

Cuban Institute Prepares for Thaw in Relations

CRI
CUBAN RESEARCH INSTITUTE

Broad-based Florida International University Programs Building Bridges

BY INES PINTO ALICEA

Lisandro Pérez was planning to leave for an academic trip to Cuba the week after his interview with this author but still had not gotten word from the U.S. government on whether he would be allowed to go. That is despite having asked for permission to take the trip two months earlier.

But Pérez, a professor of sociology and director of the Cuban Research Institute at the Miami-based Florida International University, takes the lack of news in stride. It's something to which he is accustomed. The U.S. and Cuban governments heavily regulate travel to Cuba, and struggling to get permission to travel to or from it is part of the daily work of the scholars involved with the institute, launched in 1991. The travel restrictions limit research about the island and leave large gaps in knowledge about the social, cultural, and economic lives of the people in Cuba.

"We haven't been able to consistently observe the reality of life in Cuba," said Pérez. "The relationship of hostility and the distance between U.S. and Cuban policies have been devastating on academic research. We are so close [to the island], yet so behind in our research."

The institute faces another large obstacle. Many Cuban Americans in south Florida strongly support limited contact with the island, and they are quick to get angry over some of the work at the institute because of the emphasis on encountering the island's people.

"It is important for us to maintain contact," said Pérez. "It establishes us at the academic forefront on Cuban and Cuban American Studies."

Still, the work of the institute goes on, building bridges through numerous contacts on the island and throughout the world of scholars interested in Cuba, Cuban life, and Cuban Americans. Scholars with the institute say that even though the political situation remains unchanged, it is vital that the work continue, particularly because when the political situation does change, the institute will be in a good position to provide the scholarly information needed at the time, as well as to strengthen the contacts now in place. Its work has already garnered a great deal of respect worldwide among scholars in the fields of Cuban and Cuban American studies.

"We consider the Cuban

> ***"We consider the Cuban Research Institute to be one of the leading institutions in Cuban affairs in this country and probably the world."***
>
> CRISTINA EGUIZABAL,
> FORD FOUNDATION
> PROGRAM OFFICER

Lisandro Perez CRI Director

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Research Institute to be one of the leading institutions in Cuban affairs in this country and probably the world," said Cristina Eguizabal, Ford Foundation program officer for Latin American and Caribbean programs. The Ford Foundation has given the institute grants for several of its projects.

Following are some of the projects the institute has taken on in recent years through grants and other donations.

- The FIU Cuba Poll, an annual survey of Cuban Americans' views on policy options toward Cuba, is conducted in collaboration with FIU's Institute for Public Opinion Research and the Center for Labor Research and Studies.
- The institute edits *Cuban Studies*, a prestigious, multidisciplinary annual journal devoted to scholarly work on Cuba.
- The Cuban and Cuban American Studies Certificate program for undergraduate students consists of courses from eight departments, including economics, history, international relations, modern languages, political science, sociology, anthropology, theater, dance, and visual arts.
- Academic exchanges and research collaboration with Cuban scholars support trips to and from Cuba by FIU faculty and their colleagues on the island.
- The Children of Immigrants Project, a longitudinal study started in 1991 with support from the Spencer and Russell Sage Foundations, follows some 2,800 school children to study their aspirations, adjustment, academic performance, and ethnic identity.
- A 1992 study for the U.S. State Department identified the challenges and options for U.S. policy toward a rapidly changing Cuba. The contributions of 17 nationally prominent scholars are published in the report, *Transition in Cuba: New Challenges for U.S. Policy*.
- A 1995 conference commemorating the centenary of the death of José Martí attracted scholars worldwide to reevaluate the work of the Cuban hero and poet. Papers presented at the conference were published in a volume entitled *Repensando Martí*, published in Salamanca, Spain, by Pontifical University in 1998.
- A research project in 1995-96 funded by the North-South Center and entitled *The End of Exile: The Policy Consequences of the 1994 Rafter Crisis* was based on the 1994 event.

The institute also offers lectures, concerts, community events, and exhibits for the people of Miami and sponsors major conferences to bring together scholars interested in Cuban and Cuban American issues. A conference in March was scheduled to explore topics such as the commonalities between Cubans and Cuban Americans, life in Cuba between 1902 and 1959, and how power and resistance have been manifested in the Cuban context over time in relation to race issues, gender relations, human rights, gays, feminist literature, and more.

Pérez said he would like to see the institute publish more of its own works, eventually offer a graduate-level certificate in Cuban and Cuban American Studies, and expand library holdings at the university of Cuban- and Cuban American-related documents.

The institute plans to start taking groups of students to Cuba for academic and cultural exchanges in the summer of 2000. The plan is that students in that program will be team taught by professors in Miami and by professors in Cuba, with part of the coursework being completed in south Florida and the rest on the island.

The institute was established to create and spread knowledge of Cuba and Cuban Americans through advanced scholarship and community programs. It is located at the Latin American and Caribbean Center of FIU, a member of the State University System of Florida. The university has 30,000 students.

The institute also offers a resident fellowship in humanities funded by the Rockefeller Foundation for residencies ranging from three months to a full academic year to explore the themes of sovereignty, identity, and reconciliation in Cuban intellectual and cultural traditions.

"Before the institute was created, this university had specialists on Cuba in every department," said Juan A. Martinez, but the specialists didn't have a place "where they

Research [illegible]

Students at the institute find a forum for research and debate on Cuban issues.

could get together." Martínez, an associate professor of art history in FIU's visual arts department, has taught classes at the institute.

Martínez said that creation of the institute was important not only to the scholars but also to the Cubans residing in south Florida, particularly the many students of Cuban descent who attend the university.

"The institute gives them a full picture of a place that to them is mythical," Martínez said. "The institute provides them some knowledge of their native country beyond what is talked about at the dinner table. This is a place where they are connecting, learning. This is where they are rediscovering their roots."

Martínez said that it was natural to create the Cuban Research Institute in south Florida, particularly at FIU, because a majority of the students are of Cuban descent, as are many of the faculty, and because Miami has the largest population of Cubans outside of Havana.

"The institute is a forum for research, sharing of information, and debate on Cuban issues," Martínez said. "It has been a very interesting experience. The institute is a valuable resource. It has put me in touch with individuals of other disciplines, and it has given me other perspectives on Cuba."

> ***"The institute provides them some knowledge of their native country beyond what is talked about at the dinner table. This is a place where they are connecting, learning. This is where they are rediscovering their roots."***
>
> JUAN MARTÍNEZ, FIU ASSOCIATE PROFESSOR OF ART HISTORY

Pérez, Martínez, and Damián Fernández, chair of FIU's department of international relations, all say that the institute tries not to focus on Cuba just as a political force, but rather as a social, cultural, economic, and artistic force. The institute strives to explore all aspects of Cuban life, particularly Cuban culture and literature. For example, the institute recently invited a Cuban visitor who shared her documentary on tattooing in Cuba.

"The institute is well placed and in a privileged position," said Fernández. "We've opened up discourse on Cuba. Even though engagement with Cuba is cumbersome because of U.S. policy and Cuban policy, the institute has played a pivotal role in establishing relationships between Cuban scholars and scholars of Cuba outside Cuba."

Fernández said that he would like to see the institute reach out more to the local community by offering more public lectures and non-credit courses.

Since 1991, the institute has raised more than $1 million in external support, much of it from organizations such as the Ford Foundation and the Rockefeller Foundation. The university provides an additional $30,000 yearly in "spending money," pays the salaries of two clerical positions, and lends university faculty to the institute to offer classes on Cuban politics, Miami politics, Cuban culture, Cuban painting, international relations, Cuban history, and more. The institute also receives help from undergraduate and graduate student assistants.

Program officer Eguizabal said that the Ford Foundation had been giving the institute grants for varied projects for more than five years, but they had not exceeded $50,000, and primarily paid for faculty exchanges between FIU scholars and scholars in Cuba. The Ford Foundation, she said, recently gave the institute a $175,000 grant in recognition of the positive work the institute does and in recognition that their grant money "goes a long way."

The $175,000 will help the institute pay travel costs for graduate students researching subjects such as race relations, immigration issues, Cuban literature, and Afro-Cuban dance. It will help the institute serve as a clearinghouse for information that U.S. nonprofit organizations such as universities and museums need to initiate projects with Cuba. The grant will also help scholars gather documents and books from Cuba to build the university's Cuban collection and assure that important historical documents are collected and preserved. Lastly, the grant will allow the institute to develop a guide that nonprofit organizations can use to launch projects with Cuba.

"We wanted to be a part of the reconciliation of the Cuban family," said Eguizabal. "The people at the institute know how to work the intricacies of the Cuban and U.S. governments."

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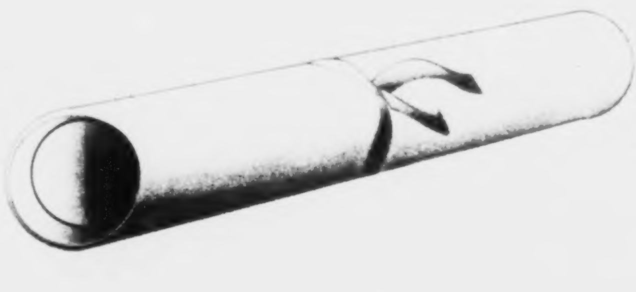
The Honor Roll



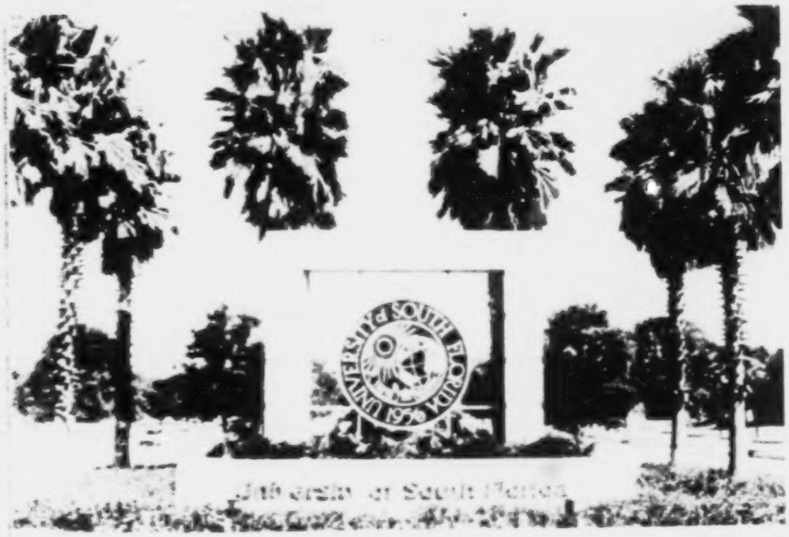
The University of South Florida

Latin Advisory Group Sparks Growth and Change

BY ROGER DEITZ

As the century nears its close, it is evident that the development of South Florida as a center of Hispanic cultural and academic richness is one of the great stories of this nation's history. Yet many have the notion that Hispanic immigration is solely a phenomenon of the latter third of the 20th Century.

Thanks to the work done by the University of South Florida Library in preserving and cataloging artifacts and documents of Tampa's turn-of-the-century, thriving cigar industry, we have a clear picture of a very lively Latin population. Back then, cigar factories attracted thousands of Cuban, Spanish, and Italian immigrants, called "Latin" in the vernacular of the region.



University of South Florida

Gary Mormino, Duckwall Professor of Florida History at USF, says that "During the 'golden age' of Ybor City, 1890-1930, an extraordinary Latin culture evolved, exemplified by a vibrant Spanish-language press, theatre, and material culture." Mormino informs the *Hispanic Outlook*. "Records of the several mutual-aid societies document the cradle-to-grave role played by these remarkable institutions." He continues that of special interest are the records–membership lists, bylaws and board minutes–of El Centro Asturiano, La Union Marti-Maceo, and El Circulo Cubano. Several of the clubs donated their extensive libraries to the university.

Mormino reports that the special collection also has thousands of historic photographs documenting everyday life in Ybor City and West Tampa. He adds that an extensive collection of cigar and tobacco memorabilia highlights the collection, most notably beautiful embossed cigar labels and the Tony Pizzo collection, named after an avid collector of Ybor City historical materials such as rare Spanish-language papers, photographs, and clippings. At the University of South Florida, this collection of the past has come alive in the present as numerous USF faculty members have researched and published articles and books on individual groups, Latin women, radical politics, and the communities' institutional life.

For bringing the past to light and to life, and making a great academic contribution to the people of the region, we welcome The University of South Florida to the *Hispanic Outlook* Honor Roll.

There are many such "Points of Pride" at USF. The Library Special Collections Web site was chosen

1001

University of South Florida President Betty Castor

as America OnLine's Site of the Week for the week of March 17, 1997, for its original documents of Hillsborough County marriage records dating back to the 1800s. Then there're the USF Bull's men's and women's sports teams that have won more than 40 conference championships between them in the past 10 years.

Academics are top notch as well. USF and New College at USF-Sarasota enrolled 95 National Merit Scholars in 1996-97, moving USF to among the top 65 schools in the country in that regard. Adding National Achievement scholars and National Hispanic Scholars into the mix brings this number up to 130 honored students. USF offers these students up to $5,000 a year in scholarship money. The average SAT score for 1998 entering first-year students is 1102, with a GPA of 3.5.

The University of South Florida, established in 1956, opened its doors in 1960 to 2,000 students. It is a member of the State University System of Florida. With nearly 34,000 students, USF is the 13th largest university in the nation. USF is composed of four campuses. The main campus, located in northeast Tampa, has nine colleges and schools offering approximately 200 degree programs at the undergraduate, master's, specialty, and doctoral levels, including the M.D. degree. Regional campuses are located in St. Petersburg, Lakeland, and Sarasota to make higher education accessible to citizens throughout Florida.

President Betty Castor assumed her office in January 1994. She remembers that ten years ago, before the advent of the USF Latin Advisory Committee, the Latin American Student Association was a

Honor Roll Facts in Brief

University of South Florida
USF

INSTITUTION
University of South Florida

LOCATION
Office of Admissions
4202 E. Fowler Avenue, SVC 1036
Tampa, FL 33620-6900
(813) 974-3350

ESTABLISHED
1956

ENROLLMENT
33,826

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$2,090 for Florida residents

NUMBER OF FACULTY
1,495 Full-time

HISPANIC ENROLLMENT
2,996

HISPANIC FACULTY
56 Full-time

SEVERAL DEGREE PROGRAMS
Accounting
Engineering
International Relations
Library and Information Sciences
Medicine

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Student Association
Hispanic Organization Promoting Education
Office of Latin Community Advancement
Society of Hispanic Professional Engineers
Ronald E. McNair Post-Baccalaureate Achievement Program

INTERNET ADDRESS
www.usf.edu

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much smaller organization on campus, not the powerful, important forum for USF student opinion that it is today–one of the top student associations on campus. Much has changed, she says, because of the Latin Advisory Committee. "Ten years ago, there were no Hispanic sororities or fraternities, and today there are two Hispanic sororities and a Hispanic fraternity. Ten years ago, we had no student chapter of the Society of Hispanic Professional Engineers, and today we do. And today we are highly ranked, on a national basis, as a source of bachelor's degrees AND master's degrees for Hispanic students."

President Castor credits the members of the USF Latin Advisory Committee with establishing a "Hispanic agenda," and with taking the steps to carry it out. After ten years, it is clear that the committee has done much to contribute to the leadership of the university and to establish linkages with Tampa Bay's Hispanic community. "Overall," reflects Castor, "because of the efforts of this committee, USF has become more inclusive. We have made strides in the recruitment of students, in the hiring of faculty, and in the awarding of honorary degrees–including those to Lauro Cabazos, Oscar Arias, and Al Lopez. We have created a month-long series of events, the Hispanic Heritage Celebration, to honor the roots of our community, and the university, in Latino culture. We have developed a very successful Latin American and Caribbean Studies Program, with numerous links to universities in Latin America. Because of the hard work and the persistent caring of the members of this committee and of its energetic director, Donna Parrino, the university support for the Office of Latin Community Advancement is strong and growing. The Latino Graduate Fellowship program is now a reality, helping Latino graduate students to participate in the expansion of USF's role as a Research I institution. Make no mistake," Castor concludes, "In every category, much remains to be done. We need to do more to make USF a diverse institution."

Of the 33,826 students enrolled in the fall of 1998, 2,996 were Hispanic; 3,132, African American; 134, American Indian; and 1,632, Asian, Pacific Islander; while 880 were nonresident-alien students. There are 1,495 full-time faculty at USF, with 56 Hispanics, 87 African Americans, seven American Indians, and 88 Asian/Pacific Islanders. With a growing academic reputation and a dedicated faculty that includes 62 Fulbright Scholars, 35 Endowed Chairs, and 14 Endowed Professorships, USF is fast becoming a model urban research university for the 21st Century.

The university has surpassed the $100 million mark in sponsored research for four consecutive years, now totaling almost $135 million. USF ranks 26th nationally of 109 Research I and II universities in the number of Black and Latino faculty. Of these higher research-level institutions, USF leads the state of Florida in the percentage of its faculty that is Black and in the percentage of Hispanic faculty with tenure or on tenure tracks. USF's libraries contain some 2.3 million volumes, as well as vast computer links to hundreds of library databases for the World Wide Web.

Speaking of libraries, during Kathleen de la Peña McCook's five-year tenure as its director, USF's School of Library and Information Sciences has achieved notable results in graduation rates, outreach programs, and grant support. Out of 57 library and information science schools in the U.S., Canada, and Puerto Rico, USF produces more graduates per faculty than does any other. "In fact," Peña McCook points out, "we graduate the same number of students as FSU's school, and they have double the number of faculty." Through Peña McCook's initiative, the school currently ranks among the top 10 in the U.S. and Canada in the number of minority graduates. Notably, USF graduates more Hispanic librarians than does any other school in the nation.

Donna Parrino, director of the Office of Latin Community Advancement, is enthusiastic about the strides made by USF on all fronts regarding the advancement of Hispanic issues at the university. She says that this translates into personal successes for so many students. Parrino observes, "Since its inception over four years ago, the University of South Florida Latino Scholarship Program has awarded $375,000 to more than 100 students. The renewable four-year scholarship has already produced 25 graduates: four in medical school, one in chiropractic school, three in law, and several in graduate school, while others have been gainfully employed."

Parrino points out that the program's successes encouraged the Tampa Bay Latin American Medical Society to pledge $100,000 this year for scholarships. Last year, the Krewe of Sant' Yago pledged $100,000. Dr. and Mrs. Hernan Leon, who have supported the program since its inception, announced a planned gift in the form of a $300,000 charitable remainder trust. In another area, a $600,000 contribution by the Honeywell Foundation and $400,000 in state matching funds will enable USF's College of Engineering to conduct more research, recruit more Hispanic scholars, and provide them with scholarships. It is clear that, with regard to Hispanic issues–whether honoring the Latin community of the 1890s or preparing young people of today for the 21st Century–the University of South Florida has brought 100 years of enlightenment in the past ten years of work. Now that's a point of pride.

USF Latino Scholarship Graduates Juana Luces (left) and Melissa Garcia Reed (right) with Donna Parrino, Director Latin Community Advancement

Honoring Teachers Who Honor Teaching

María Villar, Anthropologist

BY MIA ANDERSON

There is a significant settlement of Mexicans in Chicago, Villar tells* HO*, a settlement with a long history and lots of diversity. While many organized to help the immigrants, others were fearful, for example, of the economic impact of the new arrivals.

Arriving for the interview with *HO*, Maria Villar is struggling with a bad cold or the remnants of a bout with the flu, but she taught her classes all week long. She has apologetically postponed the interview until this day because she is rushing to finish revisions on an article submitted to a major professional journal. As she describes the article, she reveals a passion for her subject.

Her article deals with the illegal Mexican immigrants who migrated to Chicago and then, during the US government-proclaimed amnesty period (May '87-May '88), sought citizenship. And it deals, too, with the dynamic between those who advocate for the immigrants and those who consider them a major problem.

There is a significant settlement of Mexicans in Chicago, Professor Villar tells *HO*, a settlement with a long history and lots of diversity. While many in that community organized to help the immigrants, others were fearful, for example, of the economic impact of the new arrivals. Villar spent a year in Chicago in 1987, meeting periodically with both the advocates and the immigrants, and has returned a number of summers since then.

She is clearly quite anxious to get those revisions in and the article published. Asked why, she frowns and tells *HO* that she believes she lost a previous teaching position, at the City University of New York's Baruch College, because in four years she had published "only" four articles. She was surprised at the time, she says, and admits to having felt unfairly treated.

"They never tell you clearly what the problem is. Nobody will tell you. 'You have to have one book and six articles in four years,' for example." Still, she says, "I take part of the blame. If I had published more, they couldn't have done it to me. They were happy with my teaching. Students wrote letters supporting me. My colleagues respected me as a teacher. And even today, I enjoy serving on committees, which takes time away that I could be using for researching and publishing.

"I'm concerned about the issues, like diversity, for example. But these things are worth nothing, it seems, when it comes to evaluations. The appeals committee backed me, but the president turned back the appeal."

Professor Villar was born in Cuba in 1952, in Artemisa, a town at the western tip of the island. Her father worked as a chemical engineer in the sugar mill, and was the first in his family to leave Cuba causing a major split because many

of his brothers were revolutionaries, siding with Castro. The move to Ponce, in Puerto Rico, came when Villar was ten, and to this day, she considers it "home." She graduated from high school and went to the University of Puerto Rico in San Juan, boarding at the university but returning home every weekend.

"I think if my field of interest had had training available locally, they would have tried to convince me to stay at home, but they put my career wish over any concerns they had about my going away to school."

She was studying architecture then, a field that her father had liked but couldn't pursue. After two years, however, she discovered a growing interest in both the social and the hard sciences. She switched her major and went toward math and science, first, she says, because she thought she could get a better job in that field, and secondly because, she says with laughter, "I thought my father would have a heart attack if I chose the social sciences, or the humanities—which is what my mother likes—because he equates them as communist."

Villar's next step, degree in math and physics in hand, was to enter the master's program in computer science at the State University of New York's Stony Brook, which offered her the best financial support through a teaching assistantship.

Upon graduating, she took a job there as a systems analyst at the computer center. But by late 1979, "I started getting this eerie feeling. I wasn't craving to work with computers all the time. I really didn't want to get married to my boyfriend at the time. I was having computer study groups and really enjoying that. My mom was a fourth grade teacher for 15 years, and my dad, while I was growing up, used to have this very big blackboard at home and would teach study groups for me and my school friends.

"I thought, 'I can teach computers at home.' In Puerto Rico, there were very few people who could teach computers, so I got a job right away, and the next year, I got a job back at the university in San Juan teaching computers. For two years. And I really enjoyed it—but was getting pressure to go for the Ph.D. So I made the decision to go for a Ph.D. in the anthropology of art."

Villar laughs again, anticipating reaction to still another change in her focus. "Art is what I like," she continues, "but anthropology is so broad that you can draw from the humanities, the sciences, and the social sciences, all of them."

She found herself at the University of Indiana in Bloomington. She worked on the doctorate for five years, completing it in 1989, but it was in the second year of study that "my science background corrupted me—I was finding the humanities too soft. They're great for fun, but not for hard research. So now I'm in the anthropology of demography—economics and populations was my area of specialization in the doctoral study. So the truth is that...well, an arrogant impulse drove me to science. I thought I was too smart for the social sciences, but needless to say, my research efforts in anthropology have shown me otherwise."

At Indiana, she met her husband, who was doing his Ph.D. work in molecular biology. He was from India, from Orissa, in the east central part of the country. "The decision to marry was traumatic. We both come from very family-oriented cultures, very far away cultures. Add to that the stereotypes each has about the other. People in Puerto Rico think *India* and they think poverty and overpopulation. People in India think *Puerto Rico* and they think Western women—very liberal, not family-oriented, divorce easily. We married in 1986, and then our second trauma was finding two jobs in the same place!"

Villar's husband found a good job in New York City, a post-doctorate position at Rockefeller University Hospital. She soon got her position at Baruch College, but lost it in 1995, just as his position came to an end. He could not find another in the U.S. but did find one at the London International Institute of Medical Research. While he was looking, she took a one-year appointment at William Paterson University in Wayne, New Jersey. He left for England; she finished the year in New Jersey and then went to London to look for a post, but there were none. She loved it there: "London life is beautiful. It's less rushed; people socialize more; I met more people and made more friends. But when a tenure-track position opened up at William Paterson, I applied, was accepted, and returned to the U.S."

Her husband returns this month and will take a one-year position at Rockefeller, made possible through his old professor there. "Living alone in London was very hard for him. Indians are ten times more family-oriented than Hispanics. He couldn't take it."

In the Classroom

Asked about her teaching philosophy, Villar becomes animated. "My role is to rally them, to elicit understanding from within. I see myself as a mediator—to make students think, formulate their thoughts, take a position. I give very few answers; I present the ideas and fuel discussion, and hope—and it usually happens—that some students will bring up the position that I have. It's very different from teaching computers, where there's only one answer. In anthropology, it's about life; it's about understanding reality. It's a beautiful course to teach if you frame the questions—the problems—right.

"I encourage them a lot to use e-mail to communicate with me. Participation is important, but some are very shy, like I was. When you open the door to e-mail, they express themselves, and we can have conversations."

"Anthropology deals with diversity all the time," Villar says in answer to a question. "It's much easier to present those issues that might be bothersome to some using cultures, talking about some feature of one culture, and then exploring the parallels or differences in another, or one's own, culture.

"We'll look at racism in South Africa, for example, and then look at it here. We'll look at sexism among the Amazon Indians, and then look at it here. The students have ideas that Muslim women are so suppressed, but women in that culture have tools that women here don't have."

Projects for the Future

"Because of my roots, my ethnicity, Cuban, I would like to move into the Cuban cultural dynamics. I find Cuban society—what's happening there now—fascinating. Second, I definitely want to move into strategies for challenging people's ways of thinking. One of the most frustrating things is, after a semester of challenging students' ethnocentrism, having a question in an exam reveal that students have not made much progress in that area. It's so hard to change people's thinking and attitudes. It's such a major challenge.

"Anthropology is a beautiful discipline. It makes you challenge your conceptions of who you are, and to see that underneath the diversity, people are doing the same things, just in different ways." Villar makes a gesture to pull her hair, saying, "At the root of intolerance is such nastiness. It's so difficult. I want to know more about why it's so difficult. And I would like to fight on the front of making anthropology a more relevant field of study. We need the truths that it can teach."

What Else Matters

"Yes, my Hispanicness, my Latinaness is very much a part of me. On a personal level, it's irrelevant to me, by the way, which label is used, but I'm aware of the connotations that groups have of other groups, so I do switch labels sometimes to fit the group. But I never call myself American, though I became a citizen in 1972—and I love this country, and thank it. I feel very much a Latin American. Actually, growing up in Puerto Rico might be a part of why this never has been an issue for me. Maybe it's because I came here educated and have been mostly in academic circles. I haven't faced discrimination, but friends have.

"And religion plays a part in my life. My parents weren't particularly religious. And generally in Latin America, it's very formalized, ritualistic, yes, but it has become much more important to me. This began when I was in London. In America, this is a doing society, even if it's just watching TV. There's very little time to think. But London forced me to think. I was very mad at first, because it, London, wasn't giving me a job and was separating me from my husband. Then I met a missionary.... Now it's the element that most helps me to function.

"It's what makes me think that teaching is worth it, that anthropology is beautiful. I think I would rather lose anything before my religion—it's a struggle, a search, but it helps to resolve the contradictions of daily life. It brings so much harmony. Anthropology has given me the 'facts' that explain our human commonalities, the evidence that is so appealing to my head, but only the Gospels give me the heart to try to live this creed."

Founding Chair's Assessment

Founding chair of the William Paterson University anthropology department, Janet Pollak, says of Professor Villar that she is "a remarkable teacher with a strong following among both the anthropology majors and the general education students. As a colleague, she is truly extraordinary and a tremendous asset to our new department and undergraduate program." Pollak cites, for example, Villar's volunteering to join a small group of College of Education faculty and anthropologists in offering a pilot workshop course for certification students.

"Dr. Villar team-taught in the same classroom with three other faculty, traveled to Washington, D.C., to complete training sessions in intercultural communication offered by the American Anthropological Association, and has now completed a paper based on her statistical analysis of the workshop's assessment instruments."

In a short time, Maria Villar has become "an extremely effective advocate" for anthropology at the university and "has earned the respect" of junior and senior faculty across the campus. ■

Toning up the Intellectual Muscle

St. John's College, Annapolis and Santa Fe

BY ADALYN HIXSON

ST JOHN'S
College

This reporter first encountered St. John's as a teenager imported to Annapolis with friends to interact with midshipmen at the U.S. Naval Academy's weekend "tea dances." The "johnnies"–"all tweeds, pipes and books"–offered sharp contrast to the midshipmen, and struck us as enormously, perhaps even abnormally, intelligent. Interviews with St. John's this month confirmed that the suspicion is still alive.

"What does it take to come to St. John's and hold your own intellectually and rhetorically with the other students?"

HO asks this question because the Annapolis college, founded in 1696, and its Santa Fe counterpart, represent a very different sort of school–one that bases its curriculum on the "great books", enabling students to learn geometry by reading Euclid and Descartes, astronomy via Galileo and Copernicus.

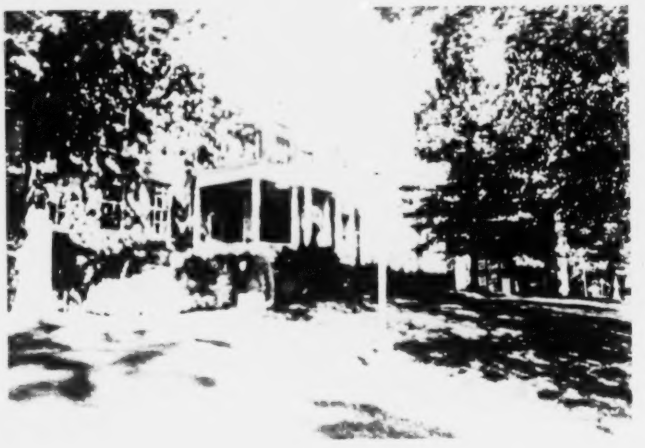
A brochure announces, "The following teachers will return to St. John's next year: Homer, Aeschylus, Sophocles, Thucydides" and so on, right up to Einstein, Heisenberg, and Wallace Stevens.

"I'm not sure you have to think in terms of–come if this profile describes you," answers the dean, Harvey Flaumenhaft. "We started writing a series of letters to parents of students–when they write for materials, when they apply, and when they are admitted. The letter I write addresses that question, and makes the point that it is easy to be intimidated, and a lot of people think that you have to be some sort of superstar to do well here, but that is a misimpression.

"What you need is," he continues, "you have to like to read and you have to like to talk with people about it."

He tells *HO* that all the classes are "by discussion." And that all the classes are very small. The large classes, he says, include 18 students, with two faculty members, called tutors rather than professors. Other classes include 14 stu-

> ***"The most important thing is an eagerness to study books that are not predigested textbooks–an eagerness to discuss them with other people."***
>
> HARVEY FLAUMENHAFT, PH.D., DEAN, ST. JOHN'S COLLEGE, ANNAPOLIS



dents, with one faculty member.

"In the classes, not only do we expect the students to converse with one another—with a light touch from the tutor—but in the math classes, we expect them to regularly go to the board and make presentations, and to translate in the language classes."

Math classes, or tutorials, in the St. John's prescribed curriculum include astronomy, the theory of relativity, and several forms of geometry. Language tutorials include Greek and French grammar, prose, and poetry. Laboratories explore atomic physics, optics, electricity and magnetism, and biology. Also included are melody, counterpoint, and harmony, and among the roster of "returning teachers" are Bach, Verdi, and Stravinsky.

Twice weekly evening seminars explore literature, philosophy, political science, and more. There is one lecture a week for the whole college. A sampling from recent years includes "The Parable of Don Quixote," "The Evolution of Behavior in Humans and Dogs," "Visualizing Infinitesimals," "Galactic Nuclei, Active Galactic Nuclei, and Quasars," and "Telling Lies."

A Dean's-eye View

"I read all the applications for admission," says the Dean. "I am struck by how many students talk about how they sat and took notes and didn't talk with other students—that it was considered 'off' to be interested in school outside of class. They are delighted to discover St. Johns, and a lot of them say, 'I'd always thought that's what a school should be—please take me.' They are delighted to discover there is such as place."

"The most important thing is an eagerness to study books that are not predigested textbooks—an eagerness to discuss them with other people. And of course, the work is hard. And they don't get choices. And some of it is heavy, so they have to be able to work—to persist."

"We ask everyone who applies to come for a visit and to come to classes." Many visitors, he says, are surprised by "how friendly and welcoming" the students were when they came here. "And that the worst part was having to sit quietly while observing and not take part!"

"The students here get a lot of help. Faculty are not running off consulting and not spending time writing. So I think that goes a long way toward making what could otherwise be very intimidating content much less so.

"You really see so much of them, and it is a small place. You often see them in several different classes over the year. During every term, there is a conference [called 'The Don Rag'] with all the teachers they had. They all report to one another. The student is present, and tells what it looks like from his or her point of view. That could be intimidating to a student at first. But they are getting some feedback.

"It takes a bit of doing to persuade students at first that if they are having trouble with something, their job is not to grit their teeth and force their way through, but first to make that clear to their teachers and get some advice.

"I think it is a common misapprehension that St. Johns is only for a very tiny element." The St. Johns students, he says, have a wide range of ability. "Our best students are superb, but we have other students who are not so superb," he says, making the point too that the best students in particular benefit a great deal from having to learn to communicate across a range.

Uniquely St. John's

Asked how a St. John's education differs from his own, Flaumenhaft says there are some big differences and some big similarities between St. John's and the University of Chicago, where he earned a B.A., M.A., and Ph.D. The chief similarity, he says, is that UC too, offers a "great books" curriculum.

People who were active in setting up "great books" in Chicago also worked with St. Johns, so there was a lot of connection and overlap, he says, even though the programs were not organized in quite the same way.

"Although the University of Chicago took this curriculum very seriously, "it wasn't exclusively a 'great books' program," he says, "but a very big thing there, and there was a great deal of emphasis on activity in the classroom. And a taking for granted that what people did when they were in class was talk about the sorts of things they came here to study."

"This set them both apart from other places," says Flaumenhaft, as did the kinds of people attracted to the program—people very eager to be students.

"But I had a major," which St. Johns does not, "and I took a lot of classes in which what we read were state-of-the-art things rather than classic texts. But though it was a university, it had this in common—it was rather small—though much bigger than St. John's. You did have the sense that you could kind of survey the whole scene and get to know people with lots of different interests, and didn't have the sense that you were lost in a huge supermarket, or urban sprawl."

Flaumenhaft's vitae reflects broad-ranging interests and honors, including a Woodrow Wilson Fellowship at Harvard and fellowships with NASA, the Institute for Sino-Soviet Studies, and the National Endowment for the Humanities.

Minority Climate

HO asks about Annapolis itself vis-a-vis minorities. "The town has much less of an Old Southern feel. I've been here for 30 years. A lot of people are commuting from Washington now, and the Naval Academy has changed a great deal, so Annapolis is not uncomfortable."

Santa Fe Campus

HO asks Dean Flaumenhaft how St. John's selected Santa Fe as the site of a second campus, launched in 1964.

"We were looking for pleasant places to be, with a lot of local support. People in Santa Fe were quite eager to open a second St. John's.

"It is a gorgeous place," he says, "with an interesting diversity." He describes the Santa Fe supporters as very generous. The new campus attracts "a fair number of students from southwest California and elsewhere. And many who go to Santa Fe transfer to Annapolis. All students have the option of moving between the two. "It is not even as if Hispanics are exotic here, because there is this Santa Fe connection."

Finances

"I can say one thing. Our policy is to decide who to admit, admit, and then to distribute the available financial aid strictly according to need," says Flaumenhaft. "We don't throw in extra for people we think of as more desirable.

"The college is expensive. It is private. We are not as wealthy as some places, but we do have a lot of students on aid, students with job-related aid. And people should not hesitate to apply because they don't have much money."

A college bulletin advises that students who complete their financial aid applications before February 15 (for fall classes) or September 30 (for January classes) have a significantly higher chance of receiving all the aid for which they qualify.

About 65 percent of students receive some form of assistance, and more than half receive grant aid from the college in addition to loans, grants, and jobs under federal programs, says the bulletin. Tuition alone at the Annapolis campus was $21,990 for '98-99, with room and board an additional $6,100. Santa Fe expenses are similar.

The Admissions Perspective

John Christensen, director of admissions, has been at St. John's College for 20 years. *HO* asks him, too, how the St. John's education differs from his own.

"I went to the University of California. Some of my classes were larger than the entire student body here.

"The important thing is the accessibility of the faculty, the smaller classes, the opportunity—really the requirement—that all of your classes are going to be discussion that you really engage in—in a way that a larger institution doesn't allow you to be engaged.

"I think the surprising thing for visitors when they come here is that the school is very much as it is described in our literature.

"Another surprising thing is that there is not a lot of difference between what goes on inside the classroom and outside the classroom. Classroom life spills out into the social life. This is an unusual sort of community in which people are able to talk with one another because they have some common frame of reference—no matter how different they might be. That is what is striking about the school. Work is far more part of your social life."

Dean Flaumenhaft, too, says, "We don't need to encourage them to spend a lot of time together outside of class." The interaction, then, is a natural outcome of the interest generated in the classroom.

Dr. Christensen tells *HO* that the Annapolis campus has about 440-445 students "from all over the U.S." A similar number attend in Santa Fe.

"In the typical [first-year-student] class of 120 students, we would have 35 states represented—spread out all over the country." Hispanic students, he says, might be from Arizona or from Maine; no region or country of origin predominates.

Asked about retention, he says that the current return rate for sophomores is quite high, but is routinely 85 to 90 percent. The graduation rate he calls "pretty solid," with the school graduating 65 to 70 percent four years after they start. Extended to six years, it rises to about 75 percent.

That percentage, he says, is "a little bit lower than in some of the places that are very selective, with which we compete," and cites a few of the contributing factors. "There are no majors, and students are faced with a fully prescribed workload—you can't play to your strengths. Students who become very interested in one subject area may want to pursue that interest elesewhere."

Dr. Christensen holds a B.A. from the University of California at Santa Barbara, an M.A. and Ph.D. in English from Northwestern University.

Positive Press

Walter Lippman, writing in the *New York Herald Tribune* in 1937, after St. John's adopted its Great Books curriculum, described the college as the "seedbed of the American Renaissance."

More recent coverage was equally laudatory.

A May 7, 1992, feature in *The Washington Post* by Ken Ringle was titled, "The College of Political Incorrectness" and subtitled "At St. Johns They Study Dead White Men So Why Do the Students Seem So Intellectually...Alive?"

Ringle quoted Black graduate David Cherry as saying, "I could not have done anything more utilitarian than coming here. The emphasis here is not on facts and memory, but on building the foundation of reason and analytic thinking." Cherry had just landed "a coveted four-year teaching fellowship in physics at the College of William and Mary."

The article quotes faculty member and Dean Eva Brann as saying the students are "really very ordinary people."

"If they seem extraordinary when you talk to them, it's because they've been exposed to remarkable ideas," she says. Brann herself earned a B.A. from Brooklyn College, M.A. and Ph.D. from Yale, and many fellowships, and served for 10 years on the Maryland Advisory Committee of the U.S. Commission on Civil Rights.

St. John's president Christopher Nelson, B.A., St. John's-Santa Fe, and J.D., University of Utah, comments that "the student not used to being listened to starts working much harder, and contributes even more. And the whole process builds a genuine respect for diversity of thought and opinion."

Loren Pope, writing in *Colleges That Change Lives: 40 Schools You Should Know About Even if You're Not a Straight-A Student*, said of a visit years earlier to St. John's, "I came away a zealot. This was the kind of education Jefferson had in mind as the sine qua non for American democracy."

Cornell Professor Rodríguez's Students Explore Rain Forests

BY ROGER SEGELKEN

***Chemistry—not bee temperament—explains the antibiotic value of honey from the mellow insects, student scientists report in Vol.1, No. 1 of* Emanations from the Rain Forest.**

The scientific experiments were real, designed by the Cornell undergraduate students themselves and performed, in many cases, for the first time anywhere. The experimental materials were gathered from rain forests in South America and Africa, where exotic diseases and the medicinal plants that cure them thrive side by side.

Only the time-frame was unrealistic. Students in BioG 442, Microbial Assays in Chemical Prospecting, had but one semester to complete experiments that can take years in the laboratories of pharmaceutical companies.

The class teaches laboratory methods for determining effects of natural chemicals on disease organisms. Student George C. Hunter had spent the previous summer in a Yekuana Indian village in the Venezuelan rain forest eating the same indigenous foods he was studying, through a Cornell-based program in ethnobotany field work. The senior's field work showed him that the Yekuana children's diet kept them remarkably healthy, and the microbial assay class was his chance to discover why.

Tiffani Rogers, a senior, also had rain forest experience on her resume. Her field work took her up close and personal with 35 species of ants—including some of the world's most aggressive—and she used the laboratory class to explore the chemistry behind myrmecophyte relationships, the mutually beneficial relationships some ants have with plants.

Taught by Eloy Rodriguez, the university's Perkins Professor of Environmental Studies and a researcher known for explaining why primates use medicinal plants, and by John P. Berry, a recent Ph.D. graduate of Cornell who studies African mountain gorillas and the plants they seek, BioG 442 is a hands-on class from day one. Students learn the techniques of chemical prospecting by performing them, extracting compounds from their plant and animal samples, and analyzing them with thin-layer chromatography and other techniques. They learn and promptly try a virtual arsenal of assays—including disc diffusion, minimum inhibitory concentration, vinegar eel motility, and protease inhibitor assays—to test natural materials for antibacterial, antifungal and antiparasitic activity.

The students pay special attention because any of the newly learned techniques could be the key to success in the experiments they are designing. Some of the projects take on a particular urgency. Lori Dolinger, a junior, examines microbiological activity in the Ugandan herbal preparations used to treat AIDS symptoms. Sophomore Linda Goodman tack-

[illegible]

les antimicrobial and antiparasitic activity in plants of South America, where malaria is making a horrific comeback.

Some of the lab techniques don't work the first time, no matter how diligently applied, or even the 15th time. Scientific experimentation on the biomedical frontier is like that, the students are discovering. As the December poster session approached, some results remained maddeningly elusive. "Don't worry," Berry told his students. "Report what you have found."

In the main conference room of Cornell's Biotechnology Building, the scene resembled poster sessions convened by distinguished scientists, although these investigators are younger and frequently better dressed. The task of cramming all the hard-won information was tougher than battling Amazon mosquitoes, the students agreed, and they nervously endured the scrutiny of learned scientists and "celebrity judges" who perused their work.

An announcement made by Professor Rodriguez broke the tension with two pieces of good news: the fieldwork sites for the upcoming expeditions in chemical prospecting had been selected, and students in this laboratory course have an inside track on the coveted all-expenses-paid research opportunities. Furthermore, the first issue of the world's only journal of undergraduate research in chemical prospection, *Emanations from the Rain Forest*, is going to press, Rodriguez said, waving a printers' proof copy. And the best of the studies conducted in BioG 442 will be reported in the second issue.

Then the poster-judging resumed. After the examinations, the results were announced. Yanerys Ramos, a sophomore, was a runner-up with her project, "Medicinal use of Lobelia wollastonii by Gorilla gorilla beringei." So was Jennifer Louis-Jacques, for "Chemical Analysis of the Uropygial Gland Secretions from 3 Neotropical Bird Species." And the winner was Stephen deSouza, a junior, with "Investigation of the Chemical Defenses Against Insect Herbivory in Young and Mature Leaves."

In one Cornell semester, deSouza's experiments had shown that insects are more likely to eat mature leaves, compared with younger ones, and he made a start at determining the chemistry involved. He had failed to detect any microbial or anti-protease properties of the plants, he admitted, and he couldn't be sure the phenolic chemicals he found really were repelling the insects.

The next step will require further experiments. DeSouza can't wait to get started.

Journal's Debut

Field studies conducted in the Amazon rainforest by Cornell undergraduates and published in the first issue of the first journal of its kind are beginning to answer some long-standing questions:

Will a cup of lichen tea four times a day cure urinary tract infection or even gonorrhea?

Can a bird's choice of nest-building materials boost its immune system?

Why do some Indians prefer the honey of stingless bees over honey from killer bees?

Chemistry—not bee temperament—explains the antibiotic value of honey from the mellow insects, student scientists report in Vol.1, No. 1 of *Emanations from the Rain Forest*. Likewise, there is a chemical explanation for birds' disease resistance and for the curative power of a lichen that Piaroa Indians call *odoche jupacua* or "iguana toe."

The indigenous people and other inhabitants of the Amazon rain forest knew what worked for them but not why—until Cornell undergraduate students began their scientific expeditions in 1996. Every year since then, the students have returned, employing ethnobotany techniques to query their Indian informants about the plants that they and the rainforest animals use. With the prescribed plant materials in hand, the students go to work in Cornell's field laboratory, performing chemical extractions and bioassays, hoping to learn why some plants are so effective against bacteria, fungi, and other pathogenic organisms.

And now they have a way to let the rest of the world know about their findings, the scientific journal about ethnobotany and chemical ecology written and edited by college students. Financial support for the journal is provided by Cornell alumni.

"The ongoing studies might lead to the discovery of important new drugs for a variety of epidemics," says Gustavo Azenha, a Cornell senior and editor-in-chief of the new journal. "More importantly, the research efforts have implications for biodiversity conservation and indigenous rights in the region."

Cornell junior and assistant editor Nicole Salgado adds: "Sharing our knowledge is an essential way to ensure that these ancient lands are here to stay—or they shall disappear unrecognized, like myths of old."

The Yutaje research site receives financial support from the Fogarty-Minority International Research Program (MIRT) of the NIH, Cornell University, and the Instituto Venezolano de Investigaciones. **HO**

An Arizona K-20 Consortium

Pooled Resources in a High-Need Region

BY DON E. SCHOENING,
NICK L. LUND,
GIL AGUILES

The people of Yuma County, Arizona, take significant pride in their outstanding K-12 teachers, who are challenged to provide quality educational programs in a rapidly growing southwest border region. A nationally recognized lifelong learning K-20 Consortium between Arizona Western College, Northern Arizona University, Yuma Elementary School District 1, and Yuma Union High School District brings together institutions of different educational levels to ensure that culturally sensitive, professionally prepared teachers are in regional K-12 classrooms. This consortium also works extensively to maximize effective use of institutional shared resources.

The K-20 Consortium is a lifelong learning educational partnership enhancing culturally sensitive teacher preparation and providing innovative services in southwest Arizona.

The Yuma K-20 Consortium had its foundations in an educational partnership between Northern Arizona University (NAU) and Arizona Western College (AWC). AWC is one of two higher education institutions in Arizona designated as a Minority-Serving Institution. As one of 10 Arizona community colleges, AWC serves Yuma and La Paz counties in the southwest corner of the state.

Between 1990 and 1995, AWC's service area was designated a "minority-majority" region, meaning that minorities make up more than 52 percent of the population in the service area. Hispanics comprise 91 percent of those individuals. The student population on the AWC/NAU-Yuma campus reflects the service-area demographics.

In the 10-year university/community college partnership, AWC provides first-year-student and sophomore courses leading to associate's degrees, and NAU provides junior and senior courses leading to bachelor's degrees, as well as graduate programs. AWC and NAU share the same campus in Yuma and attempt to provide a seamless student educational experience that offers a cost-effective option for the people of Southwest Arizona. A significant part of the curriculum includes teacher preparation programs, which have strong bilingual-multicultural and English-as-a-second-language options.

Since the beginning of the NAU-AWC partnership, more then 1,300 baccalaureate and graduate degrees have been awarded by NAU on the Yuma campus. Currently, there are some 20 bachelor's, seven master's, and one doctoral degree offered by NAU in Yuma, with the undergraduate programs closely articulated to AWC degree programs. The majority of these degrees are in various areas of education, with student teacher placements in regional K-12 schools and many of the graduates remaining in the Yuma region as active professionals.

One measure of success of the teacher education programs is the Yuma County Teacher of the Year awards program. For example, of the more than 80 peer-nominated teachers in 1998, 38 earned bachelor's or master's degrees through NAU in Yuma. Feedback from K-12 administrators supports the effectiveness of the bilingual-multicultur-

Feedback from K-12 administrators supports the effectiveness of the bilingual-multicultural and ESL components of the AWC-NAU higher education curriculum in meeting regional needs, especially since approximately 70-80 percent of the students are first-generation college students and for many, Spanish is their first language.

al and ESL components of the AWC-NAU higher education curriculum in meeting regional needs, especially since approximately 70-80 percent of the students are first-generation college students and for many, Spanish is their first language.

Based on the success of the NAU/AWC partnership, the Yuma K-20 Consortium was formed to share resources, operate more effectively as partner institutions, and enhance lifelong educational opportunities for the region. The consortium works on curriculum linkages as well as infrastructure and currently has functioning partnership operations in areas such as student transportation, microwave communications, employee health care benefits, wastewater treatment, and computer linkages.

Lifelong educational opportunities include such programs as early childhood education, school-to-work programs, high school-college express program, intensive language courses, and continuing education programs for senior citizens.

The high school-college express program is one example of coordinating curriculum across entities to enable smoother and more rapid student progress. In this program, high school students can complete AWC courses for college credit.

As an example of pooling physical resources, the consortium has an agreement among members for student transportation. Yuma Union High School District is the fiscal agent for operation of the transportation center, which is located on the AWC/NAU Yuma campus. School buses are purchased by the high school and elementary school district, and are pooled in usage, including coordinated routing, driver training, and operations purchases. Service routes cover some 16,000 miles a day. AWC and NAU Yuma use the Transportation Center for serving their comparatively few vehicles on a "charge back" basis. This effective pooling of resources enables each entity to gain maximal, efficient use of the center and has saved considerable costs for each entity.

K-20 Consortium members and non-members may participate in agreements that are mutually beneficial. For example, an employee health care benefits program includes AWC, Yuma Elementary School District #1, and the Crane School District, which is not a formal member of the K-20 Consortium. The program has saved employees considerable health care costs by negotiating better benefits across a larger number of people.

Thus, the AWC-NAU partnership and the Yuma K-20 Consortium, by taking a partnership approach, preserve the mission and identity of each institution while providing expanded, innovative, and more cost-effective opportunities to the people of Southwest Arizona.

Participants agree that partnering is difficult at times, involves considerable negotiations, and requires willingness to compromise for the overall good. The ultimate benefits for taxpayers, professional growth of citizens, and regional economic development make the efforts more than worthwhile.

YUMA, ARIZONA, PAST AND PRESENT

In 1912, Congress authorized and President William Henry Taft signed a resolution making Arizona the 48th of the United States of America. The area, formerly claimed by Spain, became a part of Nuevo Mexico when Mexico won its independence after three centuries of Spanish rule. In 1846, the United States and Mexico went to war. Two years later, the nations signed the Treaty of Guadalupe Hidalgo, and the U.S. gained "New Mexico"–a vast territory extending from Texas to California on the Pacific and including most of present-day Arizona. The remainder was bought from Mexico as part of the Gadsden Purchase.

Yuma County, located in the southwest corner of Arizona, adjoining California, is bordered on the west by the fast-flowing Colorado River. The river, and its 340 miles of sandy beaches, heads north to Lake Mead, the largest artifically made lake in the U.S.–115 miles longer than the 100-mile international border that Yuma shares with the Mexican state of Sonora.

ARIZONA WESTERN COLLEGE

Hispanics are Arizona's largest ethnic group. Early missionaries in and explorers of Arizona include Alvar Núñez Cabeza de Vaca (ca 1536), Marcos de Niza (1539), Francisco Vásquez de Coronado (1540), Antonio de Espejo (1583), Juan de Oñate (1595), Eusebio Francisco Kino (1687), Francisco Tomás Hermenegildo Garcés (1768), and Juan Bautista de Anza (1774). Raúl H. Castro became the state's first Mexican American governor, elected in 1975. Mexican national holidays, such as Cinco de Mayo and Dieciséis de Septiembre, are celebrated as statewide festivals.

Arizona ranks eighth among the states in number of Hispanic residents, and third in number of Native Americans.

The Yuma region includes the Colorado River Indian Reservation, which is home to 7,685 people on nearly 270,000 acres, and the Cocopah Reservation, which houses 799 people on 8,885 acres.

Yuma County includes the Colorado Desert, part of the Sonoran Desert, which supports more than 400 edible plants and a host of miniature flowers said to be best viewed while lying face down.

Arizona is where the mule deer and the antelope play, as well as the gila monsters, rattlers, and chuckwallas–edible lizards.

At one time, its chief economic resources were called the three C's–copper, cotton, and cattle. Silver and gold mining played a part in its history as well.

Spanish missionaries operated schools in Arizona in the late 1600s, teaching primarily religion to Native Americans. When the area was a U.S. territory, its constitution mandated free public education. Today, in addition to its three state universities, Arizona operates one of the largest systems of community colleges in the country. One of those community colleges, K-20 Consortium partner Arizona Western, is located twelve miles east of the city of Yuma, the largest in the area, with a resident population of 75,000 that doubles in the winter, attracted by some of the country's best weather of the season. Much of the spacious AWC campus, 115 acres, is untrammeled desert land.

The closest large metropolitan areas are San Diego, California, and Phoenix, Arizona, each a five-hour drive away.

Located much closer, only 17 miles, is the Mexican border–at one time much farther north. Yuma has always experienced a high influx of Mexican immigrants, the highest in the state, according to the last U.S. Census, 1990.

In 1995, when the peso was devalued by 50 percent and nearly 10 percent of Mexican laborers lost their jobs, immigration from Mexico into Yuma nearly doubled. A survey of local employers conducted by AWC in 1997 showed more than half reporting that they came to Yuma for the cheap and plentiful sources of labor. Yuma's non-immigrant low-skilled workers, especially young African Americans and Native Americans, might be blocked from entry-level opportunities by the competition, thus the gap between rich and poor widens. All groups can benefit from the passport that a college education represents.

These are some of the conditions and challenges facing members of the K-20 consortium. Against this backdrop, the successes of the students and alumni of Arizona Western College and Northern Arizona University at Yuma are the schools' greatest strengths and greatest inspirations.

Most AWC students are first generation. They struggle against immeasurable odds to attend college, and struggle even harder to stay there. When they succeed, their lives change dramatically.

AWC graduate Erlinda Rubalcaba, Class of '94, a sixth grade dropout who once barely supported her family by following the crops, was nominated the "New Teacher of the Year" in her school district. Graduate Fernando Rangel won honors for writing the "outstanding report" for the University of Utah's Summer Research Opportunity Program for Underrepresented Students. Rangel's future, and that of other students following his path, is no longer limited to the lettuce fields.

People-Places-Publications-Conferences

PEOPLE

Santos on VCC Board

Before his death, former Florida governor Lawton Chiles named Laura Santos, general manager of WTMO-TV 40, to Valencia Community College's District Board of Trustees, pending approval by the state senate.

Santos, originally from Cuba, received her bachelor's degree from Florida State University in 1974. She is on the board of directors of the Salvation Army, Orlando Museum of Art, and Orange County Library System.

Santos joins the board along with attorney Joseph Goldstein.

Martinez Is RHC Board President

In California, at the December meeting of the Rio Hondo College (RHC) Board of Trustees, Maria Elena Martinez was selected as the 1999 Board president.

"We trustees want to see the college transfer rate increase," said Martinez, when asked about her primary goals for the year. "We aim to increase activities, support, and offerings to ensure that our students move successfully through the college and into four-year institutions."

Martinez assumed the role of vice president of instruction at San Bernardino Valley College in October. Her community service endeavors include volunteer work for the Lions Club and membership in the Latina Leadership Network of the California Community Colleges and the National Institute for Leadership Development.

Oroza Joins Leadership Program

Lourdes Oroza, chair of the Community and Distance Education Department at Miami-Dade Community College's (Fla.) Interamerican Campus, has been chosen by the Dade County Foundation to participate in its new leadership development program, Miami Fellows Institute.

Oroza–who along with 17 other future leaders will participate in various workshops with government officials, professionals, and community activists during a two-year period–is recognized by local and state leaders for her knowledge, expertise, and leadership in adult and vocational education. Throughout her career, she has focused on working with cultural and language minority students, enabling them to integrate into the mainstream and improve their quality of life.

She is a graduate of Tulane University and holds a master's degree from the University of Miami and a doctorate from Florida International University.

Martinez New President at Grossmont

The Grossmont-Cuyamaca Community College (Calif.) District Governing Board recently named Dr. Ted Martinez, Jr., president of Grossmont College.

"I am honored to join a team that's so committed to its students," said Martinez. Planning to be active in the community, Martinez said he intends to be involved with local schools, colleges and universities, and business and industry.

Formerly the president of Richard J. Daley College (Ill.), he belongs to the American Association of Community Colleges' Academic and Student Development Committee, National Community College Hispanic Council, and the American Council on Education's Commission on Minorities in Higher Education.

He has bachelor's and master's degrees from Sul Ross State University, and a doctorate from the University of Colorado-Boulder.

Torres in National Hispana Program

As of Feb. 26, Cristina Torres, student development program coordinator at Arizona State University (ASU), has been participating in the 1999 Fellowship Program of the National Hispana Leadership Institute. Only 20 people are chosen each year for the program, which prepares local women leaders for positions of national influence and public policy impact.

Torres is president of Los Diablos ASU Alumni Association, facilitator for the ASU Hispanic Leadership Institute, and board member of the Arizona Cactus-Pine Girl Scouts Council. She works with several Hispanic student and staff groups at ASU, serving as advisor to Kappa Delta Chi, a Hispanic sorority, and secretary to the Chicano Faculty Staff Association.

Valdéz Receives Educational Leadership Award

Jude Valdéz, vice president for extended services at The University of Texas-San Antonio's (UTSA) Downtown campus, was presented the Educational Leadership Achievement Award at the Annual Banquet and Scholarship Fundraiser of the San Antonio Chapter of the Texas Association of Chicanos in Higher Education (TACHE). He was recognized for his work in the initial development of the UTSA Downtown campus.

1015

The president of the local TACHE chapter, Rudy Ortiz, said that an annual scholarship will be named for Valdez and will be awarded beginning with the next academic year.

Padrón Joins State Board

Dr. Eduardo J. Padron, president of Miami-Dade Community College, has been appointed to the State Board of Directors of Take Stock in Children, Florida's educational program that provides college scholarships, mentors, and hope to deserving low-income youths.

As a member of the state board, Padron joins other Florida leaders such as H. Wayne Huizenga, Roger Cuevas, and Frank T. Brogan, and represents Miami-Dade County in advocating a $2.8 million legislative budget item to expand Take Stock in Children. The funding will help extend the scholarship program to an additional 40000 students over the next 10 years, potentially cutting the high school dropout rate in Florida by half.

Olivarez New GRCC President

Dr. Juan Olivarez has become the eighth school president in Grand Rapids Community College's (GRCC's) 85-year history. He is the Michigan school's second president since it became a community college in 1991.

"We are confident Juan will continue GRCC's strong commitment to serve the community with diverse educational instruction and service," said Jackson Day, chair of the Board of Trustees.

Olivarez was the dean of institutional research and CEO of the Community Learning Enterprise at GRCC.

Andrews Speaks at MHCC

As part of its Women's History Celebration, Mt. Hood Community College (Ore.) hosted Clara Padilla Andrews, owner and publisher of the *El Hispanic News*, Oregon and southwest Washington's leading bilingual English/Spanish weekly community newspaper. Padilla Andrews is pictured here with Joe Vela, president of MHCC.

Padilla Andrews is well known for her "behind-the-scenes" advocacy on behalf of disenfranchised Hispanic families. She was instrumental in obtaining the funds needed to staff positions at three high schools to reduce the Hispanic student dropout rate, and founded the Hacienda Community Development Corp., which serves as a national model for affordable family housing. She founded the Maria Gurula Foundation, which works on increasing the number of minority volunteers for the National Marrow Donor Program registry.

Karen and Sergio Chávez at CMU

Karen and Sergio Chavez were among the leading archaeologists from throughout the United States who visited Central Michigan University (CMU) recently. CMU hosted the 27th Midwest Conference on Andean and Amazonian Archaeology and Ethnohistory. Initiated in 1972, the annual conference is an informal meeting of scholars and students who wish to present information about their current academic work.

The husband-and-wife team is widely recognized as expert on ancient societies in southern Peru and northern Bolivia. The two have led numerous archaeological excavations, and their analysis of pottery and the remains of temple sites has led to new information about the role of religion in civilizations that existed more than 2,500 years ago.

Carrasco Attends MAES Symposium

Hector Carrasco, dean of the University of Southern Colorado College of Applied Science and Engineering Technology, attended and accompanied 20 students to the Society of Mexican American Engineers and Scientists (MAES) 24th Annual National Symposium and Career Fair in San Antonio, Texas.

Carrasco, who serves on the National Board of Directors, was one of three outstanding individuals awarded the Medalla de Oro. The Gold Medal, MAES' highest recognition award, is presented to a professional who, in turn, becomes a Padrino/Madrina (Godfather/Godmother) to a MAES scholar who has received a $5000 academic scholarship.

Medical Student Montalvo Wins Scholarship

Cristina Montalvo, 22, of the University of Texas Southwestern Medical Center-Dallas, has been awarded a $2000 scholarship by the Dallas Concilio of Hispanic Service Organizations, a non-profit organization committed to working with volunteers and local agencies to enhance Hispanics' access to health and human services. The Dr. Onesimo Hernandez Scholarship commemorates the first Mexican American graduate of the University of Southwestern Medical School.

Montalvo has completed her first year of medical school. She aids her community by lecturing to high school and middle school students about preventing sexually transmitted diseases. Upon completion of her medical training, she wants to be a family practitioner and serve as a mentor for Hispanic students who aspire to enter the medical field.

Trujillo Speaks at Highlands

New Mexico Highlands University alumnus Adam Trujillo returned to the campus in Las Vegas, New Mexico to discuss the impact of the free trade agreement on the United States and Latin America.

Trujillo was with the Food and Drug

Administration for 38 years. He is an expert in the area of import/export requirements, and has traveled extensively throughout Mexico and Latin America advising companies on international and U.S. standards for product quality.

He discussed efforts in the United States and New Mexico to increase participation in the Free Trade Area of the Americas, and provided ideas for careers in international affairs and international business in Latin America.

Pagan Awarded Fulbright Scholar Grant

Dr. José Pagan, assistant professor of economics and finance at the University of Texas-Pan American, was awarded a $9,900 Fulbright Scholar grant to conduct research on the underground economics of Mexico.

"I have been studying exactly how the informal underground economics, or the untaxed sectors in Mexico, have changed in recent years," said Pagan. "In my studies I have discovered that between 1987 and 1993, the number of employed in the untaxed sectors has decreased from 15 percent to 10 percent." Since then, he has been trying to find out what impact that drop will have on the overall earnings in Mexico.

Pagan has been conducting the study with Dr. José A. Tijerina, former director of the Centro de Investigaciones de la Universidad Autonoma de Nuevo León in Monterrey, Mexico.

PLACES

Madonna U. Helps Empower Latinas

To expand access to higher education to women in Southwest Detroit, Madonna University in Livonia, Michigan, and the Religious Sacred Heart in Detroit established the southwest Women's Educational Empowerment Project in the spring of 1998. The project is geared toward women who wish to begin or resume their college studies, and it strives to fulfill the educational needs of women, primarily Latina and African American, by giving them the opportunity to earn a college degree.

Pictured here at the Southwest Women's Educational Empowerment Project Mentor meeting in November are, standing left to right, Lisa López, Guadalupe Serrata, Carmensita Buentello, and mentor Angelito Espino. Seated left to right are María Paulina Aguirre and Myrna María de León.

HCC's Hispanic Committee Names Members

Sixteen people were recently named to Hillsborough Community College's (Fla.) first Hispanic Advisory Committee.

Chosen to represent their community were Angie E. Black, Cloe Cabrera, Ana Crespo, Ileana De Leon-Devin, Margarita González, Lydia Medrano, Tony Moreión, Roque Moreno, Fernando Noriega, María Pinzón, Brenda Santos, Carmen Sorondo, José Valiente, and Marc L. Vila.

During the inaugural meeting of the committee, Ricardo Roig (Esq.) was elected chair and Miriam Navarro was elected vice chair (both pictured here).

The stated mission of the Hispanic Advisory Committee is to increase the educational level of the Hispanic community in Tampa.

Sones de México at St. Augustine

A concert by Mexican folkloric group Sones de México was one of the latest cultural events to take place at St. Augustine College in Illinois.

St. Augustine College is the only bilingual institution of higher education in the Midwest. Since 1980, the college has served as a bridge to the future for Chicago's Hispanic community. Ninety-two percent of the students are Latino, of which 74 percent are women. Eighty percent of them are mothers. The college is committed to providing an academically challenging yet comfortable multicultural environment.

Minority Engineering Program at CU-Boulder

The Success in Engineering through Excellence and Diversity (SEED) program, formerly known as the Minority Engineering Program, at the University of Colorado-Boulder, has received national recognition in *The Shape of the River* (Princeton University Press, 1998), a book written by William Bowen and Derek Bok, former presidents of Princeton and Harvard universities, respectively.

A 25-year-old program that assists in the recruitment, retention, education, and career placement of underrepresented minorities in the College of Engineering and Applied Sciences, SEED was cited for its effectiveness in supporting students to achieve high academic marks.

The program has an average retention rate of 87 percent, nearly double the national retention rate of minorities in engineering.

Pictured here using computers donated by Lockheed Martin and Hewlett Packard to the SEED Resource Center are engineering students Michael Díaz and Lynne Bryant, with Mark Espinosa in the background.

USF Celebrates Feast of Three Kings

The University of South Florida's (USF's) Latin Community Advisory Committee and Major League Baseball's Tampa Bay Devil Rays teamed up to host a Feast of Three Kings picnic in January. The Feast of the Three Kings is the focal point of Christmas festivities in Latin America.

The annual picnic is held for committee members and students who receive the group's four-year scholarship.

This year, the Devil Rays sponsored the event, and several players, including manager Larry Rothschild, attended the picnic. Devil Rays owner Vince Naimoli donated $500 to the committee's scholarship program. Enjoying the festivities were, left to right, pitcher Wilson Alvarez, USF student Danna Hoyos, Danna's sister Sonia, and catcher John Flaherty.

M-DCC Elects Calderin and Diaz

Miami-Dade Community College Foundation, Inc. has elected Carolina Calderin and Victor H. Diaz, Jr., as vice chairs.

Calderin became the first Latina to head a South Florida hospital when she took her position as chief executive officer of Pan American Hospital eight years ago. She serves on the United Way, Children's Cancer Center, and the South Florida Hospital Association among other community-related organizations.

Diaz is a civil trial lawyer specializing in aviation and personal injury litigation with Podhurst Orseck Josefsberg Eaton Meadow Olin & Perwin, PA. He is active in the Miami Beach Chamber of Commerce, Miami Beach Community Development Corporation, and Miami Design Preservation League.

New Mexico Tech Hosts Rep. Wilson

New Mexico Tech Vice President for Research Van Romero joined Tech administrators and faculty members in giving a technical briefing and overview of several ongoing projects when U.S. Rep. Heather Wilson (R-NM) visited the campus recently. The congresswoman was said to be duly impressed with the university's extensive involvement in research of national interest.

Pictured from left to right are Wilson, congressional staff assistant Michelle Boyd, Romero, and Paul Bauer, senior field economic geologist at the New Mexico Bureau of Mines and Mineral Resources.

New Full-Time Faculty at BMCC

A number of new, full-time faculty have joined the Borough of Manhattan Community College (BMCC) this semester. Among them:

Sintia Molina (pictured here), assistant professor of ethnic studies, has a bachelor's from Brooklyn College, and a master's and doctorate from City University of New York (CUNY) Graduate School.

Guadalupe Campos, lecturer in business management, has an associates from BMCC, and a bachelor's and master's from Baruch College.

Francisca Campos, instructor in office administration, has an associate's from BMCC, and a bachelor's and master's from Baruch College.

Eda Henao, instructor in modern languages, has a bachelor's from Hunter College and a master's from CUNY Graduate School.

Oneida Sánchez, assistant professor of modern languages, has a bachelor's from Pace College, a master's from Queens College, and a doctorate from CUNY Graduate School and University Center.

UNC Child Center Using Spanish

The Frank Porter Graham Child Development Center at the University of North Carolina-Chapel Hill is reaching out to the Spanish-speaking community by translating two new assessment tools into Spanish.

One tool, "Brass Tacks: The Family Report," helps determine how early intervention programs are serving children with disabilities and their families.

These instruments can be used at Head Start, evaluation centers, specialized classroom programs, and early intervention programs.

RHC Expands Online Classes

At Rio Hondo College (RHC) in California, 16 Virtual College general education classes have been up and running this semester, each of which transfers to both the University of California and California State University systems. Courses are in art, economics, business, child development, English, geology, Spanish, philosophy, psychology, and history. Fifty-six public service courses also are offered and include the areas of administration of justice, corrections, advanced officer training, and fire technology.

"We will be doubling the number of online classes next year, making it possible to take a comprehensive program online," said Virtual College Coordinator Dr. Andy Howard.

New Fort Worth School of Public Health

A new School of Public Health has been unanimously approved by the Texas Higher Education Coordinating Board for Fort Worth's University of North Texas (UNT) Health Science Center. The board recommended that the legislature fund the school for the next five years for $13.2 million.

The UNT Health Science Center now becomes the 30th School of Public Health in the country.

Dr. Fernando M. Treviño, chair of the Department of Public Health and Preventive Medicine, led the health science center's efforts to gain approval of the new school. The school will award degrees of Master of Public Health and Doctor of Public Health. The Doctor of Philosophy degree in epidemiology is planned for the near future.

UTEP Captures Book Awards

Two books published by the University of Texas-El Pasos (UTEP's) Texas Western Press, *The Making of a Mexican-American Mayor: Raymond L. Telles of El Paso*, by Mario R. Garcia, and *San Elizario: Spanish Presidio to Texas County Seat*, by Rick Hendricks and W.H. Timmons, were presented 1998 Southwest Book Awards. Conferred by the Border Regional Library Association, the Southwest Book Awards are the only such recognition given annually in the Southwest-Mexico Border region.

Another winner was *En Busca de la Decisión: La Industria Maquiladora en Ciudad Juárez*, written by UTEP associate professor of political science Samuel Schmidt and published by the Universidad Autónoma de Ciudad Juárez and UTEP.

Cleveland State Embraces Romero

Dr. Philip J. Romero, former chief economist to the governor of California, became the new dean of the James J. Nance College of Business Administration at Cleveland State University (Ohio) in January.

Romero, a professor of finance, served as chief economist and deputy cabinet secretary to California governor Pete Wilson from 1991 through 1998 before coming to Cleveland.

Cleveland State President Claire Van Ummersen praised Romero, citing his "outstanding" record of leadership and successful strategic and economic planning. Provost Harold Allen, impressed by Romero's "wealth of multifaceted business knowledge," gladly welcomed him to the university.

Romero has a bachelor's from Cornell University and a doctorate from the RAND Graduate School.

UTEP Science Scholars Win Awards

At the Rio Grande branch meeting of the American Society of Microbiology, three students from the University of Texas-El Paso were awarded prizes for their outstanding research presentations on the science of the region.

Cynthia Castillo and Melissa Tarango won first- and second-place honors, respectively, in the graduate student category for their research on parasites and infectious diseases endemic along the U.S.-Mexico border.

Nichole Pérez earned first prize in the undergraduate student category for investigating techniques of bioremediation.

At a separate meeting, of the American Geophysical Union, environmental science graduate student Tania Espino was granted an outstanding student paper award.

AU Honors Huaita and Rioseco

At a January dinner, American University's Washington College of Law (WCL) honored Marcela Huaita of Peru and Liz Rioseco of Chile, the first graduates of its LL.M. Gender and the Law specialization.

Huaita and Rioseco are the first women to complete the specialization, which is offered through the International Legal Studies Program at WCL. The specialization, inaugurated in 1997, is the first graduate law degree in the United States to focus on gender. The Gender and the Law LL.M. consists of courses incorporating international, comparative, and domestic approaches to legal issues of importance to women's lives.

PUBLICATIONS

Tejano Empire: Life on the South Texas Ranchos

by Andrés Tijerina

Andrés Tijerina
Tejano Empire
Life on the South Texas Ranchos

Andrés Tijerina portrays the daily lives of South Texans of Mexican descent, particularly the Tejano ranch community, following the Texas Revolution. Accompanied by energetic and detailed drawings, this book addresses the values, folklore, music, and beliefs of the Tejanos.

1998

159 pgs.

ISBN 0-89096-834-9

$29.95 cloth

Texas A&M
University Press

(800) 826-8911

Pilgrim Stories: On and Off the Road to Santiago

by Nancy Louise Frey

PILGRIM STORIES
ON AND OFF
THE ROAD TO SANTIAGO
NANCY LOUISE FREY

Each year thousands of men and women from more than 60 countries journey by foot and bicycle across northern Spain, following the medieval pilgrimage road known as the Camino de Santiago. Their destination is Santiago de Compostela, where the remains of the apostle James are said to be buried. These modern-day pilgrims and the role of the pilgrimage in their lives are the subject of this book.

December 1998

326 pgs.

ISBN 0-520-21751-9

$17.95 paper

University of California Press

(800) 822-6657

Torn Lace and Other Stories: An English Translation

by Emilia Pardo Bazán

Written a century ago, the 16 stories by Emilia Pardo Bazán collected in this volume are strikingly relevant to contemporary concerns. Noted for narrative complexity, stylistic variety, and feminist themes, Pardo

Bazán's stories explore many aspects of the relationships between men and women.

Translation by Maria Cristina Urruela
1996
141 pgs
ISBN 0-87352-784-4
$7.95 paper
Modern Language Association
(212) 614-6382

Puerto Rico: An Interpretive History from Pre-Columbian Times to 1900

by Olga Jiménez de Wagenheim

Puerto
Rico

This comprehensive 291-page history is written with information and insights from the author's own extensive research, as well as from the latest work by a new generation of Puerto Rican scholars. Topics neglected in most previous histories–such as the role of the working class and of women in society–are given new emphasis.

1998
291 pgs
ISBN 1-55876-122-5
$16.95 paper
Markus Wiener Pub
(908) 225-2727

Cuentos Chicanos: A Short Story Anthology

Rudolfo A. Anaya and Antonio Márquez, eds

Cuentos
Chicanos

The 21 stories in this collection typify the phenomenal growth Chicano literature has undergone during the last 20 years. Included are such established authors as Rudolfo A. Anaya, Bruce-Novoa, and Sergio Elizondo, along with the best of the emerging new writers, including Denise Chavez, Carlos Nicolas Flores, and Mario Suarez.

1998
186 pgs
ISBN 0-8263-0772-8
$14.95 paper
University of New Mexico Press
(800) 249-7737

Aztlán: Essays on the Chicano Homeland

Rudolfo A. Anaya and Francisco Lomeli, eds

This collection of articles written over a 20-year period helps the reader to understand the social and political aspects of life for Mexican Americans. It discusses the relationship between the Chicano Movement and Aztlan.

1997
248 pgs
ISBN 0-8263-1261-6
$15.95 paper
University of New Mexico Press
(800) 249-7737

Chicano Politics: Reality & Promise, 1940-1990

by Juan Gómez-Quiñones

CHICANO
POLITICS
JUAN GÓMEZ
QUIÑONES

This political history of Mexican Americans analyzes and interprets the last 50 years in the movimiento. Written by a leading Chicano historian who spent many years as an activist, this study evolved from Juan Gomez-Quiñones' participation and reflection.

1998
265 pgs
ISBN 0-8263-1213-6
$16.95 paper
University of New Mexico Press
(800) 249-7737

The Cutter

by Virgil Suarez

When young Julian Campos attempted to leave Cuba five years ago, the Castro regime allowed his parents to travel on, but kept him back at the last moment. Julian was forced to become a cutter, laboring day after day in the muddy sugarcane fields. Now it seems he might have found a way out–but is it impossibly dangerous? Julian has reached a point at which hope and forgiveness seem to be his enemies, and the shadows his only friends.

September 1998
224 pgs
ISBN 1-55885-249-2
$12.95 paper
Arte Público Press
(800) 633-ARTE

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by Henry A. J. Ramos

AMERICAN
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FORUM

This book, produced with funding from the Ford Foundation, provides timely and important insights on the occasion of the American GI Forum's 50th anniversary. At a time of renewed public discussion of domestic policy issues such as immigration, bilingual education, and affirmative action, the book reminds us of America's historic civil rights struggle.

September 1998
224 pgs
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José Martí's "Our America": From National to Hemispheric Cultural Studies

Jeffrey Belnap and Raúl Fernández, eds.

Hemi
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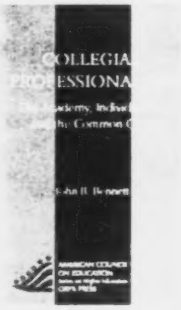
Jeffrey Belnap & Raúl Fernández, editors

Jeffrey Belnap and Raúl Fernández present essays from Latin American, Caribbean, and U.S.-based scholars who consider Martí's rich and underexplored oeuvre, and position Martí as an emblem of New American studies.

February 1999
504 pgs.
ISBN 0-8223-2265-X
$17.95 paper
Duke University Press
(919) 688-5134

Collegial Professionalism: The Academy, Individualism, and the Common Good

by John B. Bennett



John B. Bennett offers a provocative and tightly knit argument on ethics in higher education. He presents a philosophical model that reflects the academy in its current state, and then tenders an engaging alternative. Throughout the book, he offers a variety of thoughtful suggestions on recovering and strengthening the collegium.

1998
208 pgs.
ISBN 1-57356-093-6
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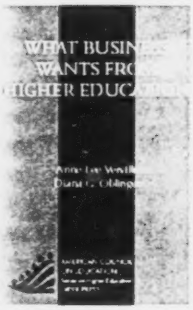
ACE/Oryx Press
(800) 279-6799

What Business Wants from Higher Education

by Anne Lee Verville and Diana G. Oblinger



Both business and higher education are continually challenged to adapt to changes brought about by globalization and technology. This book is intended to stimulate a dialog between the business and academic communities to determine what higher education can do to better prepare students for their future careers.

September 1998
176 pgs.
ISBN 1-57356-206-8
$29.95 cloth
ACE/Oryx Press
(800) 279-6799

Responding to the Reality of America's Ethnic Diversity

Mount St. Mary's College in Los Angeles presents a series of monographs and videos that encourage readers/viewers to "learn from our success and make diversity a strength in your school or business with help from our experience."

Monographs: "Teaching for Cultural Fluency," "Access and Persistence: An Educational Program Model," "The Role of Faculty Development in Multicultural Education," and "Infusing Multicultural Perspectives Across the Curriculum." Videos (include leader's guide and monograph): "Making Diversity Work in Business and Education" and "Opening Doors: Helping the Underprepared Succeed in the Classroom and the Workplace."

Contact: Prism Publishing©, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, Calif. 90049-1599.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Isabel Allende: The Woman's Voice in Latin American Literature

The Woman's Voice
in Latin-American
Literature

Niece of the deposed (and presumably assassinated) Chilean Marxist president Salvador Allende, Isabel Allende–the first Latin American novelist and Latin American woman to stand out on the world literary stage–describes the emotions that inform her fiction and the events that set them in motion.

(56 min., color)
Item #FFH 4239

In Search of Contemporary Spain–The Legacy of Franco

What is the role of the military in modern Spain? This program focuses on a captain of the elite parachute regiment who believes his job to be the moral manipulation of the conscripts who come to serve their time with his regiment. One thing becomes clear: the legacy of Generalissimo Franco endures.

(52 min., color)
Item #FFH 2806

In Search of Contemporary Spain–Andalusia: Cradle of Stereotypes

Andalusia, home of bullfighting and flamenco dancing, is the focus of this program, which looks at the changes wrought during and since Generalissimo Franco's time on a fighting bull ranch and its employees. What is the relationship between the tourist poster images and the real people who live in Andalusia today?

(53 min., color)
Item #FFH 2805

In Search of Contemporary Spain–The Image of Modern Spain

This program is set in Madrid and looks at the changes in Spain to determine whether they are deep-rooted or merely cosmetic and superficial. The focus, which is on a young editor of a magazine, neatly reflects the difficulties Spain is currently facing and will continue to face in the years to come.

(52 min., color)

Item #FFH 2808

Conversations with Latin American Writers: Gabriel García Márquez

CONVERSATIONS WITH
LATIN AMERICAN
WRITERS

This program features a rare interview with the man some consider the finest Latin American writer of the 20th Century—Colombia's Gabriel García Márquez. He discusses his life and work on a highly personal plane.

(Spanish, 45 min., color)

Item #FFH 7606

Conversations with Latin American Writers: José Donoso

CONVERSATIONS WITH
LATIN AMERICAN
WRITERS

José Donoso, the Chilean writer, ranks high in the pantheon of great Spanish American novelists. In this interview, Donoso, now in his seventies, speaks about his work and his literary technique.

(Spanish, 50 min., color)

Item #FFH 7605

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

April 22-23: Region 2, Atlantic City, N.J.

April 29-30: North Central Region 6, Des Moines, Iowa

April 29-30: Rocky Mountain Region 10, Ogden, Utah

May 19-21: Mid-South Region 3, Lexington, Ky.

May 19-21: South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532-5717. Web site: <www.ksu.edu/nacada>.

Florida Community College-Jacksonville - College Teaching and Learning

April 14-17

Tenth International Conference: "Teaching, Learning, and Technology: Innovation in a Global Learning Community." Presented by Florida Community College at Jacksonville. At the Radisson Riverwalk and Jacksonville Hilton Hotels, Jacksonville, Fla.

Contact: Bill Martin, (904) 646-2150; e-mail: <wmartin@fccj.org>. Also, Jack Chambers, (904) 632-3231; e- mail: <jchamber@fccj.org>. Visit conference Web site at <http://www.teachlearn.org>.

International Mentoring Association - Strategic Summit on Mentoring

April 15-17

Twelfth annual international conference on mentoring will look at "best practices" in higher and K-12 education, business and industry, and community-based organizations. In Atlanta, Georgia.

Contact: IMA, (616) 387-4174.

CSC - Central States Conference on the Teaching of Foreign Languages

April 15-18

The 31st annual CSC Central Connection, a joint conference with AFLTA (Arkansas Foreign Language Teachers Association): "Standards for a New Century." At the Statehouse Convention Center and the Excelsior Hotel, Little Rock, Ark.

Contact: Rosalie Cheatham, (501) 569-8159. Web site: <www.ualr.edu/~central state>.

CSU-Dominguez Hills - Retention of Latino Students in Higher Education

April 16

Fourth annual conference, presented by California State University-Dominguez Hills: "Chicanos/Latinos in Higher Education: Challenges and Opportunities for Student Success." In Dominguez Hills, Calif.

Contact: Dr. Miguel Dominguez, (310) 243-3655; e-mail: <mdominguez@csudh.edu>.

National Multicultural Institute National Conference

June 3-6

The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail: <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. The event is said to be the "leading and most comprehensive national forum on issues of race and ethnicity in American higher education."

Contact: (405) 292-4172. Web site at <www.occe.ou.edu/ncore>.

AAC&U - Summer Institute

June 9-13

The Association of American Colleges and Universities summer institute: "Diversity: A Catalyst for Institutional Collaboration." At Wheaton College in Norton, Mass.

Contact: Iris C. Jacobs, (202) 387-3760 x428; e-mail: <meetings@aacunw.dc.us> or <jacobs@aacu nw.dc.us>.

1022

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LACC - Summer Dance Institute

June 19-26

This Latin American and Caribbean Summer Dance Institute is sponsored by the Latin American and Caribbean Center at Florida International University in Miami, Fla., among others. Featured are technique classes, scholarly seminars, academic classes, and performances.

Contact: Andrea Mantell-Deidel, (305) 348-2894; e-mail, <indami@fiu.edu>.

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the work force.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1

Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."

Contact: Irma Prieto, (509) 865-8530; e-mail, <depreito_i@heritage.edu>; Web site, <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16

This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence–Connections in the Post-Cold War Era." In New Haven, Conn.

Contact: I&AS Center, (203) 432-3410; e-mail, <pier.resource@quickmail.yale.edu>; Web site, <www.yale.edu/pieris>.

ECS-Education Commission of the States, National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

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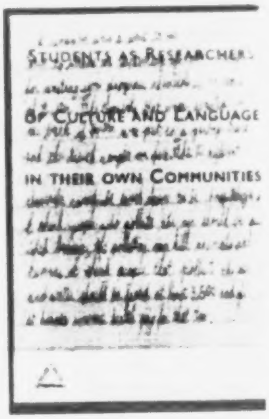
Book Review

By Ivania del Pozo

***Students as Researchers of Culture and Language in Their Own Communities*, edited by Ann Egan-Robertson and David Bloome.** 295 pages.Cresskill, New Jersey: Hampton Press (1-800-894-8955). 1998. ISBN# 1-57273-044-7. SC $2750.

In recent years, there has been a major resurgence of interest in ethnography, both within anthropology and among diverse fields in the humanities. Not only has ethnographic study been revitalized by critiques and new perspectives originating in other disciplines, but its real, substantive contributions to social and cultural knowledge are now being employed by social sciences, by humanities disciplines such as history, comparative literature, and religious studies, and by professional schools such as education, law, and business.

As the limitations of survey research and quantitative approaches are being recognized, ethnography also is gaining prominence in many social research fields. Two distinguished critics of educational policy, Bloome and Egan-Roberts, seek to sweep away the distortions, half-truths, and myths that cloud our understanding of ethnographic studies and multiculturalism in our society. They argue in this book that "engaging students as ethnographic and sociolinguistic researchers involves fundamental questions about the knowledge base of classroom learning, about the nature of ethnographic and sociolinguistic research, and about the nature of writing." This is because ultimately, through their inquiry, these "students become anthropologists and sociologists helping to define and explain how culture and language work."



In today's passionate debate about teaching methods, this book represents a much-needed new direction in classroom education, generated by using ethnography and sociolinguistics as teaching tools. This compilation of insightful essays helps to frame the discussion. A volume in the series "Language and Series Processes" of the University of California at Santa Barbara, the book provides a much-needed forum for scholarly discussion as it seeks to illuminate one of the most stimulating new directions for classroom education: students as ethnographers.

The book has three sections. The first highlights the integration of students as community researchers of culture and language with concerns for academic learning. The second describes projects in which students studied language as sociolinguists, and the last describes how students' research on issues of culture and language was either part of or led to their taking social action.

A good introduction to ethnographic theory and research can be found in the article by Egan-Robertson and Willett entitled "Students as Ethnographers, Thinking and Doing Ethnography: A Bibliographic Essay." Other very pertinent additions are Carmen Mercado's "When Young People from Marginalized Communities Enter the World of Ethnographic Research: Scribing, Planning, Reflecting and Sharing" and Rosi Andrade's "Life in Elementary School: Children's Ethnographic Reflections."

Many of the articles have an ethnographic perspective, and they use a holistic, contextual, and comparative style to describe in many instances this new kind of learning community formed of inner-city youths and university student-mentors, administrators, and teachers.

Several of the projects outlined use multiple methods to try to elicit the group members' views of reality. Surveys and observations assess the degree to which all participants' acquisition of knowledge and skills has increased. The essays present direct daily observations that document changes, augmented by a combination of journal records, parent interviews, self-evaluation, and portfolios as primary sources.

In the penetrating essay by Yeager, Floriani, and Green, "Learning to See Learning in the Classroom: Developing an Ethnographic Perspective," the authors examine how the theme of ethnography was used by fifth and sixth grade students to construct an inquiry-oriented classroom community.

In my university classes, I, like the writers, emphasize that "knowledge is constructed, rather than given, and that learning is primarily a matter of inquiry and interpretation rather than memorization or reproduction of known-facts." As a teacher, I am interested in exploring the relationships between/among teaching, learning, culture, and language. One of the authors, Judith Green, has been engaged in exploring such questions guided by theories on the social construction of knowledge. Her goal is to identify principles of practices that teachers and other professionals can use to support equity of access for all students.

This collaborative dialogue among practioners of ethnography as a commonly shared research methodology, cultural theory as a pluralistic field of scientific debate and critique, and applied research as a policy-oriented aspect of ethnographic work will ensure the vitality of the book's focus. While its center of gravity will be in classroom education, it will also promote the use of ethnographic methods and perspectives in other areas of research.

My conclusions are these:

1. This series provides one of the most astute assessments of the purpose of ethnography yet written, which is to "help people create better worlds."
2. This text helps to identify principles and practices that teachers and administrators can use to support equity of access for all students.
3. The educational techniques presented in this book have helped my students to write and research the subject matter using an ethnographic perspective.

But the most valuable aspect of the volume is the realization that students' research on issues of culture and language can lead to taking social action.

Ivania del Pozo, associate professer, teaches in the Department of Foreign Languages and Literatures at Youngstown State University, Youngstown, Ohio. She also works with an after-school outreach project called Mariposa (Butterfly) to symbolize the transformative power that education can have on young children.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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National Institutes of Health

National Institute of Mental Health Division of Mental Disorders, Behavioral Research and AIDS (DMDBA)

Division of Mental Disorders, Behavioral Research and AIDS (DMDBA), National Institute of Mental Health, invites applications for the following position in its Office of AIDS Research

- **Biologist/Virologist, GS-12/13**

The incumbent will serve as a Biologist/Virologist supporting a major research program, the goals of which are to further understanding of the cellular and molecular mechanisms underlying the CNS dysfunction associated with HIV infection, and the subsequent identification of potential therapeutic interventions to prevent or reverse this CNS dysfunction. Incumbent will analyze current research activities and program needs to expand research on HIV-associated motor cognitive dysfunction.

Basic qualifications for the position include an M.D. or Ph.D. in Biology with some experience in molecular and cellular mechanisms underlying HIV effects. GS-12/13 Civil Service positions have a salary range from $48,796 to $82,481. Salaries include locality pay and the special salary for Medical Officers. Physicians may be eligible for a Physician's Comparability Allowance (PCA) between $5,000 and $10,000 a year. This position may also be filled through the commissioned Corps.

The full text vacancy announcement is available via the World Wide Web: **http://www.nimh.nih.gov/orm/pmb/jobs.htm**. Interested candidates may contact **Ms. Malca Giblin, NIMH Personnel Management Branch, at (301) 443-9094.** Applications will be accepted if postmarked by April 30, 1999 and received within 5 working days.

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The primary responsibilities of this position are to create and manage initiatives to attract and enroll minority undergraduate students, develop recruitment partnerships with the university's colleges and departments, assist in the recruitment of academically talented students for such programs as the George Washington Carver Scholarship, and participate in a full complement of admissions duties (including extensive travel and management of a territory). This full-time position reports to the director of admissions.

Candidates must have a bachelor's degree and five years' experience, or a master's degree and three years' experience, in student services, student counseling, student instruction, or a combination; skills in program development, student recruitment, marketing, and administration; thorough knowledge of college curriculum and student services programs; extensive communications, assessment, and project management skills; demonstrated teamwork skills; ability to work simultaneously with multiple projects, deadlines, and departments; and a valid driver's license. Preferred skills for the successful candidate will also include experience in minority student counseling and recruitment program development and management, fiscal management, employee training and management, and public relations.

Iowa State offers competitive salaries and an excellent benefit program.

Send a letter of application, resume, and the names, addresses, and phone numbers of three professional references to Enrollment Services Search, 314 Alumni Hall, Ames, IA 50011. To guarantee consideration, applications must be received by May 1, 1999. Application review will begin May 1 and will continue until position is filled. Contact Marc Harding at 515 294-0815 or e-mail mharding@iastate.edu if you have questions about this position.

Iowa State University is an equal opportunity/affirmative action employer and encourages nominations of, and applications from, women and minority candidates.

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Department of Economics and Finance
Associate/Full Professor

The Department of Economics and Finance invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Finance and International Finance. Ph.D. in Finance required. Candidates are expected to conduct research that leads to publication in recognized reference and professional journals. Forward letter of application and resume to: **Peter J. Tobin, Dean, College of Business Administration. Or email to: tobinp@stjohns.edu.**

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The Department of Management invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Management Information Systems or Organizational Behavior. Ph.D. in Management required. Candidates must show evidence of an interest in pursuing scholarly work and have substantial practical management or consulting experience in their field. Forward letter of application and resume to: **Peter J. Tobin, Dean, College of Business Administration. Or email to: tobinp@stjohns.edu.**

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The Department of Marketing invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Advertising and Purchasing and Supply Leadership. Ph.D. in Marketing required. Candidates are expected to also demonstrate evidence of excellent communication skills and demonstrated potential to conduct applied research. Rank and salaries for these full time positions are competitive and based on qualifications and experience. Forward letter of application and resume indicating position of interest to: **Peter J. Tobin, Dean, College of Business Administration. Or email to: tobinp@stjohns.edu.**

SCHOOL OF EDUCATION AND HUMAN SERVICES

Tenure Track Positions

Division of Human Services and Counseling
Assistant/Associate Professor of Reading/Literacy Education

The Division of Human Services and Counseling invites applications for a position in Reading Literacy Education. Responsibilities will include teaching graduate courses in theory and practice of literacy instruction, diagnosis/remediation of literacy problems, application of technology in literacy instruction; and teaching literacy to students with special needs; working cooperatively with field-based personnel to improve literacy instruction in the schools, conducting reading/literacy research. Earned doctorate in reading or a literacy-related field is required. Classroom teaching experience with children and youth is also required as is a record of research and publications and presentations at scholarly meetings in literacy-related areas. Demonstrated grant-writing ability is highly desirable. Forward letter of application, curriculum vitae and three letters of reference to: **Dr. Richard Sinatra, Chair, Division of Human Services and Counseling.**

Division of Administrative and Instructional Leadership
Assistant Professor of Elementary Education

The Division of Administrative and Instructional Leadership invites applications for a position in Elementary Education. The successful candidates will teach undergraduate and graduate courses in curriculum development; guide faculty development in schools; and conduct research and training to create and evaluate school programs. Earned doctorate in elementary education or related field and classroom teaching experience with early childhood/elementary age students required. Publications on elementary methods and elementary supervision required, as well as potential to write proposals for external funding. Forward letter of application, curriculum vitae and three letters of reference to: **Dr. Gene Geiseret, Chair, Division of Administrative and Instructional Leadership.**

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

Tenure Track Positions

Department of Chemistry
Five Assistant/Associate Professor Positions

The Department of Chemistry invites applications from candidates with a Ph.D. in either physical, inorganic or organic chemistry. Successful candidates are expected to have excellent potential to teach graduate and undergraduate classes in their specialty and also to participate in the core program of general and/or organic chemistry. Development of an active, funded research program involving graduate (MS) and undergraduate students is expected. Candidates with research interests in biochemically related topics are especially welcome. Forward curriculum vitae, statement of teaching philosophy, description of current and proposed research and three letters of recommendation to: **Chair, Department of Chemistry.**

Department of Speech, Communication Sciences and Theatre
Two Assistant Professor Positions

The Department of Speech, Communication Sciences and Theatre invites applications for a position in Speech Communication. A generalist is needed to teach Public Speaking and Interpersonal Communication. Opportunity to develop courses in area of expertise. Ph.D. and evidence of research required. Send curriculum vitae and references to: **Dr. Vickie Harvey.**

The Department of Speech, Communication Sciences and Theatre invites applications for a position in Speech-Language Pathology specializing in Child Language. The successful applicant will teach undergraduate and graduate courses; conduct research; and supervise MA students' research. Ph.D., ASHA Certification; CCC-SLP, NYS License eligibility, teaching and/or clinical and supervisory experience required. Send curriculum vitae and references to: **Dr. Nancy McGarr.**

Department of English
Assistant Professor

The Department of English invites applications for candidates with a specialty in American Literature prior to 1900. Candidates must demonstrate secondary interests in cultural studies and literacy theory. Ph.D. required along with evidence of scholarly potential and teaching ability. Forward curriculum vitae to: **Chair, English Department.**

English as a Second Language (ESL) Program
Assistant Professor

The ESL Program invites applications for candidates with Ph.D. or Ed.D. in TESOL, Applied Linguistics or related fields. Requirements include three to five years of college teaching experience and evidence of professional scholarly achievement. Knowledge of language assessment and ESP (English for Specific Purposes) is highly desirable. Forward resume and transcript to: **Dr. Glayol Ekbatani.**

St. John's University, New York, invites applications for the following positions for fall 1999.

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COLLEGE OF PHARMACY AND ALLIED HEALTH PROFESSIONS

Tenure Track Positions

Department of Clinical Pharmacy Practice

Assistant/Associate Clinical Professor

The Department of Clinical Pharmacy Practice of the College of Pharmacy and Allied Health Professions seeks applicants for a position as an Assistant/Associate Clinical Professor with specialization in Drug Information. Applicants for this 12 month tenure track practice/teaching position must possess the Doctor of Pharmacy degree. Preference will be given to candidates who have completed additional residency or fellowship training, or have equivalent experience in drug information. Pharmacy license in New York State or eligibility for licensure is required. Forward resume and three letters of recommendation to: **Dr. Joseph Brocavich, Chair, Clinical Pharmacy Practice Department.**

Assistant/Associate Clinical Professor

The Department of Clinical Pharmacy Practice of the College of Pharmacy and Allied Health Professions seeks applicants for a position as an Assistant/Associate Clinical Professor with a specialization in Community Pharmacy Practice. Applicants for this 12 month tenure track practice/teaching position must possess the Doctor of Pharmacy degree. Preference will be given to candidates who have also completed related residency or fellowship training, or who have equivalent experience in community pharmacy practice. Pharmacy licensure in New York State or eligibility for licensure is required. Forward resume and three letters of recommendation to: **Dr. Joseph Brocavich, Chair, Clinical Pharmacy Practice Department.**

Assistant/Associate Clinical Professor

The Department of Clinical Pharmacy Practice of the College of Pharmacy and Allied Health Professions seeks applicants for a position as an Assistant/Associate Clinical Professor with specialization in Adult Medicine/Primary Care. Applicants for this 12 month tenure track practice/teaching position must possess the Doctor of Pharmacy degree. Preference will be given to candidates who have also completed related residency or fellowship training, or who have equivalent experience in adult medicine/primary care. Pharmacy licensure in New York State or eligibility for licensure is required. Forward resume and three letters of recommendation to: **Dr. Joseph Brocavich, Chair, Clinical Pharmacy Practice Department.**

Department of Pharmacy and Administrative Science

Assistant/Associate Professor

The Department of Pharmacy and Administrative Sciences invites applications for candidates with an earned Ph.D. (or equivalent degree) in the general area of Pharmacy Administration and/or Business Administration. Preference given to licensed pharmacists. The successful candidate will be expected to participate in undergraduate and graduate instruction and to develop an independent research program in his/her area of expertise. Forward resume and three letters of recommendation to: **Dr. Somnath Pal, Chair, Pharmacy and Administrative Science.**

Two Assistant/Associate Professor Positions

The Department of Pharmacy and Administrative Sciences invites applications for positions in Industrial Pharmacy. Earned Ph.D. (or equivalent degree) in pharmaceutics, biopharmaceuticals, pharmaceutical technology or related area is required. Preference given to licensed pharmacists. Candidate expected to participate in undergraduate and graduate instruction and to develop an independent research program in his/her area of expertise. Forward resume and three letters of recommendation to: **Dr. Somnath Pal.**

Department of Pharmaceutical Sciences

Assistant/Associate Professor

The Department of Pharmaceutical Sciences invites applications for a position in the area of Public Health. Ph.D. in a basic biomedical/pharmaceutical science required. An undergraduate degree in pharmacy is desirable, but not required. The successful candidate is expected to participate in undergraduate and graduate instruction and develop an independent research program in his/her area of expertise. Forward resume and three letters of recommendation to: **Dr. S. William Zito, Chair, Pharmaceutical Sciences Department.**

ST. VINCENT'S COLLEGE

Tenure Track Positions

Division of Computer Science, Mathematics and Science

Three Assistant Professor Positions

The Division of Computer Science, Mathematics and Science invites applications for three full-time positions for candidates with experience in teaching a variety of undergraduate courses ranging from introductory to advanced for majors and non-majors. Candidates should have a strong commitment to quality teaching, program development and professional growth. Schedules may include courses on Queens and Staten Island campuses during day, evening and weekend sessions. Knowledge of telecommunications, computer science and the ability to teach general mathematics is required. Master's in Computer Science or Telecommunications and appropriate doctorate is required. Equivalent industry experience will be considered. Novell or Microsoft certification desirable. The primary teaching responsibilities for one position will be on the Staten Island campus. Forward a letter of application, curriculum vitae, names and addresses of three academic/professional references to: **Dr. Anthony Gabb, Associate Dean.** Indicate on the envelope your position of interest. No telephone calls please.

Division of Hotel, Restaurant, Sports, Travel and Tourism

Assistant Professor

The Division of Hotel, Restaurant, Sports, Travel and Tourism invites applications for candidates to teach undergraduate courses including, but not limited to: Introduction to Hospitality Management, Food and Beverage Service Operations, Cost Controls, Institution Food Service Management and Public Health and Safety. Industry experience in restaurant, food service or lodging management and earned doctorate required. Forward a letter of application, curriculum vitae, names and addresses of three academic/professional references to: **Dr. Anthony Gabb, Associate Dean.** Indicate on the envelope your position of interest. No telephone calls please.

Division of Criminal Justice and Legal Studies

Two Assistant Professor Positions

The Division of Criminal Justice and Legal Studies invites applications for two full-time positions for candidates with an earned doctorate in Criminal Justice, Criminology or Public Administration. A Juris Doctor or other law degree will not qualify. Candidates must demonstrate ability to teach in two of the following areas: Corrections, Police Administration, Criminal Investigation/Criminalistics or Juvenile Justice. Candidates with professional experience in the Criminal Justice system preferred. Teaching experience and a proven record of success in attaining and managing grant-supported research and demonstration projects will strengthen a candidate's application. The primary teaching responsibilities for one position will be on the Staten Island campus. Forward a letter of application, curriculum vitae, names and addresses of three academic/professional references to: **Dr. Anthony Gabb, Associate Dean.** Indicate on the envelope your position of interest. No telephone calls please.

Please send all applications,
noting appropriate contact name, to
St. John's University,
8000 Utopia Parkway,
Jamaica, NY 11439

St. John's is an equal opportunity employer
and encourages applications from
women and minorities.

Indiana University

Bloomington Campus

Founded in 1820, Indiana University has a rich and distinguished history of providing educational opportunities for people from all walks of life. Following a comprehensive review by a national panel, the Bloomington Campus is in the process of restructuring its programs and services designed to recruit, retain and graduate Latinos, African Americans, Native Americans and other underrepresented students.

The leadership team under the new structure comprises a Vice Chancellor for Academic Support and Diversity and three Associate Vice Chancellors: Associate Vice Chancellor for Strategic Faculty Hiring and Support, Associate Vice Chancellor for Multicultural Affairs and Associate Vice Chancellor for Academic Support. Also reporting to the Vice Chancellor for Academic Support and Diversity are the Directors of the Honors Division and the Minority Achievers Program/Mathematics and Science Scholarships. This new leadership team will also share responsibility for student advocacy. Candidates are sought for the following positions:

Associate Vice Chancellor for Academic Support

The person selected will lead a team of professionals responsible for a wide array of academic support services primarily for undergraduate students. Reporting to the AVCAS are the directors of the Mentoring and Tutoring Services, GROUPS (Groups Student Support Services Program), Student Research Opportunities Program, and 21st Century Scholars. Effective January 2000, the Associate Vice Chancellor for Academic Support may assume leadership for the McNair Program and the Academic Support Centers housed in the residence halls.

Candidates for the AVCAS must have an understanding of the academic enterprise and the ability to work effectively with students, faculty and staff at a comprehensive research university. Preference will be given to candidates with demonstrated success in designing, implementing and directing programs that retain and graduate minority and first generation college students. In addition to possessing a working knowledge of equal opportunity policies and programs, candidates must have a minimum of a masters degree (terminal degree preferred), a minimum of five years of experience in a university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills.

Associate Vice Chancellor for Multicultural Affairs

The University seeks a collaborative leader who is committed to creating and maintaining a climate that respects and celebrates diversity in the broadest sense of the concept. Advocacy for students of color is a major aspect of the responsibility entrusted to the Associate Vice Chancellor for Multicultural Affairs. The AVCMA provides supervisory leadership for the Neal-Marshall Education Center, Asian Culture Center, Latino Cultural Center/La Casa, African American Arts Institute, Community and School Partnerships and Summer Research Fellows. In addition, s/he works collaboratively with the offices of Affirmative Action, Campus Life, Women's Affairs, and Gay Lesbian Bisexual and Transgender Student Support Services to develop and implement programs and services that serve the interests and needs of the entire university community. The AVCMA is also expected to work closely with a host of student organizations and student led campus climate initiatives.

Preference will be given to candidates whose leadership is undergirded by a deep respect for diversity. In addition to possessing a masters degree (terminal degree preferred), candidates should have a minimum of five years of experience as a administrator in a comprehensive university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills.

To apply for either position, send resume and a letter addressing how your interests and experiences relate to those sought in the two associate vice chancellors. Also include the name, address and telephone number of three professional references (do not send letters of reference). Application review begins immediately and continues until the positions are filled. Indiana University is an equal opportunity employer. Consideration will be given to all candidates irrespective of ethnicity or race, religion, physical handicap, gender or sexual orientation. The university offers a competitive salary and fringe benefit program. Both positions are full-time administrative appointments. Send all information to:

Human Resources
Poplars 121
Indiana University
Bloomington, Indiana 47405

For more information see **http://www.indiana.edu/~bicampus** and click on 20/20.

Golden West College

ADMINISTRATIVE POSITIONS

Established in Huntington Beach in 1966, GWC (www.gwc.cccd.edu) is a fully accredited two-year community college offering 140 academic and vocational programs to more than 12,000 students each semester. There are two positions available. Minimum qualifications for either position include a master's degree (or equivalent) and qualified to teach in one of the District's instructional programs. Three years of full-time administrative experience comparable to a division dean chair level or higher and three years of college faculty experience desired. A two-year contract is offered, with a current annual salary range of $61,445 to $92,889, and monthly mileage allowance. An annual stipend of $1,779 is available for possession of an earned doctorate.

VICE PRESIDENT, INSTRUCTION

Under direction of the President, serves as chief instructional officer of the college, oversees the instructional programs, is a member of the senior management team, and is actively involved in all college-wide issues, supervises and evaluates all instructional divisions and instructional administrators. Position #17-C.

VICE PRESIDENT, STUDENT SERVICES

Under direction of the President, serves as the chief student services officer of the college, administrates, supervises, and evaluates all student services programs, including: Student Activities, EOP&S, Financial Aid, Admissions & Records, Counseling, International Students, Disabled Students, and other student services components. Position #18-C.

To Apply: The required application forms may be obtained from the District Personnel Office by calling (714) 438-4714 or E-mail request to jobs@cccd.edu. Applications must be received or postmarked no later than the deadline date of April 23, 1999. Please do not send resumes.

Coast Community Colleges
1370 Adams Avenue
Costa Mesa, CA 92626
An Equal Opportunity/Affirmative Action Employer
www.cccd.edu

OCCUPATIONAL THERAPIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Provide therapy to developmentally disabled population, ages 3-21, in a 10-month school setting. Function as a member of a team oriented, multidisciplinary staff and attend clinics in orthopedics and neurology. Work closely with classroom teachers.

Required: Registered Occupational Therapist. School certified in New Jersey. Experience with developmentally disabled population.

Starting date: September 1, 1999.

Application: Submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Boulevard
Jersey City, NJ 07305

Applications must be received by April 30, 1999.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an equal opportunity, affirmative action employer who encourages diversity among its employees.

BEST COPY AVAILABLE

UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

SOCIOLOGY

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for two (2) one-year term positions at the Assistant Professor level, anticipated to begin in the Fall 1999.

Teaching responsibilities: While areas of specialization are open, we are particularly interested in candidates with teaching experience in sociological theory, research methods, social psychology, gender and sexuality, social inequality and poverty, American society, and globalization. Normal teaching load for term positions is four courses per semester.

Qualifications: University teaching experience, evidence of scholarship, and earned doctorate by Fall 1999, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including sample syllabi and copies of teaching evaluations, and three letter of recommendation to:

Michael J. Webber, Chair
Sociology Search Committee
Department of Sociology
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080.

Applications must be received by **May 1, 1999,** in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

DIVISION STUDENT AFFAIRS

• COORDINATOR CAMPUS PROGRAMMING •

Qualifications: Bachelor's degree, with Master's degree preferred and demonstrated experience working with college students.

Qualified candidate will oversee, and facilitate all aspects of student events and offerings. This particularly relates to scheduling, planning and monitoring programming in two campus centers, nine residence halls and other venues under Campus Life. Responsible for coordination of campus outreach in the development and implementation of comprehensive event and program promotion strategies, contract negotiation and management for student groups and serves specifically as department liaison to Orientation and special events.

Review of letters of interest will begin immediately and continue until position is filled. Anticipated appointment date July 1, 1999.

Salary minimum: $26,383

• RESIDENCE HALL COORDINATOR •

Ten-month, full-time position. **Responsibilities:** residence hall administration, supervision, discipline, counseling, programming, staff training and evaluation, and department/division assignments. Bachelor's degree required; Master's degree and/or related experience (i.e., residence hall coordinator or assistant) preferred. Benefits include housing accommodations, meal plan options, sick leave, dental, health and retirement plans.

Salary minimum: $18,466

Review of letters of interest will begin immediately and continue until position is filled. Anticipated appointment date-early August 1999.

• HEALTH CARE PROVIDER •

Vocational Technology Campus Health Center (Wellsville). Ten-month full-time position.

Qualifications: Adult or Family Nurse Practitioner or Physician's Assistant licensed in NYS. Desire minimum two years experience.

Responsibilities: Qualified candidate coordinates and provides health services to students enrolled on Vocational Technology campus; provides appropriate referrals for student needs; follows the established policies and procedures for Health Services; participates in Quality Assurance programs and works closely with Health Educator. Needs to be available to work on either campus. Reports to and consults with the Director of Health Services.

Salary: commensurate with experience and qualifications.

Review of letters of interest will begin immediately and continue until position is filled. Anticipated appointment date August 1999.

Please send letter of interest with resume, and names, addresses, and telephone numbers of five references to address below.

Director Human Resources, Pioneer Center
SUNY Alfred, Alfred, NY 14802

Alfred State

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If [illegible] accommodation due to a disability is required [illegible] please indicate in your letter of interest.

SWT

ASSISTANT VICE PRESIDENT
FOR FINANCIAL SERVICES/ TREASURER

Southwest Texas State University invites applications and nominations for the position of Assistant Vice President for Financial Services/Treasurer. SWT, a unit of the Texas State University System, is the seventh largest public university in Texas, with enrollment of over 21,000 and an annual budget of $153 million. SWT is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWT at

http://www.swt.edu.

The Assistant Vice President for Financial Services/Treasurer is a senior institutional official reporting to the Vice President for Finance and Support Services. This position provides overall administration of accounting, cash management, investments, materials management, grants accounting, payroll, purchasing and student loan collections. The Assistant Vice President establishes and maintains accounting systems and procedures, prepares financial reports for internal planning and budgets, as well as for external reporting and compliance. The Assistant Vice President also serves as the Treasurer of the SWT Support Foundation.

Requirements: B.S. in Accounting, Finance, or Business Administration required. MBA and or CPA preferred. Eight years of progressively responsible experience in accounting systems, cash management, accountability structures, oversight of tax compliance, financial analysis and the establishment of strong financial controls, preferably in higher education. The candidate must possess strong and demonstrated skills in spreadsheet-based analysis, have a high degree of computer literacy and experience in mainframe computer environment applications. Excellent oral and written communication skills are required. A demonstrated commitment to quality, customer service, staff development, diversity and the ability to work in a collaborative manner among such varied constituencies as administrators, faculty, staff, students and the community are required qualities. Starting salary for this position is commensurate with qualifications and experience.

For Consideration: Applicants should send a completed SWT application, a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position to:

Southwest Texas State University
Personnel Office
J.C. Kellam Building, Suite 340
601 University Drive
San Marcos, Texas 78666

Review of applications will begin April 5 and continue until the position is filled. For an application, call (512) 245-2557. Resume alone will not be considered.

SWT is an AA/EOE Employer.

SUMMER CAMP COUNSELORS

Beautiful coed summer residential camp for physically challenged children, ages 5-21, located in Stokes State Forest, Sussex County New Jersey, approximately 65 miles from NYC. Seeking Camp Counselors (will train), Music Director, and certified Water Safety Director.

Season begins June 22 and ends July 30, 1999. Every other weekend off including the 4th and 5th of July. Room and board provided; competitive camp salary.

Write or call

Raymond Gilmore, Director
A. Harry Moore School
2078 Kennedy Boulevard
Jersey City, NJ 07305-1597
(201)200-3021

NEW JERSEY CITY UNIVERSITY

Equal Opportunity Employer

Marketing

UIC

DIRECTOR

Marketing and Promotions

The University of Illinois at Chicago is seeking a Director of Marketing and Promotions for Student Affairs and Campus Auxiliary Services. The selected candidate will conduct a wide range of Marketing functions for the Student Affairs/Campus Auxiliary Services Division. Responsibilities include, but are not limited to, marketing research, strategic planning and development, advising, and training of staff in public relations. Will be required to analyze and develop markets for Student Affairs and Campus Auxiliary Services programs.

Master's degree in Marketing required. Three to five years of successful marketing experience in a commercial, educational, or non-profit setting is essential.

Sent letter of application, resume, salary history and the name and telephone numbers of three references to:

Shaune Sissac, Search Coordinator
Director, Marketing and Promotions Search
Room 2560 Student Services Building
1200 West Harrison Street
Chicago, IL 60607

For fullest consideration applications/resumes must be received by May 3, 1999. Start date: ASAP.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

New York City Technical College/CUNY

New York City Technical College of The City University of New York invites applications and nominations for the position of Provost and Vice President for Academic Affairs.

New York City Technical College is the designated technical college of The City University of New York, currently offering both Baccalaureate and Associate degrees, as well as specialized certificates. The college, located in downtown Brooklyn adjacent to the Metro Tech corporate and academic complex, enrolls 11,000+ students in the technologies of the arts, business, communications, health, and engineering; human services and law-related professions; technical and occupational education; and liberal arts and science and has approximately 275 full-time faculty. The continuing education division services an additional 10,000 students. There is an operating budget of approximately $45,000,000.

The programs offered by the college have been developed in response to the expressed needs of business, industry, government and the professions. A City Tech education provides its students with the necessary skills in their respective career areas and the foundation for life long learning. Students are vital participants in the college's mission to help promote a literate, healthy, economically and educationally viable community.

The Provost should have the following professional and personal qualifications:

- A significant and progressively broader record of academic leadership on the executive level
- An earned doctorate
- Undergraduate teaching experience and credentials appropriate for appointment as a tenured full professor and administrative experience on a divisional or departmental level
- Significant experience in the development of new degree programs and the administrative structures required to support them
- Entrepreneurial skills and a record of initiating and completing successful projects
- Experience in and/or commitment to shared governance
- Familiarity with a collective bargaining setting
- An understanding of the importance of new information technologies and their role in the curriculum
- A record of scholarly contributions
- Evidence of leadership in fostering excellence in teaching, learning, research or other scholarly endeavors
- Effective communication skills and the ability to promote collegial working relationships among diverse groups
- Substantial experience and understanding of fiscal affairs in an environment where resources are scarce
- Experience in obtaining and managing external funding
- A deep commitment to the role of higher education in a multicultural setting

Applicants should send a letter expressing their interest in the position, their curriculum vitae and the names of five references (references will not be contacted without the applicant's prior permission). Nominators should send a letter of nomination, and, if possible, the nominee's curriculum vitae. Applications and nominations should be sent to:

CUNY

Dean Thomas M. Carroll
Human Resources
New York City Technical College
300 Jay Street, Namm 321
Brooklyn, NY 11201
AA/EOE/ADA

SAN JUAN COLLEGE

Instructor of Geology

San Juan College is currently accepting applications for Instructor of Geology. Position is a one-year temporary replacement. Will teach 15-16 credit hours per semester in physical geology and historical geology. Other duties will include advising students, developing and revising instructional materials, and participating in college activities and committees as assigned. Will maintain a minimum of 10 office hours per week. **Qualifications:** A Master's degree in Geology or a closely related area; teaching experience at a secondary level required; community college teaching desirable. **Salary:** Commensurate with educational background and teaching experience. Interested applicants must submit a SJC application for employment, letter of application, current resume, copies of all transcripts of academic work, and three current letters of reference. Contact: **San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215 FAX # (505) 599-0521. Closing Date: April 14, 1999**

AA/EOE

UNIVERSITY OF NORTHERN COLORADO
GREELEY, COLORADO

HEAD MEN'S BASKETBALL COACH - Division II (North Central Conference) is seeking a head men's basketball coach. [illegible]

ASSISTANT DIRECTOR OF ATHLETICS for COMPLIANCE. Administer compliance with NCAA, NCC, conference and institutional rules; certification of eligibility; monitor the grant-in-aid program and [illegible] Master's degree and experience in NCAA compliance at a university or conference office. [illegible] Position open until filled.

Call **(970) 351-3534** for complete position announcements.

[illegible]

Job Description For Environmental Position

Sarah Lawrence College invites applications for a one-year (renewable) guest appointment in environmental studies to focus on environmental ethics or environmental policy issues beginning September 1999. January 2000 is possible. We seek applicants with teaching and practical experience in environmental advocacy who would serve as a catalyst to raise awareness in the college community of a broad spectrum of environmental issues. The main responsibility is half-time undergraduate teaching (possibly 3/4 time); in addition the appointee will work with others to develop an environmental program that might include an annual lecture series open to the college and broader community, and student placements in environmental advocacy agencies. Qualified individuals would also have the opportunity to teach in the college's well-established graduate programs in Health Advocacy, Human Genetics, or Nonfiction Writing. The exact content of the position (i.e. balance of teaching and programming, kind of extracurricular work) will be designed around the needs interests of the candidate.

The ideal candidate may be from academia or the environmental advocacy world, should have a Ph.D., J.D. or analogous advanced degree, and enjoy working with undergraduates and colleagues in a small liberal arts college where teaching is based on the seminar-tutorial system. Please send a letter describing your relevant experience, your teaching interests, a C.V., a proposed syllabus for an undergraduate course, and have three letters of reference submitted to:

Dr. Charlotte A. Price
Chair of Environmental Search Committee
Sarah Lawrence College
1 Mead Way
Bronxville, NY 10708-5999

The deadline is April 20, 1999, but applications will be accepted until the position is filled. Sarah Lawrence is an equal opportunity employer; minority applicants are especially encouraged to apply.

George Mason
University

COMPUTATIONAL SCIENCES AND INFORMATICS
Research Scientist/Computer and Data Specialist

The Center for Earth Observing and Space Research, Institute for Computational Sciences and Informatics, George Mason University, Fairfax, Virginia. The Center for Earth Observing and Space Research (CEOSR) is seeking a computer and data specialist to work in the Earth Science Information Partnership (ESIP) project funded by NASA. The appointment will be at a more senior (research scientist) or more junior level (assistant or associate research scientist) and at a salary level commensurate with the successful applicant's experience in the $ 50,000 to $ 70,000 salary range. The location will be at George Mason University (GMU) or the Goddard Distributed Active Archive Center (DAAC) or both as needed.

The successful applicant needs to have experience in, and will be working primarily in, the following areas: (a) Interoperability issues including protocols and ingest between GMU and the Goddard DAAC as well as between GMU and the Center for Ocean, Land, Atmosphere Processes, which are partners in the Seasonal to Interannual ESIP (SIESIP) project; also interoperability issues between SIESIP and other ESIPs in the ESIP federation as needed; and (b) Metadata for Earth System Science, particularly atmospheric, oceanic and interdisciplinary data sets as well as associate issues such as formats (e.g. HDF), data management and some knowledge of databases.

Other desired experience includes:

- SQL
- System engineering and system interfacing
- Familiarity with data analysis and access S/W
- Programming skills particularly C, C++, HTML and Perl
- Familiarity with data information systems

Dependent upon the level of experience, a degree of B.S., M.S., or Ph.D. in computer science, Earth science or applied mathematics is required.

Immediate hiring is desired. Review of applications will begin on April 15, 1999. Other positions may be available. Please send your resume to **Professor Menas Kafatos, Director, CEOSR, George Mason University, MSN 3F3, Fairfax, VA 22030.** E-mail: **mkafatos@gmu.edu**. Fax: 703 993-3628.

AA/EEO

INDIANA UNIVERSITY
KOKOMO
Kokomo, Indiana

CHANCELLOR

Indiana University Kokomo (IUK) is a community of scholars and learners integrated into the life and future of its north central Indiana community. IUK places maximum value on student success. One of eight campuses of Indiana University, IUK offers over thirty associate and baccalaureate degree programs and master degrees in business and education. Indiana University Kokomo now invites applications and nomination for the position for Chancellor.

The University enrolls approximately 2,800 full-and part-time commuting students from an eleven-county area. An additional 350 students pursue degrees in technology in cooperation with Purdue University. Its students are evenly distributed between traditional and non-traditional age cohorts, with approximately 70% women and 75% working while attending the University. The faculty-student ratio is 1 to 13. Anchored by a new library and art gallery, IU Kokomo's facilities are excellent, and its technological support for instruction is state-of-the-art.

The Chancellor at IUK reports to the President of Indiana University and is responsible for leadership, planning, management, academic excellence, and continued development of campus programs. Candidates should have a strong academic and managerial background, an earned terminal degree, and achievement warranting the rank of full professor. The successful candidate will possess a record of leadership, strong interpersonal and communication skills, and the ability to work with external constituencies. Familiarity with the operation of a complex or multi-campus university is desirable.

Kokomo is a metropolitan community of 86,000 with a high-tech and industrial environment. Located 50 miles north of Indianapolis, Kokomo has recently been rated among the top ten cities nationally in cost of housing, family purchasing power, and personal safety. It also has excellent public schools, a full range of health care services, museums, a symphony orchestra, a civic theatre, parks and other recreational opportunities and cultural amenities.

Screening of materials will begin immediately and continue until the position is filled. For full consideration, applications should be submitted by April 30, 1999, and should include a curriculum vita and a cover letter sent to the consultants supporting Indiana University Kokomo in this search:

Indiana University Kokomo
c/o Educational Management Network/Witt/Kieffer
Attention: Gary J. Posner/Dennis M. Barden
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Requests for a copy of the Position Prospectus and questions concerning this search may be directed to Gary J. Posner at 615-665-3388 or Dennis M. Barden at 630-990-1370 or via email at **luk@emnemn.com.**

Indiana University Kokomo is an Affirmative Action/Equal Opportunity Employer committed to enhancing the cultural and gender diversity of the campus. Applications from persons who will contribute to this diversity are especially encouraged.

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

SEASIDE, CALIFORNIA

Expressions of interest and nomination are invited for the position of Vice President for University Advancement at California State University, Monterey Bay (CSUMB). Founded in 1994, the University is the 21st campus in the CSU System. CSUMB is a comprehensive state university which values academic quality, rigor and service to community. The University has an enrollment of approximately 1,959 students and an anticipated enrollment for Fall 1999 of 2,375 students. The campus is located in beautiful Seaside, California in what was formerly Fort Ord.

The Vice President for University Advancement, reporting directly to the President, is responsible for overseeing a comprehensive campus development and marketing program. The position affords a unique opportunity to build a strong development and marketing effort on a new campus. The CSU System is very supportive of private fundraising efforts. The VP for University Advancement supervises a staff of 14 full time staff positions in the areas of fundraising, public information, public relations, publications, and marketing and communications. The VP for University Advancement will take an active role in the cultivation and solicitation of private funding sources.

The successful candidate should possess 10+ years of comprehensive development experience. This experience should include: a proven record of fund solicitation, substantial managerial experience, strong knowledge of public information programs and media relations, capital campaign experience, demonstrated marketing ability and the knowledge and understanding to implement a successful fund development program in a large institution. Bachelor's degree required and advanced degrees and professional certifications preferred.

Letters of interest or nomination and resumes may be submitted to: Dr. Ira Krinsky or Ms. Carolyn Aut, Korn/Ferry International, 1800 Century Park East, Ste 900, Los Angeles, CA 90067. ATTN: CSUMB VPUA. FAX: 310-553-6452. EMAIL: carolyn.aut@kornferry.com

California State University
Monterey Bay

East Stroudsburg
University of Pennsylvania
INSTRUCTOR
Foreign Language Department

The Foreign Language Department is seeking candidates for a full-time temporary position in Spanish for the academic year Fall 1999 - Spring 2000. Generalist. **RESPONSIBILITIES:** Teaching all levels of the undergraduate Spanish program 12 semester hours (4 courses, 3 preparations). MA required. ABD or Ph.D. in Spanish preferred. Salary range: $33,982-$35,681. Final determination will be based upon successful interview, which may include teaching demonstration performance. Send letter of application, vita, transcript, and three recent letters of recommendation by April 23, 1999 to: **Professor Juan C. Mercado, Chair, Search Committee, Dept. of Foreign Language, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

MICHIGAN STATE
UNIVERSITY

CAREER SERVICES COORDINATOR

Michigan State University Career Services & Placement seeks applicants for Career Services Coordinator to supervise the Career Development Center and provide leadership and career readiness for students using collaborative strategies developed with academic and support units. Bachelor's degree and 3 years experience developing self-directed career readiness programs.

Start by July 1, 1999. Minimum salary $34,627 + comprehensive benefits. Contact **MSU Human Resources, 110 Nisbet Building, East Lansing, MI 48824, or 517/432-1662,** for application for **position #S90178** and submit by *April 23, 1999* with resume, 3 letters of professional reference.

MSU is an affirmative action,
equal opportunity institution.

WICHITA STATE UNIVERSITY

DIRECTOR
Center for Economic Development and Business Research

Wichita State University is looking for a Director of the Center for Economic Development and Business Research. The deadline is April 30, 1999. For information, please contact:

Dr. W. Bartley Hildreth
CEDBR Search Committee
Wichita State University
1845 Fairmount, Wichita, KS 67260-0121

WSU is an EEO/AA Employer.

CSU

The California State University System

ASSISTANT VICE CHANCELLOR
FOR FINANCIAL SERVICES
Long Beach, California

The California State University is the nation's largest university system with over 350,000 students at 23 campuses. A recently completed systemwide planning initiative indicates a potential increase in annual FTE students of 100,000 by 2010. Currently, the state-funding base of the CSU is stabilized with a four-year compact with the Governor that provides an annual increase in the operating budget that now exceeds $3.5 billion. To help the nation's premier teaching university achieve its full potential, CSU seeks nominations and applications for the newly created position of Assistant Vice Chancellor for Financial Services.

The Assistant Vice Chancellor for Financial Services will report to the CSU Executive Vice President/Chief Financial Officer and be responsible for all treasury functions and for the departments of Financing, Procurement and Accounting. Working in concert with campus business officers and campus leaders, the Assistant Vice Chancellor for Financial Services will provide support and guidance through creative activities and partnerships that foster efficiency and good stewardship of resources while providing leadership to key systemwide financial, procurement, risk management, accounting, and treasury functions for all of CSU.

The successful candidate will be a seasoned professional and have a solid understanding of fund accounting and financial management within a large, complex environment; be comfortable with the uses of technology and ideally have participated in financial systems implementation; be a superb communicator and listener; be a person of integrity and a strong team player and team builder. A MBA is preferred with a minimum of 5-7 years of senior level experience ideally in an educational or not-for-profit setting. An ability to think creatively, be self-motivated and be an entrepreneurial professional is highly desired.

Screening of applicants will begin immediately and continue until the position is filled. Applications and nominations should be submitted to:

Assistant Vice Chancellor for Financial Services
California State University
Educational Management
Network/Witt/Kieffer
1920 Main Street, Suite 310
Irvine, CA 92614

Confidential inquires and requests for a copy of the comprehensive Position Prospectus may be directed to the consultants supporting CSU in this search: Gary J. Posner at 615-665-3388 or Amy Rueda at 949-851-5070 (via email: **csu@emnemn.com**).

California State University
is an equal opportunity employer.
Applications from minorities
and women are encouraged.

Associate Vice President for Human Resource Services

West Chester University

A University-wide leadership position interfacing with the President and all Vice Presidents while reporting directly and serving as deputy to the Vice President for Finance and Administration.

This position is responsible for directing the daily operations of Human Resource Services including employee and labor relations, employee benefits, personnel services, employee health and safety, staff development, as well as payroll. West Chester University is a collective bargaining institution and the Associate Vice President is the lead interface with all bargaining units, which include faculty and staff.

Qualifications: The successful candidate will be a proven leader with a record of substantial experience in labor relations. She or he shall also demonstrate a deep commitment to equal opportunity and diversity, an ability to negotiate constructively, and an ability to provide sound advice and guidance.

The successful candidate will have a minimum of a Bachelor's degree in a related field and six years' experience as a senior manager of a comprehensive human resources operation at a complex institution. Candidates demonstrating knowledge of the unique characteristics of the academic community, the value of academic collegiality and shared governance will be given preference. Preference will also be given to those applicants with a Master's degree, managerial experience at a university, and experience working in the public sector.

West Chester University, founded in 1871, is the second largest of Pennsylvania's 14 state-owned universities. The University, part of the State System of Higher Education of the Commonwealth of Pennsylvania, is a comprehensive institution employing over 1,500 persons and serving 12,000 students of which 2,000 are graduate level. The campus is located in West Chester, an historic community 25 miles southwest of Philadelphia in scenic Chester County.

The entrance salary for this position is in the range of $78,000, depending on qualifications and is negotiable. Finalist must successfully complete interview process.

Review of applications will begin April 30, 1999 and applications will be accepted until position is filled. Please send letter of application, resume, and names and phone numbers of 5 references to: Associate Vice President for Human Resource Services – Search, Finance and Administration, Reynolds Hall – Room 206, West Chester University of Pennsylvania, West Chester, PA 19383.

West Chester University is actively building a culturally diverse academic community which fosters an inclusive environment and encourages a broad spectrum of candidates including women, minorities, and people with disabilities to apply.

Northeastern University
CAREER SERVICES

Associate Director, Adult and Alumni Career Services. Counsel adult students and alumni in areas of career management and transition. Develop and deliver seminars. Conduct outreach to employers. Master's degree required in counseling, career development or related field. Three years' experience counseling adults. Work experience in public and private sectors preferred. Computer skills a must. Two positions, one full-time and one benefits-eligible (24-hour) part-time. **For details, call 617-373-2430. Send resume to Kit Hayes, Northeastern University, P.O. Box 895, Boston, MA 02117. Fax 617-373-8656. Email: k.hayes@nunet.neu.edu**

Northeastern University is an Affirmative Action/Equal Opportunity/Title IX Employer.

SAN JUAN COLLEGE
Diesel Instructor

San Juan College is currently accepting applications for Diesel Instructor. Position will teach day and evening courses with both secondary and post-secondary students. Instruction will be in the areas of diesel engines, electrical theory, hydraulics, heating and troubleshooting, air conditioning, brakes, preventive maintenance, and apprenticeship training. **Qualifications:** A minimum of five years of journeyman level experience as a Diesel Power Equipment Mechanic required. Bachelor's degree and experience teaching highly desirable. Also prefer someone who has current ASE certification. **Salary:** Commensurate with educational background, experience and expertise. Interested applicants must submit a SJC application for employment, letter of application, current resume, copy of academic transcripts and three letters of reference. Contact **San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215, Fax # (505) 599-0521. Closing Date: April 16, 1999.**

AA/EOE

NURSING
FACULTY
College of Health Professions

Join the excitement of building a new university and developing an innovative, upper division, student focused, community-partnered undergraduate and graduate nursing curriculum on the Gulf in SW Florida. FGCU, the newest university in the State University System, opened on August 25, 1997. **REQUIRES:** Master's degree in nursing, Florida lic. (or elig.), 3 yrs practice exp., student-focused philosophy of education, commitment to diversity & collegial working style. **PREFER:** Earned doctorate, undergraduate/graduate teaching exp., & exp. with alternative teaching systems and technology. Community and/or adult health exp. and expertise. ***Appointments will be made at a faculty rank commensurate w/the candidate's exp. on a 12-month multi-year contract basis. One position is available August 1999 & one position is available January 2000. Apply under position #11108 to be considered for both positions.*** **TO APPLY:** There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts will be required of candidates invited for an interview. Mail materials to: **FGCU, Position #11108, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565, postmarked by the deadline date of May 17, 1999. For further info., call our jobline 941-590-1111 or visit http://admin.fgcu.edu/hr/index.html.** *Under Florida's Public Record Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply. FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution.*

Northern Essex Community College
Haverhill, MA

FULL-TIME SPANISH INSTRUCTOR (DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES): Teach Introduction and Intermediate Spanish and Conversational Spanish. Work with other faculty designing and developing Spanish curriculum. Master's Degree required. At least two years of college teaching required, with experience teaching Conversational Spanish preferred. Knowledge of text and curriculum development essential. Demonstrated ability to work successfully with beginning language students required. Background in Central American, South American and/or Spanish culture important. **SALARY:** $27,870 - $39,195 with full fringe benefits package. **POST # 95**

FULL-TIME INSTRUCTOR (CRIMINAL JUSTICE PROGRAM): Teach courses in the discipline. Advise students. Master's Degree in Criminal Justice or a related field required. Doctorate preferred. College level teaching experience and substantial professional experience in the criminal justice system required. Demonstrated sensitivity to academically disadvantaged students required. **SALARY:** $27,870 - $39,195 with full fringe benefits package. **POST # 96**

To apply please send resume, cover letter, and references including the specific POST # to the **Associate Dean for Human Resources, Northern Essex Community College, Elliott Way, Haverhill, MA 01830.** Applications will be accepted until positions are filled.

An Equal Opportunity/Affirmative Action Employer

Fashion Institute of Technology®
A State University of New York (SUNY)
College of Art and Design, Business and Technology

The Fashion Institute of Technology is a comprehensive community college accredited by the Middle States Association of College and Schools, NASAD, and FIDER, with an enrollment of 5,750 full-time and 6,000 part-time students and 1,500 full-time and part-time faculty and staff.

VICE PRESIDENT FOR FACULTY AND STAFF RELATIONS

Reporting to the President of College, this position will oversee the departments of Personnel/Human Resources including affirmative action, benefits, employment, compensation, employee relations and training, and will manage all labor relations activities for the College.

Responsibilities include providing leadership in the development of human resource policies, programs and initiatives that are consistent with the mission of the College. Provide vision in implementing strategic planning initiatives undertaken by the College. Advance the College's diversity efforts and collaborate on diversity initiatives with the President and designated committees. Additionally, the position will formulate policy and direct and coordinate labor relations activities for the College, and analyze the collective bargaining agreement to develop interpretation of intent, spirit, and terms of contract, ensure compliance, and implement accordingly. The position will serve as Grievance Officer to investigate, resolve and report on actions taken concerning grievances, arbitration and mediation. Represent management in labor contract negotiations.

Qualifications: A minimum of eight yeas of increasingly responsible experience and demonstrated competence in managing Human Resources and Labor Relations including contract negotiations is required. Additional certifications and/or law degree a plus. Expertise in EEOC compliance and in affirmative action plan development and implementation. Must have background in grievance resolution/mediation. A Master's degree in a related field is required; additional certifications (SPHR) a plus.

Applicants may send their resumes to the **Fashion Institute of Technology to the attention of the Acting Director of Personnel Administration, Seventh Avenue At 27th Street, New York City, 10001**, or may fax resumes to 212-217-5616. Resumes will be accepted until a candidate is selected.

The position includes a competitive compensation and benefits package.

All responses will be treated confidentially. The Fashion Institute of Technology is an Equal Opportunity/Affirmative Action employer.

State University of New York
Syracuse College of Medicine

DIRECTOR
of Student Affairs

Seeking full-time Director of Student Affairs for the Clinical Campus at Binghamton — a branch campus of the State University of New York at Syracuse College of Medicine. Responsibilities include registrar and financial aid functions, student orientation activities, student counseling, and development of community volunteer opportunities for the Clinical Campus-based students. Incumbent also maintains oversight of residency planning processes including Dean's Letters and ERAS, develops new electives and promotes student awareness of elective offerings, and coordinates the initiatives in special student recruitment programs.

Minimum qualifications: Master's Degree and two years' experience in a student affairs/services function, excellent written/oral communications, computer literacy. Experience in health care education preferred. Salary $35,000+ DOQ, plus benefits.

Send applications to:

Search Committee for
Director of Student Affairs
Clinical Campus
425 Robinson Street
Binghamton, NY 13901

An AA/ADA/EEO employer

ASSOCIATE VICE CHANCELLOR
For Academic Affairs and Diversity Programs
UNIVERSITY OF NEW ORLEANS

The University of New Orleans invites applications for the position of Associate Vice Chancellor for Academic Affairs and Diversity Programs.

Founded in 1958, the University of New Orleans has 15,600 students, 504 full-time academic personnel, 228 part-time faculty, and an administrative and non-academic staff of 920. As a member of the Louisiana State University System, UNO serves the state's largest urban community. The University's operating budget is approximately $125 million. UNO has six colleges (Business Administration, Education, Engineering, Liberal Arts, Sciences, and Urban and Public Affairs) and a comprehensive library, and offers bachelor's degrees in 56 fields of study, master's degrees in 45 fields, and the doctorate in 14 fields.

The Associate Vice Chancellor reports directly to the Provost. Primary duties of the position include:

- facilitating the strategic planning and institutional assessment processes,
- developing programs to enhance academic leadership, faculty and staff performance,
- working with individuals and groups to increase cultural diversity and community outreach,
- serving as a liaison with a variety of culturally diverse programs such as the Women's Center and the Diversity Advisory Committee,
- monitoring issues related to exchange and articulation agreements.

Qualifications include a terminal degree in a discipline in which the University offers coursework; an academic record adequate to qualify for faculty rank and tenure in the appropriate department; university (or equivalent) administrative experience; and excellent collaborative skills.

Review of applications will begin April 30 and continue until the position is filled. Applicants must submit a letter of interest, curriculum vitae, and the names, addresses, telephone numbers and e-mail addresses (if available) of three professional references to:

Dr. William P. Galle, Jr., Search Chair
Academic Affairs
University of New Orleans
New Orleans, LA 70148

UNO is an equal opportunity, affirmative action employer.

Architectural Engineering Technology
SUNY College of Technology at Alfred

TEACHING POSITION

Pending new upper-division program approval, the State University of New York College of Technology at Alfred expects to have a new, tenure track faculty position beginning in August 1999.

Minimum qualifications include: M. Arch from an N.A.A.B. accredited school of architecture, valid license to practice architecture in any state or territory of the US, minimum of five years work experience in an architecture or architectural engineering office and computer-aided design experience.

Salary commensurate with qualifications and experience. Submit a letter of interest, resume and names, addresses and telephone numbers of five references to:

Director of Human Resources
Alfred State College
Alfred, NY 14802-1196

Alfred State

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply.

U•A•L•R
University of Arkansas Little Rock

FACULTY POSITIONS
DEPARTMENT OF SYSTEMS ENGINEERING AND INFORMATION TECHNOLOGY

The University of Arkansas at Little Rock invites applications for Faculty positions in the Department of Systems Engineering and Information Technology The metropolitan campus of the University of Arkansas System, has been authorized and funded to establish a new College of Information Science and Systems Engineering with an entering Freshman Class in the Fall of 1999 The College will include the Departments of Computer Science, Engineering Technology, Applied Science and Systems Engineering The screening for the faculty positions will begin on or about April 1 and will continue until all open positions are filled Faculty appointments will be made as early as June 1 and will continue to be made throughout the next academic year

The new Department of Systems Engineering will offer two BS options, one in Computer Systems and one in Telecommunications Systems and will move as expeditiously as possible to full ABET accreditation The College will also offer a BS degree in Information Science, which will be a broad-based, inter-disciplinary program to develop professional information technologists for a variety of assignments in today's information-based industry In addition, the College will offer a minor in Information Technology for those students who want to supplement their programs in other disciplines with the tools and knowledge base to allow them to function effectively in the 21st Century world of knowledge and information based industries

The new College and the curriculum for the Information Science and Systems Engineering programs have been created in concert with the knowledge-based companies in Arkansas and will have long-term interactions with knowledge-based information-oriented companies in Arkansas, including Acxiom, Alltel, Arksys, BEI Sensors, the ESI Group, and others There will be opportunities for collaborative faculty research and joint appointments In addition, faculty in the new Department will be able to participate in graduate programs (including the PhD) with the series of Applied Science options related to the departments in the College The administration of the University of Arkansas System and the University of Arkansas at Little Rock are committed to creating a nationally competitive academic environment for both faculty and students

Little Rock and the Central Arkansas Region represent areas with an outstanding "quality of life" and remarkable housing and recreational opportunities

Qualifications: Essential credentials for this position include a PhD in Systems Engineering, Information Technology or a closely related area Preference will be given to applicants with industrial experiences or evidence of a close working relationship with an industrial partner Specific areas of interest include computer systems, telecommunications, information systems, (including databases, Internet systems, etc), systems simulation and related fundamental areas of signal processing, electromagnetic theory, etc Applications will be welcome in any of these areas

Applications: A letter of application or nomination, a complete, up-to-date curriculum vitae, and the names, addresses, and telephone numbers of five references are requested

The University of Arkansas at Little Rock will offer competitive salaries and environment The screening for the faculty positions will begin on or about April 1 and will continue until all open positions are filled Faculty appointments will be made as early as June 1 and will continue to be made throughout the next academic year Applications and nominations should be sent to

Dr. Mary L. Good, Interim Dean
College of Information Science and Systems Engineering
University of Arkansas Little Rock
2801 South University Little Rock, Arkansas 72204-1099
(501) 569-8189
e-mail = migood@ualr.edu

The University of Arkansas at Little Rock is an affirmative action, equal opportunity employer and actively seeks candidacy of qualified minorities, women and persons with disabilities Under Arkansas law, all applications are subject to disclosure Persons hired must have proof of legal authority to work in the United States

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DIRECTOR
Financial Aid

Under the direction of the Vice President for Student Development and Campus Life, the Director of Financial Aid plans, organizes and directs the entire University financial aid program, which awards $39 million in assistance to 5,300 students. The Director's responsibilities encompass several distinct program activities, including financial aid administration, Veterans' Services and serving as adviser to the University President for pending federal and State legislation. The director also works closely with other campus personnel to support the enrollment management, recruitment and retention efforts of the University.

Qualifications: Master's degree required with 8-10 years of financial aid experience with progressively increased responsibility at an institution of higher education or related organization. Direct experience in enrollment management highly desirable.

Salary Range: $56,013 - $84,018

Starting Date: July 1, 1999

Apply By: April 23, 1999

Send letter and resume (include V-#) **to:** Ruth Shaw, Chair, Search Committee, Montclair State University, Box C316—V#013/HO, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

DEAN
COLLEGE OF INFORMATION SCIENCE AND TECHNOLOGY
University of Nebraska at Omaha

The University of Nebraska at Omaha invites nominations and applications for the position of the Lee and Willa Seemann Distinguished Dean, College of Information Science and Technology (IS&T) Candidates should hold an earned doctorate and present credentials appropriate to a tenured position in the College Candidates should also have extensive experience combining scholarship and the application of technology to business The dean is expected to have superior interpersonal skills, a commitment to shared governance, and an understanding and appreciation of faculty scholarship as it relates to teaching, research and service The successful candidate will assume a leadership role in both the new IS&T College and the Peter Kiewit Institute (PKI), a multi-million dollar collaborative initiative involving business and the university, and housing the IS&T College and the College of Engineering and Technology

The University of Nebraska at Omaha (UNOmaha), one of four campuses of the University of Nebraska system, is located in Nebraska's largest metropolitan area It is a growing metropolitan university offering over 100 undergraduate and 60 graduate majors, including several doctoral programs and serving a student population of approximately 14,000 In May, 1999 the IS&T College and the PKI will move into a new 192,000 square foot state-of-the-art facility supported by both state and pirate funds The new dean will have the opportunity to work with faculty, as well as business and industry, in the development of an innovative curriculum which will meet the need for information specialists The novel and creative aspects of this initiative require that the dean expand on the current vision for the college, and provide leadership to address the challenges of the twenty-fist century

Review of applications will begin on May 1, 999 and will continue until an appointment is made Academic rank and salary are negotiable Nominations and applications should be directed to

Dr. Christine M. Reed
Eppley Administration Building 203
University of Nebraska at Omaha
Omaha, NE 68182-0108
(402) 554-2262
(402) 554-4896 (fax)
christine_reed@unomaha.edu

The University of Nebraska at Omaha is an affirmative action equal opportunity institution

SEARCH REOPENED

Georgia Perimeter College (formerly DeKalb College) is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

DIRECTOR OF LIBRARY SERVICES

The Director of Library Services/Learning Resource Center will be responsible for the management and supervision of the Campus library and Learning Resources Center and is expected to provide vision and leadership for a library that integrates information technology with traditional library services. The Director will bring an understanding of the library as a vital component of the teaching and learning enterprise. The individual should have the capability to provide vision and direction for a library of the future, including the creation of plans for ongoing growth and expansion, including ideas for construction of a new library.

Candidates should possess the following:
- Ability to assume leadership role in integrating new media, technology and programs with traditional library collections and services to the faculty and student communities
- Ability to establish and maintain collaborative relationships with administrators, faculty, staff and students and to be an effective advocate for librarians
- An ALA-accredited MLS in library/information science
- At least 7 years experience in increasingly responsible positions as a library administrator in an academic or other educational environment
- Successful experience in fiscal planning and management
- A record of teaching and service commensurate with an appointment as an Assistant or Associate Professor

Salary and rank commensurate with education and experience. Reference position #99-155 and send letter of interest, resume, unofficial copy of graduate transcript(s) and the names, addresses and telephone numbers of 5 professional references. Screening of applicants will begin April 23, 1999 and continue until position is filled. Send materials to: Judy Chastonay, Department of Human Resources, Georgia Perimeter College, 3251 Panthersville Road, Decatur, GA 30034.

An Associate Degree
Granting College
of the University
System of Georgia

Georgia
Perimeter
College

GA IS AN OPEN RECORDS STATE

AA/EOE/ADA

The Union Institute

ASSISTANT DEAN AND PROFESSOR

The Union Institute, College of Undergraduate Studies, Sacramento Office, seeks a center administrator faculty member. Primary administrative responsibilities include student recruitment and recruitment leadership, facilitating work of faculty, admissions, registration, review of learner academic work, verification of information, budget management, and overseeing operations of the physical facility. Primary faculty responsibilities include advising and mentoring adult students in developing and implementing their individualized degree programs. Preference will be given to applicants who hold an earned Ph.D. degree and who have a breadth of faculty and administrative experience. Candidates should have strong computer interpersonal skills, a penchant for detail, facilitation and leadership ability and understanding and sensitivity to faculty, administrative and academic issues in higher education. Excellent benefits. Interested candidates should submit a letter of application, vita, and names, addresses and phone numbers of a minimum of five professional references no later than April 23, 1999 to:

Assistant Dean/Professor (Sacramento)
The Union Institute
c/o 3604 Fair Oaks Blvd., Suite 250
Sacramento, CA 95864-7253

The Union Institute is an Affirmative Action/Equal Opportunity Employer

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The University of Northern Colorado is accepting applications for the **ASSISTANT VICE PRESIDENT FOR ACADEMIC AND MULTICULTURAL AFFAIRS.** Primary responsibilities include: actively working to foster an environment of mutual respect, acceptance, appreciation, and caring for all members of the University community; supervising 4 Cultural Center Directors and 3 academic enrichment programs; coordinating multicultural student recruitment and retention. Salary for this 12 month annual appointment is competitive and commensurate with experience and background. The Assistant Vice President is a member of the Student Affairs Senior Management Team, reporting directly to the Vice President for Student Affairs.

Minimum qualifications: Earned Master's degree and extensive successful management experience. Strong oral and written communication skills.

Submit letter of application, resume, and the names/addresses of three references to:

Search Committee, Assistant Vice President for Academic and Multicultural Affairs
c/o Office of Student Affairs
University of Northern Colorado
Carter Hall 3005
Greeley, CO 80639

Telephone: (970) 351-2303
Fax: (970) 351-3340
Internet: jbillman@unco.edu

Review of applications will begin on April 30, 1999.

UNC is an Affirmative Action/Equal Opportunity employer and is committed to fostering diversity in its student body, faculty, and staff.

TUFTS UNIVERSITY

Associate Director of Admissions/Coordinator of Student of Color Recruitment

As a member of a senior management group, will lead a team of three admissions officers for one of three geographic regions in coordinating the process of recruitment and selection of applicant to achieve enrollment goals, including the diversity of the student community; direct development of relationships with secondary schools, counselors and local alumni committees, assist in the administration of an extensive alumni admissions program and coordinate special projects. The Associate Director will work with other admissions officers, faculty, staff alumni, and a Student of Color volunteer network to coordinate Student of Color recruitment efforts. This position requires a Bachelor's degree; 4-5 years related experience, preferably in a selective admissions environment; excellent communication, writing, organizational and leadership skills. Travel is required. *Job #M99-543 RD*

*Send 2 copies of both resume and cover letter, including the job #, to **Tufts University Human Resources, 169 Holland St., Somerville, MA 02144.** Or email resume (Word/WordPerfect) to **cgould@infonet.tufts.edu***

Tufts University offers an excellent benefits package including 3-4 weeks paid vacation, tuition benefits, and much more. For further details on this and other positions visit our website at http://www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

PHYSICAL THERAPIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Provide therapy to developmentally disabled population, ages 3-21, in a 10-month school setting. Function as a member of a team-oriented, multidisciplinary staff and attend clinics in orthopedics and neurology. Work closely with classroom teachers.

Required: New Jersey Certification in Physical Therapy. Experience in N.D.T. techniques and wheelchair adaptations.

Starting date: September 1, 1999

Application: Submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07305
Applications must be received by April 30, 1999.

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University is an equal opportunity affirmative action employer who encourages diversity among its employees.

Washington State University

ACADEMIC COUNSELOR/STUDY SPECIALIST

The Academic Counselor/Study Specialist position is a 12 month full time faculty exempt position and is located in Academic and Career Services which is a departmental unit of Athletics located at the Pullman campus of Washington State University. The Academic Counselor/Study Specialist provides comprehensive academic and career counseling to assist all student-athletes in identifying and meeting their academic and career goals leading to graduation. The Academic Counselor/Study Specialist will be required to work during the evening session to supervise both student-athletes and guided study facilitators. In addition this position is required to work occasional weekend recruiting meetings.

QUALIFICATIONS

Required:

Bachelor's degree in guidance and counseling, education, or related area, demonstrated successful experience in academic counseling within an intercollegiate athletic department; ability to work with students, coaches, and administrators in a broad range of situations; demonstrate genuine concern and interest for welfare of student-athletes; strong interpersonal and organizational skills; ability to work independently under pressure; posses excellent report writing skills; ability to meet deadlines; basic computer background with working knowledge of Microsoft's Word and Excel; demonstrate commitment and knowledge of NCAA Division I rules and regulations; ability to work with a diverse student population; and ability to tutor wide range of university courses especially college level writing.

Preferred:

Advanced degree in counseling, education, athletic administration or related area, and familiarity with WSU academic rules and procedures, WSU policies and procedures and WSU mainframe system and available university academic and career support services.

Please send letter of application, detailed resume, and three letters of reference to:

Wanda Tennant, Clerical Manager
Academic Counselor/Study Specialist Search Committee
Athletics Department
P.O. Box 641602
Washington State University
Pullman, WA 99164-1602

Applications must be received by 5:00 p.m. April 15, 1999. Review of applications will begin April 20, 1999. The position will be available July 1, 1999. Salary commensurate with qualifications and experience.

For a complete notice of vacancy please call (509) 335-0285 or e-mail **wtennant@wsu.edu**. *Washington State University is an EO/AA educator and employer. Protected group members are encouraged to apply.*

U*A*L*R
University of Arkansas Little Rock

CHAIR

DEPARTMENT OF SYSTEMS ENGINEERING

The University of Arkansas at Little Rock invites applications for the position of Chair of the Department of Systems Engineering. The metropolitan campus of the University of Arkansas System, has been authorized and funded to establish a new College of Information Science and Systems Engineering with an entering Freshman Class in the Fall of 1999. The College will include the Departments of Computer Science, Engineering Technology, Applied Science and Systems Engineering.

The new Department of Systems Engineering will offer two BS options, one in Computer Systems and one in Telecommunications Systems and will move as quickly as possible to full ABET accreditation. It's faculty can participate in the graduate programs in the Applied Science Department, a graduate-only program offering both the MS and PhD degrees.

The new College of Information Science and Systems Engineering curriculum and programs have been created to insure long-term interactions with the knowledge-based and information-oriented companies in Arkansas, including Acxiom, Alltel, ArkSys, BEI Sensors, the ESI Group, and others. The demand for graduates from Systems Engineering programs exceed the supply both in Arkansas and nationwide. This disparity shows no signs of abating soon. The founding Chair of the new department will have an opportunity to create a unique academic entity poised for the 21st Century and positioned to serve a significant urban community. The administration of the University of Arkansas System and the University of Arkansas at Little Rock are committed to creating a nationally competitive academic environment for both faculty and students.

Little Rock and the Central Arkansas Region represent areas with an outstanding "quality of life" and remarkable housing and recreational opportunities.

Qualifications: Essential credentials for this position include a PhD in Systems Engineering or a closely allied field and an academic experience with a creditable scholarly record. Preferences will be given to candidates with industrial experiences or a history of close working relationships with industrial partners.

Applications or Nominations: A letter of application or nomination, a complete, up-to-date curriculum vitae, and the names, addresses, and telephone numbers of five references are requested.

The University of Arkansas at Little Rock will offer competitive salaries and environment. The screening for the Chair position will begin on or about April 1 and will continue until the position is filled. The Dean is expected to assume his or her responsibilities as early as July 1 or as soon as possible thereafter. Applications and nominations should be sent to:

Dr. Mary L. Good, Interim Dean
College of Information Science and Systems Engineering
University of Arkansas Little Rock
2801 South University
Little Rock, Arkansas 72204-1099
(501) 569-8189
e-mail = mlgood@ualr.edu

The University of Arkansas at Little Rock is an affirmative action, equal opportunity employer and actively seeks candidacy of qualified minorities, women and persons with disabilities. Under Arkansas law, all applications are subject to disclosure. Persons hired must have proof of legal authority to work in the United States.

MIT

DIRECTOR OF DEVELOPMENT

MIT's School of Humanities and Social Science seeks a development officer to work closely with the Dean of the School of Humanities and Social Science (SHSS). Will help plan strategy for MIT's new Capital Campaign and develop all phases of program to expand endowment and operating support for SHSS, including identification, cultivation, solicitation, and follow up of prospects for major gifts from alumni, foundations and corporations. Requires close and frequent interaction with Dean, faculty members, and Office of Resource Development.

SHSS is responsible for graduate and undergraduate education and includes the following: Anthropology, Economics, Foreign Languages & Literatures, History, Linguistics & Philosophy, Literature, Music & Theater Arts, Political Science, Writing, Science, Technology & Society, Comparative Media Studies, Women's Studies, Knight Science Journalism Fellowships, and the Center for International Studies. Its development needs include endowed chairs, graduate student fellowships, and funding for new media studies program.

Minimum requirements include a bachelor's degree, advanced degree desirable, and 5 or more years' experience in an educational or not-for-profit institution. Previous experience in solicitation of major gifts from individuals and foundations highly desirable. Excellent verbal, written and interpersonal skills required.

Send resume referencing **Job No. 99-0188A** and name of two references (include addresses and telephone numbers) by May 1st, to: **Susan Mannett, School of Humanities and Social Science, MIT, Bldg. E51-255, 77 Massachusetts Avenue, Cambridge, MA 02139-4307. http://web.mit.edu/shss/www/**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

The Union Institute

PROFESSOR/ADVISOR

The Union Institute, College of Undergraduate Studies, seeks a full-time Faculty Advisor for our Sacramento Center. Primary responsibility includes assisting adult learners in developing and implementing individualized degree programs. Additional responsibilities include recruitment, program development and teaching.

The Union Institute seeks candidates with a regionally accredited doctorate in Criminal Justice, Natural Sciences, Business, and Computer Sciences. The candidate must have excellent interpersonal and mentoring skills, organizational skills, a commitment to delivering baccalaureate programs with an emphasis on the uniqueness of working with mature adults, and be willing to actively recruit students.

Interested candidates should submit a letter of application, vita, and names, addresses and phone numbers of a minimum of three professional references, no later than April 23, 1999 to:

Professor/Advisor Search
The Union Institute
3604 Fair Oaks Blvd., Suite 250
Sacramento, CA 95864-7253

The Union Institute is an Affirmative Action/ Equal Opportunity Employer.

Portland Community College

COUNSELOR

Master degree in Counseling, Counseling Psychology, or Counseling and Guidance required. Degree must be from an accredited institution. Fluent English/Spanish bilingual skills and an understanding of the Hispanic culture and traditions required. Closes 5/3/99. For the required application packet contact **(503)978-5857;**

e-mail pccjobs@pcc.edu
internet www.pcc.edu/hr/jobs.htm

As an AA/EOE institution, PCC actively seeks qualified minorities, women and individuals with disabilities to enhance its workforce and mirror the diversity of its student body.

SAN JUAN COLLEGE

Carpentry Instructor

San Juan College is currently accepting applications for Carpentry Instructor. Instruction will involve both secondary and post secondary students and will teach in the areas of applied theory and practice safety, reading blueprints and specifications, hand/power tools, foundation layout, floor and wall framing, roof and exterior wall construction, concrete, window and door installation, and exterior/interior finished materials. **Qualifications:** A minimum of five years of Journeyman level experience as a Carpenter required. Bachelor's degree and experience teaching highly desirable. Contractor's license required. Candidate must have good background in areas outlined above and certification of training highly desirable in each area. **Salary:** commensurate with educational background, experience and expertise. Interested applicants must submit a SJC application for employment, letter of application, current resume, copy of academic transcripts and three letters of reference. Contact: **San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215, Fax # (505) 599-0521. Closing Date: April 16, 1999.**

AA/EOE

USF
UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

COORDINATORS OF COLLEGE WRITING I AND II

Pending approval and funding, the University of San Francisco invites applications for two (2) one-year full time positions in Writing at the Assistant Professor level for academic year 1999-2000. The Writing Program is a communication (not literature) based composition program housed in the Department of Communication Studies, which is working to link the instruction of speech and writing.

Responsibilities include: working with the Coordinator of Writing to determine learning objectives and their implementation in College Writing I and II, teaching three sections per semester, being responsible for curriculum development, assessing learning outcomes in classes, and working with Coordinators of Writing, Public Speaking, and ESL to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, familiarity with assessment, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Rhonda Parker
College Writing I and II Search Committee Chair
Department of Communication Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Considerations of Applications will begin on ***April 15, 1999***, and continue until the position is filled.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

OHIO STATE

VICE PRESIDENT
FOR RESEARCH

The Ohio State University invites nominations and applications for the position of Vice President for Research. The University seeks an individual with strong leadership skills who will develop and pursue innovative strategies to enhance both core discipline and interdisciplinary research activity as well as public-private partnerships. Candidates should have a record of outstanding achievement in research, demonstrated administrative ability, a commitment to education through research, and experience in grant and contract activities with governmental agencies, private foundations, and industry. Candidates should understand the role of university research in formulating national research strategies and appreciate the comprehensive scope and mission of a large, land grant institution. In addition to its 19 colleges which include more than 100 departments and schools, The Ohio State University is comprised of a Graduate School and one of the nation's largest and most comprehensive academic medial centers.

The University has begun development of a Science and Technology Campus, implementation of an aggressive new research plan, and elaboration of strategic investment plan to raise the University to the highest rank of American research institutions. The OSU Research Foundation, responsible for sponsored program administration, reports to the Vice President for Research. The University's sponsored research exceeds $ 200 million, with a steadily growing market share in the past few years. The Vice President for Research heads the Office of Research and administers its substantial discretionary funds to support research infrastructure, to provide seed funding for early career investigators, and to stimulate research in emerging interdisciplinary areas. The Vice President reports to the Executive Vice President and Provost and works closely with the Dean of the Graduate School and Deans of the various colleges to stimulate, facilitate, and enhance research and scholarship at the University. The Vice President for Research serves on the President's Planning Cabinet and is Vice Chair of the University Coordinating Council.

To assure full consideration, applications and nominations should be received by June 15, 1999. The Search Committee will begin screening dossiers on that date and will continue to review applications until the Vice President is selected.

Applications and nominations should be addressed to

Terry A. Miller
Ohio Eminent Scholar, Professor of Chemistry
Chair, Search Committee
for Vice President for Research
Office of Academic Affairs
203 Bicker Hall
190 North Oval Mall
Columbus, OH 43210-1358

The Ohio State University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, Vietnam-era veterans, disabled veterans, and individuals with disabilities are encouraged to apply.

Southeast
Missouri State University

ASSISTANT TO THE PRESIDENT
(Diversity/Equal Opportunity)

Southeast Missouri State University invites nominations and applications for the position of Assistant to the President for Diversity/Equal Opportunity.

Reporting to the President, this senior administrator will serve as one of the President's key advisors, providing pro-active, campus-wide leadership in the area of diversity and equal opportunity, and has responsibility for supervision, coordination, and energetic development of practices designed to enhance the university community's appreciation for cultural diversity, its climate of tolerance, respect for the rights of all persons, and its adherence to affirmative action and equal opportunity statutes, regulations, and policies.

The Assistant to the President shall seek to foster fairness, equity, justice, equality of opportunity, and respect.

The Assistant to the President will provide advice in policy and procedures development.

Primary Responsibilities

- Benchmarks with trend-setting universities to identify model programs and develops and facilitates implementation of effective practices to increase the diversity of faculty, staff, and the student body
- Serves as the University's administrator responsible for implementing, as appropriate, suggestions of the President's Commission on Minority Affairs
- Provides leadership, pro-active support and assistance to units at all stages of the employment process with special regard to developing pools of qualified individuals of diverse backgrounds from which a final selection may be made
- Provides leadership to unit (college, departmental, etc.) diversity committees in planning and programming
- Assures that the principles of equal opportunity are followed with respect to the hiring, promotion and involuntary termination processes at the University
- Serves as the President's chief liaison with, and chairs the University Affirmative Action Committee
- With the advice of the Affirmative Action Committee, drafts a Diversity Strategic Plan for submission to the President and issues an annual report on Campus Climate, including unresolved issues and priorities
- Monitors the affirmative action program and related policies and activities, such as those dealing with increasing the diversity of the staff and student body, and works with Institutional Research to prepare, review and update statistical reports on these subjects for internal and external use
- Serves as liaison with the appropriate federal and state agencies with regard to compliance reviews and complaints of discrimination
- Communicates with the Southeast community regarding development and implementation of equal employment opportunity policy and procedures
- Develops and conducts training programs for employees and students in areas related to diversity and equal employment opportunity, including discrimination, harassment and related issues
- Has approval authority in the employment processes of the institution in order to assure compliance with federal/state statutes, and monitors and interprets applicable regulations
- Performs other related activities as outlined in the Diversity and Affirmative Action Plans and other pertinent University policies and procedures

Required Qualifications

- Post-baccalaureate degree
- Significant successful experience in areas such as diversity programming, conflict resolution, employee relations, human relations, and human resources
- Comprehensive understanding of the culture of higher education and the complex issues related to equal opportunity and affirmative action within that culture
- Experience with the principles of diversity, equal opportunity, and affirmative action practice and administration
- Evidence of experience as a successful facilitator of conflict resolution
- Demonstrated commitment to and a record of achievement in the area of affirmative action and the promotion of diversity
- Effective written and oral communication skills
- Strong interpersonal skills, an activist orientation, team orientation, the ability to motivate others, and creative and timely problem-solving skills
- Evidence of strong organizational skills

Preferred Qualifications

- Terminal degree
- Successful experience in a higher education setting
- Appropriate knowledge of teaching and the curriculum in the higher education environment

Salary and Benefits: Competitive and commensurate with experience and credentials. Position available August 1, 1999, or as soon as possible thereafter.

Application Procedure: Applications and nominations should be received as soon as possible. Review of applications will begin April 30, 1999, and continue until the position is filled. Applicants should send a letter of interest which shows evidence of the qualifications noted above, a resume, and the names, addresses, and phone numbers of three references to: **Debbi Cecil Robinson, Assistant Director, Personnel Services, Southeast Missouri State University, One University Plaza, Cape Girardeau, Missouri 63701.**

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

U•A•L•R

University of Arkansas Little Rock

FOUNDING DEAN

COLLEGE OF INFORMATION SCIENCE AND SYSTEMS ENGINEERING

Applications and nominations are sought for the position of Dean of the College of Information Science and Systems Engineering at the University of Arkansas at Little Rock. The metropolitan campus of the University of Arkansas System has been authorized and funded to establish a new College with an entering Freshman Class in the Fall of 1999.

The College will include the Department of Computer Science, Engineering Technology, Applied Science and Systems Engineering. Engineering Technology offers BS degrees in Construction Management and Engineering Technology. The new department of Systems Engineering will have two BS options, one in Computer Systems and one in Telecommunications Systems and will move as quickly as possible to full ABET accreditation. The Applied Science Department offers graduate degrees (both MS and PhD) in a series of Applied Science options related to the departments in the College as well as some departments outside the College. The College will also offer a BS degree in Information Science, a broad based interdisciplinary degree to produce professional information technology graduates for a variety of assignments in today's information-driven economy. It will also provide a minor in Information Technology which can be taken by a broad cross section of students in many other disciplines, including the liberal arts and social sciences, who want to prepare themselves for competitive career positions. The Computer Science Department offers a BS and MS degree and is the major underpinning of the new programs in the College.

The new College of Information Science and Systems Engineering will have long-term interactions with the knowledge based and information-oriented companies in Arkansas, including Acxiom, Alltel, ArkSys, BEI Sensors, the ESI Group, and others. The demand for graduates in the fields represented by the College both in Arkansas and elsewhere is currently greater than the supply and the disparity is growing daily. The Founding Dean of the new College will have an opportunity to create a unique academic entity poised for the 21st Century and positioned to serve a significant urban community. The Administration of the University of Arkansas System and the University of Arkansas at Little Rock are committed to creating a nationally competitive academic environment for both faculty and students.

Little Rock and the Central Arkansas Region represent areas with an outstanding "quality of life" and remarkable housing and recreational opportunities.

Qualifications: The successful candidate must possess an earned doctorate in a field relevant to the mission of the College of Information Sciences and Systems Engineering, have proven management experience, notable scholarly activity and either experience in a related industry or a track-record of close cooperative interaction with industrial partners.

Applications or Nominations: A letter of application or nomination, a complete, up-to-date curriculum vitae, and the names, addresses, and telephone numbers of five references are requested.

The University of Arkansas at Little Rock will offer competitive salaries and environment. The screening for the Dean position will begin on or about April 1 and will continue until the position is filled. The Dean is expected to assume his or her responsibilities as early as July 1 or as soon as possible thereafter. Applications and nominations should be sent to: be sent to:

Dr. Joel Anderson, Provost
University of Arkansas at Little Rock
2801 South University
Little Rock, Arkansas 72204-1099
e-mail - jeanderson@ualr.edu

The University of Arkansas at Little Rock is an affirmative action, equal opportunity employer and actively seeks candidacy of qualified minorities, women and persons with disabilities. Under Arkansas law, all applications are subject too disclosure. Persons hired must have proof of legal authority to work in the United States.

SPEECH/LANGUAGE SPECIALIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Makes assessments, analyses and classifications of students' communication competencies and characteristics. Plans, prepares and delivers treatment programs for children with speech and language deficiencies. Serves as a resource person in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team; and participates in the planning of educational programs for children with communication disabilities.

Required: A Master's Degree in Speech-Language Pathology from an accredited institution. New Jersey Speech-Language Specialist certification or licensure.

Starting date: September 1, 1999.

Application: Submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

NEW JERSEY
CITY
UNIVERSITY

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07305
(201)200-3138

Applications must be received by April 30, 1999.

New Jersey City University is an equal opportunity, affirmative action employer who encourages diversity among its employees.

Washington State University

ACADEMIC COUNSELOR/FOOTBALL LIAISON

The Academic Counselor/Football Liaison position is a 12 month, full time, faculty exempt position and is located in Academic and Career Services which is a departmental unit of Athletics located at the Pullman campus of Washington State University. The Academic Counselor/Football Liaison provides comprehensive academic and career counseling to assist all student-athletes in identifying and meeting their academic goals leading to graduation. Responsibilities include counseling student-athletes regarding academic performance including course/major selection, developing graduation plans, time management, goal setting, career planning, learning and study strategies, test taking, note taking, and other skills necessary for academic success. Occasional weekend and evening work is required.

QUALIFICATIONS

Required:

Bachelor's degree in guidance and counseling, education or related area; demonstrated successful experience in academic counseling within an intercollegiate athletic department; ability to work with students, coaches and administrators in a broad range of situations; strong interpersonal and organizational skills; ability to work independently under pressure; posses excellent report writing skills; ability to meet deadlines; have computer background with working knowledge of Microsoft's Word and Excel; demonstrated genuine concern and interest for the welfare of student athletes; demonstrated commitment and knowledge of NCAA Division I rules and regulations; and the ability to work with a diverse student population.

Preferred:

Advanced degree in counseling, education, athletic administration or related area; familiarity with WSU academic rules and procedures, WSU policies and procedures, and WSU [illegible] within the available university academic and career support services.

Please send letter of application, detailed resume, and three letters of reference to:

Wanda Tennant, Clerical Manager
Academic Counselor/Football Liaison Search Committee
Athletics Department
P.O. Box 641602
Washington State University
Pullman, WA 99164-1602

Applications must be received by 5:00 p.m. April 15, 1999. Review of applications will begin April 15, 1999. The position will be available July 1, 1999. Salary commensurate with qualifications and experience.

For a complete job description, please call (509) 335-[illegible] or e-mail **wtennant@wsu.edu**. *Washington State University is an EEO/AA educator and employer. Protected group members are encouraged to apply.*

College of Arts and Sciences

COORDINATOR OF INTRODUCTION TO COMPOSITION AND WRITING CENTER

Pending approval and funding, the University of San Francisco invites applications for a one-year full time position in Writing at the Assistant Professor level, for academic year 1999-2000. The Writing Program is a communication (not literature) based composition program housed in the Department of Communication Studies, which is working to link the instruction of speech and writing.

Responsibilities include: working with the Coordinator of Writing to determine learning objectives and their implementation in Introduction to Composition, teaching two sections per semester, curriculum development, working with Coordinators of Writing, Public Speaking, and ESL to integrate speech and writing as communication skills and directing the USF Writing Center.

Qualifications: University teaching experience, a strong commitment to teaching, familiarity with assessment, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Stephanie Vandrick
Introduction to Composition Search Committee Chair
Department of Communication Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Considerations of Applications will begin on ***April 15, 1999,*** and continue until the position is filled.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer, and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

Major Gifts

Swarthmore College, a highly selective liberal arts college located in suburban Philadelphia, seeks the following two Development professionals to contribute to the successful results of our anticipated Capital Campaign:

DIRECTOR: As a senior member of the Development staff, responsible for the identification, cultivation & solicitation of individual prospective donors capable of gifts in the range of $25,000 to $1,000,000 or more. Supervises staff members, directs the Major Gifts Program, provides prospect research, prepares contact reports & plans strategies. Bachelor's degree and five years of experience in fundraising in a higher education setting (campaign experience preferred) with a demonstrated track record of results and a deep appreciation of the value of a liberal arts education required.

ASSOCIATE DIRECTOR: Responsible for the identification, cultivation & solicitation of individual prospective donors capable of gifts in the range of $25,000 to $1,000,000 or more. Builds & maintains successful relationships, provides prospect research & prepares contact reports. Requires bachelor's degree and 3 - 5 years of experience in fundraising in a higher education setting (campaign experience preferred).

Successful candidates will be creative and analytical self-starters with very strong oral & written communication skills (particularly in direct gift solicitation), database familiarity, and an ability to travel extensively. Swarthmore College offers a competitive salary and comprehensive benefit package. Please submit applications & nominations, in confidence, to: **Associate Director, Human Resources, Dept. H, Swarthmore College, 500 College Avenue, Swarthmore, PA 19081.**

Visit us at: www.swarthmore.edu

Swarthmore College is an equal opportunity employer committed to excellence through diversity

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Pace University, a multi-campus, independent institution with locations in New York City and Westchester County, seeks applications for the following positions:

DEAN FOR STUDENTS

This position is located at our Pleasantville campus. The Dean will be an educator and innovator integrating the out-of-classroom experience with instruction and developing varied, flexible and cost efficient programs and services meeting the needs of Pace's broadly defined student constituency. The Dean for Students provides direct leadership and supervision to the Directors of Counseling, Residential Life and Student Development. Candidates must possess an advanced degree, a minimum of five years senior level experience in higher education and a record of demonstrated excellence in leadership, problem solving, planning and administrative skills; commitment to continuous quality improvement; experience in assessing the service needs of traditional and non-traditional students.

DIRECTOR
OFFICE OF MULTICULTURAL AFFAIRS

This position is located at our lower Manhattan campus. Working with students, faculty and staff, the Director will develop, implement and supervise initiatives that will lead to a better understanding and appreciation of the individual and cultural diversity that exists at Pace. Responsibilities include serving as a liaison and consultant for all University constituencies; developing and promoting programs that deepen cultural awareness; providing appropriate intervention and support services to students; preparing and implementing departmental budget and supervising daily office operations. Candidates must possess a master's degree and a minimum of four years experience in higher education. Computer literacy is essential as are strong interpersonal, organizational and communications skills.

We offer a comprehensive benefits package including FREE tuition for self, spouse and dependent children. Please send resume with cover letter, including salary requirements, indicating position of interest, to: **Valerie Cascione, Manager of Employment, Willcox Hall, Pace University, 861 Bedford Road, Pleasantville, NY 10570.**

EOE/AA. Pace University is committed to a diverse learning and work environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

UNIVERSITY OF ROCHESTER
(www.rochester.edu)

This highly regarded research university, located in scenic upstate NY, with a progressive health system, is seeking experienced professionals for two openings. Both positions report directly to the Senior V.P., Chief Operating Officer.

DIRECTOR OF FACILITIES

Responsible for all facilities and services for the health system and academic campus. Total staff of 550 with an operating budget of $73.8 Million. Requires experience as an Associate Director, or Director of Facilities at a research university with a teaching hospital.

DIRECTOR OF PROCUREMENT

Responsible for all purchasing activities for the health system and academic campus. Manage a staff of 36, with annual purchases of $170 Million. Qualified candidates will currently be an Associate Director, or Director of Procurement at a research university with a teaching hospital.

Please respond to:

Search Committee
c/o Thomas Quinn, Weterrings & Agnew
132 Allens Creek Rd.
Rochester, NY 14618. Fax: 716-241-9044
e-mail: tquinn@weterrings.com

The University of Rochester is an Equal Opportunity Employer

DIRECTOR
DIVISION OF EARTH SCIENCES
NATIONAL SCIENCE FOUNDATION
Arlington, VA 22230

* *

NSF's Directorate for Geosciences seeks candidates for the position of Director, Division of Earth Sciences. The incumbent provides leadership and direction to NSF program activities supporting research and education in both core disciplinary programs (e.g., geology and paleontology, tectonics, petrology and geochemistry, and hydrologic sciences), and multidisciplinary and infrastructure activities (e.g., continental dynamics, instrumentation and facilities, education and human resources, and geophysics).

Appointment to this Senior Executive Service position may be on a career basis, or on a 2 - to 3 - year limited term basis, with a salary range of $110,351 to $125,900, for a new SES appointment. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or equivalent professional experience in at least one major subdisciplinary field of earth sciences, substantial research administration experience, and demonstrated leadership skills.

Announcement EP 99-8, with position requirements and application procedures, is located on the NSF Home Page @ **www.nsf.gov.home/chart/work.htm#hrm.** Applicants may also obtain the announcements by contacting the **Executive Personnel and Development Branch on 703-306-0755 (Hearing impaired individuals may call TDD 703-306-0189).** Applications must be received by June 8, 1999.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

MIDWAY COLLEGE
ACADEMIC POSITIONS

TEACHER EDUCATION: Assistant Professor, tenure track faculty position beginning fall 1999. Potential for chairing program. Ph.D. or Ed. D. preferred in Curriculum and Instruction. Applicants should have expertise in one or more of the following curricular areas: exceptional child, reading, mathematics, or science. Teacher certification required. Public school teaching experience, knowledge of KERA and Kentucky public schools, and undergraduate college teaching experience in teacher training are desirable. Teaching responsibilities include theory, methods and/or content courses for elementary, middle and secondary school teachers.

VICE PRESIDENT FOR ACADEMIC AFFAIRS: Midway College continues it search for the right match between candidate and college for the position of Vice President for Academic Affairs. The successful candidate will have earned a doctorate, successful experience in college teaching and administration, innovation in program design and implementation, demonstrated knowledge of accreditation procedures and issues, expertise in strategic planing, program assessment, faculty development and resource allocation, superior management, interpersonal and communication skills, including computer literacy.

Founded in 1847, Midway College is a four-year liberal arts college for women offering accelerated programs for non-traditional co-educational students in the evening. Teaching responsibilities may be divided between the College for Women during the day and the School for Career Development in the evening. Review of applications will begin immediately and will continue until positions are filled. Send letter of application, curriculum vita, unofficial transcripts, and the names, addresses, and phone numbers of at least three references to **Dr. Sarah H. Laws, Academic Dean, Midway College, 512 E. Stephens St., Midway, KY 40347-1120.**

Midway College is an EOE

ROOSEVELT UNIVERSITY
College of Education

The Roosevelt University College of Education is seeking nominations and applications for two positions in the Department of Educational Administration and Supervision.

We are looking for educational leaders who can make a significant contribution to a doctoral program that serves educators in a large metropolitan area. Applicants should provide a cover letter which describes research, teaching and administrative experience, a curriculum vitae, and a list of three references (complete with addresses and phone numbers). We will request letters of recommendation to be sent directly to Roosevelt for a small number of applicants.

All appointments are made pending Board of Trustees approval. Positions require teaching at both the Downtown and Schaumburg campuses. Salary will be determined on the basis of qualifications, including experience. Applications will be reviewed beginning on April 30, 1999. The positions will remain open until filled.

The College is committed to hiring individuals who demonstrate a significant interest in urban and suburban issues related to equity and social justice. We are a faculty who values diversity, critical thinking, and innovation. AA/EOE. This is a readvertisement, those who have already applied need not reapply.

Associate or Full Professor, Chair of the Ed.D Program

We are looking for a candidate with a record of publications that matches the emphasis of the Roosevelt University College of Education on transformational leadership, diversity, school-university partnerships and education reform.

Responsibilities include administration of the Ed.D Program, including program promotion and continued program development; teaching graduate level administration courses; active pursuit of research; directing doctoral dissertations; liaison with public schools; institutional service.

Applicant qualifications must include an earned doctorate in Educational Administration or a closely related field; experience in public school administration; university teaching in a doctoral program in educational administration; supervision of doctoral dissertations; evidence of administrative leadership; record of refereed scholarship consistent with the position of associate or full professor; evidence of excellence in teaching. Experience in public school administration is preferred.

Visiting Assistant or Associate Professor

We are looking for an educator with extensive leadership experience in public education. The position is not currently a tenure-track position, but a multi-year contract can be negotiated.

Responsibilities include the teaching of graduate courses at the MA and Ed.D levels; the supervision of doctoral dissertations; establishing contact with schools and school districts to enhance student internship experiences; contributions to the field through scholarship and/or school improvement projects, and institutional service.

Applicant qualifications must include an earned doctorate in Educational Administration or a closely related field; extensive experience in public school administration at the principal and district levels in an urban area; experience of teaching in a program of educational administration preferred; and, a record of substantive contributions to the field of education through publications or leadership of significant programs.

Please Direct Correspondence to:

Professor Albert L. Bennett, Chair
EA&S Search Committee
College of Education, Suite 362
Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605

Women and minority applicants are encouraged to apply and voluntarily identify themselves.

Positions Available

SCHOOL OF COMMUNICATION

THE ANNENBERG SCHOOL FOR COMMUNICATION AT THE UNIVERSITY OF SOUTHERN CALIFORNIA seeks applications from scholars who have demonstrated exceptional teaching, research, and/or industry experience and leadership to help build and administer our new program in Entertainment, Communication and Culture. One tenure track appointment will be at the senior level and it will focus on leading the researc[illegible]genda, developing relationships with industry and advancing the curriculum across the undergraduate, masters, and doctoral progr[illegible]. Experience and/or contact with the entertainment industry, either nationally or internationally, would be desirable. A commitment to advising graduate students in communication theory and research and an interest in engaging in multidisciplinary inquiry is expected. In addition, an assistant professor positions, also tenure track, is available in this program. Candidates with a high level of skill in qualitative or quantitative methods are particularly encouraged to apply. These appointments are scheduled to begin September 1999.

Applications, nominations, or questions regarding these positions may be directed to **Professor Margaret McLaughlin, Chair, Faculty Search Committee, School of Communication, Annenberg School for Communication, University of Southern California, Los Angeles, CA 90089-0281, (mmclaugh@rcf.usc.edu) Tel + 1 (213) 740-3938 or Fax + 1 (213) 740-3913.** Applications will be reviewed beginning March 15, 1999, and will continue to be reviewed until the position is filled. Applications should be accompanied by an up-to-date curriculum vita, several letters of support, and examples of recent work.

USC is an AA/EO employer.

RESIDENCE LIFE

California State Polytechnic University

Pomona, CA

COORDINATOR FOR RESIDENCE LIFE AND MULTICULTURAL EDUCATION

$2,870-$3,870 per month

FT position for 12 mos. to coordinate the multicultural education efforts, program development, & staff training for University Housing; serve as advisor to student leadership groups. Requires the equiv. to Bachelor's (Master's preferred) in one of behavioral sciences, public or business admin. or job related field AND 2 yrs. professional exp. in one of the student services program areas or related field. **Refer to Job#99-SA-040.**

AREA COORDINATOR

$2,530-$3,394 per mo.

Student affairs professional with commitment to diversity and student-centered philosophy. Responsible for: 1) leading 2-3 professional staff, and five resident advisors, 2) development of a co-ed educational community with 200 students, 3) front desk, 4) conduct, 5) program council, 6) administrative and operational functions, 7) student development programming, 8) safety, and 9) special projects. Bachelors degree in related field PLUS 2 yrs. professional exp. in one of the student services program areas or related field. Position includes an on-campus, furnished apt. & reduced meal plan. **Refer to Job#99-SA-039.**

RESIDENCE COORDINATOR

$1,876-$2,433 per mo.

Student affairs professional with a commitment to diversity and student-centered philosophy. Responsible for: 1) leading five resident advisors, 2) development of a co-ed educational community with 200 students, 3) front desk, 4) conduct, 5) program council, 6) administrative and operational functions, 7) student development programming, 8) safety and 9) special projects. Requires Bachelor's or current enrollment in one of the behavioral sciences, public or business admin. fields AND 1 yr. exp. in the direction & coordination of group activities. Position includes an on-campus, furnished apt. & reduced meal plan. **Refer to Job#99-SA-041.**

Application Deadline: 4/26/99. Call (909) 869-3733 to request application package. www.csupomona.edu/~hrs. *AA/EOE/ADA*

KEAN UNIVERSITY

ANTICIPATED PROFESSIONAL POSITION

Contingent on Budgetary Approval and Appropriate Funding

DIRECTOR OF RECRUITMENT AND RETENTION SERVICES

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

Reporting directly to the Office of the Provost, The Director of Recruitment and Retention Services will be responsible for development, coordination and monitoring of new as well as ongoing initiatives designed to enhance recruitment and retention of undergraduate students. Candidate selected will have prior experience and a record of success in development and management of student recruitment and retention initiatives. Experience in coordinating multiple functions, ability to establish strong collaborative relationships, skills in data collection and analysis, and knowledge of cutting edge developments in the fields of recruitment and retention are essential. **Requirements:** Bachelor's degree and minimum of three to five years experience in recruitment and retention. Master's degree preferred.

APPLICATION, SALARY, BENEFITS INFORMATION

Consideration of applicants begins immediately and continues until a successful candidate had been selected. Candidates should send resume and names of three references to **Chairperson, Search Committee for Director of Recruitment and Retention Services, Office of the Provost, Kean University, 1000 Morris Avenue, Union, NJ 07083.** Salary is competitive and commensurate with experience. Comprehensive benefits program included. **KEAN UNIVERSITY IS AN EEO/AA INSTITUTION.**

KEAN UNIVERSITY

WESTERN CONNECTICUT STATE UNIVERSITY

Fall 1999 Faculty Openings - Searches Reopened

www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield county, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

WCSU INVITES APPLICATIONS FOR THE FACULTY POSITIONS LISTED BELOW.

RANK: The University anticipates filling most positions at the rank of assistant professor or below. Those positions where the University is considering filling the position at a higher rank are specifically noted.

APPLICATION MATERIAL: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts and three letters of recommendation. Prior applicants need not reapply.

SEND APPLICATION MATERIAL to the individual identified in the department listing of positions to the following address:

Western Connecticut State University
181 White St.
Danbury, CT 06810

APPLICATION DEADLINE for all the positions is April 23, 1999.

• ASTRONOMY •

Temporary, full-time, one year position. DUTIES INCLUDE teaching undergraduate and graduate courses in astronomy, interacting with undergraduate and graduate students, and supervising student research. Research facilities include a 20-inch computer controlled Ritchey-Chretien telescope with a CCD camera, several computer workstations, and IRAF image processing software. Successful candidate must have a Ph.D. in astronomy.

SEND MATERIAL TO: Dr. Alice Chance,
Chairperson, Physics/Astronomy/Meteorology
Phone (203) 837-8669, Fax (203) 837-8769

• COMPUTER SCIENCE •

One tenure track position, appointed academic rank dependent on candidate's background and experience. Ph.D. in CS is preferred; however a master's degree CS along with extensive relevant experience will be considered. DUTIES: teach in several areas of computer science including C++; one position requires teaching operating systems; participation in curriculum development, participation in the University community and development of the candidate's research interests. In addition to the application material requested above, please submit a teaching philosophy statement.

SEND MATERIAL TO: Dr. Richard Jones,
CS Search Committee, Dept. of Mathematics and Computer Science.

• COUNSELOR EDUCATION •

One tenure track position for the Graduate Program in Counselor Education (CACREP accredited). DUTIES INCLUDE clinical supervision to school and community counseling interns. Teaching responsibilities include addiction counseling, advance group work, theories of counseling and research methods. QUALIFICATIONS: An earned doctorate in Counselor Education from a CACREP accredited program by the time of appointment. Prior experience in both school and community counseling is preferred. Demonstrated experience working with diverse populations and computer technology is also preferred.

SEND MATERIAL TO: Dr. Thomas Cordy,
Chairperson, Education and Educational Psychology Department.

• PHYSICS •

Temporary, full-time, one year position. DUTIES: teach physics at the introductory level (calculus or non-calculus based); in addition to related courses in electronics and energy. Included is teaching both lecture and laboratory for the courses. A Ph.D. in Physics (preferably an experimentalist) is required.

SEND MATERIAL TO: Dr. Alice Chance,
Chairperson, Physics/Astronomy/Meteorology
Phone (203) 837-8669, Fax (203) 837-8769

Western is an Affirmative Action/Equal Opportunity Educator/Employer.
Women and minorities are encouraged to apply.

harrisburg area
community college

FACULTY POSITIONS 1999-2000

TENURE-TRACK

Harrisburg Area Community College (HACC) announces tenure-track positions available for 1999-2000. Believing a committed and diverse faculty to be the College's most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon (35 miles from Harrisburg) and Lancaster (40 miles from Harrisburg), with the Gettysburg Campus located 42 miles from Harrisburg. Headcount enrollment (Fall credit) was 7,763 (Wildwood), 1,434 (Lancaster), 721 (Lebanon), and 558 (Gettysburg).

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, a climate of personal attention, respect and inclusion, and high quality faculty and staff. The College, a multi-campus institution with over 10,000 credit students, seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

All positions require a related Master's degree as specified in position announcement materials (unless otherwise indicated), a demonstrated knowledge of and commitment to the community college mission. College teaching experience and knowledge of instructional technology are desirable. Competitive salaries and excellent fringe benefits. **Application review begins April 5, 1999.**

AVAILABLE JULY 1, 1999
12-MONTH POSITION

PROGRAM COORDINATOR/INSTRUCTOR, DENTAL HYGIENE, Wildwood Campus (264) - Manages the day-to-day operations of the dental hygiene program; coordinates curriculum; provides instruction; evaluates/revises program as needed; facilitates admissions/advisory committees; develops/manages annual budget, and advises students. Requires previous clinical supervision, teaching experience, computer literacy, and PA dental/dental hygiene licensure or eligibility for licensure.

AVAILABLE AUGUST 1999
91/2-MONTH POSITIONS

INSTRUCTOR, COMPUTER INFORMATION SYSTEMS (CIS), Lancaster Campus (204-1) - Teaches entry level software classes as well as heavy concentration on hardware/networking courses; advises students; and participates in curriculum development and other departmental activities. Requires a related Bachelor's degree (Master's preferred); certification (or in process) in MCSE and/or A+, knowledge or experience in Windows NT server/workstation; and proficiency in a full range of current microcomputer software, including Microsoft Office Professional. Computer operating systems, hardware/software, LAN/WAN, TCP/IP, and NOVELL NETWARE 4.0 experience and/or CNE/ECNE certification desirable.

PROGRAM COORDINATOR, CIVIL TECHNOLOGY/INSTRUCTOR CIVIL TECHNOLOGY/CAD, Wildwood Campus (246) - Coordinates Civil Technology Associate's degree program; teaches civil technology and CAD courses; develops new and revises existing civil technology courses, and advises students. Plans, implements, and markets program. Requires a Bachelor's degree in Civil Engineering or related field, (related Master's degree or PE license preferred); five years of related experience in civil design, surveying, and/or computer-aided drafting; proficiency in Microstation and/or Auto/CAD; and a willingness to work flexible schedule including some evenings. Surveying experience preferred.

INSTRUCTOR, COMPUTER SCIENCE/MATHEMATICS, Wildwood Campus (247) - Teaches lower division courses in computer science and developmental mathematics; advises students; develops curriculum; serves on division/college committees; and cooperates with other faculty. Requires Bachelor's degree in Computer Science and 21 semester credits in mathematics, interest and commitment to teaching lower division courses, proficiency in three or more of the following: FORTRAN, Pascal, C, JAVA, and Visual BASIC; and must be willing to complete a Master's degree in Mathematics or Computer Science within five years of appointment.

INSTRUCTOR, MATHEMATICS, Gettysburg Center (257) - Teaches a range of college mathematics courses with an emphasis on developmental level math and college algebra. Serves as lead math faculty member; advises students; serves on division/college committees; and coordinates math tutoring in the Learning Center. Requires computer proficiency.

INSTRUCTOR, DENTAL HYGIENE, Wildwood Campus (264-1) - Responsibilities include didactic instruction, clinical supervision and instruction, curriculum evaluation and revision, student advising, course development, and college committee participation. Requires a Bachelor's degree in dental hygiene or related field (Master's preferred); willingness to complete a Master's degree within five years; three years of clinical experience, PA dental hygiene licensure (or eligibility); and computer literacy.

INSTRUCTOR, PHYSICAL EDUCATION, Wildwood Campus (273) - Teaches a variety of courses which may include aquatics, bowling, dance, fitness, golf, racquetball, tennis or skiing; advises students; serves on division/college committees; and participates in staff development activities. Requires demonstrated leadership skills and an interest in working with a diverse student body.

INSTRUCTOR, EARLY CHILDHOOD EDUCATION (ECE), Lancaster Campus (285-1) - Teaches ECE courses, advises students, and participates in curriculum development and other departmental activities. Requires experience teaching college-level ECE courses.

INSTRUCTOR, PSYCHOLOGY, Lancaster Campus (292-1) - Teaches psychology courses, advises students, and participates in curriculum development and other departmental activities. Requires experience teaching college-level psychology courses. Experience in social or educational psychology desirable.

Send resume, letter of application, and unofficial transcripts to:

Human Resources Office
HARRISBURG AREA
COMMUNITY COLLEGE
One HACC Drive
Harrisburg, PA 17110

In your letter please refer to the Position Identification Number (PIN) that follows each title.

AA/EOE

George Mason
University

GRADUATE SCHOOL OF EDUCATION
SCHOOL COUNSELING PROGRAM COORDINATOR
(TENURE TRACK OR TENURED APPOINTMENT)

Serve as coordinator and primary architect of a restructured school-counseling program and teach core courses in that program. Will also supervise interns, advise Masters and doctoral students, maintain an active program of scholarly research, and support a professionally collaborative approach to teaching, research, and service. Priority will be given to those with a history of practitioner experience in the field and a commitment to field-based training. Earned doctorate and evidence of ability to provide programmatic leadership required. University teaching experience, including dissertation supervision, and an established record of research funding and significant scholarship desirable.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: **Dean Gary Galluzzo, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444.** Additional information is available at: **http://gse.gmu.edu**. Please clearly indicate the position you are applying for at the top of your letter of interest. Review of applications will begin on April 16, 1999, and will continue until the positions are filled.

George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

ORANGE COAST COLLEGE

DEAN, COUNSELING & MATRICULATION

Orange Coast College, Costa Mesa, CA (**www.occ.cccd.edu**) seeks qualified candidates for a full-time, 12 month per year educational administrator opportunity. Reporting to the VP of Student Services, the Dean develops, maintains, and supervises a comprehensive program of counseling services including educational, career, and personal counseling for both day and evening students; make counselor & staff assignments, conduct staff meetings, provide staff development opportunities, conduct performance evaluations, coordinate all aspects of matriculation pgm. Minimum qualifications include master's degree (or equivalent), 3 yrs. full-time counseling at the community college level, 2 yrs. admin. exper. as a program instructor, Dept. Chair, Asst. Dean or higher. Knowledge in budgeting and planning, ability to manage and supervise staff, and advocate division's programs desirable. Salary range $55,420 - $83,776/yr. plus excellent benefits.

To apply: Call or visit the District Personnel office to obtain a complete job description and required application form, **#34-O-00**, which must be submitted by the closing date of 4/16/99. Resumes cannot be accepted in lieu of required application.

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714 or 438-4715
Equal Opportunity Employer
www.cccd.edu

THE LOS ANGELES COMMUNITY
COLLEGE DISTRICT
invites applications and nominations
for the following position

SENIOR DIRECTOR OF INSTRUCTIONAL AND STUDENT SUPPORT

LAST DATE TO FILE: April 16, 1999
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY

The Los Angeles Community College District is seeking a Senior Director of Instructional and Student Support to serve at the District Office. Interested individuals who possess the required training and experience are invited to submit applications.

REQUIREMENTS

All applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university, as well as three years of full-time experience in accredited institutions of higher learning, and two years of full-time experience in administrative or management positions in business, industry, education, or government.

SALARY

The current salary range is $70,889 to $87,828 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 20 days paid vacation annually, district-paid medical/ hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION

A resume with a letter of intent and three letters of recommendation must be received not later than 4:30 p.m. on Friday, April 16, 1999. Cleared candidates will be sent additional application materials. Send to: **Human Resources Division, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017; Telephone (213) 891-2252; FAX (213) 891-2411. A flyer with more information about the position is available upon request.** THE LACCD IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

DIRECTOR FOR DIVERSITY ENHANCEMENT

South Dakota State University

Brookings, South Dakota

POSITION: SDSU, a land-grant institution with approximately 8,500 students, invites nominations and applications for the position of Director for Diversity Enhancement. Position reports to the President; will supervise the Director of Affirmative Action and Disabled Student Services Coordinator; assist university community in preparing a plan for enhancing global awareness and diversity at SDSU and promoting and monitoring plan; serve as clearinghouse for issues related to diversity and global awareness for university; develop and promote campus-wide educational program relative to diversity; work with community to promote understanding of and support for diversity in the university.

QUALIFICATIONS: REQUIRED: Minimum earned master's degree in appropriate field and sufficient and appropriate professional experience in working with faculty and students, commitment to importance of diversity, and some background in higher education. For full listing of qualifications, please call **605-688-5106**.

SALARY: negotiable, commensurate with qualifications

APPLICATION: Applications received until position is filled.
Review of credentials will begin on April 30, 1999.

Please send letter of application, curriculum vita, at least three current letters of professional reference and copies of transcripts to: **Dr. Steve Marquardt, Hilton M. Briggs Library, South Dakota State University, Box 2115, Brookings, SD 57007**
Phone: 605-688-5106. Fax: 605-688-6133. E-mail: marquars@mg.sdstate.edu

SDSU is an AA/EEO employer and encourages applications from women and minorities.
ADA accommodations: (605) 688-4493/TTY (605) 688-4394.

WESTERN CONNECTICUT STATE UNIVERSITY

Vice-President for Institutional Advancement

www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State system. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business. WCSU invites applications for the position of Vice-President of Institutional Advancement.

DUTIES: The Vice-President reports to the President, serves as a senior member of the President's staff, and is actively involved in strategic planning efforts. The VP is responsible for managing the university's development, community and public relations, alumni relations, governmental relations and institutional advancement functions to contribute to the long term financial success of the university and to its favorable image in the public. S/he serves the development program by overseeing annual and capital campaigns, individual, corporate, and foundation fund raising, planned giving, related computerized information systems, and stewardship. S/he also supervises the operations of the public relations program, including an annual marketing plan, publication schedule, and media relations for the University.

QUALIFICATIONS: The successful candidate will have at least seven years of demonstrated ability to manage a multi-function organization in fund raising, public and governmental relations. S/he should also have demonstrated ability to manage funds, property and other assets with integrity and accountability. Prior supervisory experience managing professional, managerial, and support staff is required. Knowledge of print production is preferred.

APPLICATION DEADLINE is April 20, 1999. Interested candidates should send a cover letter and current resume along with names and telephone numbers of three professional references to:

Human Resources Department
Western Connecticut State University
181 White Street
Danbury, Connecticut 06810

Western is an Affirmative Action/Equal Opportunity Educator/Employer
Women and minorities are encouraged to apply.

PRESIDENT/Somerset Community College

Somerset Community College (SCC) seeks an innovative leader to build on its recent successes, to promote a balance between academic and technical offerings, and to further the College's development into a comprehensive community college through strategic planning and institutional effectiveness.

SCC was founded in 1965 as part of the University of Kentucky Community College System. Today the College is under the governance of the Kentucky Community and Technical College System (KCTCS) which is made up of 13 community colleges and 15 technical colleges. SCC has an enrollment of 2,500 students; it offers quality Associate in Arts and Associate in Science transfer degrees, and nine Associate in Applied Science degrees.

SCC, located on the Cumberland Plateau in south-central Kentucky, serves a 13 county rural area. Somerset is the home of the main campus. There also are centers in Whitley City and London which provide facilities for both technical and transfer courses. SCC enjoys strong public support as demonstrated during a recent $5.2 million capital fundraising campaign. A $10.5 million academic support/technical building has been funded for the main campus. SCC will share this facility with Somerset Technical College and partner in the development of new facilities and technical programs.

A multifaceted community college committed to academic excellence, SCC recognizes the ever-changing economic and social needs of its service area. SCC provides students quality, affordable and accessible educational opportunities which develop intellectual curiosity, promote aesthetic awareness, and encourage a sense of social responsibility that leads to successful lives and lifelong learning.

Characteristics/Qualifications

• An earned doctorate from an accredited institution with college teaching experience preferred. • Proven administrative experience at the community and/or technical college level. • Strong background in institutional planning. • Strong commitment to the philosophy of the community college consistent with SCC's mission statement. • Fiscal and budgetary skills. • Respect for all aspects of diversity. • Effective communication, motivation, and leadership skills. • Competency in technology. • Proven leadership in community and civic affairs. • Proven leadership in community/economic development. • Student-centered. • Leadership style that is inclusive and collaborative.

Applicants must provide a vita with cover letter addressing the characteristics and qualifications to Rose Bates, Human Resource Coordinator, Somerset Community College, 808 Monticello Street, Somerset, KY 42501. For additional information, visit our website at: http://www.somcc.uky.edu. Application deadline is April 30, 1999.

SCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools,1866 Southern Lane, Decatur, Georgia 30033-4097 (404-679-4501) to award associate degrees.

KCTCS is an equal access, equal opportunity, affirmative action institution and is committed to providing equal opportunity through its employment practices. Women and minorities are encouraged to apply.

BROWN UNIVERSITY

DIRECTOR OF EEO/AA

Applications and nominations are now being accepted for the position of Director of Equal Employment Opportunity & Affirmative Action. This position reports to the President with additional responsibility to the Vice President of Administration on day-to-day administrative matters. Position available immediately.

RESPONSIBILITIES. The Director of EEO/AA has University-wide authority and responsibility for the overall planning, development, coordination, implementation, interpretation, and monitoring of Brown's EEO/AA policies, programs, and practices. This is accomplished by working closely and collaboratively with the President, Vice President of Administration, the Human Resources Director, and the General Counsel to ensure the needs of a diverse staff, faculty, and student constituent base are met. The incumbent has specific accountability for education, implementation, oversight, training, and counseling on issues and matters pertaining to employment discrimination and sexual harassment. Serves as Americans with Disabilities Act (ADA) Employment Coordinator and Affirmative Action (AA) Compliance Officer for the University.

QUALIFICATIONS.

- Master's Degree in Human Resources or related field and a minimum of 5 years' relevant experience or a substantially equivalent combination of education and experience.
- Extensive knowledge of and proven ability to articulate and implement legally mandated EEO, AA, and ADA requirements.
- Strong organizational, analytical, and interpersonal, writing, and communication skills.
- Demonstrated ability to work constructively and effectively with students, faculty, and staff.
- Demonstrated ability as an effective mediator, negotiator, and problem-solver with proven skills in the areas of tact, diplomacy, sensitivity, and confidentiality.

APPLICATION/NOMINATION PROCESS. A review of applications and nominations will begin immediately and will continue until the position is filled. Nominations should include the name, address, and telephone number of the nominee. Interested applicants should submit a cover letter and resume to: **Brown University, Human Resources Department, Box 1879/Job # A00854, Providence, RI 02912.**

Brown University offers competitive pay and an excellent benefits package including health/dental insurances, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more. An Equal Opportunity/Affirmative Action Employer.

www.brown.edu

Yakima Valley Community College

FACULTY POSITIONS TO BEGIN SEPTEMBER 1999

Subject to availability of funding.

Yakima Valley Community College seeks innovative instructors committed to community college students and their success. The successful applicant(s) will be broadly accomplished in the required discipline, be culturally competent with commitment and expertise in working with diverse populations, utilize appropriate technology in the classroom, and have a record as a successful teacher or be able to demonstrate strong promise. We value opportunities for interdisciplinary collaboration, find ways to utilize cooperative learning, and are utilizing various technologies in the classroom and for distance delivery of instruction. All faculty are engaged in the assessment of college goals and purposes.

The College enrolls nearly 7,000 students each quarter at two campuses and several outreach centers. The main campus is in Yakima, with a surrounding population of over 100,000. The Grandview Campus is located approximately 45 miles south in rural Yakima County. Located in a vast and productive agricultural area of south central Washington State known for production of wine grapes, tree fruits, and other agricultural products, Yakima Valley Community College is a multicultural community with exciting opportunities for service to students, ample recreational and cultural events, and a pleasant, sunny climate.

TENURE TRACK POSITIONS:

☐ **Automotive Technology**: ASE certification required.
☐ **Information Technology**: Microsoft certified, or willingness to become Microsoft certified in a mutually agreed-upon time.
☐ **Philosophy:** Excellent teaching skills with preparation in philosophy and logic preferred.
☐ **Biology:** Innovative teacher with broad background in general biology/A&P desired.
☐ **Music:** Broad background with instrumental emphasis preferred.

NON-TENURE TRACK POSITIONS:

☐ **Business Administration:** Broad background preferred.
☐ **English Composition (Positions available at both the Grandview and Yakima Campuses.)**
☐ **Veterinary Technology**: Eligibility for veterinary licensure in the state of Washington.

Salary: $40,979-$43,579 for the academic year, plus a full benefit package.

To apply contact Human Resources Services Department at (509) 574-4670, or write to P.O. Box 22520, Yakima, WA 98907-2520. EOE. *E-mail:* **YVCChr@yakima.cc.wa.us** *Website: www.yvcc.cc.wa.us*

PALM BEACH COMMUNITY COLLEGE

PBCC, Florida's first public community college, is a four-campus institution that serves a large and diverse population in South Florida. We are the ninth largest of the 28 community colleges in the Florida Community System, serving approximately 8,300 FTE's per year. We are a premier teaching and learning institution in a highly desirable location to live, and invite applications for the following position.

FULL-TIME FACULTY

Positions available in the following areas: Art Appreciation; Early Childhood or K-12 Education; English-must be able to teach College English prep courses and ESOL; Health & Nutrition; Horticulture; Mathematics-must be able to teach College Math prep courses; Nursing; Anatomy & Physiology; Chemistry; Physical Science; Physics; and Student Life Skills. Qualifications: Masters degree in the field or a master's degree plus 18 graduate semester hours in the field is required.

Positions are also available in the areas of Aviation, Dental Hygiene, Fire Science and Computer Information Systems. For Aviation, and Fire Science, a bachelor's degree in teaching field is required. Will consider a two-year degree in field with a minimum of two years work experience in field. Appropriate license/certification in area is required. Computer Information Systems-a bachelor's degree with a minimum of 4 years work experience in field and appropriate certification. Review of applications will begin April 10, 1999.

Submit resumes, letters of intent and copy of transcripts to:

Dr. Ellen Grace, Director of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461

An Equal Opportunity/Affirmative Action Employer

College of Aeronautics
FACULTY POSITIONS

Full-time and adjunct faculty positions are available to teach undergraduate courses in the following areas: liberal arts (developmental reading, English, ESL, history, psychology, economics, finance, management) avionics (line avionics, communications and navigation systems, EFIS, TCAS, GPS and other advanced avionics systems), engineering technologies, aviation maintenance, basic science, mathematics and aircraft operations. Applicants with master's degree, PhD, EdD, or doctoral candidates or ABD will be considered. See our web site at **www.aero.edu** for further details. Send letter of application and resume to: **Director of Human Resources, College of Aeronautics, LaGuardia Airport, 86-01 23rd Ave., Flushing, NY 11369**

An EEO/AA Employer

University of Nebraska Lincoln

The Teaching and Learning Center, University of Nebraska, is seeking a half-to full-time 9 or 12 month Instructional Consultant. Masters required, doctorate desirable, plus 3 years relevant experience. Expertise in teaching for diversity, learning theory, outcomes assessment, teaching methodology, consultation, teamwork, communications. Responsibilities include needs assessment, planning/facilitating workshops/groups, individual/group consultation, developing resource materials. Experience with diverse populations preferred. Women/minorities encouraged to apply. Salary commensurate with qualifications/experience. Start 8/1/99. **APPLY: Delivee Wright, Teaching and Learning Center, University of Nebraska, 121 Benton Hall, Lincoln, NE 68588-0623.** Application review begins 5/1/99 and continues until suitable applicant is identified.

CSU Cleveland State University

Vice President for Human Resources Development and Labor Relations

Cleveland State University invites applications and nominations for the position of Vice President for Human Resources Development and Labor Relations. Reporting to the President of the University, this position provides strategic leadership for developing Human Resources plans necessary to support the University's mission. Working with faculty and administration, Human Resources implements initiatives and programs designed to improve the effectiveness of the University and enhance its ability to fulfill its mission and achieve its goals.

We are searching for a seasoned leader with a minimum of ten years of progressively responsible HR experience, at least three of which are in a director or comparable role, and with a Bachelor's degree. In addition, the successful candidate will have well developed writing, speaking, and listening skills and a generalist HR background with working knowledge and experience in the areas of compensation, benefits, employee relations, labor relations, training, and employee development.

Preferred candidates will have a Master's degree in a related field and Senior Professional in Human Resources certification. In addition, they will evidence higher education HR experience, preferably in a medium size or larger public assisted university, as well as PeopleSoft or other IT systems and collective bargaining contract management experience. They will be effective team members who demonstrate an ability to work with diverse populations. A sense of humor and purpose are also desirable.

Cleveland State University is a public, comprehensive urban university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 800 faculty and more than 1,200 professional, classified, and other staff represented by four different unions. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational, and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live.

APPLICATION REQUIREMENTS: Applicants are encouraged to submit a current resume, statement of interest, and the names, addresses, and telephone numbers of three references to: **Dr. Harold Allen, Chair, Vice President Search Committee, c/o Office of the President, Cleveland State University, Cleveland, OH 44115.** Salary is competitive. Application review will begin on May 1, 1999. The position will be available July 1, 1999 and remain open until filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

University at Buffalo
State University of New York

DIRECTOR OF CAREER PLANNING AND PLACEMENT

The University at Buffalo, the State University of New York's sole comprehensive research intensive university and primary center for professional education and training, invites applications and nominations for the position of Director of Career Planning and Placement.

The University at Buffalo is the largest unit in the 64-campus State University system and its only member of the Association of American Universities.

The Director of Career Planning and Placement is responsible for the creative leadership, planning and program development in areas of placement/recruitment, career counseling, resource library, part-time/summer internship employment, standardized/vocational testing and credential services. These responsibilities include development, delivery and evaluation of career planning programs, services, and publications; supervision of unit staff; and administrative responsibilities; development of employer contacts and other outside resources.

Minimum Qualifications include a Master's degree in student personnel, counseling, higher education, management, or related fields. A minimum of 5 years of experience with supervisory/management responsibilities, specialized knowledge of career planning and placement, demonstrated ability to effectively work with constituency and strong interpersonal, analytical, and communication skills.

Salary: Commensurate with experience.

Starting date: Summer 1999.

The greater Buffalo metropolitan area is a dynamic community with a population of slightly more than one million. It has excellent schools, a rich cultural life that encompasses both the arts and professional sports, excellent recreational opportunities ranging for skiing to sailing, and very affordable housing.

Please direct inquiries, nominations, and applications by April 28, 1999 to:

James S. Nadbrzuch
Assistant Vice President
408 Capen Hall
Buffalo, NY 14260

Visit our web site at: **http://www.student-affairs.buffalo.edu/**

The University at Buffalo, State University of New York is an Equal Opportunity/Affirmative Action employer and persons are selected on the basis of ability without regard to race, color, sex, age, national origin, disability, marital status or sexual orientation in accordance with federal and state law.

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community with one of the largest endowments per student of any college or university in the country.

ECONOMICS

ONE-YEAR POSITION

The Department of Economics at Agnes Scott College invites applications for a one-year faculty position starting August 1999. The qualifications and experience of the successful candidate will determine the rank of the position. The teaching assignment is three courses per semester and includes principles of economics, microeconomics, labor economics, and comparative public policy. Candidates are expected to have completed the Ph.D. by July 1, 1999.

To ensure full consideration, applications should be received by April 15, 1999. Send letter of application describing teaching experience and excellence as well as scholarly plans, CV, and names, addresses and phone numbers of three professional references to: Rosemary T. Cunningham, Chair, Department of Economics, 141 East College Avenue, Decatur, Georgia 30030-3797.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.
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Please send a letter of interest, resume, transcripts, copy of MI nursing license and 3 letters of reference to: MOTT COMMUNITY COLLEGE, CM 1024 - Human Resources, #HO/N, 1401 E. Court Street, Flint, MI 48503, FAX #: (810) 762-0595. www.mcc.edu

Mott Community College

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UNIVERSITY OF
WISCONSIN
MADISON

UNIVERSITY OF WISCONSIN-MADISON
College of Letters and Science
Student Academic Affairs

The College of Letters and Science at the University of Wisconsin-Madison invites applications and nominations for the position of Associate Dean for Student Academic Affairs. The College is the largest academic unit in the University, with 45 academic departments and professional schools and a wide array of other academic programs. The College instructs approximately 95% of the freshman-sophomore credits, and graduates approximately 55% of the undergraduate majors at UW-Madison.

General Objectives of the Office of Student Academic Affairs: To advise and counsel undergraduate students regarding academic and related decisions, including career advising. To provide accurate and current information about curricular requirements and other procedures that pertain to academic progress. To offer enrichment programs to students of color, honor students and other targeted student grpups. To formulate, interpret, and monitor policies and/or major program directions on behalf of the faculty. The staff of the Office consists of 75 full-and part-time employees.

Qualifications: Ph.D. or equivalent terminal degree. Preference given to candidates with leadership and management experience in a large organization. Preference given to applicants with experience in disciplines represented in the College. A tenured appointment is possible for faculty with appropriate credentials. The successful candidate will possess an understanding and appreciation of undergraduates at a large university, and experience with the diverse heritages and cultures of an increasingly multi-cultural students body. S/he will also understand and be committed to the goals of a liberal arts college, and the policies to achieve these goals.
Personal qualities include: a sensitive understanding of human behavior, the ability to work effectively with faculty, staff, and students, the flexibility to move quickly from one task to another, stamina, and a sense of humor.

Duties: The Associate Dean for Student Academic Affairs is a member of the senior management team of the College. The successful candidate will demonstrate strong administrative, communication and advisory skills and the capacity for innovative leadership.
Specific duties include: advising the Dean on curricular issues; managing budgetary, information technology, and personnel resources; representing the College within the University and the University of Wisconsin System on issues of student academic affairs; providing a personalized response to external constituencies; and integrating the student academic affairs function with all aspects of the College.

Position Availability, Salary, and Application Procedures: The position is full-time, and is available August 1, 1999. Salary level is dependent on qualifications and experience. The deadline for applications is April 23, 1999. Applications and nominations should be sent to:

Chair, Search and Screen Committee for Student Academic Affairs
College of Letters and Science, 102 South Hall
University of Wisconsin-Madison
1055 Bascom Mall
Madison, WI 53706-1394

Applications should include: a letter of interest, a resume, including names, addresses, and telephone numbers of three persons who may be contacted for reference.

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Office of Development & Alumni Relations

The Associate Director of Planned and Major Giving will be a major gifts officer with a focus on planned giving. This person will develop relationships with individual prospects, primarily Grinnell College alumni, who are interested in making gifts to the college or participating in the college as volunteers. The Associate Director will work collaboratively with others in the department to identify prospects, cultivate relationships, set solicitation strategies, write proposals, finalize gift arrangements, and steward a portfolio of major and planned gifts. The Associate Director will also organize planned giving seminars around the country for alumni and friends of the College and prepare the planned-giving newsletter. This person will report to the Director of Planned and Major Giving but will work closely with the President, the Vice-President for Development and Alumni Relations, the Vice-President for Business and Treasurer of the College, and the other major-gift officers to design gift arrangements and appropriately document them.

Qualifications: Bachelor's degree required, graduate or professional degree preferred. Significant experience in major and planned giving and substantial knowledge of estate and charitable-gift planning or equivalent experience are required. Candidates must have strong written, verbal, and interpersonal skills, a proven track record of successful solicitation, particularly for higher education or a nonprofit organization. We encourage candidates who have a high level of energy and self-motivation, initiative, follow through, and willingness to travel frequently and participate in evening and weekend functions, and the ability to broadly represent the mission of Grinnell College.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States. It ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site: <www.grinnell.edu>

Application Process: To be assured of consideration, submit a letter of application, a resume, and a list of three employment references to **Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112** by April 30, 1999. The position will remain open until filled.

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Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed or disability.

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ILLINOIS STATE UNIVERSITY
Normal/Bloomington

Illinois Campus Compact (ICC) is one of 22 state compact networks affiliated with Campus Compact, a national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. ICC member institutions include 21 private and public colleges, universities and community colleges throughout Illinois. The ICC Executive Director is responsible for providing leadership and support to the members of the Compact, acts as a liaison between Campus Compact and member institutions, manages the operating budget and raises funds for program development on member campuses and for ICC. Salary is competitive and includes a state benefit package.

Requirements: Bachelor's degree required; a Master's degree preferred with a minimum of three years experience in non-profit management and/or higher education. Excellent administrative, leadership and communication skills and commitment to higher education required. Qualified candidates should send a letter of application, resume and names and contact information for three references to **Michael Schermer, 2700 Student Life Office, Illinois State University, Normal, IL 61790-2700** by *April 30, 1999* to ensure full consideration.

Illinois State University is an Equal Opportunity/Affirmative Action University encouraging diversity.

EXERCISE PHYSIOLOGY

Eastern College, an evangelical Christian liberal arts college of approximately 1200 undergraduate students is seeking applications for a Chair/Exercise Physiology tenure-track position beginning Fall, 1999. Candidates should possess an earned doctorate in Exercise Physiology, a strong interest in teaching undergraduate students, and proven leadership and administrative abilities. Applications from under-represented groups are encouraged. Review of applications will begin immediately and continue until the position is filled. Interested applicants should submit a letter of application, curriculum vitae including names and addresses of three references, and copies of undergraduate and graduate transcripts to:

Eastern College, Human Resources, Attn: Exercise Physiology Search, 1300 Eagle Road, St. Davids, PA 19087-3696

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Community College District Personnel
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Deadline Date is April 21, 1999.

AA/EOE

1048

ADVERTISING INDEX

POSITIONS

ARKANSAS
University of Arkansas at Little Rock 49, 51, 54
CALIFORNIA
California State Polytechnic University, Pomona 57
California State University, Monterey Bay 2, 46
California State University System 46
Golden West College 42
Los Angeles Community College District 59
Orange Coast College 58
Peralta Community College District 62
The Union Institute 50, 52
University of San Francisco 43, 52, 55
University of Southern California 56
COLORADO
University of Northern Colorado 44, 50
CONNECTICUT
Western Connecticut State University 57, 59
FLORIDA
Florida Gulf Coast University 47
Palm Beach Community College 60
GEORGIA
Agnes Scott College 61
Georgia Perimeter College 50
ILLINOIS
Illinois State University 62
Roosevelt University 56
University of Illinois at Chicago 44
INDIANA
Indiana University 42, 45
IOWA
Grinnell College 2, 62
Iowa State University 39
KANSAS
Wichita State University 46
KENTUCKY
Midway College 56
Somerset Community College 59
LOUISIANA
University of New Orleans 48
MARYLAND
National Institutes of Health 39
MASSACHUSETTS
Massachusetts Institute of Technology 52
Northeastern University 47
Northern Essex Community College 47
Tufts University 50
MICHIGAN
Michigan State University 46
Mott Community College 61
MISSOURI
Southeast Missouri State University 53
NEBRASKA
University of Nebraska-Lincoln 60
University of Nebraska at Omaha 49
NEW JERSEY
Kean University 57
Montclair State University 49
New Jersey City University 42, 44, 51, 54
NEW MEXICO
San Juan College 44, 47, 52
NEW YORK
College of Aeronautics 60
New York City Technical College/CUNY 44
Pace University 55
Sarah Lawrence College 45
St. John's University 40-41
SUNY, College of Technology at Alfred 43, 48
SUNY, Fashion Institute of Technology 48
SUNY, Syracuse College of Medicine 48
SUNY, University at Buffalo 61
University of Rochester 55
OHIO
Cleveland State University 61
The Ohio State University 53
OREGON
Portland Community College 52
PENNSYLVANIA
East Stroudsburg University of Pennsylvania 46
Eastern College 62
Harrisburg Area Community College 58
Swarthmore College 55
West Chester University 47
RHODE ISLAND
Brown University 60
SOUTH DAKOTA
South Dakota State University 59
TEXAS
Southwest Texas State University 43
VIRGINIA
George Mason University 45, 58
National Science Foundation 56
WASHINGTON
Washington State University 51, 54
Yakima Valley Community College 60
WISCONSIN
University of Wisconsin-Madison 62

CONFERENCES

University of Nebraska-Lincoln 39

¡PUNTO FINAL!

TOWARD MEANINGFUL MENTAL HEALTH SERVICES FOR LATINOS

Mario Hernandez, Ph.D., clinical/community psychologist, is associate professor and division director in the Department of Child & Family Studies at the Louis de la Parte Florida Mental Health Institute, University of South Florida. He recently edited a book on cultural competence, is a contributor to the First Surgeon General's Report on Mental Health, and president of the Hispanic Services Council in Tampa, Fla.

Behavioral health services, however effective, are useless for Latino children and families if the services are not used. True for any child or family, it's particularly so for Latinos of various ethnic and racial groups within the United States. Latino children are referred here for behavioral health treatment more often than are majority culture children, and they too frequently leave these services prematurely.

Research identifies many contributing factors. A particularly important one: behavioral health providers are often indifferent to Latino cultural and language characteristics. Providers too frequently fail to note ways in which Latinos approach seeking help, how Latinos identify mental health problems, and the conditions under which Latinos are referred to behavioral health. That indifference can cause families of children with serious emotional and behavioral problems to turn away from treatment, even after they have overcome significant obstacles in order to obtain help.

When providers ignore a patient's culture, they often fail to meaningfully engage that person in the treatment process. The first issue to consider is the client's beliefs about mental health. A client's culture might define personal problems as either physical or spiritual in nature rather than as emotional or behavioral. A culture might not have a mental health concept similar to what exists in the U.S. Many Latino immigrants who do not identify personal problems as related to their mental health are unlikely to try to access services—or will prematurely leave services they believe to be unrelated to solving their problems.

Sometimes Latino parents are coerced by the schools, social services, or juvenile justice system into a behavioral health referral. This situation creates an association between behavioral health and the coercive referral. It then becomes a greater challenge for the health provider to establish a trusting relationship.

Latino families from different cultural backgrounds have been found to differ in the degree to which they identify behavioral and emotional problems in their children as either related to or serious enough to require professional remediation. Differences exist too in beliefs about whether the problems are likely to improve without professional support. When providers ignore or fail to acknowledge and understand a family's cultural beliefs regarding a problem, their services are likely to be experienced as irrelevant at best and threatening at worst. The likely result will be premature termination of a treatment that might have prevented a psychiatric hospitalization or incarceration.

The process of seeking help frequently involves Latinos' families or other social supports. Participation by an individual's support network in treatment, especially during initial contact with a provider, is often expected by Latinos seeking help. The interactions that result can either discourage or encourage both continued and future contact with the provider. If the support network is not acknowledged by the provider or asked to participate in the process, it is unlikely that many Latinos will meaningfully engage in treatment. Because this situation is a common experience in the U.S., only a portion of Latinos who need behavioral health treatment actually remain in services or later seek such help. Sadly, it takes an emotional problem of relatively high severity to prompt Latinos to overcome the cultural barriers to seeking professional help.

Clearly, there is a need for mental health service providers to understand cultural variables that influence help-seeking. A fundamental requirement of ensuring culturally appropriate services is for providers to work in partnership with the Latino communities they intend to serve. This work should transcend the typical behavioral health focus on the "identified client" and consider community, cultural, and familial contexts within which those individuals live.

Latinos are likely to view behavioral health services that are community-oriented as less threatening and less stigmatizing. Becoming aware of these natural supports and adapting formal systems that work in partnership with communities is the goal that providers should seek to make their services accessible and useful. Health care providers who don't so modify their services will find their clients less likely to view offered services as useful. This can create a negative cascade effect, beginning with prematurely leaving needed services, and a consequent worsening of their mental health problem.

The role of cultural influences and the manner in which Latino children and families approach and use mental health services must be understood if effective treatments are to be created and delivered. What might be seen as a helpful service in mainstream U.S.A. might be seen as inappropriate or even disrespectful by many Latinos.

Uncovering these differences in order to change how services are defined and delivered should be the goal of behavioral health systems on their path toward cultural competence in planning and delivering services.

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TOP 100 Colleges for Hispanics **University of Colorado-Boulder** **Princeton University**

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THE HISPANIC Outlook IN HIGHER EDUCATION

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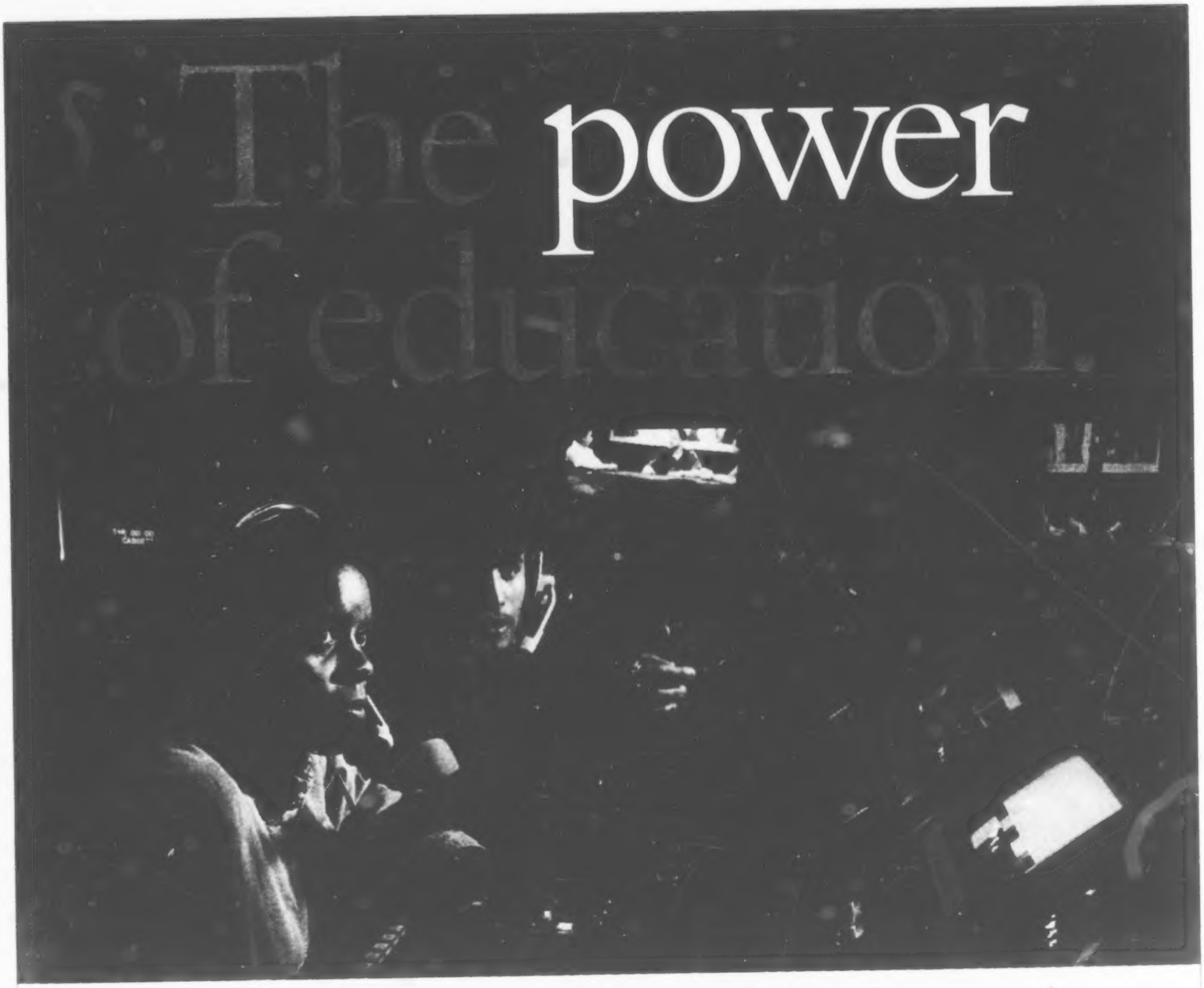

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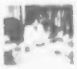
CONTENTS

FEATURES

The Top 100 Colleges for Hispanics 6
Rankings reflect largest numbers of Hispanic graduates overall and by field, based on DOE figures.

Latinos in Education: Where Do We Go from Here? 21
A veteran researcher emphasizes achievements and opportunities.

How Three Top Colleges Attract Hispanics 25

Special efforts to recruit, retain, and graduate Hispanics at Florida International University, University of Texas-El Paso, and University of New Mexico.

The Promising Practices of Arturo Pacheco 28
Praised by the U.S. DOE, University of Texas-El Paso fine-tunes its teacher training to reduce attrition and improve quality.

UC-Boulder Launches Latino Leadership Training 33
A savvy group of Latino/a students forges ties with faculty and administration in a new NSHLI program.

Latinos On and About Television 37
Tomás Rivera Policy Institute issues 2nd report on its ground-breaking study.

Latinas Speak Out at Princeton University Roundtable 40
Latina leaders in academia, government and corporate America have a meeting of the minds.

Landslide Win for NJIT in Academic Olympiad 44
A team of first-generation students takes the top prize nationally in a Latino engineering competition.

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW 4
Accessing vital education information through the Web.

HONOR ROLL

San Diego State University 30
Comprehensive, innovative and conducting $65 million in research.

People, Places, Publications, Conferences 46

Book Review: *Between Two Worlds: Mexican Immigrants in the United States* 54

¡Punto Final!
Educational Prospects for Latinos Post-Affirmative Action back cover

A CAPITOL VIEW

Sources You Can Access

BY GUSTAVO A. MELLANDER

How to keep up with developments in education that are relevant and useful to those concerned with Hispanics and higher education?

That's a large undertaking. "Outlook on Washington" tries to aid this process by focusing on the many developments that have a Washington slant.

Most of these developments deal with the federal government and its many programs, commissions, and reports.

Web Sites

It is important that those concerned with Hispanics and higher education are aware of the many tools available–tools that will help them access useful information no matter where they might be throughout the nation. These sources are available through the World Wide Web.

One of the most important and useful sources is the Web site for the Department of Education, located at <www.ed.gov>.

This excellent first-step Web site should be "bookmarked" for easy reference. It alone has links to more than 20,000 Web pages. Clearly one challenge in using such a large Web site is finding one's way around.

Not everything on the site is specific to Hispanics in higher education. But a great deal is very relevant to them.

Financial Aid

Comprehensive information on the kinds of federal financial aid available to college students and details on how to apply for that aid is available through *The Student Guide to Financial Aid*, accessible from the DOE home page or directly at <http://www.ed.gov/prog_info/SFA/StudentGuide/>.

Visit this site frequently as changes are always posted.

The very latest *Student Guide* is now available at that site. There, too, is the Free Application for Federal Student Aid (FAFSA) that students can use to apply for federal aid and for many state student aid programs.

A good introduction to the DOE is found in the *Teachers Guide to the Department of Education*, accessible from the home page under FAQs and guides or directly at <http://www.ed.gov/pubs/TeachersGuide/>.

Among other information, the guide provides a breakdown of the department's structure and programs.

Specific to Hispanics

Three offices whose programs are of special interest to Hispanics are the Office of Postsecondary Education Programs, the Office of Bilingual Education and Minority Languages Affairs, and the Office of Migrant Education in the Office of Elementary and Secondary Education.

In addition to descriptions of its programs and the legislative authority behind them, the DOE Web site sets forth information on how to apply for grants involving many of its ongoing programs. Again, this information is accessible either from the department's home page or directly at <http://www.ed.gov/money.html#gc>.

The Department of Education is now simplifying its grant process, which should prove helpful to those seeking program grants. A useful guide to Department of Education grants can be found at <http://www.ed.gov/pubs/KnowAbtGrants/>.

The Department of Education is a major repository of reports and emerging ideas and research projects. It maintains an extensive library of online publications. Many of these are available at <http://www.ed.gov/pubs/index.html>.

Also available are many useful publications from the National Center for Education Statistics (NCES), accessible at <http://nces01.ed.gov/NCES/indi-home.asp>.

An annual NCES publication available online that could be of particular interest is *The Condition of Education*. Fact-laden to the point of distraction, it is a current, accurate storehouse of information. One particularly interesting section focuses on "postsecondary persistence and attainment" and contains much useful information on this perplexing problem for those in our colleges and universities.

Presidential Initiatives

The Department of Education's Web site also places a special focus on initiatives and priorities established by President Clinton and Secretary Riley. Of particular interest to advocates for Hispanics in higher education is the policy priority that by age eighteen, students be prepared for and be able to afford college.

A discussion of this priority can be found at <http://www.ed.gov/updates/7priorities/part5.html>.

This priority boldly announces: "As part of its higher education efforts, the Department will launch an initiative aimed at encouraging early preparation for college."

The department's first step in promoting this initiative is to get students and their parents to **think college early**. This involves making students, parents, and middle schools aware of "the importance of going to college and of the steps that every student should be taking to get prepared for college."

Remaining Informed

Because new content is continually added, it is useful to visit the DOE's Web site on a regular basis. Like most large Web sites, ed.gov has a link on its home page to a page that lists major additions that have been made to the site in the recent past.

One last way of keeping up with changes is by subscribing to EDInfo. EDInfo is free, and it sends subscribers two or three e-mail messages a week on "reports, studies, funding opportunities and publications." The following instructions from the Department's Web site explain how to subscribe:

1. Address an e-mail message to: list proc@inet.ed.gov

2. Write this (and nothing else) in the message: subscribe EDInfo (yourfirstname) (yourlastname)

(If you have a signature block, turn it off.)

One can easily get lost amid tens of thousands of commissions, reports, and initiatives in official Washington, but there is much useful information to be gleaned for those interested in Hispanics and higher education.

Dr Mellander is a professor at George Mason University.

1054

From the Publishers Desk

Dear Colleagues:

Twenty-one states and the District of Columbia are home to the 100 colleges and universities granting the most bachelor's, master's, and doctoral degrees to Hispanics. They stretch from the Atlantic to the Pacific and from the Canadian to the Mexican borders. Several are in Middle America.

Nearly everywhere in the United States, educational and commercial entities are taking note of Hispanics as a significant present and future force.

Taking the top ten colleges and universities as an aggregate, bachelor's degrees to Hispanics were up 14 percent, master's up 16 percent, and doctorates up 6 percent over the figures reported by our magazine last year. As students at all levels of higher education, Hispanic women equal or exceed Hispanic men in earning degrees. Our **TOP 100** data comes from the U.S. Department of Education's Center for Education Statistics, with 99 percent reporting.

In this issue, a senior education analyst praises the College Board's Equity 2000 program for raising math scores in pilot districts of secondary schools, working cooperatively with schools and parents. A leading Hispanic think tank, the Tomás Rivera Policy Institute, explores anew the influential relationship between the bilingual Hispanic community and the world of television.

Chicano college students in Colorado speak of their compelling desire to give back to their communities. And what those students want to give back—what all of us are working toward—is change. Not change in our family values but change in the welcome and the opportunities afforded Hispanics and other minorities by the dominant culture.

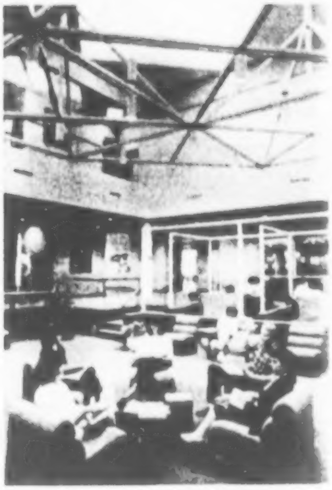
These are exciting times to be Hispanic, or Latina, or Chicano, or Nuyorican. These times are fraught with possibility—for the educated. **Only for the educated.**

And so it is with pride and pleasure that we salute all who work toward this goal of education—the students who persist to graduation, those who teach, counsel, motivate, and inspire them—and the millions more whose advocacy and whose charitable gifts and tax dollars enable tens of thousands of Hispanic youths to share in the Hispanic American dream.

¡Bravo!

Jose López-Isa

Outlook
HISPANIC
TOP
100


Students at St. Mary's University

For '96-97, annual undergraduate charges for tuition, room, and board were an estimated $6,534 at public and $18,071 at private colleges.

BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	1,973	785	1,188
2	THE UNIVERSITY OF TEXAS AT EL PASO, TX	1,141	439	702
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	1,020	374	646
4	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	976	469	507
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	912	440	472
6	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	856	373	483
7	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	851	327	524
8	SAN DIEGO STATE UNIVERSITY, CA	767	323	444
9	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	713	276	437
10	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	670	279	391
11	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	660	270	390
12	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	635	304	331
13	UNIVERSITY OF FLORIDA, FL	627	337	290
14	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	622	232	390
15	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	608	274	334
16	SOUTHWEST TEXAS STATE UNIVERSITY, TX	572	270	302
17	TEXAS A & M UNIVERSITY, TX	565	295	270
18	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	539	230	309
19	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	537	238	299
20	SAN JOSE STATE UNIVERSITY, CA	515	223	292
21	UNIVERSITY OF MIAMI, FL	492	201	291
22	CUNY LEHMAN COLLEGE, NY	477	136	341
23	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	467	208	259
24	UNIVERSITY OF CENTRAL FLORIDA, FL	457	211	246
25	TEXAS A & M UNIVERSITY-KINGSVILLE, TX	434	201	233
26	UNIVERSITY OF CALIFORNIA-IRVINE, CA	420	157	263
27	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA, CA	417	221	196
28	UNIVERSITY OF SOUTH FLORIDA, FL	407	165	242
29	UNIVERSITY OF CALIFORNIA-DAVIS, CA	391	150	241
30	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	388	137	251
31	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO, CA	381	213	168
32	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	381	152	229
33	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	379	165	214
34	CUNY CITY COLLEGE, NY	373	149	224
35	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	369	158	211
36	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	368	131	237
37	CUNY HUNTER COLLEGE, NY	365	88	277
38	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	363	166	197
39	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	356	140	216
40	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	353	103	250
41	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE, NY	348	147	201
42	SAN FRANCISCO STATE UNIVERSITY, CA	328	140	188
43	FLORIDA STATE UNIVERSITY, FL	320	157	163
44	SAINT MARY'S UNIVERSITY, TX	315	131	184
45	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	309	126	183
46	CUNY BERNARD M BARUCH COLLEGE, NY	308	110	198
47	TEXAS A & M UNIVERSITY-CORPUS CHRISTI, TX	302	105	197
48	BARRY UNIVERSITY, FL	301	102	199
49	SAINT JOHN'S UNIVERSITY-NEW YORK, NY	291	118	173
50	TEXAS A & M INTERNATIONAL UNIVERSITY, TX	286	96	190

Derived from '96-97 data gathered by National Center for Educational Statistics, DOE

BACHELOR'S DEGREES awarded to Hispanics

Hispanic Outlook TOP 100

RANK	INSTITUTION NAME	TOTAL	Males	Females
51	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	278	109	169
52	UNIVERSITY OF ILLINOIS AT URBANA, IL	273	143	130
53	TEXAS TECH UNIVERSITY, TX	272	144	128
54	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	254	97	157
55	NORTHERN ARIZONA UNIVERSITY, AZ	252	94	158
56	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	239	127	112
57	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	238	78	160
58	CUNY QUEENS COLLEGE, NY	236	73	163
59	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	229	47	182
60	NOVA SOUTHEASTERN UNIVERSITY, FL	224	53	171
61	CALIFORNIA STATE UNIVERSITY-CHICO, CA	222	94	128
62	NEW YORK UNIVERSITY, NY	221	75	146
63	UNIVERSITY OF THE INCARNATE WORD, TX	218	53	165
64	UNIVERSITY OF WASHINGTON, WA	218	109	109
65	NEW JERSEY CITY UNIVERSITY, NJ	215	86	129
66	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	205	98	107
67	UNIVERSITY OF COLORADO AT BOULDER, CO	203	86	117
68	UNIVERSITY OF NORTH TEXAS, TX	201	80	121
69	BOSTON UNIVERSITY, MA	200	68	132
70	KEAN UNIVERSITY, NJ	197	72	125
71	METROPOLITAN STATE COLLEGE OF DENVER, CO	193	79	114
72	CALIFORNIA STATE UNIVERSITY-STANISLAUS, CA	179	63	116
73	LOYOLA MARYMOUNT UNIVERSITY, CA	178	63	115
74	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	177	74	103
75	STANFORD UNIVERSITY, CA	177	83	94
76	NEW MEXICO HIGHLANDS UNIVERSITY, NM	170	66	104
77	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD, CA	161	53	108
78	BORICUA COLLEGE, NY	159	26	133
79	SUL ROSS STATE UNIVERSITY, TX	158	56	102
80	NORTHEASTERN ILLINOIS UNIVERSITY, IL	156	42	114
81	COLORADO STATE UNIVERSITY, CO	155	70	85
82	UNIVERSITY OF HOUSTON-DOWNTOWN, TX	153	53	100
83	FORDHAM UNIVERSITY, NY	151	48	103
84	BAYLOR UNIVERSITY, TX	151	59	92
85	SUNY AT ALBANY, NY	148	66	82
86	SAM HOUSTON STATE UNIVERSITY, TX	148	68	80
87	MONTCLAIR STATE UNIVERSITY, NJ	147	54	93
88	SANTA CLARA UNIVERSITY, CA	143	59	84
89	ST. THOMAS UNIVERSITY, FL	142	48	94
90	DEPAUL UNIVERSITY, IL	142	45	97
91	RUTGERS UNIVERSITY-NEWARK, NJ	142	57	85
92	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS, CA	142	55	87
93	MERCY COLLEGE-MAIN CAMPUS, NY	139	37	102
94	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS, PA	139	71	68
95	ST. EDWARD'S UNIVERSITY, TX	139	50	89
96	PARK COLLEGE, MO	138	66	72
97	SUNY AT STONY BROOK, NY	138	58	80
98	NORTHERN ILLINOIS UNIVERSITY, IL	136	59	77
99	GEORGE MASON UNIVERSITY, VA	133	52	81
100	UNIVERSITY OF SAN DIEGO, CA	126	55	71

Students at Northern Illinois University

1057

Outlook HISPANIC TOP 100

Students at Florida International University

Students at CUNY

Students at UCLA

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	368	135	233
2	NEW YORK UNIVERSITY, NY	250	81	169
3	NOVA SOUTHEASTERN UNIVERSITY, FL	245	69	176
4	UNIVERSITY OF MIAMI, FL	216	103	113
5	CUNY CITY COLLEGE, NY	215	65	150
6	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	191	84	107
7	WEBSTER UNIVERSITY, MO	177	89	88
8	THE UNIVERSITY OF TEXAS AT EL PASO, TX	176	75	101
9	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	175	78	97
10	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	167	72	95
11	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	166	55	111
12	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	165	50	115
13	NORTHERN ARIZONA UNIVERSITY, AZ	156	43	113
14	SAN DIEGO STATE UNIVERSITY, CA	150	48	102
15	BARRY UNIVERSITY, FL	149	34	115
16	CUNY HUNTER COLLEGE, NY	142	34	108
17	HARVARD UNIVERSITY, MA	122	58	64
18	TEXAS A & M UNIVERSITY-CORPUS CHRISTI, TX	120	40	80
19	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	116	56	60
20	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	115	40	75
21	TEXAS A & M INTERNATIONAL UNIVERSITY, TX	112	44	68
22	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	112	40	72
23	TEXAS A & M UNIVERSITY-KINGSVILLE, TX	108	36	72
24	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	105	39	66
25	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	104	38	66
26	NATIONAL UNIVERSITY, CA	102	43	59
27	UNIVERSITY OF SOUTH FLORIDA, FL	100	39	61
28	FORDHAM UNIVERSITY, NY	100	28	72
29	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	97	23	74
30	SAN JOSE STATE UNIVERSITY, CA	95	32	63
31	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	93	44	49
32	CUNY LEHMAN COLLEGE, NY	91	28	63
33	STANFORD UNIVERSITY, CA	90	52	38
34	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	85	53	32
35	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, NY	85	45	40
36	UNIVERSITY OF FLORIDA, FL	84	38	46
37	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	81	31	50
38	SAN FRANCISCO STATE UNIVERSITY, CA	80	25	55
39	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	76	22	54
40	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	75	28	47
41	PEPPERDINE UNIVERSITY, CA	75	27	48
42	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY	75	15	60
43	SOUTHWEST TEXAS STATE UNIVERSITY, TX	75	28	47
44	CUNY BROOKLYN COLLEGE, NY	72	21	51
45	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	72	23	49
46	UNIVERSITY OF CHICAGO, IL	71	36	35
47	SUL ROSS STATE UNIVERSITY, TX	69	24	45
48	UNIVERSITY OF LAVERNE, CA	68	23	45
49	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS, NY	67	15	52
50	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	66	26	40
51	BOSTON UNIVERSITY, MA	66	23	43

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	TOTAL	Males	Females
52	TEXAS A & M UNIVERSITY, TX	64	29	35
53	SAINT THOMAS UNIVERSITY, FL	63	12	51
54	NORTHWESTERN UNIVERSITY, IL	63	43	20
55	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	62	19	43
56	AZUSA PACIFIC UNIVERSITY, CA	61	27	34
57	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ	59	30	29
58	UNIVERSITY OF COLORADO AT DENVER, CO	58	26	32
59	AMERICAN UNIVERSITY, DC	58	23	35
60	NATIONAL-LOUIS UNIVERSITY, IL	58	13	45
61	ADELPHI UNIVERSITY, NY	57	10	47
62	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	56	24	32
63	NEW MEXICO HIGHLANDS UNIVERSITY, NM	56	21	35
64	UNIVERSITY OF ILLINOIS AT URBANA, IL	55	23	32
65	CLAREMONT GRADUATE UNIVERSITY, CA	54	17	37
66	GEORGE WASHINGTON UNIVERSITY, DC	54	31	23
67	UNIVERSITY OF PENNSYLVANIA, PA	54	24	30
68	SAINT MARY'S UNIVERSITY, TX	54	21	33
69	GEORGE MASON UNIVERSITY, VA	54	22	32
70	UNIVERSITY OF CENTRAL FLORIDA, FL	53	27	26
71	FLORIDA STATE UNIVERSITY, FL	52	20	32
72	DEPAUL UNIVERSITY, IL	52	27	25
73	UNIVERSITY OF CONNECTICUT, CT	51	22	29
74	LESLEY COLLEGE, MA	51	7	44
75	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	51	11	40
76	UNIVERSITY OF DENVER, CO	50	19	31
77	UNIVERSITY OF NORTH TEXAS, TX	50	16	34
78	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	48	16	32
79	UNIVERSITY OF WASHINGTON, WA	48	28	20
80	CARIBBEAN CENTER FOR ADV STUDIES-MIAMI INSTITUTE OF PSYCHOLOGY, FL	47	13	34
81	INDIANA UNIVERSITY-BLOOMINGTON, IN	47	25	22
82	NEW JERSEY INSTITUTE OF TECHNOLOGY, NJ	47	33	14
83	SOUTHERN METHODIST UNIVERSITY, TX	47	13	34
84	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	46	19	27
85	UNIVERSITY OF THE INCARNATE WORD, TX	46	17	29
86	GEORGETOWN UNIVERSITY, DC	45	25	20
87	MASSACHUSETTS INSTITUTE OF TECHNOLOGY, MA	44	31	13
88	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	43	12	31
89	JOHNS HOPKINS UNIVERSITY, MD	43	16	27
90	STEPHEN F AUSTIN STATE UNIVERSITY, TX	43	15	28
91	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	42	19	23
92	CORNELL UNIVERSITY-ENDOWED COLLEGES, NY	42	31	11
93	TROY STATE UNIVERSITY-MAIN CAMPUS, AL	41	27	14
94	UNIVERSITY OF NORTHERN COLORADO, CO	41	7	34
95	GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS, GA	41	31	10
96	CUNY QUEENS COLLEGE, NY	41	14	27
97	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS, NM	41	22	19
98	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	40	13	27
99	CENTRAL MICHIGAN UNIVERSITY, MI	40	18	22
100	GOLDEN GATE UNIVERSITY-SAN FRANCISCO, CA	39	25	14

Hispanic Outlook TOP 100

Student at DePaul University

Adults aged 19 to 54 had higher average literacy scores than those 55 and older. The differences in literacy between younger and older adults may be due to the higher level of educational attainment among younger adults.

Outlook HISPANIC TOP 100

Students at University of New Mex

Students at Penn State

University of South Florida

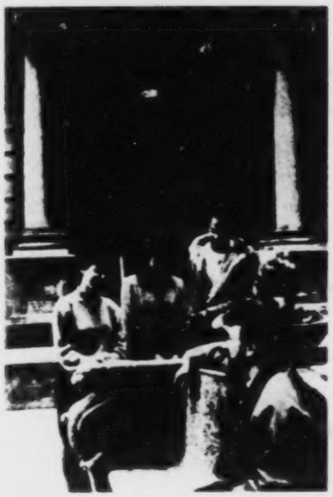
DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	TOTAL	Males	Females
1	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	43	23	20
2	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	23	15	8
3	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	22	10	12
4	STANFORD UNIVERSITY, CA	22	15	7
5	HARVARD UNIVERSITY, MA	21	9	12
6	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	19	12	7
7	UNIVERSITY OF MIAMI, FL	19	9	10
8	UNIVERSITY OF FLORIDA, FL	15	8	7
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	15	10	5
10	NEW YORK UNIVERSITY, NY	15	5	10
11	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS, PA	15	7	8
12	TEXAS A & M UNIVERSITY, TX	15	8	7
13	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	14	6	8
14	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	14	3	11
15	CARIBBEAN CENTER FOR ADV STUDIES-MIAMI INST PSYCH, FL	13	5	8
16	UNIVERSITY OF IOWA, IA	13	9	4
17	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	13	5	8
18	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	13	6	7
19	CUNY GRADUATE SCHOOL AND UNIVERSITY CENTER, NY	13	5	8
20	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY-LA, CA	12	3	9
21	UNIVERSITY OF CALIFORNIA-DAVIS, CA	12	5	7
22	NOVA SOUTHEASTERN UNIVERSITY, FL	12	5	7
23	UNIVERSITY OF ILLINOIS AT URBANA, IL	12	6	6
24	OHIO STATE UNIVERSITY-MAIN CAMPUS, OH	12	9	3
25	TEMPLE UNIVERSITY, PA	12	8	4
26	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	11	7	4
27	UNIVERSITY OF WASHINGTON, WA	11	7	4
28	PURDUE UNIVERSITY-MAIN CAMPUS, IN	11	6	5
29	UNIVERSITY OF CALIFORNIA-IRVINE, CA	10	5	5
30	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	10	7	3
31	PRINCETON UNIVERSITY, NJ	10	6	4
32	CORNELL UNIVERSITY-ENDOWED COLLEGES, NY	10	4	6
33	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	9	3	6
34	UNIVERSITY OF COLORADO AT BOULDER, CO	9	4	5
35	NORTHWESTERN UNIVERSITY, IL	9	5	4
36	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	9	3	6
37	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, NY	9	4	5
38	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY	9	4	5
39	UNIVERSITY OF PENNSYLVANIA, PA	9	7	2
40	UNIVERSITY OF WISCONSIN-MADISON, WI	9	3	6
41	FLORIDA STATE UNIVERSITY, FL	8	2	6
42	UNIVERSITY OF SOUTH FLORIDA, FL	8	6	2
43	UNIVERSITY OF MASSACHUSETTS-AMHERST, MA	8	5	3
44	NORTHERN ARIZONA UNIVERSITY, AZ	7	6	1
45	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	7	2	5
46	CLAREMONT GRADUATE UNIVERSITY, CA	7	3	4
47	FLORIDA INTERNATIONAL UNIVERSITY, FL	7	1	6
48	GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS, GA	7	5	2
49	MASSACHUSETTS INSTITUTE OF TECHNOLOGY, MA	7	5	2
50	UNIVERSITY OF PITTSBURGH-MAIN CAMPUS, PA	7	4	3

DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	TOTAL	Males	Females
51	INDIANA UNIVERSITY-BLOOMINGTON, IN	6	3	3
52	UNIVERSITY OF MINNESOTA-TWIN CITIES, MN	6	3	3
53	SUNY AT STONY BROOK, NY	6	3	3
54	UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, NC	6	0	6
55	THE UNION INSTITUTE, OH	6	3	3
56	OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS, OK	6	4	2
57	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO, CA	5	1	4
58	UNIVERSITY OF LAVERNE, CA	5	2	3
59	U S INTERNATIONAL UNIVERSITY, CA	5	2	3
60	EMORY UNIVERSITY, GA	5	4	1
61	UNIVERSITY OF GEORGIA, GA	5	3	2
62	ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY-CHICAGO, IL	5	0	5
63	SUNY AT BINGHAMTON, NY	5	2	3
64	SUNY AT BUFFALO, NY	5	4	1
65	NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, NC	5	3	2
66	UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS, OK	5	2	3
67	TEXAS A & M UNIVERSITY-KINGSVILLE, TX	5	0	5
68	BIOLA UNIVERSITY, CA	4	2	2
69	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-ALAMEDA, CA	4	1	3
70	PEPPERDINE UNIVERSITY, CA	4	1	3
71	UNIVERSITY OF SAN FRANCISCO, CA	4	3	1
72	UNIVERSITY OF CONNECTICUT, CT	4	1	3
73	UNIVERSITY OF CHICAGO, IL	4	3	1
74	LOYOLA UNIVERSITY OF CHICAGO, IL	4	3	1
75	IOWA STATE UNIVERSITY, IA	4	4	0
76	UNIVERSITY OF KENTUCKY, KY	4	2	2
77	ANDREWS UNIVERSITY, MI	4	4	0
78	WAYNE STATE UNIVERSITY, MI	4	2	2
79	UNIVERSITY OF MISSOURI-ST LOUIS, MO	4	3	1
80	UNIVERSITY OF ROCHESTER, NY	4	2	2
81	UNIVERSITY OF CINCINNATI-MAIN CAMPUS, OH	4	4	0
82	OREGON STATE UNIVERSITY, OR	4	2	2
83	BROWN UNIVERSITY, RI	4	2	2
84	UNIVERSITY OF TENNESSEE-KNOXVILLE, TN	4	0	4
85	RICE UNIVERSITY, TX	4	3	1
86	VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, VA	4	3	1
87	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY-FRESNO, CA	3	1	2
88	UNIVERSITY OF SAN DIEGO, CA	3	1	2
89	UNIVERSITY OF COLORADO AT DENVER, CO	3	2	1
90	COLORADO STATE UNIVERSITY, CO	3	2	1
91	UNIVERSITY OF CENTRAL FLORIDA, FL	3	1	2
92	UNIVERSITY OF HAWAII AT MANOA, HI	3	2	1
93	CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY, IL	3	0	3
94	NORTHERN ILLINOIS UNIVERSITY, IL	3	1	2
95	SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE, IL	3	3	0
96	LOUISIANA STATE UNIV & AG & MECH & HEBERT LAWS CTR, LA	3	2	1
97	TULANE UNIVERSITY OF LOUISIANA, LA	3	2	1
98	JOHNS HOPKINS UNIVERSITY, MD	3	1	2
99	BOSTON UNIVERSITY, MA	3	1	2
100	UNIVERSITY OF MASSACHUSETTS-LOWELL, MA	3	2	1

Outlook HISPANIC TOP 100


Students at Boston University

Since 1984, the number of women in graduate schools has exceeded the number of men. Between 1985 and 1995, the number of male full-time graduate students increased by 23 percent, compared with 64 percent for full-time women.

BACHELOR'S DEGREES AWARDED TO HISPANICS

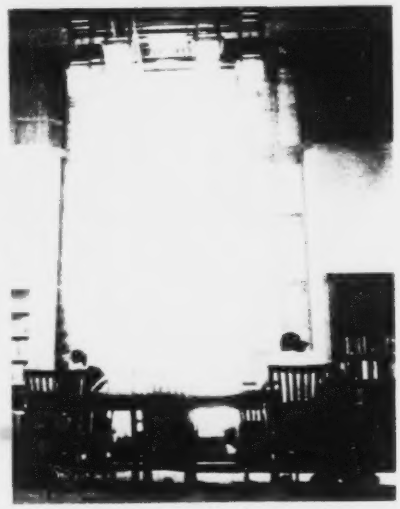
by Academic Program

AGRICULTURE

1	UNIVERSITY OF FLORIDA	50
2	TEXAS A & M UNIVERSITY	45
3	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	44
4	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	32
5	UNIVERSITY OF CALIFORNIA-DAVIS	24
6	TEXAS A & M UNIVERSITY-KINGSVILLE	22
7	SOUTHWEST TEXAS STATE UNIVERSITY	19
8	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	18
9	UNIVERSITY OF CALIFORNIA-BERKELEY	17
10	FLORIDA INTERNATIONAL UNIVERSITY	17
11	CALIFORNIA STATE UNIVERSITY-FRESNO	14
12	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	12
13	COLORADO STATE UNIVERSITY	11
14	RUTGERS UNIVERSITY-NEW BRUNSWICK	11
15	HUMBOLDT STATE UNIVERSITY	10

ARCHITECTURE

1	UNIVERSITY OF MIAMI	33
2	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	28
3	UNIVERSITY OF FLORIDA	25
4	CUNY CITY COLLEGE	25
5	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	24
6	WOODBURY UNIVERSITY	20
7	FLORIDA INTERNATIONAL UNIVERSITY	19
8	UNIVERSITY OF CALIFORNIA-BERKELEY	18
9	UNIVERSITY OF ILLINOIS AT CHICAGO	17
10	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	16
11	UNIVERSITY OF ILLINOIS AT URBANA	12
12	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	12
13	NEW YORK INSTITUTE OF TECHNOLOGY-OLD WESTBURY	12
14	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	12
15	TEXAS A & M UNIVERSITY	12
16	UNIVERSITY OF CALIFORNIA-IRVINE	11
17	NEW JERSEY INSTITUTE OF TECHNOLOGY	11
18	CORNELL UNIVERSITY-ENDOWED COLLEGES	11
19	PRATT INSTITUTE-MAIN	11



Students at University of California-Los Angeles

AREA STUDIES

1	UNIVERSITY OF CALIFORNIA-BERKELEY	53
2	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	37
3	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	32
4	UNIVERSITY OF CALIFORNIA-LOS ANGELES	21
5	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	18
6	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	17
7	CUNY LEHMAN COLLEGE	15
8	THE UNIVERSITY OF TEXAS AT AUSTIN	15
9	SUNY AT ALBANY	14
10	UNIVERSITY OF WASHINGTON	14
11	STANFORD UNIVERSITY	13
12	UNIVERSITY OF CALIFORNIA-DAVIS	11
13	UNIVERSITY OF CALIFORNIA-SAN DIEGO	11
14	SAN DIEGO STATE UNIVERSITY	11
15	CUNY HUNTER COLLEGE	10
16	DUKE UNIVERSITY	10

BIOLOGICAL SCIENCES

1	THE UNIVERSITY OF TEXAS AT AUSTIN	83
2	UNIVERSITY OF CALIFORNIA-SAN DIEGO	75
3	UNIVERSITY OF CALIFORNIA-LOS ANGELES	71
4	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	67
5	UNIVERSITY OF CALIFORNIA-IRVINE	66
6	UNIVERSITY OF CALIFORNIA-DAVIS	55
7	FLORIDA INTERNATIONAL UNIVERSITY	51
8	THE UNIVERSITY OF TEXAS AT EL PASO	50
9	UNIVERSITY OF FLORIDA	38
10	THE UNIVERSITY OF TEXAS-PAN AMERICAN	38
11	SAINT MARY'S UNIVERSITY	37
12	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	36
13	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	34
14	TEXAS A & M UNIVERSITY	33
15	RUTGERS UNIVERSITY-NEW BRUNSWICK	32
16	UNIVERSITY OF MIAMI	30
17	UNIVERSITY OF CALIFORNIA-BERKELEY	29
18	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	29
19	UNIVERSITY OF CALIFORNIA-RIVERSIDE	27
20	BARRY UNIVERSITY	26
21	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	26
22	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	23
23	UNIVERSITY OF ILLINOIS AT URBANA	23
24	UNIVERSITY OF CENTRAL FLORIDA	22
25	UNIVERSITY OF SOUTH FLORIDA	22
26	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	21

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

BUSINESS AND MARKETING

1	FLORIDA INTERNATIONAL UNIVERSITY	491
2	THE UNIVERSITY OF TEXAS AT EL PASO	257
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	246
4	CUNY BERNARD M BARUCH COLLEGE	207
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	171
6	CALIFORNIA STATE UNIVERSITY-FULLERTON	167
7	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	166
8	SAN DIEGO STATE UNIVERSITY	138
9	THE UNIVERSITY OF TEXAS AT AUSTIN	133
10	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	128
11	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	123
12	ROBERT MORRIS COLLEGE	121
13	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	117
14	TEXAS A & M UNIVERSITY	112
15	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS	109
16	UNIVERSITY OF CENTRAL FLORIDA	107
17	CALIFORNIA STATE UNIVERSITY-LONG BEACH	106
18	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	106
19	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	104
20	SOUTHWEST TEXAS STATE UNIVERSITY	104
21	CALIFORNIA STATE UNIVERSITY-FRESNO	103
22	SAINT MARY'S UNIVERSITY	103
23	UNIVERSITY OF PHOENIX-ALBUQUERQUE, NM CAMPUS	100
24	SAN JOSE STATE UNIVERSITY	98
25	UNIVERSITY OF FLORIDA	96
26	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	95
27	UNIVERSITY OF MIAMI	95
28	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	93
29	UNIVERSITY OF ILLINOIS AT CHICAGO	91
30	UNIVERSITY OF REDLANDS	87
31	UNIVERSITY OF SOUTH FLORIDA	85
32	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	83
33	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	81
34	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	80
35	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	76
36	CALIFORNIA STATE UNIVERSITY-HAYWARD	74
37	TEXAS A & M INTERNATIONAL UNIVERSITY	73
38	SAINT JOHN'S UNIVERSITY-NEW YORK	71
39	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	70
40	TEXAS TECH UNIVERSITY	66
41	PARK COLLEGE	65
42	TEXAS A & M UNIVERSITY-KINGSVILLE	65
43	NOVA SOUTHEASTERN UNIVERSITY	63
44	NEW JERSEY CITY UNIVERSITY	61
45	CUNY LEHMAN COLLEGE	60
46	TEXAS A & M UNIVERSITY-CORPUS CHRISTI	59
47	UNIVERSITY OF THE INCARNATE WORD	59
48	WAYLAND BAPTIST UNIVERSITY	58
49	FLORIDA STATE UNIVERSITY	57
50	PACE UNIVERSITY-NEW YORK	57
51	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	56
52	UNIVERSITY OF HOUSTON-DOWNTOWN	56
53	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	55
54	UNIVERSITY OF PHOENIX-NORTHERN CALIFORNIA CAMPUS	54
55	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	52
56	KEAN UNIVERSITY	52
57	UNIVERSITY OF SAN DIEGO	51
58	UNIVERSITY OF CALIFORNIA-RIVERSIDE	49
59	RUTGERS UNIVERSITY-NEWARK	49
60	UNIVERSITY OF PHOENIX-TUCSON CAMPUS	49
61	DEPAUL UNIVERSITY	48
62	COLLEGE OF SANTA FE	48
63	MERCY COLLEGE-MAIN CAMPUS	46
64	LOYOLA MARYMOUNT UNIVERSITY	45
65	THE UNIVERSITY OF TEXAS AT ARLINGTON	45
66	SAN FRANCISCO STATE UNIVERSITY	42
67	SAINT THOMAS UNIVERSITY	42
68	SAINT MARY'S COLLEGE OF CALIFORNIA	38
69	METROPOLITAN STATE COLLEGE OF DENVER	38
70	BOSTON COLLEGE	38
71	UNIVERSITY OF LAVERNE	37
72	UNIVERSITY OF ILLINOIS AT URBANA	37
73	PEPPERDINE UNIVERSITY	36
74	BOSTON UNIVERSITY	36
75	NATIONAL UNIVERSITY	35
76	SAINT LEO COLLEGE	35
77	UNIVERSITY OF NORTH TEXAS	35
78	ST. EDWARD'S UNIVERSITY	35
79	NORTHERN ILLINOIS UNIVERSITY	34
80	UNIVERSITY OF NOTRE DAME	34
81	NEW MEXICO HIGHLANDS UNIVERSITY	33
82	SOUTHERN METHODIST UNIVERSITY	33
83	UNIVERSITY OF COLORADO AT BOULDER	32
84	BAYLOR UNIVERSITY	31
85	UNIVERSITY OF WASHINGTON	31
86	MONTCLAIR STATE UNIVERSITY	30
87	CUNY QUEENS COLLEGE	30
88	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	29
89	CALIFORNIA STATE UNIVERSITY-STANISLAUS	29
90	CALIFORNIA STATE UNIVERSITY-CHICO	29
91	DEVRY INSTITUTE OF TECHNOLOGY	29
92	NATIONAL-LOUIS UNIVERSITY	29
93	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	28
94	UNIVERSITY OF MARYLAND-COLLEGE PARK	28
95	UNIVERSITY OF PHOENIX-COLORADO CAMPUS	28
96	NORTHERN ARIZONA UNIVERSITY	27
97	SAINT PETER'S COLLEGE	27
98	CUNY YORK COLLEGE	27
99	FORDHAM UNIVERSITY	27
100	HOFSTRA UNIVERSITY	27

New Jersey City University

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

COMMUNICATIONS

1	THE UNIVERSITY OF TEXAS AT AUSTIN	103
2	FLORIDA INTERNATIONAL UNIVERSITY	86
3	CALIFORNIA STATE UNIVERSITY-FULLERTON	85
4	UNIVERSITY OF FLORIDA	63
5	SAN JOSE STATE UNIVERSITY	34
6	UNIVERSITY OF MIAMI	31
7	RUTGERS UNIVERSITY-NEW BRUNSWICK	31
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	30
9	CUNY HUNTER COLLEGE	29
10	THE UNIVERSITY OF TEXAS AT EL PASO	29
11	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	27
12	BOSTON UNIVERSITY	27
13	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	25
14	THE UNIVERSITY OF TEXAS AT ARLINGTON	25
15	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	23
16	SAINT JOHN'S UNIVERSITY-NEW YORK	23
17	THE UNIVERSITY OF TEXAS-PAN AMERICAN	22
18	UNIVERSITY OF CENTRAL FLORIDA	21
19	UNIVERSITY OF COLORADO AT BOULDER	20

COMPUTER SCIENCE

1	FLORIDA INTERNATIONAL UNIVERSITY	66
2	CUNY LEHMAN COLLEGE	44
3	CUNY BERNARD M BARUCH COLLEGE	29
4	DEVRY INSTITUTE OF TECHNOLOGY-CHICAGO	24
5	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	19
6	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	18
7	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	16
8	UNIVERSITY OF SAN FRANCISCO	15
9	METROPOLITAN STATE COLLEGE OF DENVER	14
10	SAINT JOHN'S UNIVERSITY-NEW YORK	14
11	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	13
12	DEVRY INSTITUTE OF TECHNOLOGY-IRVING	13
13	UNIVERSITY OF CENTRAL FLORIDA	12
14	UNIVERSITY OF MIAMI	12
15	CUNY QUEENS COLLEGE	12
16	TEXAS A & M INTERNATIONAL UNIVERSITY	12
17	THE UNIVERSITY OF TEXAS AT AUSTIN	12
18	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	12
19	DEPAUL UNIVERSITY	11
20	UNIVERSITY OF CALIFORNIA-IRVINE	10
21	PARK COLLEGE	10
22	NEW YORK UNIVERSITY	10
23	PACE UNIVERSITY-NEW YORK	10

EDUCATION

1	FLORIDA INTERNATIONAL UNIVERSITY	307
2	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	212
3	NOVA SOUTHEASTERN UNIVERSITY	128
4	CUNY CITY COLLEGE	108
5	NORTHERN ARIZONA UNIVERSITY	91
6	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	82
7	CALIFORNIA STATE UNIVERSITY-FULLERTON	79
8	UNIVERSITY OF SOUTH FLORIDA	72
9	NEW MEXICO HIGHLANDS UNIVERSITY	66
10	BORICUA COLLEGE	64
11	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	63
12	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	61
13	NORTHEASTERN ILLINOIS UNIVERSITY	60
14	TEXAS A & M INTERNATIONAL UNIVERSITY	53
15	KEAN UNIVERSITY	47
16	ARIZONA STATE UNIVERSITY-WEST	45
17	UNIVERSITY OF FLORIDA	42
18	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	41
19	BARRY UNIVERSITY	40
20	WAYLAND BAPTIST UNIVERSITY	40
21	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	39
22	UNIVERSITY OF CENTRAL FLORIDA	39
23	SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE	38
24	EASTERN NEW MEXICO UNIVERSITY-MAIN CAMPUS	37
25	WESTERN NEW MEXICO UNIVERSITY	37
26	CUNY LEHMAN COLLEGE	33
27	FLORIDA STATE UNIVERSITY	31
28	ANGELO STATE UNIVERSITY	30
29	UNIVERSITY OF THE INCARNATE WORD	28
30	CUNY BROOKLYN COLLEGE	27
31	SAM HOUSTON STATE UNIVERSITY	27
32	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	26
33	SAINT JOHN'S UNIVERSITY-NEW YORK	25
34	CALIFORNIA STATE UNIVERSITY-LONG BEACH	24

Students at Florida International University

BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

35	SAN DIEGO STATE UNIVERSITY	24
36	SAN JOSE STATE UNIVERSITY	24
37	UNIVERSITY OF NEVADA-LAS VEGAS	24
38	COLLEGE OF SANTA FE	23
39	CALIFORNIA STATE UNIVERSITY-FRESNO	22
40	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS	22
41	UNIVERSITY OF LAVERNE	20
42	UNIVERSITY OF ILLINOIS AT CHICAGO	20

ENGINEERING/ ENGINEERING TECH

1	FLORIDA INTERNATIONAL UNIVERSITY	125
2	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	124
3	TEXAS A & M UNIVERSITY	103
4	THE UNIVERSITY OF TEXAS AT EL PASO	95
5	THE UNIVERSITY OF TEXAS AT AUSTIN	88
6	UNIVERSITY OF FLORIDA	86
7	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	85
8	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	71
9	ITT TECHNICAL INSTITUTE-WEST COVINA	67
10	NEW JERSEY INSTITUTE OF TECHNOLOGY	64
11	ITT TECHNICAL INSTITUTE-ANAHEIM	62
12	TEXAS A & M UNIVERSITY-KINGSVILLE	61
13	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	54
14	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	51
15	PURDUE UNIVERSITY-MAIN CAMPUS	49
16	RENSSELAER POLYTECHNIC INSTITUTE	47
17	CALIFORNIA STATE UNIVERSITY-LONG BEACH	46
18	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	45
19	UNIVERSITY OF CENTRAL FLORIDA	45
20	SAN JOSE STATE UNIVERSITY	44
21	GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS	44
22	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	43
23	UNIVERSITY OF CALIFORNIA-BERKELEY	43
24	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	43
25	CALIFORNIA STATE UNIVERSITY-FRESNO	42
26	UNIVERSITY OF ILLINOIS AT URBANA	38
27	UNIVERSITY OF MICHIGAN-ANN ARBOR	38
28	THE UNIVERSITY OF TEXAS-PAN AMERICAN	37
29	UNIVERSITY OF CALIFORNIA-LOS ANGELES	36
30	SAN DIEGO STATE UNIVERSITY	33
31	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	33
32	UNIVERSITY OF SOUTH FLORIDA	31
33	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	30
34	STANFORD UNIVERSITY	30
35	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	29
36	TEXAS TECH UNIVERSITY	27
37	CUNY CITY COLLEGE	26
38	UNIVERSITY OF CALIFORNIA-DAVIS	23
39	CORNELL UNIVERSITY-ENDOWED COLLEGES	23
40	UNIVERSITY OF CALIFORNIA-SAN DIEGO	21
41	SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE	21
42	STEVENS INSTITUTE OF TECHNOLOGY	21
43	POLYTECHNIC UNIVERSITY	21
44	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS	21
45	UNIVERSITY OF CALIFORNIA-IRVINE	20
46	DEVRY INSTITUTE OF TECHNOLOGY	20

Students at San Diego State University

ENGLISH/ LITERATURE

1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	64
2	FLORIDA INTERNATIONAL UNIVERSITY	61
3	UNIVERSITY OF CALIFORNIA-BERKELEY	56
4	THE UNIVERSITY OF TEXAS AT EL PASO	48
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	47
6	THE UNIVERSITY OF TEXAS AT AUSTIN	43
7	SAN DIEGO STATE UNIVERSITY	40
8	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	36
9	CUNY HUNTER COLLEGE	34
10	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	33
11	UNIVERSITY OF CALIFORNIA-DAVIS	31
12	CALIFORNIA STATE UNIVERSITY-LONG BEACH	29

BACHELOR'S DEGREES AWARDED TO HISPANICS

by Academic Program

ENGLISH/ LITERATURE

(CONTINUED)

13	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	28
14	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	27
15	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	24
16	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	23
17	RUTGERS UNIVERSITY-NEW BRUNSWICK	23
18	TEXAS A & M UNIVERSITY	23
19	UNIVERSITY OF MIAMI	22
20	CALIFORNIA STATE UNIVERSITY-FULLERTON	21
21	UNIVERSITY OF CALIFORNIA-IRVINE	21
22	UNIVERSITY OF ILLINOIS AT CHICAGO	21
23	SUNY AT ALBANY	21
24	TEXAS A & M INTERNATIONAL UNIVERSITY	21

FOREIGN LANGUAGE

1	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	52
2	THE UNIVERSITY OF TEXAS AT AUSTIN	49
3	UNIVERSITY OF CALIFORNIA-IRVINE	44
4	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	41
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	37
6	THE UNIVERSITY OF TEXAS-PAN AMERICAN	33
7	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	33
8	SAN DIEGO STATE UNIVERSITY	32
9	RUTGERS UNIVERSITY-NEW BRUNSWICK	32
10	UNIVERSITY OF CALIFORNIA-DAVIS	31
11	UNIVERSITY OF CALIFORNIA-BERKELEY	28
12	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	26
13	CUNY QUEENS COLLEGE	25
14	CALIFORNIA STATE UNIVERSITY-LONG BEACH	23
15	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	22
16	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	22
17	CALIFORNIA STATE UNIVERSITY-FRESNO	22
18	THE UNIVERSITY OF TEXAS AT ARLINGTON	22
19	CALIFORNIA STATE UNIVERSITY-FULLERTON	21
20	FLORIDA INTERNATIONAL UNIVERSITY	21

Students at Barry University

HEALTH SCIENCES

1	FLORIDA INTERNATIONAL UNIVERSITY	120
2	THE UNIVERSITY OF TEXAS AT EL PASO	88
3	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	84
4	THE UNIVERSITY OF TEXAS-PAN AMERICAN	82
5	UNIVERSITY OF MIAMI	65
6	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	62
7	THE UNIVERSITY OF TEXAS MEDICAL BRANCH-GALVESTON	59
8	CUNY LEHMAN COLLEGE	57
9	UNIVERSITY OF THE INCARNATE WORD	53
10	CALIFORNIA STATE UNIVERSITY-FRESNO	49
11	BARRY UNIVERSITY	45
12	UNIVERSITY OF CENTRAL FLORIDA	42
13	THE UNIVERSITY OF TEXAS AT AUSTIN	41
14	SAN JOSE STATE UNIVERSITY	37
15	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS	34
16	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	32
17	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	32
18	SAN DIEGO STATE UNIVERSITY	32
19	SAINT JOHN'S UNIVERSITY-NEW YORK	32
20	UNIVERSITY OF ILLINOIS AT CHICAGO	31
21	UNIVERSITY OF FLORIDA	29
22	CALIFORNIA STATE UNIVERSITY-LONG BEACH	28
23	TEXAS WOMAN'S UNIVERSITY	28
24	LOMA LINDA UNIVERSITY	26
25	SOUTHWEST TEXAS STATE UNIVERSITY	26
26	SAN FRANCISCO STATE UNIVERSITY	25
27	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER	25
28	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	25
29	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	23
30	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	23
31	CUNY HUNTER COLLEGE	20

HOME ECONOMICS

1	THE UNIVERSITY OF TEXAS AT AUSTIN	25
2	CALIFORNIA STATE UNIVERSITY-LONG BEACH	23
3	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	22
4	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	19
5	CORNELL UNIVERSITY-NY STATE STATUTORY COLLEGES	17
6	FLORIDA STATE UNIVERSITY	16
7	TEXAS TECH UNIVERSITY	15
8	TEXAS A & M UNIVERSITY-KINGSVILLE	14
9	FLORIDA INTERNATIONAL UNIVERSITY	12
10	UNIVERSITY OF MARYLAND-COLLEGE PARK	12
11	SOUTHWEST TEXAS STATE UNIVERSITY	12
12	COLORADO STATE UNIVERSITY	11
13	MONTCLAIR STATE UNIVERSITY	11
14	SAN FRANCISCO STATE UNIVERSITY	10

BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

LIBERAL ARTS AND SCIENCES

1	CALIFORNIA STATE UNIVERSITY-FRESNO	163
2	BARRY UNIVERSITY	132
3	SAN DIEGO STATE UNIVERSITY	116
4	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	109
5	COLLEGE OF NEW ROCHELLE	106
6	REGENTS COLLEGE-UNIVERSITY OF THE STATE OF NY	104
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	102
8	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	95
9	COLUMBIA COLLEGE, CHICAGO	81
10	CALIFORNIA STATE UNIVERSITY-STANISLAUS	60
11	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	59
12	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	58
13	EVERGREEN STATE COLLEGE	47
14	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	44
15	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	43
16	CALIFORNIA STATE UNIVERSITY-LONG BEACH	42
17	UNITED STATES MILITARY ACADEMY	40
18	CALIFORNIA STATE UNIVERSITY-HAYWARD	37
19	SAN FRANCISCO STATE UNIVERSITY	35
20	NORTHEASTERN ILLINOIS UNIVERSITY	34
21	CALIFORNIA STATE UNIVERSITY-FULLERTON	32
22	CALIFORNIA STATE UNIVERSITY-SAN MARCOS	32
23	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	31
24	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	31
25	UNIVERSITY OF CALIFORNIA-RIVERSIDE	31
26	SAN JOSE STATE UNIVERSITY	29
27	FLORIDA INTERNATIONAL UNIVERSITY	29
28	CUNY CITY COLLEGE	27
29	UNIVERSITY OF CENTRAL FLORIDA	26
30	NORTHERN ARIZONA UNIVERSITY	25
31	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	25
32	CALIFORNIA STATE UNIVERSITY-CHICO	24
33	TOURO COLLEGE	24
34	UNIVERSITY OF HOUSTON-DOWNTOWN	24

MATHEMATICS

1	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	32
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	20
3	TEXAS A & M UNIVERSITY	19
4	THE UNIVERSITY OF TEXAS AT AUSTIN	15
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	13
6	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	11
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	10
8	TEXAS A & M INTERNATIONAL UNIVERSITY	10

MULTI/INTERDISCIPLINARY STUDIES

1	THE UNIVERSITY OF TEXAS AT EL PASO	279
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	278
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	146
4	TEXAS A & M UNIVERSITY-KINGSVILLE	104
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	85
6	UNIVERSITY OF CALIFORNIA-BERKELEY	82
7	SOUTHWEST TEXAS STATE UNIVERSITY	79
8	SUL ROSS STATE UNIVERSITY	74
9	TEXAS A & M UNIVERSITY	70
10	UNIVERSITY OF CALIFORNIA-IRVINE	67
11	TEXAS A & M UNIVERSITY-CORPUS CHRISTI	66
12	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	63
13	UNIVERSITY OF CALIFORNIA-DAVIS	61
14	UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE	60
15	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	53
16	THE UNIVERSITY OF TEXAS AT AUSTIN	49
17	UNIVERSITY OF CALIFORNIA-RIVERSIDE	42
18	UNIVERSITY OF CALIFORNIA-SAN DIEGO	30
19	NATIONAL UNIVERSITY	27
20	UNIVERSITY OF SAN FRANCISCO	25
21	STANFORD UNIVERSITY	23
22	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	22
23	UNIVERSITY OF HOUSTON-CLEAR LAKE	22
24	TEXAS WOMAN'S UNIVERSITY	22
25	TEXAS TECH UNIVERSITY	21
26	WEST TEXAS A & M UNIVERSITY	20

Students at Texas Tech University

PROTECTIVE SERVICES

1	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	172
2	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	85
3	CALIFORNIA STATE UNIVERSITY LOS ANGELES	73
4	THE UNIVERSITY OF TEXAS-PAN AMERICAN	69
5	FLORIDA INTERNATIONAL UNIVERSITY	66
6	THE UNIVERSITY OF TEXAS AT EL PASO	64

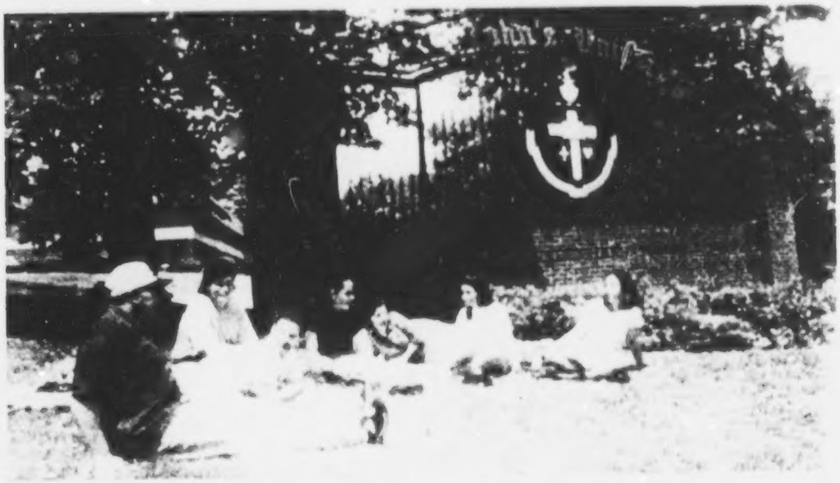
BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

PROTECTIVE SERVICES
(CONTINUED)

7	SOUTHWEST TEXAS STATE UNIVERSITY	62
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	54
9	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	54
10	SAN DIEGO STATE UNIVERSITY	46
11	CALIFORNIA STATE UNIVERSITY-LONG BEACH	45
12	SAN JOSE STATE UNIVERSITY	45
13	TEXAS A & M UNIVERSITY-CORPUS CHRISTI	43
14	SAM HOUSTON STATE UNIVERSITY	40
15	SAINT JOHN'S UNIVERSITY-NEW YORK	39
16	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	34
17	FLORIDA STATE UNIVERSITY	31
18	UNIVERSITY OF SOUTH FLORIDA	30
19	UNIVERSITY OF ILLINOIS AT CHICAGO	30
20	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	29
21	NORTHERN ARIZONA UNIVERSITY	27
22	TEXAS A & M INTERNATIONAL UNIVERSITY	27
23	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	27
24	METROPOLITAN STATE COLLEGE OF DENVER	26
25	UNIVERSITY OF HOUSTON-DOWNTOWN	26
26	RUTGERS UNIVERSITY-NEW BRUNSWICK	22
27	UNIVERSITY OF CENTRAL FLORIDA	21
28	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	20

PSYCHOLOGY

1	FLORIDA INTERNATIONAL UNIVERSITY	201
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	104
3	SAN DIEGO STATE UNIVERSITY	94
4	CUNY HUNTER COLLEGE	89
5	CALIFORNIA STATE UNIVERSITY-LONG BEACH	74
6	CUNY LEHMAN COLLEGE	71
7	THE UNIVERSITY OF TEXAS AT EL PASO	69
8	UNIVERSITY OF MIAMI	67
9	THE UNIVERSITY OF TEXAS AT AUSTIN	67
10	UNIVERSITY OF CALIFORNIA-IRVINE	64
11	UNIVERSITY OF CALIFORNIA-BERKELEY	60
12	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	58
13	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	56
14	UNIVERSITY OF CALIFORNIA-DAVIS	56
15	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	55
16	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	55
17	UNIVERSITY OF HOUSTON UNIVERSITY PARK	49
18	RUTGERS UNIVERSITY-NEW BRUNSWICK	48
19	CALIFORNIA STATE UNIVERSITY-FRESNO	47
20	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	44
21	UNIVERSITY OF CALIFORNIA-SAN DIEGO	42
22	MERCY COLLEGE-MAIN CAMPUS	42
23	UNIVERSITY OF ILLINOIS AT CHICAGO	41
24	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	41
25	CALIFORNIA STATE UNIVERSITY-FULLERTON	40
26	SAN FRANCISCO STATE UNIVERSITY	40
27	PARK COLLEGE	40
28	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	39
29	UNIVERSITY OF CENTRAL FLORIDA	38
30	UNIVERSITY OF FLORIDA	38
31	UNIVERSITY OF CALIFORNIA-RIVERSIDE	36
32	TEXAS A & M UNIVERSITY	36
33	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	31
34	UNIVERSITY OF SOUTH FLORIDA	31
35	CUNY CITY COLLEGE	31
36	SAN JOSE STATE UNIVERSITY	30
37	TEXAS A & M INTERNATIONAL UNIVERSITY	30
38	MONTCLAIR STATE UNIVERSITY	29
39	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	28
40	NATIONAL UNIVERSITY	28
41	SAINT JOHN'S UNIVERSITY-NEW YORK	28
42	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	27
43	SUNY AT STONY BROOK	27
44	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	27
45	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	26
46	NEW YORK UNIVERSITY	26
47	THE UNIVERSITY OF TEXAS-PAN AMERICAN	26
48	FLORIDA STATE UNIVERSITY	25
49	NEW JERSEY CITY UNIVERSITY	25
50	CUNY YORK COLLEGE	25
51	TEXAS A & M UNIVERSITY-CORPUS CHRISTI	25
52	CUNY QUEENS COLLEGE	24
53	CALIFORNIA STATE UNIVERSITY-HAYWARD	23



Students at St. John's University

BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

54	LOYOLA MARYMOUNT UNIVERSITY	23
55	CUNY BERNARD M BARUCH COLLEGE	23
56	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	23
57	SANTA CLARA UNIVERSITY	22
58	RUTGERS UNIVERSITY-NEWARK	22
59	UNIVERSITY OF MICHIGAN-ANN ARBOR	21
60	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	21
61	CALIFORNIA STATE UNIVERSITY-CHICO	20
62	UNIVERSITY OF COLORADO AT BOULDER	20
63	BOSTON UNIVERSITY	20
64	TEXAS A & M UNIVERSITY-KINGSVILLE	20

PUBLIC ADMINISTRATION

1	BORICUA COLLEGE	73
2	FLORIDA INTERNATIONAL UNIVERSITY	65
3	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	62
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	56
5	CALIFORNIA STATE UNIVERSITY-FULLERTON	49
6	SAN DIEGO STATE UNIVERSITY	49
7	CALIFORNIA STATE UNIVERSITY-FRESNO	41
8	SPRINGFIELD COLLEGE	39
9	THE UNIVERSITY OF TEXAS-PAN AMERICAN	36
10	ST THOMAS UNIVERSITY	32
11	THE UNIVERSITY OF TEXAS AT EL PASO	32
12	AUDREY COHEN COLLEGE	26
13	CUNY LEHMAN COLLEGE	26
14	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	25
15	SAN JOSE STATE UNIVERSITY	24
16	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	24
17	SAINT MARY'S UNIVERSITY	24

SOCIAL SCIENCES

1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	359
2	UNIVERSITY OF CALIFORNIA-BERKELEY	157
3	FLORIDA INTERNATIONAL UNIVERSITY	151
4	THE UNIVERSITY OF TEXAS AT AUSTIN	148
5	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	119
6	UNIVERSITY OF CALIFORNIA-SAN DIEGO	104
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	101
8	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	99
9	CUNY LEHMAN COLLEGE	96
10	UNIVERSITY OF CALIFORNIA-IRVINE	92
11	CUNY HUNTER COLLEGE	90
12	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	89
13	CALIFORNIA STATE UNIVERSITY-FRESNO	87
14	RUTGERS UNIVERSITY-NEW BRUNSWICK	80
15	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	78
16	SAN DIEGO STATE UNIVERSITY	76
17	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	72
18	CALIFORNIA STATE UNIVERSITY-FULLERTON	71
19	SAN JOSE STATE UNIVERSITY	70
20	UNIVERSITY OF FLORIDA	68
21	CUNY CITY COLLEGE	68
22	SOUTHWEST TEXAS STATE UNIVERSITY	68
23	CALIFORNIA STATE UNIVERSITY-LONG BEACH	66
24	UNIVERSITY OF CALIFORNIA-DAVIS	64
25	CUNY QUEENS COLLEGE	62
26	HARVARD UNIVERSITY	57
27	TEXAS A & M UNIVERSITY	57
28	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	54
29	UNIVERSITY OF ILLINOIS AT URBANA	54
30	STANFORD UNIVERSITY	54
31	UNIVERSITY OF MIAMI	53
32	UNIVERSITY OF MICHIGAN-ANN ARBOR	53
33	THE UNIVERSITY OF TEXAS-PAN AMERICAN	53
34	SAINT MARY'S UNIVERSITY	53
35	UNIVERSITY OF SOUTH FLORIDA	52
36	UNIVERSITY OF WASHINGTON	51
37	CUNY JOHN JAY COLLEGE OF CRIMINAL JUSTICE	50
38	NEW YORK UNIVERSITY	50
39	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	50
40	SAN FRANCISCO STATE UNIVERSITY	49
41	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	49
42	UNIVERSITY OF MARYLAND-COLLEGE PARK	48
43	FORDHAM UNIVERSITY	47
44	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	44
45	UNIVERSITY OF CALIFORNIA-RIVERSIDE	44
46	UNIVERSITY OF COLORADO AT BOULDER	43
47	FLORIDA STATE UNIVERSITY	42
48	BOSTON UNIVERSITY	42
49	THE UNIVERSITY OF TEXAS AT EL PASO	42
50	TEXAS A & M UNIVERSITY-KINGSVILLE	41

Students at University of South Florida

VISUAL AND PERFORMING ARTS

1	THE UNIVERSITY OF TEXAS AT AUSTIN	46
2	NEW YORK UNIVERSITY	43
3	FLORIDA INTERNATIONAL UNIVERSITY	36
4	CALIFORNIA STATE UNIVERSITY-FULLERTON	35
5	CALIFORNIA STATE UNIVERSITY-LONG BEACH	35
6	UNIVERSITY OF MIAMI	35
7	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	33
8	UNIVERSITY OF CALIFORNIA-LOS ANGELES	33
9	UNIVERSITY OF NORTH TEXAS	33

BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

VISUAL AND PERFORMING ARTS

(CONTINUED)

10	SOUTHWEST TEXAS STATE UNIVERSITY	29
11	SCHOOL OF VISUAL ARTS	28
12	THE UNIVERSITY OF TEXAS-PAN AMERICAN	27
13	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	26
14	NEW SCHOOL FOR SOCIAL RESEARCH	26
15	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	25
16	TEXAS A & M UNIVERSITY-KINGSVILLE	25
17	THE UNIVERSITY OF TEXAS AT EL PASO	25
18	SAN DIEGO STATE UNIVERSITY	24
19	UNIVERSITY OF FLORIDA	24
20	UNIVERSITY OF CALIFORNIA-BERKELEY	23
21	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	23
22	SAN FRANCISCO STATE UNIVERSITY	23
23	CUNY HUNTER COLLEGE	22
24	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	21
25	CALIFORNIA INSTITUTE OF THE ARTS	21
26	CUNY CITY COLLEGE	21
27	SCHOOL OF ART INSTITUTE OF CHICAGO	20

PUERTO RICO RANKINGS

BACHELOR'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	2,037
2	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	1,713
3	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE	1,112
4	INTER AMERICAN UNIV OF PUERTO RICO-METRO	1,090
5	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN	585
6	UNIVERSIDAD DEL TURABO	565
7	UNIVERSITY OF SACRED HEART	530
8	UNIVERSIDAD POLITECNICA DE PUERTO RICO	491
9	UNIVERSITY OF PUERTO RICO-HUMACAO UNIVERSITY COL	460
10	INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO	456
11	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE	425
12	UNIVERSITY OF PUERTO RICO-ARECIBO CAMPUS	420
13	UNIVERSIDAD METROPOLITANA	411
14	UNIVERSITY OF PUERTO RICO-BAYAMON TECH UNIV COL	397
15	INTER AMERICAN UNIV OF PUERTO RICO-BAYAMON	357
16	INTER AMERICAN UNIV OF PUERTO RICO-PONCE	297
17	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	288
18	BAYAMON CENTRAL UNIVERSITY	279
19	INTER AMERICAN UNIV OF PUERTO RICO-AGUADILLA	222
20	UNIVERSITY OF PUERTO RICO-PONCE TECHNICAL UNIV COL	217
21	COLEGIO UNIVERSITARIO DEL ESTE	212
22	UNIVERSITY OF PUERTO RICO-CAROLINA REGIONAL COLL	172
23	INTER AMERICAN UNIV OF PUERTO RICO-GUAYAMA	163
24	CARIBBEAN UNIVERSITY-BAYAMON	148
25	INTER AMERICAN UNIV OF PUERTO RICO-BARRANQUITAS	146
26	INTER AMERICAN UNIV OF PUERTO RICO-FAJARDO	137
27	AMERICAN UNIVERSITY OF PUERTO RICO	133
28	UNIVERSITY OF PUERTO RICO-AGUADILLA REGIONAL COL	116
29	AMERICAN UNIVERSITY OF PUERTO RICO	113
30	COLUMBIA COLLEGE	108
31	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	84
32	CARIBBEAN UNIVERSITY-CAROLINA	44
33	CARIBBEAN UNIVERSITY-PONCE	34
34	CONSERVATORY OF MUSIC OF PUERTO RICO	27
35	ATLANTIC COLLEGE	25
36	CARIBBEAN UNIVERSITY-VEGA BAJA	25

MASTER'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	342
2	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	298
3	INTER AMERICAN UNIV OF PUERTO RICO-METRO	201
4	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN	187
5	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	145
6	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	142
7	PONTIFICAL CATHOLIC UNIV	139
8	UNIVERSIDAD DEL TURABO	134
9	UNIVERSIDAD METROPOLITANA	57
10	BAYAMON CENTRAL UNIVERSITY	40
11	CARIBBEAN CENTER FOR ADVANCED STUDIES	33
12	UNIVERSIDAD POLITECNICA DE PUERTO RICO	33
13	UNIVERSITY OF SACRED HEART	29

DOCTORAL DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	44
2	CARIBBEAN CENTER FOR ADVANCED STUDIES	41
3	INTER AMERICAN UNIV OF PUERTO RICO-METRO	7
4	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	3
5	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	2
6	PONCE SCHOOL OF MEDICINE	1

Latinos in Education: Where Do We Go from Here?

Clifford Adelman on Statistics and Action Awards

BY MICHELLE ADAM

"Latinos are the only ethnic group to increase bachelor's degree completion rates between 1972-82 period and the '82-'92 period."

CLIFFORD ADELMAN,
SENIOR RESEARCH
ANALYST, DOE

A report to the president of the United States, *Our Nation on the Fault Line*, called on this country to resolve the educational gap between Hispanics and non-Hispanics. "The education of Hispanic Americans is characterized by a history of neglect, oppression, and periods of wanton denial of opportunity," it reads. "The successful resolution of what has become nothing less than a crisis is embedded in the collective and collaborative response of the nation."

In *The Condition of Education 1998*, another report released by the U.S. Department of Education (DOE), the word "crisis" is used as well to describe the educational status of Hispanics: "Hispanic Americans are making progress at alarmingly low rates–from preschool through grade school, from junior high through high school, and on into higher education."

Although the Department of Education agrees that some measure of educational attainment is narrowing, it describes the achievement of Hispanic Americans in comparison to other Americans as intolerable. Fewer than 15 percent of all Hispanic Americans participate in pre-school programs, according to DOE, and Hispanic students drop out earlier at unacceptable rates. Also, the total proportion of bachelor's degrees for Hispanic Americans has risen only slightly (from 3.5 percent in 1985 to 4.9 percent in 1993) since the 1980s, even though Hispanic student enrollment has modestly increased (from 5.3 percent in 1985 to 8.3 percent in 1993).

But sit back and talk to Clifford Adelman, senior research analyst for the DOE, and you might hear a different story. This man–described by co-workers as frenetic and outrageous–works nearly 16 hours a day to get a different kind of word out.

"Latinos are the only ethnic group to increase bachelor's degree completion rates between the 1972-82 period and the '82-'92 period," he said. And while he agrees that there are areas of concern in education for Latinos and other unequally represented groups, he also believes that alarming reports, effective in whipping up the troops, are not effective in producing results and getting to the ***truth***. "I have a political button that says 'No more bull,'" he said. "I think a lot of the tensions we encounter in higher education are a result of the lies we are told."

Since joining the DOE during its inception in 1979–first as a policy fellow and later as a senior analyst–he has worked on more than 50 publications and multiple studies. He was responsible for

Table 1-Percentage distribution of 1988 eighth graders according to postsecondary enrollment status in 1994, by Hispanic generational status

	No postsecondary education	4-year institution	2-year institution
Hispanic			
Total	47.2	23.3	24.8
First-generation	44.3	23.3	24.8
U.S.-born	46.0	24.8	25.2
Second-generation	44.0	27.2	25.8
Third-generation or more	48.1	22.4	24.7

Source: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study: 1988/94, Data Analysis System.

Table 2-Access, participation, and completion in postsecondary education for the high school class of 1972 as of 1984 and for the high school class of 1982 as of 1993

Percentage with a bachelor's degree or higher degree among those who attended a 4-year institution and completed more than 10 credits.

	Total	White	Black	Hispanic	Asian
1972	66%	68%	49%	44%	81%
1982	65%	68%	42%	49%	79%
% Change	-1	0	-7	+5	-2

researching information for *The Nation at Risk* national report in 1983, followed up by a higher education report, *Involvement in Learning*, in 1984. His name has appeared in opinion editorials and articles from the *New York Times* and *Los Angeles Times* to *The Chronicle in Higher Education*. His study, *Women at 30 Something: Paradoxes of Attainment*, which focused on unequal treatment of women in the workforce despite their successes in education, became the occasion for a *CNN* and *20/20* television piece in 1991. This was later included as part of his 1994 book, *The Lessons of a Generation*.

Adelman most recently published an article, "The Rest of the River," criticizing William G. Bowen and Derek Bok's book, *The Shape of the River: Long-Term Consequences of Considering Race in College Admissions*, for neglecting the vast majority of minority students who do not attend elite schools. He also spoke on a panel about the paths of Latino students at the One Third of a Nation Conference in 1997.

As an analyst, Adelman has focused a lot of his attention on Latinos and their progress through higher education. Why? "You've got a group that is growing in numbers, that is well established, and coming to terms with a new status," he said. "It's a very interesting group." But Adelman admits that his interest in Latinos is part of his overall concern for issues of equity in education, no matter who the individuals. "In higher education, we have to respect where they are coming from and help them along the best we can so the bottom line of equitable results is better than it is now," he said.

While statistics clearly show discouraging numbers of Hispanics engaged in higher education (as of 1994, among 1988's Hispanic eighth graders, only 23.3 percent enrolled in a four-year institution and 24.8 percent in a two-year institution, according to the National Center for Education Statistics), Adelman prefers to look at the progress of those who have attended four-year schools and build upon it.

Two longitudinal studies that followed the progress of students from the high school classes of 1972 and 1982 until they were 30 years old show that Hispanics were the only group to increase the proportion of bachelor's or higher education degrees among those who attended four-year institutions. "There is still a big gap [minority vs. White degree attainment]," he admitted, "but Latinos are the only group closing the gap."

Table 3- Percent of high school dropouts among persons 16 to 24 years old, by sex and race/ethnicity: April 1960 to October 1996

		Total		
Year	All races	White non-Hispanic	Black non-Hispanic	Hispanic origin
1	2	3	4	5
1960	27.2	—	—	—
1967	17.0	15.4	28.6	—
1968	16.2	14./	27.4	—
1969	15.2	13.6	26.7	—
1970	15.0	13.2	27.9	—
1971	14.7	13.4	23.7	—
1972	14.8	12.3	21.3	34.3
1973	14.1	11.6	22.2	33.5
1974	14.3	11.9	21.2	33.0
1975	13.9	11.4	22.9	29.2
1976	14.1	12.0	20.5	31.4
1977	14.1	11.9	19.8	33.0
1978	14.2	11.9	20.2	33.3
1979	14.6	12.0	21.1	33.8
1980	14.1	11.4	19.1	35.2
1981	13.9	11.4	18.4	33.2
1982	13.9	11.4	18.4	31.7
1983	13.7	11.2	18.0	31.6
1984	13.1	11.0	15.5	29.8
1985	12.6	10.4	15.2	27.6
1986	12.2	9.7	14.2	30.1
1987	12.7	10.4	14.1	28.6
1988	12.9	9.6	14.5	35.8
1989	12.6	9.4	13.8	33.0
1990	12.1	9.0	13.2	32.4
1991	12.5	8.9	13.6	35.3
1992	11.0	7.7	13.7	29.4
1993	11.0	7.9	13.6	27.5
1994	11.5	7.7	12.6	30.0
1995	12.0	8.6	12.1	30.0
1996	11.1	7.3	13.0	29.4

Those responsible for closing the gap among Latinos are the women, noted Adelman. "We all know girls are smarter than boys, and more focused on valuing education," he said. As we might also know, the community colleges are still a dominant institution for Latinos, who use two-year schools as doorways to four-year education. "I describe it as a Latino institution," said Adelman, who said it's sometimes hard for Latinos to transfer effectively to four-year colleges in some states.

Latinos have also significantly increased their enrollment in postsecondary advanced mathematics courses (from 16 percent in calculus and statistics for the high school class of 1972 to 26 percent and 21 percent respectively in the 1982 class).

"It's about time we stop telling horror stories that throw people into despair," said Adelman.

As a meticulous statistician, Adelman also described how figures for Latino high school dropout rates are often misleading. Latinos ranked the highest among White and Black populations, with a high school dropout rate of 29.4 percent among 16- to 24-year-olds in 1996, according to the *Digest of Education Statistics 1997*. However, said Adelman, this figure [29.4 percent] includes students

Table 4-More Instructive ways of looking at the Latino Status Dropout Problem

By place of birth and attendance in U.S. schools

	Latino	Latino Number	Latino Dropout Rate
Born outside U.S., Never attended U.S. schools	46.5%	626,000	76.5%
Born outside U.S., attended U.S. schools	19.4%	261,000	23.7%
Born in U.S., attended U.S. schools	34.1%	458,000	17.9%
All	100.0%	1,345,000	30.1%

Source: Mc.Millen & Kaufman, Dropout Rates in the United States, 1995. Washington, DC: NCES (97-473).

who were not born in the United States and, more importantly, did not attend school in the U.S. as children. "We can't take our tool box to Guatemala and Peru," he said. "We can only work on what happens in our borders."

Adelman, admitted, however, that the 18 percent dropout rate that remains for Latinos raised within our borders is still high–but not hopeless. Equalization of educational access, as he sees it, needs to be administered at the high school level. African Americans who drop out of high school are more likely than are Latinos to return to school and earn a GED. Among Latinos, the same needs to happen–to keep possible dropouts from becoming actual dropouts.

Although Adelman challenges negative and misleading statistics on Latinos, he recognizes that Latinos and minority students loom large in remedial courses and lag in degree completion in higher education. "The one thing we know about four-year colleges is that somebody wants a degree at the end of the line," he said. "My question using all this data is–what does it take to get there, and what does this imply that we have to do in order to have a better outcome for minority students? Let's find out what really makes a difference, not just for getting there, but for finishing. Then we know where to take out the tool box and what tools to take when we go."

The main ingredients, said Adelman, start in secondary schools. "It has to do with providing an opportunity to learn, which isn't there for lots of school districts." He listed several examples: high schools that don't offer mathematics beyond algebra II or that fail to have laboratories for science.

"Minority students, particularly from poor districts, do not have the opportunity to learn this stuff. If they don't have the opportunity to learn, we have to make sure it gets there," he said. Recent statistics give credence to his words: among 1988 Hispanic eighth graders, 2[illegible].6 percent rated below proficiency in math, 19.1 percent in reading, and 41.3 percent in science, according to 1988 figures from the National Center for Education Statistics.

"If the schools aren't doing it, higher education has to get off its butt and provide this knowledge and opportunity to learn directly to students in non-school time." This assistance, he said, could involve colleges sending teachers into high schools, or providing computers to more remote students for distant learning. Also, high school students could take remedial classes at a local college to make up for a limited high school curriculum.

A second area of concern for Adelman is the lack of advisory services for poorer students. "Students and their families need a lot more information....A lot of people have misconceptions about precisely what higher education is like. When we try to recruit minorities, we need to help them make better decisions."

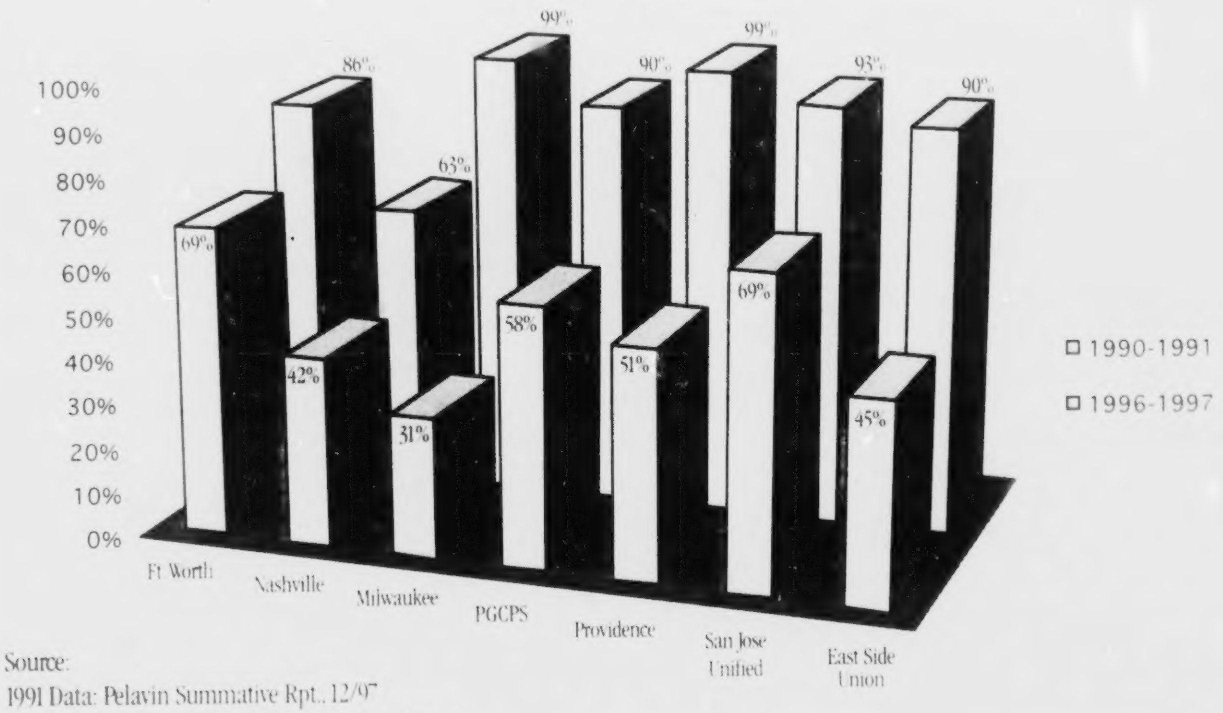
Part of this process of informing minority students also involves letting them know about today's alternative approaches to education. "We should not prepare the minority students for a world that has passed, while the world is changing," said Adelman. "There is a whole new world of providers and certifications that is emerging. If you say to minority students that the only thing that matters is this very traditional model of higher education, then

Table 5-Percentage of 1988 eighth graders below proficiency in mathematics, reading, and science according to subject, by Hispanic generational status: 1988

	Mathematics	Reading	Science
Hispanic			
Total	24.6	19.1	41.3
First-generation	20.1	23.0	49.2
U.S.-born	24.7	16.6	37.7
Second-generation	23.1	15.6	40.4
Third-generation or more	26.3	17.6	35.0

Source: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study: 1988/94, Data Analysis System.

Comparison of 9th Grade Enrollment in Algebra 1 or Higher-
1991 to 1997



Source:
1991 Data: Pelavin Summative Rpt., 12/97
1997 Data: Equity 2000, The College Board, 2/98

we are not doing minority students any favors."

At California State University at Monterey Bay–where a majority of students are Latino and where degrees are given based on competence rather than credits–Latinos are doing well. Other students are benefiting from alternative degrees and certifications through distance learning and corporate learning centers.

Adelman and his colleagues hope their hard work will be followed up by reasonable educational policies and programs. Every year, he travels to a dozen college and university conferences, as well as workshops, advocating more effective methods aimed at the equalization of educational access and attainment.

Although the Clinton Administration has placed high priority on educational issues all along, it only recently seems that the results of extensive studies might be paying off. "A lot of us have been pounding the table. They are finally listening to us," said Adelman. A recently approved program, Gear Up (for information contact 1-800-USA-LEARN), will offer financial support to districts in need of course improvement, starting in middle schools.

While the need to better prepare underprivileged students for college has inspired a growth in school-college partnerships, not all of these programs are focusing well enough on academics. According to a Department of Education survey of the effectiveness of outreach programs, a majority of partnerships were concentrating on developing students' social skills rather than on improving course work. "It sure won't help them finish [college]," said Adelman.

One program that he is impressed with is Equity 2000, established eight years ago by The College Board, which created the SATs and PSATs. The College Board recognizes poor high school math and science curricula as key contributors to students' failures in higher education and has formed partnerships with districts to improve these areas.

The program coaches districts on curriculum standards necessary for improving student performance, and involves parents and local colleges in the mentoring and motivation of students. For the first five years, the program worked with six districts nationwide. After much success, it will expand annually into a dozen more districts.

Larry Dolan, coordinator of technical services for Equity 2000, believes it's a good time to expand programs like his. "We are seeing a lot of options in funding," he said.

While building effective programs for the betterment of education for all is a difficult task, there's no better time to begin. Schools and programs such as The College Board's have an opportunity to move beyond their role as gatekeepers, and to provide the support and curriculum necessary to better develop student talent. And according to Dolan, the federal government is finally making funds available to support what he calls professional development–the building of staff and curriculum so all students can be best prepared for the educational opportunities ahead.

Hopefully, with the right information and support network, Latino students can continue to narrow the gap in educational inequality, and years of collecting and analyzing data will pay off.

How *THREE* Top Colleges Appeal to Hispanics

BY GARY STERN

Special Efforts at Florida International University, University of Texas-El Paso, and University of New Mexico Research Council

Of the top 100 colleges awarding undergraduate degrees to Hispanics, Florida International University (FIU) prevailed again as the No. 1 college, awarding 1,973, according to the latest Department of Education 1996-97 statistics. Had the University of Texas' four campuses at El Paso, Pan American, Austin, and San Antonio been treated as one entity, then UT would have been ranked first, not second through fifth, awarding degrees to 4,049 Hispanics.

Rounding out the top 10 were four colleges in California–the University of California at Los Angeles, California State University, San Diego State University, and California State University at Fullerton–and the University of New Mexico in Albuquerque.

Hispanic Outlook in Higher Education examined special programs at three of the top 10 colleges, Florida International University (FIU), University of Texas (UT), and University of New Mexico (UNM), that attract and retain Hispanics: an Honors program at FIU that recruits academically gifted students, an ethnic center offering support services at UT, and a UNM program aimed at increasing minorities in science, math, and engineering.

The Honors College at FIU specializes in transdisciplinary teaching, said González-Reigosa, in which three or four professors co-teach classes that combine several disciplines.

Florida International University students

Attracting Top Students to FIU

Launched 10 years ago, FIU's Honors College enables it to attract some of the best and brightest students from Miami and internationally. Reflecting FIU's population, 54 percent of its Honors College students are Hispanic, 8 percent African American, 18 percent White, 4 percent Asian, and 16 percent international–from the Caribbean and elsewhere.

"We wanted to offer students two related experiences: the opportunity to be in close contact with some of the university's best faculty and the experience of being a part of a small college with all the advantages of a large public university," said Professor Fernando González-Reigosa, dean of the Honors College. FIU's enrollment of 30,583 students–51 percent Hispanic–qualifies it as a large urban university.

To gain acceptance into the program, students must possess a minimum 3.5 GPA and 1250-1300 SAT scores. Once in the program, students can major in English, business administration, hospitality management, or any other discipline. But the program emphasizes smaller classes, averaging one faculty member to eight to 18 students, whereas FIU first-year students might be in a lecture class with 200 students.

The Honors College specializes in transdisciplinary teaching, said González-Reigosa, in which three or four professors co-teach classes that combine several disciplines. A class on "Origin of Ideas and Ideas of Origin" focuses on how knowledge is created, transmitted, and dispersed, and includes reading books, visiting museums, seeing related films. "Insight Into the Future" concentrates on the technology explosion, ecological damage, and political viability of the Third World. Students in their senior year can choose "The Everglades: From Beginning to End," in which they travel to the Everglades and read about its history and endangered status, or opt for architect Jamie Canaves' class "Miamian," an interdisciplinary study of the city's neighborhoods, planning, architecture, and economics. In their senior year, students study abroad in Italy or Spain for a month, researching, for example, how the Spanish culture is evolving, how Spain is transforming from a dictatorship to a democracy and is turning into a global community.

Underlying the Honors College is the belief, supported by research, that a "well-rounded ability to connect knowledge from different disciplines promotes leadership," said González-Reigosa. In addition, students are expected to participate in a service course, serving an internship, for example, at Food Runners, which distributes food, goods, and services to the homeless. "A full citizen doesn't just serve himself but recognizes the importance of being useful to the community," said the dean.

Though Ivy League and top schools compete for the brightest Hispanic students, the Honors College enables FIU to recruit top Latinos who might otherwise have attended another school. The Honors College, said its dean, "creates a nucleus of top students, but these students are not isolated and are in contact with the rest of the university."

Verónica Méndez-Cruz, director of University of New Mexico's El Centro de la Raza, working with [illegible]

Academic Support: El Centro de la Raza at UNM

Attracting Hispanic students to the University of New Mexico is one thing. Retaining them is another. That's why the El Centro de la Raza was established 30 years ago at the University of New Mexico's main campus in Albuquerque.

Verónica Méndez-Cruz, serving her fifth year as director of El Centro de la Raza, spoke to *HO* of its mission. "We are primarily an academic support service," she said. Last year, El Centro assisted close to 3,000 students of the 24,000 undergraduates who attend UNM. El Centro helps students in six major ways: two mentoring programs, a cultural program, and academic, financial, and career advising. Funded in part by New Mexico's state legislature, El Centro has a $250,000 budget, supporting four full-time staffers and 24 part-time students.

Many Hispanic students at UNM are of Mexican American heritage, are graduates of small rural high schools, and face adjustment problems acclimating to a large public university. Most are commuter students and the first in their family to attend college. They look to El Centro for assistance with career advising and financial aid, with learning the ropes in college, and for access to much-needed computers and work stations.

"We lose many Hispanic students from their sophomore to junior years when it's time for them to choose their major and pursue a career," noted Mendez-Cruz. As a countermeasure, El Centro has established a very active career advisement program. Workshops are offered on how to prepare for a job interview, what to wear, which questions are most likely to be asked, and how to choose a possible career. Companies as diverse as Intel, Honeywell, and the U.S. Postal Service send representatives to the UNM campus seeking minority employees.

Acclimating the Hispanic student to college life is one of the key goals of its mentoring program, which begins in a student's first semester. Upper-division students are trained as mentors to answer incoming students' questions. Many Hispanic students, noted Méndez-Cruz, enter college with a stereotype that "college is meant for the student who wears penny-loafers and pink cardigan sweaters, and [they] don't realize how the university benefits from diversity." She describes mentoring's major benefit as encouraging first-year students to "become comfortable with the university setting."

Another student-initiated mentoring program involves eight UNM upper-division students tutoring 20 Hispanic high school students each in four high schools. "We're not doing enough to help our fellow Latino students get through the high school system" was the sentiment that led to the formation of this program.

To fit into a mainstream college, many Hispanics think that they have to relinquish their cultural identity. "I've got to give up eating burritos, learn to eat sandwiches, and give up my way of dressing," believe many students, noted Méndez-Cruz. Cultural programs sponsored by El Centro show them that they "do not have to lose sight of their cultural background." El Centro sponsors a Cinco de Mayo festival, a speaker series during Hispanic Cultural Month, and even mariachi workshops.

El Centro offers tutoring in science, languages, and math to supplement UNM's tutoring services.

and offers special financial aid advising, augmenting UNM's often swamped Financial Aid office. Short-term counseling addresses a broad range of factors affecting Hispanic students: handling family issues, dealing with faculty who are not always sensitive to the needs of a minority students, juggling part-time work and scholastic responsibilities, and coping with stress.

Creating an environment that feels like home is another goal. In a break room, students can find a refrigerator, TV, and microwave, and can obtain free cups of coffee–just like at home. Instead of maintaining a 9 a.m.-to-5 p.m. schedule, El Centro opens at 7:30 a.m. and will stay open until 12 p.m. if students want to continue working on its 10 computers and five printers.

Some UNM professors have criticized El Centro for being "exclusionary." Méndez-Cruz comments that El Centro and other ethnic programs "are trying to support students and welcome them," noting that "ethnic programs play a critical role in the success of students attending universities."

Attracting and Retaining Math, Science, and Engineering Students at UTEP

Increasing the number of Hispanics in the sciences is imperative if the country wants to produce enough scientists and engineers in the coming years, said the Hudson Institute's acclaimed "Workforce 2000" study. The Alliance for Minority Participation (AMP) attracts first-year students who are interested in majoring in math, science, engineering, or technology and then provides a variety of programs to retain them, explained Dr. Pablo Arenaz, program director of the Louis Stokes Alliance for Minority Participation at the University of Texas at El Paso. AMP strives to create a "sense of community for minority students," emphasized Arenaz. "If students can develop a sense of community and connection to the institution early on, you will keep them," he said. A grant from the National Science Foundation helped to establish the Model Institution of Excellence (MIE) program, which aims to retain students through an intensive first-year-student orientation program, clustering students and training teachers.

Entering the sophomore year for AMP students is often the critical juncture in determining whether they stay in school or drop out. Why is the second year so critical? "In their first year, students are busy meeting math, English, and history requirements and don't take courses in their major until their sophomore year," said Arenaz. Students who succeed in biology might face more difficulties studying microbiology, he said.

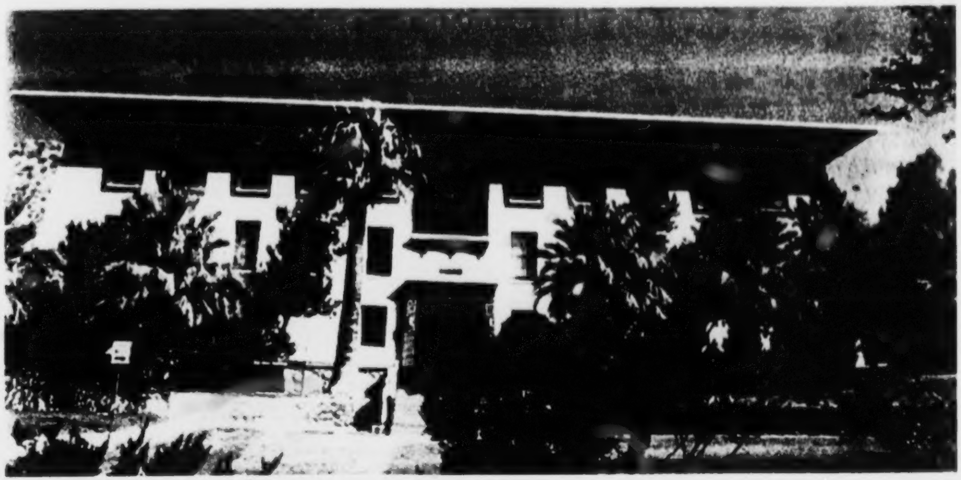
Student development specialists at UTEP counsel students on their career, study habits, and what it takes to pass more intensive science courses. Interest inventories are conducted to ascertain specific career goals. If students need academic assistance, they are referred to UTEP's tutoring center. If students can gain confidence and pass their major courses in their sophomore year, those successes build momentum that often enables them to continue until graduation.

AMP also has introduced a "new teaching paradigm" or a gateway course, noted Arenaz, that stresses building blocks of learning and more sequential courses. If a student can master calculus, for example, it builds a strong foundation to advance to more technical math courses. "If you can't get through chemistry, it's hard to become a physicist," the director of AMP noted.

In their junior and senior year, five research stipends are awarded, and students have an opportunity to conduct independent studies in a research lab.

The Model Institution of Excellence (MIE) is helping to "redefine the college experience," said AMP's director. Rather than students passively learning the sciences in anonymous halls of 200 students, science students are clustered in smaller classes of 35 to 40 students and take three classes together and are encouraged to become active participants in their learning. These cluster classes, "both in socialization and academics, help them feel more a part of the college. It also introduces them to faculty in their disciplines early. They develop a sense of community among themselves so that students become responsible for their own learning," said Arenaz.

More than 11,000 undergraduates at nine campuses at the University of Texas and at bridge programs at 10 Texas community colleges have taken math, engineering, science, and technology courses. "On a systematic level, we've been able to look at a common problem: retention. As a result of this program, we've been able to promote a change of attitude among faculty, able to make them more aware of retention issues and the unique needs of minority individuals," said Arenaz. Indeed, the program has affected the very teaching of a science course. "How you deliver a course and how you approach teaching" can go a long way in determining whether the class meets the needs of a students, said Arenaz.



UTEP Old Main Building

The Promising Practices of Arturo Pacheco

UTEP

UTEP Dean Improves Teacher Education

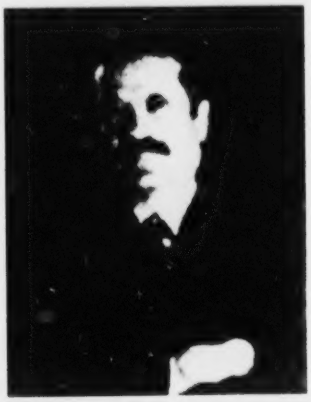
BY INÉS PINTO ALICEA

First-year teachers walk into a classroom with lots of textbook theory to prepare them for the coming school year. But, as for many of their colleagues, those first few years are a shock. Thirty to fifty percent of new teachers leave the teaching profession within five years.

Critics say that what is taught in many teacher education programs is not enough to prepare these idealistic young people for the rigors of teaching.

Arturo Pacheco, dean of the College of Education at the University of Texas El Paso, was concerned about the attrition rate. About six years ago, he started reaching out to local public schools for help on how to better prepare his graduates for teaching jobs. This task was vital as UTEP provides about 70 percent of the teachers for public schools in West Texas and southern New Mexico.

Public school leaders said the students in the teacher education program needed more field experience and they needed a better understanding of the dynamics of the majority Latino population in El Paso. He heard their message and made a number of changes, among them requiring students to undergo one year of field experience rather than the typical one semester and requiring them to take classes on multiculturalism and working with parents at the schools.



Arturo Pacheco

Pacheco's efforts have not gone unnoticed. The U.S. Department of Education recently called the teacher education program at UTEP a "Promising Practice" in its report on teacher education. The department commended the university for requiring that student teachers spend 750 hours in public school classrooms their last year of study, and for encouraging adoption of newer teaching methods, such as launching group discussions in the classrooms and urging students to ask questions so they might draw their own conclusions, rather than the traditional "chalk and talk" lecture format.

"Don't be a sage on the stage, be a guide on the side," said student teacher Stephanie Hadley, summing up the new method of teaching that discourages teachers from merely standing in front of the classroom to lecture.

The college is continually fine-tuning its approaches to better prepare its graduates, part of an ongoing trend among teacher education programs nationwide to find ways to improve. Jorge Descamps, professor of education at UTEP, said the program is not necessarily revolutionary or unique but that officials are impressed that such a strong teacher education program with many links to the local schools, has developed in a city along the U.S.-Mexico border and with a large Latino population.

"They're saying, 'It's not only a nice program but it's in a place where they usually don't do things that well,'" said Descamps.

Pacheco said that the key to the success of the program is the development of those strong ties between the university and the local public schools. Some 30 public schools get 10 to 15 student interns each semester, and they pair those student interns with classroom teachers for a year of intensive field training. The interns spend two days each week at the university taking classes and discussing critical issues that arise in their public school classrooms the other three days of the work week.

University officials meet at least five times every semester with all participants, the public school officials, and student teachers to discuss progress and needed changes. Everyone plays an important role in making decisions that are best for the program, said Pacheco.

Dolores De Avila, principal of Ysleta Elementary School, which has 620 students, 98 percent of them Latino, has been an active participant in the UTEP teacher education program from the start. Her school has taken 10 to 15 interns per semester for several years. She praises the program and the student teachers who participate.

"This is such a wonderful opportunity for students to be given the support they need to be successful teachers," said De Avila.

De Avila said that by making the students spend a year in the field, they have more time to reflect on the practice of teaching and it gives them more of an opportunity to interact with the teachers in the public school classrooms and to participate in the teacher training that the public schools offer. Descamps said the students must maintain daily logs of their work and the challenges that arise. The year of field work gives them the opportunity to reflect more on the events occurring on a daily basis and how they can continually improve, he said.

"We're trying to prepare professionals who are proactive in trying to figure out why a certain kid is not responding to them," said Descamps. One of the challenges teachers face is having a difficult relationship with certain students. The natural tendency is to always blame the student, he said. "We are teaching them to ask themselves, 'What can I do [to improve this situation]?'"

Pacheco likens the internship to medical school training in which student teachers spend their first three years learning the basics and then are sent to hospitals or, in this case, public elementary, middle, and secondary schools, for the real-life application of what they learned in the classroom.

Vital components of the program include the following:

- A community component requires students to participate in activities such as PTA meetings and, in some cases, to visit families at their homes.
- The program sends 10 to 15 interns to each school rather than the one or two sent previously. Pacheco said that under the prior method, "they were often lost in the woodwork. Now they have an impact on the school. They bring fresh ideas and fresh vitality to the schools."
- Students are required to take certain courses, such as "Critical Pedagogy," in which they learn how to work with parents and cover critical issues such as gender, diversity, equality, fairness, and more. "These classes create an awareness in students that parents are great partners to have, particularly as students learn to read," said De Avila. Pacheco adds that these types of courses give students a better understanding and more thorough awareness of the students they are teaching. "It's very important that a teacher understand where their students are coming from so they don't approach the students with stereotypes or ignorance," said Pacheco.
- Student teachers are required to take two years of college Spanish since nearly 80 percent of the children in the public schools are Latino, Pacheco said.

De Avila said the student teachers are not the only ones who benefit from the experience. The schools, the youngsters, and the veteran teachers grow from the year-long internship.

"I tell the students that they aren't the only ones learning," said De Avila. "The [veteran] teachers learn from the students too."

UTEP teacher education student Maribel Alarcon

But Lucy Keisling, a third grade teacher at Fannin Elementary School in Northeast El Paso, who was a student intern last year, said an individual student intern's success depends on the strength of the relationship with the public school teacher to whom she or he is assigned. That interaction can make for a successful year or not-so-successful year.

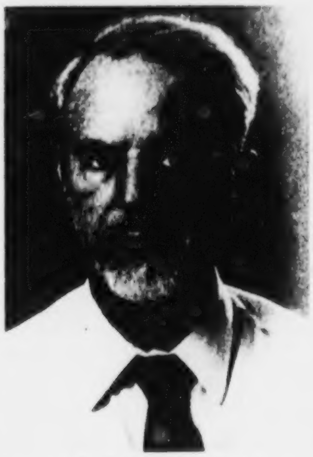
"It's great if you get a good teacher who lets you teach, but I didn't get to teach on my own," Keisling said. She admits, though, that the experience diminished the shock of being a first-year teacher.

Pacheco said another key to the success of the program is the collaborative relationship that has developed to better prepare the teaching graduates. The university's departments have joined forces to work together to create stronger graduates, he said. In fact, faculty of the different departments join the teacher education faculty and teachers from the public schools for 10 days of annual mini-retreats to discuss issues of teacher preparation.

"We as an institution are committed to preparing teachers," said Descamps. "That is one of the aspects that makes the program so strong."

The Department of Education report said that U.S. K-12 public schools will need to hire more than two million teachers during the next decade to match the enrollment growth in elementary and secondary classrooms. It also cites a finding from the National Commission on Teaching and America's Future report, *What Matters Most: Teaching for America's Future*, that fewer than 75 percent of America's teachers can be considered fully qualified, that is, they have studied child development and learning and teaching methods, hold degrees in their subject areas, and have passed state licensure requirements.

"We must make sure that we are meeting strong standards with the teachers and that they know how to get their students to meet the standards," said Pacheco.



Dr. Jorge Descamps, director of Teacher Education at UTEP

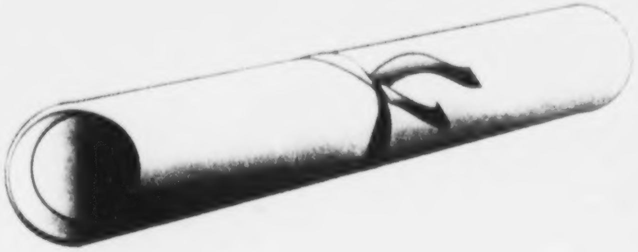
Pacheco said that UTEP has been successful in getting its teaching graduates to pass the stringent certification exam required by the state of Texas. More than 78 percent of UTEP's College of Education graduates do so. Also, the state requires that Texas' teacher education programs break down the exam results by race and ethnicity, and schools must show that more than 70 percent of each minority group taking the test passed. This makes the schools more accountable to all the students.

Pacheco said that UTEP has steadily proven a 70-plus percent pass rate in each of the minority groups taking the test at the College of Education.

The university also has taken strides to raise standards for admission, as have schools across the country. To be admitted into the education program and be allowed to stay in it, students must have a minimum GPA of 2.5, up from 2.25. Students also are required to take additional math and science classes.

"We're sending out a tougher breed," said Pacheco. "They know what they are getting into."

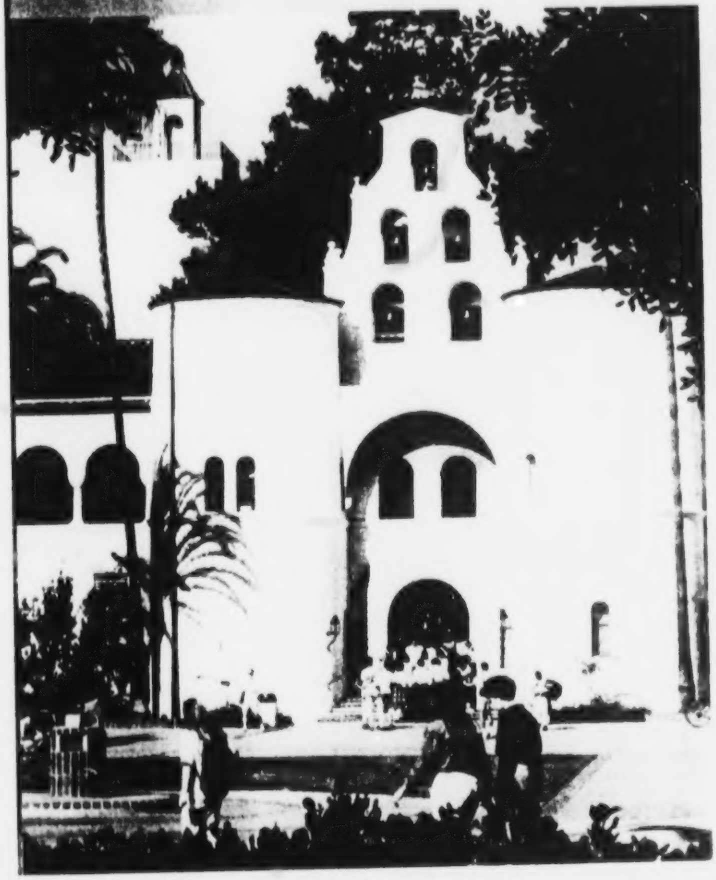
The Honor Roll



San Diego State University

Comprehensive and Innovative

BY ROGER DEITZ



The Campanile, San Diego State University

It takes a modern educational philosophy to land a university on the *Hispanic Outlook* Top 100 list. Having a noted philosopher at the helm of the institution doesn't hurt either. Last year, as San Diego State University celebrated its 100th anniversary, it was characterized by its philosopher/President Stephen L. Weber as "a wonderfully talented, diverse, energetic learning community" and "one of the nation's great universities." He renewed its dedication, he said, "to providing educational experiences, in and out of the classroom, which will embrace and develop the abilities of all individuals."

Weber is not a dilettante in this realm, but a student (and professor) of philosophy who has applied this knowledge in a number of administrative posts in higher education.

As the president of San Diego State, he finds his educational background in philosophy plays an important role in his approach to his job. "Philosophy is not a dogmatic science, and neither is running a university," says Weber. "There is a sense of humility common to both endeavors. At the start, you don't presume to know the questions, much less the answers. There's a logical, orderly progression toward the truth. There's a lot of questioning and a lot of listening." Indeed, asked about his plans for SDSU when his appointment was first announced, in late 1995, his answer was, "The first thing I plan to do is listen."

For listening to the needs of the community of learners, and for 100 years of excellence as this university celebrates the distinguished history of the institution and embarks on the next 100 years, the *Hispanic Outlook* honors San Diego State University.

Established in 1897 as a Normal School, San Diego State University joined the California State College system in 1960, and was accorded university status in 1971. It is now classified as a Carnegie Doctoral II institution.

Stephen L Weber San Diego State University president

The campus was relocated in 1931 to its present location at Interstate 8 and College Avenue. The present campus comprises 283 acres with 44 academic buildings encompassing 4.5 million square feet, 25 parking lots, and four multilevel parking structures. Included are Aztec Center, the first student union building in the CSU system; a dramatic arts building with the excellent Don Powell Theater, one of the finest in the nation; and the newly completed 182,000-square-foot addition to the already 344,000-square-foot Malcome A. Love Library. That makes Love Library one of the largest libraries in the CSU system.

The most recent additions to SDSU include the Student Activities Center and Cox Arena, completed in the fall of 1997. A new science laboratory building is scheduled for completion in the spring of the year 2000. Public broadcasting stations KPBS-TV, KPBS-FM and student-run radio stations KCR-AM and FM are located on campus.

SDSU-Imperial Valley, a satellite campus, was established in 1959 in Calexico, California. It is situated on 15 acres and comprised of 12 buildings.

Enrollment at the San Diego campus for the fall of 1998 was 25,321 undergraduates and 5,455 graduate students for a total of 30,776. That makes it one of the largest universities in the western United States. Added to this number is a fall enrollment at the Imperial Valley campus of 689. SDSU's student body is 55 percent female; the average age is 24 for undergraduates and 32 for graduate students. Most students (61 percent) are from San Diego County, 34 percent come from other California counties, 3 percent are from other U.S. states, and 2 percent are foreign students. More than 44 percent of new undergraduate students are transfers, 84 percent of them from community colleges.

The Hispanic student population includes 15.1 percent Mexican American/Chicano and 4.1 percent other Hispanics. The university employs

Honor Roll Facts in Brief

INSTITUTION
San Diego State University

LOCATION
San Diego State University
5500 Companile Drive
San Diego, California 92182
(619) 594-5200

ESTABLISHED
1897

SDSU

ENROLLMENT
30,776

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate (in conjunction with other institutions)

ANNUAL TUITION AND FEES
$927 per semester for California residents

NUMBER OF FACULTY
906 full-time
1,027 part-time

HISPANIC ENROLLMENT
Mexican American/Chicano 15.1 %
Other Hispanic 4.1%

HISPANIC GRADUATION FIGURES, 1998
Bachelor's 867 (18%)
Master's 244 (11%)
Doctorate 9 (13%)

A FEW SPECIAL DEGREE PROGRAMS
Aerospace Engineering
Finance
International Security and Conflict Resolution
Mexican American Studies
Urban Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Educational Opportunity/Ethnic Affairs
International Student Center
MEChA (Movimiento Estudiantil Chicano de Aztlan)
SOL (Sociedad Latina)

INTERNET ADDRESS
www.sdsu.edu

BEST COPY AVAILABLE

1,413 full-time and 241 part-time staff, 212 management, 906 full-time and 1,027 part-time faculty, 474 teaching associates, 233 graduate assistants, and 1085 student assistants. Bachelor's degrees are granted in 74 areas, master's degrees in 55 areas, and the doctorate (in cooperation with other institutions) in 10 areas.

SDSU is a teaching university with strong research programs. Research and scholarship strengthen the instruction that students receive in the classroom and laboratory. SDSU's faculty conducts more than $65 million in funded research each year. The university notes that these projects provide unusual opportunities for students to work alongside faculty using state-of-the-art equipment and techniques. The university now offers bachelor's degrees in 74 areas, the master's in 55 areas, and doctorates in 10

There is a great deal new and exciting to chose from at SDSU, and not all of it for philosophy majors. One exciting program is a new dual degree that emphasizes law and child welfare. The program allows students to earn a law degree and a Master of Social Work concurrently. The new program is being offered in conjunction with the California Western School of Law. Although there are a few similar programs in the nation, the dual degree offered by the two institutions is believed to be the first to focus on public child welfare, a subject of increased concern nationally.

The program is also the first MSW/JD degree to be offered by the 23-member California State University System. Dan Finnegan, graduate advisor for SDSU's School of Social Work, reports, "The program is intended for students who know they would like to work at the policy level, probably in administration or for a public interest organization, where backgrounds in both disciplines would be useful."

The school reports that the MSW/JD dual-degree program provides graduates with a major advantage in the job market because most child welfare service providers are interested in hiring those who have skills in both law and social work. Another big plus is that the program takes one year less to complete than if the two programs were pursued separately.

For those who had been thinking that they were secure in their professional endeavors yet learned that was anything but the case, SDSU's new Defense Conversion Center is retraining displaced defense professionals for new careers in emerging industries. This is a response to the decline in the defense industry, which suddenly went bust after the boom years of the 1980s.

Last October, the U.S. Department of Defense awarded $7 million to fund the retraining programs, added to the original $4 million that launched the center in 1994. The center also receives $1.2 million in state and local government matching funds. The first group of learners–nearly 50 people–have already graduated from the program. The skills the participants gain range from telecommunications to health data information management to entrepreneurial management.

Local businesses have been very supportive, rallying to help the program with technical assistance, donations of equipment, and instructors. Among the biggest supporters have been the local office of Hewlett-Packard Corp. and Science Applications International Corporation.

Career counselors are available to assist all students in the exploration of their skills, interests, and values as they choose a major and develop a career plan. A variety of computerized instruments are used in the career counseling and job search process. An extensive Career Resource Library is available to provide information about potential employers as well as current open positions for graduates. Career fairs are scheduled each semester, allowing students to meet their employers in an informal setting. The on-campus recruiting program brings prospective employers and graduating students together for career employment interviews. Students are assisted in preparing for these interviews and all other aspects of the job search through workshops and individual career counseling.

SDSU's Language Acquisition Resource Center (LARC) is "Expanding the Vocabulary" of students at the university and is on the cutting edge in developing new ways in which language is taught. It is an outstanding example of how technology can be used to advance educational objectives in the teaching of foreign languages–and another example of SDSU's leading the nation. The university is one of the first three national language resource centers funded by the U.S. Department of Education's Center for International Education to enhance language learning and teaching in the United States.

SDSU's LARC, in the College of Arts and Letters, began operation in 1990 with the funding of a $1 million grant. The grant focused on three areas: language testing, new teaching methodologies, and advanced uses of technology. One major program now in its final stages of development is the Computer Assisted Language Multimedia (CALM) software package. The user-friendly program incorporates culture as a component for activities such as the practice of language skills. It provides educators with a straightforward program for integrating their teaching materials into multimedia activities, endeavors supporting and enhancing course objectives. The LARC has hosted workshops and summer institutes for SDSU faculty and representatives from all of the UC and CSU campuses, and for educators from throughout the United States.

As for President Weber, his energy and vision appear to match that of SDSU and of the west as he muses on his new home. He concludes, "My sense is that San Diego–and the state of California–are young and vibrant places, places where new ideas and new people are welcomed. I'm sure there will be challenges, but I'm an outrageous optimist. The greater the challenge, the more I enjoy it. I'm the kind of guy who actually enjoyed his Ph.D. orals."

Enjoyed his orals? Now, that's academic philosophy.

...isition Center, San Diego State University

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University of Colorado-Boulder Developing Latino Student Leadership

USHLI Program Under Way

BY ADALYN HIXSON AND MONTEITH MITCHELL

"The first session was an introduction to the program, what kinds of questions to ask, not to attack. I know these deans do get attacked. We want to build up relationships. We are more laid back, asking more normal questions. What do you do? How does your job work? How do you deal with all this stuff?"

HO is talking with Víctor Hernández, now in his first year at the University of Colorado at Boulder (CU), about the first stage of a new student program sponsored by the United States Hispanic Leadership Institute and hosted by the university–the Collegiate Leadership Development Program: Building the Next Generation of Latino Leaders. The six-week course aims to cultivate potential Latino leaders by encouraging greater activism on campus and in their communities.

The course is designed to create a better understanding between Latino students and university officials through constructive dialogue and interaction. The three components are administration, operations, and academics.

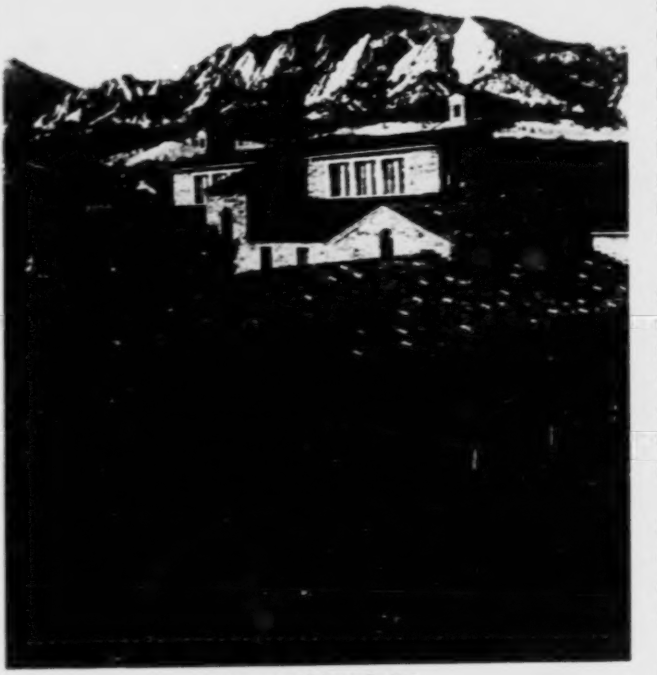
Araceli Rascon, a senior and USHLI scholarship recipient, believes the course will be valuable. "Last year we had several incidents on campus....There were sit-ins." Rascon tells *HO* that she and some of her colleagues felt other approaches might be sought that would be more beneficial. "It's important to have a dialogue with administrators because once we know who they are, we can feel more comfortable–knowing what their positions are and what our role is in the university," she says.

A senior majoring in political science and sociology, she is also the current chair of UMAS–United Mexican American Students. "UMAS was founded at the university," she tells *HO*. "We're the main UMAS in the United States. We have about 50 members.

"As a leader of a student group, I think it is important for all leaders to know who administrators are, because the policies they make affect students' lives."

The new program was opened up to all the Latino groups on cam-

The year before last, Rascon was co-chair, with Curtis Esquibel, of the Chancellor's Committee on Diversity, an experience she describes as "really good." Sitting on committees, she says, "gives me more of an urge. I'm hoping this program is going to be wonderful."



University of Colorado-Boulder

[illegible] Rascon

pus, but not all who are interested can take part, says Rascon, because each session is three hours, and not all students have schedules that will accommodate the sessions.

"Primarily the members are from UMAS and MEChA. And a lot of them, which is good, are sophomores and freshmen. I am a senior. I'll be leaving in April."

HO asks Rascon if she or her group had any particular goals for the program, especially for the initial session.

"We met briefly a couple of weeks ago–our initial meeting. Our first session will focus on administrative policy. One main goal is just for us to learn to work proactively with the administration, so we can begin to have a constructive dialogue. To seek new avenues for communicating with the administrators–beginning to talk with them at a different level."

Dale Trevino, campus coordinator of the new program, tells *HO* this is the first joint program between the university and the U.S. Hispanic Leadership Institute. CU was selected, he says, because of its commitment to developing young Latino leaders.

"I've been participating at the conference since '93," says Trevino. "I was probably one of the few people–there were fewer than five–from the state of Colorado who had gone to the conference that year. And I've gone every year since.

"Over the last two or three years, I've taken about 100 of our Latino students. So they obviously felt that we were committed to being part of the Institute.

"The number grows each year. The first year I took a couple, the next 10 and so on up to 50. And last year we were right up to around 50 students again."

Latino/a Groups on Campus

Asked who's participating in the new program, Trevino says, "Right now we have about 15 student leaders that come from various Latino student organizations–from United Mexican American Students, from MEChA...." *HO* asks how many other Latino organizations there are on the UC-Boulder campus.

"We have students from the Society for Hispanic Professional Engineers–a SHPE chapter works with our campus–part of the minority engineering program. We have some students from that. We have a student from the Multi-Ethnic Media Organization (MEMO). We have a Latino fraternity, Sigma Lambda Beta, a Latino sorority, Pi Lambda Chi–which is a pretty good thing. Another option for students. We have a Mexican American engineers and scientists organization, a Latino law students organization."

Asked to what he attributes this rather large number of Latino organizations on a campus with relatively few Latinos, Trevino says, "A lot of it, historically, has been student run, student generated. And these groups are really pretty solid on our campus. UMAS and MEChA have been here since the late '60s, early '70s. They are probably our strongest groups. Very strong. Some of the others, like the engineers, probably within the last 10 or 15 years. The sorority and fraternity, five or six years. They have a really good history, in addition to that of other ethnic groups."

Trevino himself has been with the campus professionally for 12 years, and did undergraduate work too on the Boulder campus. He was involved with UMAS at Boulder when he was a student in the early '80s.

Rascon describes Dale Trevino as "part of Latino Advocacy–basically faculty and staff that are Latino, and the university gives us a budget through them for funding whatever issues we have."

> ***"A lot of it, historically, has been student run, student generated. And these groups are really pretty solid on our campus. UMAS and MEChA have been here since the '60s–late '60s, early '70s. They are probably our strongest groups."***
>
> DALE TREVINO, ALUMNUS, COUNSELOR, CAMPUS COORDINATOR OF NHLI PROGRAM

"Always at the beginning of the year," she says, "we hold a Chicano History Week." She and *HO* agree that large numbers of Americans, including people in border states, seem unaware of Mexican American history, and fail to realize that substantial regions of the U.S. were once part of Mexico. "Even in our classes, a lot of the students don't find out. They really believe Columbus discovered America."

Mentors Past and Present

"We started attending the U.S. Hispanic Leadership Institute Conference," says Rascon, "through Dale Trevino, and Cleo also."

Cleo is Cleo Estrada, a senior counselor at the University, also mentioned by Dale Trevino. "Oh gosh–I have a lot of mentors," he tells *HO*. "Cleo has been here since the late '60s, early '70s, as a former student and as a counselor. She served as my mentor when I was a student–helped me through my own identity development as a Mexicano student. And so I find it a pleasure now to work under her and learn from her. To now be her colleague is a wonderful experience for me on this campus."

The university, says Trevino, has a Cultural Unity Student Center, and Cleo Estrada works there too. But Trevino has earlier mentors.

"My parents have been working long and hard," he tells *HO*. "They're from Greeley–farmworkers. They obviously provided the foundation for myself and six siblings to go to school and complete advanced degrees." Those siblings include, he says, two lawyers, a Chicano studies major, a sister with a teaching certificate, and a brother who is a funeral director.

His parents, he says, "provided the foundation for us to be very successful in working in the community–giving back to the commu-

Dale Trevino

nity. They were the typical Mexicano family–neither one finished elementary school–a really strong family...*familia*...with really strong values about education–that it was the way–that education was not our excuse to leave the community, but a way to provide for the community. This just happens to be my outlet.

"My particular piece–the leadership piece. I tied into what my parents have been saying. These young Latinos coming up need to have that as part of their vocabulary. They are going to go back and make some changes."

Araceli Rascon seems imbued with a similar sense of purpose. "I've always wanted to represent the Latino community in whatever way I can. Right now I'm looking into getting a master's in social work administration.

"I see people in circumstances where they don't always have the voice. I see my father working 12 hours a day, weighing bales all day long. My mother works for the same company, cleaning up."

Her parents, she says, want options for her and for her six siblings. Two are already teachers, she says.

Victor Hernández, too, stresses parental influences. "Mom and Dad–they really have a big influence on how we grow up and identify our culture. They are the ones who made me the way I am–culturally aware, and really strong about what I believe in."

"My dad and mom met when she was 24 and he was 26. He was still living in Mexico. He came over when he was about about 28, got his green card. They moved to Greeley, Colorado. We were poor, and lived in a trailer court. Dad needed a better job, so we moved to Denver, and bought our first house–that I still live in. That was a real big step for all of us, the first time we ever owned a house. I give credit to my mom and dad. They struggled, they did what they had to do.

But it was Hernández's older brother, Hugo, who introduced him to the cultural organizations such as MEChA. "He got me into all this stuff when I was in the seventh grade–introduced me to all the organizations and involved me when I was in high school. I attended Holy Family High School, a Catholic School. There was none of that there, and too bad, because there were maybe 30 students of color. I had to do it on my separate time, outside the school–maintain my heritage, my culture." Hugo Hernández, age 22, is graduating from CU-Denver in political science and plans to enter graduate school. Victor's mother is a teaching paraprofessional and getting her teaching certificate. His dad earned a certificate for auto body two years ago.

Araceli Rascon says that she and three of her siblings were able to go to college. "One of my biggest mentors was my sister, Josefa. She is the one who pushed me." Josefa is seven years older than Araceli. "We were raised in a rural town. They didn't expect her to go to college. They expected her to be a waitress or something like that." Josefa is now a bilingual teacher at a middle school in Albuquerque.

"College didn't become a reality," says Rascon, "until I was a senior in high school. I was barely accepted into this program, which I think is wonderful. My school didn't have the calculus or the physics. I got accepted through the Academic Access Institute. It accepts you to the university on a probationary basis. I had to take different math courses, writing courses, in smaller classes with a slower pace. They definitely helped me integrate into the wider community on campus."

The year before last, Rascon was co-chair, with Curtis Esquibel, of the Chancellor's Committee on Diversity, an experience she describes as "really good." Sitting on committees, she says, "gives me more of an urge. I'm hoping this program is going to be wonderful."

The course's objective is to create a better understanding between Latino students and university officials.

"This is the first time we are implementing this training. Many of the students on campus couldn't even begin to give you the name of the Chancellor. Even if we don't accomplish very much, they will know who we are, and we will know who they are."

Obstacles

"It is a predominantly White campus," says Trevino, "and so the climate for some of these students is difficult for them to get through. When you are two or three Chicanos in a lecture hall of about 150 primarily White students and sometimes feeling like you don't have a sense of belonging–that is an obstacle. Boulder is a very predominantly White upper-class community. Many students feel like they are just not welcome around here.

"The other obstacle is retention. If not comfortable, they leave, so it gives the other students fewer role models. An obstacle, again, is that we don't have enough Chicano or Mexicano faculty. If you are not reflected in the faculty, it is kind of hard for some to see good models up there.

"The financial aid situation is always a problem here. We are a pretty expensive place for out-of-state students. In financing education there have always been obstacles, especially if it is first generation."

Hernández tells *HO*, "It is hard being a person of color in this world now," and notes the need to intervene at an early age. "High school is already too late, going into an environment that is predominantly White. They need to know what they'll be dealing with–to be aware."

A student of color walks into a classroom, he says, and sees a class where White students are dominant. "All the teachers are White White White. It is very rare for me to find a person of color who teaches. CU has that reputation. Teachers of color don't want to apply because they don't know if they can deal with that.

"I think one of our issues with administrators is, how are we going to obtain more diversity on a predominantly White campus? People are so intimidated that the school is so White. It's hard to bring in more Chicanos."

HO asks Rascon, too, about

obstacles. "College is definitely expensive. And we hold jobs at the same time. White students can't comprehend why we have to. I think our parents support us in believing that we need a good education, but they can't support us economically." Asked if she recalled any of the White organizations reaching out to Latinos, she cited a group of environmentalists with issues it felt pertained to Latinos as well.

Achievements

"Our admissions office," says Trevino, "is doing better in terms of making this a more welcoming place for all students.

"What I am really proud of here on campus is the community, the network of people of color–professionals–other staff of color. Even though it is a small network, I am proud of the fact that we really work together. It keeps us going and provides some stability for our students. For students who are coming into their own in terms of identity development, there are folks on campus–despite all the obstacles–to be here for them and to guide them throughout this whole maze."

"This coming together, this coalition-building, is working more and more," says Trevino, speaking of the student and staff connection. "We on this campus have really come together–out of necessity, yes, but are coming into a real multicultural society. We have to work with other minority groups. These students are really doing a good job in providing that."

Even the leadership program looks to a multicultural future. Plans include enhancing the program to include other groups.

Session One

The first of the six three-hour program components, which took place March 10, put the students together with Chancellor Richard Bynny, who had expressed great enthusiasm for the project.

"Leadership training, along with intellectual development, is an important element of a good education," he said. "Our campus is a dynamic place where learning happens in many different and innovative ways. This course presents an excellent opportunity for me and other administrators to work with students on developing leadership skills."

Students met, too, with Phil DeStefano, vice chancellor of academic affairs, who had said he was "looking forward to very active and interesting dialogue with these talented students," and Ron Stump, associate vice chancellor for student affairs and dean of students, who hailed the opportunity "to involve students not normally included in the mainstream."

"One of the results is a group of student leaders who feel better connected to the university and who are working in concert with it on behalf of student diversity. Long term, the program should enhance our student-life environment and better prepare our students to take their roles as involved citizens in society," said Stump.

Carl Jardine sees "many similarities between today's students and those of the '60s as it relates to a sense of commitment to citizenship, activism and civil rights issues...there is a sense of genuine pride towards one's own ethnicity and culture."

Student Hernández tells *HO* the first session was "Really good. We enjoyed each other's presence. All of us had a connection that night, and I think we have something to carry on to the next meeting with the deans."

Coming Up

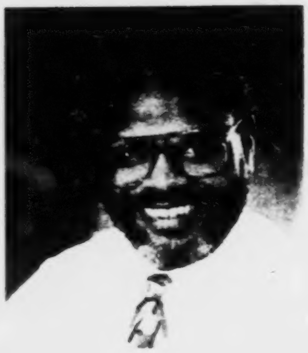
Among the campus figures slated to meet with the Latino leadership group is Carl Jardine, the university's director of housing. *HO* asked Jardine how he sees the administrators helping the potential Latino leaders.

"I see our role as complimenting the educational development experience of students, by serving as role models and mentors. Such opportunities were extended to me," he tells *HO*, "during my college experience. It is years later that I see the significance of such support–by several university faculty and administrators–as extremely meaningful."

Asked what the college officials can provide that they themselves might have benefited from as students, Jardine says, "In the larger sense, to share life's experiences. On a more specific level, the opportunity to pass on information about skills and techniques. On many occasions, these are skills and techniques that you may not get within the formal classroom experience." Knowing the ropes, says Jardine, is "critical for success, whether it relates to academics or to your professional career."

Regarding challenges he faced or faces in his own career, Jardine, born in Panama and of African descent, says, "If your question is what did I face, I would say the absence of sufficient models that would represent my ethnicity or culture in leadership/management roles."

Asked what has changed most for minority students over the past decade, Jardine says that he believes students of color "feel a greater sense of pressure to be successful. Considering the highly politicized rhetoric regarding affirmative action in higher education, I wonder if many students of color feel an increased sense of disenfranchisement within the university community."



He sees "many similarities between today's students and those of the '60s as it relates to a sense of commitment to citizenship, activism, and civil rights issues. Along with this commitment, there is a sense of genuine pride towards one's own ethnicity and culture. I believe it is our responsibility, as university faculty and administrators, that we celebrate and encourage this personal growth in all students. After all, we are playing a small and humble role in developing our future leaders."

The program is said to stress the importance of student participation in the university structure. The goal is for students to see the opportunities they have to influence and create positive results on their campus.

Teresa Estrada, a sophomore, is looking forward to learning how to apply the principles of the program. "Our goals as student leaders are to be proactive instead of reactive, to solve problems before they arise and to take care of campus issues," Estrada says. "It's very important for members of all different Latino student groups to come together to unite for a common goal."

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Latinos On and About Television

Second Report of the Tomás Rivera Institute

BY JOY HOFER

The author is with the Tomás Rivera Policy Institute, Claremont, California, which last fall published Talking Back to Television, *findings from its ground-breaking survey of Hispanic viewing habits.* Hispanic Outlook *is pleased to present a small portion of the Institute's newly released second report on the important findings.*

The richness of the Latino audience in terms of numbers and habits of watching more television than other populations make it a rich prize for programmers. The results of the Tomás Rivera Policy Institute survey of Latino portrayals on television offer a baseline for measuring how Latinos use the medium and how they feel they are portrayed by it.

Latinos are a predominantly bilingual population and are thus able to access television in both Spanish and English. At the household level, the routine use of both languages is evident. The language in which television was most often viewed often differed between parents and children. In approximately one-third of households, nativity among the adults differed, and this probably contributed to different language needs.

Latinos are a "tuned-in population." Almost all own television sets and watch regularly. Reinforcing findings of previous studies, we found that Latinos watched more television than did non-Hispanic Whites. Most also have access to Spanish-language broadcasts. This combination of individual linguistic abilities and structural resources form the foundation for the viewing patterns that we have reported. Three-quarters of Latinos routinely watch both English and Spanish television.

Three-quarters of Latinos routinely watch both English and Spanish television.

Presentation of Latinos on Television

When asked to evaluate television on a scale of 0 to 100, with 0 being a very negative view and 100 being a very positive view, Latinos rated television at between 59 (Texas) and 62 (California and Florida). This generally positive view also extended to Latinos' evaluations of the portrayal of Latinos on the television news program most frequently watched and on English-language entertainment television programs in general.

Variation among the five states was slight. Latinos in Texas had the strongest positive views of the portrayal of Latinos on news programs. Slightly more than two-thirds reported that the portrayal of the Latino community was either very positive or somewhat positive. Latinos in California were the least likely to have positive views; nevertheless, six in 10 reported that news programs presented Latinos in a very positive or somewhat positive light.

Overall, Latinos reported that Spanish-language television portrayed Latinos positively. This attitude was held by most Florida respondents and near majorities in Illinois, New York, and Texas. Only in California did the perception that Spanish-language television presented Latinos positively drop below 40 percent. Few Latinos reported that Spanish-language television presented Latinos negatively (between 12 and 19 percent), with no significant variation among states.

Concerns Raised about TV Programs

Despite these generally positive evaluations, Latinos raised a series of concerns about television programs. These concerns related to news programs, entertainment programs, commercials, children's programs, sex and violence on television, the role of English-language television in facilitating social harmony, and the presence of negative stereotypes on television.

While these concerns were remarkably consistent in all five states, several variations are worth noting. Latinos in New York State were much less likely to have access to Latino news anchors and newscasters. Only 21 percent reported that the news show they watched most frequently had a Latino newscaster or anchor. Only in Texas did most respondents report that the news show they watched most frequently had a Latino in these roles.

In all five states, Latinos said that

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having Latinos on the news show staff improved the quality of the coverage of the Latino community.

The absence of Latinos on the news is part of a more general concern that Latinos are absent from television programs in general. Survey respondents also reported that Latino characters "never" or only "sometimes" appeared on English-language entertainment programs. This perception of absence was held at roughly uniform levels across the five states. Survey respondents also noted the absence of Latinos in commercials. Again, there was little variation among the states, with a slight exception in Texas.

Children's Television

Latinos also raised two concerns about children's television. Most respondents strongly agreed with the statement that there were not enough children's educational programs on Spanish-language television.

English-language television also was a target of criticism. Latinos were divided on whether English-language television provides positive role models for Latino children. In most states, roughly equal numbers of respondents said that English-language television does and does not. The one exception to this pattern was New York Latinos, who were twice as likely to believe that there were positive role models for Latino children on English-language television.

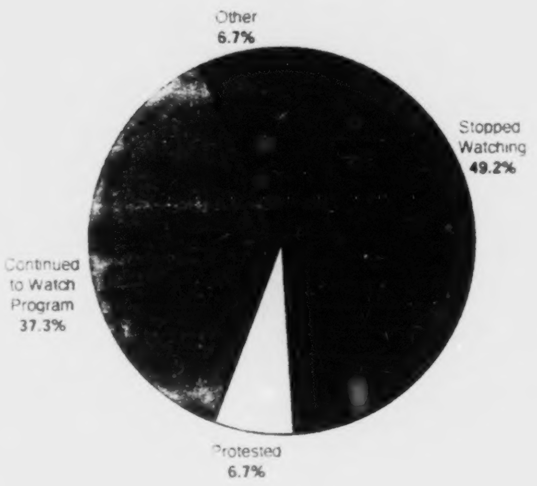
Sex and Violence

Latinos, like the population as a whole, believed there was too much sex and violence on television. Majorities or near majorities in all five states said that there was too much sex and violence on both Spanish- and English-language television, and held media in both languages equally responsible. However, between three and four times as many respondents across the states reported that there was more sex and more violence on English-language TV than on Spanish-language TV.

The content of this violence was also a subject of concern. Approximately six in 10 respondents reported that they agreed with the statement that English-language television was more likely to present Latinos as violent than was Spanish-language television. California Latinos were most likely to agree with this statement, and Florida Latinos were least likely.

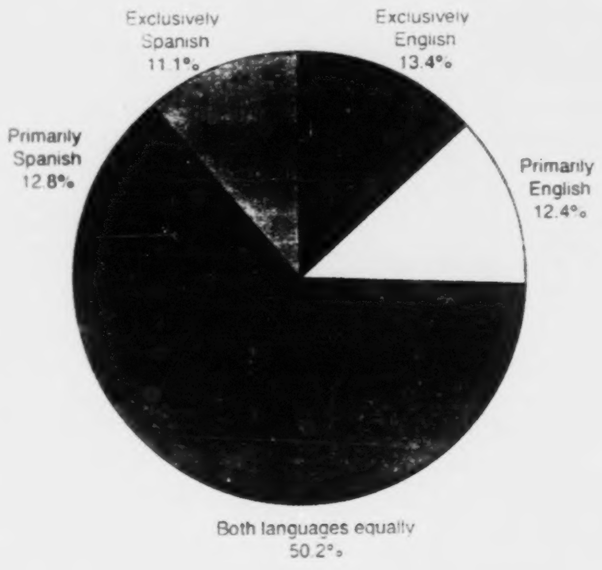
Latinos were divided over the role played by English-language television in building bridges in U.S. society. Slightly more than one quarter believed that English-language television built bridges, and another quarter believed that it perpetuated negative stereotypes. Florida Latinos were most likely to believe that it built bridges. California, New York, and Texas Latinos were virtually evenly divided on this question. Illinois respondents were slightly more likely to believe that television perpetuated negative stereotypes.

On Viewing Negative Latino Stereotypes



Pluralities of Latinos reported that they had not seen negative stereotypes of Latinos on television. In no state did the number of respondents who reported seeing a negative stereotype approach the number who reported that they had not.

California and New York Latinos were the most likely to stop watching the show when they saw a stereotype. Nearly six in 10 such viewers turned off the show.



Viewing in Spanish and English

Roles Played by Latinos on TV

The final set of concerns raised by Latinos about television had to do with roles played by Latino characters and subjects of stories on news programs that featured Latinos and the Latino community.

It is important to remember when thinking about these criticisms that Latinos noted a general absence of Latino characters and stories about the Latino community on television.

In stories on Hispanic men on the news programs that respondents watched most frequently, crime and immigration/illegal immigration were by far the most common topics. In four of the states, crime was more frequently the subject than immigration/illegal immigration. In Illinois, on the other hand, respondents reported that the two topics were covered about equally. Topics that might portray Latinos positively and suggest the diversity of the Latino

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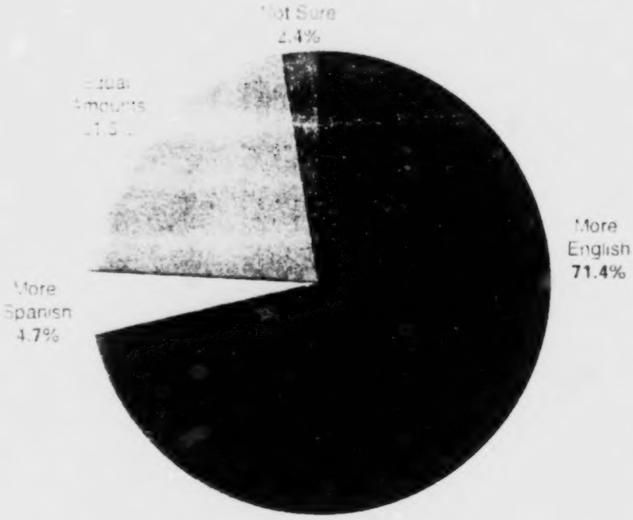
experience in the United States–such as education, politics and elections, or sports–were rare in any of the five states.

News programs about Latino women followed the same pattern. Crime and immigration/illegal immigration and women as victims of crime topped the list of story subjects. Victims of crime topped the list in Florida and New York. Crime was the most frequent subject in stories about Hispanic women in California and Illinois. And, immigration/illegal immigration topped the list in Texas. A few Latinos reported that television news did not cover Latino women at all. However, more reported that they did not know of subjects of stories on Latino women than did those who reported that they did not know the subject of stories about Hispanic men. Survey respondents also indicated that entertainment programs presented Latinos negatively, though perhaps not as negatively as news programs.

Programs with Hispanic male characters most frequently presented them as police and criminals. Programs with Latino women characters often cast them as maids, prostitutes, housewives, and victims.

In Florida, one in four respondents reported that Latinos in entertainment programs were presented positively. This far exceeded rates in other states. Just one in 16 California respondents, for example, offered the same evaluation about Hispanic men in entertainment programs.

TV Latino Children as Viewers



APPENDIX ONE

The Survey

The survey consisted of 1,013 Latino adults in the five states with the largest Latino populations (California, Florida, Illinois, New York, and Texas) and was conducted over an 11-day period in August 1998. We selected telephone numbers randomly from a list of households with Spanish-surnamed members and listed telephone numbers. In each case, we verified that the respondent was Latino, a regular member of the household, and over 18 years of age. Our initial sampling goal was 200 respondents from each state. Since multiple surveys were conducted at the same time, we slightly exceeded this goal in several states.

All respondents had the option of conducting the survey in Spanish or English, and all survey staff were bilingual. Natives from several Latin American nations translated the survey from English to Spanish to ensure that the Spanish was appropriate for a respondent pool from all parts of Latin America and the Caribbean. Nearly 85 percent of respondents completed the survey in Spanish. The average survey took about 15 minutes to complete.

In order to be able to offer context and comparison for the survey of Latino television behaviors and perceptions of Latino portrayals on television, we also conducted a survey of non-Hispanic Whites in the same states. This survey included fewer respondents (404) and a shortened questionnaire that focused on their perceptions of the portrayal of Latinos on television that took approximately nine minutes to complete. Our sampling goal for the survey of non-Hispanic Whites was 80 respondents in each state, which we again exceeded slightly in several states.

Among the subgroups that we analyzed were Latinos who watch programming in Spanish, English, or a combination of the two, Latinos from different states, and Latinos who watch quite a bit of television on a daily basis versus those who watch less.

The Respondents

Respondents to the Latino survey ranged in age from 18 to 89, with an average age of 40. Although 58 percent had earned high school degrees, the average number of years of education among Latinos was 10.5. Slightly more than 70 percent of Latinos were foreign born. The median household income was between $20,001 and $30,000, although one-quarter of respondents did not disclose their household income (which is customary in telephone surveys such as this). A slight majority of Latino respondents were of Mexican origin or ancestry, but the remaining 46 percent came from all parts of the Spanish-speaking Latin America and the Caribbean. Twelve percent were Central American; 11 percent, Cuban; 10 percent, Puerto Rican; 8 percent, South American; and 5 percent, Dominican. Nearly six in 10 Latino households included children under 18. HO

Topics that might portray Latinos positively and suggest the diversity of the Latino experience in the United States--such as education, politics and elections, or sports--were rare in any of the five states.

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Latinas Speak Out at Princeton University Roundtable

BY
MARI CARMEN SARRACENT

> ***"It's conceivable that if you don't turn back this assault on affirmative action, then in two decades, there will be very few people of color in positions of leadership because they won't go to law school, they won't get their doctorates, etc....that allow them to serve in positions of responsibility in government and in corporate America."***
>
> MARÍA ECHAVESTE, WHITE HOUSE DEPUTY CHIEF OF STAFF

In March, an intimate but newsworthy gathering took place at Princeton University–the Latina Roundtable. In response to the growth of the Hispanic population in the United States, developments and trends in education and employment, and the social and educational needs of young Latinas, Moderator Amada Sandoval, English and American literature Ph.D. candidate at Princeton, coordinated the event. Four panelists–María Echaveste, White House Deputy Chief of Staff; Dr. Patricia Fernández-Kelly, professor of sociology, Princeton University; Dr. Elsa Gómez, professor of Italian and former president of Kean University; Sara Martínez Tucker, president of the National Hispanic Scholarship Fund, and Elena Reilly, of The Centro Cultural, Consulado de México en Philadelphia; led the discussion.

From dealing with issues of ethnic labeling, choosing and obtaining the right education, and getting the necessary credentials to mentoring, making career choices, marriage and family–these women covered it all.

Poignant issues of the day were discussed at length during this four-hour convocation, and a dynamic, candid, and raw exchange took place between the audience and the panelists. In addition to their expertise and professional views about the state of Latinas in education, academia, and society, the panelists added a personal touch by sharing individual experiences regarding their climb to success. As the speakers noted and many Latinas in the audience concurred, success doesn't come easy.

Amada Sandoval, moderator, summarized the reasons for the roundtable: "We are here because of the growing Hispanic population in the United States. This is a way of showing our concern about the education needs of women. Also because we hear about the division in the Hispanic community–how many socioeconomic groups are covered under this label, how many ethnic origins, people from different races. But I think that one thing that we have in common is our concern for education, the value of education, and our concern for women, which is why we have assembled this group of inspiring women."

The New Civil Rights Issue

María Echaveste brought the group up to date on White House initiatives–"what we are doing in terms of K-12; why the president's track record on focusing on education continues to be front and center; and regarding higher education–the continuing debate on diversity and affirmative action.

"Folks like myself have a special responsibility to share our perspectives, especially for younger women as they try to decide what they are going to do with their lives.

"A quality education is the new civil rights. The civil rights movements the sanctioning of discrimination has been pretty much eliminated. But if you look around the country, you'll find in city after

Sara Martínez Tucker, Elsa Gómez, Patricia Fernández-Kelly, and María Echaveste–panelists at Princeton's Latina Roundtable–share and compare views

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city, region after region, community after community, a very disturbing pattern–achievement disparity between minority children and majority children. And I keep asking the question, how could it be –that California's public school system ranked in the top five in terms of per student expenditure in the '60s and '70s and now it is the bottom five at a time when the school population has become relatively blacker, browner, Asian, more minority children?

"You don't want to say *racism*– because then you have to question where's the intent, where's the proof. On the other hand, it is pretty amazing that at the time when the state has become the most diverse, that commitment to a quality public school education seems to be disappearing.

Panelists agreed that a quality education is the new civil rights issue, and adequate resources as well as accountability are part of the solution.

Echaveste notes that the country as a whole should be asking itself–"Are we really going to limit the kind of education our children have based upon what their families can afford? We have poor communities. Are we as a society going to say, 'That's okay, that the level of education these children are going to have will not be as good as those in more affluent neighborhoods'?"

According to national statistics, she quotes, 40 percent of our population is under 24. "This is a huge issue not just for Latinos but for the country, and our economic well-being depends upon how well we are going to educate these children" she adds.

The nation's Capitol is working on developing solutions. "There is an interesting fight in Washington D.C. right now regarding accountability and class size. The Republicans have figured out that they have to do something on education. Free up competition, have vouchers for schools–this is how we are going to improve the public school systems. I think that what they have learned (since there are many Republican governors) is that you are never going to have enough money to provide every family with vouchers for private schools. Let alone that there isn't a sufficient private school system. What you find is that there has been an effort to reduce class size in the early grades to 20 students."

Echaveste notes that reducing class size is a key remedy but "where are the results? Teachers are not properly trained."

Sara Martínez Tucker, CEO and president of the Hispanic Scholarship Fund, noted that inadequate academic preparation creates barriers and ultimately, in higher education and beyond, fosters a negative attitude.

The Education Flexibility Act can be part of the solution. Continues Echaveste, "This act leaves school districts free to choose what is best for the school district. But if progress is not achieved, then the consequences will be reduced resources and more federal oversight." However, she adds, the president, as a former governor, is not opposed to flexibility.

Another issue going on this spring is reauthorizing the Elementary and Secondary Schools Act, which is the largest infusion of federal dollars–$15 billion a year. "What we've learned is that if you want to do something about race relations in this country, improve access to a quality education."

According to Echaveste, equal education opportunity is a key element. "We owe it to our own self-interest to reduce achievement disparities. For example, she mentions that in Boston there are three magnet high schools. 90 percent of the graduates go on to four-year colleges." In the remaining 10 or 13 high schools, less than five percent of the students go on to further their education, she notes. "Guess what. It's mostly White, in the three magnet schools, and it's mostly minority in the other schools. Part of it is that they don't have access to calculus and algebra; they don't have the advanced classes so they can prepare for the SAT, etc. that leads to higher education," says Echaveste.

Economic resources would level the playing field. Patricia Fernández-Kelly, professor of sociology at Princeton, adds, "There isn't such a thing as failing public schools in the U.S. Most public schools are doing really well. It is only some schools that are doing a very rough job–those in highly segregated neighborhoods, in environments in which people are just not Latino or African American. They are basically marginal, impoverished....

"Why do [institutions] like Princeton do better in terms of recruiting not just minorities? We do have on this campus a whole lot of people like myself (foreign-born or coming from the upper crust of society but who nonetheless have a Spanish surname). We do a better job here partly because Princeton has the resources to recruit and compensate. And you know that there are more undergraduate

"College education is the minimum requirement to gain entry into society. If not on an AP plan, students won't get into college if they are behind [in taking AP courses]."

SARA MARTÍNEZ TUCKER, PRESIDENT,

THE NATIONAL HISPANIC SCHOLARSHIP FUND

deans here than there are stones in the buildings of the university. Those do provide a tremendous amount of support, and as a result we have some remarkable success stories. The fundamental point I'm making is that it is all about resources."

Affirmative Action and Support Systems

Regarding higher education, Echaveste said, "Absent some type of affirmative action, you'll see resegregation. That's what's happening in California, in Michigan. We can't have the president be the dean of admissions for all universities. On the other hand, we can't stay silent while there is an increased campaign to stop any sort of program that tries to ensure diversity of the student population. Private institutions like Harvard (seem to be doing a better job of achieving some diversity) look through applications, grades, background, etc. They have a multi-factor analysis. It's not just grades, SAT scores.

"But not all schools have the resources to invest in a thorough admissions process. "I don't think any of us would want to be in a situation where we are given an opportunity solely based on race. But as I like to say–you get the whole package. And being Latina is part of what you get, and that's neither good nor bad, but it's part of the package...it's going to make you an interesting person," concludes Echaveste.

Fernandez-Kelly concurs: "All the factors that used to work against them, race, gender and ethnicity, are part of a bigger package that becomes attractive in many settings."

A critical issue that Echaveste and the other panelists discussed is support–financial as well as psychological support–especially for women. "Our community is for the most part still concentrated in low-income occupations with minimal education, and so the value of taking four years to get a college degree is not readily apparent.

"We need to be really supportive of those Latinas and men who decide to go beyond and try a new institution, not necessarily the local JC [junior college]. When it comes down to it, institutions like this, where you go to school, who do you meet, who was your roommate, who you worked with, all of it helps in achieving positions of leadership," she notes.

In discussing this, Echaveste brought up her background to underscore her point–"I get a certain level of respect, at least a willingness to see what I'm capable of, whether it was in my corporate law practice or another setting, because I went to Stanford. Because I'm a minority woman and the expectation, whether it's unspoken or subtle, is you're not quite as good. But you went to Stanford, you went to Berkeley, you practiced for a major New York law firm–you must have something there.

Sara Martinez Tucker

"In sum, we must hold our leadership accountable. And if we don't educate the community to demand quality education, higher education will have to continue to fight to preserve diversity and ensure that in the next decade we are educating a diverse leadership. It's conceivable that if you don't turn back this assault on affirmative action, then in two decades, there will be very few people of color in positions of leadership because they won't go to law school, they won't get their doctorates, etc....that allow them to serve in positions of responsibility in government and in corporate America."

Sara Martinez Tucker discussed her perspective regarding Hispanics in higher education as it translates into the corporate world. Martinez Tucker, who is now at the helm of the renowned Hispanic Scholarship Fund, was formerly the vice president of human resources and the first Hispanic female to reach the executive level at AT&T. Her experience in climbing the corporate ladder made her an ideal candidate to speak on these matters. She noted that the statistics regarding the number of Hispanics going on to college and completion rates are frightening, as these affect their level of success in workforce upon graduation. Martinez Tucker recites: "In 1996, two million Hispanics graduated high school (only half of our kids are getting a high school diploma); only 700,000 choose to go to college; 56 percent of those go to community colleges; about 68,000 of the two million will have a college degree.

"At the Hispanic Scholarship fund, we are committed to improving the transfer rate from community colleges to four-year institutions. Affordability of a college education is another important issue as the cost of going to college has outpaced inflation. In the '70s, fees pretty much kept pace with inflation. Since the early '80s, the cost of an education has risen at twice the level of inflation. And our medium income is in the $20,000 range."

Hispanic Scholarship Fund focus groups with families have revealed that there are many misconceptions concerning going to college. Parents and students alike "overestimate the affordability of college by 20 percent." Consequently, the Fund has launched a Web site to teach browsers how to get to college. Martinez Tucker adds that the site walks people through all the neces-

sary steps to applying and financing a college education.

The Fund's efforts are making a difference. Martinez Tucker offered some statistics concerning Hispanic Scholarship Fund scholars: “98 percent of our scholars have completed a college degree; 43 percent have gone on to get a graduate education; and 65 percent do volunteer work in their communities.”

One of the key points Martinez Tucker couldn't emphasize enough is that “college education is the minimum requirement to gain entry into society.” Taking advanced courses is one enabler for students to get into college. “If not on an AP plan, students won't get into college if they are behind [in taking AP courses],” she adds. Access to financial aid, the support of family and mentor are other enablers.

Martinez Tucker shares her own experience to illustrate the difference that a college education, and an advance degree, made in her life. “It took my MBA to create a destiny. My undergraduate wasn't enough. [College] was my journey to find my talent and my voice. Knowing what you don't know. The important thing is to demonstrate results.”

Upon obtaining the right credentials, the learning doesn't end there. “You have to be able to translate the knowledge you have into transformational skills. You become successful in a profession when you are a lifelong learner,” notes Martinez Tucker.

In the Trenches

Elsa Gómez, professor of romance languages and former president of Kean College of New Jersey, talked about access and retention, and also shared her experience in higher education – the career choices she made, how she handled being “one of the boys” during her presidency, etc.

Twenty years ago, she noted, access and retention were the issues of the day, and ESL was emerging. Struggling to remain the optimist, she adds, “Well, not much has changed.

“There were no role models. And today, we have no real role models on campus. It's not just getting academic support–it's psychological, financial, and social support that is lacking. The coasts have no clue about how arid and non-diverse the rest of the country is.”

“We don't like to leave the comfort of home. However, you have to make your own way. Positions are harder to come by. It's a question of economics. Support for public higher education [positions] is diminishing. The action is elsewhere.

ELSA GÓMEZ, PROFESSOR OF ROMANCE LANGUAGES

KEAN UNIVERSITY

Role models are imperative, but where are they? she questions, which brings up the subject of tenure. “You have to get tenure,” notes Gómez. But there are no shortcuts. “You have to work your way up, go through the ranks.”

Gómez also raised the issue that Latinos–women, for personal and cultural reasons, in particular–like to stay close to home, which unfortunately limits access to career opportunities. “We don't like to leave the comfort of home. However, you have to make your own way. Positions are harder to come by. It's a question of economics. Support for public higher education [positions] is diminishing. The action is elsewhere. Consequently, you have to be willing to take that risk [and go outside the comfort zone]. It's always scary, but it is worthwhile.”

Maria Echaveste

Patricia Fernández-Kelly, also an author of numerous publications on economic issues, concurred, adding that “an excellent education, credentials, and establishing the key mentor connections–successful Hispanic role models as well as old-school, non-Hispanic, academia-savvy octogenarians–can go a long way, and Latinos should not be shy about seeking these connections.

“Two points I keep on bringing to the attention of my students: one of them is that to be White and male doesn't necessarily mean that you are wrong. And while I actually respect the intent and the impulse of people who have been labeled as minority, and we have accepted uncritically that definition, that they do want to have role models around them, people that look like them–people of color–I would argue that it is important, for women in particular, to attach themselves to people who for generations have had a real understanding of how the system works to actually serve as mentors. It is actually they who have an understanding of the untangible forms of knowledge that are actually so important in order to mobilize populations, information, connections, networks.”

Landslide Win for NJIT Team at Academic Olympiad

New Jersey Institute of Technology

BY CARLA ANDERSON AND ADALYN HIXSON

"Students participating in this Olympiad are very conscientious. They want to represent NJIT well, but at the same time, they are also very concerned with what is happening with Hispanic youth. They know that they are the exception to the rule, and not the rule. Most of them came through the Educational Opportunity Program at NJIT because their math and science background was so weak at the high school level."

HO spoke with the impassioned Carlomagno Ontaneda of New Jersey Institute of Technology (NJIT) about a team's first-place victory in the National Academic Olympiad, a science competition among Hispanic students from colleges and universities across the country.

The team from NJIT's Hispanic Organization for Science and Technology/Society of Hispanic Professional Engineers (HOST/SHPE) traveled to Los Angeles, Calif., for the competition, held February 3-6. Contestants were three first-generation college students: José Fernando López, a senior in electrical engineering, from Clifton, N.J.; Paul Sañaniego, a senior in mechanical engineering, from Iselin, N.J.; and Peniel Ortega, a senior in chemical engineering, from Union City, N.J. Traveling with them, coaching them, encouraging them, was fourth team member Linda J. Lemarie, described by Ontaneda as "the wonderful president of the SHPE/NJIT chapter, the student organization." She tells *HO* that the chapter has "100 members–paying members."

"She was the catalyst," says Ontaneda, "to bring all these male students to compete at the Regional and National Olympiads. Credit goes to her as well." Ontaneda accompanied the SHPE chapter to the Regional Conference in Alexandria, Va.

"I don't know if you are aware that this year they were the Regional champions **and** the National champions," he says, with understandable pride. "And last year, '97-98, the team received first place at Regional, and second place at the National in Orlando," against the University of Kansas, University of Texas-Austin, University of California, both Long Beach and Berkeley; and University of Illinois, Urbana. NJIT teams placed second nationally in 1993 as well as 1998. "For so many years, the Hispanic students at NJIT have represented the school so well."

"Historically," says Ontaneda, "SHPE/NJIT has been a sort of landmark because no other student chapter from the United States has consecutively achieved so much. And against students from MIT, from UC-Berkeley, from Virginia Tech–you name it."

"One of our goals for the team," says Lemarie, "was simply to do the best we can." They studied together the night before the competition, she says, and tried to talk through the enormous weight of all the previous wins by other teams from NJIT. "This was a completely new team for the school because the members from last year all graduated. When we got there, we saw all these other schools–Cal Tech, Berkeley!"

"We know these are big, big schools, but this should not intimidate us," was their pre-game reasoning–a kind of whistling in the dark. "We had so much pressure. We'd been winning the Regional conference every year, with everyone there saying, 'NJIT is the school to beat.' I was a little bit scared. I'd never been with the team before.

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because I didn't yet have the engineering classes," says Lemarie.

At this year's National Olympiad, they faced teams from the University of California, Berkeley; California State University, Long Beach; the University of Missouri-Rolla; Vanderbilt University; and New Mexico High Lands University. And they won by a huge margin, with a combined score of 2,200 points. UC-Berkeley and UC-Long Beach tied for second place with a total score of 401 points each.

"I was not certain that we were going to win," said Ortega. "But we were confident as a team. NJIT's engineering programs give you a solid technological education."

HO asks Lemarie when she began to feel "They're going to win the game." "I think it was during the second round of the game. I was like—OK., We're on track now. We're gonna do this."

The Academic Olympiad is sponsored by the National Technical Career Conference (NTCC), the largest Hispanic engineering and science event in the country, according to Jose Rivera, regional vice president of SHPE. It brings together more than 3,000 attendees annually.

This year's conference was the largest in its 25-year history. Companies from across the country attended in search of engineering talent. NJIT's team members were granted interviews for full- and part-time internship opportunities with Hewlett-Packard, Exxon, Boeing, Microsoft, Xerox, Lucent Technologies, IBM, Andersen Consulting, and many other highly regarded corporations.

"Normally you are the one who has to sell yourself when you are looking for a job. When companies heard that NJIT was the winner, they were the ones asking for me," said Ortega.

The Academic Olympiad is a competition consisting of two rounds. Questions are assigned a point value based on the degree of difficulty. Players have 15 seconds to answer, and incorrect responses result in point deductions.

Asked how the Olympiad is conducted and what kinds of questions are asked, Lemarie says, "It's a game, like Jeopardy. Questions are presented to the participants on a screen. There is a proctor who reads the questions in different categories—general chemistry, physics, math, some history of the organization—officers or people like that. It's the second round where the questions go into more detail—from chemical engineering, electrical engineering, mechanical engineering.

"For example, a mechanical engineering question might be: Find the stress of a certain material, given certain dimensions or certain conditions. Formulas are not given to the participants, so you have to know your stuff and be able to calculate and come up with the right answer. You can use a calculator."

Team members can confer before answering, but Lemarie says that when the questions fall within a specific engineering category, they are typically answered by the team member with that expertise, without conferring. And how much time did she personally put into preparing for the National Olympiad? "About 30 hours."

Carlomagno Ontaneda, a former banker, was drawn into academia through volunteer work in the community, and has been enthusiastically recruiting students to NJIT for many years. He works extensively with high schools throughout New Jersey, especially in less advantaged areas, encouraging them to enhance their math and science programs, and travels outside the U.S. as well.

"Linda Lemarie, she is a student that I recruited. She is from Our Lady of Good Counsel, in Newark, N.J. The other student [and team member] I recruited is Peniel Ortega. He's from Union Hill High School, in Union City, N.J. All the students on the team come from families with modest incomes. And all four are first-generation."

Asked when she knew that she wanted to go to college, Lemarie says, "I've always wanted to go to college. It wasn't a sure thing because of the money—and because I'm first-generation. I didn't have the guidance from my parents. They did think I should continue my education, should get as far as I can."

Lemarie was born in Ecuador and lived there about 12 years. "When I came here, I went straight to the ninth grade." School in Ecuador, she says, is very different from here, especially the high school environment. "Over there, they are much more strict. You take more classes, have more homework. You need to spend a lot of time. I used to take double the classes I take here—fourteen classes, and here I had seven."

Her English fluency is excellent. Had she studied much English in Ecuador? "Just the basics. The numbers. Hello. Goodbye." But by the time she'd been here about a year, when she was a sophomore, she felt "much more comfortable with it."

Working now toward a bachelor's degree in chemical engineering, she plans to go for a master's in Chem-E and later a Ph.D in environmental engineering.

"Right now," she says, "I'm doing research in the synthesis of explosives. So far I like it a lot." The research entails both laboratory work and scientific reading. Is it hazardous study? "We take our precautions. It is dangerous." And what are its applications? "Basically used by the Defense Department, because right now the elements they use as explosives contaminate the environment and are very dangerous. They are trying to come up with new components that are not as polluting."

Lemarie has a brother who is attending college now, too, one of the all-too-rare Hispanics in higher education studying mathematics. Ontaneda, in an interview a few years back, had told *HO* that while recruiting in Puerto Rico, he' encountered so many women inter ested in math and science that h was emboldened to try to recrui more females back in the States.

"That's the same impression got when I went to a conference i Venezuela, a chemical engineerin conference," says Lemarie. "A frien and I were able to go representing NJIT. We were the only ones from the United States. We met people from Venezuela, Colombia, all of South America, and compared notes—'What kind of courses are you taking?' We noticed a lot more females in chemical engineering there than here."

Raised in Ecuador by her grandparents, now deceased, Lemarie says they taught her to "never give up your dreams or your goals." Both she and NJIT are beneficiaries of their wise counsel.

Lemaire and the three team members who came up with so many right answers—José Fernando López, Paul Samaniego, and Peniel Ortega—are to be honored at a banquet on April 29, with Congressman Robert Menéndez as the keynote speaker, a man Ontaneda describes as very committed to youth.

And isn't it encouraging that future students will have an ally at that level fighting to give them their opportunities? he asks.

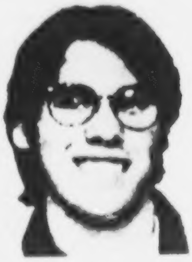
NJIT is a public research university enrolling nearly 8,200 bachelor's, masters, and doctoral students in 76 degree programs through its five colleges: Newark College of Engineering, School of Architecture, College of Science and Liberal Arts, The School of Management, and the Albert Dorman Honors College. Research initiatives include manufacturing, microelectronics, multimedia, transportation, computer science, solar astrophysics, environmental engineering and science, and architecture and building science.
Yahoo! Internet Life *magazine ranked NJIT the second "most wired" campus in the nation;* U.S. News and World Report's 1999 Annual Guide to America's Best College Buys *rated NJIT as the sixth best value among U.S. science and technology schools and among the top 100 overall.*

People-Places-Publications-Conferences

PEOPLE

Freedom Forum Recognizes Vásquez

David Leo Vásquez, a junior print media student at the University of Texas-El Paso (UTEP), has been named one of The Freedom Forum's Chips Scholars for 1999.



The Chips Quinn Memorial Scholarships for Minorities in Journalism is the premier media diversity award of The Freedom Forum, a nonpartisan, international foundation dedicated to preserving First Amendment rights. Recipients of the scholarships represent some of the top minority journalism potential in the country.

Vásquez receives a $1,000 college scholarship and a 12-week professional newsroom internship.

He is a sports editor for the student newspaper and works part time for the *El Paso Sun Times'* sports department.

Kidd Directing Co-op Ed Office at University of Texas, Pan American

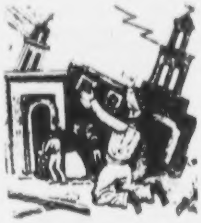
Enedelia Piña Kidd is the new director of the Office of Placement and Cooperative Education at the University of Texas-Pan American (UTPA).

As director, Kidd oversees career placement, the cooperative education program, and student internships. As interim director since late last summer, she has implemented changes and new programs that strengthen the services UTPA provides to its students, alumni, and employers, said T. Edward Mercer, vice president for institutional advancement.

She has a bachelor's degree and a master's from UTPA, then-Pan American University.

Posada Exhibit at University of New Mexico

The University of New Mexico (UNM) has been host to the exhibit "Sensacional Noticia! The Mexican Popular Prints of José Guadalupe Posada," taken from the Fernando Gamboa Collection, this spring semester.



University of Kansas Professor Patrick Frank–the author of Posada's *Broadsheets*, a UNM publication–opened the exhibit with a lecture entitled "Morality and Sensationalism in Prints by Posada."

Posada, according to Frank, is the most celebrated artist of his time. The broadsheets–which are prints and stories–were sold on Mexican street corners for a penny apiece around the turn of the century and were the most popular art form for the general public.

University of New Mexico Honors Miera

The University of New Mexico (UNM) School of Engineering honored alumnus Bill Miera at the 1st Annual Distinguished Engineering Alumnus awards banquet.

Miera earned a bachelor of science degree in mechanical engineering in 1980 and a master of science in mechanical engineering in 1990. He is the founder of Fiore Industries, Inc., which won a "Prime Contractor of the Year" award in 1998. His accolades include New Mexico Flying Forty (1997), Pinon and Roadrunner Awards from Quality New Mexico (1996 and 1997 respectively), recognition as the founder of one of the nation's largest Hispanic-owned companies by *Hispanic Magazine* (1997), and as a finalist in the local Chamber of Commerce Outstanding Business Award.

García Social Work Student of the Year

Delissa García, a senior social work major at St. Edward's University, has been selected as Social Work Student of the Year in Austin, Texas, by the Texas Chapter of the National Association of Social Workers.

"Social work is a field I see as very gratifying, and it gives me the opportunity to work with diverse groups of people," said García. "I just try to give my all to my studies, work, and volunteer activities."

García, who co-chaired the Student Social Work Association at St. Edward's and mentored at Dawson Elementary School, has a 4.0 GPA. She currently works part time at The Settlement Home, a treatment facility for abused children in Austin, and is completing her senior internship with Representative Elliott Naishtat in the state legislature.

NACME Award Winners

FORUM '98 provided The National Action Council for Minorities in Engineering (NACME) an opportunity to honor its donors and alumni and to pay tribute to individuals who have dedicated their lives to educating engineers.

Geraldo Esparza (pictured here) and Eduardo Goenaga-Diaz were among the ten 1998 TechForce PreEngineering Prize winners–outstanding students who have demonstrated academic excellence and leadership skills, and a commitment to engineering as a career.

The NACME Alumni Awards honor men and women who are making a special contribution to engineering diversity and encouraging others to do the same. Juan Laguer-Diaz, an engineer-reliability engineer at GE Transportation Systems, was one such winner.

In a special FORUM '98 address, General

Colin Powell challenged attendees to do more to mentor children, provide safe environments, set high standards, and prepare them for the technical workforce.

Esteves Speaks at Grand Valley State University

Caribbean poet Sandra María Esteves gave a personal insight on the theme of border crossings in an address, titled "Samba Rumba Cha-Cha Be Bop Hip-Hop, One Step at a Time, Creative Communication and Transformation: A Latina Poet's Journey Through an English-Speaking Universe," at Grand Valley State University (GVSU) in Michigan in February.

Esteves–who describes herself as a "Puerto Rican-Dominican Taino-Borinquena-Quisqueyana-African-American author born and raised in the Bronx"–was the keynote speaker at GVSU's fourth annual Conference on the Americas.

The special emphasis of this year's conference "Race, Culture, and Border Crossings"–was on the myriad ways in which Latin American culture transgresses the rigid boundaries that typify notions of race, ethnicity, and nationality in the U.S.

UTPA's Rocha Completes Internship

Dr. Rodolfo Rocha, interim dean of the College of Arts and Humanities at the University of Texas-Pan American (UTPA), returned after a semester-long internship at Southwest Texas State University in San Marcos under the auspices of the prestigious American Council on Education Fellows Program.

"The purpose of the program is to train people to become tomorrow's leaders in the issues facing higher education," said Rocha. "When I was in San Marcos, my job there was to observe and learn, and to listen to what was going on. We need those kinds of skills as administrators."

Rocha has a bachelor's degree and a master's from then-Pan American University, and a doctorate from Texas Tech University.

Rivera-Berg Leads MIP

Dr. Salvador Santiago-Negrón, president of the Caribbean Center for Advanced Studies (Fla.), has appointed Dr. José M. Rivera-Berg chancellor of the university's Miami Institute of Psychology (MIP) campus.

Rivera-Berg, who received his doctorate from the Ferkauf Graduate School at Yeshiva University, previously was director of the Goodman Psychological Services Center at MIP and has held other administrative and professional positions in the mental health field, both in the United States and in Puerto Rico.

Gordon Honored for Community Service

Dr. Milton A. Gordon, president of California State University Fullerton, was honored by the Hispanic Bar Association of Orange County during the organization's 21st Annual Installation Dinner and Awards Ceremony. Gordon was presented with the César Chávez Community Service Award, presented annually to an individual for his or her involvement in issues affecting Orange County's Latino community.

Gordon is being recognized for the commitment that Cal State Fullerton has demonstrated to the advancement, education, and graduation of Hispanic students. *HO* ranked Cal State-Fullerton 15th in a listing of the 100 colleges and universities conferring bachelor's degrees on Hispanics. Currently, 21 percent of its student population is Hispanic.

Morrison-Rodríguez New University of South Florida Dean

Dr. Barbara Morrison-Rodriguez has joined the University of South Florida's Louis de la Parte Florida Mental Health Institute as its new associate dean, bringing with her nearly 20 years of experience in the mental health and social work fields.

As associate dean, Morrison-Rodriguez will help to form and implement a strategic plan for enhancing the institute's role as a national and international leader in mental health services research. She is also responsible for developing and implementing policies and procedures for the research and educational administration of the institute.

She has a bachelor's degree from Rutgers University and a master's and doctorate from Columbia University.

De la Cruz to Chair University of Miami Board

South Florida entrepreneur Carlos M. de la Cruz, Sr., has been elected chairman of the University of Miami Board of Trustees, effective May 1. The 67-member board governs one of the leading private research universities in the Southeast.

De la Cruz is the chairman of the Board and CEO of Eagle Brands, Inc., the Anheuser-Busch distributor in Miami-Dade County, and of CCI, Inc., the Coca-Cola bottler in Puerto Rico. He chairs the local Miami Honda, Central Hyundai, and Sunshine Ford automobile dealerships. He is on the Board of Directors of both LNR Property Corporation and Georgetown University.

He has a bachelor's degree and a master's from the Wharton School, University of Pennsylvania, and a Juris Doctor from the University of Miami School of Law.

Castillo and Martínez Join UTB/TSC

At the University of Texas-Brownsville and Texas Southmost College (UTB/TSC), Héctor Castillo was named executive assistant to the president, and Dr. Javier A. Martinez was named assistant to the president.

Castillo specializes in recruiting and retaining both students and faculty from underrepresented groups. Currently a doctoral student at UT-Austin, he expects to graduate this year with a degree in educational administration with an emphasis in community college leadership. He has a bachelor's degree and a master's from East Texas State University.

Martínez will run the day-to-day operations of the president's office and assist in the writing, correspondence, and research for the institution. He has a bachelor's degree from UT-Austin, a master's from UT-Pan American, and a doctorate from Ohio State University.

Rodríguez to Chair Milano Program

The Robert J. Milano Graduate School of Management and Urban Policy (N.Y.) announced the appointment of Dr. Aida Rodríguez as chair of its Nonprofit Management Program and professor of professional practice effective August 1. Rodríguez comes to the Milano Graduate School with more than a decade of experience in the conceptualization, design, implementation, and systematic evaluation of social policies and programs aimed at reducing poverty in inner-city neighborhoods. She is currently deputy director of Equal Opportunity Programs at The Rockefeller Foundation, where her work promotes the basic rights of minorities in the U.S. and increased job access and job creation for the economically marginalized in urban communities.

She serves on a number of philanthropic boards, including Women and Foundations and Hispanics in Philanthropy.

PLACES

NCLR's 10th Annual Capital Awards

The National Council of La Raza–the nation's largest constituency-based Hispanic organization–honored two members of Congress for their staunch support of the Hispanic community, at its 10th annual Capital Awards, formerly the Congressional Awards. Senator John McCain (R-AZ) and House Minority Leader Richard Gephardt (D-MO) were recognized for their work on civil rights, immigration, education, and other issues affecting Latinos.

Soledad O'Brian, an MSNBC news anchor, and Nestor Carbonell, co-star of the NBC comedy *Suddenly Susan*, were co-emcees. Florenzia Lozano, from the ABC daytime television program *One Life to Live*, and Congressional Hispanic Caucus Chair Lucille Roybal-Allard were the award presenters. Performing were mezzo-soprano Susanna Guzmán and Broadway performer Perry Laylon Ojeda.

News from King Juan Carlos I Center

The King Juan Carlos I of Spain Center of New York University (NYU), with the generous support of the Coca-Cola Foundation, is offering: a public school teachers forum, travel grants for NYU grads and undergrads, a foreign study initiative for NYU students, a Connections small-grant program for NYU professors, competitive curriculum development grants for NYU faculty, and Spanish-language tutoring for NYU students. Call (212) 998-3650 for further details.

THE KING JUAN CARLOS I
OF SPAIN CENTER
OF
NEW YORK UNIVERSITY

The Center recently held a Centennial Celebration of Jorge Luis Borges–featuring an exhibit of some 50 photographic portraits of Borges by such photographers as Avedon, Arbus, Comesaña, Freund, Facio, and Rivas. A film series about Borges and a lecture series on the experience of reading and re-reading Borges was part of the celebration.

Estrella de Diego, professor of contemporary art at the Universidad Complutense de Madrid, has been co-teaching a course on Salvador Dalí and organizing various activities for the center this semester.

The "Excelencia en Educación" Conferences

The White House Initiative on Educational Excellence for Hispanic Americans held a conference in Los Angeles, Calif., last month entitled "Excelencia en Educación: The Role of Parents in the Education of Their Children." It was the second such conference held in the U.S. in the past few months–the first taking place in San Antonio, Texas, in October.

Sarita Brown (pictured second from right) is the executive director of the Initiative.

The conferences aimed to advance a national dialogue on the essential role parents play in supporting the education of their children and to build upon the strong Latino and community support for education.

Community leaders in New York, Chicago, and Miami have been working to stage similar conferences in 1999.

Northampton Community College Assists Nicaraguans

Late last year, students and faculty of Northampton Community College (NCC) in Pennsylvania personally delivered more than $3,000 to children in Comarca El Canon, a remote area of Managua, Nicaragua. The money–raised by TEAM Act 101, a student organization–was to be used for medical supplies for children who are at risk for malaria and other parasitic diseases. A clinic previously had been set up by a volunteer team that included NCC faculty member Uriel Trujillo.

NCC
NORTHAMPTON COMMUNITY COLLEGE

"The people have it rough," said Steve Rivera, (pictured at right) TEAM Act 101's former president, who now attends Penn State. "Most of them live in wooden shacks with dirt floors. There's no running water. No sewage disposal. It's amazing there isn't more disease than there is."

Readers wishing to contribute through TEAM Act 101 should call (610) 861-5357.

Pima Community College Presents New Play by Villarreal

Chicago Milagro, a new play by University of California-Los Angeles Associate Theater Professor Edit Villarreal, in association with the Borderlands Theater Company, was performed recently at Pima Community College (Ariz.).

The story, which takes place just after the turn of the century, revolves around a Mexican immigrant (played at Pima by Pablo de la Cruz, a PCC student) who encounters an Irish landlady. Said Villarreal: "I wanted to write a fictional story of what it might be like for a Mexican arriving in Chicago when no one had ever seen one. I chose the theme of healing...in terms of nontraditional folk customs....I wanted to explore healing and its relationship to hope; whether it is imagined or real."

Tango Buenos Aires at Rhode Island College

Direct from Argentina, performance group Tango Buenos Aires, in its first coast-to-coast tour of the U.S., appeared at Rhode Island College in February.

The three-part show by the company of 25 dancers and musicians showed tango's roots, richness, and passion as it took the audience from one production number to another as presented through 1905 to the present.

The Argentine tango has a mixture of African and Spanish antecedents, and also a strong influence from the Argentine milonga, which is sung by gauchos, the Argentine "cowboys."

Texas Honors Kingsville Bilingual Group

Texas A&M University-Kingsville's student organization, the Texas Association of Students in Bilingual Education (TASBE), was honored by the state TASBE organization, in February. TASBE president Elsa Montante (pictured, left), a senior bilingual major, received the award.

The Kingsville group, the first bilingual education collegiate organization in the U.S., was established April 11, 1975, by Dr. María E. Morales (right), education professor. The date was chosen to coincide with that of the first Bilingual-Bicultural conference, which was planned, organized, and facilitated by TASBE students and Morales. The conference, still held annually, celebrates its silver anniversary this year.

Miami-Dade Community College Initiates Corzo Scholarship

A new scholarship at Miami-Dade Community College (M-DCC) in Florida will be named after young Cuban engineer Rogelio González Corzo, an anti-Castro leader killed by a firing squad during the time of the conflicts at Playa Girón, Cuba, in the early 1960s.

"This scholarship will bring back the memory of someone who fought vigorously for Cuba's liberty. Corzo's dream of a better world will live on in the students who will now be able to continue their studies because of the scholarship bearing his name," said Sandra González-Levy (pictured here), president of M-DCC Foundation, Inc.

Miami-Dade County commissioner Javier Souto agreed to help raise funds for the yearly scholarship.

News from University of South Florida

•Luis García-Rubio, chairman of the University of South Florida's (USF's) Department of Chemical Engineering, has received funding from the National Science Foundation for the fifth consecutive year for USF's Engineering Research Center for Particle Science and Technology. García Rubio helps students gain scholarships to assist him in conducting research to make drinking water cleaner, house paint safer, and blood problems easier to diagnose.

•A new documentary film, demonstrating the hope and vision of Cuban educators and students have about their country and their future, was shown recently at USF. *Children Are the Hope of the World*–produced by Alicia Rodríguez Bowers and directed by Lázaro Farinas–takes an in-depth look at six Cuban schools.

•In March, a National Institute for Hispanic Library Education conference was held at USF. The conference featured California State University's Isabel Schon, a leading authority on bilingual, bicultural literature.

Arizona Researchers Study Minority Achievement

A University of Arizona research study presented by Arturo González (pictured here), Adela de la Torre, and John A. García says that certain members of the State of Arizona's culturally diverse population are not being prepared to fulfill the state's promising potential for economic growth. The study says that the educational attainment of Arizona's Hispanic, African American, and Native American workers falls far short of the level needed to reap the benefits of Arizona's growing economy.

The study, *Minority Student Achievement and Workforce Success in Arizona*, provides a wealth of evidence that increasing educational attainment will be crucial to reducing the significant earning disparities between minority workers and those in the majority population.

Loyola Marymount University Hosts Argentinean Activists

Loyola Marymount University (Calif.) recently held a public dialogue with the leaders of the Mothers of Plaza de Mayo (Línea Fundadora), an Argentinean organization.

Human rights activists Nora Cortiñas,

Margarita Gropper, and Olga Marquez de Aredezare came to the university representing women demanding justice for their own children and the 30,000 who "disappeared" at the hands of the military dictatorship that ruled Argentina from 1976 to 1982. The mothers talked about their own cases and the progress they are making.

New York University Presents "Elegant Chaos"

The Asian Pacific American (APA) Studies Institute of New York University presented "Elegant Chaos," a provocative evening of spoken word and performance, at the Joseph Papp Public Theater in February. The event was a component of the larger "Vestiges of War" project also sponsored by the Institute.

The event featured APA artist-in-residence Jessica Hagedorn's human drama, *Dogeaters*, about searching for love, justice, and identity in the Philippines.

Multimedia artist, cultural critic, and author Guillermo Gómez-Peña presented *Borderstasis*, a spoken word performance. Having performed nationally, Gómez-Peña has received numerous awards, including a MacArthur Foundation Fellowship and the Prixe de la Parole. He is pictured above, at right, in "The Mexterminator Project."

University of the Incarnate Word Mentors Migrant Worker Students

Students from the University of the Incarnate Word (UIW) in Texas are participating in Project Estrella, which has them acting as Cyber Mentors to migrant secondary students from Texas working in Montana, Illinois, and New York. The migrant students and UIW student-mentors are equipped with laptops, modems, and e-mail addresses, enabling contact regardless of where the migrant students' work takes them.

UIW is the only university in the country participating in Project Estrella, which will hopefully lessen the impact of the migrant worker lifestyle on the workers' children, and increase the number of migrant students pursuing a postsecondary education.

University of Texas-San Antonio's Women's History Week

The University of Texas-San Antonio Center for the Study of Women and Gender chose "Mujeres de chispa/Chispas de mujer: Forging Communities" as the theme of Women's History Week in March. Several events focused on Latina issues and contributions to their communities.

Speaker Elizabeth Martinez (pictured here) presented a lecture, "Blowing Away the Image of the Passive Latina." Political activist Cecilia Rodríguez examined the historical participation of Chicana/Mexicana women in Mexican politics and the influence of the Zapatista Movement in Mexican politics in her lecture, "The New Politics of Chicana/Mexicana Women- Zapatista Style." Law professor Sylvia Lazos presented "Two Narratives of Latina Identity: Implications for Affirmative Action as Educational Policy."

News from TACHE

Dr. Arturo Madrid and Dr. Michael Olivas won 1998 Texas Association of Chicanos in Higher Education (TACHE) Distinguished Faculty Awards, for their academic work and helping to better the Chicano/Latino community.

Irma Rangel, the first Mexican American woman elected to the Texas House of Representatives and the first Mexican American elected as chair of the House Committee on Higher Education, was recognized at the TACHE 24th Annual Conference for her outstanding work as a legislator.

University of Texas-San Antonio Professor Joe L. Martinez, Jr. was named to the National Advisory Committee for the Decade of Behavior, which promotes behavioral science research contributions to health, safety, and education.

Since last year, Southwest Texas State University's Carlos Rodriguez has been enlightening the public as editor-in-chief of the *Journal of the Texas Association for Bilingual Education*.

San Antonio College's Rosa María González won the Chicana Educator Leadership Excellence Award, and Dr. Manuel Berriozabal and Dr. Jude Valdéz of the University of Texas-San Antonio won Educational Leadership Excellence Awards at a San Antonio TACHE Chapter scholarship fundraiser.

To help minorities, the National Institute of General Medical Sciences has granted St. Mary's University School of Science, Engineering and Technology up to $1.7 million for five years.

The Texas Higher Education Coordinating Board has approved a doctor of education degree in educational leadership for the University of Texas-Pan American.

Allan Hancock Athletes Honored

In February, the Western State Conference and Allan Hancock College (Calif.) honored 47 student athletes from five different Fall 1998 sports for achieving a 3.0 or better GPA while playing a sport and maintaining at least 12 units.

Much of the students' academic success is attributed to the college's aggressive athlete retention program, which provides student athletes access to a complete education stress team–a full-time counselor, faculty advisors, and a tutored study lab–as well as a series of classes that introduce students to college life and structure.

Some of the honorees included: Lisa Ortiz, Alma Reyes, and Alma Rodriguez (pictured here with program coordinator Mardi Osbourne)–women's soccer; Jorge Avila, Miguel Gamboa, Jesús Gutiérrez, and Christian Meza–men's soccer; Chris R. Rodriguez–men's cross country; and Ulianos Brinez, Joseph Ogando, and Jeremy Vargas–football.

PUBLICATIONS

Modelo Antigüo: A Novel of Mexico City

by Luis Eduardo Reyes

MODELO ANTIGUO
LUIS EDUARDO REYES

In Mexico City, an old woman entices a young, street-smart taxi driver to chauffeur her in her 1942 Ford. This is a novel of love, a love that is both enigmatic and terrible, and at times very touching.

October 1997
160 pgs.
ISBN 0-938317-32-6
$11.95 paper
Cinco Punto Press
(800) 566-9072

The Moon Will Forever Be a Distant Love

by Luis Humberto Crosthwaite

THE MOON WILL FOREVER BE A DISTANT LOVE
Luis Humberto Crosthwaite

The conquest is over, and New Spain is overrun with conquistadors-turned-bureaucrats. Balboa and his Aztec maiden, Florinda, take the Three Stars bus from 16th-Century Mexico City to Tijuana in the Northernish Empire, where they begin to map out their love. Can love survive on The Border at the end of the 20th Century?

October 1997
192 pgs.
ISBN 0-938317-31-8
$12.95 paper
Cinco Punto Press
(800) 566-9072

Tejano Legacy: Rancheros and Settlers in South Texas, 1734-1900

by Armando C. Alonzo

Tejano Legacy

This is a path-breaking study of Tejano ranchers and settlers in the Lower Río Grande Valley from their colonial roots to 1900. The first book to delineate and assess the complexity of Mexican-Anglo interaction in South Texas, it also shows how Tejanos continued to play a leading role in the commercialization of ranching after 1848 and how they maintained a sense of community.

March 1998
357 pgs.
ISBN 0-8263-1897-5
$22.50 paper
University of New Mexico Press
(800) 249-7737

Chicano Ethnicity

by Susan E. Keefe and Amado M. Padilla

It explores the complex relationship between ethnicity, acculturation, and assimilation. In the process of setting forth the first empirical measures of what it means to be a Chicano, the authors overturn many previous research assumptions and conclusions. Presented is an interdisciplinary study of ethnicity–viewed from the perspectives of anthropology and psychology.

1997
238 pgs.
ISBN 0-8263-0993-3
$13.95 paper
University of New Mexico Press
(800) 249-7737

Cuentos de Cuanto Hay: Tales from Spanish New Mexico

Joe Hayes, ed.

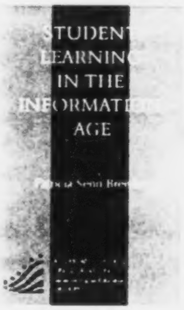
Cuentos de Cuanto Hay

In the summer of 1931, folklorist J. Manuel Espinosa traveled throughout northern New Mexico asking Spanish-speaking residents for *cuentos de cuanto hay*, tales of olden times. Espinosa's transcriptions were published in Spanish in 1937. Now storyteller Joe Hayes makes them available once again, in the original Spanish and now for the first time in English translation.

September 1998
225 pgs.
ISBN 0-8263-1928-9
$15.95 paper
University of New Mexico Press
(800) 249-7737

Student Learning in the Information Age

by Patricia Senn Breivik



The author offers an in-depth examination of resource-based learning as an important new paradigm for higher education. This concept shifts the focus from teaching to learning by requiring students to select their own learning materials from a wide range of real-world information resources.

1997
240 pgs.
ISBN 1-57356-000-6
$34.95 cloth
ACE/Oryx Press
(800) 279-6799

Cooperative Learning for Higher Education Faculty

by Barbara J. Millis and Philip G. Cottell, Jr.

This definitive "how-to" book on cooperative learning is designed to serve as a vital

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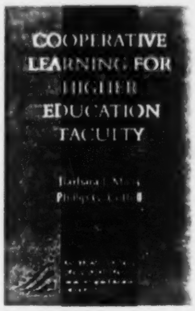


resource for faculty members at colleges and universities. It offers an overview of the cooperative-learning process, including its rationale, research base, value, and practical implementation.

1997

280 pgs.

ISBN 0-89774-990-1

$3995 cloth

ACE/Oryx Press

(800) 279-6799

A Wake in Ybor City

by Jose Yglesias

A Wake in Ybor City

This is the 35th anniversary edition of an American classic by the father of Cuban American literature, Jose Yglesias. Here is a timeless and dramatic portrayal of a proud, close-knit family standing on the brink of a terrible fall. This richly complex, entertaining peek into the workings of Cuban American culture was far ahead of its time when first published.

September 1998

288 pgs.

ISBN 1-5585-248-4

$14.95 paper

Arte Público Press

(800) 633-ARTE

People and Issues in Latin American History: The Colonial Experience

Lewis Hanke and Jane M. Rausch, eds.

PEOPLE and ISSUES
LATIN AMERICAN HISTORY

This reader on colonial Latin American history highlights eight important topics debated by historians. In addition to reading of the exploits of Bartolomé de Las Casas, Antonio Vieira, Juan Garrido, Francisco de Toledo, Johan Maurits, Sor Juana de la Cruz, and Alexander von Humboldt, readers will learn of nameless men and women of Spanish, Portuguese, Indian, and African persuasion.

1997

356 pgs.

ISBN 1-55876-061-X

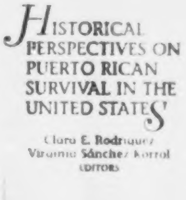
$1995 paper

Markus Wiener Pub.

(732) 225-2727

Historical Perspectives on Puerto Rican Survival in the United States

Clara E. Rodriguez and Virginia Sánchez Korrol, eds.


HISTORICAL PERSPECTIVES ON PUERTO RICAN SURVIVAL IN THE UNITED STATES
Clara E. Rodriguez
Virginia Sánchez Korrol
EDITORS

A collection of classic articles on Puerto Rican women, the Young Lords, Latin music, the struggle for local political control, spiritualism, the struggles within the Catholic church, the Puerto Rican Day Parade, race within ethnicity, political activism, the economy, and a beginning critique of the conceptual models and methods used to "measure" the quality of life among Puerto Ricans.

1996

190 pgs.

ISBN 1-55876-118-7

$11.95 paper

Markus Wiener Pub.

(732) 225-2727

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

April 29-30: North Central Region 6, Des Moines, Iowa

April 29-30: Rocky Mountain Region 10, Ogden, Utah

May 19-21: Mid-South Region 3, Lexington, Ky.

May 19-21: South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

1999 Global Majority Retreat

April 30-May 2

"Beyond Survival: Building Human Potential." Friday evening keynote address by Dr. Sara E. Meléndez. At The Hartford (Conn.) Marriott Farmington, Farmington, Conn.

Contact: Lourdes Cruz, Southern Connecticut State University, (203) 392-5313.

National Multicultural Institute National Conference

June 3-6

The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma. The event is said to be the "leading and most comprehensive national forum on issues of race and ethnicity in American higher education."

Contact: (405) 292-4172; Web site at <www.occe.ou.edu/ncore>.

AACU - Summer Institute

June 9-13

The Association of American Colleges and Universities' summer institute: "Diversity: A Catalyst for Institutional Collaboration." At Wheaton College in Norton, Mass.

Contact: Iris C. Jacobs, (202) 387-3760 x428, e-mail, <meetings@aacunw.dc.us> or <jacobs@aacu.nw.dc.us>.

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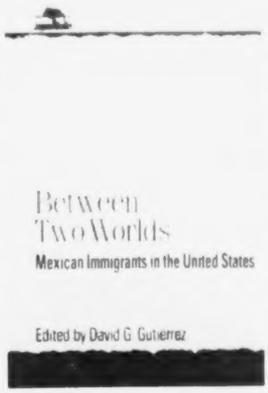
Book Review

By Jorge A. Hernandez, Ph.D.

***Between Two Worlds: Mexican Immigrants in the United States*, edited by David G. Gutiérrez.** 271 pages. Wilmington, DE: Scholarly Resources, 1996. ISBN# 0-8420-2474-3. HC $45.

Gutiérrez incorporates several provocative essays in this book. The authors he includes deal with subjects ranging from the first massive migration of Mexicans to the United States in 1848, the 1920s Anglo-American debate over immigration from south of the border, the Bracero Program, the perspectives of Mexican Americans toward the border, and the problems generated between Mexican parents and their female offspring by acculturation. These subjects generally enthrall students, especially Mexican Americans, because most of them have never learned them in a systematic manner. To acquaint individuals unfamiliar with this notable work, the following briefly describes several of the essays.



Between Two Worlds
Mexican Immigrants in the United States

Edited by David G. Gutierrez

Sister Mary Colette Standart provides an excellent discussion of the Sonoran migration. Beginning with the factors that caused this extensive relocation of Mexicans to California in late 1848, she provides insightful details that reveal the numbers of people involved in the exodus. She also writes of the animosity exhibited by Anglo Americans toward these newcomers, who only a few months earlier had regarded California as part of their nation. As explained by Sister Standart, Sonoran officials strove to halt the massive departure of their constituents by informing them of the problems they would face in the gold fields to the north: severe winters, outrageous prices, a lawless province, and intense Anglo American hatred. Their efforts failed because the problems in the Mexican state–Apache Indians, a cholera epidemic, and economic depression–exceeded those in California. The gold nuggets carried to Sonora in the winter of 1849 proved irresistible.

In another selection, Mark Reisler details the Anglo American perceptions of Mexican immigrants during the 1920s. He maintains that both defenders and opponents of immigration from south of the Río Grande regarded these newcomers in the same manner, as docile, lazy, and backward Indian peones. According to Anglo Americans, the passivity of Mexicans stemmed from their childish mentality, and their eagerness to cease working as soon as they saved some money demonstrated their indolence. Nativists, the main adversaries of immigration from south of the border, strove to convince the United States Congress that the presumed defects of those inferior people endangered the country. They indicated that by accepting paltry wages Mexicans undermined the financial stability of small Anglo American farmers, the backbone, of course, of American democracy. They also insisted that as products of extensive racial intermixing, these swarthy newcomers would interbreed willingly with White women, ending forever the possibility of creating a homogenous society in the United States.

Manuel García y Griego contributes an outstanding investigation of the Bracero program. He asserts that Mexico held an advantageous position during the first phase of this international labor agreement, a period that extended from 1942 to 1947. Benefitting from a perceived labor shortage during World War II, officials in Mexico City induced their counterparts in the United States to accept several concessions. Braceros crossed the border with a written contract, their Anglo American employers paid their transportation and subsistence costs from the recruitment centers to places of employment, their government reserved the right to deny the importation of workers to areas in the United States that engaged in discriminatory practices, and government agencies in the two nations directed the program. All of these provisions changed after 1947 as officials in Washington endeavored to boost profits for agricultural companies in their country, forcing México, sometimes by unilaterally opening the border to illegal immigrants, to accede to several alterations to the original Bracero program.

In yet another essay, Mario T. Garcia analyzes Mexican American attitudes towards the border. He achieves this goal by scrutinizing the ideas expressed in *La Opinión*, *El Espectador*, and *Sin Fronteras*. Started at a time when immigrants formed the majority in numerous Mexican communities across the Southwest, *La Opinión* urged its readers to regard themselves as visitors in the United States. This newspaper exhorted Mexicans to resist adopting Anglo American customs by isolating themselves in their barrios and by creating schools where students focused on learning Spanish and Mexican history and traditions.

El Espectador, in contrast, concentrated on the beliefs of the "Mexican-American generation." Emerging in the 1930s when immigration from south of the border nearly stopped and an increasing number of barrio residents comprised individuals born in the United States, this faction claimed that many of their countrymen and women never planned to return to their native country. Consequently, contributors to *El Espectador* counseled their readers to acquire prosperity in the United States by assimilating Anglo American customs and by participating in struggles for civil rights.

Finally, Chicano radicals issued *Sin Fronteras*, in which they demanded political and cultural autonomy. Their objective included detaching the Southwest from the United States, incorporating this region to México, and forging a workers' state. They also called for the institution of a bilingual program that familiarized Mexicans with the Spanish language and their history and traditions.

Unquestionably, *Between Two Worlds: Mexican Immigration in the United States* deserves perusal by individuals teaching courses in Mexican American history. The essays constitute important episodes that elucidate the past and that generally fascinate students, especially those of Mexican descent. The authors supply extensive, lucid accounts that enable teachers to discuss these subjects in detail and students to readily grasp the material.

Dr. Hernandez teaches in the Department of Liberal Arts at Sul Ross State University in Eagle Pass, Texas.

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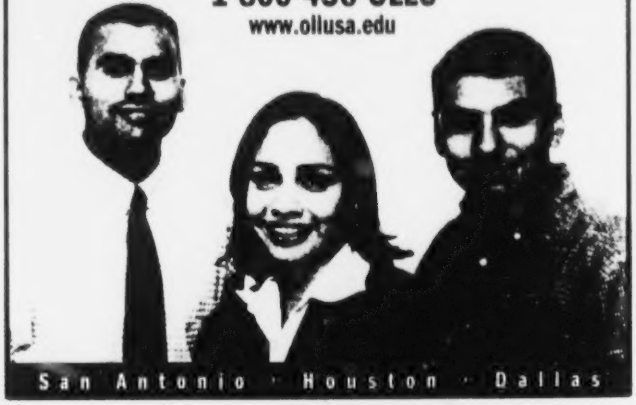

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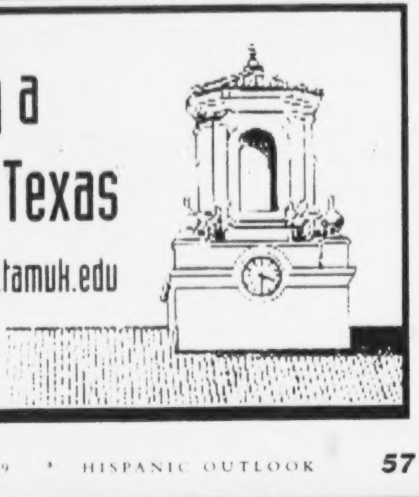

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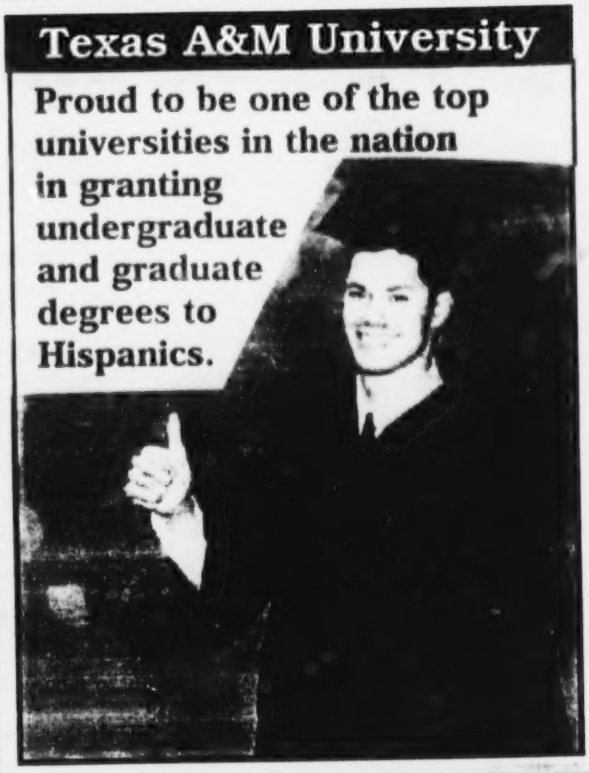

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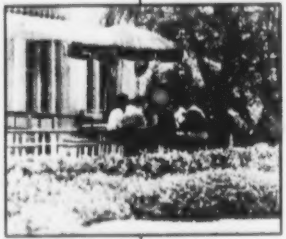

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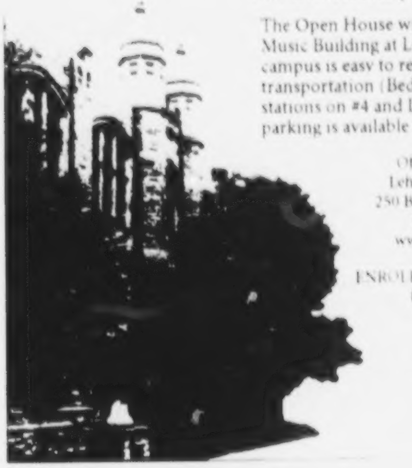

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The leadership team under the new structure comprises a Vice Chancellor for Academic Support and Diversity and three Associate Vice Chancellors: Associate Vice Chancellor for Strategic Faculty Hiring and Support, Associate Vice Chancellor for Multicultural Affairs and Associate Vice Chancellor for Academic Support Also reporting to the Vice Chancellor for Academic Support and Diversity are the Directors of the Honors Division and the Minority Achievers Program/Mathematics and Science Scholarships This new leadership team will also share responsibility for student advocacy Candidates are sought for the following positions

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Candidates for the AVCAS must have an understanding of the academic enterprise and the ability to work effectively with students, faculty and staff at a comprehensive research university Preference will be given to candidates with demonstrated success in designing, implementing and directing programs that retain and graduate minority and first generation college students In addition to possessing a working knowledge of equal opportunity policies and programs, candidates must have a minimum of a masters degree (terminal degree preferred); a minimum of five years of experience in a university setting, familiarity with budget, planning and evaluation functions, excellent conceptual, oral, written and interpersonal communications skills

Associate Vice Chancellor for Multicultural Affairs

The University seeks a collaborative leader who is committed to creating and maintaining a climate that respects and celebrates diversity in the broadest sense of the concept Advocacy for students of color is a major aspect of the responsibility entrusted to the Associate Vice Chancellor for Multicultural Affairs The AVCMA provides supervisory leadership for the Neal-Marshall Education Center, Asian Culture Center, Latino Cultural Center/La Casa, African American Arts Institute, Community and School Partnerships and Summer Research Fellows In addition, s/he works collaboratively with the offices of Affirmative Action, Campus Life, Women's Affairs, and Gay Lesbian Bisexual and Transgender Student Support Services to develop and implement programs and services that serve the interests and needs of the entire university community The AVCMA is also expected to work closely with a host of student organizations and student led campus climate initiatives

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- Maintaining high ethical standards

Strong organizational, communication, supervisory and interpersonal skills are essential. A masters degree with at least five years of demonstrated success in development in a higher education environment is required. Experience interacting with national foundations and corporations is preferred. Intercollegiate athletics fund-raising experience would also be a plus

To ensure full consideration, applicants are encouraged to submit materials prior to May 17, 1999. Applications and nominations will be accepted until the position has been filled. It is hoped that the successful applicant will assume this position on or about September 1, 1999. Applications should include a letter of interest, resume and the names, addresses (including e-mail) and telephone numbers of five references. Nominations are encouraged. Send nominations and applications to

Dr. Sandra S. Harper, Chair
Vice President for Institutional Advancement Search Committee
Corpus Christi Hall 273
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412

(361) 994-2722
Email inquiries to sharper@falcon.tamucc.edu

TEXAS A&M UNIVERSITY-CORPUS CHRISTI IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO DIVERSITY.

DIRECTOR
Intercollegiate Athletics

Montclair State University is seeking a dynamic and experienced administrator to lead its 23 sport NCAA Division III intercollegiate athletics program. The new director will be expected to lead the University's athletics program to new levels of experience and spearhead efforts to update its athletic facilities, while contributing toward the enhancement of student development and the improvement of campus life.

Responsibilities include administering the Department's $2 million budget, fund-raising and marketing initiatives, personnel, fiscal and facility management, maintaining strong relations with students, faculty, administrators, alumni, media, and the public. The director will be expected to maintain strict adherence to NCAA and Title IX regulations in a context of academic and athletic excellence, and will be actively involved in the formulation and implementation of institutional, conference and national association policies and rules.

Qualifications: Candidates must possess a Master's degree in a related field and significant athletic administrative experience in higher education with at least two years experience in personnel and fiscal management. Preference will be given to candidates with demonstrated skills in fund raising, communication, and the development and implementation of strategic plans. A commitment to gender equity is essential.

Salary Range: $56,013 to $84,018.

Starting Date: August 1, 1999

Apply by: Submit a letter of application, complete resume and the names and telephone numbers of four references by May 15, 1999.

Send letter and resume (include V#) **to:** Chair, Search Committee, Office of Institutional Advancement, Montclair State University, Box C316-V#016/HOHE, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

DEAN OF THE COLLEGE OF ENGINEERING
The University of Iowa

The University of Iowa invites nominations and applications for the position of Dean of the College of Engineering.

The College of Engineering is one of ten colleges of the University of Iowa, a major research university. The College offers comprehensive graduate and undergraduate instruction and research programs organized through six Departments and three research centers: Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Industrial Engineering, Mechanical Engineering, the Institute of Hydraulic Research, the Center for Computer Aided Design, and the Spine Research Center. With a new $26 million Seaman's Center for the Engineering Arts and Sciences building to be completed in 2001, record support from alumni and industry, and a modern individualized curriculum in development, the College is poised to achieve new heights in coming years. The college includes 80 faculty, 100 staff members, 1150 undergraduates, and 320 graduate students. As a moderately sized College in a large university setting, the college has a strong tradition of interdisciplinary research in medicine, the natural sciences, and business. For example, in 1998, a joint program with the Colleges of Business and Medicine was implemented leading to a Technological Entrepreneurship Certificate, the first program of its kind in the nation. Extramural research support amounts to more than $18 million, and total collegiate expenditures are $33 million annually. More information about the College can be accessed at **http://www.uiowa.edu**

The Dean of Engineering reports to the Provost and provides vision and leadership to advance the College. The Dean is the chief academic and executive officer of the college with responsibility for personnel, curriculum, academic affairs, research, fund raising, outreach, and physical facilities. Major qualifications for the position include: administrative skills and a proven record of successful leadership; academic accomplishments as a scholar and teacher; a commitment to quality instruction of undergraduate and graduate students; an understanding of the research enterprise and technology transfer; an ability for fund raising, alumni and government relations, and industrial partnering; and a demonstrated commitment to diversity. Candidates will have the academic qualifications equivalent to those of a tenured full professor in the College.

Review of candidates will begin immediately. The Search Committee will accept nominations until the position is filled. The committee particularly encourages applications and nominations of women and underrepresented groups. Applications, with a cover letter stating qualifications, interest, and approach to leading an engineering school, along with a complete CV and names of four references should be sent to:

Professor Jerald Schnoor
Dean Search Committee for Engineering
The University of Iowa
111 Jessup Hall
Iowa City, IA 52242

The University is working with Heidrick & Struggles in this search. Dr. Randy Jayne and/or Ms. Lisa Wright from that firm may follow up after receipt of your application.

The University of Iowa is an equal opportunity and affirmative action employer. Women and minorities are encouraged to apply.

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Buffalo State College invites nominations and applications for the position of Provost/Vice President for Academic Affairs. As the chief academic officer of the institution, the Provost reports directly to the President and is responsible for instructional programs, educational policy, academic planning, enrollment management functions, academic resources and faculty personnel actions. Additional responsibilities include assisting the President with formulating policy, and strengthening and developing partnerships between academic programs and the community. Offices that report to the Provost include the library and all academic support programs. The new academic leader will have the opportunity to advance a mission focused on transforming the lives of individuals through education.

Buffalo State College, the largest of the four-year liberal arts colleges in the State University of New York system, is a comprehensive public institution located in the culturally rich area of New York's second largest city. The College stands at the head of other SUNY colleges in its sponsored research. Approximately 600 full-time and part-time faculty are organized into four academic areas: applied science and education, arts and humanities, natural and social sciences, and graduate studies and research. Baccalaureate and master's degrees are offered to a student body of nearly 11,000 in more than 70 major programs.

The successful candidate will possess an earned doctorate or equivalent terminal degree with a record of scholarship, research and teaching suitable for appointment as a tenured full professor. S/he will have demonstrated collaborative intellectual leadership as well as strong academic vision and a capacity for innovation. Significant experience as a senior administrator in higher education is required, including strategic planning, fiscal management, resource allocation, personnel and faculty development. Working closely with a vital and active faculty will be a primary responsibility. The ability to relate to varied internal and external constituencies is critical.

Review of credentials will begin immediately and continue until the position is filled. Please submit nominations and expressions of interest, in confidence, to:

Provost/Vice President for Academic Affairs
Buffalo State College
c/o Educational Management Network/a division of Witt Kieffer
98 Old South Road
Nantucket, MA 02554

Buffalo State College is an Equal Opportunity/Affirmative Action Employer and encourages applications from and nominations of women and minority candidates.

Abraham Baldwin Agricultural College

Announcement of Position Vacancies

Three Positions: Two Assistant or Associate Professors of English and one Instructor or Assistant Professor of English/Journalism

Description: First, the two nine-month, tenure-track positions in English will carry the rank of assistant or associate professor. The primary duty is teaching 15 hours each semester of composition with some opportunity to teach survey courses in literature. These professors will also be responsible for academic advising, committee service, and special projects related to division and college goals.

The other position, for English/Journalism, is also tenure track and will carry the rank of instructor or assistant professor. Duties will include advising ABAC's award-winning student newspaper, The Stallion, teaching introductory courses for journalism majors, and teaching two and three sections of composition each semester.

Qualifications: For the English positions, Ph.D. in English or rhetoric/composition required, instructional experience and desire to teach composition in a two-year college with a dynamic freshman-year writing program that is outcomes focused and assessment based. Experience or training in using student writing portfolios to evaluate students and the program is highly desirable.

For the English/Journalism position, the M.A. in English and experience or training in newspaper production is required.

A strong commitment to working congenially with students and colleagues is a must for all instructional staff at ABAC.

Salary: For the English positions, $33,000 to $35,000, depending on qualifications and experience
For the English/Journalism position, $32,000 to $34,000, depending on qualifications and experience

Closing Date: May 3, 1999

Employment Date: August 1, 1999

Location: Abraham Baldwin Agricultural College, a residential college located on 390 acres in Tifton, Georgia, offers 53 different majors, including 31 college transfer programs and 22 career technology majors. The student body of approximately 2600 is taught by a faculty of 100. Tifton is an attractive community known for its quality of life.

A Complete Application: A letter of application addressing the above responsibilities and qualifications, unofficial transcripts, resume, and the names, addresses, telephone numbers, and e-mail addresses of three references should be sent to:

Dr. Oscar Patton
Abraham Baldwin Agricultural College
ABAC 20, 2802 Moore Highway
Tifton, Georgia 31794
Phone: 912-386-3091
Fax: 912-386-3099
Email: opatton@c.abac.peachnet.edu
ABAC's Web Page: www.abac.peachnet.edu

ABAC is committed to the concept and reality of cultural diversity, and members of minority groups are strongly encouraged to apply.

NORTHWEST VISTA COLLEGE
PALO ALTO COLLEGE
ST. PHILIP'S COLLEGE
SAN ANTONIO COLLEGE

Director of Human Resources

(Continued Search)

The Alamo Community College District (ACCD) invites applications for the position of Human Resources Director. The ACCD is located in San Antonio, Texas, has a diverse and growing student population and serves a wide variety of post-secondary educational needs. The Human Resources Department contributes to the ACCD's mission by providing professional Human Resources services for approximately 3,700+ full- and part-time faculty and staff members at multiple college and off-site locations. The Director will report to the Executive Vice Chancellor and will be responsible for issues relating to staffing, compensation and benefits, employee training and development, employment-related legal issues, team building, conflict resolution, and budget and strategic planning. The ideal candidate will offer the following in addition to a high level of knowledge, skills and abilities directly related to Human Resources:

- Broad-based knowledge of organizational group dynamics
- Demonstrated record of actively staying current in the field
- Record of progressive responsibility to include breadth and depth of HR assignments
- Exceptional communicative interpersonal leadership skills
- Versed in policymaking, program implementation and technology applications for HR management
- In-depth knowledge of employment and other laws impacting HR administration
- A Bachelor's degree with seven (7) years recent experience in human resources management of a complex corporate organization or institution of higher education, OR, a Master's degree with five (5) years experience as previously described
- Must have demonstrated record of actively staying current in field

For further information about the ACCD and this position, visit our web site at www.accd.edu

Submit the following by April 30, 1999: cover letter articulating your HR philosophy, organizational role of HR and your management style, comprehensive resume to include education, professional training, chronology of job assignments and significant achievements, three letters of recommendation and copies of transcripts. Incomplete packages will receive no consideration.

Trina Diehl, Interim Employment/EEO Manager
Alamo Community College District
201 W. Sheridan, Suite A60
San Antonio, TX 78204 • (210) 208-8051
ACCD is closed 4/2-4/99 & 4/23/99
EEO Employer

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(818) 677-4119

BROOKDALE COMMUNITY COLLEGE
Faculty Positions

Brookdale Community College is recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capability to anticipate the current and future needs of the students, citizens and community it serves. The campus is situated in an attractive rural area of Monmouth County, New Jersey, approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for Faculty positions for September 1999. Brookdale is an innovative and comprehensive open admissions two year college with an enrollment of approximately 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and those who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

COMPUTER SCIENCE**

Master's degree in Computer Science or related fields. Position involves teaching computer science courses in a two-year career/college transfer program. Preferred knowledge of C, C++, Visual Basic, Java, Data Structures, Local Area Networks, Web Design and Microsoft Office suite.

CULINARY ARTS

Registered Dietician preferred. Master's degree in Foods and Nutrition, Culinary Arts, Food Service Management with experience in culinary arts, or a B.S. in Foods and Nutrition, Culinary Arts or Food Service Management with four years work experience in teaching or culinary arts. Position is for instruction in Nutrition/Menu and Recipe Development.

LIBRARIAN

Master's degree in Library Science or equivalent degree in the educational applications of information resources technology and service is required.

MATHEMATICS

Master's degree in Mathematics or in a related field with at least 21 semester hours in graduate-level mathematics. Familiarity with relevant technology and with current issues and directions in math education is preferred. Evening classes will be part of the load. Teaching developmental courses and curriculum development are essential components of the position.

POLITICAL SCIENCE

Master's degree in Political Science. Teaching experience in Political Science. Interest in and ability to teach introductory-level courses in Introduction to Political Science, American National Government, International Relations, and State and Local Government.

SPEECH

Master's degree in Speech Communication required. One year of experience teaching basic public speaking courses. Intercollegiate forensics experience preferred. Some weekend travel to interstate forensics competitions required.

WRITING

Master's degree in English or English Education required. Also required is knowledge of current English composition pedagogy, ability to teach freshman composition and research writing courses, ability and willingness to teach with computer technology.

Additional Preferences:

In addition to the listed requirements for each position, candidates should have familiarity with current technological advances related to the discipline. These positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Salary range for Instructor level positions is $32,447 - $37,314. Positions are entry level and salary determination will depend on college teaching experience and/or related work experience up to three years.

** The only position that may be staffed at the Assistant Professor level is within the discipline of Computer Science.

APPLICATION PROCESS:

Applicants interested in any of the above positions should submit letter of application (indicating desired position), curriculum vitae, copies of graduate transcripts and three letters of recommendation to

BROOKDALE COMMUNITY COLLEGE
NEWMAN SPRINGS ROAD • LINCROFT, NJ, 07738

APPLICATION DEADLINE: Materials must be received postmarked no later than May 14, 1999.

Visit our website at http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

ECC

Managing Director Employee Services

Elgin Community College is located in the Fox Valley, 35 miles west of downtown Chicago with an enrollment of 10,000 and a staff of approximately 1,000. The Managing Director will provide strategic and tactical Human Resource leadership for the employees and administration of the College. Masters degree required in Industrial Relations, Business Administration, HR, or related field. Five years senior level HR management policy-making experience required, higher education experience preferred. Must have demonstrated skills in collective bargaining and contract administration, plus working knowledge of relevant laws and regulations, skills in advising, counseling and conflict resolution. Must also have a proven record of implementing and maintaining organizational diversity. Salary commensurate with experience. If interested send resume by May 10 to

Peg Gorman
Director of Human Resources
Elgin Community College
1700 Spartan Drive
Elgin, IL 60123

ECC is an AA/EOE

BAYLOR

DIRECTOR
OFFICE OF HUMAN RELATIONS

Be responsible for developing, implementing, and coordinating programs for the purpose of fulfilling the University's diversity initiatives, providing support services for minority students, faculty, and staff which promote academic excellence, and promoting cultural awareness, unity, and respect among all students, faculty, staff, and the Waco community. Masters' degree in Sociology, Counseling, Multicultural Studies, Administration, Student Personnel, or a related field and 3 years of related experience strongly preferred.

To apply, submit letter of application, resume, references, and Baylor's application form, which can be obtained by calling 254-710-8539. Send or fax (254-710-3819) information to

Personnel Services
Baylor University
P.O. Box 97053
Waco, TX 76798-7053

Salary will be commensurate with experience and qualifications. Applications will be accepted until the position is filled. See Available Positions under Administration at

www.baylor.edu.

Baylor is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Employment Opportunity employer, Baylor encourages minorities, women and persons with disabilities to apply.

THADDEUS STEVENS COLLEGE OF TECHNOLOGY

FACULTY OPENINGS

Thaddeus Stevens College of Technology is a two-year technical college located in Lancaster, Pennsylvania. Thaddeus Stevens serves the education needs of economically disadvantaged high school graduates residing in Pennsylvania.

COLLISION REPAIR TECHNOLOGY

A minimum of six years experience in all areas of collision repair including estimating, frame straightening, unibody repair, welding, paint mixing and finishing. Bachelor's degree and teaching experience preferred.

ENGLISH

Master's degree in English discipline is required. Teach courses in Composition, Technical Report Writing, Business Communications and Public Speaking. Teaching experience at the post secondary level is preferred.

BUSINESS MANAGEMENT

Teach courses in Economics and Business Management. Application to the technical programs is required. Master's degree in Business Management or related field required. Teaching experience at the post secondary level is preferred. Business management experience is also preferred.

MECHANICAL ENGINEERING

Minimum requirements: Bachelor's degree in engineering, Engineering Technology, Manufacturing Engineering or Mechanical Engineering. Five years of manufacturing related industrial experience including knowledge of both 2D and 3D C.A.D. Master's degree in Engineering and post-secondary teaching experience are a plus.

COMPUTER AND NETWORK SYSTEMS ADMINISTRATION

Searching for a highly motivated and meticulous person to help develop and teach in a new program that will train students to become computer and network system administrators. Experience as a systems administrator in an NT environment is required. Teaching experience and professional certifications in related areas (A+, MCSE, CISCO, NACSE, CNE/CNA) is preferred. The successful candidate must possess hardware and software skills directly related to systems administration and set-up of networks.

Positions will remain open until filled.

Appointment date is August 23, 1999.

MINORITIES AND FEMALES ARE STRONGLY
ENCOURAGED TO APPLY

Filling positions contingent on approval of Pennsylvania Department of Education.

Send letter of application, resume and names of three references to:

Ms. June McLaughlin
Thaddeus Stevens College of Technology
750 East King Street
Lancaster, PA 17602

Thaddeus Stevens College is an AA/EOE

www.stevenstech.org

ROOSEVELT UNIVERSITY

College of Education

The Roosevelt University College of Education is seeking nominations and applications for two positions in the Department of Educational Administration and Supervision.

We are looking for educational leaders who can make a significant contribution to a doctoral program that serves educators in a large metropolitan area. Applicants should provide a cover letter which describes research, teaching and administrative experience, a curriculum vitae, and a list of three references (complete with addresses and phone numbers). We will request letters of recommendation to be sent directly to Roosevelt for a small number of applicants.

All appointments are made pending Board of Trustees approval. Positions require teaching at both the Downtown and Schaumburg campuses. Salary will be determined on the basis of qualifications, including experience. Applications will be reviewed beginning on April 30, 1999. The positions will remain open until filled.

The College is committed to hiring individuals who demonstrate a significant interest in urban and suburban issues related to equity and social justice. We are a faculty who values diversity, critical thinking, and innovation. AA/EOE. This is a readvertisement, those who have already applied need not reapply.

Associate or Full Professor, Chair of the Ed.D Program

We are looking for a candidate with a record of publications that matches the emphasis of the Roosevelt University College of Education on transformational leadership, diversity, school-university partnerships and education reform.

Responsibilities include administration of the Ed.D Program, including program promotion and continued program development; teaching graduate level administration courses; active pursuit of research; directing doctoral dissertations; liaison with public schools; institutional service.

Applicant qualifications must include an earned doctorate in Educational Administration or a closely related field; experience in public school administration; university teaching in a doctoral program in educational administration; supervision of doctoral dissertations; evidence of administrative leadership; record of refereed scholarship consistent with the position of associate or full professor; evidence of excellence in teaching. Experience in public school administration is preferred.

Visiting Assistant or Associate Professor

We are looking for an educator with extensive leadership experience in public education. The position is not currently a tenure-track position, but a multi-year contract can be negotiated.

Responsibilities include the teaching of graduate courses at the MA and Ed.D levels; the supervision of doctoral dissertations; establishing contact with schools and school districts to enhance student internship experiences; contributions to the field through scholarship and/or school improvement projects; and institutional service.

Applicant qualifications must include an earned doctorate in Educational Administration or a closely related field; extensive experience in public school administration at the principal and district levels in an urban area; experience of teaching in a program of educational administration preferred; and, a record of substantive contributions to the field of education through publications or leadership of significant programs.

Please Direct Correspondence to:

Professor Albert L. Bennett, Chair
EA&S Search Committee
College of Education, Suite 362
Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605

Women and minority applicants are encouraged to apply and voluntarily identify themselves.

EXECUTIVE DIRECTOR

THE HUMANITIES COUNCIL OF WASHINGTON, DC, the nonprofit affiliate of the National Endowment for the Humanities (NEH) in DC, invites applications for Executive Director. The Executive Director is the Humanities Council's chief executive officer and public spokesperson, responsible for directing, expanding, and insuring resources for urban humanities programs, managing and sustaining institutional resources and external relations, and providing leadership in public and private fund raising. Advanced degree in humanities or comparable professional degree preferred. Entrepreneurial leader with exceptional communications, organizational, managerial skills. Demonstrated success in fund raising. Knowledgeable about computer technology and its uses to market/communicate the Council's programs. DC residency is required. Salary commensurate with experience.

Send resume, cover letter summarizing qualifications and experience, and professional references. Equal opportunity employer. Application deadline is April 30, 1999. Please send applications to:

Ms. Elizabeth Curtiss Smith
Smith Chandler Associates
Box 21266
Alexandria, VA 22314

BEST COPY AVAILABLE

UNIVERSITY OF
WISCONSIN
MADISON

DIRECTOR OF INFORMATION TECHNOLOGY/ CHIEF INFORMATION OFFICER

Founded in 1848, the University of Wisconsin-Madison is one of the largest land-grant universities in the United States. The university has approximately 2,000 faculty, 5,300 professional and administrative staff, 5,000 classified employees, over 40,000 students, and a budget of more than $1.25 billion.

The Director of the Division of Information Technology (DoIT), reporting directly to the provost, leads the university in developing and carrying out strategic plans for information technology applied to instruction, research, and administration; manages central information technology services at the university; and represents the university with industry, government, the UW System, and other academic institutions. The director provides leadership to a staff of over 600, oversees a budget of approximately $70 million to $80 million, and serves as the Chief Information Officer of the university. This position announcement is posted online at: http://www.wisc.edu/provost/search/itsearch.html Information about the university may be accessed at the following websites: http://www.wisc.edu and http://www.wisc.edu/provost and http://www.wisc.edu/doit

Major qualifications include a record of successful senior administrative leadership; expertise in the technologies of administrative and academic computing, telecommunications, and information management; an appropriate advanced degree; and evidence of the ability and commitment to provide imaginative leadership in the coordination, development and use of information technology to support and enhance the university's instructional, research, public service, and outreach activities within a decentralized and diverse academic environment.

The position will be available after 1 July 1999. Applications and nominations must be received by 21 May 1999 to ensure consideration. Later applications and nominations may also be considered. The search committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor and the provost. Submit applications and nominations to:

Professor Gregory A. Moses, Chair
Search and Screen Committee for the
Director of Information Technology
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728

The University of Wisconsin-Madison is an Equal Opportunity Employer.

Wharton

Lecturer

The Graduate Division of the Wharton School invites applications for faculty positions in the Management Department to serve as faculty in the Leadership Program for the Fall 1999 semester. The successful candidates will be responsible for instructional programs in leadership within the graduate curriculum and for related administrative responsibilities, initiating and participating in course planning and development, advising professional staff, supervising graduate fellows, possibly teaching in undergraduate, and other MBA and Executive Education Programs. It is expected that the Leadership Program faculty would be interested in working with their colleagues on conducting R&D activities related to the teaching objectives of the Leadership Program (e.g. on methods of skill assessment) and on generating new teaching materials (e.g. instructional cases and videos).

Please submit a letter of application, a resume, and three letters of recommendations by May 15th to:

Dr. Stewart Friedman, Director
Wharton Leadership Program
3733 Spruce Street
318 Vance Hall
Philadelphia, PA 19104-6358

The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.

The Wharton School
University of Pennsylvania

Illinois State University
Director of Fiscal Management and Planning
Student Affairs Division

Applications are being accepted for the Director-Fiscal Management & Planning. This position reports to the Vice President of Student Affairs and is the Chief Business Officer for the Division of Student Affairs with an overall budget of $70 million.

The chief responsibilities include budgeting, planning and policy studies and implementation of the same. The Director develops the budgeting and resource priorities for the 11 departments within Student Affairs. The Director is a senior member of the Vice President's Cabinet.

Other key responsibilities include: serves as resource for departmental accounting staff; facilitates interpretation and implementation of University, State and Federal policies concerning financial matters; manages the student fee review process; coordinates the strategic planning process for the Division of Student Affairs; and other duties as assigned by the Vice President.

Salary is competitive and will be based upon earned degree(s) and experience.

Minimum Qualifications include: MBA Degree or CPA/CMA/CFA or equivalent experience; 3-4 yrs of experience in Accounting/Business in an administrative capacity; demonstrated skills in financial management; and a general understanding of Management Accounting information systems.

Qualified candidates should send a letter of application, a resume and the names of three references to: **Michael Schermer, Associate Dean of Student Affairs, Campus Box 2700, Illinois State University, Normal, IL 61790-2700.** Preferred receipt of application is April 16, 1999 or position is filled. Position begins May 17, 1999.

Illinois State University is an Equal Opportunity/Affirmative Action University encouraging diversity.

UNIVERSITY OF MINNESOTA

TWIN CITIES CAMPUS

Office of the Associate Vice President for Multicultural and Academic Affairs

INVITES YOU TO CONSIDER JOINING OUR COMMUNITY

The University of Minnesota Twin Cities campus is made up of 19 colleges and offers 161 bachelor's degree, 218 master's degrees, 114 doctoral degrees, and 5 professional degrees in 373 fields of study. The University Libraries System contains 5.5 million volumes and subscribes to more than 48,000 periodical and journals. Our classic Big Ten campus is part of the culturally rich metropolitan area of Minneapolis and St. Paul.

OTHER OPPORTUNITIES INCLUDE:

- An inclusive and diverse campus
- Academic support and extracurricular programs
- Internships and extensive study abroad opportunities
- Chicano/Latino Learning Resource Center
- Latin American Studies
- Chicano Studies
- And more...

PLEASE CONTACT THE FOLLOWING OFFICES FOR MORE INFORMATION:

Admissions Office: http://admissions.tc.umn.edu - Tel: 612-625-2008

Financial Aid Office: http://www1.umn.edu/tc/prospective/ - Tel: 612-624-1665

Chicano/Latino Learning Resource Center: http://www1.umn.edu/cllrc/ - Tel: 612- 625-6013

The University of Minnesota is an Equal Opportunity/Affirmative Action Employer

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CSU Cleveland State University

Exercise Science Assistant Professor

Requirements: Earned doctorate (or near completion) in exercise science; minimum three years K-12 teaching experience or equivalent. **Duties:** (1) Teach undergraduate and graduate courses in exercise physiology, related areas (e.g., kinesiology, biomechanics, evaluation), and selected activity areas. (2) Advise undergraduate and graduate students. (3) Conduct research and pursue scholarship. (4) Interact within the urban community and the region as a specialist in exercise science. (5) Participate in the functioning of the University. Terms: Nine-month, tenure-track position. **Preferred Qualifications:** (1) Teaching experience at the K-12 school and college level including graduate courses. (2) Experience working with fitness and/or wellness programs. (3) Expertise in applying technology to instructional and research processes. (4) Commitment to working within the urban community, teaching via distance learning and off-campus courses, and pursuing extramural funding. **Starting Date:** August 23, 1999. **Salary:** Minimum $34,000. **Application Requirements:** Must be received by May 21, 1999. To apply, send letter of interest, curriculum vitae, three letters of reference, and official copies of graduate transcripts to: **Search Committee Chair, Dr. Ken Sparks, Associate Professor, HPERD Department - PE 216, 2451 Euclid Avenue, Cleveland, OH 44115-2408.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

POSITION: **EXECUTIVE DIRECTOR, THE MANAGEMENT INSTITUTE**

DESCRIPTION: Rowan University seeks an experienced executive with proven leadership and business skills to head the Management Institute. The Institute is the primary outreach arm of the College of Business. Using both internal and external resources, it provides public training programs and on-site training and consulting services to the regional business community. At the same time, it provides forums in which students, faculty, and members of the business community may network together. The executive director will be responsible for the development and direction of all Institute programs, the development and establishment of business partnerships, the management of the yearly budget, relationships with faculty, external resources, and business and professional groups. The position includes responsibility for annual sales of over $1,000,000 and the management of a staff of seven full-time and part-time employees. The executive director reports directly to the Dean of the College of Business. (See Rowan University and College of Business website for more information about the University and the College — www.Rowan.edu)

QUALIFICATIONS: A minimum of a bachelor's degree in a related field (master's degree preferred) and a demonstrated track record in marketing, entrepreneurship and in the development and delivery of training programs for the business community are required. The successful candidate must have strong marketing skills and experience in direct mail marketing techniques and have a good understanding of the management training needs of both large and small businesses. Experience with grantsmanship and grants administration is also essential. Familiarity with the Delaware Valley business community is highly desirable. Excellent writing and public presentation skills are essential.

STARTING DATE: August 1, 1999

SALARY: Competitive

GENERAL INFO: The mission of the Management Institute is to increase the capabilities of area businesses and organizations by providing workforce and organizational development services designed to assist them in meeting their goals. The services provided by the Management Institute draw upon the resources. Deliverables of the Management Institute include public and contract training programs, consulting services and contract research.

PROCEDURES: Interested candidates must submit a letter of interest, curriculum vita and the names and three references by May 14, 1999 to:

Rowan University
College of Business
c/o Search Committee, Executive Director, Management Institute
201 Mullica Hill Road
Glassboro, NJ 08028

Rowan University is an affirmative action/equal opportunity employer.
Applications from women, minorities and the handicapped are encouraged.

ROWAN UNIVERSITY

Executive Director/Center for Research on Adult Learning (CRAL)

CENTRAL MICHIGAN UNIVERSITY

Central Michigan University seeks a qualified individual to direct the College of Extended Learning's research center on adult education, including expansion of the center to reach goals of visibility and excellence on a regional and national level. Required qualifications include a Master's degree in a related field. Doctorate degree preferred; at least three years successful experience in higher education; demonstrated skills and strong professional interest in continuing or building an established record of applied research on teaching/learning outcomes; demonstrated knowledge and/or expertise with statistical techniques, database and report preparation; knowledge of adult education issues; and excellent oral and written communication skills. Applied experience with university teaching, adult/continuing education, and the design/administration of student outcomes assessment systems desired. Screening of applicants will begin immediately and will continue until the position is filled. Submit resume and cover letter to **CRAL Executive Director Search, CEL North, Central Michigan University, Mt. Pleasant, MI 48859.** Central Michigan University is a comprehensive state university with an enrollment of approximately 25,600 students in over 50 locations throughout the United States, Canada and Latin America. The main campus is situated on an 854-acre site in Mt. Pleasant, a city of 25,000 residents located in the heart of Michigan's Lower Peninsula. CMU provides a flexible benefit package, an excellent retirement program, and tuition waiver for employee and family. ***CMU, an AA/EEO institution, is strongly and actively committed to increasing diversity within its community.***

www.cmich.edu/aaeo.html

BEST COPY AVAILABLE

ITHACA COLLEGE

DIRECTOR OF MULTICULTURAL AFFAIRS

Ithaca College is committed to a multicultural and diverse campus environment and invites applications and nominations for the position of Director of Multicultural Affairs. The successful candidate will provide assertive leadership and direction in creating and maintaining a campus environment conducive to racial and cultural diversity. This position reports to the Assistant Provost-Special Programs in the Academic Affairs Division.

The Office of Multicultural Affairs has a primary responsibility to students who identify as African-American, Latino, Asian-American or Native American (ALANA) and will work with all students to promote understanding and cooperation.

The director will work cooperatively with the campus community to establish and evaluate campus-wide multicultural efforts and to increase diversity awareness. As an advocate for ALANA students, the director will serve as a catalyst for activities which enhance student retention and will interact cooperatively with the Office of Opportunity Programs and with the Division of Student Affairs.

A bachelor's degree and significant experience is required. An advanced/terminal degree in student personnel administration, counseling, ethnic studies, or other related field is preferred. Demonstrated success with multicultural initiatives and special programs is required. The successful candidate will have excellent administrative, interpersonal, counseling and organizational skills with significant experience in a college setting.

Ithaca College has an enrollment of approximately 5,800 and is located in the beautiful Finger Lakes region of New York State. Ithaca College is an undergraduate, comprehensive, residential college consisting of liberal arts and professional schools and is one of several higher education institutions in the Ithaca area.

Review of applications will begin on May 7th, 1999. The search will remain open until the position is filled.

Ithaca College is an Affirmative Action/Equal Opportunity Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

Applications should be sent to:

Dr. Tanya R. Saunders
Assistant Provost-Special Programs
Ithaca College
953 Danby Road
Ithaca, NY 14850

UNIVERSITY OF PENNSYLVANIA

CHAIR OF THE DEPARTMENT OF COMPUTER AND INFORMATION SCIENCE

Recommendations and nominations are invited for the Chair of the Department of Computer and Information Science at the University of Pennsylvania. The Department has outstanding programs and superb research facilities in algorithms and computational biology, computer graphics and animation, computer vision and robotics, databases, logic and computation, natural language processing, networks and distributed systems, programming languages, and real time systems. In addition the Department is central to several interdisciplinary initiatives across the University through the Institute for Research in Cognitive Science (IRCS), jointly sponsored with the School of Arts and Sciences, and the Bioinformatics Center, sponsored by IRCS and the Institute for Medicine and Engineering (IME).

The University is seeking candidates with distinguished research backgrounds interested in leading a significant increase in the size and scope of the Department over the next several years. Since the Department has been selected as one of the six thrusts of the University's Agenda for Excellence, the new Chair will oversee substantial growth in faculty size and construction of its new building.

The Committee will now begin reviewing applications; the search will remain open until the position is filled. Recommendations and applications, accompanied by a CV and appropriate supporting materials, should be sent to:

Professor David Pope, Chair
of the Search Committee,
c/o Department of Materials Science
and Engineering, School of
Engineering and Applied Science,
University of Pennsylvania, 3231 Walnut Street,
Philadelphia, PA 19104-6272

The University of Pennsylvania is an Equal Opportunity/ Affirmative Action Institution

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HOUSTON COMMUNITY COLLEGE SYSTEM

Department Chairperson Instructor/ADN

Houston Community College System is seeking an individual to oversee instruction in the Associate Degree Nursing Program, and maintain active teaching status for the program. As Chairperson, this individual serves a three (3) year term, subject to a departmental peer election. After the chair term ends, if not re-elected to the position of chair, the incumbent will retain status of a full-time teaching faculty member.

Requirements: Must be a licensed registered nurse in Texas and hold a Master's degree in nursing, or a Master's degree with a minimum of 6 hours of graduate level nursing courses relevant to the clinical area of responsibility and hold a Bachelor's degree in nursing. (Photocopy of transcript must accompany the application) Official transcript is required at the time of employment.

- Three (3) years of full-time work experience in the nursing field
- One (1) year of teaching experience in a post-secondary institution, or one (1) year of supervisory experience in a discipline related business or industry

HCCS offers a competitive salary and excellent benefits.

Application Procedure: Please refer to Job Vacancy Notice #4072 when making inquiry or applying for this position. An HCCS application is required. To request an application, please call (713) 718-8566, or fax a request to (713) 718-8599, or you may download an on-line application from the HCCS web-site at **www.hccs.cc.tx.us.** All completed application materials must be received in the Human Resources office by May 18, 1999 at 4:30 p.m.

Houston Community College System
320 Jackson Hill, HR Dept. Suite 220
Houston TX 77007

HCCS is an Equal Opportunity Employer

Virginia Tech

Director of Institutional Research and Planning Analysis

Office of the Senior Vice President and Provost
Virginia Polytechnic Institute and State University

Virginia Tech seeks an experienced professional for the position of Director of Institutional Research and Planning Analysis. The Office of Institutional Research and Planning Analysis (IRPA) which consists of six professional-level associates conducts research on institutional and educational subjects to inform senior administrative staff on trends and projection within the university, across higher education in Virginia, and in higher education generally. The office advises senior administrators on compliance with university, state, and federal reporting requirements. The Director reports to the Associate Provost for Academic Planning, Resources, and Space.

The successful candidate must have documented education and experience to lead institutional research at a Research I University, sophisticated understanding of academic programs, strong institutional research skills, and current knowledge of information technology relevant to university data collection. As leader of a key service office, s/he must possess the ability to build a team within the office, to communicate with many constituents, and to explain conclusions drawn from complex data. A Ph.D. in a relevant research field is required.

Salary is competitive and commensurate with experience and qualifications.

Anticipated start date is July 1, 1999.

To apply please submit a cover letter that addresses qualifications for, and interest in the position along with three authored research reports, a comprehensive CV and contact information for three references to: **Dixon B. Hanna, Associate Provost, Search Committee for IRPA Director, 129 Smyth Hall, Virginia Tech, Blacksburg, Virginia, 24061-0433.** Review of applicants will begin May 1, and continue until a successful applicant is found.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities.

Individuals with disabilities desiring accommodations in the application process should notify Kathy Wolfe at (540) 231-6994, and TTY number: (800) 828-1120 by the application deadline.

BEST COPY AVAILABLE

Lesley College, a private institution located in Cambridge, Massachusetts that specializes in preparing professionals in the fields of education, applied social sciences, the arts and management, invites applications for positions in these areas:

CREATIVE ARTS IN LEARNING DIVISION

An interdisciplinary master's degree program, the Creative Arts in Learning Program integrates music, visual arts, drama, dance, storytelling, poetry and technology into a variety of learning environments ranging from classrooms and museums to community programs.

For the following two positions, candidates must have a Ph.D. or Ed.D., experience in graduate-level teaching, K-12 classroom work and/or teacher training, and personal involvement in creative/artistic work. Candidates must also have a record of applied research or artistic scholarship.

DIVISION DIRECTOR

The position of Division Director is a full-time faculty position available at the Associate or Full Professor rank. We seek candidates who possess the ability to assume an academic leadership role, which includes program development, the skill to supervise and work collaboratively with faculty and staff, and administrative experience in planning, budgeting and marketing.

FACULTY POSITION

This is a full-time, 12-month position at the Assistant or Associate Professor rank.

For the above two positions, send your letter of interest, CV and three letters of reference to Kimberly Goff-Crews, Associate Dean, Creative Arts in Learning Search Committee.

EXPRESSIVE THERAPIES DIVISION

The Expressive Therapies Division prepares professionals to integrate the modalities of dance, music and art, and intermodal expressive therapies.

FACULTY/ACADEMIC COORDINATOR OF INTERNATIONAL PROGRAMS

The position is a half-time, 12-month faculty position at the Assistant or Associate Professor rank. The Coordinator will be responsible for planning and implementing the Israeli Extension academic programs on campus for international students including ongoing student advising. The skill to supervise and work collaboratively with faculty, staff and other educational institutions is necessary. The job entails some travel abroad.

Candidates must have a doctorate and be state-licensable in one of the allied mental health fields. Graduate teaching experience and clinical practice with diverse populations is expected. Personal involvement in creative/artistic work is also required. Candidates must have a record of applied research or artistic scholarship. Expressive Therapists who are credentialed/certified in dance or art/expressive therapies are strongly preferred.

Send your letter of application, CV, creative portfolio and three letters of reference to Julia Byers, Division Director, Expressive Therapies Division.

Lesley College, 29 Everett Street, Cambridge, MA 02138.
Visit our website: http://www.lesley.edu

Lesley College prioritizes the achievement of a gender and race/ethnicity balance among students and faculty. Scholars and professionals of color are strongly encouraged to apply.

LESLEY

LAREDO COMMUNITY COLLEGE

DEAN OF INSTITUTIONAL EFFECTIVENESS/CURRICULUM DEVELOPMENT

QUALIFICATIONS: Master's Degree (Doctorate Preferred) in Educational Administration or Research and Planning; 5 years administrative experience at a director's level or higher in a post-secondary institution; experience in Institutional Effectiveness preferred.

APPLICATION DEADLINE: OPEN UNTIL FILLED

WORKFORCE DEVELOPMENT SPECIALIST

QUALIFICATIONS: Bachelor's Degree (Master's Preferred); successful experience in planning, implementation, and evaluation of contract skills training and/or educational programs; bilingual skills (English/Spanish preferred).

APPLICATION DEADLINE: OPEN UNTIL FILLED

ACQUISITIONS LIBRARIAN

QUALIFICATIONS: Master of Library Science from an American Library Association accredited institution; minimum of two years experience in library acquisition work preferred.

APPLICATION DEADLINE: OPEN UNTIL FILLED

LAREDO COMMUNITY COLLEGE OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS

Please request position description and application packet from **Laredo Community College, Department of Human Resources, West End Washington St; Laredo, Texas 78040, Tel: (956) 721-5138; Fax: (956) 721-5367.**

Laredo Community College is an Equal Opportunity/AA Employer M/F/D/V

WESTERN CONNECTICUT STATE UNIVERSITY

ASSISTANT TO THE DIRECTOR OF HOUSING/RESIDENT DIRECTOR

Western Connecticut State University is seeking one individual, and possibly a second person, to serve as Resident Director. The ADH/RD position serves as a resource person within the residence hall who counsels, promotes hall programming, maintains hall environment conducive to learning and individual growth, makes referrals, advises residence hall groups, monitors maintenance requests, recruits, trains, supervises, and evaluates Resident Assistants and Duty Person staffs. The ADH/RD promotes an atmosphere that is conducive to promoting academic, social, and personal growth of the resident student population. Additionally, the position requires that various delegated duties be assumed within the operation of the Housing Office. This is a full-time live-in position.

EDUCATION AND EXPERIENCE: Two years of relevant housing experience equipping the applicant to relate effectively to resident college students and staff. Must have valid driver's license and a vehicle available for job-related duties and meetings. Bachelor's degree is required. Masters degree preferred.

Send letter of application, resume, names and phone numbers of three references to **John Wallace, Director of Housing, Newbury Hall, Western Connecticut State University, 181 White St., Danbury, CT 06810.**

APPLICATION DEADLINE IS MAY 14, 1999

Western is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

SOUTH DAKOTA STATE UNIVERSITY

The Graduate School/Office of Research is seeking applicants for the position of *ASSOCIATE DEAN FOR SPONSORED PROGRAMS AND GRADUATE SCHOOL*. The primary area of responsibility will be in providing leadership in expanding the University's funding for research and creative activities. Applications including statement of interest, resume and the names of three references should be sent by May 14, 1999 to **David Hilderbrand, Dean, Graduate School and Sponsored Programs, South Dakota State University, AD 130/Box 2201, Brookings, SD 57007-1998**. For a complete position description, contact the Office of Research at (605) 688-6199. AA/EEO Employer/ADA Reasonable Accommodations (605) 688-4493.

Colorado Mountain College
DIRECTOR OF HUMAN RESOURCES

Colorado Mountain College, a comprehensive community college located on Colorado's Western Slope, announces an opening for the position of Director of Human Resources to administer and coordinate the College's Human Resource systems. Colorado Mountain College consists of 14 locations serving an eight-county, 12,000 sq. mi. area with over 320 full-time employees and over 1600 part-time employees. The position is located at the District Office in Glenwood Springs, and reports to the Vice President. Master's degree and 5 years related experience or a minimum of a Bachelor's degree and 7 years experience. Experience in higher education preferred. Starting Salary: $3574/mo. Excellent benefits. Send a letter of application including a daytime phone number, resume and list of three professional references postmarked by April 30, 1999 to: **Human Resources Department - HVR, P.O. Box 10001, Glenwood Springs, CO 81602.** **www.coloradomtn.edu**

CMC is an EOE/AA/m/f/v/d employer.

HEALTH AND PHYSICAL PERFORMANCE

DePauw University

Greencastle, Indiana

Health and Physical Performance Associate Professor Chair. The Department of Health and Physical Performance at DePauw University invites applications for a tenure track position. Applicants should have insight into contemporary changes in the discipline of kinesiology as well as an ability to relate to a liberal arts academic community. The person appointed to this position will also chair the department for at least a three year period and manage the department major and the activities class program. The major has a strong core foundation in kinesiology with two branches of specialty, sports medicine and sports science. Curricula reflect a liberal arts foundation. The department is accredited in athletic training by the Commission on Accreditation of Allied Health Education Program and in teacher education by the National Council for Accreditation for Teacher Education.

Prerequisites for this position are excellence in teaching, evidence of a sustained interest in research and professional development, good inter-personal relationships, and potential for leadership. Teaching expertise is sought in exercise physiology, biomechanics, exercise science and/or risk and administrative management. Applicants must have a doctorate with an emphasis in one of the stated areas of teaching expertise.

DePauw University, located in west-central Indiana, enrolls about 2200 students in a selective liberal arts college, and a school of music. It is within 50 miles of Bloomington, Terre Haute, Lafayette, and Indianapolis.

Applicants should send a letter of interest, resume, official transcripts, evidence of effective teaching, three letters of recommendation, and other pertinent information to

Mary Bretscher, Chair of the Search Committee
DePauw University, Lilly Center, Greencastle, IN 46135
mbretscher@depauw.edu; phone: 765-658-4934
fax: 765-658-4964; http://www.depauw.edu

Review of applications will begin April 10 and continue until the position is filled.

DePauw University is an Affirmative Action/Equal Opportunity Employer.
Women and minorities are particularly encouraged to apply.

Yakima Valley Community College

FACULTY POSITIONS TO BEGIN SEPTEMBER 1999

Yakima Valley Community College seeks innovative instructors committed to community college students and their success. The successful applicant(s) will be broadly accomplished in the required discipline, be culturally competent with commitment and expertise in working with diverse populations, utilize appropriate technologies in the classroom, and have a record as a successful teacher or be able to demonstrate strong promise. We value opportunities for interdisciplinary collaboration, find ways to utilize cooperative learning, and are utilizing various technologies in the classroom and for distance delivery of instruction. All faculty are engaged in the assessment of college goals and purposes.

The College enrolls nearly 7,000 students each quarter at two campuses and several outreach centers. The main campus is in Yakima, with a surrounding population of over 100,000. The Grandview Campus is located approximately 45 miles south in rural Yakima County. Located in a vast and productive agricultural area of south central Washington State known for production of wine grapes, tree fruits, and other agricultural products, Yakima Valley Community College is a multicultural community with exciting opportunities for service to students, ample recreational and cultural events, and a pleasant, sunny climate.

TENURE TRACK POSITIONS:

- Automotive Technology
- Information Technology
- Multi-Disciplinary Instructor (History & Second Discipline) **(Reopened)**
- Philosophy: Excellent teaching skills with preparation in philosophy and logic preferred.
- Biology: Innovative teacher with broad background in general biology/A&P desired.
- Music: Broad background with instrumental emphasis preferred.

NON-TENURE TRACK POSITIONS:

- Business Administration/Office Occupations (2 possible positions) Broad background preferred.
- English Composition (2 positions at Grandview Campus, 1 position at Yakima Campus)
- Veterinary Technology

SALARY: $40,979-$43,579 for the academic year, plus a full benefit package.

TO APPLY CONTACT: **Human Resource Services: Department at (509) 574-4670,**
or write to P.O. 22520, Yakima, WA 98907-2520

E-mail:yvcchr@yakima.cc.wa.us **Website: www.yvcc.cc.wa.us**

DEAN

Temple University Ambler Campus

Temple University seeks nominations and applications for the position of Dean of the Ambler Campus. The Dean serves as the chief executive officer of the Ambler Campus.

Serving approximately 4000 students and 350 faculty in the undergraduate, graduate and continuing education programs, Ambler is a full service campus with some residential space. Located in the fastest-growing community in the Philadelphia region, the Ambler Campus is well positioned to meet the increasing demands of higher education in this area.

The Dean is the personal representative of the University President, administratively reports to the President through the Provost and performs duties at the discretion of the President. The Dean also serves on the Council of Deans and is a member of the President's cabinet.

Candidates should have significant successful experience in providing leadership in student recruitment and retention, marketing, student life, facilities management, budget oversight, academic programs, and community relations.

Nominations and expressions of interest should be forwarded no later than May 7, 1999 to **Dr. Valaida S. Walker, Vice President for Student Affairs, Temple University, 402 Conwell Hall, 1801 N. Broad Street, Philadelphia, PA 19122.**

Temple University is an equal opportunity/affirmative action institution and encourages expressions of interest from members of under-represented groups.

For more information, contact the Temple University Employment Web site at http://careers.temple.edu

Fax: 215-204-9628, e-mail: vwalker@vm.temple.edu, voice mail: 215-204-9615.

DIRECTOR

STUDENT ORGANIZATIONS AND ACTIVITIES

(99PV0061) Responsible for overall administration of Student Organizations and Activities Office. Duties: Staff selection, orientation, training and supervision; program planning, implementation and evaluation; give direction to all-campus programming in cooperation with student organizations and Student Life unit, oversight of Student Government operation in cooperation with faculty/staff advisors, budget planning, assessment and ongoing monitoring of expenses in cooperation with office program coordinators; develop, implement and monitor policies and procedures.

Min. Qual: Master's degree (PhD preferred) in higher education administration or related field, 5 yrs. student-related administrative exp. and 3 yrs. supervisory exp. The ideal candidate will possess budgeting/planning expertise; capable of balancing day-to-day interaction with students and administrative duties, skills in directing unit in manner to support divisional and functional area goals, ability to deal with a diverse student population, cooperating with others across the division and with other units in the university, and resolving conflict.

Send resume (noting control #) and the names, addresses and phone numbers of 3 references (no reference letters, please) by May 14, 1999, to:

Dr. Mauricio Gonzalez
University of Cincinnati
PO Box 210193
Cincinnati OH 45221-0193

The University of Cincinnati is an affirmative action/ equal opportunity employer. Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply. UC is a smoke-free environment.

OFFICE OF DIVERSITY & AFFIRMATIVE ACTION

Assistant Director

Assist the Dean/Director with the planning, management and evaluation of department's policies, goals and programs. Prepare and implement University Affirmative Action/Equal Opportunity information and compliance efforts, monitor AA/EEO compliance and provide training. Process discrimination and sexual harassment complaints. Bachelor's degree (J.D./Master's in Higher Education, Executive Management, or related field preferred). Five to seven years demonstrated progressive experience and training in higher education administration of affirmative action, diversity, multiculturalism and/or directly related field. Experience developing and implementing EEO/AA Plans, providing affirmative action, sexual harassment and diversity training. Proven experience investigating, managing and resolving complaints, supervisory experience essential. Strong interpersonal, oral (English and Spanish) and writing skills. Ability to use computer, and work with database and statistical programs. **Send resume to: Donnie Perkins, 424 Columbus Place.**

UNIVERSITY PLANNING AND RESEARCH

Senior Research Analyst

Responsible for ongoing research on demographics, student satisfaction and outcomes, benchmarking studies. Monitor trends and issues in higher education and assess their relevance to Northeastern University. Master's degree in social science discipline or MIS including training and substantial experience in research methods. Expertise in the design and maintenance of relational databases. Extensive and demonstrable knowledge of statistics including multifactorial analysis. Expertise in statistical software. SPSS preferred. Two to five years of working experience in an academic institution. Thorough knowledge and experience with identification and analysis of indices of effectiveness and productivity in academic institutions highly desirable. Strong verbal and written communication skills. **Send resume to Edna Seaman, Director, 116 Hayden Hall. Email: seaman@neu.edu**

STUDENT FINANCIAL SERVICES

Assistant Director, Pell Grant/Verification

Administer and coordinate the Pell Grant/Verification operations. Hire, train and supervise all staff. Integrate operations with financial aid office, bursar, registrar, and co-op departments. Monitor and reconcile expenditures in compliance with federal regulation, financial aid office policies, and University procedures. Provide quality financial aid services, advise students/parents on eligibility for and award of financial aid. Bachelor's degree, minimum of three years of financial aid experience. Experience with the administration of the Pell Grant program and procedures for the verification process strongly preferred. Working knowledge of computer systems, particularly with Pell tape transfer or EDE system required. Strong communication, interpersonal, and organizational skills. Demonstrated ability to work effectively with a student population.

Assistant Director for Athletic and Part-Time Aid

Administer and coordinate federal/state/Northeastern-based financial assistance for athletic and undergraduate University College students as well as NCAA regulations and University policies and procedures. Monitor athletic compliance to Title IV, design aid agreements and renewals for athletes, review, award and monitor student progress and use federal methodology. Conduct periodic workshops for coaches and staff of the athletic department, meet weekly with the athletic department liaison for program management and conduct financial aid workshops for the part-time student population at satellite locations. Bachelor's degree and a minimum of three years of professional experience in a financial aid office. Familiarity with administration of athletic aid and NCAA regulations is preferred.

Financial Services Representative

Responsible for advising students on the availability of financial aid and the delivery system of receiving aid. Analyze financial need, determine eligibility, and formulate financial aid packages. Counsel/advise students and parents on financing options (e.g. loans, payment plans, lines of credit), formulate financial plans, and present and market University financing options at student recruitment related programs. Bachelor's degree and a minimum of three years of professional experience in a financial aid office, a college financial planning or student loan department.

Preceding two positions require demonstrated proficiency in interpreting and applying Title IV regulations with an emphasis on need analysis and verification procedures. Must possess strong communication, interpersonal, and organizational skills. Must also be able to travel (minimal).

Send resume and cover letter indicating desired position to: Susan Parsons, 356 Richards Hall.

Candidates must have experience in, or a demonstrated commitment to, working with a diverse staff/student population. Northeastern University particularly welcomes applications from minorities, women and persons with disabilities.

Northeastern University
360 Huntington Ave.
Boston, MA 02115

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer

Northeastern
UNIVERSITY

COMMUNICATIONS SPECIALIST

Overseeing media relations and the bi-weekly Lesley News electronic newsletter, you will handle public relations, marketing communications and publicity for the college. You will also develop and execute strategies to attract and retain students, raise the colleges visibility and build up our reputation. To qualify, you must have excellent writing, interpersonal and communication skills. Familiarity with HTML coding is preferred, but not essential if you have the ability to quickly learn new technologies. Experience in print or electronic journalism a plus.

Send a letter of interest, resume and writing samples to Human Resources, Re: Communications Specialist, Lesley College, 29 Everett Street, Cambridge, MA 02138; fax to 617-349-8126. Visit our web site — http://www.lesley.edu

Lesley College prioritizes the achievement of a gender, racial/ethnic/linguistic balance among students, faculty and staff. Persons of color are strongly encouraged to apply. Lesley College is an AA/EEO Employer.

LESLEY

COUNSELOR
Community College Staff

Help students take maximum advantage of opportunities, assist in counseling, recruiting, advising, retaining students, other duties at a school selected among **The Hispanic Outlook Magazine's Publisher's Picks of Best Colleges for Hispanic Students.**

Requires masters in counseling/related field with at least 15 counseling graduate hours, excellent communication, strong assessment, individual/group counseling, crisis intervention skills. Full-time 12-month position. Salary based on qualifications/experience. Full benefits. Report July 1. For consideration apply by May 17 to:

Darla Daniels
GCCC, 801 Campus Drive
Garden City, KS 67846, 316-276-9533
ddaniels@gccc.cc.ks.us

GARDEN CITY
COMMUNITY COLLEGE

DIRECTOR
OFFICE OF HUMAN RESOURCES

Grinnell College has reopened its search and invites applications and nominations for the position of Director of Human Resources. Reporting to the newly created position of Dean of College Services, the Director is responsible for the effective leadership, planning and administration of the following areas: non-faculty recruitment, staff training and development, compensation and classification, employee benefits, human resources policies and records, employee relations, human resources information systems, and other administrative and planning duties related to the College's human resources functions.

Required Qualifications: include a bachelor's degree and progressively responsible human resource or analogous experience as a member of an administrative team. The position requires strong written, verbal, interpersonal, organizational and presentation skills. A strong service orientation, the ability to collaborate effectively with diverse constituencies, and a commitment to excellence in education for students in the liberal arts are essential. A thorough knowledge of applicable federal and state regulations is expected. Collective bargaining experience is preferred.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student, the top twenty in alumni gifts per student. Additional information can be found at the college's web site **<www.grinnell.edu>.**

Application Process: Submit a letter of application and a resume, including a list of the names, addresses, telephone numbers, and e-mail addresses of three employment references to **Russell K. Osgood, President, Grinnell College, P.O. Box 805, Grinnell, IA 50112.** Applications will be reviewed upon receipt, and will continue until the position is filled. To be assured of consideration please file an application by May 20, 1999.

Grinnell
College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR OF THE OFFICE OF INSTRUCTIONAL AND INFORMATION TECHNOLOGY HEO

DUTIES: The Director of the Office of Instruction Computing and Information Technology (OICIT) is responsible for all computing operations and services as well as audio/visual services, voice and data telecommunications. The Director is responsible for overall technology planning for Hunter College; academic and instructional computing; administrative computing, including registration, admissions and financial aid systems; directing hardware and software acquisition and infrastructure support, including internet and clients server computing. The Director guides staff and faculty development; faculty, staff, and student educational programs; coordinates and supports new technologies such as multi-media, distance learning and web based instruction. The Director reports to the Provost.

QUALIFICATIONS: This individual must have a minimum of 8 years experience in computing, preferably in a college or university context, with at least 5 years experience in a management capacity of increasing responsibility. He or she must have strong leadership skills, including planning, budgeting, staff development and team building. A commitment to service collaborative problem solving, and the ability to communicate and work effectively with staff, faculty and students are critical. The successful candidate will have strong leadership and management skills and a deep understanding of all facets of computing in a university environment. A Bachelor's degree is required, a graduate degree in a related field preferred.

SALARY: $51,861 - $100,318

SEND RESUMES BY MAY 10, 1999 TO: Charles E. Hayes, Director of Human Resources, Hunter College, CUNY, 695 Park Avenue, E1502, New York, New York 10021.

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer Minorities, Women, Disabled persons, and Veterans are encouraged to apply for this positions

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George Mason University

GRADUATE SCHOOL OF EDUCATION
EDUCATION LEADERSHIP PROGRAM COORDINATOR

Education Leadership Program Coordinator (tenure track or tenured appointment). Serve as coordinator of both the on-campus program and the off-campus Cohort Outreach Principal Preparation Program. Responsibilities include teaching courses for prospective school leaders, supervision of administrative interns, and advising of Master's and doctoral students. Earned doctorate and recent practitioner experience in school administration required. University teaching experience, including dissertation supervision, and an established record of research funding and significant scholarship desirable. Priority will be give to candidates with a strong background in organizational change processes and education reform.

Applicant should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references as upon request. Inquiries and application materials should be addressed to: **Dean Gary Galluzzo, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444** (additional information is available at **http://gse.gmu.edu**). Please clearly indicate the position you are applying for at the top of your letter of interest. Review of applications will begin on **April 26, 1999**, and will continue until the positions are filled.

George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

TEXAS WOMAN'S
UNIVERSITY
DENTON DALLAS HOUSTON

PRESIDENT

The Board of Regents for Texas Woman's University invites applications and nominations for the position of President. Founded in 1901, Texas Womans University is a comprehensive public university emphasizing the liberal arts, health professions and specialized or professional studies. The nations' largest university primarily for women with its main campus in Denton and clinical centers in Dallas and Houston for upper level and graduate studies in the allied health fields. TWU has eight schools and colleges and offers nearly 100 majors leading to bachelor's, master's and doctoral degrees. With an enrollment of more than 9,300 and a full-time faculty for almost 700, the university approaches its centennial with a renewed sense of commitment to innovative and distinctive education. The President must be committed to sustaining the mission of Texas Woman's University and will bring to the position a record of significant accomplishments and demonstrated leadership. The President is expected to have:

- Ability to expand and implement a strategic plan that encompasses a wide range of opportunities for the university's second century
- Ability to communicate persuasively the university's distinctive mission and achievements to diverse groups including alumni, donors, opinion leaders, legislators and the news media to encourage and sustain their support
- Ability to lead the university within a collegial structure in concert with all members of a diverse university family
- Ability to recruit, retain and motivate exceptional faculty, staff and administrators and to create an atmosphere that supports collaborative decision making
- Record of successful senior-level administrative achievement with evidence of experience in planning, fiscal management and fund raising

Nominations and application will continue to be received until the position is filled, and should be sent to:

Kay Williams Goodman, Chair, Presidential Search Committee
C/O Ronald J. Zera
Spencer Stuart
Suite 5600
1717 Main Street
Dallas, Texas 75201-4605

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

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harrisburg area
community college

HUMAN RESOURCES DIRECTOR

Responsible for planning and carrying out the objectives, policies, and procedures relating to all phases of human resources (HR) management and ensuring that those activities are implemented in accordance with institutional objectives. Requires a Master's degree from a regionally accredited institution in business or educational administration with concentration on HR development; at least four years of HR management, preferably in education, with progressive levels of responsibility; demonstrated knowledge of HR functions, including fringe benefits administration and compensation principles, and knowledge of EEO/AA regulations; understanding of and appreciation for a collaborative work environment that values shared governance and collegiality; excellent written/oral communication skills; ability to plan/organize/implement complex administrative systems to fulfill personnel services responsibilities; expertise in use of software applications and database management pertinent to HR functions; a commitment to faculty and staff diversity; and the demonstrated ability to work effectively with a racially and culturally diverse faculty, staff and student body. Annual salary between $52,594 and $59,169 based on experience. Excellent fringe benefits package. Submit letter of application, resume, and unofficial transcripts to the **Office of HR, PIN 106, Harrisburg Area Community College, One HACC Drive, Harrisburg, PA 17110.**

AA/EOE

CARLETON COLLEGE

NOTICE OF THREE POSITION OPENINGS
ADMISSIONS OFFICE

Nominations and Applications Invited

Carleton College is a highly selective coeducational residential non-sectarian liberal arts college with 1890 students and approximately 200 faculty located 45 miles south of the twin cities of Minneapolis and St Paul. Students come from all over the continental United States as well as several foreign countries.

ASSOCIATE DEAN OF ADMISSIONS and COORDINATOR OF FRESHMEN FINANCIAL AID

Carleton College seeks an Associate Dean of Admissions and Coordinator of Freshmen Financial Aid. This position is responsible for coordinating all aspects of freshmen financial aid. The Associate Dean will also be a part of the senior admissions staff with responsibility for recruitment, selection, application reading, and other projects. **RESPONSIBILITIES**: Serve as overall coordinator of freshmen financial aid. This entails everything from answering questions from parents and students to packaging all accepted students. Serve as liaison with the Office of Student Financial Services; work closely with the Director and Associate Director to plan and maintain financial aid policies and practices. Serve as an Associate Dean of Admissions with responsibility for recruitment travel, application reading, interviewing, and selection of students for admission. Recruitment and travel areas to be determined based on experience and background. Serve as the college's contact with the National Merit Corporation and coordinate Carleton's National Merit Achievement and Hispanic Scholar programs. Represent the college at national and regional conferences and meetings and, in particular, on financial aid issues and policies. Provide presentations on financial aid and admissions at schools and other appropriate venues. Work with other offices on campus to address issues and practices regarding both admissions and financial aid. Serve as liaison with special college. Oversee other major project areas as appropriate such as the Senior Honors Program with the local public high school, our admissions fellows program, or additional duties as assigned. **QUALIFICATIONS**: Bachelor's degree, minimally 5 years experience in admissions and financial aid work; must know the details of packaging financial aid students, be familiar with federal rules and practices and preferably have experience using the Financial Aid Profile form; good verbal and written skills, high energy, a good sense of humor and an abundance of patience, a genuine interest in people and a positive/optimistic attitude; essential that this person be a self-starter, able to work independently, able to relate to both parents and students alike; must have good organizational skills and meet deadlines; appreciation for liberal arts education is essential.

ASSISTANT/ASSOCIATE DEAN OF ADMISSIONS

Carleton College seeks an Assistant/Associate Dean of Admissions. This position is responsible for international recruitment. As a result of a major new grant of $5 million from the Starr Foundation, Carleton College now seeks the staff person to coordinate the recruitment effort for international students. **BACKGROUND**: Beginning with the enrolling class for the fall of 2000, Carleton College inaugurates a major new academic program for cross-cultural studies funded by an initial grant from the Starr Foundation. This grant provides funding for foreign students, especially from Asia, to participate in a special new Asian and Western studies initiative, providing an unique approach to the comparative study of cultures. **RESPONSIBILITIES**: Serve as principal recruiter of all international students. This entails extensive travel to foreign countries with a particular focus on Asia. Serve as liaison with the Cross Cultural Studies Program and other departments regarding international students and recruitment. Assume responsibility for the reading, evaluation and selection of all foreign applicants, and participate in the interviewing, application reading and selection of all students for admission. Work with other offices on campus to address issues and practices regarding both admissions and financial aid for foreign students. Oversee other major project areas, especially the development of publications for a foreign student audience. **QUALIFICATIONS**: Bachelor's degree, 3 to 5 years experience in admissions or foreign student advising work or comparable related experience such as work with a foreign student academic program; previous international recruitment experience, especially in Asia, is strongly preferred; fluency in one or more Asian languages such as Japanese or Mandarin is highly desirable; knowledge of foreign student visa issues and U.S. Immigration and Naturalization Services procedures is also preferred; good verbal and written skills, high energy, a genuine interest in people and a positive/optimistic attitude; this person must be a self starter, able to work independently; must have good organizational skills and meet deadlines; appreciation for liberal arts education is essential.

ADMISSIONS COUNSELOR

Carleton College seeks an Admissions Counselor to assist in the recruitment and selection of new students (freshmen and transfer) for the College. **RESPONSIBILITIES**: **Recruitment** - School Visits: As a major part of his/her duties, the Admissions Counselor will visit secondary schools throughout the U.S. meeting with counselors and interested students. Assist the Associate Dean in developing the travel schedule and be responsible for making detailed arrangements for the travel assigned. College Fairs/College Nights: This officer is also expected to take an active part in covering fairs/college days and college nights. Interviews: This officer will take a major role in interviewing students and parents who visit the campus throughout the year. Correspondence/Phone Work: This officer will be expected to answer letters and phone calls from students and parents and to correspond with counselors and other professionals. Minority Recruitment: The Admissions Counselor will be expected to assist the assistant Dean in some minority recruitment projects. Work with the Schiller Society and other student volunteers. **The Selection Process** - Under the direction of the Dean, this officer will be expected to review applications and to assist in the selection process. **General** - The Admissions Counselor will also be expected to perform other assignments as deemed necessary. **QUALIFICATIONS**: Applicants should have a Bachelor's degree; good verbal and writing skills, high energy, a genuine interest in people and an appreciation for liberal arts education; must have a positive and optimistic attitude. Some admissions or related experience is recommended.

All three positions are full-time and report to the Dean of Admissions with anticipated start dates of July 1, 1999. If interested in any of these positions, please submit a letter of application, resume, salary history, and names and phone numbers of three professional references to: **Paul Thiboutot, Dean of Admissions, Carleton College, 100 South College Street, Northfield, MN 55057**

We encourage women and minority candidates to apply. Review of applications will begin on May 3, 1999 and continue until the appointments are made. Carleton College is an affirmative action/equal opportunity employer committed to excellence through diversity.

DEAN OF COLLEGE SERVICES

Reports to the President of the College and supervises the College Bookstore, Office of Human Resources, Office of Security, Campus Mail Services, and Service Bureau (copying operation). It is contemplated that the areas of oversight will be expanded at a later date based on the success of the new dean. The creation of this position is part of an overall commitment by the College to deliver a high level of services at a reasonable cost to members of the community. It also represents an initial step in refocusing the Office of the Treasurer on core financial matters such as accounting, budgeting, and investments, and reinforcing the Treasurer's role as the College's chief financial officer.

Qualifications: A minimum of a bachelor's degree is required; an advanced degree or equivalent experience is preferred. A candidate will need to have skills in budget management, organizational matters, communication, and a service orientation as well as significant experience in supervising operating units in an educational enterprise. The candidate must also possess an understanding of and an appreciation for a liberal arts educational institution and an ability to work effectively with faculty, students, and other constituencies. The candidate should have strong leadership skills with initiative to recognize and resolve issues quickly and efficiently. Likely dean candidates might include a former faculty member with a significant administrative background, a current or former human resources director, or anyone with significant administrative and service experience within an educational organization.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student; the top twenty in alumni gifts per student. Additional information can be found at the college's web site: **<www.grinnell.edu>.**

Application Process: Submit a letter of application and a resume, including a list of the names, addresses, telephone numbers, and e-mail addresses of three employment references to: **Russell K. Osgood, President, Grinnell College, P.O. Box 805, Grinnell, IA 50112.** Applications will be reviewed upon receipt, and will continue until the position is filled. To be assured of consideration please file an application by May 20, 1999.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

harrisburg area
community college

VICE PRESIDENT
FINANCE AND COLLEGE RESOURCES

Serves as the College's chief business, financial, facilities, and human resources officer and is the President's principal advisor concerning financial and business operations of the College. Responsibilities include overseeing management of Business Office and Human Resources Office operations, management and maintenance of College facilities, budget formulation and control, the College Bookstore, purchasing and risk management, and other related functions. Requires a graduate degree in finance/accounting or business OR Bachelor's degree plus a CPA, five years of administrative experience in business management, including facilities and human resource management, (experience as chief financial officer in education preferred); demonstrated knowledge of policies/regulations in public financing; knowledge of and commitment to the mission of a comprehensive community college; understanding of and appreciation for a collaborative work environment that values shared governance and collegiality; commitment to faculty and staff diversity; the demonstrated ability to work effectively with a racially and culturally diverse faculty, staff, and student body; and the ability to plan and implement the following: a total system for financial, facilities, and human resources planning and management; current and accurate systems for recordkeeping of the College's business functions; and a comprehensive operation that maintains liaison with all areas within the College and with appropriate State and Federal agencies, school districts and other educational institutions. Review of applications is expected to begin on April 26, 1999. Submit letter of interest, unofficial transcripts, and resume to the **Office of Human Resources, Harrisburg Area Community College, PIN 102, One HACC Drive, Harrisburg, PA 17110**

AA/EOE

MCTC MANCHESTER
COMMUNITY-TECHNICAL COLLEGE

Founded in 1963, MCTC is the largest of Connecticut's Community-Technical Colleges. It serves about 9,000 students at any one time. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000.

Associate Dean of Continuing Education
Director of Communications

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mctc.commnet.edu/per**, or call **(860) 647-6153**. Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046

MUST BE POSTMARKED NO LATER THAN MAY 25, 1999
EOE/AA/M/F

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the **ERIC** database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

Northeastern University
ASSOCIATE DIRECTOR

Work with Director to develop and implement all aspects of the Embedded Learning Modules (ELMO) program, a major new initiative for teaching science and engineering concepts to non-science majors at Northeastern University. Coordinate the program internally as well as externally with various funding agencies, publishers, and other organizations. Teach undergraduate courses in the Physics Department. Ph.D. in Physics. Two to five years' related experience beyond the Ph.D. degree. Must possess a broad knowledge and understanding of science and technology concepts, and a high level of comfort in a hands-on laboratory environment. Excellent communication skills in relating science to younger students, interest in teaching, high degree of organizational ability and experience in curriculum development. **Send resume to: Professor Arun Bansil, 214 Dana Research Center, 360 Huntington Ave., Boston, MA 02115.**

Northeastern University is an Affirmative Action/Equal Opportunity/Title IX Employer.

Cazenovia College

COMMUNITY COORDINATOR
Office of Residence Life

Cazenovia College, a two and four-year College for men and women located in a beautiful central New York village 20 miles southeast of the city of Syracuse, seeks energetic, committed professionals to further the development of its innovative residence life, community development program. The Community Coordinator is a member of the Student Services team and is primarily responsible for the day to day operations of a residential community of approximately 130 students. Specific duties include supervision of undergraduate Community Advisor staff, advising individuals and student groups, community development, social and educational programming, enforcement of community rules and regulations, appropriate referrals and adjunct responsibilities as assigned

Each Community Coordinator will assume responsibility for the coordination of one or more of the following areas as adjunct assignments serving as Coordinator of: Multi cultural Education, Health Education, Judicial/Disciplinary Education, Summer Conferences and Advisor to Student Clubs and Organizations such as the Yearbook, Student Government Association and/or Residence Hall Association

Head and Assistant Coaching responsibilities in a variety of NCAA Division III programs are also a possibility for the right candidate as is the possibility of teaching in our Freshman Focus program

Community Coordinators also serve as part of the on-call duty rotation and participate in an inclusive governance model

This is a twelve-month, live-in administrative staff position. At least two years of related experience on the undergraduate or post-graduate level is required. A Master's degree in a related field is preferred. Candidates must be able to demonstrate superior communication and programming skills. Experience with multi-cultural populations and the ability to work well with students, staff and faculty is expected. Excellent written, oral and interpersonal skills are required

Compensation includes a furnished one-bedroom apartment, meal plan when classes are in session, a full benefit package and a base salary of $24,000

Candidates should forward a letter of application, resume and the names and telephone numbers of three references to

COMMUNITY COORDINATOR SEARCH
Cazenovia College
Human Resources Office
10 Seminary Street
Cazenovia, New York 13035

Applications will be accepted until the position(s) are filled, however those received prior to April 30, 1999 will be given priority

AA/EOE

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OFFICE OF PUBLIC RELATIONS

Grinnell College is seeking to fill three positions in the Office of Public Relations. Each position reports to the Director of Public Relations. We seek individuals interested in working collaboratively with a team of professionals in an intense, egalitarian, diverse, and student-focused environment. Familiarity with and commitment to a private, residential, undergraduate liberal arts education and learning environment is strongly preferred.

PROMOTIONAL WRITER

Responsibilities: Write, edit, and coordinate the development of a variety of publications, including brochures, newsletters, programs, etc. This position will function as the "senior account manager" of projects for all campus clients - most frequently Academic Programs, the Office of Admission, the Office of Alumni Relations and Development, and the art gallery in the new Bucksbaum Center for the Arts.

Qualifications, Skills, and Abilities: Bachelor's degree and five years of writing/editing experience for persuasive and promotional material. Superior written, verbal, interpersonal, organizational, and time-management skills. Capacity to think broadly and creatively; coordinate multiple tasks, solve problems, and complete projects effectively under pressure and tight deadlines.

ONLINE MEDIA AND WEB COORDINATOR

Responsibilities: Coordinates the electronic media and marketing presence of Grinnell College, including the World Wide Web, internet-based direct marketing, CD-ROM, and other digital media. Maintains a high-quality graphic and rhetorical presentation consistent with the college's institutional identity in other media. Coordinates the production and maintenance of electronic media projects relating to the external image and market presence of the college, especially the college's official web site. Interact often and collaborate with multiple campus administrative offices, faculty, and students. This is a new position, so the appointee will have some latitude to shape its vision and configuration.

Qualifications, Skills, and Abilities: Bachelor's degree, three years of applicable experience, and demonstrable skills in technical and graphic design. Advanced working knowledge of HTML, Web browsers, PC/Macintosh, and related design/production software including PageMaker and/or QuarkXPress, Photoshop, Pagemill, Illustrator, and other HTML editors. Experience with Unix, CGI programming, and Java useful. Excellent skills in graphic design and presentation; excellent written and oral communication skills, fluency in web site architecture. Thorough understanding of photographic imaging. Capacity to think broadly and creatively as a problem solver. Ability to work well independently and in a team environment with a variety of people.

PRESS RELATIONS SPECIALIST/DIRECTOR/COORDINATOR

Responsibilities: Plans, organizes, and manages a comprehensive media relations program; serves as the primary contact with local and state media; assists the director with regional and national media coverage.

Qualifications, Skills, and Abilities: Requires a Bachelor's degree and five years of public/media relations experience, preferably in higher education. Excellent oral, written, and interpersonal communications skills. Capacity to think broadly and creatively, coordinate multiple tasks, and solve problems; demonstrated ability to think clearly under deadline pressure; an understanding of and familiarity with the news media; a record of positive story placements. Must be energetic, enthusiastic, and persuasive.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student; the top twenty in alumni gifts per student. Additional information can be found at the college's web site: **<www.grinnell.edu>.**

Application Process: Submit a letter of application and a resume, including a list of the names, addresses, telephone numbers, and e-mail addresses of three employment references to: **Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112.** Applications will be reviewed upon receipt, and will continue until the position is filled. To be assured of consideration please file an application by May 7, 1999.

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

Grinnell
College

The University of Georgia

DIVISION OF STUDENT AFFAIRS

OFFICE OF MINORITY SERVICES AND PROGRAMS

Minority Student Counselor

The University of Georgia enrolls approximately 30,000 students and is located in Athens, a metropolitan area of 130,000, located 70 miles northeast of Atlanta. The Office of Minority Services and Programs (MSP) promotes and supports the successful participation of students of color in the learning process and campus life at the University.

Since its inception in 1989, MSP has grown into a treasured University and community resource. It is a place where the experiences of people of color in America can be explored, celebrated and shared. MSP sponsors activities featuring prominent scholars, speakers and programs to enhance cultural diversity at The University of Georgia. MSP supports nine student organizations of color including an outstanding library, video collection and an annual minority student graduation celebration.

SPECIFIC DUTIES INCLUDE:

1. Coordinates cultural enrichment programs to include annual events and special celebrations.
2. Serve as a professional resource person and liaison to minority student organizations and assist student groups to coordinate conferences, workshops, and other activities.
3. Produce brochures, which promote student activities, programs and services of the office.
4. Develop and coordinate leadership workshops, seminars, lectures, and other activities to respond to student needs, interests and concerns.
5. Assist with student data collection and research pertaining to minority students' quality of life issues.

QUALIFICATIONS: Masters in College Student Personnel, or related field required.

REMUNERATION: Competitive, commensurate with experience (full-time, 12-month appointment).

APPLICATION DEADLINE: All applications received by Friday, May 7, 1999 are assured full consideration.

POSITION AVAILABLE: Negotiable

Submit letter of application, resume, and names, addresses and telephone numbers of three professional references by the application deadline to:

Dr. Sherwood Thompson
Director
Minority Services and Programs
404 Memorial Hall
The University of Georgia
Athens, GA 30602

UGA IS AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION INSTITUTION

1126

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HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

ASSOCIATE DIRECTOR OF FINANCIAL AID

Anticipated Vacancy

DUTIES: Serves as the deputy to the Director, assuming responsibility for the program and all activities in the office in the absence of the Director; Manages the day to day administrative operations of the program for optimal efficiency and optimal student service; Work with the Director in the planning, design and implementation of office operations, policies, procedures and compliance activities; Manage computer operations, including the design and implementation of mainframe and PC support systems.

QUALIFICATIONS: BA/BS required, Master's Degree preferred; A minimum of six (6) years financial aid experience in progressively responsible positions; Extensive knowledge of, and experience with, electronic processing and applications of technology to financial aid administration; Familiarity with federal and state financial assistance programs; Must possess strong administrative leadership skills.

Review of applications will commence on May 3, 1999 and continue until search is concluded.

SALARY: $40,173 - $64,266.

Send applications and nominations to: **Kevin McGowan, Director of Financial Aid, Hunter College, 695 Park Avenue, N241, New York, New York 10021.**

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, Disabled persons, and Veterans are encouraged to apply for this positions.

George Mason University

INSTITUTE FOR COMPUTATIONAL SCIENCES AND INFORMATICS
ASSISTANT RESEARCH SCIENTIST/SCIENCE SYSTEMS

The Center for Earth Observing and Space Research, Institute for Computational Sciences and Informatics, George Mason University, Fairfax, Virginia. The Center for Earth Observing and Space Research (CEOSR) is seeking two positions at the Assistant Research or Associate Research Scientist level focusing on software engineering skills. Appropriate salary level depends on experience of the applicants. Place of work will be the Godderd Space Flight Center. Experience to accomplish the following duties is desired.

- Leader of software engineering projects to develop cross system Interoperability science applications research, science product subsetting, science software integration, Web based system interfaces, and science data browse and search techniques.
- Provide systems level working knowledge in the above areas.
- Perform software engineering to develop operational products in the above areas. This required a programming knowledge of UNIX, C, Perl, and SQL.
- Perform system administration duties on Linux (UNIX) based computers.
- Provide operational systems and documentation for the following development projects.
    (1) GSFC DAAC interoperability with GMU.
    (2) Implementation of INTREPID data archive and distribution system;
    (3) On Demand Subsetting of ECS Data.
    (4) Install all requested software on LINUX computers and maintain up-to-date security patches. Provide problem reports, as appropriate, and,
    (5) Prepare Monthly Status Reports to identify potential areas of concern.

Immediate hiring is desired. Review of applications will begin on April 30, 1999. Please send your resume to:

Professor Menas Kafatos
Director, CEOSR
George Mason University
MSN 5C3
Fairfax, VA 22030

E-mail: mkafatos@gmu.edu **Fax: 703 993-3628.**

GMU is an equal opportunity/affirmative action employer.

Walden University

155 Fifth Avenue South
Minneapolis, MN 55401

MBA PROGRAM Core Faculty Positions Available Summer 1999

Walden University, a leader since 1970 in distance graduate education, seeks qualified individuals for appointment as core faculty for a new MBA Program which anticipates enrolling its first students in September 2000. These positions are for part-time independent contractors and allow individuals to work through on-line communication from their present locations. Core faculty will participate in developing syllabi and other course materials during the first year of their appointments. Then, beginning with the first student enrollments, they will teach the courses they have prepared.

We anticipate appointing 11 core faculty members with each person working to prepare, and eventually teach, one of the following courses:

MBA 6100 Management Practices
MBA 6105 Organizational Behavior
MBA 6110 Management Information Systems
MBA 6120 Business Statistics
MBA 6130 Principles of Marketing
MBA 6140 Managerial Accounting
MBA 6150 Managerial Economics
MBA 6160 Financial Management
MBA 6170 Global Management
MBA 6180 Legal and Ethical Issues for Managers
MBA 6190 Strategic Management and Planning (Capstone)

Among Walden's current enrollment of more than 1,300 students, 55% are female and 35% come from under-represented populations. Our mission is to prepare scholar-practitioners who are effective agents of change in their fields, professions and communities. As a "virtual university," Walden uses a unique distance-learning model to deliver graduate programs to working professionals through ongoing electronic networking with faculty. Library access is provided through a partnership with Indiana University-Bloomington. Walden University is accredited by the North Central Association of Colleges and Schools and is an equal opportunity employer. Women and individuals from under-represented groups are encouraged to apply.

Qualifications: Candidates must hold an earned doctorate; have at least three years experience teaching in a graduate business program and/or a business management position; have experience in preparing course manuals and/or syllabi; be comfortable and effective in the electronic environment; have outstanding communication skills; demonstrate the highest levels of academic integrity and be strongly student-centered. Preference will be given to candidates with experience in management, adult learning, distance education and/or instructional technologies. To be considered for a position with Walden University, applicants who are primarily affiliated with another institution must obtain all appropriate approvals from that institution and be in compliance with its conflict of commitment/interest policies.

Please send a letter of application and current *Curriculum Vitae* to: Mr. John Allen at Walden University, 155 Fifth Avenue South, Minneapolis, MN 55401 or e-mail applications to <**jallen@waldenu.edu**>

Walden University is accredited by the North Central Association of Colleges & Schools • 30 North LaSalle, Suite 2400 • Chicago, Illinois 60602-2504 • (312) 263-0456

DEPAUL
UNIVERSITY

Assistant Director - Center for Latino Research

DePaul University, the nation's largest Catholic University, currently has an opportunity available for an Assistant Director to assist the Director to develop and execute the long range plans and vision of the Center for Latino Research (CLR).

Responsibilities:
- ❖Work in close collaboration with the DePaul University Development Office and the faculty to actively search and present grant proposals for CLR research projects.
- ❖Serve as the Managing Editor of all CLR publications (Dialogo and Nuestra America). Responsible for the production, marketing, and distribution.
- ❖Supervise CLR student workers.
- ❖Act as community liaison to establish working relationships with community organizations and individuals to develop projects.

Requirements: Master of Arts in the social sciences, humanities, or journalism; proven grant writing ability; editing experience; strong interpersonal skills; English/Spanish speaking, and good computer skills. Salary range 30-36K.

We offer an excellent benefits and compensation. Interested candidates should forward their resume indicating a job number to: DePaul University, Human Resources, Job Code XHX1039HO, 25 E. Jackson Blvd., Chicago, IL 60604.
E-mail: depaul@isearch.com

DePaul University, an employer of choice, is committed to diversity and equality in education and employment.

CENTRAL FLORIDA COMMUNITY COLLEGE

DIRECTOR
LEARNING RESOURCES CENTER

MINIMUM REQUIREMENTS: a masters degree in Library Science, supplemented by training in audiovisual systems and administration experience; community college experience preferred. The Director will provide strong professional leadership and management for the Library/Leaning Resources Center to serve the college community. The Director is expected to provide overall vision for the LRC, act as a communicative mentor for the LRC staff, identify and utilize opportunities for new technologies, knowledge of audio-visual equipment and automated systems, be a spokesperson and advocate for the LRC both externally and internally, and network with the broader library community. The Director will develop and implement policies and procedures relating to the Library/Learning Resources Center and its various functions; and plan, administer and evaluate the LRC budget and assist in implementation of the statewide automated library system.
STARTING SALARY RANGE: $38,049-$46,679

APPLICATION DEADLINE: May 7, 1999
APP. PROCEDURE: Submit a CFCC app., cover letter, resume, copies of official transcripts and 3 ref. to **the H. R. Office, CFCC, PO Box 1388, Ocala, Fl. 34478.** For further info. Contact the HR Office at **352-873-5819.** CFCC is drug fee and EOE

DIRECTOR
WEST REGION

CENTRAL MICHIGAN UNIVERSITY

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ADVERTISING INDEX

POSITIONS

COLORADO

Colorado Mountain College	70

CONNECTICUT

Manchester Community-Technical College	51, 75
Western Connecticut State University	70

DC

Humanities Council	66

FLORIDA

Central Florida Community College	78

GEORGIA

Abraham Baldwin Agricultural College	64
The University of Georgia	76

ILLINOIS

DePaul University	78
Elgin Community College	65
Illinois State University	67
McHenry County College	55
Roosevelt University	66

INDIANA

DePauw University	71
Indiana University	62

IOWA

Grinnell College	72, 74, 76, 78
The University of Iowa	63

KANSAS

Garden City Community College	72
University of Kansas	61

MASSACHUSETTS

Lesley College	70, 72
Northeastern University	72, 75

MICHIGAN

Central Michigan University	68, 78

MINNESOTA

Carleton College	74
Walden University	77

NEW JERSEY

Brookdale Community College	65
Montclair State University	63
Richard Stockton College of New Jersey	61
Rowan University	68

NEW YORK

Cazenovia College	75
Hunter College, CUNY	73, 77
Ithaca College	69
SUNY, Buffalo State College	63

OHIO

Cleveland State University	68
University of Cincinnati	71

PENNSYLVANIA

Harrisburg Area Community College	73, 75
Thaddeus Stevens College of Technology	66
Temple University	55, 71
University of Pennsylvania	67, 69

SOUTH DAKOTA

South Dakota State University	70

TEXAS

Alamo Community College District	64
Baylor University	65
Houston Community College System	69
Laredo Community College	70
Texas A&M University-Corpus Christi	62
Texas Woman's University	73

VIRGINIA

George Mason University	58, 73, 77
Virginia Polytechnic Institute and State University	69

WASHINGTON

Yakima Valley Community College	71

WISCONSIN

University of Wisconsin-Madison	67

RECRUITMENT

Barry University	59
California State University, Northridge	64
California State University, Stanislaus	55
Cleveland State University	55
John Jay College of Criminal Justice, CUNY	53
Lehman College, CUNY	60
New Jersey City University	2
Nova Southeastern University	56
Our Lady of the Lake University	56
Penn State University	53
Temple University	58
Texas A&M University	58
Texas A&M University-Kingsville	57
University of California, Santa Cruz	56
University of Minnesota	68
University of North Texas	56
University of Texas San Antonio	60
University of Southern Colorado	58
Walden University	57

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

University of Michigan	57
Washington University	57

CONFERENCES

The University of Oklahoma- National Conference on Race & Ethnicity	61

OTHER SERVICES

Prime Heritage Collection	60

¡PUNTO FINAL!

EDUCATIONAL PROSPECTS FOR LATINOS POST-AFFIRMATIVE ACTION

Dr. Carlos Munoz, Jr., award-winning author of **Youth, Identity, Power: The Chicano Movement,** *teaches in the Department of Ethnic Studies at the University of California-Berkeley. He is the recipient of the 1999 National Association of Chicana & Chicano Studies Association "Scholar of the Year Award."*

Education has been and will continue to be the key to equal opportunity. Higher education has offered Latinos the license to pursue rewarding professional careers that enable us to give back to our families and communities. It has meant individual and collective political and economic empowerment. It has prepared Latinos with the knowledge and leadership skills necessary in our struggles for social justice.

Latinos have historically struggled for a better education for our children. Men and women of my generation of the 1960s created the Chicano and Boricua movements, which made possible significant changes in education–desegregation of the schools, bilingual programs, the hiring of Latino teachers and staff, and the inclusion of the Latino experience in the curriculum.

They opened the university doors to Mexican American, Puerto Rican, and other Latino youth traditionally and systematically excluded. Those movements produced affirmative action for all Latinos just as the civil rights movement had for African Americans.

The result? Since the 1960s, we have witnessed the emergence of a visible Latino professional and middle class. Latinos remain largely absent from corporate upper management. But there has been a dramatic increase in Latino small businesses; a dramatic increase in Latino elected officials and Latino lawyers; a significant increase in teachers, social workers, and medical doctors; and Latino artists, actors, and writers have gained public prominence. All of this has been possible largely because of Latino struggles and affirmative action in higher education.

Despite the long way we have come since the 1960s, the progress of many Latinos has been modest at best when placed in larger perspective. Latino youth have the highest public school dropout rate in the nation. Only 53 percent graduate, which means that 47 percent drop out or, as I prefer to put it, are pushed out because of a racist schooling system that breeds alienation. In comparison, 73 percent of African American and 83 percent of White youth earn a high school diploma.

Latinos fare much worse in higher education. Only 9 percent get the opportunity to earn an undergraduate college degree, compared to 13 percent of African Americans and 24 percent of Whites. The data for graduate education is worse still, with only 1.5 percent of Latinos earning a Ph.D. When I joined the faculty of the University of California back in 1970, the presence of Latinos was even less visible. I was one of a handful throughout a public university system that includes eight different campuses. Prior to the 1960s, only a handful of Latinos had Ph.D.s. I was able to find only four Mexican Americans with a Ph.D. in history and the social sciences. I became only the fifth Mexican American to earn a Ph.D. in political science. Thanks to affirmative action, our Ph.D. numbers have grown throughout the social sciences, but we are far from achieving a substantial presence as faculty. There is only one Latina Ph.D. in the discipline of geography in the whole country–Professor Laura Pulido at the University of Southern California.

The end of affirmative action in California and Texas is denying Latinos the opportunity to continue their modest gains in higher education. Proposition 209 and the *Hopwood* decision have generated a nationwide anti-affirmative action politics that threatens to take us back to pre-1960s conditions.

At the University of California-Berkeley, for example, Latino undergraduate enrollments have declined severely. After growing to 14 percent in 1995 with affirmative action in place, last year, the first without that process, 48 percent fewer Latino youth were admitted. Of the students denied admission, 400 had GPAs of 4.0 and above!

Without affirmative action, similar results are expected in graduate student and faculty ranks. No doubt Latino graduate enrollment will decline from the 6 percent it had reached. I also anticipate that fewer Latinos will be hired as faculty, where our numbers are only 4.1 percent.

In sum, Latinos will continue to be underrepresented at all levels of the University of California system. The result will be that fewer Latino professionals will be produced for the state's public and private sectors, even as the Latino population, continuing its dramatic growth, becomes the largest racial and ethnic group in the 21st Century.

The prospect for a higher education for Latinos is not bright. What can be done? Latinos have no choice but to continue their national struggle for their human right to a higher education. The conservative Republicans responsible for Proposition 209 in California are attempting to duplicate their successful war against affirmative action in Michigan and Florida. They must be stopped. But the lessons of Proposition 209 and *Hopwood* in Texas must be learned.

The first lesson is that Latinos cannot afford to have faith in a political system controlled by White voters and two political parties whose interest is maintaining the status quo in favor of White racial preference.

The second is that we cannot have faith in a federal court system controlled by judges appointed by Presidents Reagan and Bush. The time has come for Latinos to organize a new grassroots human rights movement that will help develop an authentic Multiracial Democracy based on principles of social justice and educational equal opportunity for all.

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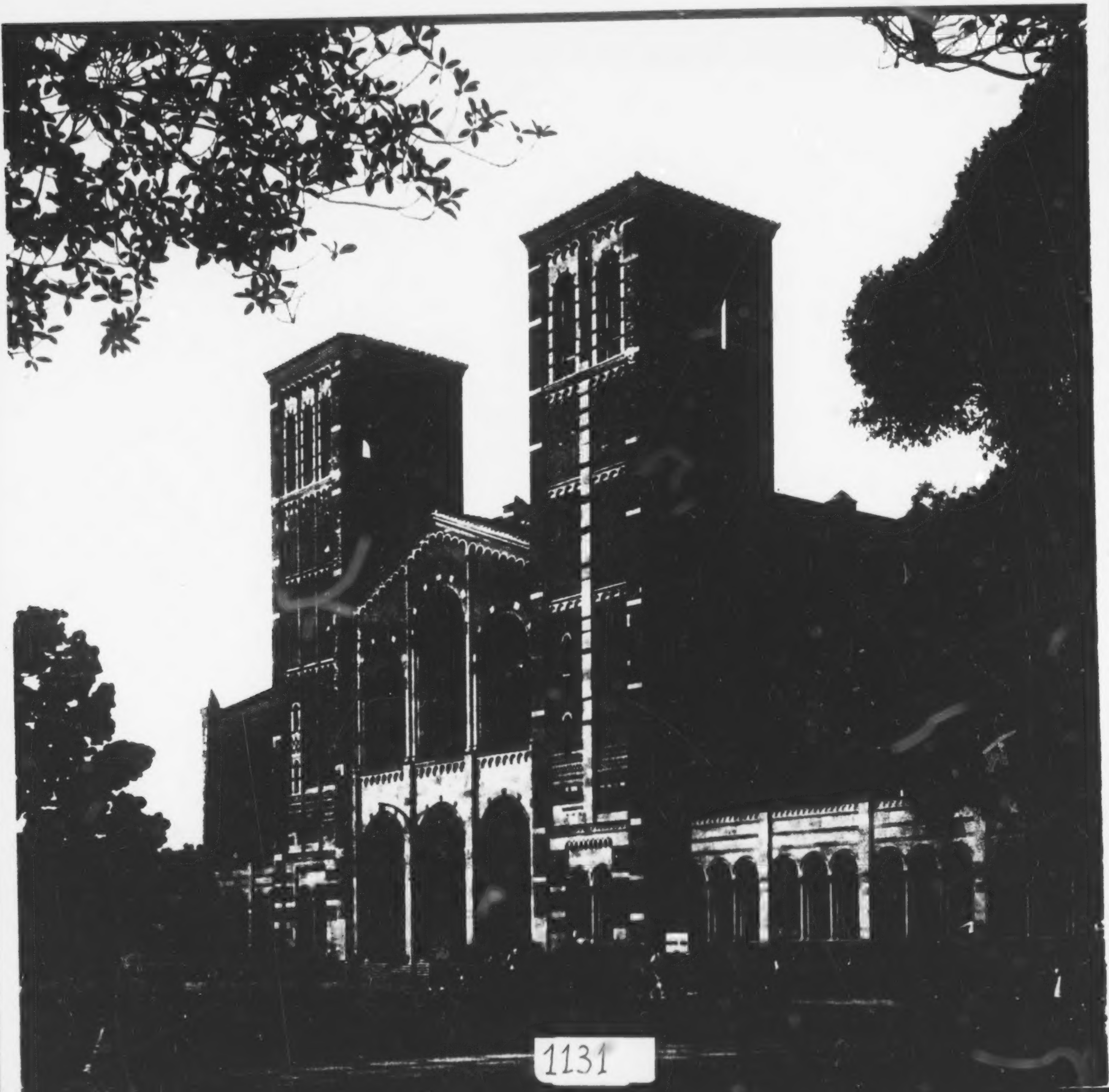
Graduate School Issue



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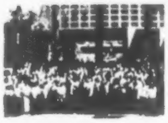
CONTENTS

FEATURES

Graduate Education Past, Present, and Future
A perspective spanning one turn of the century to another. 6



Pew Charitable Trusts: 5 Decades of Giving
A sterling example of idealism in action, the Pew Trusts fund catalytic, cutting-edge projects that benefit many minorities. 9

NSHMBA Executive Pipeline
This nonprofit is enjoying rapid growth and great corporate connections. 12

Choosing between Languages of Oppression and Liberation
An impassioned view of the force of names and words. 18

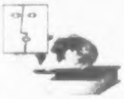
Grey Pinstripes With Green Ties
A report on MBA Programs where the environment matters. 20

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW
A new NASBE report suggests solutions for teacher shortage. 5

Honor Roll
Hunter College of the City University of New York
Founded by an Irish immigrant with a passion for equality, Hunter remains faithful to his mission. 15

Success Story
Rosie Rodela: Counselor
A popular and effective advisor pleads for more interaction between high school and higher ed staff and students. 24



People, Places, Publications, Conferences 26

Book Review:
The Memories of Ana Calderón 35

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Latinos, Hunger, and Nutrition back cover

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A CAPITOL VIEW

America's Mantra: "Blame the Teachers!"

BY GUSTAVO A. MELLANDER

Recent polls indicate that education is among the top three concerns of all American citizens. It is therefore not surprising that it has quickly become one of the top agenda items for both the Democratic and Republican parties.

But education has long been an open sesame for politicians. Criticism of America's educational system has been a spectator pastime for decades. It is very popular. Some observers think it has entered the national political psyche. It's like Pavlov's bell and salivating dog. We hear, we respond.

Politicians run for office on pro-education platforms. And once elected, they vie with one another for the "pro-education" label. We see that scenario repeated in our state capitals as well as in Washington. But problems persist.

Who to blame?

Many schools in Hispanic neighborhoods, especially, have low student scores and a very high dropout rate. Teachers faced with low student scores have been criticized endlessly for years. Many are accused of being poorly prepared.

So it is popular to criticize the colleges and universities from whence they graduated. Colleges frequently blame the high schools for sending them poorly prepared students, and they in turn blame the elementary schools.

Teachers and administrators on the front line day after day frequently throw up their arms and blame society. There is food for thought here. Our society has changed. Television, drugs, violence, the collapse of the family structure, and the diminishment of religious influences in our lives have all been studied.

Teachers

All the pillars of our society have been liberally criticized, but teachers have been pummeled.

A national educational association in the Washington, D.C., area is not pleased with the public's perception. It feels the ever-present criticism of America's teachers is uncalled for. Although poor quality exists, and that inconsistency hurts, teachers should not be America's favorite whipping targets.

This is a typical position for a teachers union to take, many would say. Except that in this case, it is the mammoth National Association of State Boards of Education (NASBE) that is leading the charge.

NASBE has issued a report that will be quite controversial in certain quarters. Some will accuse NASBE of shifting blame; others will see evidence of self-serving pontification.

State Policies

NASBE contends that the problem is really the result of uncoordinated, inefficient, and often conflicting state policies.

The report starts by agreeing that state boards have the primary responsibility for spearheading far-reaching and systemic reforms that ensure sufficient numbers of high-quality teachers. Current reforms in schools to hold students to high standards will fail, it asserts, without skilled, well-trained teachers to guide students. Yet only a handful of states have developed comprehensive policies to improve and support their teaching force.

"Our year-long study group effort found that, despite the conventional wisdom, there is not a teacher shortage, but instead a shortage of qualified teachers in certain subject areas and in certain types of school systems," NASBE Executive Director Brenda Welburn told *HO*. "In addition, there is a rather stark and troubling mismatch between the diversity of the student population and the relative homogeneity of the teaching force."

What to do?

The report suggests a set of state policies to address key issues.

State boards must simultaneously develop a standards-based system of teacher preparation, evaluation, and development while continuing to recruit more promising teacher candidates to the field. Further, they must find effective ways to encourage them to stay.

"Between 33 percent and 50 percent of new teachers leave the field in the first five years," Welburn notes. "Worse than that, it is often the best and most promising new teachers who leave during those first few years."

The NASBE study group, chaired by Byron Darden, president of the Arizona State Board of Education, sets out a series of recommendations to help states devise policies addressing the multiple factors negatively impacting the quality, distribution, and quantity of the nation's teaching force.

Key Findings and Recommendations

- States need to develop systemic mechanisms, bound by a set of clear and precise standards, for teachers' work and the work of those who support them to ensure continuity of high-quality teachers and quality instruction over the long term.

- States must devise policies that fairly recruit and distribute a diverse teaching pool across all school districts. This can address the situation where an overall surplus of teachers exists–yet there is a shortage in rural and urban schools or a shortage of subject area teachers in areas such as special education, science, or foreign language.

- With regard to pre-service and in-service education, states must devise ways to incorporate the best of education and training knowledge into a standards-based system of teacher education.

Solving the real issues of teacher supply and quality, the report concludes, will require policies very different from ad hoc policies of past decades, which responded to alarms of a general teacher shortage.

Rigorous, coherent, standards-based policies for education, training, and recruitment will need to be linked with distribution policies sufficiently flexible to respond to the diverse needs of diverse school districts.

Copies of the report can be obtained for $10.00 plus $2.00 shipping, from the National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314, (1-800-220-5183).

Dr. Mellander is a professor at George Mason University.

HO

Graduate Education Past, Present, and Future

A Turn-of-the-Century Assessment

BY GUSTAVO A. MELLANDER

Professor and Dean Emeritus

Graduate School of Education

George Mason University

What a difference a century makes!

A hundred years ago, less than 20 percent of all youngsters finished high school. Most dropped out by their early teens. Some unfortunate ones had their formal education end in their elementary school years as they entered the labor market–such were the economic needs of those times.

A hundred years ago, only 10 percent of all business persons, mostly men, had attended college. Colleges were for the country's elite. White, Anglo-Saxon, financially secure men went to college.

A hundred years ago, most Americans who sought graduate education and certainly the esteemed Ph.D. went to Europe to study. England, France, and Germany in particular were home to the most respected graduate schools in the world.

A hundred years ago, only 10 percent of all business persons, mostly men, had attended college. Colleges were for the country's elite.

USA Today

That has changed, and changed dramatically. Today the world beats a path to American higher education institutions. Many of the world's students and academicians wish to study in America's colleges and universities. Graduate education in this country is a magnet and recognized as the world's finest. The world's best and brightest want to come here.

The graduate populations of engineering schools at many universities reflect a high percent of foreign-born students. It has inadvertently created a "brain drain" from these students' countries of origin. Students come to the United States, attend our graduate schools, and then remain. The U.S. has benefited enormously from that reality. Special visa arrangements have long existed to enable many to stay here once they graduate.

Last year, Congress passed a bill making it easier for higher-level computer experts to immigrate to the United States. Many foreign-born scientists will now be able to move to the U.S. It is estimated that more than 70 percent of those who will qualify have been trained in United States graduate schools. Many presently study in this country.

What of Hispanics?

Few Hispanics earn doctorates in this country. They lag behind other groups. The latest figures–1997's–as reported in *Survey of Earned Doctorates*, issued this year by University of Chicago National Opinion Research Center, note that 42,705 doctorates were awarded, up from 42,415 in 1996. Whites earned 78 percent of them, followed by 10.3 percent for Asians, 4.8 percent for Blacks, and 3.8 percent for Hispanics.

Whites earned most of their doctorates in arts and humanities, social sciences, education, and business administration.

Asians were clustered in engineering, physical sciences, and life sciences; Blacks, in education and business administration.

Hispanics chose the social sciences, arts and humanities, and education.

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Clouds in Eden?

America's graduate education is excellent, highly respected, and still growing—1997 saw the 13th consecutive year that American universities awarded a record number of doctorates.

Are there clouds in that academic Eden? Frustration among graduate students, appropriateness of degree, and realistic employment opportunities for graduates are a few of the "hot" topics concerning those who reflect upon graduate education.

Graduate Students

Graduate students have long felt put upon. Underpaid albeit called upon to assume professional responsibilities, treated as less than developing colleagues, and symbiotically tied to faculty members who sometimes, for a variety of reasons, prove to be poor models, graduate students report that they suffer from inordinate stress, isolation, and anxiety. These factors, alien to their goal of acquiring knowledge and becoming scholars, frequently sour what should be exciting years of personal growth.

This is not new. From time immemorial, graduate students have felt put upon. Some have surreptitiously written plays or short stories about the lives of doctoral candidates. Heavy on the inconsistencies and indeed pain of surviving graduate education, dog-eared copies are spirited among the student body. Some are just theater. Some are clearly exaggerated. But these stories do reflect the frustration and alienation with which many graduate students live.

Some institutions address the issue head on. The roles of advisors and students are carefully detailed and monitored. The obligations of a mentor are taken seriously and regulated.

When it works—as it does in many graduate schools—it is a blessing for all concerned. When it doesn't—pain, anger, and frustration, not to mention failure follow. There is still work to be done.

Graduates from California State University San Marcos

Appropriateness

Not every bright individual needs to go to graduate school. One can become a useful citizen and fulfill one's intellectual potential without a Ph.D. or an MBA. Yet society and so many young people feel that they must go to graduate school.

Universities, most for altruistic reasons, develop programs to meet the demand. But some create programs for a less noble reason—to capitalize on a popular trend. Remember the number of perfectly good undergraduate colleges that rushed to offer MBAs in the '70s and '80s?

Has there now been a proliferation of doctoral programs? Can we really justify churning more doctorates out each and every year for the past thirteen years?

For a while, universities created ethnic study programs that did little more than prepare their graduates to work in similarly narrow programs. The tragedy was that those jobs did not exist.

Lately there has been a proliferation of Ph.D.s in Women's Studies. Three were established just this year. Their appropriateness as consciousness-raising vehicles or the need for serious academic examination of gender issues are questioned by very few. Clearly those needs exists. But at the doctoral level? Once again, are there jobs in the academy for a growing number of Ph.D.s in this field?

Dr. Susan Stanford Friedman, professor of English and women's studies at the University of Wisconsin, thinks not. She wrote in the *Feminist Studies* journal, "None of the traditional departments is likely to hire a feminist teacher-scholar who is not trained in a 'regular' discipline."

It was the same problem faced by graduates, say, in Latin American Studies. What were they? Were they historians? Economists? The upshot was that many were simply not hired.

Yet a lack of academic employment is not a problem faced merely by specialized, nontraditional doctorates. For decades, many in the humanities and social sciences have had difficulty securing employment at our colleges and universities.

There was a recent flap about the appropriateness of community colleges hiring Ph.D.s. Some colleges feel that it will add prestige to their institution. But many point out that a Ph.D. is a research degree; Ph.D.s have not been trained to work in community colleges. Most of them have never had a single course in the history, tradition, or culture of community colleges.

As faculty at teaching institutions, community college professors are not expected to conduct research. Furthermore, most community college instructors teach a very heavy load—typically five classes every semester, including developmental courses, a teaching subdivision not even addressed in Ph.D. programs.

For these reasons, many believe that the Doctor of Arts, a teaching degree, is a more logical terminal degree for community college faculty. So why are highly specialized Ph.D.s flocking to community colleges? Because heretofore there have been so few jobs at four-year colleges and universities.

It's changing. More jobs are becoming available throughout all institutions. But during the devastating 1990s, many community colleges faced with budget cuts began to rely more heavily on adjuncts. Some have up to 75 percent of their courses taught by adjuncts. Community colleges have now started to rebuild their full-time faculties.

Jobs

During the 1960s, doctoral candidates had to be careful not to accept prematurely one of the many jobs that came their way. Many colleges sought out students nearing completion without much inquiry from the student. The offers were lush, and many a graduate student snapped one up before completing the degree. Unfortunately, academia is littered with too many ABDs (All But Dissertation) as a consequence.

But that envied job market begin to dry up in the 1970s. The 1980s were worse yet, and the 1990s were just dismal years. The painful frustrations of graduates' not being able to secure appropriate employment for decades has impacted today's graduate students. They have begun to pressure their universities and their discipline associations to help them secure employment. Some question the ethics of universities' churning out doctorates when nationwide there is a dearth of jobs.

Graduate students in the humanities have been particularly active in raising these issues. The graduate student caucus presented its demands at the annual meeting of the Modern Language Association. They are fearful that after years of study, they will not be able to find tenure-track positions. In recent years, universities, like much of higher education, have turned more and more to adjuncts. And students allege the MLA has not done enough to reverse that trend. Instead it has concentrated on urging newly minted doctorates to seek employment outside of higher education.

The painful frustrations of graduates' not being able to secure appropriate employment for decades has impacted today's graduate students.

Another segment of doctoral students, T.A.s (teaching assistants), aren't happy either. They have unionized at several institutions and are presently locked in combat at the trend-setting University of California.

If they win there, that victory will reverberate throughout the nation.

Conclusion

What a difference a century makes!

By virtually any standard, American graduate education is a huge success. It offers superior education and is widely respected as the best in the world.

It has met many challenges, but has a few human ones yet to resolve.

What will graduate education be like a hundred years from now?

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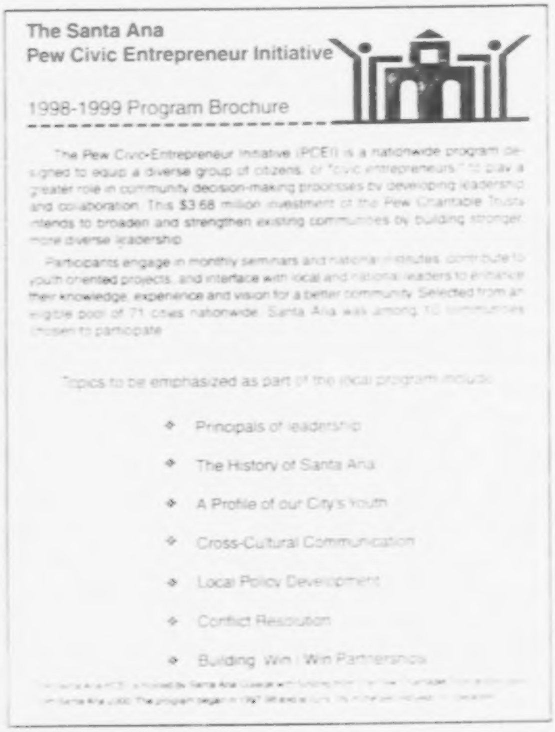
Pew Charitable Trusts: Five Decades of Giving

BY AMALIA DUARTE



The Santa Ana
Pew Civic Entrepreneur Initiative

1998-1999 Program Brochure

The Pew Civic-Entrepreneur Initiative (PCEI) is a nationwide program designed to equip a diverse group of citizens, or "civic entrepreneurs," to play a greater role in community decision-making processes by developing leadership and collaboration. This $3.68 million investment of the Pew Charitable Trusts intends to broaden and strengthen existing communities by building stronger, more diverse leadership.

Participants engage in monthly seminars and national institutes, contribute to youth oriented projects, and interface with local and national leaders to enhance their knowledge, experience and vision for a better community. Selected from an eligible pool of 71 cities nationwide, Santa Ana was among 10 communities chosen to participate.

Topics to be emphasized as part of the local program include:

- Principals of leadership
- The History of Santa Ana
- A Profile of our City's Youth
- Cross-Cultural Communication
- Local Policy Development
- Conflict Resolution
- Building Win / Win Partnerships

When the Pew Charitable Trusts began in 1948, it is unlikely anyone could have imagined that 50 years later its assets would be valued at almost $5 billion. Today, in education alone, the Trusts give away some $30 million each year spread out among several dozen grants.

Established by two sons and two daughters of Sun Oil Co. founder Joseph N. Pew and his wife, Mary Anderson Pew, the Trusts are among the largest and oldest philanthropic foundations in the country. "We are old family money and always in the Top 10 in terms of our assets," said Pew spokeswoman Sharon Gallagher. "But there's a lot of new money out there from the high-tech sector. And it will be interesting to see how Bill Gates will impact the rankings this year with his recent giving announcement."

Still overseen in part by members of the Pew family, who comprise a majority of the board of directors, the Trusts consist of seven individual charitable funds established between 1948 and 1979 that support nonprofit activities in several areas: culture, education, the environment, health and human services, public policy, and religion. Although the Trusts are separate legal entities, its grantmaking activities are managed collectively and guided by a single set of programmatic priorities. The overall mission of the Trusts, which is based in Philadelphia, is to make investments that encourage and support citizen participation in addressing critical issues and effecting social change.

In education, the foundation splits its contributions between K-12 and higher education and gives on an ongoing basis to a select

Participants from Santa Ana in the Civic Entrepreneur program sponsored by PEW group of institutions with which it has long-standing relationships, explained Ellen Wert, program officer for the Trusts' Education Program.

In recent years, the organization has changed its giving plans somewhat as it has focused more on what it calls "strategic philanthropy," Wert said. "In 1995, our board really turned toward the idea of strategic philanthropy. We want to focus our resources on issues and problems in which we can help make a difference, rather than trying to be all things to all people. And this may make us seem, at times, less responsive to individual institutions and organizations."

One case of strategic philanthropy is an unusual program that is aimed at turning average citizens into the civic leaders of tomorrow. The Pew Civic Entrepreneur Initiative (PCEI) is taking potential leaders from cities across the country and giving them national and local training to empower them to become catalysts for change in their home communities. In setting up the program, the Trusts selected a number of cities–Albuquerque, N.M., Jersey City, N.J., Providence, R.I., and Santa Ana, Calif.–with high Hispanic populations. Started in 1995, this program is in the third year of a 42-month, $3.6-million grant.

Santa Ana, for example, is 74 percent Hispanic, and its population has a median age of 26. Participants from this city of 300,000 included a diverse mix of residents, from full-time students to a woman who cleans houses for a living to community activists. But they all found common ground in their goal of wanting to work for the betterment of Santa Ana, particularly its youth. "Our goal is to help them develop their leadership skills and build connections to each other," said Teresa Mercado-Cota, program director for PCEI and special projects director for Santa Ana's Rancho Santiago Community College, where the program is administered. "Assuming that they stay in Santa Ana, our hope is that in the future they can work together and engage each other in a positive way."

Last fall, some 200 of these civic entrepreneurs from all over the country gathered in Colorado for a four-day training institute. "It was an eye-opening and energizing experience," said Mercado-Cota. "Some of these people had never been on an airplane, so just making the trip was incredible enough. Once we were there, what struck me was the diversity of the group. If you looked around the room, you saw people from so many different backgrounds–Latinos, Native Americans, Anglos. It was great that we could come together and share and network."

While this program nurtures future Hispanic civic leaders, Pew is developing the campus leaders of tomorrow through several programs aimed at increasing the number of Hispanic Ph.D.s and faculty.

From l to r: Tomas Ramirez, Mauricio Prado, Primo Danielson, Art Pedroza Jr., Lucy Santana and Rafael Anguiano

From 1989-97, Pew provided three grants totaling $1 million to the Tomás Rivera Policy Institute, based in Claremont, Calif., to support the Manuscript Completion Program. This program helped Hispanic doctoral candidates finish writing their dissertations. About two dozen Hispanic students were brought to Trinity University in San Antonio, Texas, for six weeks in the summer. The group included faculty members, graduate students who seemed right on track to finish, and others who had taken a "pause" in their studies and were more of a gamble. "This gave them the time, attention, and resources to get through that final push to finish writing their dissertations," said Wert. "And, almost more importantly, they got the support from colleagues who were struggling as well."

A majority of these candidates completed their dissertations and have gone on to become faculty members at institutions all over the country. "It was a very successful program, and I can say that because I had nothing to do with its design or implementation," joked Tomás Rivera Policy Institute Vice President and Director of Research Rodolfo de la Garza, who is also a professor in the Government Department at the University of Texas at Austin. "In the academy, Latinos enter the workforce faster than Anglos, and too many times, their dissertation is set aside and never finished. This program was effectively breaking that cycle for Latino doctoral candidates." But, on a serious note, he added that he is extremely disappointed the funding was ended. "There is still a need for this type of help for Latinos," said de la Garza. "I wish they would bring this program back. Sometimes it's good to stop riding a horse, but this is one horse they should get back on. I would start it up again in a minute here in Austin–if we could get the funding."

In another effort, last year the Trusts helped launch a five-year program aimed at advancing the scholarship of teaching that also might help minority faculty earn tenure. The Pew Scholars National Fellowship Program will give 122 faculty over the next five years the opportunity to investigate and document significant issues and challenges in the teaching of their fields. This program is one component of the Carnegie Teaching Academy, a $6-million project of the Carnegie Foundation for the Advancement of Teaching. (Pew is providing the lion's share of the funding with a grant of $4.76 million, while the Carnegie Foundation gives the remaining $1.24 million.)

This effort is aimed at improving the quality of student learning

[illegible]

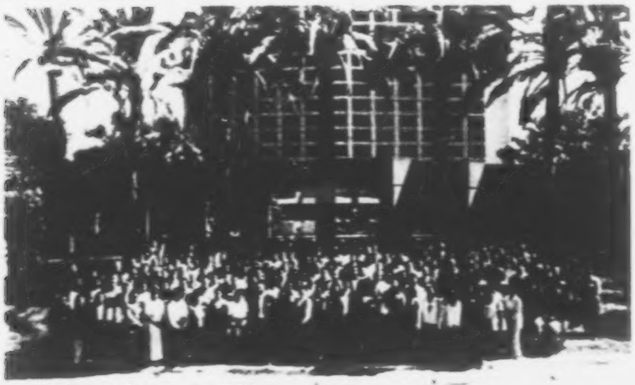
and raising the status of teaching. Pat Hutchings, Carnegie Foundation Senior Scholar, who directs the project, said, "One premise behind the project is that teaching will matter more if there's the same research and documentation that we find in other disciplines. And I really think this is the time for it. There are a lot more people publishing now about these pedagogical issues."

This project does not have any particular emphasis on increasing the numbers of minority faculty. But one hope is that young minority faculty members, who are often pulled in many different directions, will benefit if quality teaching gains more cachet on campus. Assistant Professor Donna Blancero, who is of Puerto Rican descent and among the 15-person pilot group chosen last year for this program, believes the weight placed on research and publishing over teaching can hurt minorities. "We get stretched so thin," said Blancero, who teaches an innovative third-year core course in the Department of Management at Arizona State University. "I spend an incredible amount of time mentoring minority students, and I advise our Hispanic MBA group and a Latino fraternity and work with the National Society of Hispanic MBAs. And the question is whether that time is valued when it comes time to be reviewed for tenure."

WICHE Scholar Elizabeth Escamilla of the University of Idaho (right) awarding her mentor, Dr. Grace Goc Karp the "WICHE Mentor of the Year" award.

Another program supported by Pew also plants seeds to help increase the number of Hispanic faculty. Back in 1993, Pew gave a planning grant to the Western Interstate Commission for Higher Education (WICHE) to start what is now a nationwide program in 33 states called the Compact for Faculty Diversity. WICHE, along with two other regional interstate higher education compacts, the New England Board of Higher Education and the Southern Regional Education Board, has established this effort to prepare new minority faculty and to improve graduate education at the departmental level. Pew has given $55 million to help fund this initiative. "This money is nothing compared to the money it can attract," said Wert. "It's really used to leverage other resources."

So far, 358 scholars have participated in the program, including 68 Hispanics. Of this group, 50 have successfully completed their doctorates.


Scholars and mentors attending the [illegible] Compact for Faculty Diversity Institute on Teaching and Mentoring in San Diego, CA.

Under the auspices of the Compact, WICHE has established the WICHE Doctoral Scholars Program for minority doctoral students who intend to enter careers in college teaching. The program provides candidates with up to five years of financial support, combining fellowship funds with teaching assistantships. Each year participants in the Compact program gather for a three-day institute that provides tools for success along with encouragement from peers and mentors.

So far, 358 scholars have participated in the program, including 68 Hispanics. Of this group, 50 have successfully completed their doctorates. Almost 100 colleges and universities are participating, including some with large Hispanic populations, like the University of Arizona and the University of Texas-Pan-American. Ken Pepion, Senior Project Director Student Exchange Program/Doctoral Scholars, said, "Pew has been extremely helpful. It's safe to say this wouldn't have happened without their initial support."

Indeed, it's possible that Compact scholars, such as the University of Utah's Linda Castillo, who is looking into special issues faced by depressed Mexican American women, might not be working on their doctorates without the Pew Trusts.

Certainly, in the 1940s, when the Trusts were started, its impact and reach could not have been imagined. And who knows what the next five decades will bring.

Amalia Duarte is an editor in public relations at Lucent Technologies.

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NSHMBA Executive Pipeline

In Order to Better Society

BY ADALYN HIXSON AND CATHY CROWSON

"NSHMBA exists to assure open avenues for the development of Hispanic business leaders so important for the continued economic well-being of our nation."

NSHMBA, the National Society of Hispanic MBAs, calls itself the most rapidly growing Hispanic professional organization in the United States, with 15 chapters across the nation and Puerto Rico and more than 1,500 members.

Many of those members and many of its elected officials, including two past presidents and several chapter presidents, are women, giving it a level of gender diversity that is not yet found in corporate boardrooms and senior management posts. Indeed, it was a lack of Hispanic representation, male or female, at upper levels of corporate America that spurred the founding of NSHMBA eleven years ago.

NSHMBA New York Chapter members at the 9th annual National Conference & Career Expo October 1-3 1998

Its founding chairperson, Henry Hernández, recently named a Senior Fellow of the Mexican-American Solidarity Foundation, received a B.A. in engineering from Rice University, then an MBA from The Anderson School of UCLA. His career path included TRW, the CIA, and Lockheed Martin Advanced Environmental Systems. He is now managing director of Strategic Advisory Services with Soza International, Ltd., and a frequent speaker on diversity, the environment, NAFTA, leadership, and professional development.

Co-founder Maggie Peña, its second president, ran the operational activities of NSHMBA out of her home during its creation and for its first three years. She is given much credit for establishing a national reputation for the organization. Peña earned an undergraduate degree from Immaculate Heart in Los Angeles, and her MBA from UCLA, as did her colleague Hernández.

Peña returned to Colombia, her land of birth, as a social worker for a year, and is now vice chair of a California group promoting the establishment of a UN-sponsored ICC—International Criminal Court. Currently with Deloitte & Touche, she consults with companies under restructuring or those preparing for IPOs.

According to its mission statement, "NSHMBA exists to assure open avenues for the development of Hispanic business leaders so important for the continued economic well-being of our nation."

One look at the publication describing its 1998 annual conference in Dallas convinced this editor that many avenues have been opened indeed. The "lead sponsor," AMR Corporation, was joined by platinum, gold, silver, and bronze corporate sponsors representing a veritable *Who's Who* of American business. The platinums alone included Disney, PepsiCo, Ford, Dell, and other corporate entities with instant name recognition.

NSHMBA's Annual Conference and Career Expo features participation of the nation's top corporations, universities, and professional organizations.

The glossy conference magazine

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TOGETHER
WE CAN

NSHMBA Conference attendees at off-site event sponsored by [illegible]

for 1998 is replete with corporate advertising that probably turns competing nonprofits an envious green. Everything about it shouts "success."

And there seemed to be plenty going on at that conference and expo that would help position attendees for success. Its Professional Track offered multiple workshops in five distinct areas: entrepreneurial development, professional and personal development, project management, industry spotlight, and consulting. The how-to menu ranged from sourcing capital to mastering corporate etiquette to making the switch from corporate management to consulting.

A separate track for MBA students offered seminars on team-building, brand-management, gaining marketshare, benefits of a Ph.D., and more. The Professional Track seminars earned Continuing Professional Education (CPE) credits; the Student Track offered Training Certificates.

This year's annual conference will take place in Denver. The 1998 event took place in Dallas, home to the organization's headquarters.

NSHMBA Executive Director John Honaman came to the organization from Frito-Lay, where he had worked as a marketing analyst and, earlier, on its sales force. But before joining the corporate world, Honaman worked as director of the annual fund-raising campaign of the Roman Catholic Diocese of Dallas and as director of its Mission Awareness office. Earlier, he was associate director of administration and development for Catholic Charities of Dallas, a major recipient of funds from the United Way of Metropolitan Dallas—traditionally an excellent source of corporate connections.

"With Hispanic purchasing power up to $348 billion last year," said Honaman in 1998, "corporate America is seeking capable business professionals more than ever to meet the needs of this diversified market."

The organization's literature says Honaman's guiding vision is one of service to all its constituencies—companies, corporations, universities, and its membership. And the organization seems to deliver a lot of service to those constituencies, especially in light of the low cost of membership, which is $15 per year for undergraduates and MBA students, and $50 for regular and associate members.

A chief benefit of membership is access to national and local Hispanic business leaders through local chapter affiliations, and those chapters are situated in prime locations: Dallas/Fort Worth, New York City, San Francisco, Denver, San Antonio, Houston, San Juan, Chicago, Miami, Los Angeles, Hartford, Phoenix, Orlando, Orange County, and Washington, D.C.

Other benefits cited are a national career connection telephone hot-line, career networking through national and chapter employment leads, and inclusion of a member's resume in the annual *Membership Profile* book and other career-related publications.

Eyes on the Future

Co-founder Hernández warned, "Unless we turn the tide of the Hispanic dropout rate and increase the pool of Hispanics entering graduate business schools, we will not see more Hispanic MBAs, and we cannot, nor should not, expect to see more Hispanics as future CEOs."

NSHMBA appears to be heeding his words, for its scholarship program has performed splendidly. For 1998, the scholarship fund distributed $200,000, a one hundred percent increase over the total awarded in 1997.

When this exciting news was announced, Ramiro J. Atristain-Carrión, then chair of the National Board of Directors, attributed the dramatic growth to "the increasing realization in our community that we can't rely on external forces to solve our issues, [that] we are accountable for leadership and want to be an active participant."

"A fundamental belief of NSHMBA," he said, "is that the potential for success is present in every member of the Hispanic community. It is critical that those of us who are achieving and participating in the business world help other

Ramiro J. Atristain-Carrion former NSHMBA National Board Chairman and Linda Baldwin Director of Admissions University of California at Los Angeles (UCLA)

Latinos develop their unique skills and abilities." Atristain-Carrión is a visiting professor at DePaul University.

NSHMBA scholarships typically range from $1,000 to $5,000, with one for $10,000. They are awarded on a competitive basis to full-time or part-time graduate students who want to pursue a master's degree in management/business.

Applicants must be U.S. citizens or permanent residents with Hispanic ethnic parentage who have been accepted in an accredited graduate college or university. Reviewers require undergraduate transcripts showing a degree or a graduate transcript reflecting a GPA of 3.0 or better on a 4.0 scale.

The 1999 scholarship applicant process requires a one-page summary of community service activities, and a one-page essay: "How can Hispanics best assert themselves as leaders in the business world while at the same time build bridges of cultural understanding and respect with other ethnic groups?"

The scholarship process asks those writing letters of recommendation to evaluate candidates on leadership ability, community involvement, motivation to achieve educational and professional goals, and intellectual potential.

According to the scholarship application, NSHMBA encourages questions via phone (214) 428-1622, fax (214) 428-2254, and email: <rdelrio@gsm.udallas.edu>. And though it states that applicants will be judged on academic achievement, community service, financial need, essay, and letters of recommendation, the application thoughtfully adds: "If you are weak in one area, you may make it up in another area. NSHMBA encourages all individuals interested in a scholarship to apply."

Rick Tobias, elected National Chairperson for 1999, plans to ensure an increase in scholarship

NSHMBA Conference attendees attending a hospitality room sponsored by the Walt Disney Company as part of the 9th annual National Conference & Career Expo.

awards. "We're looking at possibly $250,000-$300,000 this year." He wants to set up a separate program of seeking sponsor contributions toward the scholarship fund, whose investment performance increased 21 percent in its first three months.

Tobias, who earned both his B.A. and MBA from UT-San Antonio, is seeking other growth as well. "I want to look into the feasibility of expanding into four or five additional chapters beyond the two currently in formation [Orlando and Detroit]," he says. "Based on initial research, demographic data, and the locations of our current chapters, it appears that we should be able to support additional chapters in Texas, California, Washington, Massachusetts, and another chapter elsewhere in the Northeast, like New Jersey or Pennsylvania."

While he was San Antonio Chapter President, Tobias tripled the chapter's membership. He was also instrumental in bringing together the new leadership team whose recruitment efforts increased chapter membership another 85 percent in 1998. With that experience, he is expected to be able to offer chapters very clear direction for growth at the local level.

CHAPTER PRESIDENTS

Paul López	Austin, Texas
Roberto Escalante	Chicago
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Ricardo Martínez	Hartford, Conn.
Rosendo Cruz, Jr.	Houston
Lydia Valencia	Los Angeles
José R. Carlo	Miami
Peter Sánchez	New York
Jaime Vásquez	Orange County, Calif.
Ricardo Rojo	Phoenix
Rosaura Ramírez	San Antonio, Texas
Ron Tuzon	San Francisco, Calif.
Jorge Rivas	San Juan, PR
Manuel J. Fernández	Washington, D.C.

Tobias, who is assistant treasurer of PG&E Gas Transmission, Texas Corporation, a nearly $3-billion subsidiary, chaired NSHMBA's National Finance Committee and served on the National Executive Committee in 1997 and 1998.

Early this year, Tobias signed the landmark National Hispanic Partnership Agreement, which is expected to produce as much as $2.5 billion in new SBA loans to Hispanic businesses by the year 2000, stimulating entrepreneurial development and providing increased access to federal procurement contracts. The SBA (Small Business Administration), headed by Aida Alvarez, has a portfolio of business loans, loan guarantees, and disaster loans worth more than $45 billion, making the agency the nation's largest single financial backer of small business. America's 22 million small businesses employ more than 50 percent of the private workforce, generate more than half of the nation's gross domestic product, and are a principle source of new jobs in the U.S. economy.

The formal agreement, which took shape under past chairman Atristain-Carrión, is a Memorandum of Understanding that states that the SBA and NSHMBA will join forces to help Hispanic-owned businesses build and grow into the 21st Century.

Background materials for this article were provided by Cathy Crowson, NSHMBA communications.

The Honor Roll

Hunter College of the City University of New York

Irish Founder Stressed Equal Opportunity

BY ROGER DEITZ

Hunter College of the City University of New York

Since 1870, Hunter College was among the first institutions of higher learning to champion a pioneering concept among colleges and universities—that competitively qualified young women of all races and backgrounds deserve a first-class public higher education. The Normal College, as Hunter was then called, was first established as a teacher-training school. Soon, the curriculum was broadened to offer a classical liberal arts degree. Even after turning co-educational in 1964, Hunter's student body continues to be predominantly female today (74 percent), and the college remains in the forefront of pioneering education and women's issues.

A number of historic firsts and accomplishments underscore the importance of Hunter to the movement of gender equality in higher education. One is the fact that from 1920-1973, among women who held Ph.D.s, more received their undergraduate degrees from Hunter than from any other college in the United States.

Hunter is the only college in the world to produce two women Nobel Prize winners in medicine. Rosalyn Sussman Yalow received one in 1977 for the development of radioimmunoassay, a pioneering test to measure concentrations of insulin, hormones, and other substances in humans, and Gertrude B. Elion in 1988 for fundamental research into the technology that led to the development of AZT and other chemotherapy drugs. Soia Mentschikoff, the first woman to be named dean of a law school (Harvard) and the first woman partner of a major American law firm, was a graduate of Hunter.

Hunter is also a leader in offering educational opportunities to minorities. The first Black woman ordained as an Episcopal priest was human rights advocate and lawyer Pauli Murray, a Hunter alumna. From the performing arts, add actress/activist Ruby Dee and opera stars Regina Resnik and Martina Arroyo. In the area of public service, the list includes former congresswoman Bella Abzug and Judge Carmen

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David A. Caputo, Hunter College president

Beauchamp Ciparick, first Hispanic named to the New York State Court of Appeals. Open to all qualified women, Hunter admitted eight African American students in 1873 and–prior to the 1950s–enrolled more African American women than did any other institution outside of the traditional Black colleges. The Wistarians, an African American alumni group, celebrated its 40th anniversary in 1996. The *Hispanic Outlook* is pleased to have such a pioneering institution join the Honor Roll.

David A. Caputo became Hunter's twelfth president in July 1995. President Caputo stresses Hunter's "underlying commitment to excellence in research, service, and teaching.... Representing a wide range of cultures and viewpoints, our students add immeasurably to the intellectual vibrancy of a Hunter College education. I'm proud not only of their academic accomplishments but also of the commitment of so many to use their knowledge to serve their communities and the city of New York."

Indeed, Hunter College recently celebrated 125 years in the service of educating New Yorkers. Founded in 1870 by Irish immigrant and social reformer Thomas Hunter, the school began as a teacher-training school for women. Since its inception, Hunter College has enjoyed a distinguished reputation for programs in liberal arts and sciences and for its professional schools. Hunter opened his free college to educate young women, and subsequent years brought many changes–including tuition and co-education–but nothing compromised Hunter College's tradition of excellence. The college still exemplifies its founder's vision of opportunity based on merit, not color, social class, or country of origin. In his own words, "There was a 'finishing' course here and there which never finished anything. There was a smattering of French, of Italian, of music, drawing, natural science and pure mathematics, but of useful and practi-

Honor Roll Facts in Brief

INSTITUTION
Hunter College of the City of New York

LOCATION
Office of Admissions
Hunter College
695 Park Avenue
New York, NY 10021
(212) 772-4490

HUNTER
The City University of New York

ESTABLISHED
1870

ENROLLMENT
19,611

HISPANIC ENROLLMENT
3,593 (3,091 undergraduates, 502 graduate students)

HISPANIC GRADUATES
437 total, 1998 (326 undergraduates, 111 graduate students)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate (six programs based at the college)

ANNUAL TUITION AND FEES
$1,600 per semester, full-time matriculated, resident

NUMBER OF FACULTY
528

HISPANIC FACULTY
37

A FEW SPECIAL DEGREE PROGRAMS
Education
Latin American and Caribbean Studies
Physics and Astronomy
Political Science
Urban Affairs and Planning
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
The Center for Puerto Rican Studies
CUNY–Caribbean Exchange Program
Hostos Puerto Rican Club
INTERCAMBIO: The City of New York–University of Puerto Rico Academic Exchange Program
Latino Honor Society
Multicultural Club

INTERNET ADDRESS
www.hunter.cuny.edu

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cal information. there was very little. This was the condition [in 1869] of the schools in which girls were educated when the board undertook to establish a Normal and High School in the City of New York."

With more than 19,000 students on five campuses (approximately 15,000 undergraduates and 4,000 graduate students), Hunter is the largest branch of CUNY–the City University of New York. The college offers 83 majors leading to a B.A. or B.S., 10 joint B.A./M.A. programs, and 62 graduate programs. Six doctoral programs are based at the college–a distinction usually reserved for universities. Admissions requirements to Hunter are among the highest in CUNY. Hunter's most popular undergraduate majors include psychology, English, sociology, accounting, and media studies. The largest graduate programs are social work, elementary education, special education, nursing, and health sciences. The college is very proud of its distinction of being ranked in the top twenty of *The Hispanic Outlook's* "100 Best Colleges for Hispanics." The Hunter School of Social Work is consistently rated in the top 15 schools of social work in *U.S. News and World Report's* "America's Best Graduate Schools."

As of Fall 1998, incoming first-year students need a high school average of at least 86, based on twelve college-preparatory academic units. Hunter supports a center for returning women students and a nationally renowned women's studies program. Student interns provide nearly one million hours of service to government and nonprofit agencies. Hunter also educates a large portion of New York's professionals–teachers, nurses, social workers, and community health practitioners. The majority of these graduates put their skills to work in the metropolitan area.

The college reports that two-thirds of Hunter students work, some at more than one job, yet many have won Ford Foundation Awards, Fulbrights, Howard Hughes Fellowships, National Science Foundation Fellowships, Mellon Foundation Fellowships, and other prestigious academic honors.

In sports, The Hunter Hawks had a memorable 1997-1998 season, landing nine out of 15 CUNY Athletic Conference titles. The mens basketball team hosted and won its first NCAA (Division Three) Tournament game in four years, and fell just three points short of reaching the Final Four after reaching the Elite Eight for the first time in Hunter History.

Of those responding, 23.5 percent of undergraduates, and 16.9 percent of graduate students are Hispanic for an overall group total of 22.2 percent. African Americans make up 20.1 percent of the undergraduate census and 17.3 percent of the graduate population, with Asian/Pacific Islanders accounting for 17.4 percent and 8.4 percent respectively, and Native Americans making up .2 percent of the total. Hunter College of the City University of New York continues to be in the forefront of efforts within American higher education to increase the number of students from minority communities who pursue advanced degrees. Hunter actively recruits students from minority backgrounds for its own graduate programs, particularly in the sciences.

Of the entire workforce at Hunter, females number 661 or 51 percent. Presently, minorities total 582 employees or 45 percent of the total workforce. 222 or 17 percent are Hispanic. Females number 266 or 50 percent of the faculty. Minorities number 125 or 24 percent. The number of Hispanics in this group is 57, making for 7 percent of the total.

In 1989, Hunter was the first public institution to be considered by the prestigious Andrew W. Mellon Minority Undergraduate Program (MMUP) and of the original 19 colleges and universities to receive a $300,000 Mellon grant. Today, the program has expanded to 26 schools. Hunter is one of only three public institutions remaining in the program, with its funding renewed for an additional four-year period in the fall of 1997. The Mellon program was begun to rectify the underrepresentation of African Americans, Hispanics, and Native Americans on college faculties. Participating colleges and universities select up to five academically talented minority undergraduates each year to receive MMUP stipends of $5,000 (CUNY also waives their tuition). These students pursue a doctorate in any of the humanities, or in history, anthropology, political science, sociology, theoretical mathematics, or physics. Another prominent program, Career Opportunities in Research Education and Training (COR), encourages minorities to pursue graduate degrees and enter research careers related to mental health or a related social science field. Then there are the MARC and MBRS programs funded by the National Institutes of Health (NIH) that train and support minority students to pursue advanced careers in biomedical research by earning Ph.D. or M.D./Ph.D. degrees.

Professor Arlie Petters, a Central American refugee who once lived in a Brooklyn ghetto, is one of Hunter's many MBRS success stories. After graduating in 1986 with a B.A./M.A. in physics, he attended MIT, where he majored in mathematical physics. He is now in a tenure-track teaching position at Princeton. Hunter also claims credit for two of MIT's four African American women ever enrolled in its physics Ph.D. program–both were MBRS students.

Another notable Hunter College feature is the Centro de Estudios Puertorriquenos or Center for Puerto Rican Studies (CENTRO) and its distinguished archival material. Gabriel Haslip Viera, acting director of CENTRO, says, "The Center for Puerto Rican Studies is the premier research institution for the study of Puerto Ricans in the United States. The Center produces research, sponsors public events and publishes a journal and other publications. The Center's library and its internationally acclaimed collections of documents on the history of Puerto Rican migration are the most extensive in the world."

In July of 1995, the Center was selected by the government of Puerto Rico to be a custodian of The Historical Archives of the Puerto Rican Migration to the U.S., the most extensive and richest collection of government documents on the migration. The archives consist of records created by various Puerto Rican government agencies that operated in the United States from 1930 to 1989. Founded in 1973, The Centro de Estudios Puertorriqueños at Hunter College is the only university-based research institute in America dedicated to the interdisciplinary study of the migration. The Center recently received a grant of $200,000 from the Rockefeller Foundation towards organizing and making available the historical archives. The grant matches a $200,000 grant received last year from The Andrew W. Mellon Foundation.

dents at Hunter College

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Choosing Between the Languages of *Oppression* and *Liberation*

BY DAVID ABALOS

Dr Abalos is Professor of Religious Studies and Sociology at Seton Hall University in South Orange, New Jersey. He has lectured and written extensively on multicultural and gender scholarship and on Latinas and Latinos in the United States from the perspective of the politics of transformation. His most recent book is La Comunidad Latina in the United States: Personal and Political Strategies for Transforming Culture *(Praeger, 1998).*

The classroom has always been political; people like you and I make choices by which we either include people or exclude them. When we adopt texts or novels, make up a course outline or a bibliography, we are deciding what is valuable for students to know and, by omission, what is not important. The language that we use in the classroom is just as important. There is no such thing as neutral language: our words and examples have consequences, and they either include others or make them feel like outsiders. For this reason, I have learned to make a distinction between two kinds of language–the language of oppression and that of liberation and transformation.

I made a political decision some time ago never to use the following language in the classroom: *minority, non-white* (which is the absence of something), *subgroup, subculture, disadvantaged, marginal, or underprivileged*. All of these words convey a theme not only of victimization but of permanent victimization and condescension on the part of the powerful that obscures the personal, political, historical, and sacred reality of each of our students. If I reject this language of oppression, then what do I offer as an alternative?

The language and discourse of liberation and transformation recognizes and honors the right of all people and groups to name themselves. This is not about a fad, being politically correct, or a commercialization of difference; to name oneself and one's community is at one and the same time a personal, political, historical, and sacred act. To name yourself a Chicano, a Boricua, an African American, a Native American Indian, an Asian American, a lesbian or a gay, a woman, or a person of color is one of the ways to take ourselves back from those who named us and who set the agenda.

We choose to participate in creating a context, a place in American history for the acceptance and nurturance of the personal faces of our being–whether they be brown, black, yellow, female, red, white, or gay–that had been made invisible.

To name ourselves is to put into play the political face of our being as a people who do not want to be the recipient of others' largesse or violence but who seek to participate in creating a more loving and just society.

We no longer wish to deny the historical faces of our being by acting out set roles; rather we wish to be playwrights still growing our own history as new and more compassionate turning points.

Most of the European American students and many of the students of color in my classrooms either have assimilated or plan to fully assimilate into American society. In our rush to join the powerful, too many of us have forgotten our native language and know almost nothing of the struggle of our foremothers and forefathers, either in their native homelands or in this country. For those who are light skinned, for the most part, it is easier to join the powerful. But part of the high price of assimilation, for any group, is to have stripped away from us our heritage and anything else that prevents us from being like the others, the powerful, who set all of the standards for wealth, prestige, power, beauty, and respectability.

I spend time drawing comparisons between the struggle for justice of European American ethnic groups and that of communities of people of color. All of us have suffered from the story of tribalism that separates all people into two groups: the blessed and the outsiders. There are only five ways for the allegedly superior to relate to the others: as invisible people who don't count, as persons who are allowed to work but who must accept their inferiority in the society, as those who submit and therefore are allowed to assimilate (and to be exiled should they prove disloyal), and, finally, the outsiders who, in extreme cases, can be exterminated.

This story has been with us since the beginning of the Republic, as witnessed by Native American Indians and by African Americans. But too often we see this story only in racial terms and forget that the Irish, a White ethnic group, were hated by the English elites who practiced this story of tribalism. The sadness is that all incoming groups felt the wounds of this story from the previously excluded who are now the powerful. Thus the Irish turned on the Italians as a potential threat, as competitors for jobs and power. Knowing this kind of thematic and comparative history

> ***"To name yourself... is one of the ways to take ourselves back from those who named us and who set the agenda."***

1148

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greatly helps students to see that the enemy is not their fellow students but a blind acceptance of the stories of the society, an acceptance that we continue to repeat. If we were once all victims, it is within our capacity to participate in the politics of transformation and put an end to this destructive story and do all that we can together to fulfill the story of democracy.

I want to give a further example of how I teach this material in the classroom. I do not require my students to use any terms that I employ when referring to communities of people of color. I give historical, cultural, and political reasons for the names that I have chosen to use. When I say that I choose not to use the term *Hispanic*, I give the following explanation. The term *Hispanic* was first used on a national level by the Census Bureau in the 1970s when the Spanish-speaking communities began to become more visible through growth. This government bureaucracy simply grouped all of us together under one heading, which denied much of our inherent diversity. No one word or series of labels can do justice to the different histories and cultures of a variety of groups. But there are names that begin a dialogue and that open up new and better understandings of our common inheritance as well as our differences.

The term *Hispanic* carries with it historical and political baggage that is too limiting. *Hispanic* emphasizes España, Spain, and the world of the European, White Catholic, Christian heritage. To this day, many Latin Americans consider the coming of the *conquistadores* to have been the beginning of the destruction of their cultures. Often the powerful in Latin America are still too wedded to the Spanish side of their ancestry and are somewhat contemptuous of the indigenous people and of the *mestizos*, who are the majority of the populations in most of Latin America.

Historically, the Spaniards sought to deny any kind of mixture of blood or culture. This grew out of the fierce struggle to reconquer Spain from the Muslims. But in so doing, they distorted their own history and culture. Too often when we ask who and what is a Spaniard and what are a Spaniard's roots, the answer is that Spaniards are the descendants of the Romans, the Visigoths, the Franks, the Gauls, or other European group. But anybody who knows Spanish history knows that a Spaniard is a Jew, a Christian, and a Muslim. These three groups lived side by side, although often in conflict, for seven centuries. As a result of the reunification of Spain under los Reyes Católicos, Ferdinand and Isabel, the Jews and the Moriscos were expelled in 1492. Many Jews and Muslims, in order to escape exile and the Spanish Inquisition, became Christians, were baptized, and changed their names. Some of these converts came to the New World as conquistadores. When they arrived in the Americas, they found 500 different indigenous cultures. As a result of intermarriage between the Spanish soldiers and the Indian groups, the New World became populated largely by a mestizo people.

Africans were brought here against their will as slaves. Many of them intermarried within the *mestizo* community and so enriched what we have come to call the *mestizaje* of Latin America. In addition, when our foremothers and forefathers came to this country, there was a further aspect that became part of our *mestizaje*.

It is because of this rich and creative background that I choose to use the terms *Latina* and *Latino*: these names do a much better job of capturing the richness and diversity of our *antepasado*. The term *Latina/Latino* has in it a much broader and deeper significance that allows us to take into account the various strands that came together to create the *mestiza/mestizo* reality. Thus, we are European, Spanish, Christian, but there also flows in our blood thousands of years of the Indian, Jewish, Muslim, and African past.

Finally, let me say that names and concepts belong to us as a people and as individuals. Whenever a name has served its purpose and we choose to rename ourselves or to change its significance, because we have come to a different and better understanding as to who we are, then we always reserve the right to do so. Names and cultures belong to the people; we are the living carriers of a culture, and we have the right to empty out those stories and ways of life that become destructive in order to create more just and compassionate relationships and stories.

For example, *la comunidad Chicana* has as one of its battle cries, *Que Viva la Raza*. But the meaning has dramatically changed. In the 1960s and 1970s, it was a defiant cry that emphasized our nation, culture, and history in an exclusive manner. But we have matured politically, and so now we can go beyond the confrontational to the inclusive, wider, and deeper meaning of our humanity by asserting that anybody from whatever background who cares deeply about our people and all people is a member of *La Raza*.

SETON HALL UNIVERSITY
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1149

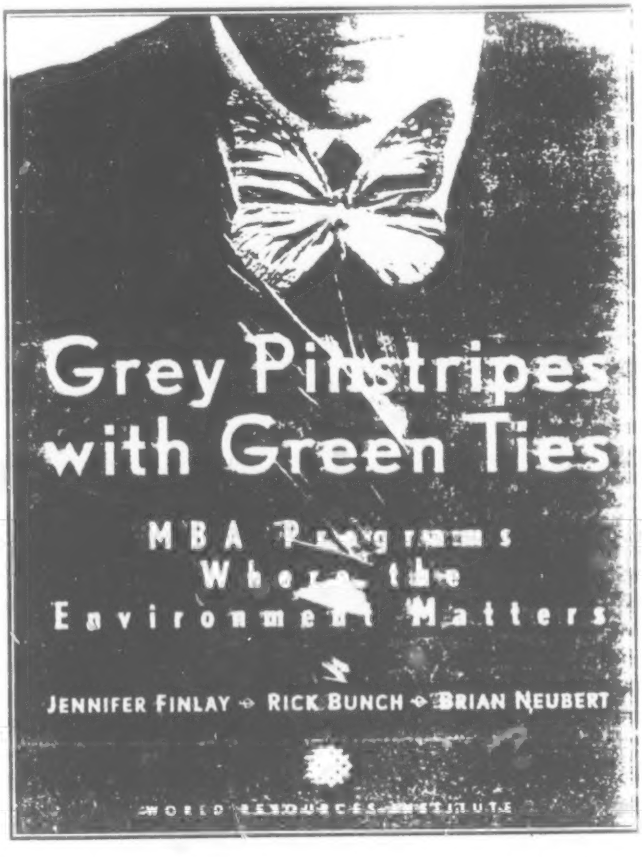
Grey Pinstripes with Green Ties

MBA Programs where the Environment Matters

BY ADALYN HIXSON

> ***"There is a real need for increased mainstream voices talking about environment and sustainability topics as core issues even for individual decision-making. It can't be perceived, as an issue that is captured by a small group of people with a particular political leaning."***
>
> JENNIFER FINLAY
> CO-AUTHOR OF WRI REPORT.

"Because people are inspired by ideas, empowered by knowledge, and moved to change by greater understanding, the Institute provides—and helps other institutions provide—objective information and practical proposals for policy and institutional change that will foster environmentally sound, socially equitable development."


Grey Pinstripes with Green Ties
MBA Programs Where the Environment Matters
JENNIFER FINLAY • RICK BUNCH • BRIAN NEUBERT
WORLD RESOURCES INSTITUTE

So reads page 47 of a 1998 publication of the World Resources Institute, a center for policy research and technical assistance on global environmental and development issues. WRI's mission is "to move human society to live in ways that protect earth's environment and its capacity to provide for needs and aspirations of current and future generations."

Given the growing news of ozone depletion, imperiled rain forests, and mad cow disease outside our borders, as well as toxic dumps, polluted air, and tainted waters between and along those borders, the WRI mission statement strikes a welcome note.

Last year, WRI published *Grey Pinstripes with Green Ties: MBA Programs where the Environment Matters*, a report based on its survey of related activities, present and proposed, at 67 business schools ranked at the top by *U. S. World and News Report and Business Week*. Fifty schools responded.

High praise for the report came from no less an authority than former EPA Director William Ruckelshaus. He spoke on the topic, effectively "making sure that future managers understand the context in which their businesses operate," at an education conference at Dartmouth and at a WRI conference at UCLA, said Jennifer Finlay, co-author with Rich Bunch, and Brian Neubert, all three current or recent members of the Institute's team.

According to Ruckelshaus, the report "tells us which business schools are preparing future managers for the immense environmental challenges ahead of them." In his view, the study "will forge critical links between a company's need for environmentally savvy managers, the corporate recruiters trying to find those managers, and the schools that are producing them."

Praise came, too, from corporate America. David Buzzelli, Director and Senior Consultant with Dow

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Chemical, called it "an important piece of work aimed at understanding and improving our business-environment education system—a task that is critical to improving the performance of business."

Mainstreaming the Cause

HO spoke with report co-author Jennifer Finlay about the rationale for teaching environmental issues within a business curriculum, and about moving through or around the "loggers versus the tree huggers" imagery associated with those issues.

"There is a real need," Finlay said, "for increased mainstream voices talking about environment and sustainability topics as core issues even for individual decision-making. It can't be perceived," she said, "as an issue that is captured by a small group of people with a particular political leaning."

If mainstreaming the cause is one of WRI's strategies, the report certainly scores points toward that goal. Responses from the business schools cited in the report as well as those of its corporate readers bang the drum quite persuasively.

Paul Tebo, vice president, safety, health & the environment, E.I.du Pont de Nemours Corporation, wrote, "As DuPont begins to measure success by the value added to each of our stakeholders relative to the footprint created, future leaders will be those who understand and can think strategically about creating business opportunities in fundamentally different ways than we have in the past."

Paula Menten, manager of sustainable development, Monsanto, wrote, "For the world to move in the direction of sustainability, enormous efforts must be made on many fronts. Businesses that are leading the effort toward sustainable development will need people with a keen awareness of an interest in solving the world's pressing environmental and social problems while creating shareholder value. The schools with MBA programs at the cutting edge are unique in leading the way to provide this critical education for our future leaders."

The response has been good enough, said Finlay, to garner cooperation in this year's survey from several highly ranked holdouts in 1998.

> ***"The schools with MBA programs at the cutting edge are unique in leading the way to provide this critical education for our future leaders."***
>
> PAULA MENTEN, MANAGER OF SUSTAINABLE DEVELOPMENT, MONSANTO

Underlying Rationale

HO asked Finlay several questions about the ABC's of environmental management: "Let me start by addressing a question that I thought was really critical here. Why is environmental management NOT now integrated into business school curriculum?"

There are several important indicators, she said, "that it should be a part [of the curriculum]. And the reasoning is just plain business sense. Running an efficient, high-quality management system is a business fundamental. Any waste–and most environmental emissions represent a loss of resources–has a cost. All things input into the process—such as natural resources—have a cost. Any waste indicates that you are not running an efficient operation."

"The costs associated with waste generation or inefficient use of electricity result in both business costs and, where those wastes can be hazardous, loss of corporate reputation, brand image, or other very significant business costs."

"The hard part here," she continued, "is to articulate the actual up side of environmental stewardship. On the cost side, it is easier for business schools to understand that you should manage environmental issues. On the opportunity side, it is much more of a challenge.

"If I were a manufacturer of insulation—and I were thinking about business drivers, it is very unlikely that I would think that climate change might be one of the issues that would increase sales of my insulation materials. Making quantitative assessments–particularly, what are the positive opportunities–remains one of the critical challenges for both academics and for business professionals around environment.

"Ray Anderson, who runs Interface Carpets, is basically saying business needs to wake up. Business has a responsibility and a great set of competitive opportunities to change the service model.

"He leases his carpets. He will take them back. For him, that is a resource recovery. It is a different business model, with a lot of room for creativity.

"We've had a lot of take-back legislation, but we have something different here. Computer companies are starting to go down this path—switching the entire way they design a product," she said, "with the knowledge that they will later retrieve it, upgrade it, and reassemble it for resale or re-leasing. "It is core, fundamental, creative business thinking!"

The Parallel Struggle

Finlay defined the cause in which she serves as a parallel struggle. On one hand, she said, WRI is trying to bridge a gap between business and environment so that businesses start to regard environment and sustainability literacy as a part of what they are looking for when they hire, for example, a financial analyst. The heightening of that awareness is one challenge.

Asked to define "environmental literacy," Finlay said that it is just an understanding of the important topics or subjects that affect business in its operations, in its strategies and planning, and in the sale of its products.

One of what she called the "institutional challenges" is the fact that business disciplines often make their own decisions about curriculum.

"It has been a struggle for many faculty champions to integrate environmental topics into the discipline's curriculum." Finlay and WRI found that in academia as in corporations, "it is very important that there is an administrative emphasis or support for integrating these kinds of issues, just as there was for international issues a decade ago."

Asked who some of the leading spokespersons within academia are, Finlay quickly named Robert Sullivan, University of North Carolina; Joseph White, University of Michigan; and Don Jacobs, Northwestern's Kellogg School of Business. But she said too that there has been a lot of "juggling around" of environmental faculty in the last couple of years. "A number of them left because they didn't receive tenure," she told *HO*. "There is not necessarily the recognition among their peers that this kind of research is on the cutting edge."

Survey Findings

MBA programs "at the forefront" in 1998, in alpha order, were George Washington University, New York University (Stern), Northwestern University (Kellogg), University of Michigan, University of North Carolina (Kenan-Flagler), University of Tennessee-Knoxville, University of Virginia (Darden), and University of Washington.

George Washington's was the only program to garner a full four stars in each of the three categories on which the programs were ranked: student opportunities (50 percent), Institutional Support (30 percent), and Faculty Publications (20 percent).

The first category looked at the number of required courses, number of electives, and number of environmental electives in other university programs. Category two looked at the number of faculty with an environmental focus, extracurricular business-environment activities sponsored, and relevant mentions in school catalogs and course bulletins. The third involved literature searches of academic journals, general business journals, and books.

Grey Pinstripes reports that six of the 50 schools responding to last year's survey were planning new initiatives on business and the environment, "including a state-wide University of California initiative." UMASS-Boston will be using interactive television and video broadcasting to share its courses with other UMASS campuses. The University of Indianapolis now has a concentration in environmental management and, early in 199", announced a new Environmental Economics Center.

Under discussion at Loyola University in Chicago was an interdisciplinary approach; at the University of Vermont, the inclusion of courses in the curriculum for students seeking an M.S. in natural or biological sciences; and at George Washington University, an environmental MBA program.

Strategies

"There are two strategies that schools can take," said Finlay. "One is the integration of environmental topics into existing curricula. The second is the establishment of specialized or joint degrees. There had been five specialist programs that were nationally or regionally known. Several of them have changed over the last couple of years, and we're looking at three programs with joint degrees—at Duke, Michigan, and Yale. All three are participating in this year's survey. Last year, Duke and Yale both declined."

Grey Pinstripes *reports that six of the 50 schools responding to last year's survey were planning new initiatives on business and the environment, "including a statewide University of California initiative."*

The strategy of integration into the business curriculum is probably more what most corporations are going to want, suggested Finlay. "They will want to hire some people specifically for environmental training, but more generally, they'll want to have managers who are functionally experts at marketing or accounting, but who have a broader understanding of what the issues are on the environment their business faces—raw materials, processes, marketing opportunities."

This Year's Survey

Some elements of the current survey are different, said Finlay. "For this year's survey, we are building a whole new process. This year we are exploring how social issues are emerging. We thought it was important for us to go talk with faculty and with administrators and students for a more qualitative or personal assessment of what topics are important, how they are emerging, what are the issues in teaching about social issues in business." She told *HO* that diversity and culture are emerging themes in business school curricula, and the new report will include a chapter that discusses those issues.

The day after the *HO* interview, Finlay was headed for the University of Michigan, where she had earned an M.S. in Natural Resource Policy and an MBA, to talk about the survey.

HO asked Finlay how she happened to enter the field of environmental management.

"I was an Asian Studies major as an undergraduate, and went to Asia, and saw what the economic development was doing to the local community—producing tremendous pollution and very significant social and environmental costs."

Finlay's "wake-up call," she said, came during that time spent in Asia, watching some of the degradation occurring there. "I thought—this is it! This is where I can make a difference."

Her interest, she said, "is not so much about the international development angle as it is about being smarter about the kinds of choices we make."

Grey Pinstripes co-author Rick Bunch is director of WRI's U.S. Business Education and the Business Environment Learning and Leadership Program (BELL) and its representative to the Alliance for Sustainability through Higher Education, a group of organizations dedicated to the "greening" of higher education. His B.A. in political science is from Yale; his MBA and Environmental Management Certificate, from the University of Washington, which has the longest and most well-recognized program in the field.

Third co-author Brian Neubert had worked on "every element of the BELL program," including regional faculty development, demand creation, and curriculum, before joining the U.S. Department of State in the Foreign Service. Neubert holds a B.S. degree in International Politics with a Certificate in Science, Technology and International Affairs from Georgetown University.

The WRI Web site at <http://www.wri.org> and that of its Management Institute for Environment and Business at <http://www.wri.org/wri/meb> offer more information on its work and publications, including curriculum offerings for high school and higher education.

Co-author Jennifer Finlay is with the Tomás Rivera Policy Institute, Claremont, California, which last fall published Talking Back to Television *findings from the its ground-breaking survey of Hispanic viewing habits.* Hispanic Outlook *is pleased to present a small portion of the Institute's newly released second report on the important findings.*

MBA PROGRAMS WHERE THE ENVIRONMENT MATTERS[a]

	Student Opportunities[b]	Institutional Support[c]	Faculty Publications[d]
Programs at the Cutting Edge ★★★★ (First quartile)			
George Washington University	★★★★	★★★★	★★★★
New York University (Stern)	★★★★	★★★	★★★★
Northwestern University (Kellogg)	★★★	★★★★	★★★★
University of Michigan	★★★★	★★★★	★★★
University of North Carolina–Chapel Hill (Kenan-Flagler)	★★★★	★★★★	★★★★
University of Tennessee–Knoxville	★★★★	★★★★	★★★★
University of Virginia (Darden)	★★★★	★★★★	★
University of Washington	★★★★	★★★★	★
Programs Showing Significant Activities ★★★ (Second quartile)			
Carnegie Mellon University	★★★	★	★★★
Columbia University	★★★	★★	★★★
Harvard University	★★★	★★★	★★★
Rensselaer Polytechnic Institute (Lally)	★★★★	★★	★★★
Tulane University (Freeman)	★★★	★★★★	★
University of Maryland–College Park	★★★	★★★	★★★★
University of Massachusetts–Boston	★★★	★★★	★★
University of Minnesota (Carlson)	★★	★★	★★★
University of Pennsylvania (Wharton)	★★	★★★★	★★★
Vanderbilt University (Owen)	★★★★	★★★	★
Programs with Moderate Activities ★★ (Third quartile)			
Dartmouth College (Tuck)	★★★	★★	
Indiana University (Kelley)	★★	★★★	★
Massachusetts Institute of Technology (Sloan)	★	★★	★★★★
Miami University–Ohio (Farmer)	★	★★★★	★★
Pennsylvania State University(Smeal)	★★	★	★★★
Stanford University	★★★	★★	
University of California–Los Angeles (Anderson)	★★	★★★	
University of Colorado–Denver	★★	★★★	
University of Oregon (Lundquist)	★	★★	★★★
Programs with Demonstrated Interest ★ (Fourth quartile)			
American Grad. School of International Management (Thunderbird)	★	★★★	
Cornell University (Johnson)	★★	★	
Idaho State University	★	★★★	
Loyola University–Chicago	★	★	
University of California–Berkeley (Haas)	★★	★	
University of Houston	★	★★	
University of Notre Dame	★	★	★
University of Oklahoma (Price)	★	★	★★
University of Pittsburgh (Katz)	★★	★	
University of Vermont	★	★★	

Notes: a. Schools are listed in alphabetical order within each quartile. See "Survey Methods" for a description of the criteria used in each category to calculate rankings.

b. Represents 50 percent of overall ranking. Includes number of environmental topics in required curriculum, number of environmental electives offered, and number of environmental electives in other university programs.

c. Represents 30 percent of overall ranking. Includes number of faculty with environmental focus, extracurricular business-environment activities sponsored, mention in school literature.

d. Represents 20 percent of overall ranking. Includes literature searches of academic journals, general business journals, and books.

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1153

Rosie Rodela: Compassionate Counselor

BY
INÉS PINTO ALICEA

The key to providing better assistance to the students was to provide more one-on-one meetings from the very beginning of their community college stay, she said.

Rosie Rodela knows the confusion and frustration of dealing with college advisors who are not helpful. As a college student, she did not have good counselors.

Now an undergraduate advisor in the College of Business Administration at the University of Texas at El Paso (UTEP), she is winning awards for her outreach efforts to students, particularly those transferring from local community colleges.

"Many students come to us having taken more classes than they needed to because they believed they had to earn an associate's degree before transferring to UTEP to work toward their bachelor's degrees–and that's not true," she said. "We can accept only 66 credit hours from any two-year institution, and many other courses simply are not transferable. That misunderstanding can result in a lot of wasted time and money for these students, who often can't afford it. I just decided that something had to be done."

Her interest and efforts in helping students garnered her an award from the university, the UTEP Star Award, which honors individuals whose outstanding service to the university and its students extends beyond their normal job responsibilities. She received it in recognition of an initiative she launched last year to bridge the advising gap between UTEP and local community colleges and to help students at the community colleges who wanted to study business administration at UTEP eventually compile credit hours transferable to UTEP.

"The initiative was entirely Rosie's idea and effort," said Director of Business Academic Programs John Starner, who nominated Rodela for the award. "It came in response to her awareness of a need and her resolve to give of herself to fill that need."

Rodela's strategy is straightforward. She visits business classes at the different campuses of the El Paso Community College (EPCC) to talk to students, provide information on degree plans at UTEP, share transfer guides with the students, and explain upper-division admission policies at the university. She also sponsors breakfasts for EPCC advisors to cover the same information. And she attends as many college recruiting sessions as she can in her spare time to meet with community college students one-on-one.

"Rosie is a major part of the reason the College of Business Administration has a reputation among students for friendly and accurate advising," said UTEP President Diana Natalicio. "In her initiative to coordinate with the El Paso Community College advisors and students, Rosie is in the vanguard for the college and the university."

María Dolores Ríos, 26 and a UTEP student majoring in human resources management at the UTEP College of Business, said she feels very fortunate to have Rodela as a college advisor. Ríos, who graduates in July, said that Rodela has always taken her time to explain all of the ins and outs of getting through college and graduating.

"No matter how much time it takes, she takes her time with you," said Ríos. "She's never rush rush."

Ríos also said that she has never seen Rodela lose her patience or turn a student away. She said Rodela, instead, helps students get out of binds. For example, Rios said Rodela helped her on several occasions by convincing professors to take her in at the last minute despite the class being closed or filled, or she has talked university

1154

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officials into allowing Rios to take a substitute class if the one she needed wasn't available.

"She's so helpful," said Rios. "She tries to help students a lot, and she tries to help us out of sticky situations. She even helped me pick my major."

Catalina Heiras-Ramos, a student who graduated in December from the UTEP College of Business with a degree in productions, operations, and management, said that it took her seven years to finish her degree because as a single mother, she was working and she was also trying to help her son and daughter through college at the same time. She said Rodela was instrumental in helping her get through the seven years.

"Other counselors always acted like they were doing me a favor," Heiras-Ramos said. "But, [Rosie] was different. She recognized that each one of us was an individual and that we each had our struggles. She noticed me as a person, not just as a student, and she did that with everybody."

Heiras-Ramos said that her initial contacts with other counselors were not productive. In fact, she said she lost a semester of classes because she was unaware of a requirement that she take a state test by a specific time.

"Most of the students at the university are young and don't know what to do," said Heiras-Ramos. "[Rosie] is always there to help. She's always in a good mood, and she is always available to help."

Heiras-Ramos said that she was particularly proud of getting into the university's honors program and credits Rodela with guiding her and pushing her to complete the necessary paperwork.

"She always notes students' efforts, and she understands what you are going through," said Heiras-Ramos.

Rodela said that she enjoys the students, and she takes pride in sharing during the interview that many students taking classes at the College of Business Administration come in to talk with her about personal issues, not just college-related or graduation-related issues.

"We have a good rapport with the students," Rodela said of herself and the other counselors in her office.

But Rodela said that she feels more needed to be done to help the students transferring to the university, particularly those transferring to the College of Business. Rodela said she knows she has to initiate more direct contact with the students and the counselors at the El Paso Community College because she feels that many misunderstandings could be erased by taking a more proactive stance in helping students transfer to the university from the community college. The key to providing better assistance to the students is to provide more one-on-one meetings from the very beginning of their community college stay, she said. She also feels that the students need a clearer picture of what courses they will be required to take to get a degree from the UTEP College of Business, so she provides not only transfer guides but degree plans that clearly outline what is expected of them once they have transferred.

"When they were getting ready to transfer, they were confused about what to do and what they needed to take to get a degree," said Rodela. "I just felt sorry for them."

Catalina Heiras-Ramos

Rodela said the tough part is that she can recruit at the community college campuses only when her work as an advisor to the business administration students at UTEP slows down. But she is optimistic that some advisors at UTEP will follow her lead and meet more often with transferring students prior to the actual transfer so they can get strong guidance as they take coursework at the community college. Rodela said that many community college students interested in pursuing degrees other than business talk to her during her visits, but she said she frankly tells them that she can not provide a clear explanation of what the other colleges at the university expect from them when they transfer. She provides them with contacts at UTEP who should be able to answer their questions.

Rodela provides not only transfer guides but degree plans that clearly outline what is expected of them once they have transferred.

"It's great when we go over to the community colleges," Rodela said. "It's the best way we can communicate with the students. It helps students feel more secure. They just want to see the end of the tunnel."

Rodela admits that sometimes counselors are not to blame for students' taking the wrong classes or too many classes prior to transferring because a lot of students don't ask advisors for assistance.

"Then they will say 'I wish I had known this before,'" said Rodela. But for those who do seek help, Rodela said it's important that they have advisors who can establish a good rapport with the students and provide them with information in an understandable manner. Some classes offered by the community colleges might cover the same curriculum as a class at UTEP but won't be accepted in the transfer because at UTEP, the class is considered an upper-division course. If students are clear about what classes they should take, says Rodela, they will save themselves a lot of heartache.

"I didn't have a great counselor in college, and that's probably why I want to help our students so much," said Rodela. "I didn't want them to go through the same thing. I like to help out. I advise them to not wait until the last minute so they don't waste time or money."

The response by EPCC to Rodela's program has been enthusiastic. She has initiated a similar program for local high school students.

"It's good to catch the seniors before they [start college]," Rodela said. "Those students will take the right classes at the college, not be confused, and know where to go if they have questions."

People-Places-Publications-Conferences

PEOPLE

Bastida Named Outstanding Teacher

Dr. Elena M. Bastida, chair of the department of sociology at the University of Texas-Pan American (UTPA), has received this year's Chancellor's Outstanding Teaching Award at UTPA.

President Miguel A. Nevarez and Vice President for Academic Affairs Rodolfo Arevalo presented a $1,500 check to Bastida.

"All you have to do is talk to her students to know just how good an instructor and researcher she is," Nevarez said of Bastida. Nevarez also said Bastida was a key player in recently bringing a $1.4 million grant to UTPA to conduct a health study on Hidalgo county's elderly population.

Benavidez Directing UCLA Communications Team

Max Benavidez, a veteran public relations and journalism professional, is the new assistant vice chancellor of university communications at the University of California-Los Angeles (UCLA).

Benavidez is responsible for overseeing all internal and external communications for the campus, including the College of Letters and Science and professional schools. He provides communications counsel to the UCLA Health Sciences enterprise and the university's public arts programs. Marketing services, publications, and Web-based communications also are under his direction. University communications is a division of the UCLA Department of External Affairs.

University of Texas-San Antonio Honors Saldaña

Noé Saldaña, assistant director of the Research Development office at the University of Texas-San Antonio, has won a Staff Excellence Award for 1999. Saldaña, along with four others, was selected by a special task force from dozens of candidates nominated by the university community-at-large and received a cash award and a plaque.

Solis Scholarships Aid Chicano/Latino Students

California State Senator Hilda L. Solís (pictured here) was an honorary guest at the Third Annual Scholarship Dinner & Reception held in her name at California State Polytechnic University-Pomona. Writer/director Gregory Nava won an award, and Chicano artist Simon Salva was the keynote speaker.

The goal of the annual event is to improve the quality of scholarships offered to Chicano/Latino students and to recognize their accomplishments.

Sergio Rodríguez (pictured), a geographic information systems major who received a scholarship last year, said, "I used to work full time, but with the help of scholarships like the Hilda L. Solís scholarship, I've been able to focus entirely on my studies and maintain a 3.8 GPA."

Over the last two years, 18 students received scholarships.

Ontiveros Named to North Orange County Community College District Board

Manuel Ontiveros, a federal probation officer and Anaheim community activist, has been appointed to the North Orange County Community College District Board of Trustees. He is to serve until the year 2000.

Ontiveros is a member of the Anaheim Parks and Recreation Commission and serves on the Board of the Anaheim Independencia Community Center.

A law enforcement professional since 1996, Ontiveros is a graduate of the University of California-Irvine and Fullerton College. He has been enrolled in the master's degree program in public policy and administration at California State University-Long Beach.

Alonso Arranges WOU Conference

Western Oregon University (WOU) student Teresa Alonso (pictured here) was the lead organizer of the recent Women of Color Conference, sponsored by WOU's Multicultural Student Union. The topic of the conference was "Wisdom Shared Through the Words of Women."

Jeanette Peai-Espinosa, vice president of the Metropolitan Group, was the keynote speaker for the event, which commemorated Women's History Month. Guadalupe Quinn, a community activist involved with Network for Immigrant Justice/CAUSA, was the guest speaker. The day-long conference included various informational sessions as well as a closing reception featuring the Oregon State University Aztec Dancers.

University of Texas-San Antonio Faculty Serves Disabled

Juanita Firestone and Louis Mendoza, along with 13 other faculty members at the University of Texas-San Antonio, have been recognized for their outstanding service to students with disabilities.

Firestone, an associate professor of sociology; Mendoza, an assistant professor of literature; and the rest of the group were honored during the university's observance of Disability Awareness Week in March.

University of Arizona Names Vélez Distinguished Professor

Dr. William Yslas Vélez, a mathematics professor at the University of Arizona (UA), has been named a Distinguished Professor this year.

Photo Credit © Jay Rochlin

As an undergraduate in the 1960s, Vélez was advised not to pursue a career as a mathematician. "The only advice I got in college was bad advice," said Vélez. After initial struggles with calculus, Vélez got an "A," found the subject interesting, and decided to get a doctorate in math or physics.

Today, he aggressively recruits Hispanics and other ethnic minorities into the UA mathematics department. Currently, nearly 300 minority students are enrolled in the three-semester calculus sequence required for science and engineering majors.

"I lose students to chemistry or biology or sociology, but I'm not really losing them. They're going into another field that they have found interesting–and probably with more mathematics than the average student in that area."

Tamargo Awarded Fulbright Scholarship

Miami-Dade Community College (M-DCC) professor of photography Joseph Tamargo, of Miami, Florida, has been awarded a Fulbright Scholarship to lecture on street photography in Chile and research the South American country's approach to that genre.

Tamargo will spend July to September in Santiago and Valparaiso teaching and studying the work of Chilean street photographers from the beginning of the 20th Century to the present.

Having taught at M-DCC's Wolfson Campus since 1986, he has co-chaired the Juried Photography Exhibition of the Miami Book Fair International and has served as the curator of photo exhibits for the Frances Wolfson Gallery since 1995.

Díaz on College Board Commission

José M. Díaz, a teacher of Spanish at Hunter College High School (N.Y.), is on a special 15-member College Board commission established to explore ways to strengthen the positive impact of the Advanced Placement Program on American (APP) education.

In early 2001, the Commission will recommend how the College Board can maintain the program's quality as it continues its rapid growth, and strengthen its ability to improve American education. APP is considered a model of cooperation between schools and colleges.

Founded in 1900, the College Board is a nonprofit association that supports preparation for and transition to higher education for students around the world through collaboration of its member schools, colleges, universities, educational systems, and organizations.

Rodrígues Demonstrates Math Technology

Mariano Rodrígues, Rhode Island College professor of mathematics, gave a presentation at the International Conference on Technology in Collegiate Mathematics in New Orleans.

In his presentation, "Using Advanced Graph, Graph, Graph (sic) for Graphing," Rodrígues demonstrated how this inexpensive but powerful and effective device can be used to quickly graph functions. Used with Word 97, it can help students to prepare sophisticated homework documents as well as internet Web pages.

He also conducted a mini-course on "Easing Students into Submitting Work via Web Pages" wherein he showed students how to prepare materials that are very readable, and demonstrated Web-based submitted work and the use of Chat in cyber classes.

Cruz Drama at New Jersey Performing Arts Center

The New Jersey Performing Arts Center (NJPAC) presented, in March, the McCarter Theatre's world premiere production of *Two Sisters and a Piano*, a passionate, political drama by Cuban-born playwright Nilo Cruz. The play was one of only three in the nation to receive a prestigious 1998 Kennedy Center Fund for New American Plays Award.

A sultry and subversive story of personal freedom and oppression, the play is inspired by the life of Cuban writer María Elena Cruz Varela, who, after writing a manifesto against the Communist regime, was placed under house arrest for two years.

Cruz earned his master's degree at Brown University.

Pérez Emphasizing Borderland Studies

Emma Pérez, associate professor of history and assistant vice president for graduate studies at the University of Texas-El Paso (UTEP), is recruiting students to a new doctoral program in borderlands history that, as Pérez says, "emphasizes borderland studies in a region where the border is a persistent reminder of a unique

geographic location." She calls UTEP "the place to examine the border both politically and geographically."

Perez finds her work in graduate studies "both rewarding and challenging given that UTEP has been in the forefront of offering new doctoral degrees for this majority-minority population of approximately 68 percent Hispanic students."

One of only 15 Chicana historians in the U.S., Pérez has written two books–*The Decolonial Imaginary: Writing Chicanas into History* (June 1999, Indiana Press), and *Gulf Dreams* (1996, Third Woman Press)–and is at work on another.

Ramos Named Director at Trinity

Valeriano Ramos Jr., a college administrator with extensive experience in civic and cultural affairs, has been appointed director of community service and civic engagement at Trinity College (Conn.).

In his position, Ramos manages service-related initiatives linking Trinity students and faculty with the Hartford community. He also oversees the Boys & Girls Club, which is staffed by Trinity students and is the first campus-based Boys & Girls Club in the country.

Ramos has a bachelor's degree from Yale University and a master's from New York University.

Molina's Work Exhibited at School of Visual Arts

Carlos Molina was one of two students at the School of Visual Arts (SVA) in New York to have his work exhibited at the school's Eastside Gallery.

Molina's photographs are flat and graphic. Using photography in its most literal sense, Molina manipulates light to illuminate mannequins in intensely rich planes of color. The focus shifts from the female contour to the shapes of color and light that dominate the photographs. He is a third-year student in the BFA Photography Department.

The exhibition, "The Body without Figure," also featured student Chris Ramey's work.

González Wins Long Island University's Polk Award

Juan González, a columnist for the New York *The Daily News*, was one of 13 nationwide winners of the 1998 George Polk Awards for excellence in journalism. The Awards sponsor is Long Island University.

Honored for his "street-savvy, unflinching columns," González makes the distinction that he is "not writing about outcast neighborhoods, but from them."

In the forward to *Roll Down Your Window: Stories from a Forgotten America*, a compilation of his work, González wrote that much of his time in the past two decades has been spent writing about neighborhoods where "strangers roll up their windows as they pass through." He says he attempts in his writing to roll down the windows to depict the complexities of America's communities of color, the struggles of its labor movements, and the flaws of its politicians.

Chang-Díaz Joins Panel at American University

Franklin Chang-Díaz, the first Hispanic American in space, discussed the risks and rewards of space exploration and its place in the next century during "Space 2000: Space Exploration at the Millennium," at American University in Washington, D.C.

Chang-Díaz participated in the Space Station design and helped build closer ties between astronauts and scientists. He is currently developing ultra-fast rockets for NASA. A veteran of six space flights, including the final Shuttle/Mir docking mission, he has logged more than 1,269 hours in space. He is tied with John Young and F. Story Musgrave for having flown six missions, the most of any astronaut. A native of Costa Rica, Chang-Díaz earned a doctorate from the Massachusetts Institute of Technology.

YWCA Honors Santa Monica College President

The YWCA of Santa Monica, Calif., honored Santa Monica College (SMC) President Dr. Piedad F. Robertson and two other women at its annual Women of the Year Dinner in March.

Robertson was selected for her outstanding contributions to education. She has been superintendent/president of SMC since July 1995 and has earned a reputation for leadership in innovative educational programs, workforce training, fund-raising, community and government relations, planning, and effective management. A native of Cuba, Robertson earned her bachelor's and master's degrees from the University of Miami, and was awarded an Ed.D. from Florida Atlantic University.

Along with Robertson, the YWCA honored Dr. Linda Burnes Bolton and Sister Marie Madeleine Shonka.

Díaz-Marcos Wins Literary Prize in Spain

University of Massachusetts (UMass) graduate student Ana María Díaz-Marcos has been awarded Spain's Asturias Joven (Young Asturians) prize by the Principado de Asturias (regional government of Asturias) for her collection of short stories *The Affections of Heat*. The prize, awarded annually to a young writer of the Asturias region of Spain, includes a monetary gift of $1,800 and publication of the collection.

A native of Spain, Díaz-Marcos, 30, was inspired by: the desire to write something good before turning 30 (which she did), a trip she took to Puerto Rico, both UMass and the cold Massachusetts landscape, and a desire to empower women.

"In many ways, Spain is only now emerging from a very macho, sexist period in its history," said Díaz-Marcos. "I wanted to give

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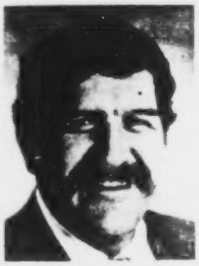
literal voice to the women who had lived through this period."

Romo New President of University of Texas-San Antonio



Dr. Ricardo Romo, former vice provost for undergraduate education at the University of Texas-Austin (UT-Austin), was named president of the University of Texas-San Antonio (UTSA) early this year.

Tom Loeffler, a member of the Board of Regents from San Antonio, said, "The board has been tremendously impressed with the experience and accomplishments of Dr. Romo. He is a superb administrator, a highly regarded scholar, and a dedicated teacher. He has a highly distinguished record of service at UT-Austin, and we are confident that he possesses the knowledge, skills, and values necessary for effective leadership for UTSA."

Romo has a bachelor's degree from UT-Austin, a master's from Loyola University in Los Angeles, and a doctorate from UCLA.

PLACES

University of New Mexico and EPA Sign Memo

A Memorandum of Understanding (MOU) between the University of New Mexico (UNM) and the United States Environmental Protection Agency (EPA) Office of Policy has been signed, formally strengthening the ties between UNM and the EPA. The purpose of the MOU is to enhance the education and training of minority students and to increase the relevance of university research to the EPA's mission.

The goal of the program is to strengthen the growth of mutually beneficial research, educational, and outreach programs to be conducted cooperatively. The intention of the MOU is to provide positive impact in a number of areas, including: the relevance of EPA's programs to Hispanic communities nationwide, particularly in New Mexico; the relevance of the UNM's research projects to EPA's environmental mission; and the number of Hispanic students electing to pursue graduate study and research careers in environmental-related fields.

According to Francisco Dóñez (pictured here), Hispanic employment program manager at the Office of Policy at the EPA, the EPA wants to establish relationships with minority institutions.

Newsmakers at Eastern New Mexico University

Lloyd Chaves (pictured here), a psychology instructor at Eastern New Mexico University-Roswell (ENMU-R), will be receiving a 1999 Teaching Excellence Award from the National Institute for Staff and Organizational Development (NISOD) this month at its International Conference in Austin, Texas, on Teaching and Leadership Excellence. He has bachelor's and master's degrees from ENMU.

A team of students enrolled in the Upward Bound Program at ENMU-R was winning participants in the regional Science Olympiad in Roswell, N.M. According to Upward Bound Program Director Andrew Gamboa, this was the first year that ENMU-R competed.

Senaida Herrera has been named to the All-State Academic Team sponsored by the New Mexico Association of Community Colleges. Set to graduate from ENMU-R this month, Herrera has a 3.7 GPA, is a member of her local Phi Theta Kappa, and for the last two years has mentored at-risk students.

Rice Conference Promotes Minorities in Science Grad Schools

Recruiting underrepresented minorities to science and engineering graduate schools and making sure they complete advanced degree work is a critical task facing U.S. educators today, scholars say.

This issue was the focus of the Alfred P. Sloan Foundation's Engineering and Science Underrepresented Minority Ph.D. Recruitment and Retention Conference, held at Rice University (Texas) in March.

Ted Greenwood, program director of the Foundation, said there are some indications that the number of minority students entering doctoral programs in mathematics, science, and engineering might be declining.

The conference allowed leaders and scholars to share ideas and target ways to strengthen and enhance their minority programs.

"Poetry en Ritmo" at New Jersey Performing Arts Center

An evening of live poetry, "Poetry en Ritmo," hosted by Nancy Mercado, was held at the New Jersey Performing Arts Center. Mercado is founding director of the Lola Rodríguez de Tio Cultural Institute and editor of *Long Shot Magazine*. Her work has been published in *ALOUD: Voices from The Nuyorican Poets Café*, *In Defense of Mumia*, and the forthcoming *Identity Lessons*.

The event featured Sandra Esteves, an active poetry advocate; Nicholasa Mohr, recipient of the 1997 Hispanic Heritage Award for Literature; Pedro Pietri, author of the classic *Puerto Rican Obituary and Traffic Violations*; Piri Thomas (pictured here), one of the first Puerto Rican writers to be published extensively in English; and Edwin Torres, a bilingual poet and performance artist.

Latinas Speak at Southwest Texas State Conference

"Latinas: Afirmación y Poder (Empowerment and Affirmation)" was the theme of the fourth annual Images of Women conference, held at Southwest Texas State University. The conference committee had determined that as the population of Latinas in the United States increases, there is a continuing need to assure that their political, economic, and cultural needs are met.

Cherrie Moraga, Chicana writer, artist, playwright, and poet, and Christy Haubegger, president and publisher of *Latina* magazine, gave keynote addresses.

Other speakers included Anita Marcos, Shelly Soto, Josefina Castillo, Susana Almanza, Laura Zárate, and Sandra Guzmán.

TC3 Offers Study Program in Costa Rica

Tompkins Cortland Community College (N.Y.), Elmira College (N.Y.), and Casa Yemana in Costa Rica have joined together to provide a unique summer study opportunity for students. From July 22 through August 13, enrolled students will study Women and Development.

Students will be able to gain a first-hand understanding of the participation of women in developmental, educational, environmental, business, recreational, and cultural projects in Costa Rica. Students have the option of studying the Spanish language for one or two additional weeks.

Students combine pre-trip readings with on-site lectures, discussions, and meetings with different people working in a variety of women's projects. Students will be in Costa Rica for 23 days.

National Conference of Spanish in the U.S. at Florida International University

The 17th annual National Conference of Spanish in the U.S., sponsored by Florida International University (FIU), was held in March.

Designed to bring to light the latest research and linguistic aspects concerning the Spanish language in the U.S., the conference covered bilingual education, culture, identity, and history.

"This conference brings the foremost experts in the study of linguistics together to discuss language issues that affect educators and the community at large, especially in largely bilingual areas such as South Florida," said Ana Roca, conference chair and organizer and FIU associate professor of modern languages. Dr. John Lipski, of the University of New Mexico, and Dr. Guadalupe Valdéz, of Stanford University were the keynote speakers. (Roca and Lipski are pictured here.)

Cal State L.A. Recognizes Dr. Seuss

Photo Credit © Stan Carstensen

In March, California State University-Los Angeles child development major Epi Serrato (pictured here) presented an animated reading of *The Foot Book*, by Dr. Seuss, and shared his special insect collection with the kindergartners at City Terrace Elementary School as part of Read Across America, a national campaign to encourage children to read.

The project at Cal State-L.A. featured special presentations by teams of student readers assigned to their six respective schools throughout Los Angeles.

"We are proud to be part of this national effort to expand children's understanding of the world through reading," said Jorge Uranga, America Reads project director at Cal State-L.A.

International Film Series at Purdue-Calumet

Purdue University-Calumet (Ind.) recently wrapped up its International Film series, featuring films in Farsi, French, German, Portuguese, and Spanish. The series was sponsored by the university's department of foreign languages.

Among the entries were *The Green Wall* (in Spanish w/ English subtitles), presented by associate professor of Spanish José Castro-Urioste, and *Tristana* (in Spanish w/ English subtitles), presented by assistant professor of Spanish María Luisa García-Verdugo (pictured here).

Multicultural Symposium at University of Texas-San Antonio

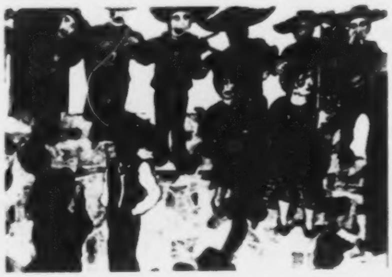
The University of Texas-San Antonio (UTSA) recently held "Multiculturalism at the Century's End," a symposium sponsored by the UTSA College of Social and Behavioral Sciences.

It delved into a wide range of multicultural issues, including bilingual-bicultural education, intimate violence, and women on the Texas-Mexico border.

Patricia Zavella of the University of California-Santa Cruz presented the keynote speech, "Multiculturalism's Unfinished Work."

St. Joseph's College Art Exhibition

The work of painter/lithographer Frank Diaz Escalet was exhibited at St. Joseph's College (N.Y.) in March, as part of the college's Celebrate Diversity! Week.



A self-taught artist whose paintings and lithographs are in art museums, college art collections, and private collections, the Puerto Rican-born Escalet first began painting at age 55. His subjects are largely Latino and African American, drawn not from life, but from his mind. "My imagination takes me all over. Everywhere," Escalet says.

Many of his images deal with poverty and discrimination, and ask the viewer to empathize with the situations. (Pictured here is "Cumple Año Chicano, 1994.")

University of Houston News Briefs

University of Houston (UH) College of Humanities, Fine Arts, and Communications Dean Lois Zamora's new book, *Image and Memory: Photography From Latin America, 1866-1994*, was named by the Association of American Publishers as the 1998 Best New Professional Scholarly Press Book–Art. Published by University of Texas Press, the book was named the Golden Lights Award's Photography Book of the Year, and it was selected for inclusion in Choice's 35th Annual Outstanding Academic Books List.

UH alumnus Eduardo Elizondo received the George Magner Award for Excellence in Undergraduate Academic Advising. Elizondo is program coordinator of the Center for Mexican American Studies' Urban Experience Program, which offers individualized learning sessions, support services, full academic scholarships, and internships. He has a bachelor's degree and a master's, both from UH.

Smithsonian Institution Traveling Exhibition

A major Latino photography exhibition from the Smithsonian Institution in Washington, D.C., recently began a nationwide tour. The new traveling exhibition, "Americanos: Latino Life in the United States," presents an intimate portrait of the Latino community through the work of prize-winning photographers. The 120 photographs–organized around themes such as family, community, arts, and sports–reflect the breadth and variety of the Latino experience. A book, published by Little Brown, and an HBO documentary special will accompany the exhibition.

The exhibition, a project of Olmos Productions, has been organized by the Smithsonian Institution Traveling Exhibition Service and the Smithsonian Center for Latino Initiatives. The National Museum of American History Smithsonian Institution is currently hosting the exhibit until June 6, 1999. From September 15, 1999, through January 2, 2000, the Museum of the City of New York (N.Y.) will play host.

1999 Latino International Film Festival

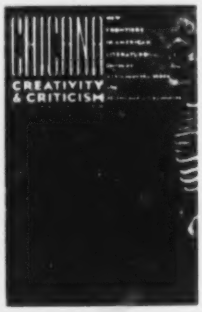
The annual Latino International Film Festival is being held in Denver, Colo., this year, June 18-20. Founded by actor/producer Edward James Olmos, the festival began in Los Angeles in 1997. The event showcases feature films, documentaries, and videos from Latin America, Spain, Portugal, and the United States. It will include workshops, symposia, conferences, presentations, and panels featuring discussions on film.

Community interest spawned the idea to bring the film festival to Denver. "We have had a tremendous demand from the Latino community for more Latino films," said Marie McCord, festival director and vice president of Community Relations for Olmos Productions.

PUBLICATIONS

Chicana Creativity & Criticism: New Frontiers in American Literature

María Herrera-Sobek and Helena María Viramontes, eds.



This provocative combination of original poetry, prose, criticism, and visual art documents the continuing growth of literature by and about Chicanas. Through innovative use of language and images, the artists represented here explore female sexuality, economic and social injustice, gender roles, and the contributions of critical theory.

1996
304 pgs.
ISBN 0-8263-1712-X
$17.95 paper
University of New Mexico Press
(800) 249-7737

Flight from Chile: Voices of Exile

by Thomas Wright and Rody Oñate

FLIGHT
from Chile
VOICES OF EXILE

Mass arrests, torture, and executions followed General Pinochet's coup on Sept. 11, 1973. Almost immediately, people began fleeing Chile, and over the next 15 years, some 200,000 Chileans sought exile in nearly 140 countries. Out of their anguish and anger comes the first oral history, or testimonies, of their fractured lives.

August 1998
239 pgs.
ISBN 0-8263-1957-2
$19.95 paper
University of New Mexico Press
(800) 249-7737

Latin American Women Dramatists: Theater, Texts, and Theories

Catherine Larson and Margarita Vargas, eds.

LATIN AMERICAN WOMEN DRAMATISTS
THEATER TEXTS AND THEORIES

Contributors discuss 15 works of Latin American playwrights, delineate the artistic lives of women dramatists of the last half of the Twentieth Century–from countries as diverse as Argentina, Brazil, Chile, Mexico, Puerto Rico, and Venezuela–and highlight the problems inherent in writing under politically repressive governments.

February 1999
320 pgs.
ISBN 0-253-21240-5
$19.95 paper
Indiana University Press
(800) 842-6796

Women Don't Need to Write

by Raquel Puig Zaldívar

Women Don't Need to Write

This author paints a powerful panorama of a woman's troubled but ultimately successful voyage beyond mere survival to empowerment and even a measure of prosperity. This universal story of love and family preservation will exert its spell upon a wide audience.

November 1998
352 pgs.
ISBN 1-55885-257-3
$13.95 paper
Arte Público Press
(800) 633-ARTE

Ghost Sickness: A Book of Poems

by Luis Alberto Urrea

Ghost Sickness
LUIS ALBERTO URREA

Luis Urrea confronts head-on the ghosts and contradictions of his being–his father, a macho Mexicano whom Luis admired and dreaded as a young boy; his proud and lonely Anglo mother so out of place in the heat of Tijuana; and the conflict of cultures and languages in his psyche.

November 1997
96 pgs.
ISBN 0-938317-30-X
$11.95 paper
Cinco Puntos Press
(800) 566-9072

The Late Great Mexican Border: Reports from a Disappearing Line

Bobby Byrd and Susannah Mississippi Byrd, eds.

National attention has turned to the U.S.-Mexico Border. Immigration and drug-running are big news. Digging deeper than transitory headlines and sound bites, each essay documents a unique form of border experience from a perspective that is based upon going back and forth across the line, by living within its influence.

1996
240 pgs.
ISBN 0-938317-24-5
$13.95 paper
Cinco Puntos Press
(800) 566-9072

Women and Other Aliens: Essays from the U.S.-Mexico Border

by Debbie Nathan

This winner of a Southwest Book Award presents a collection of essays that offer compelling insights into America's problematic existence with its own southern border.

1991
168 pgs.
ISBN 0-938317-08-3
$10.95 paper
Cinco Puntos Press
(800) 566-9072

Cuba y Cuba

by René Burri

René Burri
Cuba y Cuba

In contrast to the impression most Americans have been given, that Cuba is paralyzed by communist austerity and drained by economic isolation, Swiss-born documentary photographer René Burri's new book shows a people emanating quiet pride even as they wait for change. Accompanied by an essay and poems, these striking pictures pay tribute to a people determined to meet the future with passion and equanimity.

1998
60 pgs.
ISBN 1-56098-781-2
$24.95 cloth
Smithsonian Institution Press
(800) 782-4612

The Quixote Cult

by Genaro González

Genaro González

Like a Carlos Santana riff on a Miguel de Cervantes theme, this book is a lyrical, satirical look at a group of Vietnam-era Chicano college students–and would-be radical activists–who seek political, spiritual, and chemical fulfillment.

December 1998
224 pgs.
ISBN 1-55885-254-9
$12.95 paper
Arte Público Press
(800) 633-ARTE

Porque hay silencio

by Alba Ambert

Porque hay silencio

This is the Spanish-language edition of the critically acclaimed novel, *A Perfect Silence*, by Alba Ambert. It tells the story from birth to adulthood of Blanca, a woman who struggles to overcome the poverty and oppression of her Puerto Rican-South Bronx heritage.

December 1998
208 pgs.
ISBN 1-55885-250-6
$11.95 paper
Arte Público Press
(800) 633-ARTE

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

The Hapsburgs: The Dream of an Empire

The Hapsburgs
THE DREAM OF AN EMPIRE

Although Rudolph von Hapsburg was crowned in 1273, the Hapsburg dynasty did not firmly establish itself until Frederick III passed the crown to his son, Maximilian I, in 1493. This program traces the roots

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of the struggle and shows how the Hapsburg dynasty established itself, both in Austria and Spain, shaping the course of European history for the next six centuries.

(53 min., color)
Item #FFH 8392

The Hapsburgs: Cross and Crescent

The Hapsburgs
CROSS
AND
CRESCENT

The internal and external forces set in motion during the 16th and 17th Centuries changed Europe forever. This program examines the political, religious, and class conflicts that led to the Thirty Years War. It shows how the Turkish forces advanced to the gates of Vienna and were defeated, establishing the boundaries of modern Europe.

(53 min., color)
Item #FFH 8393

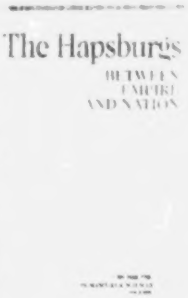
The Hapsburgs: The Jewel in the Crown

The Hapsburgs
THE JEWEL
IN THE CROWN

After the death of Charles VI in 1740, there was a dynastic crisis and conflict between the Hapsburgs and the Hollenzollerns. Because she was a woman, Maria Theresa's claim to the throne was not widely accepted. The ensuing Seven Years War was a pivotal struggle that firmly established Maria Theresa on the throne, where she ruled for 40 years.

(53 min., color)
Item #FFH 8394

The Hapsburgs: Between Empire and Nation



This program examines the liberal forces at work in the 19th Century, the conservative policies of the Hapsburg rulers, and the inevitable results of this conflict. The nation that emerged from this period remained the keystone of an empire.

(53 min., color)
Item #FFH 8395

CONFERENCES

NACADA - National Academic Advising Association Regional Conferences

May 19-21: Mid-South Region 3, Lexington, Ky.

May 19-21: South Central Region 7, Tulsa, Okla.

Contact: NACADA at Kansas State University, (785) 532- 5717; Web site, <www.ksu.edu/nacada>

Teaching Occupational Spanish at Community Colleges

May 21-22
June 11-12
July 9-10

Presented by Command Spanish®, Inc., this is an intensive training seminar that leads to certification for institutions and instructors. No knowledge of Spanish is necessary for administrators. In New Orleans, La.

Contact: phone, (601) 582-8378; e-mail, <info@commandspanish.com>.

The Macalester Forum on Higher Education

June 2-3

"Diversity and Stratification in American Higher Education" is the theme of this higher education forum sponsored by Macalester College. The keynote address, "Life on 'The River': Talking about Race-Sensitive College Admissions," will be delivered by William G. Bowen, president of The Andrew W. Mellon Foundation. At the Marquette Hotel, St. Paul, Minn.

Contact: fax to (651) 696-6500.

National Multicultural Institute National Conference

June 3-6

The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on "Race & Ethnicity in American Higher Education" will be sponsored by The Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: (405) 292-4172; Web site at <www.occe.ou.edu/ncore>.

AACU - Summer Institute

June 9-13

The Association of American Colleges and Universities' summer institute: "Diversity: A Catalyst for Institutional Collaboration." At Wheaton College in Norton, Mass.

Contact: Iris C. Jacobs, (202) 387-3760 x428; e-mail, <meetings@aacunw.dc.us> or <jacobs@aacu.nw.dc.us>.

NAWE National Conference for College Women Student Leaders

June 10-12

NAWE, Advancing Women in Higher Education's 15th annual national conference, "Women Leading: Today and Tomorrow," is designed for women who aspire to or who are currently in leadership roles on campus and in their community. At Georgetown University, Washington, D.C.

Contact: NAWE, (202) 659-9330; e-mail, <nawe@clark.net>; Web site, <www.nawe.org>.

LACC - Summer Dance Institute

June 19-26

This Latin American and Caribbean Summer Dance Institute is sponsored by, the Latin American and Caribbean Center at Florida International University in Miami, Fla. among others. Featured are technique classes, scholarly seminars, academic classes, and performances.

Contact: Andrea Mantell-Deidel, (305)

348-2894; e-mail. <indami@fiu.edu>

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532- 5717; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1

Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."

Contact: Irma Prieto, (509) 865-8530; e-mail, <depreito_i@heritage.edu>; Web site, <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16

This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence–Connections in the Post-Cold War Era." In New Haven, Conn.

Contact: I&AS Center, (203) 432-3410; e-mail, <pier.resource@quickmail.yale.edu>, Web site, <www.yale.edu/pieris>.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

1999 Summer Institute for Intercultural Communication

July 14-16, 19-23, 26-30

Now in its 23rd year, the Summer Institute for Intercultural Communication (SIIC) will again offer a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting. In Portland, Ore.

Contact: phone, (503) 297-4622; e-mail, <ici@intercultural.org>; Web site, <www.intercultural.org>.

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogs between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600; e-mail, <kivaexpo@mindspring.com>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its seventh "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education. In Albuquerque, N.M.

Contact: phone, (202) 939-9395, e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

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Book Review

by Gloria Duarte-Valverde

***The Memories of Ana Calderón*, by Graciela Limón.**
199 pages. Houston: Arte Público Press (1-800-633-ARTE), 1994. ISBN# 1-55885-116X. HC $1995.

Spanning forty-five years, Graciela Limón's *The Memories of Ana Calderón* chronicles the rags-to-riches story of the protagonist, Ana Calderón, starting as a migrant farm worker and ending as a very successful businesswoman of Calderón Enterprises. Reminiscent of the narrative style in Sylvia López-Medina's *Cantora*, Limón's narrative alternates between a first-person viewpoint and a third-person omniscient. The journey motif structures the novel, which begins in a fishing village near Puerto Real in southern Mexico. After his wife's death, Rodolfo Calderón must raise eight children, seven "useless" girls and one son. Due to the Cristeros Revolution and the lack of work, he moves his family, including Octavio Arce, an orphan, north to work in the fields of Sonora. Their physical journey takes them from Puerto Real to Veracruz, to Mexico City, and finally to Hermosillo in northern Mexico where Rodolfo and the children harvest tomatoes. After approximately three months, he sneaks his children out of the camp at night because they are so indebted to the company store that they can not make ends meet. Reyes Soto, the family's benefactor, helps the Calderón family escape the conditions at Rancho la Concepción and transports them to a Los Angeles barrio, where most of the narrative action occurs.

The Memories of
Ana Calderón
Graciela Limón

Several historical wars–the Cristeros Revolution, World War II, and the Korean War–provide the background for the novel's action. Just as important as these wars is the personal conflict raging within Ana Calderón. Hated by her father, Ana suffers knowing that her father blames her for poisoning her mother's womb because after her birth, all the male babies died except the last one, César. Ana battles outside social forces that constantly threaten her sense of identity. To help her cope, she withdraws into herself when she is betrayed by two Mexican men, her father and her lover. Two Anglo men subsequently function as Ana's surrogate fathers: Franklin Bast, who helps her raise her son, and Ezra Fuermann, who gives her a job and then bequeaths his clothing enterprise and estate to her.

Graciela Limón interweaves Biblical and mythical elements into *The Memories of Ana Calderón*. The epigraph to the novel from Genesis 16:8,11 prepares the readers for the comparison between Ana and Hagar. While living with the Basts, Ana personalizes the passage from Genesis to her own situation; this same passage later becomes crucial in helping her recognize her own importance as an individual. Intertwined with this Biblical element is the Oedipus myth. Like Pelops, who curses Laius and his descendants, Rodolfo Calderón curses Ana and her unborn child, swearing "that only wretchedness and tragedy would fill their empty lives." Three years later, when she returns to her father's house, Rodolfo curses Ana and her son a second time. Like the Mexican *telenovelas*, the novel is fraught with melodrama: physical abuse, betrayal, attempted murder, prison, incest. Upon her release from prison, Ana attempts to find her son without success. Ironically, she hires him to work for Calderón Enterprises, and the parallel to the Oedipus myth unravels to its tragic end. Like Jocasta, Oedipus' mother, Ana falls in love and has an affair with her son. Upon discovering his identity, she realizes her father's *maldición* has come true.

Two major feminine images that dominate Ana's life: a woman with her legs spread apart, giving birth, and a penitent woman, praying at the Shrine of Guadalupe in Mexico City. The latter image of the sinful woman appears seven times in the novel and forewarns Ana: "You, too, will commit my sin. You, too, will do what has been forbidden." Predictably, Ana seeks absolution for her own transgression and journeys to the Shrine of Guadalupe in Mexico City, where she becomes the penitent woman. Not finding the answer there, Ana returns to Los Angeles. Several years later, in 1975, she receives Amy Blast's Bible with the underlined words, "The Lord has heard you in your humiliation." Ana then undertakes one final journey to Puerto Real, the place of her birth, where the novel started and where she symbolically sees "what before had been blurred shadows." The narrative comes full circle with Puerto Real framing the novel.

My purpose in teaching novels such as *The Memories of Ana Calderón* in my Mexican American literature class is twofold. The first is to increase the students' knowledge of the Mexican American culture by exposing them to works that focus on the relationships within families and between individual members and society. Second, because the majority of the students in this class are Mexican American females (at least two-thirds), I want to introduce them to female authors such as Denise Chávez, Sylvia López-Medina, Sandra Cisneros, and Graciela Limón, who write about female protagonists who struggle with cultural issues as they strive to maintain their identity and ethnicity. Because these students have experienced similar conflicts, they are much more vocal and enthusiastic about sharing and discussing with others in class such cultural issues as machismo, Marianismo, *pachucos*, la Virgen de Guadalupe, *la llorona*, and *compadrazco*.

Gloria Duarte-Valverde is associate professor of English at Angelo State University in San Angelo, Texas. She received her Ph.D. in Contemporary British Literature from Texas Tech University in Lubbock, Texas. She has five years teaching experience at the high school level and twenty years at the university level. Dr. Duarte-Valverde teaches a variety of courses at ASU: English Composition, British Fiction, English as a Second Language, Comparative Literature, Women in Literature, and Mexican American Literature. She is very involved in ASU's International Education Committee and directs the exchange programs with Mexico.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Email: ***flwships@rackham.umich.edu***
http://www.rackham.umich.edu

The University of Michigan

DIRECTOR OF ADMISSIONS AND OUTREACH

San José State University is accepting applications for the position of **Director of Admissions and Outreach**. Reporting to the Associate Vice President for Enrollment Services, the Director will be responsible for managing the operation, budget and strategic direction of the University's undergraduate recruitment and admissions services. This position plans and supervises the University's recruitment and admissions staff; implements and evaluates university enrollment plans; optimizes the use of information technology; serves as a member of the Enrollment Services management team and part of the Student Affairs division management team; and collaborates significantly with the campus community and external communities/schools.

The University has begun the transition to PeopleSoft administrative software, including a student information module; it is expected that this position will be actively involved in the transition to this new system.

Qualifications: The successful candidate must have demonstrated effectiveness in managing programs in a diverse environment and a commitment to educational equity efforts; sophisticated understanding of effective recruitment and admissions practices, including student information systems; successful recruitment and enrollment strategic collaborations; excellent analytical abilities and significant operational and financial management experience; superb written, oral and interpersonal communication skills.

Candidate must have a minimum of five years of relevant, progressive managerial and administrative experience. Master's degree strongly preferred, comparable academic experience acceptable. Experience working in a multicultural/multiethnic environment.

Compensation: Salary is competitive and commensurate with background and experience. SJSU offers excellent fringe benefits. Application Process: Nomination and applications should be forwarded as follows:

Chair, Director of Admissions and Outreach
Human Resources
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One Washington Square
San José, CA 95192-0046

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Applications must include a letter of interest, a resume, transcript from the institution of highest degree earned, and a list of (3 - 5) references. To ensure consideration, nominations must be received by May 15, 1999. The position will remain open until filled. The anticipated start date is summer of 1999. For a more detailed job description, please view our website at www.sjsu.edu/depts/HR/opp.htm. San José State University is an Equal Opportunity/Affirmative Action Employer, committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

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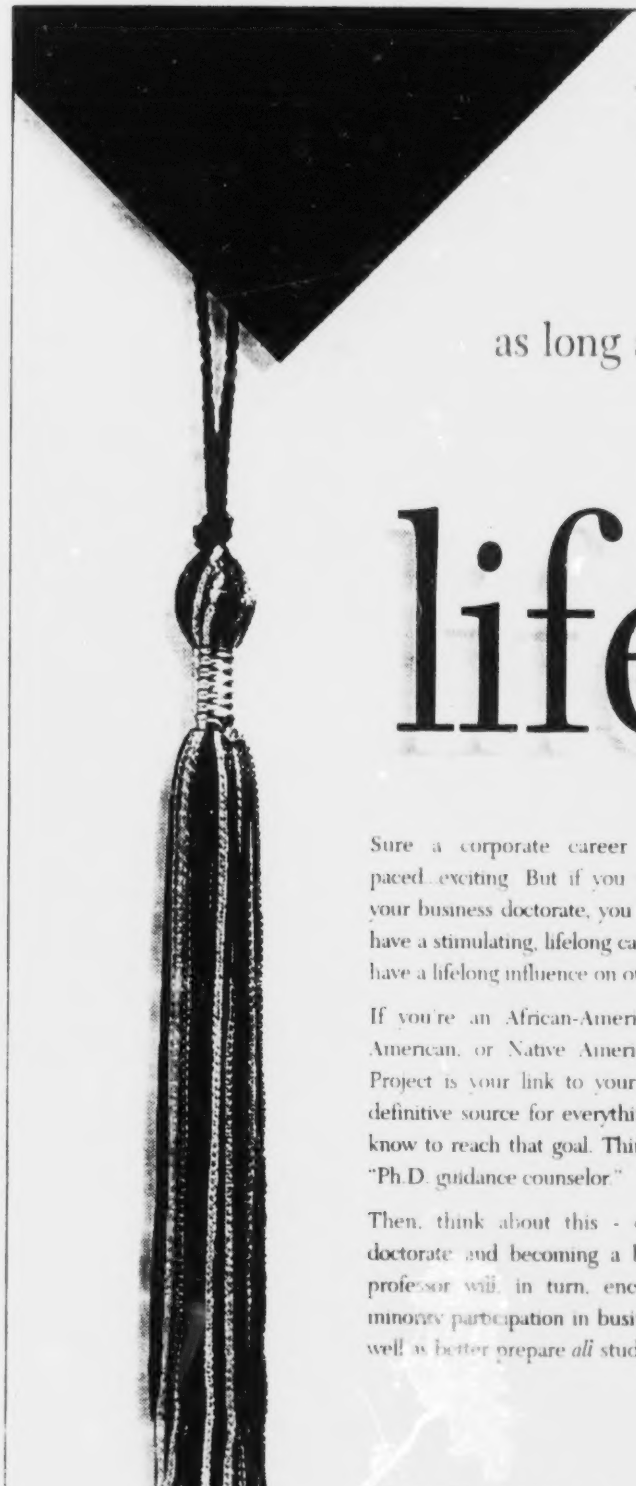

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(909) 487-MSJC (6752), ext. 1111 or 1150
E-mail: CHRO940@msjc.cc.ca.us
Website: www.msjc.cc.ca.us

Applications will be accepted until the position is filled. However, to ensure consideration, a completed District application packet must be received in the Human Resources Office no later than Friday, May 28 1999. Resumes will not be accepted in lieu of completed district application form.

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Dr. Robert Lindemann
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DIRECTOR OF BACHELOR OF ARTS PROGRAM

The New School, the founding division of New School University, seeks an experienced academic administrator who will provide leadership, planning, and oversight of its Bachelor of Arts program. Launched in 1943, as one of the first liberal arts degree programs designed specifically for adults, the B.A. Program currently enrolls over 400 students and is expected to grow. In addition to supervising the B.A. Program administrative staff and eleven part-time core faculty, the Director is expected to assist in the development of new programs and concentrations, to foster academic excellence, and to engage in fundraising activities. Candidates should have a strong academic background in the liberal arts with a Ph.D preferred, administrative and teaching experience, preferably in a non-traditional university setting with adult students; flexibility, creativity, eclectic interests, and a collaborative management style.

Review of application begins on May 1, 1999 and will continue until the position is filled. Letters of applications or nominations along with a current curriculum vitae and the names of at least three references should be sent to: Linda Dunne, Associate Dean for Academic Affairs, **NEW SCHOOL UNIVERSITY**, 66 West 12th Street, Room 301, New York, NY 10011.

The New School is strongly committed to an educational environment in which curriculum and every other aspect of university life reflect the multicultural city and the international world in which we live. New School University is an affirmative action/equal opportunity employer.

New School University

NORTH SHORE COMMUNITY COLLEGE

NSCC was established in 1965, is located approximately 25 miles north of Boston, MA and maintains campuses located close to the picturesque seacoast of both Beverly and Lynn, and our new campus in Danvers, MA. The College offers a wide variety of programs to approximately 10,000 full and part-time, credit and non-credit students enrolled in days, evenings, and weekends.

North Shore Community College welcomes applicants for the following full-time positions:

- **FALL TEACHING POSITIONS**

Art and Graphic Design

The Cultural Arts Department course offerings include art, art history and appreciation; basic drawing and visual design theory. Master's in Art required. Experience as an artist and designer required. Finalists will be asked to present their portfolios. Demonstrated experience with graphic design software and multimedia technology required. $30,349-$32,876.

Computer and Information Sciences

Departmental course offerings range from introductory courses to a variety of programming, software applications, operating systems, internet technology, networking and hardware-related courses. Particular emphasis of this position will be on the teaching and further development of courses supporting the Computer Science Transfer curriculum. Master's in Computer Science required. Demonstrated expertise in the areas of C++, Java, Data Structures, Computer Organization and Computer Architecture required. $35,404-$37,931.

Computer and Information Sciences

Departmental course offerings range from introductory courses to a variety of programming, software applications, operating systems, internet technology, networking and hardware-related courses. Particular emphasis of this position will be on the teaching and further development of career course offerings. Master's degree in a computer discipline or related discipline required. Demonstrated expertise in the areas of Windows NT workstation and file server, Networking, and Java programming required. CGI programming, ASP, HTML and UNIX experience desirable. $35,404-$37,931.

Mathematics (2 Positions)

The Mathematics Department course offerings range from developmental mathematics to multi-variable calculus and differential equations. This position will focus on the teaching and further development of departmental offerings with particular emphasis on the developmental mathematics curriculum. Master's in Mathematics required. Demonstrated teaching experience in the area of developmental mathematics. $30,349-$31,612.

Psychology

The Behavioral Sciences Department course offerings include Introductory Psychology, Abnormal Psychology, Psychology of Disability, Child Abuse, and Developmental Psychology. Master's in Psychology required, earned doctorate preferred. Clinical experience in Psychology preferred. Knowledge and experience with educational software and multimedia technology preferred. $30,349-$32,876.

* * *

Assistant to Division Chair of Liberal Studies

The Assistant will recruit, recommend and evaluate part-time faculty for courses in the Liberal Studies Division with the exception of science and mathematics. Will pursue relevant grant opportunities; write grant applications; work with the Center for Teaching, Learning and Assessment to strengthen instruction; and monitor implementation of the college's strategic plan. Master's in Liberal Arts required. Doctorate preferred. Previous administrative experience preferred. This is a 12 month non-unit position.
$40,000-$44,000, starting approximately 7/26/99.

Director of Engineering and Technologies

The Director will supervise the Engineering and Industrial Technologies areas as well as assist the Division Chair with the further development, analysis, and implementation of technology-related courses, programs, and initiatives within the Division of Sciences and Mathematics. Master's in an engineering discipline required; previous teaching experience preferred as well as related technical work experience. Knowledge and skills in instructional and computer technology required. This is a 12 month non-unit position. $47,000-$53,000, starting approximately 7/1/99.

Send resume by **5/20/99** to: **Julie Deeley, Human Resource Office, North Shore Community College, P.O. Box 3340, One Ferncroft Road, Danvers, MA 01923, Fax: 978-762-4017.** *EOE/AA*

ASSISTANT DIRECTOR OF ALUMNI RELATIONS AND ANNUAL FUND
OFFICE OF DEVELOPMENT & ALUMNI RELATIONS

Alumni relations and annual fund programs seek to increase the involvement of alumni, parents and friends of Grinnell in the life of the college. The assistant director will collaborate with department staff and alumni and parent volunteers to facilitate this participation through event planning, fundraising and sharing of career information. A primary focus will be to work with students to increase their appreciation of the many opportunities available to them within the broader college community. Additionally, the assistant director will participate in the planning and implementation of a national program of regional events and the annual Town and Gown campaign.

QUALIFICATIONS: Bachelor's degree required. Candidates must have strong written, verbal, and interpersonal skills. We encourage candidates who have a high level of energy and self-motivation, initiative, follow through, a willingness to participate in evening and weekend functions, and the ability to represent broadly the mission of Grinnell College.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States. It ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site: **<www.grinnell.edu>**.

APPLICATION PROCESS: To be assured of consideration, submit a letter of application, a resume, and a list of three employment references to: **Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112 by May 28, 1999.** The position will remain open until filled.

Grinnell College

Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

State University of New York
Health Science Center
Syracuse

ACADEMIC PEDIATRIC ORTHOPEDIC SURGEON

The Department of Orthopedic Surgery at the SUNY Health Science Center at Syracuse is seeking a BC/BE pediatric orthopedic surgeon to join the full-time faculty. Applicants must either have completed a pediatric orthopedic fellowship or have specific academic experience. Clinical responsibilities include the management of patients with general pediatric orthopedic problems, neuromuscular conditions, and complex spine deformities. Academic rank and salary commensurate with education and experience. Submit letter of inquiry and curriculum vitae to:

David G. Murray, M.D.
Professor and Chairman
Department of Orthopedic Surgery
SUNY Health Science Center
750 East Adams Street
Syracuse, NY 13210

The State University of New York is an Affirmative Action/Equal Opportunity Employer.

Tenure-Track Nursing Faculty Position
Indiana University South Bend

Indiana University South Bend School of Nursing (a part of the umbrella Indiana University School of Nursing) seeks applications for a faculty position in medical-surgical nursing beginning in Fall 1999 academic year. The School of Nursing faculty teach across four programs: ASN, BSN, RN to BSN, MSN. Requirements for the Assistant Professor rank position include an earned doctorate in nursing or health-related field, a master's degree in nursing, evidence of clinical experience and professional development; evidence of, (and potential for), scholarship in teaching, research, and/or clinical practice, and eligibility for Indiana RN licensure. Preference will be given to applicants who are Certified Family Nurse Practitioners for participation in our new collaborative MSN, FNP program. Consideration will be given to persons who are ABD, starting at the lecturer rank until completion of the doctorate.

Position is available for the Fall 1999 academic year. Review of applications will begin on March 8 and will continue until the position is filled. Please submit a curriculum vitae with names of three references to:

Dr. Teresa Dobrzykowski
Co-chair Search and Screen Committee
IUSB School of Nursing
1700 Mishawaka Avenue
South Bend, IN 46634
or E-mail: (tdobrzyk@iusb.edu)

Indiana University is committed to employing quality faculty who will enhance the rich diversity of our academic community.

SAINT AUGUSTINE'S COLLEGE
Raleigh, North Carolina

PRESIDENT

The Board of Trustees of Saint Augustine's College invites applications and nominations for the position of President. Saint Augustine's College is a private, co-educational, four-year college of liberal arts located in the desirable living triangle area of North Carolina. A historically black college, St. Augustine's offers the Bachelor of Arts and the Bachelor of Science degrees in a wide range of disciplines and is fully accredited. The College was founded in 1867 by, and maintains its association with, the Episcopal Church.

The academic programs offered by the College are broadly arranged in five divisions: Business; Education; Liberal and Interdisciplinary Studies; Natural Sciences, Mathematics and Applied Health; and Urban, Social and International Studies. With over 1600 students and approximately 90 full-time faculty, the College has an operating budget of $25 million with an endowment of about $20 million.

The new President must bring credibility, stature, and the capacity to move quickly into the challenges of the position. The President will be a skilled communicator, an effective listener, and a strong advocate for academic excellence and collegial relationships with the College's faculty, staff and students; be an advocate of the principles and traditions of historically black colleges and enjoy implementing solutions to ensure academic excellence and financial equilibrium.

The successful candidate will possess appropriate academic credentials, preferably an earned doctorate; an appreciation for and understanding of the academic and teaching mission of the College; be a knowledgeable, articulate, seasoned administrator with at least ten years of senior administrative experience in higher education or similar organization; possess an ability to work in partnership with the Board of Trustees; and provide principled leadership as the chief executive officer, with strong managerial oversight of college activities and human and fiscal resources. An open, innovative, and energetic leadership style capable of advancing St. Augustine's and bringing together diverse constituencies coupled with the ability to enhance college resources is desired.

Screening of materials will begin immediately and continue until the position is filled, ideally for the upcoming school year. For full consideration, applications should be submitted by May 24, 1999 and should include a curriculum vitae and a cover letter sent to the consultants supporting the College in this search.

Saint Augustine's College
c/o Educational Management Network
Attn: Gary J. Posner/Howard T. Jessamy
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Requests for a copy of the complete Position Specification describing this opportunity and questions concerning this search may be directed in confidence to **Gary J. Posner at 615-665-3388 or Howard T. Jessamy at 301-654-5070 or via email at staug@emnemn.com**

Saint Augustine's College is an Affirmative Action/Equal Opportunity Employer

BEST COPY AVAILABLE

FOOTHILL
COLLEGE

College Dean

Instruction & Educational Resources

Foothill College, located in the San Francisco Bay Area, is now accepting applications for the College Dean, Instruction & Educational Resources. Reporting directly to the President, provides leadership and vision in enrollment management, college-wide budget planning and fiscal services, and human resources. The College Dean serves as the college's chief financial officer. Master's degree or equivalent required.

Application materials may be obtained from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, California 94022
(650) 949-6217 or
E-Mail: employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

A resume or vita may not be substituted for a completed application.
Job #99091. Review Date: 6/4/1999 Job # 99091
AA/EOE

SUL ROSS STATE UNIVERSITY INVITES APPLICATIONS FOR THE FOLLOWING FACULTY AND STAFF POSITIONS:

Assistant/Associate Professor of Biology
Assistant/Associate Professor of Computer Science
Clinical Instructor, Vocational Nursing
Lecturer/Assistant Professor of Computer Science
Assistant/Associate Professor of Mathematics
Lecturer of Mathematics
Acquisition/Technical Services Librarian
Advising Center Director
Career Services and Testing Coordinator
Circulation Services Librarian
Custodial Services Foreman
Museum Curator
Museum Director
Rodeo Coach

THE FOLLOWING FACULTY POSITIONS ARE AVAILABLE AT THE SRSU/RIO GRANDE CAMPUSES AT DEL RIO, EAGLE PASS, AND UVALDE:

Assistant Professor of Criminal Justice
Assistant Professor of Education/Reading

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.** To view complete announcements and information regarding Sul Ross State University visit our website at **http://www.sulross.edu**. Sul Ross is a member of the Texas State University System. *EEO/AAE*

Walden University

155 Fifth Avenue South
Minneapolis, MN 55401

MBA PROGRAM Core Faculty Positions Available Summer 1999

Walden University, a leader since 1970 in distance graduate education, seeks qualified individuals for appointment as core faculty for a new MBA Program which anticipates enrolling its first students in September 2000. These positions are for part-time independent contractors and allow individuals to work through on-line communication from their present locations. Core faculty will participate in developing syllabi and other course materials during the first year of their appointments. Then, beginning with the first student enrollments, they will teach the courses they have prepared.

We anticipate appointing 11 core faculty members with each person working to prepare, and eventually teach, one of the following courses:

MBA 6100 Management Practices
MBA 6105 Organizational Behavior
MBA 6110 Management Information Systems
MBA 6120 Business Statistics
MBA 6130 Principles of Marketing
MBA 6140 Managerial Accounting
MBA 6150 Managerial Economics
MBA 6160 Financial Management
MBA 6170 Global Management
MBA 6180 Legal and Ethical Issues for Managers
MBA 6190 Strategic Management and Planning (Capstone)

Among Walden's current enrollment of more than 1,300 students, 55% are female and 35% come from under-represented populations. Our mission is to prepare scholar-practitioners who are effective agents of change in their fields, professions and communities. As a "virtual university," Walden uses a unique distance-learning model to deliver graduate programs to working professionals through ongoing electronic networking with faculty. Library access is provided through a partnership with Indiana University-Bloomington. Walden University is accredited by the North Central Association of Colleges and Schools and is an equal opportunity employer. Women and individuals from under-represented groups are encouraged to apply.

Qualifications: Candidates must hold an earned doctorate; have at least three years experience teaching in a graduate business program and/or a business management position; have experience in preparing course manuals and/or syllabi; be comfortable and effective in the electronic environment; have outstanding communication skills; demonstrate the highest levels of academic integrity and be strongly student-centered. Preference will be given to candidates with experience in management, adult learning, distance education and/or instructional technologies. To be considered for a position with Walden University, applicants who are primarily affiliated with another institution must obtain all appropriate approvals from that institution and be in compliance with its conflict of commitment/interest policies.

Please send a letter of application and current *Curriculum Vitae* to: Mr. John Allen at Walden University, 155 Fifth Avenue South, Minneapolis, MN 55401 or e-mail applications to **<jallen@waldenu.edu>**

Walden University is accredited by the North Central Association of Colleges & Schools • 30 North LaSalle, Suite 2400 • Chicago, Illinois 60602-2504 • (312)263-0456

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse urban institution located in the New Jersey/New York metropolitan area. The university serves over 8,000 students and employs a faculty of 250. It is comprised of three colleges: Arts and Sciences, Professional Studies and Education. The College of Professional Studies offers graduate and undergraduate degrees in Business Administration, Criminal Justice/Fire Safety/ Security Administration, Health Sciences and Nursing, and includes a sports and leisure studies service program.

COLLEGE OF PROFESSIONAL STUDIES

Assistant Dean

Responsibilities include: identifying and developing innovative programs; promoting and supporting the use of instructional technology; establishing linkages to other colleges/universities and the community; working with advisory boards; data collection and analysis; assisting students; and supporting the Office of the Dean as needed.

Qualifications: Position requires terminal degree from regionally accredited institution and credentials to qualify for tenure in one of the College's departments. Successful candidate will demonstrate commitment to furthering the educational goals of diverse student body and possess record of success in higher education administration. Full-time college teaching experience preferred. Expertise in computer technology essential. Must be innovative, well organized, demonstrate strong leadership and interpersonal skills and show evidence of ability to work collaboratively with constituents of the college. Excellent opportunity for forward looking professional who enjoys challenging, fast-paced environment.

Qualified candidates should send a letter of application, curriculum vitae and the names, addresses and telephone numbers of three references by June 7th to:

Sandra Bloomberg, Ph.D., Dean
College of Professional Studies
New Jersey City University, 2039 Kennedy Blvd., Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

ASSISTANT/ASSOCIATE DEAN OF THE COLLEGE

Wesleyan University invites applications and nominations for the position of Assistant/Associate Dean of the College and Dean for First-year Students. The first-year class dean monitors the academic progress of first-year students, interprets and implements faculty regulations, provides academic advising, coordinates the faculty advising program and the first-year initiative program, co-directs the first-year orientation program, responds to concerns and questions from parents or guardians, and collaborates with other departments to create a supportive environment for students.

Master's degree required, Ph.D. in an academic discipline preferred. Candidate must have excellent problem-solving, interpersonal, communication, and organizational skills, and must be able to work effectively with a diverse student population. Applicant must have a minimum of three years experience working with and advising students, preferably in a highly selective liberal arts institution.

Please send nomination or letter of interest, resume, and three professional references to: **Wesleyan University, Human Resources, Re: First Year Dean, 212 College Street, Middletown, CT. 06459.** Applications received by May 19th will receive full consideration.

Wesleyan University is proud to be an Affirmative Action/Equal Opportunity Employer

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BROOKDALE COMMUNITY COLLEGE

Faculty Position

One of the nation's premier community colleges, Brookdale Community College is an innovative and comprehensive-open admissions-two year institution. We're proud to maintain the highest standards in education, and proud of our dedication to the community. We seek colleagues who share our commitment to quality instruction, collaborative relationships, service, diversity, innovation and technological literacy. We invite applications for the following faculty position for September 1999. This is a full time, tenure track, entry level position.

STUDENT DEVELOPMENT SPECIALIST - COUNSELOR

Master's degree in Counseling or closely related field required. Counselors employ a variety of individual/group counseling methods to provide a full range of professional counseling and advisement services. There is an increasing emphasis on planning and implementing innovative programmatic strategies and interventions to support student growth and development and facilitate academic success in today's highly transitional and diverse educational environment. A highly flexible team orientation, facility with current technology applications in counseling, a collaborative organizational approach, and understanding of the diversity of today's student population are essential. Some evening work and travel within Monmouth County may be required.

Position may require participation in community-based activities. Salary range for Instructor level is $32,447 - $37,314 based on college teaching experience and/or related work experience of up to three years.

APPLICATION PROCESS:

Applicants interested should submit a letter of application (indicating desired position), curriculum vitae, copies of graduate transcripts and three letters of recommendation to:

BROOKDALE
COMMUNITY
COLLEGE
765 NEWMAN SPRINGS ROAD • LINCROFT, NJ, 07738
ATTENTION: Human Resources Department

APPLICATION DEADLINE: Materials must be received postmarked no later than May 28, 1999.

Visit our website at http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

Washtenaw Community College

MANAGER OF SYSTEMS DEVELOPMENT

The Manager will provide strategic direction, technical guidance, and team leadership in upgrading, maintaining, and operating the college's administrative Information System. The successful candidate will posses a Master's degree in Computer Science or related discipline or equivalent training and experience, minimum of five years full time experience with enterprise-level information systems development, equivalent of three years experience supervising IS technical staff, equivalent of one year comprehensive knowledge of project and task management experience and experience programming with high level languages ("C", FORTRAN, or COBOL), rational database (Oracle, SYBASE), computer operating Systems (UNIX, NOVELL, Nt and Windows). Competitive salary with numerous fringe benefits. Applications will be accepted until the position is filled. Interested persons should send official completed WCC application form with credentials (transcripts) to:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building
Room 120, 4800 E. Huron River Dr.
PO Box D-1, Ann Arbor, MI 48106

(734) 973-3497 Job Hotline (734) 973-3510
For job postings see our web site at
http://www.washtenaw.cc.mi.us/jobs/

AA/EEO/ADA employer

The
UNIVERSITY
of VERMONT

VICE PRESIDENT
FOR DEVELOPMENT AND ALUMNI RELATIONS

The University of Vermont announces its search for the Vice President for Development and Alumni Relations and invites nominations and expressions of interest.

As an institution chartered as a private college in 1791 with ten percent of its current $281 million operating budget supported by the State, the University of Vermont is comprehensive, combining undergraduate, graduate education and education for the professions for 9,000 students, taught by 880 faculty members. Its new president and her leadership team are committed to moving UVM to a new level of excellence and visibility among the nation's public research and teaching universities. It is located in a beautiful environment near the shore of Lake Champlain with the Adirondack Mountains to the west and the Green Mountains to the east.

The Vice President for Development and Alumni Affairs is the senior development officer of the University. The Vice president will report to the President and serve as a member of her Executive Committee, working collaboratively with the Provost, the Provost's Council and the Board of Trustees.

The Vice President will establish a well-coordinated development and alumni relations team as the University moves into a capital campaign scheduled to begin next year in support of its newly affirmed academic goals and aspirations.

The Vice President will create the strategy for the development and alumni relations initiatives and implement that strategy, with the support of a 58 member staff. Motivating, managing and mentoring that team, assessing activities to strengthen their impact, galvanizing support among the University constituencies, and establishing the infrastructure to support their success are critical. Given training and support, the Board and the faculty will become important allies in the campaign effort.

The successful candidate will bring solid senior level management and fund-raising experience to the University. Ideally, the candidate will possess an advanced degree. Superb communication skills are essential. An appreciation of the complex nature and needs of a public/private university will be valued as will support for its academic mission.

Screening of background information will begin immediately. Please submit nominations and expressions of interest in confidence to:

The University of Vermont
c/o Educational Management Network/Witt/Kieffer
3 Park Avenue, 29th floor
New York, New York 10016

For further information, please contact Mary Elizabeth Taylor at 212 686-2676 or at

UMDNJ@wittkieffer.com
UVM@emnemn.com

The University is an equal opportunity, affirmative action employer as is EMN/Witt/Kieffer

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DIRECTOR OF STUDENT ACTIVITIES

Georgia Perimeter College, a multi-campus institution located in metropolitan Atlanta, seeks applications for the position of Director of Student Activities.

The Director provides leadership for a comprehensive Student Activities program based on student personnel philosophy of student development. Responsibilities include developing and administering programs for new freshman and currently enrolled students.

Master's degree required; degree in Student Personnel Administration, Student Development, Higher Education or a related field.

Strong managerial and supervisory skills as well as the ability to function as a leader; excellent computer, communication and interpersonal skills; ability to relate to an ethically diverse college community.

Minimum of two years experience as a Director or Assistant Director of Student Activities in a college or university setting required. Experience with new student orientation program desired; additional experience in student services will be considered.

Salary: $33,135+ with excellent benefits.
Starting Date: ASAP
Application Deadline: 05/28/99

Applicants should reference position number (99-167) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034
AA/EOE/ADA

Georgia
Perimeter
College
(formerly DeKalb College)

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE An Associate Degree Granting College of the University System of Georgia

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PASSAIC
COUNTY
COMMUNITY
COLLEGE

COLLEGE COUNSELOR

We are seeking a full-time professional to provide counseling services to college students, particularly in the areas of career counseling, academic advising, and personal development. The successful candidate will be knowledgeable about student development theory and have related work experience in a multicultural environment. A Master's degree is required, and community college work experience is preferred. For information about the College, visit our website at **www.pccc.cc.nj.us** Apply with a resume and cover letter to:

Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505

Affirmative Action/Equal Opportunity Employer

ASSISTANT/ASSOCIATE DEAN OF THE COLLEGE

Wesleyan University invites applications and nominations for the position of Assistant/Associate Dean of the College and Dean for the Junior Class. The junior class dean monitors the academic progress of juniors, interprets and implements faculty regulations, collaborates with other departments to create a supportive environment for students, coordinates the Twelve College Exchange Program and the transfer orientation program, and coordinates the University Scholarships, Prizes, and Awards Program.

Master's degree required. Ph.D. in an academic discipline preferred. Candidate must have excellent problem-solving, interpersonal, communication, and organizational skills, and must be able to work efficiently with a diverse student population. Applicant must have a minimum of three years experience working with and advising students, preferably in a highly selective liberal arts institution.

Please send nomination, or letter of interest, resume, and three professional references to **Wesleyan University, Human Resources, Re: Junior Class Dean, 212 College Street, Middletown, CT. 06459.** Applications received by May 19th will receive full consideration.

Wesleyan University is proud to be an Affirmative Action/Equal Opportunity Employer

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UNIVERSITY OF WISCONSIN-STEVENS POINT

DIRECTOR FOR MULTICULTURAL AFFAIRS

The Director for Multicultural Affairs is responsible for the academic, social and emotional success of UW-Stevens Point's students of color and disadvantaged students. The Director also is responsible for the development and implementation of diversity education for the entire campus community.

Candidates are required to hold a Master's Degree and have experience with TRIO programs. Preference will be given to candidates having a minimum of two years experience with American minority populations and at least four years of supervisory, budgetary, and grant procurement experience.

To apply, submit a letter of interest and a resume, two current letters of reference, and the names, addresses, and telephone numbers (e-mail & fax if available) of three additional work-related references to:

Kay Juhnke
Multicultural Resource Center
018 Student Services Center
UW-Stevens Point
Stevens Point, WI 54481

For more information, access our web site at
http://www.uwsp.edu/admin/affaction/vacancy.htm

WAUBONSEE COMMUNITY COLLEGE

INSTRUCTOR FALL 1999

Full-Time, Tenure Track

Waubonsee Community College is seeking candidates for a full-time, tenure track faculty appointment beginning August 18, 1999 for Digital Design and Graphics. Master's Degree in Art or MFA required with emphasis in graphic design, computer art, visual communication, computer graphics or graphic communication. Minimum two years teaching experience and/or applied digital design and graphics experience required. Experience at the community college or university level is desirable. Thorough knowledge of Mac OS, Adobe Pagemaker 6.5 or higher, Adobe Illustrator 7.0-8.0, Adobe PhotoShop 4.0-5.0, QuarkXpress 4.0, Metacreations Design Painter 5.0 and MS Powerpoint required. Knowledge of PowerMac/G3 with OS 8 required with cross platform knowledge desirable. Knowledge of Windows 95 and 3D software preferred.

Waubonsee Community College is a fully-accredited community college with a headcount enrollment of 10,000. The College is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

Review of applications will begin May 10, 1999. To maximize the opportunity for selection, the following information should be forwarded to the Office of Human Resources as quickly as possible. Letter of interest, resume and completed college application form along with 20 slides of professional work and 20 slides of student work (if available). Call, write or visit our website to request an application packet.

(630) 466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554
eoe

"Celebrating Excellence"

http://www.wcc.cc.il.us

The Union Institute

DEAN

STATE OF FLORIDA

The Union Institute is one of the nations leading limited residential Universities. Headquartered in Cincinnati, Ohio. The Union Institute is regionally accredited and services learners throughout North America and the world in B.A./B.S. and Ph.D. programs. To continue as a higher education leader and innovator, we are searching for a Dean, College of Undergraduate Studies, State of Florida. The Union Institute's Florida center is located in North Miami Beach.

The Dean gives administrative and academic leadership to faculty, learners and staff in the State of Florida. Responsibilities include oversight of marketing and recruiting efforts, the academic program and processes, facility and budget management. The successful candidate must have an earned Ph.D. and both academic management and teaching experience at a regionally accredited, four-year institution. An understanding of and belief in learner centered programming, a belief in the equity and value of all people and a highly developed work ethic are essential. Interested candidates should submit a letter of application, vita, and names, addresses and phone numbers of a minimum of three professionals references no later than May 28, 1999 to:

Dean, State of Florida Search
The Union Institute
16853 N.E. Second Ave.
North Miami Beach, FL 33162-1746

The Union Institute is an Affirmative Action/Equal Opportunity Employer

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MANAGER OF TRAINING AA/EEO

The University of Medicine and Dentistry of New Jersey is seeking a Manager of Training, AA/EEO to assist in identifying the needs and developing programs in affirmative action and diversity.

Bachelor's Degree in Business Administration, Industrial Labor Relations or a related discipline. Master's Degree preferred. Three years of related professional experience in the field of AA/EEO, personnel or labor relations; at least one year of training and development experience required, preferably in an educational or healthcare related facility. One year supervisory experience required. Demonstrated ability to develop and conduct programs for faculty, staff and students.

For a complete job description visit our website at:
http://www.umdnj.edu/hrweb/

Please forward your resume indicating position #991086-B to **Human Resources, UMDNJ, 30 Bergen St., Newark, N.J. 07107-3000.** Regrettably, we can respond only to those candidates chosen for an interview. UMDNJ is an AA/EEO Employer, m/f/d/v, and a member of the University Health System of New Jersey.

UMD
NEW JERSEY

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following academic position:

DRAMA/CONSERVATORY DIRECTOR TECHNICAL THEATRE TRAINING

Tenure-track faculty position with Allan Hancock College and the Pacific Conservatory of the Performing Arts (PCPA) coordinating the two-year conservatory program in Technical Theatre. Responsibilities: design PCPA productions and provide oversight for classes in stagecraft, lighting, sound, costuming, theatre graphics, properties and stage management and program coordination. The successful candidate will possess a masters degree in drama/technical theatre or design, experience in professional theatre, knowledge of all aspects of the theatre process, organizational skills, budgeting and staffing skills.

Salary and Fringe Benefits: The annual starting salary range is $34,235 to $49,738 depending upon education and experience. Fringe benefits include medical and dental insurance.

Application Deadline: May 28, 1999

ALLAN HANCOCK COLLEGE

EEO/AA Employer

Human Resources, Bldg. U
Allan Hancock College
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College, a public, barrier-free institution offering Baccalaureate and selected Master's degrees, approximately 25 miles from New York City, is committed to global education. On-site child care is available.

Position #703

STUDENT DEVELOPMENT SPECIALIST

Educational Opportunity Fund Program

Major position responsibilities are: the design and delivery of academic advisement and counseling services, and the coordination and management of the program's experiential learning and career development component. Academic advisement and counseling includes individual, group andinstructional interventions which enhance student success. The experiential learning and career development component revolves around career assessment, facilitating student participation in internship, co-op, service-learning, preparatory programs, and the arrangement of graduate school/work-site exposure visitations. Qualifications Required (Minimum): Masters degree in human service or educational fields; three years of counseling experiences with administrative responsibilities, background in instructional/training design or course/workshop seminar facilitation is required; knowledge of Myers Briggs, Strong Campbell and Discover preferred; highly desirable is the ability to use computer applications in addition to knowledge and use of internet resources.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for whichyou are applying. Website: http://www.ramapo.edu. Applications accepted until position is filled. To request accommodations, call (201)684-7542. Qualified persons should send letter of application, resume,and a list of three references to: ***Ms. Merillee Scott, Office Manager, EOF Program,*** **D101.**

RAMAPO COLLEGE OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road, Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION

ROWAN UNIVERSITY

Position:

Director of Counseling Center

Description: The Counseling Center's vision is to provide leadership in a collaborative learning effort that challenges the members of our campus community to take part in a process of creative institutional chance and encourages Rowan University to be a caring community that supports all its members in our quest for growth and excellence. Counseling services focus on developmental and preventative psychological counseling and psychotherapy for undergraduate and graduate students. The Director of Counseling Center administers an office of counselors and support staff, student workers and interns. Primary responsibilities include management of the daily operation of the Center which includes staff supervision, staff evaluation, budget coordination, program development, and assurance of quality of services. The Director also provides individual and group counseling therapy for personal, psychological and adjustment issues, provides crisis intervention, conducts psychological assessment as part of the therapeutic process, develops and implements educational workshops, consults with faculty and staff regarding student problems, training, programs, and organizational issues. Program development responsibilities include assessment of campus needs, initiation of staff development opportunities for Center staff and campus community, coordination of campus response to traumatic events (CIRT), and promotion of Counseling Center commitment to honoring diversity and inclusion at all levels. The Director conducts psychological assessments, including testing and interpretation, supervises and consults with counselors and/or faculty regarding students in need of extensive psychiatric services. The Director is authorized to initiate college supported psychological/psychiatric referrals. The Director will keep abreast of new developments and materials available to the Center in the area of student assessment and evaluation. The Director works collaboratively with other student support service departments and represents the Center on divisional and University committees.

Qualifications: Candidate must have a Doctoral degree (Ph.D.) in Clinical Psychology or Counseling Psychology, or terminal degree in related field. The candidate must be licensed or license-eligible in the State of New Jersey. Candidate must have five or more years of progressively responsible administrative experience in University counseling services including policy development, fiscal management, staff supervision and evaluation. Strong skills in therapy, assessment, individual and group counseling and crisis intervention appropriate to working in a Counseling Center in a University setting are necessary. Preference will be given to those who have experience in management of university counseling and/or health services including, but not limited to, preparation of reports, coordination with key offices, budget development, coordination of policies and procedures, supervision of record keeping system and grant development, and familiarity with APA internship professional programs.

General Information: Rowan University (formerly known as Glassboro State College) is a selective, medium-sized state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the University has evolved into a Comprehensive University that enrolls over 9,500 students in degree programs ranging from bachelors through doctorate. The University is divided into six colleges (Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences) and a Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967.

Application Process: Applications and nominations for the position are invited. Applications should include: a narrative letter indicating how the individual's experience and background relate specifically to the listed position qualifications, a complete vita, and the names and current titles, addresses, telephone numbers, and e-mail addresses of five (5) professional references. Applications will be reviewed beginning May 24 and continue until the position is filled. Applications and nominations should be sent to:

Marguerite Stubbs
Dean of Students
Rowan University
Glassboro, NJ 08028

Rowan University is an affirmative action/equal opportunity employer. Women, minorities, and those with disabilities are encouraged to apply.

1177

CSU Cleveland State University

Controller

Cleveland State University invites applications and nominations for a Controller who is responsible for oversight, coordination, development and implementation of all activities related to the financial and business processes and procedures of the University. Reporting to the Vice President for Finance and Administration, the Controller is responsible for maintaining the University's financial accounting systems and records in strict compliance with proper accounting standards and applicable federal, state and local regulations and laws, and overseeing General Accounting, Contracts & Grants Accounting, Purchasing and Payroll. Requires master's or equivalent degree in a related field; CPA; ten years progressively responsible management experience to include developing and implementing computer-based financial systems in a related, complex, self-supporting or for-profit environment; a track record of cost effective financial management; a commitment to excellent customer service; ability to work at all levels with administrators and other employees in a diverse university community; skill in resolution of complex issues; strong leadership skills, including a team-based approach to work; excellent interpersonal skills; proficiency in database, spreadsheet and word-processing software; and good analytical skills. Higher education experience, and familiarity with PeopleSoft Finance and/or Human Resources Software is preferred.

Cleveland State University is a large, public comprehensive urban university serving Cleveland and the northeast Ohio region, enrolling approximately 16,000 students and employing 800 faculty and 1,200 staff. The greater Cleveland area approximates 2,000,000 people and offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

Interested applicants should submit a resume, letter of application, and three references by May 21, 1999, to **Chair, Controller Search Committee, Cleveland State University, Rhodes Tower, Room 1204, 1983 East 24th Street, Cleveland, OH 44114-2440.** Salary is competitive. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

CONNECTICUT

Community-Technical Colleges

BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES

Connecticut's Community-Technical Colleges are seeking graduate students interested in Administrative or Teaching Fellowships through the

DIVERSITY FELLOWSHIP PROGRAM

- Experience the excitement and challenges of the two-year college sector where 50% of the nation's undergraduates begin their higher education
- Gain valuable professional experience
- Enhance the ethnic, racial, and intellectual diversity that the colleges seek to promote (emphasis will be placed on increasing the participation of African American and Hispanic applicants in the program)
- Serve as a role model for students
- Develop professional relationships in your field
- Earn financial support for your educational expenses: $3,000 per semester

The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, Connecticut Community-Technical Colleges Board of Trustees, 61 Woodland Street, Hartford, CT 06015; (860) 725-6606.

The Board of Trustees is an Affirmative Action/Equal Opportunity Employer M/F.

Brevard Community College • Florida

Full-Time Positions Available At One Of The Nation's Leading Community Colleges

FACULTY

- Chemistry/Physics
- Computer Science
- Computer Science/Programming
- Psychology
- Science/Health (Health/Nutrition/Medical Terminology)
- Social Science
  All above require Master's with 18 graduate semester hours in field
- Associate Degree Nursing – *Masters in Nursing with specialty in Medical/Surgical Nursing. Registered Nurse in State of Florida*
- Communications: English – *Master's with 18 graduate semester hours in field. Ability to teach prep writing, college-level writing and literature*
- Communications: Speech – *Master's with 18 graduate semester hours in field. Ability to teach public, business, and professional speaking and interpersonal communications*
- Electronics – *Bachelor's with two years related experience*
- Building Maintenance – *A.S. degree or equivalent. Three years experience in building maintenance or related areas*

BCC applications accepted until finalists have been identified.
Send to: Human Resources • BCC • 1519 Clearlake Road •
Box H • Cocoa, FL 32922 • 407/632-1111, ext. 63150
http://www.brevard.cc.fl.us/HR

Brevard Community College is an equal opportunity, equal access institution.

UNIVERSITY OF RHODE ISLAND

ASSISTANT PROFESSOR OF ACCOUNTING

AIS Specialty

The University of Rhode Island Department of Accounting invites applications for an Assistant Professor position in the area of Accounting Information Systems (AIS) effective Fall 2000. Applicants should have completed a doctorate from an AACSB accredited institution, however ABD candidates with significant progress on their dissertation will be considered. Professional certification and both teaching and practical experience in AIS are desired. Candidates with coursework and research in AIS are preferred. Responsibilities include teaching basic and advanced courses in accounting at the undergraduate and Master's level with an emphasis on Accounting Information Systems, course development, student advising, research in AIS and cross-disciplinary research. The position also requires service to the department, college, university, and profession. Salary is competitive. Review of applications will begin 7/15/99 and continue until the position is filled. **Candidates should send a letter of application, curriculum vitae, and Graduate transcripts to: Edmund J. Boyle, Search Committee Chair, Accounting Search Committee, Log #041061, UNIVERSITY OF RHODE ISLAND, P.O. Box G, Kingston, RI 02881.** The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

TEACHERS
PHYSICAL EDUCATION, KINDERGARTEN AND MATHEMATICS

Sidwell Friends School, a coed Quaker dayschool with campuses in NW Washington and Bethesda, MD, has openings in the areas listed below. All positions begin on 9/1/99.

TEACHER
EARLY ELEMENTARY

Our Lower School in Bethesda for grades Pre-K through 4 seeks full-time teacher for kindergarten program. Sound understanding of young children, sensitivity to a multicultural curriculum, strong innovative teaching skills and gentle spirit required.

TEACHER
PHYSICAL EDUCATION (FULL- OR PART-TIME)

Our Lower School also seeks a physical education teacher. Requires strong background in early childhood physical education. Sound understanding of young children and a gentle spirit desired.

TEACHER
MATHEMATICS (FULL-TIME)

Our Upper School campus in NW Washington anticipates a full time opening in the Mathematics department. Applicants should have a degree in Mathematics, Physics or a closely related field AND 3 or more years of teaching experience at the secondary school level, should be comfortable teaching any course from Algebra 1 through Calculus and have had experience incorporating graphing calculator technology into their lessons. Candidates should also have an interest in participating in the life of the School outside the classroom.

TEACHER
MATHEMATICS (PART-TIME)

Our Upper School Mathematics department also anticipates a half time opening. Candidates should have a degree in Mathematics, Physics or a closely related field. The School will seriously consider candidates with no teaching experience who are interested in training as an intern during the school year in addition to their teaching assignments.

Sidwell Friends School particularly encourages applications from Quakers and persons of color. Please send resume and cover letter describing relevant strengths and skills to:

Office of Personnel Services
Sidwell Friends School
3825 Wisconsin Ave., N.W.
Washington, DC 20016

Executive Director

To lead the Graduate Record Examinations Program

Educational Testing Service (ETS) is the nation's largest educational assessment organization and a leader in educational research. We develop and administer achievement, occupational, and admission tests (such as the SAT, GRE, and TOEFL) for clients in education, government, and business.

For our Princeton, NJ headquarters, we seek a well-qualified individual for a challenging and rewarding Executive Director position. Reporting to the Vice President of Graduate & Professional Education, the Executive Director directs, manages, and plans for the Graduate Record Examinations Program (GRE) under the auspices of the GRE Board (a policy council composed primarily of graduate deans). The GRE Board sets policy for the GRE Program and serves/represents the graduate community. The Director explores and proposes new programs and activities to the GRE Board. The Director serves as lead administrator for the GRE Board, acts as primary liaison between the GRE Board and ETS, and manages the day-to-day activities of the GRE testing program, services and research. The Director also represents the GRE program to other organizations and agencies such as the Council of Graduate Schools (CGS) and the Association of Graduate Schools (AGS) and may participate in their workshops and annual meetings. The Director will lead efforts to redesign the current computerized test to meet the evolving needs of graduate education. In addition, the Director develops budgets for review by the Board's Finance Committee and provides overall leadership and management of a high-level professional and support staff for the GRE Program.

Qualifications include a doctoral degree or an equivalent combination of education and experience and 4 years of successful leadership in progressively responsible administrative positions. Excellent leadership, interpersonal, verbal communication, and writing skills, as well as familiarity with graduate education, are essential. Knowledge of educational measurement and cognitive science is highly desirable.

ETS offers competitive salaries, an excellent benefits package, and a stimulating environment, ideal for professional growth and career enhancement. Review of applications will begin on May 1 and will continue until the position is filled. Preferred starting date is fall 1999 but is negotiable with the successful applicant. For confidential consideration, please submit a detailed resume, complete with salary history, cover letter and three professional letters of reference to: **Cassandra Thompson, Educational Testing Service, Rosedale Road, Princeton, NJ 08541. FAX: (609) 497-6022.** We are dedicated to Equal Opportunity/Affirmative Action in the workplace.

ETS Educational Testing Service

www.ets.org

PALO ALTO COLLEGE

DEAN OF OCCUPATIONAL & TECHNICAL EDUCATION (99195)

DEAN OF STUDENT SERVICES (99196)

Palo Alto College, one of four colleges in the Alamo Community College District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's tenth largest city.

A comprehensive community college with an enrollment of 7,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with senior colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning resource technology, and is the site of a nationally recognized Nataorium which hosts local, state, and national swimming and diving competitive meets.

These positions are expected to serve as a team leaders in concert with the College President, faculty and staff. The successful candidates will have the vision and energy to address academic issues of the 21st century and have demonstrated commitment to diversity, innovation, international programs, and distance learning.

Requirements for Dean of Occupational & Technical Education:

- Master's degree (Doctorate in a job-related area strongly preferred)
- Substantial experience in college administration, vocational/technical program development and teaching at the college level with a record of increasingly broad responsibilities
- Budget and planning experience
- Knowledge of principles and practices related to curriculum and program development and evaluation
- Excellent communication and organization skills
- Annual Salary Range: $46,265-$72,150

Requirements for Dean of Student Services:

- Master's degree required preferably in teaching, counseling, educational administration or related field (doctorate strongly preferred)
- Substantial experience in teaching or counseling, &/or administration, preferably in community college setting, with a record of increasingly broad responsibilities
- Demonstrated success with innovative programs that enhance student success outside the classroom
- Long-range planning & budgeting experience
- Working knowledge of current technology designed to supplement classroom instruction
- Excellent communication and organization skills
- Annual Salary Range: $46,265-$72,150

Please deliver or postmark one application package per positions of interest by May 28, 1999: (1) cover letter indicating position title and reflecting your views of the position's role in a culturally diverse community college and how you can make a difference; and how your background can serve as a positive influence for a diverse student population; (2) comprehensive resume, (3) three letters of recommendation, (4) legible copies of transcripts.

Alamo Community College District
Human Resources Dept
201. W. Sheridan
San Antonio, Texas 78204
www.accd.edu • (210) 208-8051 • EOE

AMHERST COLLEGE

DIRECTOR OF MEDIA RELATIONS

Amherst College invites applications for the position of Director of Media Relations. Reporting to the Director of Public Affairs, the Director of Media Relations will have responsibility for increasing the understanding of Amherst College by presenting Amherst's programs, people and policies to off-campus audiences through key local, regional and national media. Candidate will disseminate news to key media sources through news releases, fact sheets, letters, telephone calls and personal visits; coordinate campus visits of reporters; identify and develop news stories; serve as the primary contact with the College's media consultant; and contribute occasional articles to College publications.

QUALIFICATIONS: Bachelor's Degree required, and three-five years relevant experience, preferably in higher education. Candidate should possess excellent writing and speaking skills, as well as an ability to communicate complex information. Must be attentive to detail, respectful of deadlines and confidentiality, and able to work with a variety of people in an academic environment. An understanding of and familiarity with a wide range of media are essential. An understanding of and commitment to a liberal arts education is highly desirable, as is a keen sense of intellectual curiosity.

Amherst College is a private coeducational liberal arts college of approximately 1,650 students, 170 faculty, and 500 staff employees. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Position scheduled to end at the projected conclusion of the Campaign (June 30, 2001). Candidate should submit a letter of application and resume, including the names of three professional references and three-five relevant placements and/or writing samples to: **Chair, Search Committee for Director of Media Relations, Box 2204, Amherst College, Amherst, MA 01002-5000.** Consideration of applications will begin June 7,1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

UNIVERSITY OF
WISCONSIN
MADISON

ASSOCIATE DIRECTOR
WRITING FELLOWS PROGRAM

Seeking an outstanding and energetic writing teacher and administrator to help lead a growing undergraduate Writing Fellows program. Beginning August 23, 1999. Full-time academic year (9 month), plus one month each summer. Ph.D. in English or related field.

See full information at
www.wisc.edu/writing

Submit letter, CV, dossier, including a summary of teaching evaluations, to:

Professor Thomas Schaub
Chair, Department of English
University of Wisconsin-Madison
600 North Park Street
Madison, WI, 53706

Deadline: May 24, 1999. All application materials must be originals, not faxed or emailed. Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin is an equal opportunity employer and specifically invites and encourages applications from women and minorities.

DIRECTOR OF STUDENT ADMINISTRATIVE SERVICES FOR THE HEALTH SCIENCES

Columbia University
New York, New York

Columbia University announces its search for a Director of Student Administrative Services for its Health Sciences Campus.

The Director, reporting jointly to the University's Vice President for Student Services and the Executive Deputy Vice President for Health Sciences, will lead the development and integration of all aspects of student service delivery for the 2,900 students enrolled at the Health Sciences Campus. The Health Sciences Campus is comprised of the Schools of Medicine, Dental and Oral Surgery, Nursing and Public Health, the Ph.D. programs in Biomedical Sciences, and programs in Occupational Therapy and Physical Therapy.

The Director provides administrative support with a focus on student-centered service delivery. With a staff of 23, the Director will lead and manage a $360 million cashiering service, student accounts billing for $50 million, registrar services, classroom scheduling and management, and oversee administrative functions for the Office of Student Financial Planning. The Director also works to establish goals, develops initiatives, manages the budget and provides staff training.

The Director will also serve as the Health Sciences Campus' key liaison with the related functions on the Morningside campus.

The successful candidate will have strong operational experience at a complex institution of higher education, will bring a commitment to providing student-centered services of the highest quality and will understand how to manage change in a university setting. Exceptional communication skills and ability to work collaboratively with diverse functions are critical. Ideally, the candidate will possess an advanced degree.

Credential review for this position is underway and will continue until the position is filled. A comprehensive position specification describing the University is available from Educational Management Network/Witt Kieffer, which is assisting Columbia with this search. Inquiries regarding this position can be forwarded via e-mail to **columbia@emnemn.com** or by phone to Mary Elizabeth Taylor at (212) 686-2676. Please submit nominations and applications to:

Columbia University
c/o Educational Management Network/Witt/Kiefler
3 Park Avenue, 29th Floor
New York, NY 10016

Columbia University is an Equal Opportunity/Affirmative Action Employer.

COLORADO MOUNTAIN COLLEGE

Coordinator of Administrative Computing

The Coordinator provides leadership, management, and planning on a college-wide basis. Other responsibilities: database administrator, implementing and managing information system projects, training, programming, inter-application research and providing technical support. Position housed in Glenwood Springs, CO. BA Degree in related field & 4 years experience in implementing information systems required. Experience in POISE Software, Digital Alpha systems, Open VMS and Windows NT environment, intranet/Internet development, and SQL, HTML, HTTP and Basic Programming preferred. Salary: $2,717/mo. plus market stipend of $339-$3,056/mo. Excellent benefits. Please submit a letter of application, including a daytime phone number, resume and a list of three professional postmarked by 5/21/99 to: **H. R. Dept. - HVR, P.O. Box 10001, Glenwood Springs, CO 81602. www.coloradomtn.edu**

CMC is an EOE/AA/m/f/v/d employer

ASSISTANT PROFESSOR

Health Education/Exercise Science, Athletic Training

The College of Mount Saint Vincent, Department of Health Education invites applications for a tenure track appointment at the Assistant Professor level beginning in August, 1999. The candidate should have a Ph.D. or Ed.D. in Health Education and be a certified Athletic Trainer. Teaching responsibilities include a broad range of Health Education Courses as well as Athletic Training Courses and field supervision in our new Exercise Science/Athletic Training Program.

Send resume and transcript to: **Dr. Barbara L. Shimmel, Coordinator of Health and Human Services, College of Mount Saint Vincent, 6301 Riverdale Ave., Riverdale, NY 10471-1093. Telephone: (718) 405-3283; fax: (718) 601-6392.** Affirmative Action/Equal Opportunity Employer

COLLEGE OF MOUNT SAINT VINCENT

PRESIDENT

Colby College, a private, highly selective, liberal arts college, consistently ranked among the country's finest, seeks nominations and applications for the position of President. The new President will succeed William Cotter, who will retire on June 30, 2000 after 21 years of distinguished leadership.

Chartered in 1813 and located in Waterville, Maine, Colby has approximately 1,800 undergraduate students and 162 faculty. The College has an operating budget of approximately $71 million and an endowment of $242 million. In December 1999, the College plans to successfully conclude its Campaign for Colby, exceeding its $100 million goal. Located on an attractive and well-maintained 714-acre campus, the College is engaged in $40 million of building and renovation projects, to include science, fine arts, athletics and residential facilities.

The ideal candidate will have a record of outstanding achievement in higher education or other professional field. Demonstrated strengths in intellectual leadership, fund raising, planning, and fiscal management are essential. An earned doctoral degree or its equivalent is expected. The College seeks a leader who possesses integrity, intellect, imagination and energy, along with an understanding and the ability to embrace the College's mission and its liberal arts philosophy. The successful candidate will be committed strongly to excellence in teaching and scholarship, and maintaining a close working relationship among faculty, students, trustees and administrators. A candidate should demonstrate a commitment to ethnic, racial and class diversity, and to the challenges of the recruitment and retention of under-represented groups commensurate with the College's goal of preparing students to be leaders in the next millennium.

Members of the search committee will begin reviewing applications immediately and continue until the search is filled. For best consideration, please send materials no later than June 4, 1999. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:

James Crawford, Chair
Presidential Search Committee
Colby College
4000 Mayflower Hill
Waterville, ME 04901

Shelly Weiss Storbeck and Robert Atwell of A.T. Kearney Executive Search are assisting in this search. Please feel free to be in contact with them at:

333 John Carlyle Street
Alexandria, VA 22314
703/739-4613 (phone)
703/518-1782 (fax)
shelly.storbeck@atkearney.com (email)

For more information about the College, please consult its website: **www.colby.edu.**

Colby College is an affirmative action/
equal opportunity employer

WILLIAM PATERSON UNIVERSITY

William Paterson University is dedicated to the goals of educational excellence and student success, cultural and intellectual diversity, and a reciprocal relationship with its region. The University supports a welcoming and nurturing campus climate for a diverse faculty and staff, and a student body of approximately 8,000 undergraduate and more than 1,300 graduate students enrolled in nearly 50 academic programs. Celebrating 142 years of academic leadership, William Paterson University is situated on a 320-acre wooded campus in suburban Wayne, NJ, 20 miles from New York City.

UNIVERSITY CONTROLLER

Reporting to the Vice President for Administration and Finance, the controller directs the financial affairs of the university and prepares financial analysis of operations for management. Major responsibilities include: overseeing the business services operation of the university; responsible for the university's accounting and reporting function; preparation and submission of all federal and state financial reports; analyzing, recommending and instituting appropriate fiscal policies, procedures and controls; compiling and analyzing financial data; coordination of the annual external audit process.

Bachelor's degree with a major in accounting, MBA in a related field and/or CPA certification is required; 5-7 years senior level experience in accounting and fiscal administration preferably in a college or university environment; knowledge of computerized accounting systems is essential; knowledge of financial records system software is desirable; strong computer skills including PC-based spreadsheet and word processing software applications; knowledge of current professional account and financial reporting standards of colleges and universities; experience in re-engineering of business service procedures is preferable; and a demonstrated record of effective leadership, business/accounting expertise and a customer service oriented attitude. Candidates should have an understanding of and appreciation for the current trend in management, the nature of the academic community, a multi cultural environment and shared governance. The candidate must be able to function with a minimum of direction and possess excellent oral and written communication skills. Salary range is $70,000-$78,000 with excellent benefits package.

Please submit a letter of intent, resume and the names and addresses of three references (no calls or faxes) to: ***Stephen Bolyai, Vice President for Administration and Finance, Drawer HO, William Paterson University, P. O. Box 913, Wayne, N. J. 07474-0913.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wpunj.edu
An Equal Opportunity Institution Committed to Diversity

FULL-TIME FACULTY POSITIONS

Harford Community College is a comprehensive two-year institution located in Bel Air, Maryland with easy access to Baltimore City, Washington, Philadelphia, and the Chesapeake Bay. The College is a dynamic and progressive institution for higher education committed to excellence in all of its programs and services, systemic change in a collegial environment, and life-long learning. Applicants committed to excellence and whose interests and presence will enrich and broaden the cultural and ethnic diversity of our campus and classrooms are invited to apply for the following full-time positions. We welcome qualified candidates who expect more than traditional responsibilities as an educator. We are creating a comprehensive student learning environment that advances the purposes of public education, strengthens the community, and enables students to progress in the knowledge age. These positions are to begin August 15, 1999, with a starting salary in the range of $25,000 - $35,000.

APPLIED TECHNOLOGIES INSTRUCTOR (TENURE-TRACK POSITION): Responsible for teaching a variety of technical courses and coordinating the associate of applied science degree programs for high performance manufacturing and computer-aided drafting and design (CADD). A master's degree and expertise required in one of the following areas: manufacturing technology, CADD, electronics, mechanical engineering, and technology education; college and/or community college teaching experience preferred. Must be able to teach a variety of courses in CADD, electronics, electrical control systems, mechanics, hydraulics and pneumatics, and manufacturing processes and systems. Must be able to coordinate student advising, course scheduling, program revision and development.

COMPUTER INFORMATION SYSTEMS INSTRUCTOR (TENURE-TRACK POSITION): Requires a master's degree in computer information systems or related field; college and/or community college teaching experience preferred. Must have documented expertise with a variety of software applications including Microsoft Office 97 products, Windows 95, Power Point, and Excel. Expertise with networking, internet technology, computer programming, and curriculum development experience is desirable.

Harford
Community
College

Request the **required** application by calling the **Human Resources Office at (410) 836-4415; by calling the automated job line at (410) 836-4202; or via e-mail to Vaylmer@harford.cc.md.us** or **Csanders@harford.cc.md.us. RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION.** Return the completed application and professional statement, signed in all areas, by May 26, 1999, for best consideration, to: **Human Resources, Harford Community College, 401 Thomas Run Road, Bel Air, MD 21015.** *Only those candidates receiving further consideration will be contacted.*

HCC is an EO/AA/ADA Employer • www.harford.cc.md.us

Brevard Community College • Florida

Full-Time Positions Available At One Of The Nation's Leading Community Colleges

DATA BASE SYSTEM ANALYST, SENIOR
Bachelor's degree in Computer Science or related field and at least two years experience OR equivalent combination of education and experience working with Oracle database. Experience with SQL and knowledge of SCT Banner software desired.

SENIOR PROGRAMMER/ANALYST
BA/BS degree in related field or equivalent experience programming with SCT IA Plus, or Banner. Two to three years related experience.

WEBMASTER
Bachelor's degree in a related field with at least two years of the following experience, or the equivalent of a combination of education and the following experience: maintaining and supporting a Unix server, maintaining and setting up websites, programming in HTML code, Java, PERL and CGI scripts, and database programming for the web. Familiarity with internet standards such as: HTTP, SMTP, VRML, SHML and HDML.

Positions are full-time with competitive starting salaries. BCC applications/resumes accepted until finalists have been identified. Send to: Human Resources • BCC • 1519 Clearlake Road • Box H • Cocoa, FL 32922 • 407/632-1111, ext. 63150
http://www.brevard.cc.fl.us/HR

Brevard Community College is an equal opportunity, equal access institution.

DEAN

School of Communications and Theater

Temple University seeks a creative and experienced leader as Dean of its highly respected School of Communications and Theater. The School has won international recognition for its departments in Broadcasting, Telecommunications and Mass Media; Film and Media Arts; Journalism, Public Relations and Advertising; and Theater.

The new Dean will be part of the University's significant investment in initiatives to enhance its national reputation. Temple seeks candidates with a strong record of success in academia and/or the communications industry. Candidates should show intellectual achievement, possess entrepreneurial and advocacy skills, and offer strong external contacts. An advanced terminal degree or equivalent experience in an appropriate field is required. Salary is highly competitive and commensurate with experience.

Temple is a Carnegie Research I university with 30,000 students from all 50 states in the U.S. and 96 countries worldwide. Temple has five campuses in greater Philadelphia, the fourth largest media market in the U.S., a city with vibrant cultural and economic sectors. The University also has campuses in London, Rome, Tokyo, and programs around the world.

Review of applications began on March 15 and will continue until the position is filled.

Send a current c.v., personal statement and four references to:
Professor Concetta M. Stewart, Chair, Dean Search Committee, School of Communications and Theater, Office of the Provost, 401 Conwell Hall, Temple University, Philadelphia, PA 19122.

Temple University is an affirmative action/equal opportunity employer.

Vice President for Research & Dean of the Graduate College

University of Oklahoma

"As President, I am committed to providing the resources and environment required to strengthen the research and graduate education of the institution. We seek to create a forward momentum in this area to ensure that we will become one of the outstanding comprehensive research Universities in the Nation." David L. Boren, President

The University of Oklahoma invites applications and nominations for the position of Vice President for Research and Dean of the Graduate College, Norman Campus.

THE UNIVERSITY: The Norman campus-with thirteen colleges-enrolls more than 21,000 students, including more than 3300 graduate students. The University is the largest in the state and it is proud of its growth in minority populations, graduate students, and research and total external funding. The mission of the University is to develop research programs and creative activities of national significance, to provide quality programs at the baccalaureate, master's, professional, and doctoral levels, and, as a public university, to provide programs of continuing education and public service to the state. The University offers Master's degrees in 67 areas and Doctoral degrees in 45 areas. Additionally, OU has a large graduate voluntary military education program with 12 degrees delivered to 41 bases worldwide. The University is located in Norman, a progressive city of 80,000, within commuting distance of Oklahoma City. The area offers diverse cultural activities within a high quality of life environment.

The University is going through a period of unprecedented growth and achievement. One example of this includes the growth in endowments, which have doubled in the last five years, going from $204 to $422.9 million. Another example is the recruiting of an outstanding student body; we are now first in the number of merit scholars per capita of any public university. During this time, OU sponsored programs expenditures have increased more rapidly than for any other school in the Big 12. Since FY95, external funding across the Norman and Health Science campuses have exceeded the $100 million mark.

PRIMARY RESPONSIBILITIES:

- Provides dynamic leadership in developing innovative and nationally recognized research programs and significantly increasing the levels of external funding for research and creative activity
- Provides dynamic leadership in developing excellence in graduate education and research

OTHER RESPONSIBILITIES:

- Promotes and allocates internal research funding
- Coordinates graduate programs and serves as presiding officer of the graduate faculty and the Graduate Council
- Reports to the President

QUALIFICATIONS:

- Demonstrated success in research and/or creative activity
- Awareness of a broad range of scholarly, research and creative activities
- Successful administrative experience in positions of significant responsibility
- Substantial experience in grant and contract activity with government agencies and/or private sector
- Awareness of major funding agencies, foundations and granting programs
- Experience in graduate teaching and research supervision
- Terminal degree and/or experience in a discipline appropriate for tenure appointment
- Knowledge of research, budgeting, facility and equipment management, and compliance assurance

Review of the candidates will begin May 14, 1999 and continue until an appointment is made. The salary will be competitive.

A completed application consists of a letter of application, a curriculum vitae, and a list of five references. Please send nominations and/or applications to:

Dr. James P. Pappas, Vice Provost for Outreach
Chair, Search Committee for Vice President for Research
University of Oklahoma
CCE Administration Building, 1700 Asp Avenue, Room 111
Norman, OK 73072-6400
Tel: (405) 325-6361 **FAX: (405) 325-7196**

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply. OU has a policy of being responsive to the needs of dual-career couples.

KERN COMMUNITY COLLEGE DISTRICT

CHANCELLOR

The Board of Trustees of the Kern Community College District (KCCD) invites application for the position of Chancellor. The multi-campus district serves an area of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. Geographically one of the largest community college districts in the United States, the Kern District serves a population base of about 700,000 and an estimated enrollment of 22,500 with an annual operating budget of approximately $82 million.

INQUIRIES SHOULD BE DIRECTED TO:

Mrs. Lauraine A. Cook
Assistant Chancellor
Kern Community College District
2100 Chester Avenue
Bakersfield, CA 93301-4099
Telephone: (661) 336-5109
E-Mail: pwhitley@kccd.cc.ca.us

Applications will continue to be accepted until the position is filled. The Chancellor Screening Committee will begin reviewing applications June 7, 1999.

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PALO ALTO COLLEGE

Dean of Arts & Sciences

(98229RE)
(Extended Search)

Palo Alto College, one of four colleges in the Alamo Community College District and a Hispanic Serving Institution, is situated in a diverse urban community within the nation's tenth largest city.

A comprehensive community college with an enrollment of 7,300, Palo Alto College has strong programs in liberal arts and applied sciences and maintains transfer articulation agreements with senior colleges/universities in Texas and outside of Texas. The College has established a national reputation in transfer programs, learning research technology, and is the site of a nationally recognized Natatorium which hosts local, state, and national swimming and diving competitive meets.

This position is expected to serve as a team leader in concert with the College President, faculty and staff. The successful candidate will have the vision and energy to address academic issues of the 21st century and have demonstrated commitment to diversity, innovation, international programs, and distance learning.

- Master's degree (Doctorate in a job-related area strongly preferred)
- 3 years full-time arts/sciences teaching. Instructional administrative experience preferably at a community college with a diverse population
- Budget and planning experience
- Knowledge of principles and practices related to curriculum and program development and evaluation
- Excellent communication and organization skills
- Annual Salary Range: $46,265-$72,150

Please deliver or postmark application package by May 21, 1999: (1) cover letter indicating position title and reflecting your views of the position's role in a culturally diverse community college and how you can make a difference, and how your background can serve as a positive influence for a diverse student population. (2) comprehensive resume. (3) three letters of recommendation. (4) legible copies of transcripts.

Alamo Community College District • Human Resources Department
201. W. Sheridan, Suite A60 • San Antonio, Texas 78204
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EOE

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Bachelor's degree with three to five years successful experience in fundraising, major gift cultivation and solicitation required. Strong public speaking, written communication, and public relations skills required. Advanced degree, successful experience in fundraising in a higher education environment and experience with capital campaigns beneficial. Applications or nominations should be submitted to **Robert D. Bird, Director of Human Resources, APSU, P.O. Box 4507, Clarksville, TN 37044.** FAX (931) 648-6345. Review of applications will begin May 13, 1999, and continue until the position is filled. See the APSU Home Page at **http://www.apsu.edu** for other employment opportunities and information on employee benefits.

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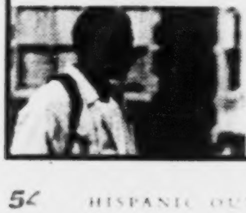

University at Buffalo
State University of New York

University Provost

Position Description

The University at Buffalo (State University of New York) invites applications and nominations for the position of University Provost, to be filled January 1, 2000. The Provost is the university's second ranking officer and reports directly to the president. As the university's chief academic officer, the Provost provides leadership in all matters affecting the faculty, the quality of academic programs, research and scholarship, and student academic life and learning.

The Provost is the university's chief academic planning officer, working with the president, other university officers, and faculty and staff to articulate and implement strategic choices and directions for a major public university functioning in a rapidly changing social, technological, and economic environment. The Provost is UB's primary liaison to SUNY Administration for all academic and academically-related matters, and to Roswell Park Cancer Institute, with which UB collaborates on research initiatives and academic programs. Other responsibilities include the recruitment, appointment, and assessment of deans, approval of all other academic appointments and promotions, and the allocation of resources among academic units.

Reporting to the University Provost are the Vice President for Research, the Vice President for Public Service and Urban Affairs, the Senior Vice Provosts, the Vice Provost for Research and Graduate Education Dean of the Graduate School, and the Vice Provosts for Academic Information and Planning, Faculty Development, Undergraduate Education, and International Education, the Deans of the College of Arts and Sciences, the Graduate School of Education, and the Schools of Architecture and Planning, Education, Engineering and Applied Sciences, Law, Management, and Social Work, and several academic support units. The Vice President for Health Affairs reports to the Provost regarding the academic programs, research and scholarship in the Schools of Dental Medicine, Health Related Professions, Medicine and Biomedical Sciences, Nursing, and Pharmacy.

Qualifications

The successful candidate will have a record of academic administrative leadership in one or more superior public research universities. Qualifications also include academic achievements commensurate with appointment as a full professor at a major university, and the ability to work effectively with students, faculty and staff, governance groups, and the community at large.

The University

A member of the Association of American Universities, UB is the largest campus of the State University of New York and the most comprehensive public university in New York and New England. Founded in 1846 the University was a private institution until its merger with SUNY in 1962. UB offers 300 academic programs and has a total enrollment of 15,800 undergraduate and 7,700 graduate and post-baccalaureate professional students. The university has an annual operating budget of $680 million, including research expenditures in excess of $120 million. UB employs approximately 6,100 full and part-time faculty and staff, with 2,000 of them holding faculty rank. Athletic teams compete at the NCAA Division I level.

The City

The Buffalo metropolitan area is a dynamic community in the Great Lakes region with a population of 1.2 million. It has excellent schools, a rich cultural life that encompasses both the arts and professional sports, excellent recreational opportunities that range from skiing to sailing, and very affordable housing. UB is a leader in Western New York's cultural, social, and economic life, and a hub of the Buffalo Niagara and Southern Ontario region.

For further information see:

http://www.buffalo.edu/provostsearch/

Direct Applications and Inquiries to:

Applications and nominations will be accepted until the position is filled.

Chair, Provost Search Committee
University at Buffalo/State University of New York
Office of the President
501 Capen Hall
Buffalo, New York 14260

The University at Buffalo is an equal opportunity, affirmative action employer and encourages the applications of women and minorities.

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ADVERTISING INDEX

POSITIONS

CALIFORNIA	
Allan Hancock College	47
Coast Community College District	53
Foothill College	43
Kern Community College District	53
Mt. San Jacinto College	40
San Jose State University	37
University of California, Los Angeles	41
COLORADO	
Colorado Mountain College	50
University of Northern Colorado	40
CONNECTICUT	
Wesleyan University	44, 46
DC	
Sidwell Friends School	49
FLORIDA	
Brevard Community College	48, 52
The Union Institute	46
GEORGIA	
Georgia Perimeter College	45
ILLINOIS	
Waubonsee Community College	46
INDIANA	
Indiana University South Bend	42
IOWA	
Grinnell College	42
MAINE	
Colby College	51
MARYLAND	
Harford Community College	51
MASSACHUSETTS	
Amherst College	50
North Shore Community College	41
MICHIGAN	
Washtenaw Community College	44
MINNESOTA	
Walden University	43
NEW JERSEY	
Brookdale Community College	44
Educational Testing Services	49
New Jersey City University	44
Passaic County Community College	45
Ramapo College of New Jersey	47
Rowan University	47
UMD of New Jersey	46
William Paterson University	51
NEW YORK	
College of Mount Saint Vincent	50
Columbia University	50
New School University	41
SUNY, Health Science Center at Syracuse	42
SUNY, University at Buffalo	54
SUNY at Stony Brook	53
NORTH CAROLINA	
Saint Augustine's College	42
OHIO	
Cleveland State University	48
OKLAHOMA	
University of Oklahoma	52
PENNSYLVANIA	
Temple University	52
RHODE ISLAND	
University of Rhode Island	48
TENNESSEE	
Austin Peay State University	53
TEXAS	
Palo Alto College	49, 53
Sul Ross State University	43
VERMONT	
The University of Vermont	45
WISCONSIN	
University of Wisconsin-Madison	50
University of Wisconsin-Stevens Point	46

RECRUITMENT

Center for International Studies	NJ	8
Columbia University	NY	37
Consortium for Graduate Study in Management	MO	38
Sam Houston State University	TX	36
The PhD Project	NJ	39
University of Maryland	MD	36
University of Michigan	MI	37
Walden University	MN	40

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

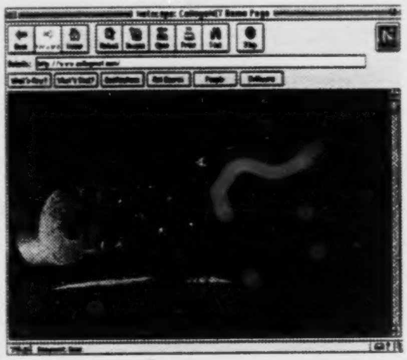
Connecticut Community-Technical College	CT	48
Social Science Research Council	NY	37
St. Jude Children's Research Hospital	TN	36

CONFERENCES

American Association of University Women	34
Cornell University/Administrative Management Institute	54
Education Commission of the States	54
Hispanic Association of Colleges and Universities	53

OTHER SERVICES

CollegeNet	55



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LATINOS, HUNGER, AND NUTRITION

David Himmelgreen, Ph.D., a nutritional anthropologist, is a visiting assistant professor in the Department of Anthropology at the University of South Florida, and has conducted research in Lesotho, India, and the U.S.

On a late November afternoon, two outreach workers make their way through the hustle and bustle of Hartford's Latino community. Merengue music blares out of tiny speakers from shops that dot the pockmarked sidewalks. As restaurant doors open, the rich aromas of *chicharrón*, *arroz con gandules*, and *bacalao* waft in the cold, damp New England air.

The women enter a side street and approach an old house in need of paint. As they walk up its dimly lit stairwell, they hear children at play. The apartment they visit is tidy but sparse. In the dusty and nearly bare cupboards, they see some cereal, a small bag of rice, and dry milk. The refrigerator door opens, a flickering light revealing empty shelves. Thanksgiving is just around the corner.

Although the U.S. is experiencing unparalleled economic growth, millions of us are touched by hunger every day. Women and children living in poverty, older adults, the homeless, and ethnic minorities are at special risk. Thousands of others are what researchers and policy experts call "food insecure." Even if they do not go hungry, their access to nutritionally adequate and safe foods is limited or uncertain.

Research shows that food insecurity and hunger are 200 percent more prevalent among Latinos than among Whites. In Hartford, Conn., a study of low-income Latino families with children between one and six years of age found that 41 percent were food insecure and that more than one in five children had been exposed to hunger.

In the long term, food insecurity can result in a poor quality diet, undernutrition and problems such as iron-deficiency anemia. Undernourished children can suffer cognitive deficits, have difficulty concentrating in school, and are more susceptible to infection due to immune suppression. Malnourished adults, especially the elderly, suffer, too, in terms of disease resistance.

Food insecurity can result in overnutrition and obesity, as people consume a poor quality diet high in fat and refined sugar and low in fruits, vegetables, and lean meats. Obesity is linked with increased lifetime risk of chronic illness, including coronary heart disease, type 2 diabetes, hypertension, and some cancers.

Recent years have seen a large increase in the number of obese children, a trend perhaps associated in part with limited physical activity due to the lack of safe playing areas in inner cities. The prevalence of obesity in some Latino groups is among the highest on record.

It seems paradoxical to have hunger and food insecurity in the land of plenty. Yet the factors responsible are evident. Many of the people at risk reside where the cost of living is high. Payments for rent and utilities often leave little money for food. To stretch their food dollars, people tend to buy lower-price items–which are often high in fat and/or sugar.

Over the years, many supermarkets have fled the inner city. Between 1968 and 1996, Hartford went from 13 supermarkets to two. The lack of competition often leads to rising food prices that further tax those on limited incomes.

Low-income people might not have access to private transportation. The cost of public transportation–especially taxi services–can cut into already stretched food budgets.

The loss of farmland in many states and the lack of locally grown produce might limit the availability of fresh produce in economically depressed areas.

For many reasons, food insecurity among Latinos deserves more attention. While the poverty rate for other minorities has gone down in recent years, that rate has increased to 29.5 percent for all Latinos. The rates are even higher for Latino families (33 percent), Puerto Ricans (38.4 percent), and Latino female-headed households (50.9 percent).

The accelerated rate of growth of the Latino population in the U.S. in recent years (53 percent vs. 7 percent for non-Latinos) suggests that by 2050, one in five Americans will be of Latino origin. This rapid growth along with a high level of poverty places Latinos at risk for food insecurity.

Latinos are not a homogenous group but rather a rich mosaic of cultural groups with different social and economic experiences. Programs intended to alleviate hunger through direct assistance and/or education need to take this diversity into account and not rely on a "one size fits all" model.

Recent data show a drop by one-third in the nation's food stamp rolls. While some of this reduction might be attributed to the strong economy, research shows that there are eligible Americans who are not enrolling in the program. Food and nutrition programs need to become culturally competent to improve their effectiveness and target those who are truly in need. In the long term, improvements in nutrition will help reduce health care costs.

Not long ago, the federal government pledged to reduce by one-half the number of food-insecure people in the U.S. by the year 2015. To accomplish this, the root causes of food insecurity need to be addressed. Education, training, and job opportunities will provide avenues for escaping poverty and food insecurity. Until then, we might continue to see empty refrigerators and cupboards in the midst of our country's prosperity.

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THE INSTITUTE FOR THE ADVANCED STUDY OF RELIGION AT YALE

The Institute for the Advanced Study of Religion at Yale, established through a grant from The Pew Charitable Trusts, centers comprehensive interdisciplinary research around the broad themes of American Religion in a rapidly changing world and opens opportunities for scholars throughout the world to confront issues about the role religion has played nationally as well as globally.

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Fellows will be expected to be in residence from September through May, to attend all Institute functions and to produce significant scholarship individually or in conjunction with other fellows. Fellows will also be given the option of teaching an undergraduate or graduate course.

For the 2000–2001 academic year, the Institute will extend the theme on Religion, Race and Ethnicity.

2000–2001 NON-RESIDENTIAL FELLOWSHIPS

The Institute will award between four and eight non-residential dissertation fellowships and post-doctoral (or first book) fellowships.

Non-residential fellows will be expected to complete their dissertation or first book during their tenure as fellows. They will also be expected to visit Yale twice during their fellowship year, first for the Fall Fellows Seminar and again for a national conference during the spring term. As participants in the conference, fellows will share their work with their colleagues and invited critics.

ELIGIBILITY

Candidates from varied disciplines are invited to apply, so long as their research interests involve religion as a key component or variable. Research must also relate to the theme of Religion, Race and Ethnicity.

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Non-residential dissertation fellows will be awarded a stipend of $17,000 and post-doctoral fellows will receive a stipend of $34,000.

APPLICATION PROCESS AND DEADLINES

Applicants should send a complete Institute application form, a letter of intent, a copy of their c.v., a brief description (3–5 pages) of their research topic and two letters of recommendation by individuals acquainted with the applicant's work. Applicants for the dissertation fellowship should also send a copy of their graduate school transcripts. The Institute application may be obtained by contacting the Institute by phone at 203 432 4040, by email at iasry@yale.edu or through our website at www.yale.edu/iasry

The application deadline for residential and non-residential fellowships for the 2000–2001 academic year is November 15, 1999.

Whitney Humanities Center 53 Wall Street Room 320 New Haven Connecticut 06520
phone 203 432 4040 *fax* 203 432 1087 *email* iasry@yale.edu www.yale.edu/iasry

CONTENTS

FEATURES

Showcasing the Best and the Brightest

AAHE Hispanic Caucus Awards at the Smithsonian gala event. 6

The Chill is On

Conservatives attacking affirmative action seek to enlist rejected majority students and frighten trustees. 10

Hispanics on the Hill

The Congressional Hispanic Caucus is in the lead and solidly behind education. 16

Reading, Writing, and Ritmo

Music, dining, and dance enhance University of Miami's Intensive Language Institute. 21

Orlando Brenes–the Coach with the Midas Touch

Leads Rio Hondo's Road Runners to success on and off the field. 23

Race, Gender, Class, Oppression, and Liberation

A multicultural women's leadership conference at Cal Poly-Pomona candidly discusses the problems and the solutions. 26

Hidalgo, Monreal, Rivera, Valdéz....Bravo!

Latino art and films showcased at Dominican College strengthen networks in many directions. 29

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Carnegie Foundation report questions the teaching quality at the nation's most prestigious universities. 5

Honor Roll

Southern Connecticut State University

Described as a place "Where the American Dream is best honored and most valued." 18

People, Places, Publications, Conferences

32

Book Review: *The Shape of the River*

41

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A CAPITOL VIEW

Serving Undergraduate Students

BY GUSTAVO A. MELLANDER

Most Hispanics begin their higher education at their local community college. Others go off to their state universities, and a few trek off to the most prestigious of the nation's independent institutions.

The question is–how well are they being served? By all reports, teaching at the community college level is excellent. What about our most prestigious universities? Specifically, what is the quality of the teaching they encounter there?

University Endowments

The booming economy has been a blessing for our institutions of higher learning throughout the 1990s, with the prestigious research universities being the most favored.

Endowment funds have swelled with cash donations and with appreciated stocks, artwork, and other gifts as well. In turn, college investments in stocks, bonds, and real estate have benefited from the exceptional bull market and good economic times.

As to be expected, Ivy League schools have done particularly well: as of mid-1997, Princeton's endowment topped $5 billion, Yale had $5.7 billion, while Harvard led the pack with $11 billion. (Those figures have since risen considerably even with the occasional dips in the stock market.)

Undergraduate Teaching

The Carnegie Foundation, however, has pointed out that America's top universities "have too often failed, and continue to fail, their undergraduate populations."

The report notes that this nation's 125 research universities (those that offer a range of baccalaureate and graduate degrees and receive several million a year in federal funding for research) are focusing on high-level research work at the expense of students.

"[University] recruitment materials display proudly the world-famous professors, the splendid facilities, and the ground-breaking research that goes on within them, but thousands of students graduate without ever seeing the world-famous professors or tasting genuine research.

"Some of their instructors are likely to be badly trained or even untrained teaching assistants who are groping their way toward a teaching technique; some others might be tenured drones who deliver set lectures from yellowed notes, making no effort to engage the bored minds of the students in front of them.

"Many students graduate having accumulated whatever number of courses is required–but still lack a coherent body of knowledge or any inkling as to how one sort of information might relate to others. And all too often, they graduate without knowing how to think logically, write clearly, or speak coherently."

Is this the reality at our most prestigious institutions? Yes, for the schools studied by the commission include the cream of our education establishment: Harvard, Stanford, Yale, Princeton, Duke and Rice. They are, in short, some of our most respected (and most expensive) institutions.

Worse yet, the report clearly points out that undergraduate tuition is "one of the major sources of university income, helping to support research programs and graduate education."

In plain English, undergrads and their parents are subsidizing the programs that divert university attention and resources away from these educational needs of those very undergrads.

Options

Clearly, something must be done to remind universities that their primary goal should be to teach students, to provide them with the best education possible–not to give professors the most free time to pursue research.

Research is important and indeed necessary. But it should not be subsidized on the backs of the most vulnerable of all–undergraduate students.

It has long been suggested that prestigious universities should concentrate on teaching. A few years ago, Stanford's president pledged his institution to focus on undergraduate teaching. Others have advocated comprehensive exit examinations. Design an exam, it is touted, to be administered to students entering college and again just prior to graduation to measure their progress. But most people are cool on yet another exam.

Another option would be a consumer revolt. Students, parents, and alumni could unite and begin demanding more for their money. Even the most nostalgic, school-spirited alumnus must be disturbed by the Carnegie report. Does the present generation of students deserve any less of a quality education than did previous ones? If alumni were to tie their annual donations to good and effective undergraduate teaching, visible improvements would follow.

There are already indications that public pressure has worked in other arenas. Recently, Princeton, concerned about a decline in middle- and lower-income applicants, announced plans to provide more student grants as opposed to loans. Yale promptly followed suit.

A handful of universities, most notably Stanford and Columbia, also pledged to stop the widespread practice of reducing school-awarded aid to students who win scholarships from other sources. Moreover, tuition increases have slowed considerably since 1993, though this might be less the result of public pressure than the fact that inflation is so low.

Such actions are a clear step in the right direction. But they are only a first step and a relatively small one. It's time to insist that our top universities start living up to their reputations and their pricey tuition.

Bottom line

Hispanics must not only go to college. They must be guaranteed the best education possible. Hispanics start college with high expectations. But in many cases, their limited budgets and at times less than stellar high school experiences make it a high-risk venture. That being the case, should not institutions of higher learning, all of them, devote themselves to providing outstanding classroom teaching?

Dr. Mellander is a professor at George Mason University.

THE HISPANIC CAUCUS
American Association for Higher Education

Showcasing the Best and Brightest

AAHE's Hispanic Caucus at the Smithsonian

BY ADALYN HIXSON

> ***"But there are so many positive songs to sing about the Latino and Hispanic community that are missed!"***
>
> **ART RUÍZ, STATE FARM INSURANCE COMPANIES**

Sixteen years ago, the Hispanic Caucus of the American Association of Higher Education was created by three academic colleagues–Rodolfo Arévalo, now Provost at UT-Pan American, Héctor Garza, now a vice president of the American Council of Education, and Laura Rendón, now a professor in the Graduate School of Education, Arizona State University. Each served a turn as Caucus chair, starting with Garza.

Dr. Loui Olivas of ASU and Art Ruiz from State Farm Insurance Companies

Their Hispanic Caucus reached new heights on March 20 in the nation's capital with its gala celebration at the renowned Smithsonian's National Museum of Natural History–the first such event held there since the appointment of colleague Refugio Rochin as director of the Smithsonian's Center for Latino Initiatives.

There was another first. "This was the first year that we sponsored the event," said Art Ruiz, executive with the State Farm Insurance Companies.

"We were very pleased, especially, to be able to help highlight positive role models and people in our community who are making things happen," he said, noting too that State Farm has supported several other projects related to Hispanics in education.

Ruíz recommends most highly a newly opened exhibit. "The Americanos...one of the largest photo exhibitions ever put together by the Smithsonian. Time Warner is a major sponsor. There's a traveling tour, a CD, and a book as well as the actual exhibit." And he tells *HO* that State Farm is one of only two corporations with representatives on the President's Initiative on Excellence for Hispanics in Education.

"Because we are active in the market," he continued, "we get concerned that there are constant negative stories, and our company tries to help the community in addressing those issues. But there are so many positive songs to sing about the Latino and Hispanic community that are missed!"

Among the songs sung that night were the praises of Hispanics working in diverse fields, and praise as well to State Farm for its interest and to Dr. Rochin for lending the historic site, as well as staff support.

Dr. Loui Olivas, assistant vice president of academic affairs at Arizona State University, and head of the Caucus' Institutional Sponsorship Committee, told *HO* that co-sponsoring with the Smithsonian "sends a message to higher education advocates and to educators across the country about the significance of Hispanic contributions in education–contributions made by Hispanic educators in leadership positions, as teachers, as scholars, artists, and authors of works that affect the Hispanic population."

"The Hispanic Caucus has showcased, over the past twelve years, the contributions that Hispanics continue to make in all levels of education, as well as in the greater community," he said.

Virginia González, outgoing chair of the Caucus, a professor in the counseling area at Northampton Community College, told *HO*, "We really appreciated that this was the

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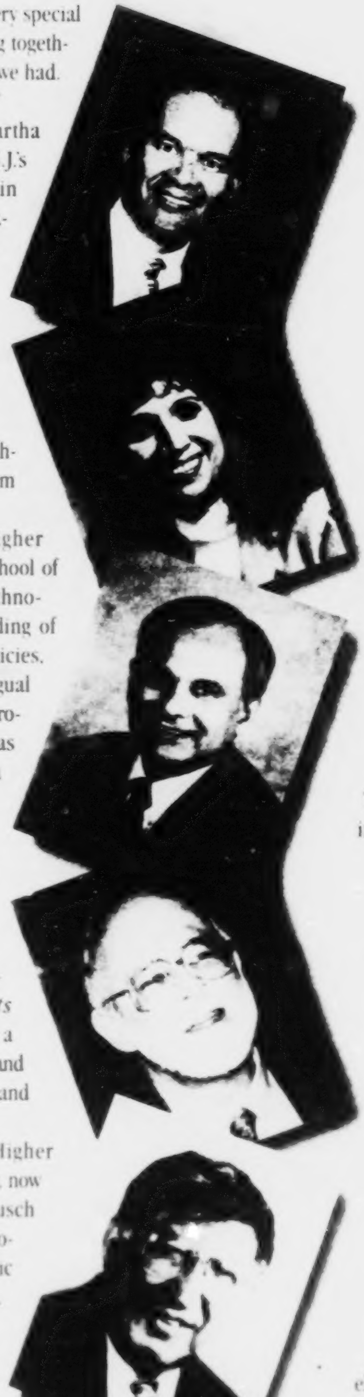

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"I need to go and feel that everything that I believe in and that I am working very hard to achieve in higher education is being shared and understood by someone else. That's what I get by coming to the Hispanic Caucus."

DR. VIRGINIA GONZÁLEZ

first thing Dr. Rochin did from his center. It was a very, very special event because it took the different constituencies coming together to be able to pull off the kind of special evening that we had. Without Refugio's support, we could not have been there."

That special evening featured concert pianist Martha Marchena, a professor in the music department of N.J.'s Kean University, called the leading champion of Latin American music, her playing "exquisite and breathtaking," her repertoire applauded for its inclusion of "lost and underrepresented composers of her heritage."

Her first CD, *Sonoric Rituals, 20th-Century Latin American Piano Music*, won a Grammy nomination in 1997, received widespread acclaim abroad, and special honors in Vienna.

But the chief stars of the night were not Héctor Villa-Lobos or Juan Morel Campos, but the living, breathing men and women selected for this year's tributes from the Hispanic Caucus.

Chosen as Outstanding Latino/a Faculty in Higher Education was Dr. Kris Gutiérrez, of UCLA's Graduate School of Education and Information Studies. Her long-term ethnographic studies of LA schools enlarge the understanding of effective literacy practices, implications of urban policies, effects of Proposition 227 (the vote to eliminate bilingual ed), and issues of equity and excellence. An associate professor in the Division of Urban Schooling, Gutiérrez has published extensively in leading journals and is a keynote speaker internationally.

Chosen in the category of Latino Cultural Arts was TV producer/director and award-winning documentarian Héctor Galán, whose company, Galan Productions, now in its 15th year, has created many programs for PBS as well as three specials for the National Council of La Raza. Recently he was invited to screen a new work–*Chicano! The History of the Mexican Civil Rights Movement*, for President Clinton. Galán got his start as a camera operator in his hometown of San Angelo, Texas, and takes great interest, it is said, in providing workshops and internships to media aspirants.

The honoree for Distinguished Leadership in Higher Education was Jesus Rangel, former journalist and editor, now vice president of corporate relations for Anheuser-Busch Companies, Inc., who oversees community development programs. A founder of the National Association of Hispanic Journalists, he was a correspondent in Texas, California, Miami, Boston, New York, and Washington, D.C. Rangel sits on the Board of Directors of Anheuser-Busch, Inc., and also that of the National Hispanic Scholarship Fund, MALDEF, and the Tomas Rivera Center.

For Outstanding Support of Hispanic Issues, the selectee was Congressman Rubén Hinojosa, longtime South Texas businessman, and native of the Lower Rio Grande Valley. Elected a U.S. Representative in November 1996, he quickly staked a claim as advocate on education and more. A member of the Education and the Workforce Committee and chair of the Congressional Hispanic Caucus' Education Task Force, he succeeded in his first major legislative initiative–the Higher Education for the 21st Century Act, which significantly benefits HSIs.

A Special Tribute was paid to Dr. Alfredo de los Santos, Jr.–a much revered man in whose name the Distinguished Leadership Award is given. *HO* notes that de los Santos–sought out by leading foundations and institutes over many years, praised to the skies, yet with great specificity, when awarded the McGraw Hill Prize last year–got his start as do so many other Latinos, with a degree from a community college. After earning one at Laredo, three more came from UT-Austin, and the rest is Hispanic American history.

Others were recognized, too. State Farm Insurance Companies and Anheuser-Busch, Inc., for Corporate Sponsorship, Refugio Rochin for Partnership, and Paul W. Belles for Personal Contribution.

Emceeing the event was the Caucus Chair-elect, Dr. Tito Guerrero, III, president of the University of Southern Colorado. Presenting awards were Maria Medina-Santos, CSU; Dr. Olivas; Dr. de los Santos; Dr. Henry T. Ingle, UTEP; and Dr. Jaime Chahin, Southwest Texas State.

"Art Ruiz said to me–'We need occasions like this to celebrate our heritage of accomplishments,'" said González. "We usually con-

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duct this awards program, but it's been embedded in our business meeting or at our forum. This was the first time that we really tried to get a broad-based audience, to get to meet each other, and to really celebrate the fact that we have a lot to contribute to the American society in a very positive way and in a lot of different sectors."

"These were outstanding people from very different segments. They had all done tremendous things," said González.

But as she spoke further, it became clear that the awardee's accomplishments were by no means the only outstanding and tremendous things about the Hispanic Caucus.

Celebrants enjoy gala at the [illegible]

Coming Home

"I was a Hispanic Leadership Fellow in 1986, and that was my first exposure to AAHE. But then I started coming regularly, and I have actually attended every single year since 1988. Peg [Smith–AAHE president] asked me why I keep coming back. And I said, the Hispanic Caucus.

"It's a wonderful group of people. You go to Caucus, and these are people you know–that you share some common background with–people who have some similar perspectives from shared experiences. They are willing to network, are willing to support one another.

"Kind of like coming home. Once a year I need that. I need to go and feel that everything that I believe in and that I am working very hard to achieve in higher education is being shared and understood by someone else. That's what I get by coming to the Hispanic Caucus. My whole AAHE attendance is around the Hispanic Caucus.

"Not that the AAHE conference is not worthwhile, but at the Hispanic Caucus–the common experiences there–you don't have to get into a lot of detail–these are people who start nodding their heads and saying 'Yes. Exactly.'"

> ***"The Hispanic Caucus has showcased, over the past twelve years, the contributions that Hispanics continue to make in all levels of education, as well as in the greater community."***
>
> DR. LOUI OLIVAS

The Next Generation

"On top of what else we do, we bring in graduate students whom we sponsor, ten to eleven grad students each year, pay for conference registration, provide mentors, set them up in rooms, and provide special sessions in which we basically answer questions they might have," said González.

"I have gotten beautiful letters and responses back from students," she told *HO*. "One had said, and I paraphrase, that throughout his master's he got to the point where he was disillusioned with higher education, but once he met all of us, he realized what a doctorate could do in terms of putting you in a position where you could effect change. 'Now I am re-energized,' he said, adding that he wasn't going to let the politics of higher ed make him think–'Why should I do this?'

"A young woman wrote that it was a very valuable experience. 'Everyone's advice and attention was very meaningful. I will not forget it.' Other students wrote, 'If it weren't for this, I couldn't....'

"So it's not only that we are going there to renew ourselves," said González. "There is also a role for you to help guide the next generation. So many of us in this Latino generation are the first to go to college, so there isn't someone behind us able to say, 'This is what you should do.' Especially when you are negotiating graduate school and some of these other levels, it gets very complex, and the decisions you make have lasting ramifications.

"The Caucus needs to expand, to grow. The more that we have there, the more people we can acknowledge. You can only acknowledge the ones you know!"

Destination Equality

Asked by *HO* whether her term as chair presented any surprises, Virginia González responded promptly and candidly.

"The only thing that happened that wasn't planned was that a conflict developed between us and the Black Caucus," she said. "The AAHE conference location had changed from San Francisco to Anaheim, and because of the anti-affirmative action rhetoric in California, both the chair of the Black Caucus and I expressed our concern to the leadership of the AAHE. Anaheim was the seat of such anti-affirmative action rhetoric–an initiating area.

"For very complex reasons, one of which was to support the people in higher education who are living with this every day, the board of directors decided to remain in California." The Black Caucus, she said, decided not to participate in the year 2000 and wanted the Hispanic Caucus to join them in this pullout.

"While both of us had the same level of concern about the dynamics of what went into the decision in the change of location, the Hispanic Caucus took a different stance. HACU was going to have two major conferences in California within a year of the AAHE conference, and a lot of our people have dual memberships–in AAHE and HACU. So deciding not to participate based on geographic locations was not what we could do.

"HACU is very much advocacy oriented, and up to this point, we had not been. We went back to the AAHE leadership and said, 'If you are willing to make this conference a platform to really look at the issues–at what some of these changes have been–and to look at what the impact is on our student population, then we will continue to participate,'" feeling, she said, that both the Black Caucus path and that taken by the Hispanic Caucus would be advocating for the needs of minority students and maintaining diversity of campuses.

"AAHE has committed to doing that at the Anaheim conference, and I'm going to be part of a steering committee. In the interim, we are developing a statement on diversity, which they never had up to this point, so there has been a tremendous response.

"That was something I did NOT anticipate going in as chair–that a group that we had always tried to maintain very close linkage with we would then find ourselves in contention with.

"That ended up being resolved. Through a lot of dialogue and a lot of communication between the two Caucuses, we now have come to the point where we respect one another's stance."

Affirmative Action

"People are thinking–'we are beyond this now. We don't need affirmative action. Everybody has the same opportunity.' And they're feeling it will all work out in the end. So to me, AAHE has really been as responsive as I could hope for, and I think that is a lot due to the new president, Peg Miller," said González. "She has really listened, and she has responded, and she is really working hard to be sensitive to the concerns of the caucuses. And she was very new to the presidency when this happened."

González told *HO* that there had never been a situation of such magnitude and such long-term potential. The Hispanic Caucus, she said, is maintaining ongoing dialogues too with the Asian Caucus and Native American Caucus, and "it has brought us together, realizing that we all need to communicate better with and among ourselves. And to understand where the same kind of issues might take a slightly different dynamic in terms of what we need. But it doesn't mean that we are far apart."

She told *HO* that the anti-affirmative action lawsuits being brought by the Center for Individual Rights are not just against public institutions. "Roland Smith at Rice is being sued–a private institution."

Distinguished Leadership in Higher Education
Given to an outstanding administrator

1987 Arturo Madrid
1988 Tomás Arciniega
1989 Jaime Escalante
1990 Not awarded
1991 Alfredo de los Santos, Jr.
1992 Manuel Pacheco
1993 José González
1994 Juliet García
1995 Víctor Alicea
1996 Lattie F. Coor
1997 Eduardo Padrón
1998 Celestino Fernández

Outstanding Support of Hispanic Issues in Higher Education
Given to an educator or civic leader or official

1987 Allison Bernstein
1988 David Hamburg
1989 Isaura Santiago
1990 Eloy Rodríguez
1991 Ernesto Rodríguez
1992 Edward Apodaca
1993 Arturo Madrid
1994 Ada López
1995 José López-Isa
1996 Robert Atwell
1997 Raul Yzaguirre
1998 Irma Lerma Rangel

Outstanding Latino/a Faculty in Higher Education
Given to a faculty member

1987 Flora Mancuso Edwards
1988 Piedad Robertson
1989 Frank Talamantes
1990 Mari-Luci Jaramillo
1991 Sonia Nieto
1992 Paul Roldán
1993 Arturo Madrid
1994 Frank Bonilla
1995 Rolando Hinojosa Smith
1996 Gloria Bonilla-Santiago
1997 Laura Rendón
1998 Edna Acosta-Belén

Hispanic Caucus Publication Award
Given to scholarly authors/writers
1996 Nicholas Kanellos and Gary D. Kelle

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The Chill is On

Conservatives Attack Race-Based Admissions

BY

AMALIA DUARTE

Amalia Duarte is an editor in public relations at Lucent Technologies

This spring, UCLA offered admissions to just 1,013 Hispanics students, an incredible 33 percent drop from two years ago when affirmative action was still in place.

This spring, the number of Hispanic students offered admissions to the University of California at Los Angeles increased over the number in 1998, as did the percentage of underrepresented candidates who got a coveted thick acceptance package in the mail. However, the upswing is nothing to get excited about, concedes even the UCLA Director of Admissions Rae Lee Siporin.

"We are talking about handfuls of students," said Siporin. "I'm afraid it's not all that much different over last year. There's just not much we can do to try and maintain the diversity of the past."

UCLA is not alone in finding it difficult to enroll a diverse student body. Black and Hispanic students are finding themselves increasingly shut out of California's most competitive public universities and facing new obstacles to higher education in other parts of the country, thanks to voter referenda and lawsuits aimed at ending affirmative action.

And the situation might get even worse as a conservative public-policy law firm rolls out a campaign focused on getting students and university trustees to challenge affirmative action policies at their institutions. The UC system's changing demographics might provide a glimpse of what could happen at greater numbers of colleges and universities in the coming years. On the heels of an anti-affirmative action referendum, Proposition 209, and an earlier UC Board of Regents vote to end affirmative action in admissions, the outlook is getting bleaker for Hispanic and African American students vying for slots in the UC system.

UCLA students on campus

As UC finishes its second cycle of admitting students without taking ethnicity or race into account, the results are surprising even to those on the front lines of this struggle. Adding to the problem is the fact that highly selective schools such as UCLA are now admitting a smaller percentage of applicants because more and more of those who are accepted decide to enroll, explained Siporin. This spring, for example, UCLA offered admissions to just 1,013 Hispanics students, an incredible 33 percent drop from two years ago when affirmative action was still in place. The acceptance rate for Hispanics at UCLA has declined from 41 percent in 1997 to 24 percent today. And the odds of getting in for African American applicants are even worse. In the past two years, the acceptance rate for African Americans has plummeted from 38 percent in 1997 to 25 percent in 1998 and today stands at 21 percent. Of the 1,416 African Americans who applied as first-year students to UCLA this year, only 300 were admitted.

"It's been shocking to many of us," said Theresa Fay-Bustillos, vice president of legal programs, Mexican American Legal Defense and Education Fund (MALDEF) in Los Angeles. "Most people expected to see a drop but not the size of the drop that's occurred. It was a splash of cold water in the face. What the long-term effects are–whether this is really some kind of drastic resegregation–we don't know yet."

A recent study completed by the Tomás Rivera Policy Institute based in Claremont, Calif., highlighted this disturbing downward trend for Blacks and Hispanics applying to UC's best schools. "Even though these minority students continue to apply in record numbers, the

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1999 FIRST-YEAR-STUDENT CLASS–UCLA

By alumni throughout the state, daylong academic conferences and weekend introductory programs for students and parents.

FIGURES FOR FALL 1999 FIRST-YEAR-STUDENT CLASS

Group	Fall '98 Apps.	Fall '98 Admits Final Numbers	Fall '99 Apps. by March '99	Fall '99 Admits by March '99
American Indian	195	50	198	**38**
African American	1,356	313	1,416	**300**
Chicano/ Latino	4,066	995	4,201	**1,013**
Asian American	11,487	4,228	13,104	**4,065**
White/ Caucasian	9,592	3,369	12,050	**3,222**
Unknown	4,794	1,655	3,227	**969**
International	1,302	220	1,425	**186**
TOTAL	**32,792**	**10,830**	**35,621**	**9,793**

NOTE: All figures for 1999 admitted students are as of March, 26, 1999, and are subject to change.

PERCENTAGES FOR DOMESTIC STUDENTS ONLY–UCLA

Group	Fall '98 Admits	Fall '99 Admits
American Indian	.5%	.4%
African American	3%	3.1%
Chicano/Latino	9.4%	10.5%
Asian American	39.8%	42.3%
White/Caucasian	31.8%	33.5%
Other/Unknown	15.6%	10.1%
TOTAL DOMESTIC	**100%**	**100%**

acceptance rates have dropped dramatically," said the center president, Harry Pachon. "These figures point to a discouraging tightening of opportunities for Black and Hispanic students at UC. The larger question is how many minority students who enroll in university are able to graduate with a degree."

Other Universities Affected

Further up the West Coast, the University of Washington was hit on two fronts and forced to radically reduce its affirmative action efforts. First, a lawsuit challenged the law school's admissions process; then, last fall, voters passed Initiative 200, which effectively banned the consideration of race, ethnicity, or gender in admissions at the university. The lawsuit caused the university to scuttle its dual-admissions process. As a result, in the fall of 1998, the total undergraduate student enrollment declined across the board for all minority groups: Asian Americans, Native Americans, Blacks, and Hispanics. And this spring, the number for minorities accepted into the University of Washington declined even further.

"We were hit right in the middle of our admissions process," said Associate Director of Undergraduate Admissions and Director of Recruitment/Outreach Enrique Morales. "It was a very difficult situation." The number of African American undergraduate students accepted for the fall of 1999 decreased by 18 percent from last year; Native American acceptances dropped by 13 percent, and Hispanic admissions went down by 6 percent, said Director of Admissions Tim Washburn. (Graduate and professional school enrollment was more of a mixed picture, with some groups showing upticks and others experiencing declines.)

Theresa Fay-Bustillos, vice president of Legal Programs, MALDEF

Meanwhile, in the Midwest, the University of Michigan is facing a lawsuit brought by a White female student who claims the university's admissions policies are unconstitutional. The lawsuit is being fought by the Center for Individual Rights (CIR), a conservative Washington, D.C.-based public-policy law firm that won a similar lawsuit against the University of Texas in 1996 and is also behind the suit against the University of Washington's School of Law. The CIR has been successful to date in its court proceedings. But now it's taking a broader approach, perhaps hoping to generate even more court cases. Earlier this year, the CIR launched a campaign aimed at encouraging students and university trustees to investigate whether or not their college is breaking the law on race and admissions. CIR fired its latest salvo back in January when it took out provocative, full-page advertisements in 15 campus newspapers across the country promoting its new handbook, *Racial Preferences in Higher Education, The Rights of College Students*.

In the book, the CIR argues that institutions of higher education are violating the Supreme Court's landmark ***Bakke*** decision by creating dual-admissions systems. "You can take race into account as one of many factors," said CIR Senior Counsel Terence Pell. "It could be a plus factor for a Black applicant, for example. But schools shouldn't use it if the sole purpose is to achieve racial diversity. It's regrettable that college administrators continue to defy the limits set by the Supreme Court."

The handbook gives students a primer on what CIR believes is permissible when it comes to race and admissions, and then pushes students to do some digging for themselves. The reference book tells students to search for data on their schools' diversity policies–everywhere from the Internet to speeches by administrators–and then gives instructions on how to interpret the information. The book includes a sample Freedom of Information request and admonishes students to "be persistent" and "tenacious" in their investigation.

Geared for students who were rejected from the school of their choice, the book details how you can seek compensation for emo-

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UC-BERKELEY

New 1st-year-student Admits by Ethnicity–Fall 1997, Fall 1998, and Fall 1999 Terms

Ethnicity	Final Fall 1997	Preliminary Fall 1998	Preliminary Fall 1999	Numerical Change From F98 to F99	Percentage Change From F98 to F99
American Indian	69	27	39	+12	+44.44%
African American	562	191	276	+85	+44.50%
Asian American	2,925	2,988	3,195	+198	+6.60%
Chicano	1,045	434	525	+91	+20.97%
Latino	221	166	216	+50	+30.12%
White	2,725	2,674	2,871	+197	+7.37%
Other	186	101	147	+46	+45.54%
Not Given	496	1,237	716	-521	-42.12%
Subtotal–Citizens and Immigrants	8,229	7,828	7,986	+158	+2.02%
International	221	206	211	+5	+2.43%
TOTAL	**8,450**	**8,034**	**8,197**	**+163**	**+2.03%**
Subtotal–American Indian, African American, Chicano, Latino	**1.897**	**818**	**1,058**	**+238**	**+29.10%**

Percentage Distribution of New 1st-year-student Admits by Ethnicity–Fall 1997, Fall 1998, and Fall 1999 Terms

Ethnicity	Final Fall 1997	Preliminary Fall 1998	Preliminary Fall 1999
American Indian	0.84%	0.34%	0.49%
African American	6.83%	2.44%	3.45%
Asian American	35.55%	38.30%	40.02%
Chicano	12.70%	5.54%	6.57%
Latino	2.69%	2.12%	2.70%
White	33.11%	34.16%	35.95%
Other	2.26%	1.29%	1.84%
Not Given	6.03%	15.80%	8.97%
Subtotal–Citizens and Immigrants	**100.00%**	**100.00%**	**100.00%**
Subtotal–American Indian, African American, Chicano, Latino	**23.05%**	**10.45%**	**13.22%**

Fall 1997 admission data as of 1/21/98 **Fall 1998 admission data as of 3/30/98** **Fall 1999 admission data as of 4/1/99**

New 1st-year-student Admits by Ethnicity–Spring 1998, Spring 1999, and Spring 2000 Terms

Ethnicity	Final Spring 1998	Preliminary Spring 1999	Preliminary Spring 2000	Numerical Change From SP99 to SP00	Percentage Change From SP99 to SP00
American Indian	8	20	8	-12	-60.00%
African American	36	64	54	-10	-15.63%
Asian American	941	863	963	+100	+11.59%
Chicano	98	185	145	-40	-21.62%
Latino	47	67	57	-10	-14.93%
White	873	834	956	+122	+14.63%
Other	47	26	41	+15	+57.69%
Not Given	131	349	219	-130	-37.25%
Subtotal–Citizens and Immigrants	2,181	2,408	2,443	+35	+1.45%
International	76	67	48	-19	-28.36%
TOTAL	**2,257**	**2,475**	**2,491**	**+16**	**+0.65%**
Subtotal–American Indian, African American, Chicano, Latino	**189**	**336**	**264**	**-72**	**-21.43%**

Percentage Distribution of New 1st-year-student Admits by Ethnicity–Fall 1998, and Fall 1999 Terms

Ethnicity	Final Spring 1998	Preliminary Spring 1999	Preliminary Spring 2000
American Indian	0.37%	0.83%	0.33%
African American	1.65%	2.66%	2.21%
Asian American	43.15%	35.84%	39.42%
Chicano	4.49%	7.68%	5.94%
Latino	2.15%	2.78%	2.33%
White	40.03%	34.63%	39.13%
Other	2.15%	1.08%	1.68%
Not Given	6.01%	14.49%	8.96%
Subtotal–Citizens and Immigrants	**100.00%**	**100.00%**	**100.00%**
Subtotal–American Indian, African American, Chicano, Latino	8.67%	13.35%	10.81%

Spring 1998 admission data as of 1/21/98 Spring 1999 admission data as of 3/30/98 Spring 2000 admission data as of 4/1/99

Sources: Office of Undergraduate Admission & Relations with Schools

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> ***"Even though these minority students continue to apply in record numbers, the acceptance rates have dropped dramatically,"***
>
> **HARRY PACHON**

tional distress, harm to your reputation, or loss of future earnings. According to the book's section on Legal Relief, you also can ask to be admitted to the school from which you were rejected. It also outlines how to start a lawsuit and find an attorney to pursue a case.

The book for trustees takes a different approach, one of potential personal legal liability. In its introduction, the tactic is blatantly laid out. "University officials–including trustees–will be scrutinized for failing to take action to prevent obvious violations of constitutional rights of applicants," reads a section of the book's preface.

Already CIR claims two small victories. Trustees at the University of Virginia formed a subcommittee to review the university's admissions policies and probe the liability of trustees. And at the University of Massachusetts at Amherst, a Freedom of Information request led to the elimination of some race-based benchmarks, according to Pell.

"I think what our cases have shown is that universities have been misleading people," said Pell, "by having two separate admissions systems. People want there to be some sort of affirmative action or outreach, but on the other hand, they are firmly opposed to racial preferences." Those who are on the front lines of fighting for the civil rights of Hispanics are not throwing in the towel just yet. Schools including UCLA and the University

UCLA Students on campus

1997/1998
Hispanic applications to UC

	1997	1998	Net Change
Berkeley	2,857	3,140	+283
Davis	1,829	2,023	+194
Irvine	2,124	2,378	+254
Los Angeles	3,726	4,066	+340
Riverside	1,695	2,185	+490
San Diego	2,511	2,831	+320
Santa Barbara	2,947	3,022	+75
Santa Cruz	1,671	1,879	+208

The acceptance rate for Latinos fell at every campus. **Again, the greatest decrease was at Berkeley, where the acceptance rate dropped from 44.3 percent for Latino applicants to 20.6 percent. The smallest drop was at Riverside, where the acceptance rate slid from 81.2 percent to** 75.4 percent. Despite this drop, **the number of admitted students increased at both Riverside, where the number rose from 1,376 in 1997** to 1,648 in 1998, and at Santa Cruz, **where the numbers increased from** 1,363 to 1,406. Overall, 11,901 Latino students were admitted in 1997 compared to only 9,836 in 1998, a drop of 17.4 percent.

1997/1998
Hispanic acceptance rate to UC

	Number admitted		Acceptance rate	
	1997	1998	1997	1998
Berkeley	1,266	646	44.3%	20.6%
Davis	1,237	951	67.6%	47.0%
Irvine	1,412	1,376	66.5%	57.9%
Los Angeles	1,512	995	40.6%	24.5%
Riverside	1,376	1,648	81.2%	75.4%
San Diego	1,450	1,024	57.7%	36.2%
Santa Barbara	2,285	1,790	77.5%	59.2%
Santa Cruz	1,363	1,406	81.6%	74.8%

The Latino attendance rate increased at every campus. At Davis, for example, 40.6 percent of admitted students chose to enroll in 1998, compared with 29.8 percent in 1997. The smallest increase was at San Diego, which grew from 26.2 percent to 27.0 percent.

1997/1998
Hispanic enrollment and attendance rates to UC

	Number enrolled		Attendance rate	
	1997	1998	1997	1998
Berkeley	472	271	37.3%	42.0%
Davis	369	386	29.8%	40.6%
Irvine	290	340	20.5%	24.7%
Los Angeles	572	441	37.8%	44.3%
Riverside	378	464	27.5%	28.2%
San Diego	380	276	26.2%	27.0%
Santa Barbara	538	511	23.5%	28.6%
Santa Cruz	242	306	17.8%	21.7%

As was the case with Latino students, applications from Black students increased at every UC campus with the exception of Los Angeles. Overall, that number grew from 6,032 in 1997 to 6,444 in 1998. The greatest increases occurred at the Riverside and San Diego campuses, with an increase of 106 applications at each.

1997/1998
Black applications to UC

	1997	1998	Net Change
Berkeley	1,159	1,250	91
Davis	673	689	16
Irvine	557	605	48
Los Angeles	1,386	1,356	-30
Riverside	516	622	106
San Diego	702	808	106
Santa Barbara	648	706	58
Santa Cruz	391	408	17

1997/1998
Black acceptance rate to UC

	Number admitted		Acceptance rate	
	1997	1998	1997	1998
Berkeley	562	247	48.5%	19.8%
Davis	409	247	60.8%	35.8%
Irvine	303	287	54.4%	47.4%
Los Angeles	524	313	37.8%	22.9%
Riverside	348	380	67.4%	61.1%
San Diego	382	222	54.4%	27.5%
Santa Barbara	457	379	70.5%	53.7%
Santa Cruz	284	265	72.6%	65.0%

1997/1998
Black enrollment and attendance rates to UC

	Number enrolled		Attendance rate	
	1997	1998	1997	1998
Berkeley	257	126	45.7%	51.0%
Davis	95	95	23.2%	38.5%
Irvine	54	75	17.8%	26.1%
Los Angeles	221	144	42.2%	46.0%
Riverside	100	117	28.7%	30.8%
San Diego	80	52	20.9%	23.4%
Santa Barbara	129	98	28.2%	25.9%
Santa Cruz	43	55	15.1%	20.8%

> ***"We need to rely on a well-educated Latino, African American, and Asian workforce. This country is not going to get ahead unless we have a real inclusive mentality."***
>
> **THERESA FAY-BUSTILLOS,**
> **VICE PRESIDENT OF LEGAL PROGRAM, MALDEF**

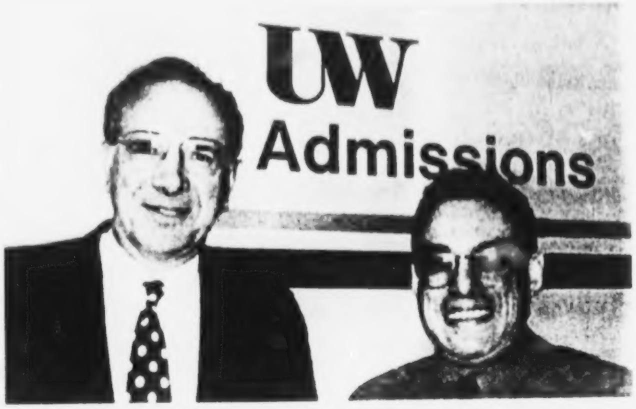
of Washington are continuing vigorous outreach efforts to convince minority students to enroll once they get in. This wooing of prospective students is allowed since they've been admitted without regard to race or ethnicity.

"We've expanded our direct outreach to do more mailing and campus visits," said the University of Washington's Tim Washburn. "We want to affirm the university's commitment to those students and provide encouragement to those who might be sitting on the fence."

Likewise at UCLA, the spring promised to be a frenzy of outreach to those lucky few Hispanics and Blacks who were admitted. Among the scheduled activities were telephone calls, visits to high schools by UCLA Chancellor Albert Carnesale, special tours, private receptions hosted by alumni, day-long academic conferences, and weekend introductory programs for students and parents. UCLA and the UC system also have implemented new developmental outreach programs aimed at K-12 districts in the greater Los Angeles area. The hope is that these efforts will significantly increase applicants and admitted students to UCLA within the next few years from underrepresented communities.

"We need an overhaul of the K-12 system, no question," said UCLA Director of Admissions Rae Lee Siporin. "In the meantime, I despair that we are going to lose a generation of students."

While universities reach out to this pool of potential students, the Mexican American Legal Defense and Education Fund (MALDEF) has challenged the new admissions system. In March, MALDEF filed a class-action suit against the University of California at Berkeley charging that its admissions process is discriminatory. The suit chal-



University of Washington's Tim Washburn and Enrique Morales

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White Applications to UC

	Applications		Number Admitted		Number Enrolled		Acceptance rate		Attendance rate	
	1997	1998	1997	1998	1997	1998	1997	1998	1997	1998
Berkeley	9,108	8,892	2,725	2,780	1,018	1,090	29.9%	31.3%	37.4%	39.2%
Davis	8,281	7,525	4,305	3,888	1,554	1,402	52.0%	51.7%	36.1%	36.1%
Irvine	4,224	4,181	3,009	2,936	649	611	71.2%	70.2%	21.6%	20.8%
Los Angeles	9,734	9,592	3,506	3,369	1,243	1,272	36.0%	35.1%	35.5%	37.8%
Riverside	2,356	2,370	2,021	2,037	476	452	85.8%	85.9%	23.6%	22.2%
San Diego	10,381	9,887	5,314	4,993	1,471	1,253	51.2%	50.5%	27.7%	25.1%
Santa Barbara	11,285	10,402	8,096	6,707	2,362	1,846	71.7%	64.5%	29.2%	27.5%
Santa Cruz	6,042	5,742	5,178	4,743	1,266	1,101	85.7%	82.6%	24.4%	23.2%

Students at UCLA

lenges UC-Berkeley's decision to "uncork" the GPA for applicants, meaning that honors and advanced placement (AP) courses can now boost a GPA past 4.0. For many Hispanic and Black students, this creates a playing field they can't even walk on since many attend high schools that don't offer such classes. "We're going after Berkeley because the numbers of Latino and African Americans there have plummeted," said MALDEF attorney Fay-Bustillos. "One of the strengths of America is our demographic diversity." For MALDEF, this lawsuit is a test case of UC's new race-neutral admissions policies. It's a test case that many other civil rights groups and universities will be keeping an eye on as it may help determine enrollment policies in the next century. "We need to rely on a well-educated Latino, African American, and Asian workforce," said Fay-Bustillos. "This country is not going to get ahead unless we have a real inclusive mentality. We can't have a two-tiered public university system. The best and brightest Latino students deserve the chance to go to the best universities." HO

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Hispanics on the Hill

In the Lead on Education

BY

MIRIAM RINN

Congresswoman Lucille Roybal-Allard has an easy-to-understand definition of the mission of the Congressional Hispanic Caucus: "In 20 years, Latinos will become the majority population in states such as California, New York, Texas, Illinois, and Florida," the California representative said. "We must invest today to ensure that our children will be prepared to lead these states into prosperity. In the 106th Congress, the Caucus will focus on education, economic development, and access to health care. All of these issues are critical to the well-being of the Latino community, and to the nation as a whole. Latino issues are American issues."

Organized in 1976 to provide a national voice for the Latino community, the Congressional Hispanic Caucus now has 17 members, all Democrats. Roybal-Allard, the first woman to chair the Caucus, represents the 33rd congressional district in California, an area that includes the cities of Los Angeles, South Gate, Bell Gardens, Vernon, Commerce, and Huntington Park. (Her father, Congressman Edward R. Roybal, who served as a member of Congress for 30 years, founded the Hispanic Caucus more than 20 years ago.) Other Caucus members represent constituents in Texas, California, Illinois, Puerto Rico, New Jersey, New York, and Arizona.

The Caucus also had two Republican members. Representative Lincoln Diaz-Balart and Representative Ileana Ros-Lehtinen, both from Florida, but they left after the previous chair, Rep. Xavier Becerra, a Democrat from California, visited Cuba and then refused to make a public call for democratic elections on the Communist-led island. Those two members have not returned, Roybal-Allard said, because the Caucus cannot satisfy their demands. Although the two Republicans insist that the Caucus pass a resolution on Cuba, the group has decided not to take positions on Cuba or on Puerto Rico, the chairwoman explained. There is no hope of agreement on these two issues, according to Roybal-Allard, so there's no point in spending a lot of time on them.

What she hopes to focus on is education, something that most Caucus members–and most Americans–can agree on. "We've been successful at getting the administration to support our educational budget, and we were very pleased with that," Roybal-Allard said. "We are excited that President Clinton's Year 2000 Budget includes funds for the programs that are critical to the Latino community, such as education, health care, and services for legal immigrants."

Lucille Roybal-Allard, 33rd District, California

CHC's recommended spending on Hispanic-Serving Institutions was $62.5 million, and the President proposed spending $42.3 million, a healthy percentage of CHC's goal. While she agrees that those colleges and community colleges that serve lots of Hispanics need support, public school construction and modernization is one of Roybal-Allard's primary goals. "Before we can even get our kids into college, we have to educate them beforehand," Roybal-Allard believes.

Public schools all over the country are desperately overcrowded or in need of immediate renovation. The "baby boom echo," children born to baby boomers, and increased immigration have filled elementary schools to bursting. Nationwide, school enrollment has increased 16 percent from 1988 to 1998. According to the Congressional Budget Office, 43 percent of California's school have at least one building in need of extensive repair. "My district is one of the best examples of that," Roybal-Allard said. "When it rains, they have to put out trash cans to collect the water."

The Caucus faces an enormous challenge if it wants to tackle education reform. Educational attainment rates of Hispanic students at all levels are deeply disturbing. Although Hispanic children account for 14 percent of the school population, they have the lowest high school completion rates of any major population group. Thirty-eight percent drop out before completing high school. In California, only 8 percent of Latino fourth graders are proficient readers while 29 percent of non-Latino fourth graders are reading well. Twenty-nine percent is bad enough–two-thirds of California fourth graders cannot read fourth grade material–but 92 percent of Latino fourth graders' not being able to read on grade level is frightening. Accordingly, the Caucus has

Ruben Hinojosa, 15th District, Texas

proposed that $320 million be spent to strengthen basic reading and math skills, and $22 billion in new bonds be raised for school construction and modernization.

Roybal agrees that sitting in bilingual classes for many years–which many Spanish-speaking children do–has not worked and is, as she said, "completely unacceptable." In fact, the movement that resulted in the passage of California's controversial Proposition 227, which allows most students one year of intensive English study before mainstreaming them, was started by Latino parents in her district, she said. She added, however, "We need to have some flexibility to allow for differences in learning skills. Learning English only should not be the goal. They should be able to keep up with other subjects that are equally important."

Rubén Hinojosa, a Democrat from South Texas, is chair of the Caucus' Education Task Force. A third-year Congressman, Hinojosa also serves on the House Committee on Education and the Workforce, along with several other members of CHC. "This is where I was meant to be," said Hinojosa, a longtime proponent of education. The Congressman is deeply concerned about the high Hispanic dropout rate, which continues to climb even as other groups' dropout rates slip downward. "Good jobs of the future are going to be knowledge intensive," Hinojosa said, emphasizing that it is imperative that the Caucus and the Administration deal with the disastrous lack of education of Latino youth. This is a problem that can be ignored no longer, Hinojosa believes. If many Hispanic youngsters leave school because of familial responsibilities, they need to be educated about the benefits for themselves and their families of staying in school, according to Hinojosa.

Many of the provisions of Hinojosa's Higher Education for the Twenty-First Century Act found their way into the House higher education bill, including an increase in the authorization level for HSIs from $45 million to $80 million. He also managed to secure a special section for these institutions under Title III of the Higher Education Act. For his efforts, Honojosa was honored, along with the the entire Caucus, by The Hispanic Education Coalition. Although the Congressman does not believe that money alone will solve the problem, providing more money to schools and colleges that serve Hispanic populations is a good first step. The schools have to be there, after all, if Latino students are to attend them.

The CHC had better luck with its education proposals than with its proposed spending on services to legal immigrants. The President's budget did not allow for any spending for low-income immigrants who were in the U.S. prior to August 1996 and later become poor or old. That might reflect some of the country's anti-immigrant feeling, which is often expressed by the Republican-controlled Congress. The Congress has been introducing legislation and attaching amendments that seem to target both illegal and legal immigrants, as well as minorities in general. One such amendment to the Higher Education Act, that proposed by Rep. Frank Riggs of California, who happens to be a Democrat, would ban affirmative action in college admissions nationally. The CHC denounced the Riggs amendment, as well as GOP-sponsored amendments to campaign-finance-reform legislation that would ban bilingual voting materials and enact voter-identification laws. Said Rep. Bob Menendez of New Jersey, "They don't want us to be informed, they don't want us to be registered, and they certainly don't want us to come out and vote."

Attempts to limit immigrant participation at the ballot box might be an indication of the fear some politicians feel at the growing power of Hispanic legislators. Besides the increasing numbers of elected Latino officials, members of the Caucus are winning more and more important committee appointments in Congress. Xavier Becerra sits on the Ways and Means Committee, which handles tax issues; Roybal-Allard was recently appointed to the House Appropriations Committee, one of the most powerful in Congress; and Bob Menendez was just elected vice chairman of the House Democratic Caucus. Along with Chairman Martin Frost, a Texan, Menendez will run the weekly meetings of all 211 House Democrats. It's in these meetings that Democratic legislation and strategy are crafted. When trying to convince his fellow Democrats to elect him, Menendez argued that Hispanic voters will be more and more important in the future, and that they should not be taken for granted. Republicans Jeb and George W. Bush won nearly half of the Hispanic vote in Florida and Texas in their successful runs for governor, after all.

The ideologies of Caucus members vary, but there seems to be an agreement that growing Latino political power has given Latino politicians the self-confidence to move towards broader issues and away from the narrow focus on Hispanic concerns that might have characterized them in the past. After all, if they are going to represent majority populations, they will have to behave like people in power. "It's going to be a very exciting time," Roybal-Allard agrees. "There are a lot of things we can do as a caucus. You're going to see us involved in economic development, especially small business. The issues that are really important to the Latino community and Americans in general are not divisive. We don't disagree on health care, education, social security. There is plenty to agree on." Hinojosa concurs that the future is bright. "It can be done."

Members of CHC

Lucille Roybal-Allard (D-CA), Chair
Silvestre Reyes (D-TX), 1st Vice Chair
Ciro Rodríguez (D-TX), 2nd Vice Chair
Luis Gutiérrez (D-IL), Whip
Matthew Martínez (D-CA)
José Serrano (D-NY)
Xavier Becerra (D-CA)
Nydia Velázquez (D-NY)
Solomón Ortíz (D-TX)
Ed Pastor (D-AZ)
Robert Menéndez (D-NJ)
Carlos Romero-Berceló (D-PR)
Robert Underwood (D-Guam)
Loretta Sánchez (D-CA)
Grace Napolitano (D-CA)
Rubén Hinojosa (D-TX)
Charles A. González (D-TX)

The Honor Roll

Southern Connecticut State University

Honoring the American Dream

BY ROGER DEITZ

At a recent commencement ceremony, Connecticut Congresswoman Rosa DeLauro described Southern Connecticut State University (SCSU) as a place "where the American Dream is best honored and most valued." University President Michael J. Adanti is in full agreement, and he should know. President Adanti is a member of the SCSU class of 1963. The president affirms the assessment made by Congresswoman DeLauro, saying, "She's right. Southern Connecticut State University has spent more than a century making the American Dream a reality for thousands of people."

President Adanti adds to this that he understands that a lot of hard work and difficult choices go into realizing that dream, not the least of them being the student's task of choosing a school that is the right fit. President Adanti suggests that a student should look into SCSU, where he or she will discover "...a community of students and faculty, administrators and staff, all dedicated to learning–learning about ideas and about ourselves." Adanti continues, "When we talk about 'higher education' at Southern, we mean education in all its forms: academic and personal, theoretical and practical, professional and emotional. We are committed to educating the complete person: the person who wants a career and a life!"

To Michael J. Adanti and the SCSU community, the creation of a well-rounded and better-educated individual is the aim, and SCSU has been immensely successful in hitting this target. For 25 years, SCSU has made a full-scale effort in the recruitment and retention of minority students–giving them access to the American Dream. For offering an open door to students of diverse backgrounds yearning to attend an institution of higher learning, we install Southern Connecticut State University on the *Hispanic Outlook* Honor Roll.

Southern Connecticut State University is a campus of the Connecticut State University System, governed by the Board of Trustees of that system. In addition to SCSU, the CSU system includes Central Connecticut State University at New Britain, Eastern Connecticut State University at Willimantic, and Western Connecticut State University at Danbury.

Southern's philosophy of education grows out of four related functions: liberal education, professional education, graduate study and research, and public service. With these four functions in mind, SCSU edu-

Admissions House

Southern Connecticut State University Admissions House

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Michael J. Adanti, Southern Connecticut State University president

Honor Roll Facts in Brief

INSTITUTION
Southern Connecticut State University

LOCATION
Office of Admissions
131 Farnham Avenue
New Haven, CT 06515-1355
(203) 392-5644

ESTABLISHED
1893

ENROLLMENT
11,395

HISPANIC ENROLLMENT
267 undergraduates, or 4.8 percent

DEGREE OFFERINGS
Bachelor's
Master's

ANNUAL TUITION AND FEES
$3,716 per year for state residents

NUMBER OF FACULTY
382 full-time (seven are Hispanic)

A FEW SPECIAL DEGREE PROGRAMS
Community Health
Ethnic and Racial Relations
Microbiology
Political Science: Public Administration
Spanish: Comparative Literature

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Organization of Latin American Students (OLAS)
The Hispanic Cultural Society

INTERNET ADDRESS
www.scsu.ctstateu.edu

cators believe, "A liberal education provides a point of view shaped by knowledge and understanding of our cultural heritage, and our physical and social environment. At the center of this viewpoint are a system of values and the capacity to make discriminating judgments based on reason and truth. A professional education, on the other hand, prepares qualified practitioners for public service to the state and cooperates in the development of standards and the betterment of technology in several fields."

Southern's programs in graduate study and research challenge mature students who wish to extend and strengthen a liberal education or improve their professional skills. As to public service, SCSU is a community school in many additional ways. Southern provides educational and cultural opportunities for everyone in the geographic area. Its School of Extended Learning offers courses on a part-time basis, day or evening, for professional advancement or personal enrichment. SCSU clinics provide diagnosis and treatment of speech, hearing, and reading problems and learning disabilities. In the fine arts, Southern plays host to conferences, institutes, workshops, expositions, and performances that both instruct and entertain the residents of the region.

Founded in 1893 as the New Haven State Normal School, Southern became a four-year college with degree-granting powers in 1937. Ten years later, Southern joined with Yale University's department of education to offer a graduate program leading to a master of arts degree. In 1954 the State Board of Education authorized the institution, now called the New Haven State Teachers College, to assume complete responsibility for this graduate program. As a result, Southern made its mark in the 1950s and the 1960s preparing teachers in virtually every major scholastic area.

In 1959, six years after moving to its present modern campus, state legislation expanded Southern's offerings to include liberal arts curricula leading to a bachelor's degree in the arts and sciences. This legislation also reorganized the institution into a multipurpose institution, renamed Southern Connecticut State College. Growth has continued ever since. As a modern, diversified center of higher learning, the institution has expanded both its undergraduate and graduate programs and introduced many new fields of study and research.

In March 1983, Southern became a university, completing its evolution. Today, Southern Connecticut State University is composed of six academic schools: the School of Arts and Sciences; the School of Business; the School of Communication, Information and Library Science; the School of Education; the School of Health and Human Services; and the School of Graduate Studies.

Overall enrollment at SCSU is 11,395. Of this group, the number of minority students is 1,368, approximately 11.3 percent of the total student population. The undergraduate percentage of minority students is 18.6 percent. Hispanic students number 267 and make up 4.8 percent of the overall figure. There are 382 full-time faculty, and of that number, seven are Hispanic. An education is affordable at Southern. For a student who lives off campus and is a Connecticut resident, annual tuition and fees (for a full-time undergraduate student) total $3,600. Add room and board on campus, and that figure rises to an average of $9,350.

Those student expenses can be defrayed in many ways, including scholarships, loans, and work-study. Southern awards financial aid on the basis of demonstrated need, and more than 50 percent of Southern's undergraduates receive financial aid. About 3,200 Southern students receive aid through such programs as the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, Connecticut State University Grant, and the Scholastic Achievement Grant Program. More than 3,000 students receive student loans, for example, the Perkins Loan and the Federal Stafford Student Loan Program. In addition, more than 600 students take advantage of on-campus Student employment and Federal Work Study Programs, holding clerical, maintenance, and other types of part-time positions.

Students reaching the sophomore year become eligible for one of the Alumni Association's more than 70 annual scholarships aimed at undergraduates. A Tuition Installment Plan is a further option to help make the SCSU education more attainable.

Students of color have even more options at SCSU. Special efforts have been made for more than twenty-five years at SCSU to serve minority students and increase minority representation on campus. Ever since 1972–when President Nixon was in the White House and students were demonstrating on college campuses across the country–SCSU has worked to change the face of its institution. A SCSU spokesperson reminds us that only a year before that, the U.S. Supreme Court had sanctioned busing to enforce the desegregation of the nation's public schools. This is the backdrop against which Southern Connecticut State University inaugurated its Summer Educational Opportunity Program to encourage minority students to attend college. At the time, the representation of minority students at Southern was one-tenth of one percent of the total enrollment.

The SEOP has been a great success in boosting minority enrollment. "The transformation of the university two decades ago was literally top to bottom," says James Barber, Southern's director of Student Supportive Services. "The first step was to begin hiring more minority faculty and staff to make the campus less intimidating to [students of color]....We learned that people go where they feel comfortable. As your numbers increase, and your visibility increases, people begin to listen to you."

Remembering the program as it was more than a quarter century ago, Barber recalls, "Then we started with 50 kids in the program, and now those kids are all over the world (with more than 900 graduates in all)." Among these graduates is Denese Chisolm of Hartford, recently appointed by Governor John Rowland to serve as a workers' compensation commissioner. Nearly 400 students apply each year to attend the program, to which 50 are admitted. The goal of SEOP is to prepare minority students for the challenges of university life, both academically and personally. Once students complete the program, they are automatically admitted to Southern for the following fall term.

"What we are looking for are students who are highly motivated," says Diane Rosner, assistant director of Student Supportive Services and coordinator of the program. Rosner observes, "Some of them may not have done really well in high school, but they have a desire to do this."

Another program at Southern Connecticut State University that attracts promising disadvantaged students to academics is ConnCAP, the Connecticut Collegiate Awareness and Preparation program. ConnCAP is helping academicians at Southern prepare Hillhouse High School students for university studies by "honing their academic skills." The program is funded with a $100,000 grant from the Connecticut Department of Education that is used to offer academic support for more than 40 ninth and 10th graders. The students are also taught how to select a college and how to apply for admission and financial aid. The ConnCAP program includes after-school tutoring and, for those students who are able to participate, a Saturday academy at SCSU, which runs from 9 a.m. to noon and includes classes in science, computer science, and math.

In addition, a six-weeks-long summer academy on campus offers courses such as environmental studies and chemistry and arranges many cultural outings. "We pick the students based on their desire and need to improve their academic performance," reports James Barber, whose Department of Student Supportive Services oversees the ConnCAP program. Barber notes, "The purpose is to advance their skills to help them succeed in college."

ConnCAP ties in with another program at Southern, the SCSU-Hillhouse Teacher Preparation Program. Full-tuition scholarships are awarded to five top Hillhouse seniors who commit to teach in the New Haven Public schools for three years upon graduation.

[illegible] Southern Connecticut State University

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Language Program "*Muy Caliente*"

UNIVERSITY OF
Miami

Enhanced by Music, Dining, and Dance

BY MARIELA ALVAREZ

> ***"....We should familiarize students with the different Hispanic cultures. Dancing and music enhance the learning of foreign languages, breaking the monotony and routine."***
>
> GERMÁN PAVÍA, SPANISH PROGRAM COORDINATOR

Miami has long been known for its strong Hispanic influence and its role as the gateway of the Americas. For years, people from across the country have been coming to the city to experience its Latin flavor and to negotiate international business deals. Now Miami is also becoming known as the *número uno* place to learn how to speak Spanish in the U.S.

There is no other program in the world like our week-long intensive Spanish course," says Germán Pavía, Spanish program coordinator at the Intensive Language Institute at the University of Miami's School of Continuing Studies. "Our university is the ideal place to learn Spanish because Miami has Hispanic businesses, restaurants, television—so many opportunities to practice the language," says Pavía.

The university location is not the only draw to the program, which runs classes in January and August in both Spanish and Portuguese. As part of the curriculum, Pavía brings in professional Argentine dancers to teach students the tango and a Mexican mariachi band to sing along with, all in Spanish, of course.

"I think the program should not be only an academic program, with the emphasis only on conversation and grammar," says Pavía, who was born in Colombia, "but we should familiarize students with the different Hispanic cultures. Dancing and

PUERTO RICO

Germán Pavía, Spanish program coordinator at the University of Miami's Intensive Language Institute.

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music enhance the learning of foreign languages, breaking the monotony and routine."

Students come from California, Washington, Connecticut, Washington, D.C., and from all over South Florida to attend UM's Intensive Language Institute. But Pavia envisions marketing the program internationally. "People from all over the world are doing business in Miami and in Latin America—just one reason why there's such a high demand for Spanish," he says.

Earlier this year, it was reported by *People* magazine that actress Melanie Griffith, who is married to film star Antonio Banderas, had paid $16,000 for a "four-day crash course" in Spanish to be able to communicate with her Spanish in-laws. "Mrs. Banderas should have come to the fine teachers and fine program we have here at the University of Miami. Our price is right," says Pavia. The week-long sessions at UM cost $895–and include lunch, he added.

The inclusion of Latin cuisine as part of the education package is one feature Pavia has added since he started with the program as coordinator in 1994. During the January course, which drew nearly 100 students from all over the U.S., Pavia hosted two dinners at Argentine and Peruvian restaurants. The waiters were instructed not to speak to the students in English, forcing them to place their orders in Spanish. "They sang and danced–especially after they had some wine!" says Pavia.

The only time students are allowed to speak English is during the one-hour tutoring sessions held when the grammar and conversation classes end for the day. Even when students take a break to sip *café cubano*, they must converse only in Spanish. To enforce the rules, Pavia has developed a strong deterrent: anyone who breaks the rule and speaks in English must dance, recite, or sing in Spanish in front of the class. "They get a big kick out of it," says Pavia. "They laugh and enjoy it. Of course, we applaud."

The cultural immersion doesn't stop there. Students are led by a Spanish-speaking tour guide through an exhibit at the Lowe Art Museum on the UM campus, hearing about the latest collection on view and holding a discussion afterward–*en español*. Visiting the program are various guest speakers from different countries, including consuls and past students. A former Japanese student of the intensive Spanish program, who is the president of Canon Corporation in Latin America, spoke to the January group.

"I try to get qualified instructors from Spain, Argentina, Colombia, Paraguay, Cuba, Nicaragua, the Dominican Republic, Peru, Venezuela, Mexico, and Panama in order to expose the students to different accents and enrich their knowledge of the language."

"The visit had a dual purpose: for the students to communicate in Spanish, and for them to see someone who is not Hispanic and did not grow up speaking Spanish to be able to speak to them in Spanish about Canon Corporation and its functions in Latin America," says Pavia. "They really were fascinated because his Spanish was excellent–and that serves as a powerful motivator."

As coordinator, Pavia will continue to bring in former students because it shows results and students try to emulate that, he says.

Other features of the most recent program included a visit by a local art gallery owner who showed slides of contemporary paintings from Latin America and asked students to discuss the themes and styles of the artwork, and a Mexican attorney and writer who spoke about the role of women in business in Latin America. Pavia adds that guest speakers allow students the opportunity to inquire about and probe different aspects of Hispanic culture.

"We warn some that they will experience culture shock at first," says Pavia. "But we tell them to relax. We are very patient, speak slowly, and use cognates so they will be able to recognize the words."

There are three levels of classes: beginner, intermediate, and advanced. The first two groups are divided into different sublevels depending on skill and exposure to the language.

In a day, each class will have between five and six teachers. "We rotate the teachers so that there's a different teacher every hour," says Pavia. "I try to get qualified instructors from Spain, Argentina, Colombia, Paraguay, Cuba, Nicaragua, the Dominican Republic, Peru, Venezuela, Mexico and Panama in order to expose the students to different accents and enrich their knowledge of the language."

Pavia's enthusiasm for the program is in his blood, literally. A native of Bogotá, Colombia, Pavia has been a language educator for years. After leaving Colombia to learn English at Mississippi Southern University, he got his bachelor's and master's degrees in political science of Latin America at Vanderbilt University.

For 13 years, Pavia taught and was chairman of Spanish, French, and Latin at The Harpeth Hall School, a private girls school, in Nashville, Tenn. There, several of his students competed in the National Spanish Examination, being ranked in the top 10 percent in the country for students of Spanish language.

Pavia came to Miami in 1990 to head up the French, Latin, and Spanish languages department at Palmer School, a private high school. Three years later, he joined the Dade County Public School system, teaching English to speakers of other languages at Miami Beach High School. In 1989, he began teaching at the University of Miami as a professor of Spanish language, and in 1994 joined the Intensive Language Institute, where he chooses the textbooks and materials and the professors, personally interviews potential students to determine their level of Spanish knowledge, and even pitches in to teach a grammar class.

Says Pavia, "There have been several teachers in my family, and teaching has always been in my heart."

For more information on University of Miami's Intensive Language Institute, call 305-284-4727. Next session: August 7-15.

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Orlando Brenes: the Coach with the Midas Touch

Rio Hondo Road Runners Win on and off the Field

BY ED BRENNEN

That formula of using soccer as a bridge toward educational success is one that Brenes knows well, having used it himself throughout his life.

If everything that King Midas touched turned to gold, then every soccer team coached by Orlando Brenes is a success.

There are, of course, many different ways to measure success. In soccer, it comes through goals and victories and ultimately championships. For the 43-year-old Brenes, a native of San Jose, Costa Rica, and a longtime resident of Southern California, there has never been a shortage of that kind of success, be it as a player or as a coach at the high school or college level.

But there are other ways to measure success in the game of soccer, things that don't necessarily show up on a statistics sheet following a game. For Brenes, it is seeing a young Latino earn a college education while building self-esteem on the playing field that has fueled his tireless coaching career over the past two decades.

"A degree to me is very important. As a Latino, it is something we should emphasize," says Brenes, who has worked as a high school physical education teacher for the past 18 years and coached soccer at the college level since 1986. "If they have the ability that God gave them, they should use that to further their opportunity. But their education is most important."

And that formula of using soccer as a bridge toward educational success is one that Brenes knows well, having used it himself throughout his life.

Born in San Jose in 1955, Brenes learned the game of soccer from his father Jaime, who played with some of the country's top club teams. "My father taught us how to kick soccer balls," says Brenes, who could always strike up a little game with any of his three brothers–Eddie, Marcos, or Jaime.

In 1959, Brenes' father moved the family to Southern California. There, the sons' passion for the game grew. "My father started playing in Sunday leagues out here, in semi-pro leagues," Brenes recalls, "and he would take my brothers and myself to games to watch. That's what sparked my interest in games–his playing. He was determined to make us players."

And players they were. At St. Gable High School, Brenes won a pair of state titles, one as a sophomore (when his brother Jaime was a teammate) and another as a junior. While the competition wasn't as widespread in his playing days (Brenes says there were just over 100 high school teams back then; today there are more than 800), the level of play was equal, if not greater. "Today you've got quantity, but not necessarily quality," he says.

RIO
HONDO
COLLEGE

After graduating from St. Gable, Brenes moved on to East Los Angeles Community College, where he was a walk-on with the men's soccer team. By his second year, in 1975, he was team captain and leading East LA to its first-ever state championship. "That opened up all sorts of avenues for me," says Brenes, who was suddenly drawing interest from big-time schools like UCLA and Cal State-Fullerton.

A severe ankle injury dampened those prospects, however, and Brenes instead continued his education at Whittier College, where he again walked onto the men's soccer team and ended up serving as captain in 1977 and '78. By the time Brenes graduated with his B.A. in physical education and health in 1978, he was an All-America player and Whittier had won its conference for two straight years, qualifying for the National Association of Intercollegiate Athletics playoffs. "It was a great feat for Whittier," says Brenes, who honed his soccer skills in the off-season by playing for a semi-pro team in the Western Alliance League.

Out of college and on his own, Brenes landed a teaching job in the early '80s at Bell Gardens High School, and he is still there today. There he embarked on his high school coaching career, a career that

Coach Orlando Brenes

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Forward Juan Carlos Bolaños leading scorer in All Teams Conference

has now spanned some 18 years. In that time, Bell Gardens has amassed a record of 320 wins, 66 losses, and 53 ties. It's won the league championship 15 times (never finishing less than second), and it has won three California Interscholastic Federation championships.

"It's a nice situation at Bell Gardens," says Brenes, who went on to get his master's degree in administration while teaching and coaching at the high school. "We're really from a low socio-economic area, and a lot of these young men try to make it and go on to a four- or a two-year institution."

Besides teaching them at the high school level, Brenes has found another way to further his players' college aspirations. In 1986, Brenes began working as an assistant men's soccer coach at Cerritos Community College. Then, in 1988, Brenes heard of an opening at East LA, his alma mater, which was resurrecting the soccer team that had been dormant for several years.

Just as he did as a player, Brenes helped put East LA soccer back on the map. From 1988 to 1997, Brenes guided East LA to a record of 155-18-12. His team won the South Coast Conference championship nine times, earning the state title in 1990 and finishing second in '94. "We really had an incredible run," says Brenes, who could recruit his players from Bell Gardens High to play at East LA, getting their feet in the college door.

While his soccer plate was already more than full, Brenes couldn't resist taking on another challenge. In 1996, the athletic director from Rio Hondo Community College approached Brenes and asked him about starting up a women's soccer team at the school. Brenes accepted, and for an entire season he got up at 5 a.m., taught at the high school, then went to Rio Hondo to coach the women before driving over to East LA to coach the men. "I realized I couldn't do this anymore," says Brenes, whose first-year women's team went 5-12 that season. "I couldn't be in three different places in one day—I could be in one spot or maybe two."

So Brenes decided to hang up the whistle at East LA and focus solely on Rio Hondo, where in 1997, he began the men's soccer team. As he saw with the Rio Hondo women's squad, starting a first-year program is never easy. But the Rio Hondo men bucked this trend, reeling off an improbable 21-2-1 final overall record that carried them all the way to the state championship game, where the Road Runners were finally stopped, 3-1, by De Anza College.

"Teams were saying, 'Who's this new kid on the block?'" laughs Brenes, who was named South Coast Conference Coach of the Year that season after Rio Hondo went undefeated in the league at 11-0-3. In addition, the Road Runners ended up ranked No. 7 in the nation for Division 3 community colleges, "which was the greatest honor bestowed on the program," Brenes says.

And the Rio Hondo men didn't let up in 1998, tearing through the SCC for a second straight crown at 13-1 and finishing 21-2-1 overall. Led by SCC Player of the Year Juan Carlos Bolaños, a first-team All America player, and first-year player Marvin Quijano, the Road Runners proved that 1997 was no fluke and that they were indeed a program to be reckoned with.

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Midfielder Bryant Marchesan All Team Conference

"I didn't know what to expect when I got there," says Quijano, who heard about the Rio Hondo team from his friend Jose Mejilla, one of four returning players from the 1997 squad. "But I didn't have anywhere else to go, so I gave it a shot."

Quijano ended up finishing second on the team in goals with 30 while adding 19 assists, and he credits Brenes' work as coach for the Road Runners' success. "He worked us hard," says the 19-year-old Quijano, who is currently practicing with the Los Angeles Galaxy of Major League Soccer, where he is hoping to land a roster spot. "We were ready for every game."

"When we started the team, no one knew what to expect," adds Bolaños, who played for Brenes for four seasons at Bell Gardens, leading the team in scoring as a junior and senior, before coming to Rio Hondo in 1997. "But after that first year, they knew we had a good team! It's good to be the underdog because once the game starts, you just run right by them."

Forward Marvin Quijano 2nd leading scorer in South Coast

While Bolaños enjoyed a great high school soccer career at Bell Gardens, he, like Brenes some 20 years earlier, wasn't sure what the future held afterwards. He didn't know much about Rio Hondo until Brenes extended the invitation. "I didn't have a chance to go to a four-year school," says the 19-year-old Bolaños, who is now planning on transferring to a four-year institution, where he wants to study computer programming and further his soccer career.

Midfielder Sal Padilla, 1st Team All Conference

"He's helped me a lot," Bolaños adds of Coach Brenes. "I wouldn't be in this position if it weren't for him."

And to Brenes, those kind of words are much more important than the team-leading 33 goals and 15 assists that Bolaños produced last season, or all the league championships rolled into one.

"I try to make the Latino kids see that they can use their ability to play soccer in school as their way out," says Brenes, who is now passing the game of soccer on to his own sons–Joshua, 6, and Isaiah, 11. Even his wife, Elena, Brenes says, is becoming partial to the sport.

Of course, Brenes understands how gifted players can become lured by the chance of playing soccer professionally. He once had those dreams himself. But Brenes just hopes that his players never lose sight of the most important definition of success.

Jake Heredia first-year player

"I used my soccer career to get my education," he says. "In my senior year in college, I had an invitation to try out with the Dallas Tornadoes of the old North American Soccer League. I didn't go because I didn't want to leave school. Had I left school, I might have regretted it now."

And so too would have the countless players over the past two decades who have benefited from Brenes' golden coaching touch.

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Women's Leadership Conference Uplifting

Candid Discussions of Racism, Sexism, and Oppression

BY
ARLENE BRYANT, MEDIA SPECIALIST, CAL POLY-POMONA

"Lifting as we climb" was the motto of the National Association of Colored Women, founded in Washington, D.C., in 1896. Now, more than 100 years later, the phrase was reiterated at the second annual Women's Leadership Conference recently held at Cal Poly Pomona, in Pomona, Calif.

Sponsored in part by the university's office of diversity and compliance programs, the conference featured the Southern California debut of Shakti Butler's groundbreaking documentary, *The Way Home*.

"Together, as illustrated in *The Way Home*, we can find common ground, understand the uniqueness within us and among us, and move forward to the next step, lifting as we climb," said Donna Albro, Cal Poly Pomona executive director, Diversity & Compliance.

> ***"We have to move beyond dualistic thinking to be bigger, hold multiple perspectives and multiple realities."***
> SHAKTI BUTLER

The Way Home was filmed over the course of eight months and features 64 women, representing a cross-section of cultures, who met in eight councils separated by ethnicity–African American, Arab, Asian, European American, Indigenous, Jewish, Latina, and Multiracial. With candor and courage, the women speak their hearts and minds about resistance, love, assimilation, standards of beauty, power, school experiences, race, gender, class, and more. The result is a rich compendium of stories that reveal the far-reaching effects of social oppression. Woven throughout are collages of historical and family photos, dance sequences, visual images, and music from more than 20 cultures.

Shakti Butler producer and director of The Way Home embraces Latina panelist Mercedes Martin

The film acts as a catalyst for transformative learning–experiencing a deep shift in the basic premises of thoughts, feelings, or actions. "Transformative learning shifts the seat of consciousness," said Butler. "When this shift takes place, the lens through which we see is dramatically and permanently altered."

A doctoral candidate in integral studies at the California Institute of Integral Studies in San Francisco, Butler's passion lies in her desire to uplift humankind, and in her belief that we are all truly interconnected and bear responsibility to the whole. She is one of the principle partners of World Trust, a nonprofit organization founded in 1987 to create new ways for people to come together to talk about issues of race and culture.

For 21 years, her work has challenged and inspired learning through the use of interactive processes such as her "Heart to Heart Conversation" model. *The Way Home* was created to act as a catalyst for these conversations, and after each showing, a panel of some of the women featured in the film share their stories and invite the audience to join in the discussion.

"What I'm after is challenging our basic assumptions," says Butler. "Oppression is internalized. Oppression is externalized. Oppression is as much a part of all of us as our breath."

How that oppression manifests itself in the next generation was a major con-

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Women's Leadership Conference attendees find old habits die hard as they practice non-defensive communication.

cern for the women on the panel.

"Don't be afraid to talk to your children about the hard things," said Bridgett Kephera-Maat, one of the women from the African American council. "It's important for children to know who they are. My 8-year-old daughter was taught about the beauty of being Black. Now she's proud of her heritage–and her nappy hair."

Agreeing, Sema Dudum, from the Arab council, added, "Silence is complicity, and kids see that."

"We can only mistreat people to the extent we've been mistreated," said Penny Rosenwasser of the Jewish council. "We have to give children as much love and attention as possible to decrease their likelihood of mistreating others. If we feel good about ourselves, we're not going to hurt other people."

Feeling good about oneself isn't always easy. As an Afro-Cuban, Mercedes Martin had problems adjusting to being multiracial. "I couldn't relate to any one group," she said. "Finally, in college, I realized I had to identify with myself."

A member of the Latina council, Martin felt uncomfortable being grouped with other women under the "Hispanic umbrella."

"We were from different backgrounds," she said. "I was talking from the African perspective, while others took the Indigenous perspective. We had to break through our differences before we could even speak to one another."

And that's exactly the lesson Shakti Butler hopes to teach.

"Sexism. Racism. Classism. There still isn't much understanding between diverse groups," says Butler. "Who are you comfortable with? Who are you friends with? Where did we learn our ideas about race, class, and sex? We have to move beyond dualistic thinking to be bigger, hold multiple perspectives and multiple realities."

Sharon Ellison (left) and Fabienne McPhail demonstrate one of the strategies of non-defensive communication: describing for the other person in our own words what we hear (i.e. believe) they are saying to us.

Don't Be so Defensive!

"When used with compassion, thoughtfulness, and respect, language becomes a powerful tool for liberation." Evelyn C. White, editor, The Black Women's Health Book

Building on the insights gained through *The Way Home* video and panel discussion, Sharon Ellison and Fabienne McPhail rounded out the Women's Leadership Conference by conducting a workshop on how to have powerful, non-defensive communication.

"Traditional communication patterns can hold us back, lock us into stereotypes, and contribute to the glass ceiling that still suppresses women," said Ellison, a therapist and consultant for 33 years. "For centuries, Aristotle's 'war model' for communication has been taught in Western Culture as the art of winning arguments. In the war model, if at any given time we don't have mutual cooperation, we find we must either give in to others, withdraw from the situation, or try to gain control over the other person. This strategy makes us defensive, undermines our self-esteem and confidence, and causes needless power struggles both at work and at home."

"To realize our potential as women in the 21st Century, we must stimulate others to value our competence and leadership styles," added McPhail, director, Women's Center, and graduate residence dean, Stanford University. "Women are often viewed as either aggressive and harsh, or nice and ineffectual–while men are seen positively as unemotional and competitive. Even when we demonstrate strong leadership qualities, we still struggle for respect."

Do you still beat your wife?

Many times in the "war model" style of communication, there is no "good" response. Take that old vaudeville taunt, "Do you still beat your wife?" Whether you answer yes or no, you're still admitting the crime. Ranging from denial to counterattack, here's a sampling of some defensive reactions that might have a familiar ring:

"He was just joking. He didn't really mean it."

"I'm sorry you took it that way." (Meaning, the way you took it is the real problem, not what I said.)

"I'm not being too sensitive! This is an important issue!"

"I can't believe you would think that about me."

"Don't you think women supervisors are hard to work for?"

Forget Aristotle

The non-defensive model uses questions, statements, and predictions to help us understand others better, communicate more effectively, and often resolve conflicts without getting into power struggles.

- **Questions**

Use sincere questions to draw out the other person in order to understand their experience, thoughts, and feelings. For example, if someone says, "I can't learn this computer program!" ask them to clarify: "Are you saying that you need help or a break, or that you want to quit completely?"

The non-defensive question must be sincere and open. It's purpose is to collect data. This is much easier said than done. We are so used to asking questions in a tone and with a body language that expresses our

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own opinions and feelings that it is hard to ask a simple, sincere question. But the power of a sincere question is immense because it stimulates others to disarm or drop their defensiveness, and to respond in a sincere and honest way.

- **Statements**

Statements help clarify our own position and our view of another person's position. For example, if someone says, "That idea won't work!" instead of arguing "Yes, it will!" try "There are several reasons why I believe it will work, and I'd like to tell you about them."

We can have much more influence when we simply express our own thoughts and feelings instead of stating our opinion as fact or trying to convince others to agree with us. When others feel our security and confidence, they are more likely to listen openly and respectfully.

- **Predictions**

Predictions describe the different consequences that might result from different choices, without trying to directly control which choice is made. For example, if someone responds to an idea with "That won't work," you might say, "If you just say it won't work, without giving any reason why, then I don't want to try to convince you or discuss it. If you tell me a specific reason why you think it won't work, then I would like to talk to you about it."

Non-defensive predictions do not coax, punish, or falsely threaten. In this example, you have made a prediction that prevents another person from just throwing a wet blanket on your idea without explaining why. You also make it clear that you won't accept the statement unless the person is more specific. Further, if the person is more specific, whether you agree or not, you will consider the person's opinion respectfully.

According to Ellison, employing this strategy protects you from people who are attempting to put you down or manipulate you. It gives the person a clear picture of how you will respond to each choice, and it does so in a respectful way.

"Using non-defensive communication, we can gather accurate information, speak with clarity, protect ourselves, and hold others more accountable," concludes Ellison. "People are more likely to respect us, and we can strengthen our personal and professional relationships."

Biographical Notes:

Sharon Ellison, M.S., Founder of Ellison Communication Consultants, based in Oakland, California, is an award-winning speaker who provides workshops and keynote addresses for professional organizations and conferences nationwide. Clients include educational and social service groups and corporations, among them Hewlett-Packard and Nordstrom. She has been featured on TV talk shows and on NPR and Radio International for Peace. Her book, *Don't Be so Defensive!–Taking the War out of Our Words with Powerful, Non-Defensive Communication*, explains how to communicate successfully, even in oppressive situations or with people who are intimidating.

Fabienne McPhail, M.A., was on the faculty of the women's studies department at SFSU for seven years and is the former co-director of Aunt Lute Books in San Francisco. Her work in progress, *The Ultimate Betrayal: Woman on Woman Violence*, deals with violence by both heterosexual and lesbian women. She is also developing a project for non-violent relationships, to be conducted throughout the country.

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Washtenaw Community College

STUDENT DEVELOPMENT AND ACTIVITIES DIRECTOR

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Student Development and Activities Director. This individual is responsible for the development and supervision of all facets of the comprehensive student development program for the College. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

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Initial annual salary range is $44,000 - $48,400 on a twelve month base, dependent upon education and related experience with numerous fringe benefits.

Deadline for receipts of WCC official applications form is June 4, 1999.

Interested persons should send completed WCC application form with credentials (transcripts) to the **Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106.** (734) 973-3497 Job Hotline (734) 973-3510

For job postings see our web site at: **http://www.washtenaw.cc.mi.us/jobs/**

Washtenaw Community College is an AA/EEO/ADA employer.

Dominican College Celebrates Latino Art and Film

Rivera, Hidalgo, Valdéz and More

BY ALEXIS RUPPANNER

DOMINICAN
COLLEGE
of SAN RAFAEL

> ***"Living a life infused with creativity and acceptance today shall enhance the world tomorrow."***
>
> JOSEPH R. FINK,
>
> PRESIDENT

What began as a small school for girls in 1890 in a historically White community is today a liberal arts college with an enrollment of more than 1,400 men and women of all races and ethnic backgrounds. Dominican College went from a history of exclusiveness to a reputation for inclusiveness, in the tradition of the religious order its name indicates.

Now, more than 100 years after its founding, Dominican College in San Rafael, California, is as a hub for celebrating and embracing global art.

Continuing its commitment to the arts and multiculturalism, last year the college helped make possible two major events celebrating the spectrum of Latin American cultures.

Last November, alumnus and Latin American art collector Michael Wornick bundled 38 paintings and one sculpture in bubblewrap and shipped them to his alma mater for an exhibit, "The Human Figure in 20th-Century Latin American Art, Selections from the Michael Wornick Collection."

A dozen or so undergraduate students in a Museum Studies class curated the Latin American art exhibit in the Alemany Library on campus. In a comprehensive effort to heighten cultural awareness, students researched each artist and wrote museum-quality wall labels and then, after hours of deliberation, arranged the artwork. The exhibit featured works of renowned artists such as Diego Rivera, José Clemente Orozco, María Izquierdo, Armando Morales, Francisco Toledo, and Rodolfo Morales.

"The Human Figure in 20th-Century Latin American Art" exhibit at Dominican College was a thrill for Wornick and for those who visited.

"There was a lot of excitement. Students and the community were turned on to this new area of fine art," Wornick said.

Open for six weeks and free to the public, the exhibit drew many Bay Area residents. "An exclusively Euro-centric perspective in art is limiting," said Dorotea Reyna, director of corporate foundation and community relations at Dominican.

"This exhibit celebrated the beauty and depth of Latin American art, which is important. One-third of Dominican College's student population are students of color. Showing art that reflects the diversity of our student body and California fosters mutual understanding."

Recognizing that culture is taught and transferred in film as well, Dominican collaborated with the Second Annual Latino Film Festival of Marin last fall. Featuring films from Latin America, Spain, and the United States, the festival paid tribute to artists such as Luis Valdez and Edward J. Olmos, and offered a wide selection of foreign and domestic independent films. The five-day festival featured 15 films and videos, nine academic seminars, a tango class, a gala honoring Argentine film icon Laura Hidalgo, and a closing night fiesta complete with salsa dancing, wine, and [entremés]. Hundreds of people, ranging from students to corporate professionals, attended the festivities.

Dominican's academic seminars in this First Annual Cine Latino Forum offered such topics as The Immigrant Experience, The Best of Video Art, and Contemporary Mexican Short Films. With open doors, Dominican invited the campus community and the public to

From l to r) Sylvia Perez, Exec. Director of the Latino Film Festival; Carlos Rodriguez, Asst. Professor of English at Dominican College; Laura Hidalgo, film star; and Jorge Ruffinelli-Altesor professor at Stanford University

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attend all seminars without charge.

"It's critical to learn about the bias we see in the United States," said Carlos Rodriguez, assistant professor of English at the college. "Hollywood offers us only a narrow view of the world. It's important to see the world from the perspectives of Latinos from within and outside the United States."

Not only did the film festival entertain and educate; it also provided a network for Latinos. With visiting professors from across California, the local film festival had tremendous outreach.

"Film is a treat to watch," Rodriguez said, "and a film festival can reach community members within and beyond the county, the state, and the nation."

With films from college students as well as polished network producers, the festival offered only the highest quality. Films included *Tango: The Obsession*, by recent college graduate and Bay Area local Adam Boucher; *Caídos del Cielo/Fallen from Heaven*, directed by Francisco Lombardi; and *Mas Allá del Olvido/Beyond Oblivion*, the Argentine Vertigo, starring Laura Hildalgo, made two years before the Hitchcock masterpiece.

"A great film, like a great novel, is one rich in narrative," Rodriguez explained, "that is, a story based in the human experience told in a compelling manner that balances all aspects of narrative storytelling."

Highlighting Latino artistry is just as important as providing positive and contemporary images of Latinos in film. "Images of Latinos in Hollywood are scarce," commented Rodriguez. "And the images we do see tend to be negative. Latinos play only minor characters; sadly, there are actors, scripts, and images unseen."

Proving that there is a film industry alternative to Hollywood, the Second Annual Latino Film Festival of Marin offered enjoyment and advancement of the Latino culture. Alfred López, O.P., assistant professor of Humanities at the college, is working many hours to get the third film festival off the ground, hoping that the "sensitivity and excitement of the films and seminars will allow the discovery of and a reawakening to a heritage many Latinos are lacking."

Although the festival required a lot of sweat, tears, and elbow grease, Dominican College will continue to showcase Latino artistry. The film festival, like the art exhibit, accentuated an imperative message, a lesson for life.

"We want people to get in touch with cultures, respect cultures, and to grow," López said. "To see people as people, and to allow for differences."

Dominican College, founded in 1890, is a coeducational Catholic liberal arts college located on 80 wooded acres in San Rafael, California. The college offers more than 30 bachelor's and master's degrees.

The Human Body in 20th-Century Latin American Art: Selections from the Michael Wornick [illegible]
Dorotea Reyna, Director of Corporate Foundation and Community Relations, Institutional [illegible]

Diversity and the Arts

by Joseph R. Fink, President, Dominican College of San Rafael

Dominican College upholds the arts, beholding the humanities as equally important as other scholarly disciplines. Likewise, the college emphasizes equality and diversity. Dominican College has a stated institutional commitment to diversity.

Recognizing the large number of Latinos who are first-generation college students, Dominican blends the arts with appropriate career preparation so that students who have worked hard and whose families have sacrificed much will find rewarding careers once they leave our institution.

To further ensure the success of Latino students, Dominican College offers both traditional scholarships and financial aid packages as well as scholarships expressly for students of color. Fortunately, independent colleges like Dominican are unfettered by the limitations of the affirmative action bans. Thus, we are able to offer students a seeding ground enriched with myriad experiences and narratives.

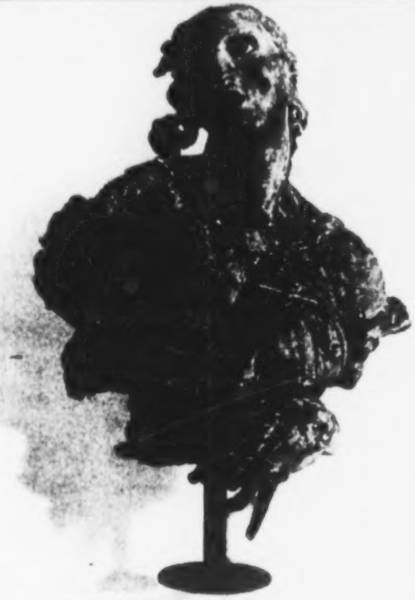
Our commitment to diversity does not stop in the classroom. Our dedication to multiculturalism has manifested itself, in part, in such activities as the Latin American Art Exhibit and the Latin American Film Festival, of which the College was a co-sponsor.

The benefits of such activities are many. Firstly, our commitment to diversity is reaffirmed in a very visible and public way. In addition, the college's interdisciplinary approach to education is broadened and strengthened. And, significantly, such activities provide valuable outreach and contact with prominent artists and thinkers from diverse backgrounds.

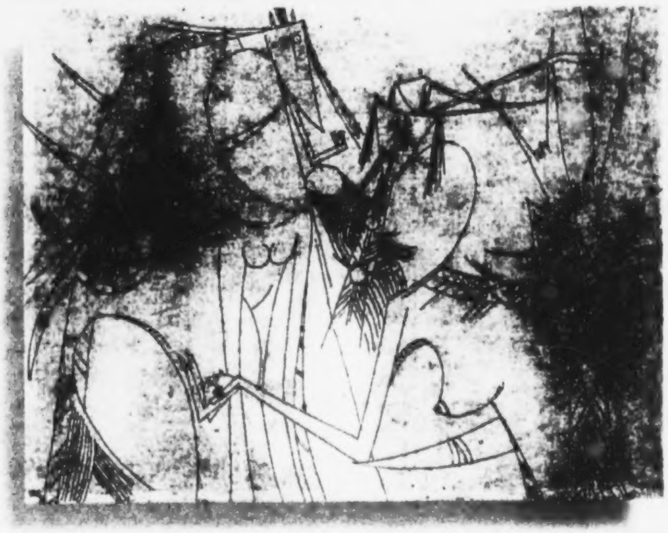
In addition to the arts-related activities like the art exhibit and film festival, the college has brought to campus an extensive series of lectures on multiculturalism. Layered upon these activities are other multicultural initiatives, including recent appointments to increase faculty diversity. The James Irvine Foundation has helped make much of this progress possible.

The nations growing diversity underscores the importance of our understanding those who are different from ourselves. Our graduates must be able to function effectively in an increasingly manifold workplace.

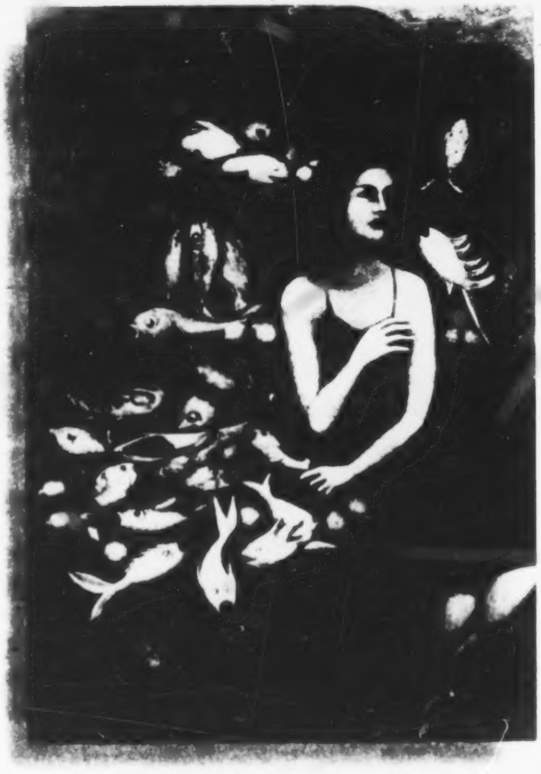
Surrounding students with art and multiculturalism instills appreciation. Living a life infused with creativity and acceptance today shall enhance the world tomorrow.



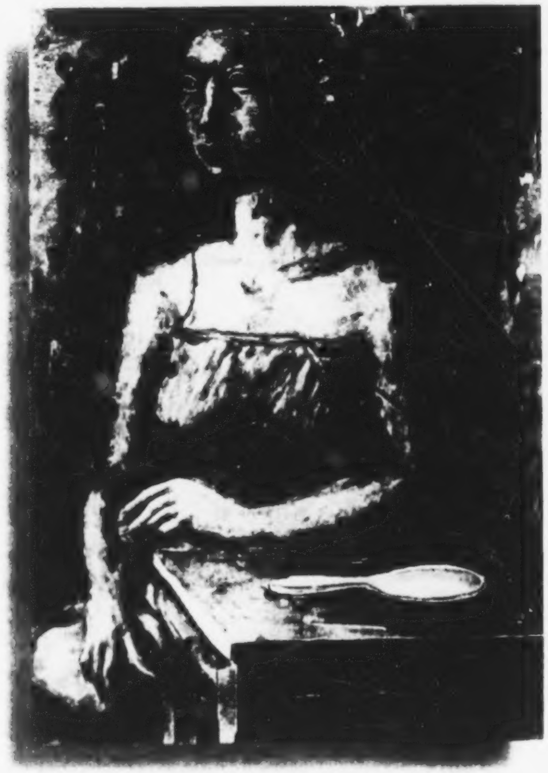
Javier Marin
(b. 1962) Mexico
Bust with Hands, 1993
Oaxacan clay, 32 x 18 x 24"



Wifredo Lam
(1920-1982) Cuba
Untitled, 1957
ink on paper, 19.5 x 24.5"



Andres Monreal
(b. 1947) Chile
The Miracle of the Fish, 1982
oil on canvas, 44 x 62"



Jesús Guerrero Galván
(1910-1973) Mexico
Woman with a Mirror, 1941
gouache and water color on paper, 16 x 22"

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People-Places-Publications-Conferences

PEOPLE

López-Contreras Named Modern Languages Chair

Dr. Enrique López-Contreras is the new chairman of the Department of Modern Languages at California State University (CSU)-Stanislaus.

López-Contreras, an expert on bilingual and multicultural issues, was a member of the faculty at Simón Bolívar University in Venezuela for 25 years. He has initiated exchange programs of faculty and students between CSU-Stanislaus and Simón Bolívar.

López-Contreras earned a master's degree from Virginia Tech and a doctorate at Simón Bolívar and has published three books on language and bilingual issues.

Cepeda Named President of Santa Ana College

Rita M. Cepeda has been named president of Santa Ana College, one of California's oldest community colleges.

Photo Credit © Bill Smith

Cepeda will guide the college in fulfilling its mission of responsive service to student and community needs. This includes planning, organizing, and implementing educational policy and procedures to develop curriculum and student support services.

"Ms. Cepeda comes to us with the highest commendations, and we are eager for her to join our organization," said Dr. Eddie Hernandez, Jr., district chancellor.

Cepeda earned her bachelor's and master's degrees from California State University-Long Beach. She has been working on her dissertation for her doctorate at the University of Southern California.

New School University Names Blakely Graduate School Dean

New School University (N.Y.) President Jonathan F. Fanton has announced the appointment of Edward J. Blakely as the dean of the Robert J. Milano Graduate School of Management and Urban Policy and professor in the Urban program, beginning September 1999. Blakely has been dean and Lusk professor of Planning and Development at the School of Urban Planning and Development of the University of Southern California for the past five years.

Blakely serves on the National Academy of Sciences Panel on Urban Development and Transportation. He is an advisor to the Organization for Economic Cooperation and Development, and to state governments in the United States, Australia, Sweden, and Japan. He has a bachelor's degree from the University of California-Riverside, a master's from the University of California-Berkeley, and doctorate from the University of California-Los Angeles.

Durant on New York-Farmingdale College Council

Dr. Michael J. Vinciguerra, acting president of State University of New York (SUNY)-Farmingdale, has announced that James E. Durant has been appointed to the College Council. Durant is an Airport Duty manager at John F. Kennedy International Airport.

He serves on SUNY-Farmingdale's Aerospace Technology Curriculum Advisory Committee and the Alumni Association Board of Directors. His community involvement includes the South Hempstead Baptist Church Senior Citizen Board, Project Pride Civic Association, and the NAACP. An active member of Alpha Phi Alpha Fraternity, Inc., he participates in a mentoring program.

Durant has an associate's degree from SUNY-Farmingdale, a bachelor's from Western Michigan University, and a master's from SUNY-Stony Brook.

DiBiaggio: Raising Hispanic Graduation Rates "Imperative"

Calling it a "moral and practical imperative," Tufts University (Mass.) President John DiBiaggio said high schools and universities must look for ways to increase their Hispanic graduation rates.

In a visit with students at Belen Jesuit Preparatory School in Miami, Fla., DiBiaggio hailed the high school's outstanding Hispanic graduation rate. Belen graduates nearly 100 percent of its students, many of whom enroll in some of the finest institutions of higher education in the United States.

DiBiaggio, who is the American Council on Education board chairman, said that the number of Hispanic students pursuing higher education has increased by nearly 90 percent in the last decade, but fewer than half of them graduate from public colleges and universities.

Brown Speaks at Latino Education Conference

ASPIRA Dr. Sarita E. Brown, an expert in educational opportunity who heads President Clinton's White House Initiative on Educational Excellence for Hispanic Americans, presented a keynote address at the First Annual Latino Education Conference, held at Harrah's Hotel in Atlantic City, N.J. The conference was sponsored by ASPIRA, Inc., of New Jersey.

Brown facilitates the work of the President's Commission on Educational Excellence for Hispanic Americans, and provides the connection between the Commission, the White House, the U.S

Department of Education, and the rest of the federal government.

William Colón, executive director of ASPIRA, said Brown's presentation provided the national perspective on issues that directly affect the education of Latino children.

Villas Named to Border Health Commission

Dr. Paul Villas, executive director of the University of Texas (UT) System Texas-Mexico Border Health Coordination Office, located on the campus of UT-Pan American, has been appointed by President Clinton to serve as a member of the federal United States-Mexico Border Health Commission. Villas is an associate professor in the Department of Health and Kinesiology at UT-Pan American.

The commission, which is under the administration of the Office of International Health of the U.S. Department of Health and Human Services, was created with the intent of finding ways to improve the health status of Americans living along the border.

Villa earned his doctorate at the University of Tennessee.

Perez Named American Council on Education Fellow

Dr. Jorge A. Perez, chairman of the Mathematics Department at LaGuardia Community College of the City University of New York, has been named an American Council on Education (ACE) Fellow for the 1999-2000 academic year. Since 1965, the ACE Fellows Program has worked with colleges and universities to identify and prepare leaders in higher education.

As an ACE Fellow, Perez will spend one semester working at a host institution where he will be included in the highest level of decision-making while participating in administrative activities.

Perez is the author of six textbooks on topics ranging from college algebra to abstract algebra. He earned a master's degree from State Technical University in Santiago, Chile and another master's as well as a doctorate from Columbia University's Teachers College.

Maricopa College District Names Cárdenas Acting Chancellor

Dr. Raúl Cárdenas, president of Paradise Valley Community College (Ariz.), has been named acting chancellor of the Maricopa Community College District (Ariz.) for one year, beginning July 1.

"I am pleased to have this opportunity to assume the leadership role of an outstanding community college system," said Cárdenas. "It is my hope to continue to maintain the successful track record our colleges have managed to achieve."

Cárdenas recently received the College Board's Exemplar Award, the most prestigious award authorized by the Western Regional Assembly. The award recognizes those who have offered meritorious service to their profession and proven their ability as a "leader of leaders."

He is a founding member and former president of the National Community College Hispanic Council, a charter member of the Hispanic Association of Colleges and Universities, and a member of the coordinating council for the Kellogg Foundation's Hispanic Border Leadership Institute in Arizona.

Cellular Biologist Soto at Ramapo

Dr. Ana M. Soto, a professor in the Department of Anatomy and Cellular Biology at Tufts University (Mass.) School of Medicine, gave a lecture at Ramapo College (N.J.) entitled "Is There Anything Wrong with the Way We Study Cancer?"

Since arriving in the United States in 1973, Soto's research interest has been the control of cell proliferation in metazoan organisms. In particular, she studies the regulation of cell proliferation by sex steroids in breast and prostate cells, and possible health effects in humans due to hormone active agents and other panels dealing with endocrine disruptors. In 1995, she shared with Dr. Carlos Sonnenschein the Marla Frazin Award for breast cancer research. Soto and Sonnenschein are currently working on a book concerning the control of cell proliferation.

In the Spotlight at Bristol Community College

Salete Antunes-Kenyon and Margie Pacheco, both from the Greater New Bedford Women's Shelter in Massachusetts, gave a lecture entitled "Portuguese American and Puerto Rican Women: Culture, Community, Identity Issues" in March at Bristol Community College (BCC). Antunes-Kenyon and Pacheco examined the role culture plays in Portuguese American and Puerto Rican concepts of identity, family, community, relationships, child-raising, education, employment, sex and sexuality, and social action.

Eloine Vieira, professor of office administration at BCC, was named Massachusetts Business Teacher of the Year by the Massachusetts Business Educators Association. She was nominated on the merits of both her leadership and teaching skills.

Mass Bay Appoints Norman President

Massachusetts Bay Community College has named Dr. Lindsay D. Norman the third president in the school's history.

Norman's decision to come to Mass Bay was influenced by the unique potential of the college to become a leader in education and training in Boston and the MetroWest area. "Considering the location of Mass Bay," Norman noted, "we are poised to develop many more business and industry alliances and will widen our academic program offerings to better serve our community. We anticipate program expansions in the health professions, advanced technologies, the liberal arts, business and careers, professional development, and personal lifelong learning."

Norman received his bachelor's degree, his master's, and his doctorate from the University of Maryland.

Sánchez Becomes Texas-Austin VP for Research

On April 1, Dr. Juan M. Sánchez became the permanent vice president for research at the University of Texas (UT)-Austin. Sánchez, 49, a veteran researcher and author, is responsible for fostering effective research and for maintaining healthy relationships with constituents who have strong connections to the university.

"Research is a vital component of any great university, and it must be properly nurtured," said Sánchez. "We must also look to the future, and position the university so that it can achieve its full potential during the next century." He said it is important to redefine and enhance the role of UT-Austin in the development of the new Texas economy.

Saldívar Lectures on "Border Identities" at Texas-Austin

Ramón Saldivar, vice provost for undergraduate education at Stanford University (Calif.), presented the 13th Annual Américo Paredes Distinguished Lecture in April at the University of Texas (UT)-Austin.

The lecture, "Transnational Migrations and Border Identities: Immigration, Postmodern Culture, and the Pedagogy of Conjunto," was sponsored by the Center for Mexican American Studies at UT-Austin.

Saldívar is a professor of English and comparative literature and an associate dean in the School of Humanities and Science at Stanford. He has a bachelor's degree from UT-Austin and a master's and a doctorate from Yale University.

PLACES

Postesdad at University of San Francisco

A play by Argentine playwright Eduardo Pavlovsky focusing on the effect of Argentina's "Dirty War" on a middle-class family was presented at the University of San Francisco.

Postesdad is set during Argentina's "Dirty War," in which thousands of the country's citizens disappeared because of political oppression. The play dramatizes the complications of the war that affects a typical middle-class family.

The play was sponsored by The Davies Forum and The Center for Latino Studies in the Americas.

Hispanic Education Conference at Modesto Junior College

Modesto Junior College (MJC) in California, the Hispanic Leadership Council, and Pacific Bell were the sponsors of the 15th Annual Hispanic Education Conference, held at MJC.

The conference offered over 30 workshops on career education. The theme of the conference was Latinos in the entertainment business. David Gill, production director of the CineVista Television Station in Phoenix, Ariz., was the keynote speaker.

Two-Day Immigration Conference at University of Houston

"Coming to America: Asian and Latino/a Experiences in the 1990s," a conference exploring immigration and policy issues that affect both the Asian and Latino communities, was held at the University of Houston (UH) in April.

Sponsored by the UH Center for Mexican Studies, the Center for Immigration Research, and the Asian American Studies Center, the event featured notable speakers from the Houston area and from out of state. Topics discussed included: "The Law and Myths about Immigration," by Dr. Michael Olivas (pictured here) and Professor William Bates; "The Houston-Monterrey Immigration Connection," by Ruben Hernandez Leon; "Economic Characteristics of Latino/a Immigrants in Houston"; "Mental Health Among Latina Immigrants," by Dr. Norma Olvera; "Latina Immigrants and Their Work," by Dr. Cecilia Menjivar; "Latino/a Immigrants in HISD," by Gabriel Vasquez; "Migrant Death at the Border"; and more.

St. John's Mock Trial Team in Nationals

St. John's University's (N.Y.) Mock Trial Team was headed to the National Championships after successfully defeating Columbia University, New York University, and the University of Pennsylvania in the regional finals. St. John's came in second behind Yale University in the local competition and was to compete for the top prize against 60 teams from other prestigious schools in the country.

During the local competition, St John's student Annie De las Nueses, a native of the Dominican Republic majoring in criminal justice, was selected as one of the 10 outstanding witnesses. Fellow student Kareem Vessup was selected as the No. 1 outstanding attorney for the region.

Master Drawings at the Carlos Museum

MC
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Drawings are perhaps the most intimate form of art, recording most directly an artist's vision and documenting a creative process. Currently, Emory University's (Ga.) Michael C. Carlos Museum is presenting "Master Drawings from the Worcestor Art Museum," an exhibition of 100 European and American drawings from about 1275 to 1975. Because of the potentially harmful effects of exposure, drawings cannot be permanently on view; therefore, this survey of 700 years provides a rare opportunity to study such a distinguished selection of works.

This exhibition, which runs until July 11, features works by luminaries in the history of art, such as Parmigianino, Tiepolo, Boucher, Van Gogh, Homer, and Hockney, as well as others.

Barry University News Briefs

Barry University (Fla.) has closed on the purchase of the assets of the University of Orlando School of Law. After signing a letter of intent in December 1998, Barry began a period of "due diligence," ending its examination and receiving Board of Trustees approval in March. "No woman-founded college has ever had a law school," said Barry President Sr. Jeanne O'Laughlin, OP. "We're making history. Also, Barry's Catholic heritage makes ethics central to our educational mission."

Also in March, *Miami Herald* columnist Robert Steinback moderated a National Issues Forum (NIF) on Affirmative Action, "How Can We Be Fair? The Future of Affirmative Action." The NIFs have shed light on the public's perception of important public issues and whether people are willing to work together to resolve certain issues.

The forum followed the announcement that Ward Connelly, a Black California businessman and the nation's leading opponent of racial preferences, will lead a campaign for a statewide ballot measure to ban affirmative action in Florida government, public universities, and colleges.

Pima College Hosts Minority Youth Conferences

Pima Community College welcomed more than 9,000 middle and high school students from throughout Arizona for a series of minority youth leadership conferences entitled "Leadership for the New Millennium." The March event consisted of the 1st annual Native American Leadership Conference, the 3rd annual African American Leadership Conference, and the 10th annual League of United Latin American Citizens (LULAC) Youth Leadership Conference.

LULAC's conference targeted the prevention of dropouts and encouraged secondary education. Their conferences have been recognized nationally for their contributions to at-risk youth. Keynote speakers this year included U.S. Secretary of the Army Louis Caldera, LULAC National President Enrique "Rick" Dovalina, and Tejano singer Patsy Torres.

Anonymous Gift for Loyola-Chicago Women's Center

The Ann Ida Gannon, BVM, Center for Women and Leadership at Loyola University-Chicago has received a gift of $372,000 from an anonymous donor. The gift, directed to the center's endowment fund at the donor's request, puts the endowment past the $2.5 million mark. The goal for the endowment is set at $3 million.

According to Carolyn Farrell, associate vice president and director of the Gannon Center for Women and Leadership, the gift to the endowment fund will allow the center to continue its core activities, such as the annual women's conference; maintenance of a women and leadership archives; production of the LINKAGE newsletter, and development of the Gannon Scholars program.

Westchester Colleges Receive $20,000 Grant

Westchester Colleges Project on Racial Diversity, a consortium of 10 institutions on higher education in the country, has received a two-year $20,000 grant from Texaco Inc. In 1988, the colleges formed this group to promote diversity and combat racism by providing students with leadership training skills. The Texaco funding will enable the consortium to increase its effort in this area.

Through the consortium, a diverse group of students is helped to develop leadership skills and apply them to campus life, with the assistance of professional consultants. (Pictured here are students at a training session by Westchester Colleges Project on Racial Diversity.)

"Classical Vocal Music from Latin America" at DePaul

DePaul University's (Ill.) School of Music presented a three-concert series, "Classical Vocal Music from Latin America," celebrating multiculturalism in music, as part of the school's year-long centennial celebration.

Classical, jazz, Afro-Cuban, and folk-influenced music by a variety of male and female composers was presented. The multilingual program included songs with lyrics in Spanish and English, Italian arias written by Latin composers, and Brazilian works in Portuguese.

"There is a particularly rich cross-cultural musical repertoire in Latin America because of its geography, history, and colonization," said Linda Hirt, coordinator of the concert and DePaul's vocal performance program.

N.Y. Daily News Insults Puerto Rican Actress Jennifer Lopéz

The New York Chapter of the National Hispanic Media Coalition (NHMC) has contacted Fred Dresner, chief executive officer of the *New York Daily News*, to express widespread Latino community concern regarding the newspaper's insulting portrayal of popular Puerto Rican actress Jennifer López. In an article and caption in an accompanying photograph published in March, López is referred to as a "Reformed Tramp," and she was said to have "ditched her ***usually trashy look*** for one of serene sophistication." (NHMC's emphasis)

"We are requesting that officials at the *Daily News* provide us with an explanation for this article," said Angelo F. Alcón, senior policy executive with the Puerto Rican Legal Defense and Education Fund and Steering Committee member of the NHMC New York chapter.

Crafton Hills College Hosts High School Students

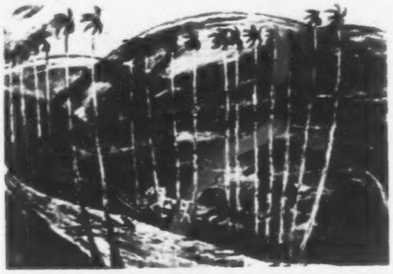
Members of the San Bernardino High School Partnership Academy (pictured here) were among 475 high-school students to visit Crafton Hills College (CHC) in California on High School Visitation Day. The CHC

Counseling Department sponsored the event to provide information about CHC to prospective college students.

The Visitation Day included campus tours and informational workshops for high school students and counselors.

Latin American Art Exhibition at Miami-Dade College

A Latin American Art Exhibition run by Joshua Gonzalez, a pre-law student, and Patricia Jimenez Nader, a communications student, was held recently at Miami-Dade Community College's (Fla.) InterAmerican Campus. There was $25 million worth of artwork by famous Latin American artists Fernando Botero, Cundo Bermudez, Miguel Padura, Victor Manuel, Carlos Enriquez (whose artwork is pictured here), and others on display.



The exhibit included paintings, sculptures, and drawings representing more than half a century of Latin art history.

Exhibiting artists Padura and Fernando Tovar were expected to attend the reception for the show's opening.

Art of Peace Awards at St. Mary's

The Art of Peace Award, the first annual recognition of three San Antonio women whose poetry promotes peace and social progress, was given out March 30 at St. Mary's University (Texas) by the St. Mary's University President's Peace Commission. The awards ceremony was part of a three-day program, entitled "Sex, Money and Power: Women in the Global Economy," on how men and women interact in an increasingly interconnected, interdependent world marketplace.

Receiving the Art of Peace Award were Dr. Carmen Tafolla, Paulette Jiles, and Angela de Hoyos.

Tafolla is critically acclaimed for her work on multicultural and educational issues. Jiles writes non-fiction, poetry, and prose poetry. De Hoyos is widely published in textbooks, literary journals, and anthologies.

Cal State-L.A.'s Hall of Fame Inductees

The Athletics Hall of Fame at California State University-Los Angeles (Cal State-L.A.) has inducted (pictured left to right) Abdom Piñon, baseball; Jennifer Uyeda, women's tennis; and Bill Mallory, men's basketball, during their annual awards ceremony.

Photo Credit: © Stan Carstensen

Piñon was a four-year letter winner with the Golden Eagles baseball team and holds multiple school records as a pitcher. Having earned his degree at Cal State-L.A., he is now a detention officer for the Los Angeles County Probation Department.

Uyeda won the 1990 NCAA Division II Doubles Championships with her partner Edna Olivarez-Nguyen, a 1996 Cal State-L.A. Hall of Fame inductee. Among other honors, she was an Academic All-American, a Scholar-Athlete of the Year, and a Golden Key National Honor Society member. She works for the Torrance Police Department.

Mallory is a Division I basketball official in California. He ranks among the school's all-time leaders as a basketball player. In 1975, he was chosen Cal State-L.A.'s male Athlete of the Year.

Dominican-American Writing Discussion at City College of N.Y.

"Fiction and the Nightmare of Migration: Dominican-American Writing in New York" was the title of a discussion, reading, and booksigning held in March at the City College of New York. The event, sponsored by the City University of New York Dominican Studies Institute and Dominicans 2000, featured special guests: Loida Maritza Pérez, Annecy Báez, and Carolina González.

Pérez, a Dominican-born writer living in New York, is the author of the novel *Geographies of Home* (New York: Viking, 1999). Báez, an associate professor at the New York University School of Social Work, is a poet and short story writer. González, a New York-born Dominican reporter on schools and immigration for the *New York Daily News*, is writing a doctoral dissertation on race and nationalism in Dominican poetry of the Trujillo era.

Afro-Latin Religiosity Discussion at Long Island University-Brooklyn

Long Island University-Brooklyn Professor Andrés Pérez y Mena, an authority on Afro-Latin religions, presented a lecture on HIV infection and Afro-Latin religiosity in March on the school campus.

Pérez y Mena is a professor of educational anthropology and Afro-Latin religion at the Brooklyn Campus' School of Education. His talk focused on the alternative healing systems found in Haitian vodun, Cuban Santeria, and Puerto Rican spiritualism. He reviewed research that points to alternative healing techniques among the Afro-Latin Caribbean urban population with access to Western scientific medication but also using traditional healing practices.

PUBLICATIONS

The Citizen Factory: Schooling and Cultural Production in Bolivia

by Aurolyn Luykx

The
CITIZEN
FACTORY
Aurolyn Luykx

This vivid ethnography of Bolivian students training to become schoolteachers explores the challenges they confront as they try to maintain their indigenous identity. Comparative education scholars will be challenged to rethink their studies of political socialization.

December 1998

370 pgs.

ISBN 0-7914-4038-9

$24.95 paper

SUNY Press

(800) 666-2211

Constructing Spanish Womanhood: Female Identity in Modern Spain

Victoria Lorée Enders and Pamela Beth Radcliff, eds.

This is the first anthology in English on modern Spanish women's history and identity formation. It is a landmark collection of well-integrated, highly readable scholarly studies by a cross-section of Spanish-based and Anglo-based research scholars.

December 1998

384 pgs.

ISBN 0-7914-4030-3

$23.95 paper

SUNY Press

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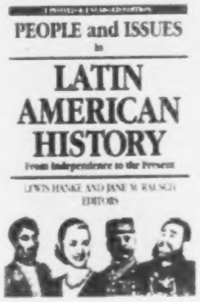
Latin American History: From Independence to the Present

Lewis Hanke and Jane M. Rausch, eds.


PEOPLE and ISSUES in
LATIN AMERICAN HISTORY
From Independence to the Present
LEWIS HANKE AND JANE M. RAUSCH EDITORS

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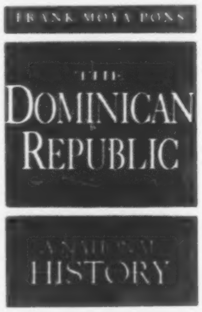
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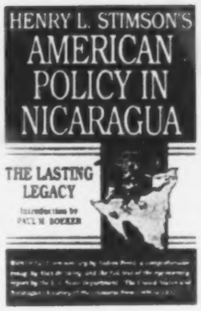
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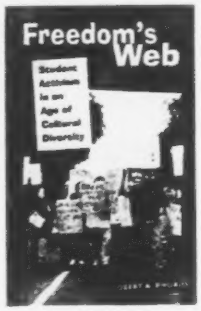
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Activism
in an
Age of
Cultural
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Creating Women's Studies in America

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TERRY L. COOPER

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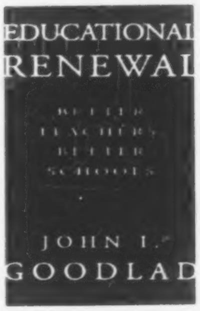
Educational Renewal: Better Teachers, Better Schools

by John I. Goodlad



What comes first–good schools or good teacher education programs? The answer, according to John Goodlad, is that both must come together. In this book, he provides the vision and rationale behind "centers of pedagogy" that can bring schools and universities together in a close, renewing relationship.

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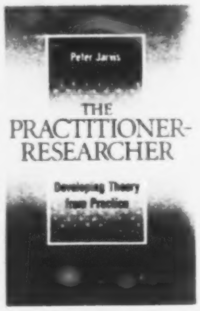

Genuine understanding of any field can only be developed through practice in that field. This book shows how theories of practice evolve from the practice itself and are unique to each practitioner.

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Aztlán and Viet Nam: Chicano and Chicana Experiences of the War

George Mariscal, ed.

Aztlán and Viet Nam
VIETNAM AZTLAN
CHICANOS

Showcasing short stories, poems, speeches, and articles, this book is the first anthology of Mexican American writings about the U.S. war in Southeast Asia. The works illustrate the contradictions faced by the traditionally patriotic Mexican-American community, and show us the war and the grassroots opposition to it from a new perspective.

March 1999
337 pgs.
ISBN 0-520-21405-6
$18.95 paper
University of California Press
(800) 822-6657

Modernismo, Modernity, and the Development of Spanish American Literature

by Cathy L. Jrade

"Modernismo" arose in Spanish-American literature as a confrontation with and a response to modernizing forces that were transforming Spanish American society in the late 19th Century. In this book, Cathy L. Jrade undertakes a full exploration of the "modernista" project and shows how it provided a foundation for trends and movements that have continued to shape literary production in Spanish America throughout the 20th Century.

Modernismo
Modernity

November 1998
208 pgs.
ISBN 0-292-74045-X
$15.95 paper
University of Texas Press
(800) 252-3206

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053

José Zorrilla: Don Juan Tenorio

JOSÉ ZORRILLA: DON JUAN TENORIO

José Zorilla's play was the most successful of the 19th Century in Spain. The reason is made obvious by this stylish, lavish, and captivating production.

(Spanish, 2 hrs., 30 min., color)
Item #FFH 5231

El Greco

This program provides an unusual glimpse into the art, life, and times of this famous 14th-Century painter. The program details El Greco's travels to Italy before settling in Toledo, Spain, in the 1570s.

The artist's confrontations with Spanish monarch Philip II are documented, along with his struggles to maintain his artistic integrity.

(29 min., color)
Item #FFH 6806

Pablo Picasso

Pablo Picasso

This program explores the reasons why Picasso might have placed a number of strange, indecipherable figures within "Crucifixion," his classical representation of Calvary. Many allusions found in the work's enigmatic composition seem to indicate that the painting might have been created during a personal crisis.

(33 min., color)
Item #FFH 7791

Goya

Under the direction of Paloma Chamorro, this new RTVE production explores the life, works, and epoch of one of Spain's most beloved painters, utilizing images from his pictures, drawings, and exclusive imprints. Avoiding polemic interpretations of Goya's creations, it presents his work within the context of the events of his life and the period in which they were printed.

(58 min., color)
Item #FFH 8370

CONFERENCES

The Macalester Forum on Higher Education

June 2-3

"Diversity and Stratification in American Higher Education" is the theme of this higher education forum sponsored by Macalester College. The keynote address, "Life on The River': Talking about Race-Sensitive College Admissions," will be delivered by William G. Bowen, president of The Andrew W. Mellon Foundation. At the Marquette Hotel, St. Paul, Minn.

Contact: fax to (651) 696-6500.

National Multicultural Institute National Conference

June 3-6

The 14th annual national conference sponsored by the National Multicultural Institute (Washington, D.C.): "Embracing an Inclusive Society: The Challenge of the New Millennium." Thirty half-day, two-day, and four-day workshops will include: Training of Diversity Trainers; Building Cultural Competence; Evaluating and Assessing Diversity Initiatives; Building Diversity Skills for Managers; Conflict Resolution Workshops; and Cultural Competency in Health Care.

Contact: NMCI, (202) 483-0700; e-mail, <nmci@nmci.org>. Web site at <www.nmci.org>.

NCORE National Conference

June 3-7

The 12th annual national conference on Race & Ethnicity in American Higher Education (NCORE '99) will be held at the Peabody Hotel in Memphis, Tennessee. Program highlights include: four keynote addresses; 45 major workshops providing in-depth focus on critical issues and concerns; five multiple-session institutes, each providing a coherent, integrated set of currciculum; six practicums, providing hands-on training to develop selected tools, skills, and end products; a series of documentary film screenings and discussions; approximately 100 different concurrent sessions selected from responses to a national call for presentations; a student leadership development conference scholarship program; and a series of special events and performances. NCORE is sponsored by the Southwest Center for Human Relations Studies, Public and Community Services Division, College of Continuing Education, The University of Oklahoma.

Contact: Dr. Maggie Abudu, (405) 292-4172; Web site at <www.occe.ou.edu/ncore>.

AACU - Summer Institute

June 9-13

The Association of American Colleges and Universities' summer institute: "Diversity: A Catalyst for Institutional Collaboration." At Wheaton College in Norton, Mass.

Contact: Iris C. Jacobs, (202) 387-3760 x428; e-mail, <meetings@aacunw.dc.us> or <jacobs@aacu.nw.dc.us>.

NAWE National Conference for College Women Student Leaders

June 10-12

NAWE, Advancing Women in Higher Education's 15th annual national conference, "Women Leading: Today and Tomorrow," is designed for women who aspire to or who are currently in leadership roles on campus and in their community. At Georgetown University, Washington, D.C.

Contact: NAWE, (202) 659-9330; e-mail, <nawe@clark.net>; Web site, <www.nawe.org>.

LACC - Summer Dance Institute

June 19-26

This Latin American and Caribbean Summer Dance Institute is sponsored by, among others, the Latin American and Caribbean Center at Florida International University in Miami, Fla. Featured are technique classes, scholarly seminars, academic classes, and performances.

Contact: Andrea Mantell-Deidel, (305) 348-2894; e-mail, <indami@fiu.edu>.

Center for the Study of Books in Spanish for Children and Adolescents - Summer Workshops

June 21-23
July 6-8
July 19-21

The Center, at California State University-San Marcos, directed by Isabel Schon, is holding three summer workshops: (June 21-23, 9:00 a.m.-3:00 p.m.) Bilingual Books and Books in English about Latinos for Children and Adolescents, (July 6-8, same) Current Issues: Books in Spanish for Young Readers, and (July 19- 21, same) Literature in Spanish for Children and Adolescents.

Contact: Center, (760) 750-4070.

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

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Contact NACADA at Kansas State University, (785) 532-5717, Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1

Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."

Contact: Irma Prieto, (509) 865-8530; e-mail, <depreito_i@heritage.edu>; Web site, <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16

This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence–Connections in the Post-Cold War Era." In New Haven, Conn.

Contact: I&AS Center, (203) 432-3410; e-mail, <pier.resource@quickmail.yale.edu>. Web site, <www.yale.edu/pieris>.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

UNIVERSITY

Dean of Admission and Financial Aid

The President of Wesleyan University seeks nominations and expressions of interest for the position of Dean of Admission and Financial Aid. Located in Middletown, CT, Wesleyan University is a highly selective liberal arts institution of 2,700 undergraduate students, 150 graduate students, and 270 faculty.

The University seeks a Dean who will have broad-based responsibility for implementing student recruitment and financial aid programs. Wesleyan maintains its historical commitment to need blind admissions, and distributes over $15 million annually to its undergraduate students based on their financial need. The new Dean will oversee a staff of 29, a combined admission and financial aid budget of $17 million, and supervise Wesleyan's Director of Financial Aid who manages the Financial Aid office and function. As an officer of the University, the Dean will report to the President and serve as a member of the senior staff.

The successful candidate will have a commitment to diversity and liberal learning, demonstrate significant successful management experience, and will have, through education and experience, a thorough understanding of the goals of Wesleyan's liberal arts education. An undergraduate degree is required, an advanced degree preferred. Excellent communication and interpersonal skills are essential.

Please forward nominations and expressions of interest, in confidence, to

Dean of Admission and Financial Aid
Wesleyan University
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554

Educational Management Network Witt/Kieffer is assisting Wesleyan University with this search. Requests for a copy of the Position Specification or questions concerning this search may be directed to Lucy A. Leske or Ann M. Yates via e-mail at **wesleyan@emnemn.com**

Wesleyan University is proud of its commitment to diversity and especially seeks nominations and applications from women and persons of color.

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San Juan College

Position Announcement

DIRECTOR

PHYSICAL THERAPIST ASSISTANT PROGRAM

San Juan College is one of the largest two-year comprehensive community colleges in New Mexico and offers academic, occupational and community service programs. The campus is located on a 600-acre site in northeast Farmington, and serves students in San Juan County as well as the Four Corners area of the American Southwest.

A detailed position description and list of desired/required qualifications may be obtained by contacting the Personnel Office as noted below. Successful candidates will value diversity and have a multi-cultural perspective with adult/minority students; and have a strong commitment to the community college philosophy.

DUTIES & RESPONSIBILITY

The PTA Program Director is responsible for coordination and supervision of the instructional program associated with the Physical Therapist Assistant degree program. Responsibilities include continuing to meet all accreditation requirements of the APTA; recruiting adjunct faculty; teaching 6-9 credit hours per semester; and student advisement.

QUALIFICATIONS

Bachelor's degree in Physical Therapy and licensure or eligibility for licensure in the State of New Mexico required; Master's degree highly desirable. Successful candidate will have graduated from an accredited program and should have at least two years of clinical experience, experience in physical therapy education or administrative experience at either the clinical or academic level.

SALARY: Range is $47,000 to $52,000 per year commensurate with education and experience. Position is a professional staff, 12 month contract.

STARTING DATE: June, 1999
CLOSING DATE: Open until filled

SELECTION PROCESS: –
Interested candidates must submit a SJC application for employment and a current resume; a letter of application indicating how the candidate meets the above listed qualification requirements; transcripts of all academic work; and three current letters of reference. Preliminary screening will be made on the basis of information submitted. The successful candidate will be reimbursed for interview expenses.

CONTACT:

San Juan College
Personnel Office
4601 College Blvd
Farmington, NM 87402
(505) 599-0215
Fax# (505) 599-0521

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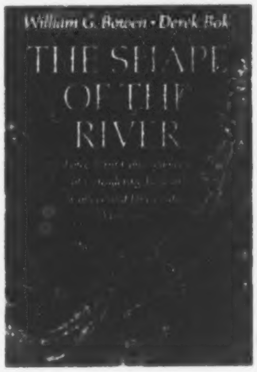
Book Review

by Manuel Avalos

***The Shape of the River*, by William G. Bowen and Derek Bok.** 492 pages. Princeton, NJ: Princeton UP, 1999.
ISBN# 0-691-00274-6. HC $19.95.

No policy issue in higher education today sparks such heated ideological debate as that of affirmative action. At the center of the debate is the issue of standards and qualifications for admittance and race and gender classifications of applicants as one of the criteria used in the admissions process by most colleges and universities over the last 35 years. Much of the debate over the last few years has relied on anecdotal evidence, assumptions about "facts," and conjectures by conservative and liberal critics alike.



William Bowen and Derek Bok, in *The Shape of the River*, offer the first comprehensive empirical longitudinal study of the effects of affirmative action policies in higher education and their consequences for African American and White students. Using a comprehensive database, called College and Beyond (C&B), of more than eighty thousand undergraduate students who enrolled at twenty-eight academically selective colleges and universities in the fall of 1951, 1976, and 1989, the authors provide a wide-sweeping analysis of the impact of well-known contextual (race, gender, college admission test scores, high school grade point averages) and socioeconomic variables (individual and family characteristics) on college admissions and student outcomes for three student cohorts.

The most revealing findings of this study are: 1) the vast majority (70-80 percent) of all colleges and universities accept all qualified applicants and do not award special status to any group of applicants defined by race or any other criterion; 2) in the analysis of applications to five selective college, more than 73 percent of Black applicants had math and verbal SAT scores higher than the national average for White test-takers; 3) once admitted, 75 percent of Black students in the C&B database graduated within 6 years (a figure far above the national average at NCAA Division I schools [40 percent Black graduation average and 59 percent White graduation average]); 4) earnings for Black 1976 graduates of C&B schools were higher than the average earnings of "A" students of all races (the top 11 percent of all students in the national control group for this study) who entered colleges nationwide in the same year; and 5) by any standard, the authors conclude, the achievements of Black students in the C&B database have been impressive.

Despite the many contributions that this book makes to the affirmative action debate, however, there are several serious problems that limit the impact of the study due to methodological flaws in design and in sample frame. The authors' decision to limit the analysis to Black/White college students is puzzling. Given the fact that Latinos will become the largest minority group population by the year 2000 and given the increasing immigration of new Asian groups, one must ask why these emerging groups were absent from this study.

The authors' use of Black conservative Shelby Steele's comment, "The real racial divide in American was and remains black and white," to support their decision to include only Black subjects in their sample simply panders to the mistaken Black essentialist argument in race relations. The failure to include Latina/o subjects as part of the study cannot be justified by the Black essentialist argument nor the argument that Latinas/os are too heterogeneous and small in numbers within colleges and universities to be adequately sampled. If the authors had examined reference sources such as Hispanic Serving Institutions, it would have been possible to construct a sample of colleges and universities with an adequate sample of the three largest Latina/o ethnic groups: Mexican, Puerto Rican, and Cuban.

A final shortcoming of this book involves the failure of the authors to engage in the historical and political nature of the affirmative action debate. The center of the debate today is not the question over what constitutes merit, but questions about who has access to higher education and privilege in American society. A more powerful book would have been one that, using a rich empirical database, examined the historical impact that affirmative action policy has had on different groups (Black, Latino, Asian, and American Indian).

In light of these shortcomings, this book will be of only marginal interest to Latino scholars in the social sciences or in higher education. I would urge readers to be on the lookout instead for three forthcoming and exciting books by Latinas/os on a variety of issues in higher education: Carolyn Sotello Turner and Samuel Myers, eds., *Faculty of Color in Academe: Bittersweet Success* (University of Minnesota Press); Gloria Holguin Cuadraz, *A Fluke in History: Chicanos in the Era of Affirmative Action* (Temple University Press); and Celia Alvarez, Intersecting Lives: *Puerto Rican Women as Community Intellectuals* (Temple UP). These books will be of more significant value in expanding our understanding of the impact of affirmative action on the lives of other groups of color.

Manny Avalos is an associate professor of politics in the Department of Social and Behavioral Sciences at Arizona State University West, teaching undergraduate courses on race and politics, urban political economy, and research methods. His current research focuses on questions of social, political, and economic inequality of racial and ethnic groups. He is completing a book to be published by NYU Press, Race and Politics in the American: The Rise and Decline of the Racial Empire *(co-authored with Anthony Affigne, Providence College, and Melanie N. Jackson, Virginia Commonwealth University).*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, Affirmative Action Officer, Connecticut Community-Technical Colleges Board of Trustees, 61 Woodland Street, Hartford, CT 06015; (860) 725-6606.

The Board of Trustees is an Affirmative Action/Equal Opportunity Employer M/F.

VACANCY ANNOUNCEMENT

Search Extended

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

COLLEGE OF EDUCATION-Yiping Wan, Ph.D., Dean

Assistant Dean

Assists Dean in the management of the College by aiding in the determination and formulation of policies and providing overall direction for the College. Assists in planning, directing, and coordinating instructional programs, faculty development activities, research, and overseeing grants.

Qualifications: an earned Doctorate in Education; demonstrated excellence in teaching, scholarship and professional service; direct involvement in K-12 educational settings and in the pre-service and in-service preparation of teachers; knowledge of current reform efforts in teacher education; experience in academic program development, enrollment management, distance learning and educational technology, and effective interpersonal, verbal and written communication.

Cut off date for Applications: June 2, 1999

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University
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An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

SWT

CHAIR

Department of Mass Communication

Southwest Texas State University

Southwest Texas State University invites applications and nominations for the position of chair of the Department of Mass Communication to begin on or before August 1, 2000.

The chair provides leadership for a department of 17 faculty members who instruct 900 majors and 375 minors in five sequences of study leading to the Bachelor of Arts degree in advertising, broadcasting, print journalism, public relations, and general mass communication. A new master's program has been established and the department is currently exploring ACEJMC accreditation. Mass Communication is in the School of Fine Arts and Communication, which also houses the departments of Speech Communication, Art and Design, and Music and Theater.

Candidates should have an earned doctorate relevant to the programs offered by the department. The candidate should have an outstanding record of teaching, scholarship, and professional service consistent with appointment to the rank of full professor. A history of working collaboratively with faculty and other members of the academic and professional communities, fund raising, and previous administrative experience in higher education is desirable.

Review of applications will begin *September 24, 1999, and will continue until the position is filled. Applicants should send a letter of application addressing their philosophy of mass communication education, vita, and names and phone numbers of three references to: **Dr. Barbara Lyman, Chair of Search Committee, Department of Art & Design, Southwest Texas State University, 601 University Drive, San Marcos, TX, 78666 (BL01@swt.edu).**

Southwest Texas State University, founded in 1899, is a publicly supported coeducational university. With a student enrollment of over 21,000 and faculty exceeding 750, the University is the state's sixth largest institution of higher education. Southwest Texas State University consists of seven schools and thirty-four instructional departments offering a wide range of degrees at the bachelor and master's level.

Southwest Texas State University is an Equal Opportunity, Affirmative Action Employer.

Web Page Address: http://www.swt.edu

Full Time Tenure Track Openings for FALL 1999

Bloomfield College, a 130-year-old college of 2,000 students, is committed to preparing students to function at the peak of their potential in a multiracial, multicultural society.

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Teach in newly revised integrated curriculum based on levels of prevention and nursing roles across the continuum of care. Master's degree in specialty required; doctorate or doctoral study in progress preferred. NJ RN license required. Reply to **Dr. Phyllis More**

Mathematics Assistant Professor

Doctorate in Mathematics education. Experience with the use of technology in teaching mathematics and the ability to teach a wide variety of courses including statistics and geometry. Knowledge of NCTM standards and interest in preparing secondary teachers a plus. Reply to **Dr. Michael Schiro**

Positions will remain open until filled. Prior applicants need not re-apply.

Send CV, 3 references and transcript indicating position of interest to:

Bloomfield College
Bloomfield, NJ 07003
www.bloomfield.edu

Bloomfield College

Affirmative Action/Equal Opportunity Employer

Opportunities at New School University

DIRECTOR OF RESEARCH **Position #99049**

A proactive professional is sought to manage a two-person staff serving the University's decentralized development operations. The director will research the interests and giving capacity of major individual prospects for University-wide initiatives and prospects for targeted capital drives on behalf of the University's seven schools; identify corporate and foundation prospects and help expand the pool of prospects for the annual fund; conduct research on donors capable of moving to the next level of giving; prepare biographical reports; financial profiles, and briefings for the cultivation and solicitation of major gift prospects; participate in strategic planning and prospect screening sessions involving the University's key volunteer leadership. B.A., 3-5 years experience in research, preferably in fundraising or related field, and expertise using sophisticated online databases required. Strong writing and communication skills, solid understanding of the financial indicators of wealth, and strict attention to detail essential.

COORDINATOR OF SPECIAL EVENTS **Position #99051**

The Coordinator will assist with all aspects of event planning and implementation of annual fundraising galas, presidential entertainment, and functions sponsored by the University and its academic divisions. Duties include: maintaining special events database and directing the invitation process. Must have at least 3 years related experience. Proficiency required in Microsoft Word and Excel and solid oral and written communication skills. Attention to detail and the ability to handle several projects simultaneously are essential. Must be available for evening work.

New School University offers a dynamic, fast-paced environment and excellent benefits, including free tuition and comprehensive health insurance. Positions available immediately. Please forward resume and cover letter, indicating position of interest and salary requirements to: Ruth Kalla Ungerer, Director of Development and External Affairs, **NEW SCHOOL UNIVERSITY**, 55 West 13th Street, New York, NY 10011. New School University is an affirmative action/equal opportunity employer and encourages applications from women and other under-represented groups.

New School University

UNIVERSITY *of* HOUSTON

DIVISION OF RESEARCH

DIRECTOR OF THE OFFICE OF GRANTS AND CONTRACTS

The University of Houston is seeking an innovative and experienced director to fill this key administrative position. The Director of the Office of Grants and Contracts reports directly to the Vice Chancellor/Vice President for Research and Intellectual Property Management and will play a major role in expanding the level of extramural support for research at the University of Houston. The Director will manage a professional staff responsible for processing all proposals and awards for outside funding in support of research and scholarly activities and will act as liaison between faculty, university offices and sponsoring agencies on research-related issues. Responsibilities include the review of federal statutes and regulatory documents to determine steps for institutional compliance and to monitor developments with federal, state and private agencies and foundations.

The successful candidate will hold a Bachelor's degree; a Masters of Business Administration or equivalent is preferred. A minimum of five years of relevant, executive level experience is required with proven administrative, organizational and analytical skills. Although a law degree is not required, it is preferred that candidates have legal experience with the ability to negotiate. Experience in data analysis and electronic research administration is desired.

The University of Houston offers a full range of undergraduate, graduate and professional programs to more than 32,000 students from across the United States and around the world including some 6,500 graduate and professional students, and more than 900 ranked faculty. Located on an attractive 525-acre campus near downtown Houston, the University serves students through 14 colleges and schools.

This is a security sensitive position and a criminal history record investigation will be conducted. Applicants should submit a letter of interest, a current resume, and three references via email to **Betin Bilir, bbilir@uh.edu** or through the mail attention:

Search Committee Chair, Betin Bilir
Research Financial Center
University of Houston
Houston TX 77204-2163

Application reviews will begin immediately and continue until the position is filled.

The University of Houston is an Equal Opportunity/Affirmative Action institution.
Minorities, women, and persons with disabilities are encouraged to apply.

UNT

UNIVERSITY OF NORTH TEXAS

Dean College of Music

The University of North Texas invites applications and nominations for the position of Dean of the College of Music. Appointment is to begin no later than August 1, 2000.

The Dean is the chief academic and administrative officer of the College of Music and reports to the Vice President for Academic Affairs.

Candidates for this position should have appropriate academic degrees and/or demonstrable professional equivalents. Qualifications suitable for appointment to the rank of Professor are required, and successful administrative experience is expected.

The Dean, who will provide intellectual and artistic leadership and vision to a diverse group of faculty, must demonstrate strong interpersonal and communication skills and the ability to formulate, articulate, and carry out long-range planning. It is also essential that the Dean represent the College within the University and professional community (national and international) as well as to outside agencies and the general public.

The College of Music has an enrollment of more than 1300, one-third of whom are graduate students, a full-time faculty of 90, and approximately 150 part-time faculty. Degrees offered include the BM, BA, Artist Certificate in Music Performance, MM, MME, MA, Ph.D., and DMA. Programs are offered in Composition, Jazz Studies, Music Education, Music History, Music Theory, Musicology, Conducting and Performance. The University has recently open the Lucille "Lupe" Murchison Performing Arts Center, which provides seating for more than 1100 in the Winspear Hall and which early reviews indicate to be among the finest in the nation, as well as seating for 400 in the Lyric Theater. The annual base budget for the College is approximately $6.6 million.

The University of North Texas is a comprehensive institution located in the Dallas/Fort Worth metropolitan area and enrolls more than 27,000 students (30% graduate). The University offers 128 undergraduate and graduate majors, including over 50 doctoral programs. Additional information on the College of Music is available on the WWW at

http://www.music.unt.edu.

Initial screening of applicants will begin on August 1st, 1999, and will continue until the position is filled. Each application should include a curriculum vita and names, addresses (including e-mail) and telephone numbers of five references that may be contacted. Nominations and applications should be sent to:

Dr. Warren Burggren, Chair
Search Committee for the College of Music Dean
University of North Texas
P.O. Box 311190
Denton, Texas 76203-1190

The University of North Texas is
an equal opportunity/affirmative action employer.
Women and minorities are encouraged to apply.

Ivy Tech State College

Bloomington

Because We Make A Difference

...by providing quality technical education to students across Indiana and by providing a dynamic and exciting work environment where your contribution is appreciated

Chancellor

Ivy Tech State College is seeking a dynamic and visionary leader to serve as Chancellor for the Bloomington, Indiana region.

Ivy Tech State College is Indiana's third largest public post- secondary institution with 22 campuses located throughout the state. Ivy Tech will enroll over 70,000 students statewide this academic year and offers the Associate of Science and Associate of Applied Science degrees, Technical Certificates, industry and skill-specific certifications, and business, industry, and apprenticeship credit and non-credit training.

The Bloomington campus is one of the fastest growing regions within the state with an enrollment of over 2,300 students. Bloomington, a community rich in culture, is located in the heart of southern Indiana, surrounded by an abundance of picturesque state forests and parks such as Brown County and beautiful Lake Monroe.

The Ivy Tech system is administered by a President within the policies established by a state board of trustees. Each geographic region of the state (typically 4 to 8 counties) is administered by a Chancellor, who serves as the Chief Executive Officer of the campus and who meets regularly with and receives advice, counsel and direction from a regional board of trustees.

Ivy Tech-Bloomington will soon be relocated to a beautiful new campus with state-of-the-art facilities. The Chancellor provides the vision, planning and leadership to assure that the educational and training needs of the students and employers in the Bloomington region are met. The Chancellor will provide executive oversight for the deans and directors assigned to the academic affairs, student affairs, business affairs, human resources, facilities management, public relations, business and industry training, and development functions of the regional administration. The Chancellor will establish and maintain a positive presence in the academic, business, and service communities and provide personal leadership in the development (fund-raising) efforts of the College.

Qualifications:

A Master's degree in education, public administration, business administration or a related field is required. A Doctorate and previous post-secondary teaching experience are preferred. Position requires substantial leadership and management experience, preferably in a post-secondary educational environment. Candidates should be able to demonstrate on their resume a career of progressively more responsible positions. Prior experience with fund-raising is a plus.

The successful candidate will be a visionary, have strong interpersonal skills, a collaborative working style and the ability to effectively interact with faculty, staff, students, trustees, state, and local college administrators, legislators and the general public. Candidates should also demonstrate experience in working with local community and economic development entities.

Ivy Tech offers a comprehensive compensation package, including TIAA-CREF. To apply, submit a resume and a letter of application that describes your philosophy about the role of the technical college in the continuum of higher education opportunities, and three current letters of reference. To ensure consideration please submit your application materials by **May 31, 1999** to:

Mr. James Heinzen, PHR
Director of Human Resources
Ivy Tech State College
3116 Canterbury Court
Bloomington, IN 47404

Ivy Tech is an Accredited/Equal Opportunity/Affirmative Action State College

Go Further Faster

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

Indian River Community College invites applications for the following full-time faculty positions for the 1999-2000 academic year

- Speech Instructor
- History Instructor
- Business Administration & Marketing Management Instructor
- Culinary Arts Instructor
- Electronic Engineering Technology Instructor
- Graphic Arts/Drafting/CAD Instructor
- Computer Programming & Applications Instructor
- Respiratory Therapy Director of Clinical Education/Instructor

Applications will be considered until the positions are filled. Please contact **(561) 462-4806** or e-mail **jrussakl@ircc.cc.fl.us** to request minimum qualification requirements, job description and employment application.

An EEO/ADA/Drug-Free Workplace Employer

DAKOTA STATE UNIVERSITY

Director of Field Services and Instructional Technology

Dakota State University is a small, but rapidly growing, public institution dedicated to providing excellence and leadership in computer information systems and the integration of this technology into selected academic disciplines. DSU is located in the family-friendly town of Madison in the southeastern lakes region of South Dakota. Madison offers an outstanding quality of life in a safe, low-cost living environment, superb recreational opportunities, and convenient access to the city of Sioux Falls. The College of Education offers programs in elementary, secondary and non-categorical special education with the emphasis on integration of computer-based technology throughout all programs. The College is developing a faculty reflecting cultural diversity and is strongly committed to the recruitment, hiring, and retention of minorities.

Director of Field Services

Twelve-month, tenure-track appointment. Applicants must have an earned doctorate appropriate to the programs offered in the College of Education, a minimum of three years teaching experience in K-12 schools, demonstrated success in university teaching, research commensurate with a tenure-track appointment as an assistant or associate professor, experience with professional development sites and/or other cooperative agreements for placing pre-service teachers in school settings, experience with NCATE accreditation, expertise and experience in supervision, strong organizational skills, strong interpersonal skills, and a willingness to utilize the extensive computer environment available at DSU. Administrative experience in higher education is desirable.

Responsibilities: coordinate and monitor all field experiences and student teaching, conduct supervisory training for public school and university faculty, provide leadership in establishment and maintenance of cooperative agreements with public schools, coordinate admissions and certification activities, assure compliance with NCATE standards related to field experiences, and serve as a faculty member in the College of Education.

Instructional Technology

Full-time, tenure-track position in Instructional Technology with an emphasis in Computer Education. Applicants must have an earned doctorate in Instructional Technology. A strong commitment to teaching, service, research/scholarship is essential. Success in teaching in higher education and/or public schools, interactive video/audio, and Internet delivery of distance education is desired.

Responsibilities will include taking a lead role in the continued development of a planned Master's degree in Computer Education and Technology designed for K-12 educators. Duties will also include teaching a range of undergraduate and graduate courses in instructional technology and computer education.

Submit a letter of application, resume, and names, addresses and telephone numbers of at least three references to the **Search Committee, College of Education, Dakota State University, 820 N. Washington Ave., Madison, SD 57042; or FAX 605-256-7300; email: assmusc@columbia.dsu.edu**

Applications will be reviewed upon receipt and continue until position is filled. The positions will be filled no later than August, 1999.

Individuals from underrepresented groups are urged to apply. Applicants with disabilities are invited to identify any necessary accommodations required in the application process.
EOE

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UNIVERSITY
of ARKANSAS

BUSINESS MANAGER

The University of Arkansas Physical Plant invites applications for the position of Business Manager (accounting supervisor) to oversee the financial activities of a 368 employee facilities department and administer a $19 million - operating budget and new construction project budget of $162 million The main campus (established in 1871 as a Land Grant institution), is situated in Fayetteville, in the Ozark Mountains of Northwest Arkansas on 420 acres in 265 buildings totaling 6.16 million gsf The student enrollment is 14,322 with 3600 faculty/staff The Fayetteville population is 52,000 with the 2 county Northwest Arkansas corridor exceeding 200,000 residents The Northwest Arkansas metroplex, home to Tyson, JB hunt and Wal-Mart, currently ranks in the Forbes list of 18 U S Cities which offers cost of living which is less than the national average, yet Northwest Arkansas has a 5 year job growth rate of 30%

Position Description

The successful candidate will manage the departments' accounting office, computer operations, campus key office and the campus service center The individual will be responsible for the departments' budget, providing financial management reports to facilities administrators, preparing budget forecasts and new budgets, as well as overseeing personnel functions and records, providing facilities expenditure information to campus customers, generating utility distribution and campus billings and overseeing the facilities switchboard, receptionist, and 6 accounting technicians

Qualifications

Bachelor's degree in accounting or a related degree in business or finance and three years experience in accounting A CPA accreditation is preferred but not required

Benefits

Salary is competitive, based on experience and educational/professional qualifications University employees earn 11 official paid holidays per year, 12 paid vacation days annually, and "sick leave" days at the rate of 8 hours per each full month of employment

The University currently pays 60% of an employees' monthly health care premium and offers 3 different health care plans, a vision care plan, and pays the full cost of a basic long-term disability plan with optional additional coverages available at the employees' expense The University also offers several flexible spending accounts to include a medical care reimbursement account, and a dependent care reimbursement account

Employees are eligible to request to enroll in University courses for fees as low as $5 per credit hour and employee dependents may request to enroll in courses at reduced fees of up to 50% per credit hour

The University offers a 403(b) defined contribution retirement plan and will automatically contribute an amount equal to 5% of your salary to your retirement account, and, at the employees' election, will match the employees' own contribution up to 10%

Application Procedures

Submit letter of application with detailed resume and names, telephone numbers, and addresses of three references by June 30, 1999 to **Human Resources Department, University of Arkansas, Administration building, room 222, Fayetteville, Arkansas 72701**
Women and minorities are encouraged to apply

Equal Opportunity/Affirmative Action Employer

Chicago
State
University

DEAN OF CONTINUING EDUCATION AND NON-TRADITIONAL PROGRAMS

Reporting directly to the Provost/Vice President for Academic Affairs, the Dean is responsible for providing vision and leadership in the planning, development and implementation of the university's continuing education/extension activities and non-traditional degree programs The Dean also serves as director of the summer school

Qualifications include an earned doctorate from an accredited university with at least five years of full-time university teaching experience, relevant university administrative experience; successful grantsmanship and research experience; proven ability to work with business, community and service constituencies as well as with faculty, students and other administrators; experience working with a diverse student population in an urban setting; and strong communications skills

Applications including a cover letter, resume and three letters of reference should be submitted no later than May 30, 1999 to

Ms. Adela Hernandez
Director of Affirmative Action & Cultural Diversity
Chicago State University
9501 South Martin Luther King Drive
Chicago, Illinois 60628

Chicago State University is an equal opportunity
affirmative action employer
Women and minorities are encouraged to apply

MILLERSVILLE
UNIVERSITY

INSTRUCTOR/ ASSISTANT PROFESSOR

Metal Manufacturing Technology

Full-time, one-year temporary position beginning August 1999. Primary responsibilities will be teaching undergraduate and graduate combined lecture and laboratory courses in production materials and processes, processing of metallic materials, and contemporary metal technology. Additional responsibilities will include student advisement, laboratory management, intern supervision, and department committee assignments. **REQUIRED:** Master's degree; baccalaureate degree in industrial technology, technology education or a related technical area; professional experience in metal manufacturing technology; evidence of ability to conduct and supervise scholarly activities; proficiency in applications of information technology; commitment to serve diverse populations; ability to work cooperatively with colleagues; and a successful interview and teaching demonstration **PREFERRED:** Industrial experience. Full consideration given to applications received by 6/18/99. Send letter of application, curriculum vitae, copies of undergraduate and graduate transcripts, and three current letters of recommendation to **Dr. John Hibberd, Search Committee Chair, Dept. of Industry and Technology/HI0521, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302. Fax: 717-872-3318. E-mail: itec@marauder.millersv.edu.** An EO/AA Institution.

St. Thomas University
The Archdiocesan Catholic University of Florida

FACULTY POSITIONS

Education

POSITION 1: Candidates should have graduate level training in TESOL and be prepared to teach primarily in an undergraduate Elementary Education program, preparing elementary education majors to teach and work with Limited English Proficient students. Experience teaching at the elementary level is preferred. Instructional responsibilities may include supervision of student interns.

POSITION 2: Candidates should have experience in Distance Education to teach in a Master's Degree program in Education with a specialization in Elementary Education. Responsibilities include supporting students in the program, but not on campus, to accomplish successful completion of the degree through Distance Education, program coordination and the ability to work with organizations that partner with the University in the delivery of the program.

Health Care Services

Candidates must be able to teach undergraduate courses in Health Care Services. Position includes teaching at a local Community College in a program to assist students with Associate level degrees in health related fields to complete a Bachelor's Degree in Health Care Services. On occasion, the successful candidate may teach in our Health Management graduate program. Candidates should possess a doctorate in Health Management, or a closely related field with appropriate graduate course work in Health Management. Prior teaching and experience in the management of healthcare facilities or programs are desired.

Psychology

Candidates should be prepared to teach in an undergraduate program and have a Ph.D. in Psychology, expertise in Cognitive Psychology preferred. On occasion, the successful candidate may teach in our Counselor Education graduate programs. Commitment to professional preparation through strong undergraduate education and support of student growth outside of the classroom are high priorities.

Candidates are required to have doctorate in-field, and should provide evidence of effective College/University teaching, service and research. We offer competitive salaries commensurate with experience plus an attractive benefits program. **Review of applications for respective position will begin on May 28, 1999 and continue until respective position is filled.**

Application Process: Submit letter of interest (stating specific position sought), resume, name, address and telephone number of three professional references and **official** transcripts for all degrees to:

Rev. Gary N. McCloskey, O.S.A., Ph.D.
Vice President for Academic Affairs
St. Thomas University
16400 NW 32nd Avenue
Miami, FL 33054
Fax: (305) 628-6682

St. Thomas University is an
equal opportunity employer
committed to hiring a diverse
work team.

BEST COPY AVAILABLE

Miami University seeks two bright and energetic individuals who wish to contribute to the efforts of the Office of Admission. Miami University is a strong selective public university that enjoys a high degree of interest from prospective students. The Admission staff contributes greatly to maintaining and enhancing our reputation. The positions described below will play vital roles in continuing the effort to present Miami University to prospective students and develop programs to service their needs as well as those who apply.

MIAMI UNIVERSITY

ADMISSION COUNSELOR/MINORITY RECRUITMENT SPECIALIST

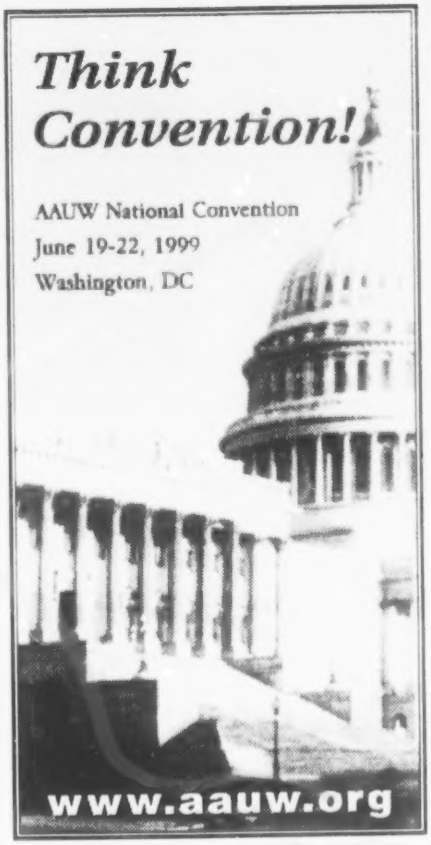
Responsibilities include admission counseling, application review, correspondence, [illegible] recruitment travel in the fall representing Miami at high schools and college fairs with a focus on [illegible] multicultural background, planning and implementing opportunities for multicultural students to explore Miami, and other duties as assigned depending on the individual's talents and experience. Required qualifications include a Bachelor's degree, outstanding communication skills, energy and desire to contribute to a team effort, a willingness to work evenings and weekends [illegible] must possess a valid driver's license. Preferred qualifications are a Master's degree in College Student Personnel Services and experience with admission duties and responsibilities.

ADMISSION COUNSELOR

Responsibilities include admission counseling, application review, correspondence, group information sessions, [illegible] recruitment travel in the fall representing Miami at high schools and college fairs, and other duties as assigned depending on the individual's talents and experience. Required qualifications include a bachelor's degree, [illegible] communication skills, energy and desire to contribute to a team effort, a willingness to work evenings and weekends [illegible] and must possess a valid driver's license. Preferred qualifications are a Master's degree in College Student Personnel Services and experience with admission duties and responsibilities.

Applicants should send their letter of application indicating the position of interest, plus a resume and list of three references to: **Robert Benz, Manager of Employment Services, Personnel Office, Miami University, Oxford, OH 45056, Fax: (513) 529-4225.**
Miami University offers equal opportunity in education and employment.

www.MUOhio.edu



Think Convention!

AAUW National Convention
June 19-22, 1999
Washington, DC

www.aauw.org

LAREDO COMMUNITY COLLEGE

INSTRUCTOR POSITIONS

ART
QUALIFICATIONS: Master's Degree in Fine Arts, prefer teaching experience with proven competence in area of specialty and active exhibition record
APPLICATION DEADLINE: Open Until Filled
NOTE: Interested applicants should submit application, resume, transcript(s), three letters of recommendation, twenty labeled slides of own work and, if available, twenty slides of student work

OCCUPATIONAL THERAPY ASSISTANT
QUALIFICATIONS: Associates in Applied Science in Occupational Therapist Assistant, three years of clinical experience within the past five years, currently licensed by the Texas Board of Occupational Therapy Examiners (TBOTE)
APPLICATION DEADLINE: Open Until Filled
NOTE: Interested applicants should submit application, resume, transcript(s), and three letters of recommendation

READING (2 positions available)
QUALIFICATIONS: Master's Degree in Reading with (18) graduate hours in teaching field, Professional Reading Specialist Certification and must have a minimum of (3) years teaching experience (prefer experience in teaching Secondary Developmental Student)
APPLICATION DEADLINE: Open Until Filled
NOTE: Interested applicants should submit application, resume, transcript(s), and three letters of recommendation

CHILD DEVELOPMENT
QUALIFICATIONS: Master's Degree with a major in Child Development or Early Childhood Education, at least three years experience in Child Development occupations (working with children under 5 years of age)
APPLICATION DEADLINE: Open Until Filled
NOTE: Interested applicants should submit application, resume, transcript(s), and three letters of recommendation

Laredo Community College offers competitive salaries and excellent fringe benefits!

Please request position description and application packet from **Laredo Community College, Department of Human Resources, West End Washington St; Laredo, Texas 78040, Tel: (956)721-5138; Fax: (956)721-5367.**

Laredo Community College is an Equal Opportunity/AA Employer M/F/D/V

TUFTS UNIVERSITY

Budget Coordinator, Mayer Campus Center

STUDENT ACTIVITIES

Position assists and advises the Tufts Community Union (TCU) Treasury with their financial responsibilities. Ensures that the TCU Treasury and student organizations are adhering to University, Treasury and federal regulations; assists and advises the Tufts Daily and the Graduate Student Council and TCU funded and non-funded organizations with their financial responsibilities. A Bachelor's degree is required, with at least 1 year experience in student union field preferred. Candidate must demonstrate an expertise in financial management and projection with strong customer service orientation and an ability to work effectively and efficiently with constant interruptions. Proficiency with accounting software and data entry. A Master's degree in student personnel desirable. Job #M99-553

Send 2 copies of both resume and cover letter including the job # to Raymond Domingo, Tufts University Human Resources, 169 Holland St., Somerville, MA 02144. Or email to eresume@infonet.tufts.edu.

For further details on this position and on the excellent benefit and tuition package offered by the University, visit our website at http://www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

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MADONNA UNIVERSITY

FACULTY POSITION IN SPECIAL EDUCATION

The faculty of the Education Department of Madonna University invites applications for a full-time position as Coordinator of the Graduate Program in Learning Disabilities. The department includes ten full-time faculty who offer instruction in NCATE-approved elementary and secondary teacher education programs, and three advanced programs in Educational Leadership, Literacy Education and Learning Disabilities.

REQUIRED QUALIFICATIONS INCLUDE:

1) An earned doctorate in special education.
2) Successful regular and special education teaching experience in K-12 schools including a valid teaching certificate.
3) Teaching and administrative experiences in higher education.

RESPONSIBILITIES INCLUDE:

1) Coordinating the Masters degree Learning Disabilities Program;
2) Teaching courses in special education at both the initial and advanced levels;
3) Collaborating with regional and local school district personnel to improve regular and special education teacher preparation;
4) Advising undergraduate and graduate students;
5) Supervising graduate students in field experience settings in the greater metropolitan area of Detroit;
6) Acting as faculty advisor to student chapter of Council for Exceptional Children;
7) Serving as a liaison to the Michigan Department of Education-Special Education;
8) Participating in a broad range of departmental, university, and outreach endeavors, including recruitment of minority students; and
9) Participating in the development, refinement, and expansion of undergraduate and graduate professional preparation programs to meet national education standards.

Salary is competitive and commensurate with qualifications and experience. Rank is dependent on qualifications. Review of applications will begin July 1999 and continue until the position is filled. The position is available August, 1999. Submit letter of application, curriculum vitae, and three letters of reference to:

Dr. Robert Q. Kimball
Chairperson Education Department
Madonna University
36600 Schoolcraft Rd.
Livonia, MI 48150

Madonna University complies with federal and state requirements for non-discrimination in employment. Applications from minority persons are encouraged.

FALL 1999

Plattsburgh State University of New York invites applications for Fall 1999 non-tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. We offer a competitive salary and an excellent benefits package.

Successful candidates must be committed to excellence in teaching with an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College, a desire to integrate information technologies and a willingness to participate with new distance learning programs.

Salary dependent upon qualifications and experience; excellent benefits. Review of applications begins immediately and continues until positions are filled.

Applications from women and minority candidates are especially welcomed.
Plattsburgh State University is an affirmative action, equal opportunity employer.

COMPUTER SCIENCE (PJ# 2284-808)

VISITING ASSISTANT PROFESSOR - Full-time, one-year position to replace a faculty member on leave. **Minimum Qualifications:** Substantial progress beyond the master's level toward a doctoral degree in computer science. **Responsibilities** Teach three courses per semester selected from operating systems, computer graphics, programming languages, numerical methods, and C++, as well as introductory courses.

PSYCHOLOGY (PJ# 2287-808)

VISITING ASSISTANT PROFESSOR - Full-time, one-year position in School Psychology. The Psychology Department offers baccalaureate degrees in Psychology and the MA and CAS degrees in School Psychology. **Qualifications:** Earned doctorate (Ph.D. or Ed.D.) or ABD in School Psychology from accredited program; prior experience practicing as a school psychologist in grades K-12, certifiable as a School Psychologist in New York state; committed to excellence in graduate training; support the learning and development of children, youth, and families. Expertise in intellectual assessment, socio-emotional assessment, and the assessment and treatment of learning disabilities is highly desirable. However, applicants with expertise in any area of School Psychology will be given full consideration. **Responsibilities:** Teaching graduate courses in intellectual assessment, socio-emotional assessment, learning disabilities, psychopathology, and undergraduate seminars in school psychology; supervising School Psychology Interns and Practicum students. Additional application materials: reprints, a statement of teaching philosophy and evidence of teaching ability.

CENTER FOR EDUCATIONAL STUDIES AND SERVICES (PJ# 2291-808)

VISITING ASSISTANT PROFESSOR - Full-time, two-year position as a Writing Specialist. **Qualifications:** MA/MS in appropriate professional education area; experience and professional credentials in the field of K-12 education; recognized expertise as a writer; demonstrated ability and experience in teaching writing at the college level. **Responsibilities:** Each semester, teach four sections of EDU 330, Exploring Educational Issues Through Writing (the required professional writing and literacy screening course for education majors); advisement, curriculum development, committee work.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee (PJ#_____), c/o Personnel, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681.**
Fax # (518) 564-5060.

Visit us at: **www.plattsburgh.edu/busvp/personnel/**

PHYSICS

Temporary, full-time, one year position for Fall 1999
Assistant Professor Position
WESTERN CONNECTICUT STATE UNIVERSITY

Duties: teach physics at the introductory level (calculus or non-calculus based), in addition to related courses in electronics and energy; included is teaching both lecture and laboratory for the courses. A Ph.D. in Physics (preferably as experimentalist) is required. Submit cover letter, current vita, undergraduate and graduate transcripts and three letters of recommendation to Dr. Alice Chance, Chairperson, Physics/Astronomy/Meteorology, WCSU 181 White St., Danbury, CT 06810. **Application Deadline** is June 4, 1999. Phone (203) 837-8669, Fax (203) 837-8769. AA/EOEE

EDISON
COMMUNITY COLLEGE
A STUDENT-CENTERED LEARNING COLLEGE

LIBRARIAN

F.T. $32,828-$44,558 depending on educ & exp. Responsible for providing professional quality work as non-teaching faculty. Requires an MLS; ability to perform duties in each area of the Learning Resources Center; demonstrated ability to communicate effectively with & maintain a positive working relationship w/students, peers, supervisor, staff. Apply to **Human Resources (LR-4K), Box 60210, Ft. Myers FL 33906-6210.** 941/489-9120 http://www.edison.edu
This position has been reopened and will remain open until filled.

The Union Institute

ASSOCIATE COORDINATOR
CENTER FOR PUBLIC POLICY

The Union Institute, a national university dedicated principally to baccalaureate and doctoral degree programs for adults, is seeking an Associate Coordinator for the Changing Charity Project of the Center for Public Policy (CPP), to begin work on July 1st. The Center is a division of the University's applied research unit, the Office for Social Responsibility, and is located in Washington, DC. The Changing Charity Project will help the nonprofit sector articulate and embody a clear vision of its fundamental nature and purpose and will strengthen the sector's capacities to respond effectively to societal and legislative challenges. The project consists of five research and design components to engage practitioners in strategies to address the key issues facing the sector (e.g., civic engagement, commercially, diversity). The Associate Coordinator will help conceive, design, implement and manage one or two components. The successful candidate will have: experience managing research and organizational strengthening initiatives; excellent oral and written communication and interpersonal skills; knowledge of adult education techniques; knowledge of and experience developing/implementing programs and strategies designed to enhance organizational diversity; and the ability to work collaboratively with a wide range of people in various organizational settings. Candidates should send letter of interest, resume and salary history no later than June 15, 1999 to:

Associate Coordinator Search
The Union Institute
1710 Rhode Island Ave. NW, #1100
Washington, DC 20036-3007

MILLERSVILLE
UNIVERSITY

DIRECTOR OF ADVISING CENTER

Twelve-month, full-time, tenure track Assistant Professor faculty position beginning August 1999. Provide leadership in improving academic advisement university-wide and developing a more centralized tutoring system. Work with faculty, staff and students on general education requirements, academic advising, and tutoring concerns.

Required: Ph.D., evidence of three years successful administrative experience in academic advising and/or tutoring, and a successful interview.

Preferred: Knowledge of automated degree audit system, undergraduate teaching experience and/or academic presentations or publications and experience in budget preparation in academic advisement and/or tutoring.

To Apply: Full consideration given to applications received by 6/21/99. Send letter of application, curriculum vitae, copies of all transcripts, and the names, addresses, and phone numbers of three references to:

Search Chair
Developmental Studies/HO0521
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

An Equal Opportunity/
Affirmative Action Institution

http://www.millersv.edu

ONONDAGA
COMMUNITY
COLLEGE

Computer Studies Faculty Vacancies

The Computer Studies Department invites applications for two (2) tenure track positions teaching introductory and advanced courses in Computer Information Systems (CIS) and Computer Science (CSC) beginning August 1999.

CIS and CSC desire a Master's degree in computing or a related discipline and demonstrated ability to teach.

CIS applicants should evidence knowledge of modern computer theory and computer application systems. CIS prefers expertise in either (1) networking hardware and software or (2) data base systems and data warehousing.

CSC applicants should evidence knowledge of modern computer theory and computer architecture and languages.

The Computer Studies Department seeks applicants who demonstrate the ability to work in a high-energy environment with a high level of student interaction, the ability to work on a team, and the desire to work in a diverse community. For more information on the department:

http://www.sunyocc.edu/programs/cs/

Applicants invited to interview will be expected to give a twenty (20) minute presentation on a computer topic included in a typical introductory course in Computer Information Systems or Computer Science. Applicants may choose their own topics. Examples include an Introduction to Excel and algorithms for iteration. Questions about the presentation and/or requests for multimedia equipment should be directed to:

kirbyc@aurora.sunyocc.edu

Salary: Contingent upon rank to which appointed.

Application Review: Begins June 1, 1999 and continues until the positions are filled.

To Apply: Submit a current resume covered by a letter of application together with the names, addresses, and telephone numbers of three (3) references to:

Office of Human Resources
Room 114
Service and Maintenance Building
Onondaga Community College
4941 Onondaga Road
Syracuse, NY 13215-2099
(attn: CIS or CSC search)

OCC is an Affirmative Action/
Equal Opportunity employer.
Women, people of color, individuals with a
disability, veterans, and other protected
class members are urged to apply.

Assistant Dean

Eugene Lang College, the undergraduate liberal arts division of New School University, seeks an Assistant Dean responsible for overseeing faculty and peer advising; developing training and orientation programs; supervising the senior work independent study program; acting as interdivisional coordinator for dual degree programs; and developing new programs to address academic issues that confront students of color. Qualifications: Ph.D in a liberal arts discipline preferred; minimum 3 years combined administrative and teaching experience; ability to communicate effectively with diverse students, faculty, and staff. Applications should be sent no later than June 11, 1999 to: Tom H. Oliviero, Associate Dean, Eugene Lang College, **NEW SCHOOL UNIVERSITY**, 65 West 11th Street, New York, NY 10011. Affirmative action/equal opportunity employer.

New School University

Chicago
State
University

DEAN OF GRADUATE STUDIES

Chicago State University invites applications for the position, Dean of Graduate Studies. Reporting to the Provost/Vice President for Academic Affairs, the Dean is the senior administrator who provides vision, leadership and support for the development and overall administration of the university's graduate programs.

Qualifications include an earned doctorate from an accredited university with at least five years of full-time university teaching experience, a record of scholarly activity and successful grantsmanship, experience in academic program development, strong interpersonal skills, a commitment to diversity, multiculturalism and academic excellence, and ability to effectively articulate the university's mission.

Applications including a cover letter, resume and three letters of reference should be submitted no later than May 30, 1999 to:

Ms. Adela Hernandez
Director of Affirmative Action & Cultural Diversity
Chicago State University
9501 South Martin Luther King Drive
Chicago, Illinois 60628

Chicago State University is an equal opportunity/
affirmative action employer.
Women and minorities are encouraged to apply.

DIRECTOR OF HUMAN RESOURCES

Anne Arundel Community College, a comprehensive community college located just outside of historic Annapolis, Maryland, with easy access to Baltimore, Washington DC and the Chesapeake Bay, invites applications for the position of Director of Human Resources. Approximately 205 faculty and 375 staff members comprise the regular workforce serving over 18,000 credit students and 22,000 noncredit students annually.

Reporting to the Vice President for Finance, Planning and Human Resources, the Director is responsible for administering a comprehensive human resource program, including recruitment of faculty and staff, job classification, compensation, benefit administration, performance appraisal, training and development, employee relations, personnel payroll system and position control. In addition, the Director serves as an advisor to management on college human resource issues.

QUALIFICATIONS INCLUDE: Master's degree or equivalent combination of education and management experience required; current professional human resource certification preferred. Five years of progressively responsible administrative/management experience in a human resource-related function (preferably in an institution of higher learning). Demonstrated knowledge of one more of the following areas: a comprehensive benefit program, including insurances, retirement and tax sheltered plans; current knowledge of employment law; knowledge of automated applicant tracking, position control and personnel payroll systems; affirmative action and EEO procedures; and state and federal statutes regulating personnel functions. Demonstrated supervisory skills and experience required.

Review of applications will begin immediately. The position will remain open until filled. For further information, visit our website at **www.aacc.cc.md.us.**

Please send a cover letter and resume to:
Office of Human Resources
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

Anne Arundel Community College
Students First

AA/EOE/ADA

Associate Directors Admissions

Barnard College, a women's liberal arts college affiliated with Columbia University, seeks two Associate Directors of Admissions to join the senior staff. Reporting to the Dean of Admissions, the Associate Directors will assume responsibility for the admissions programs, organize and execute candidate evaluation and selection process, and develop and oversee special admissions programs. Special projects will include direct mail, athletic recruitment, telecommunications, admissions technologies, including Web page, EPS, ASQ, and other projects related to the experience and skills of the candidate.

Requires a Bachelor's degree from a liberal arts institution, 4-5 years' experience in college or university admissions; understanding of the values of a liberal arts education for women and the ability to articulate these effectively. Strong verbal and written skills, time management and organizational skills, and interpersonal skills are essential. Computer literacy and a driver's license are also necessary. Must be willing and able to travel for up to 3 weeks at a time. Start date early July.

Send letter with resume and salary requirements to Employment Manager, Barnard College, 3009 Broadway, New York, NY 10027-6598. Fax: (212) 854-2100.

Barnard is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic and cultural backgrounds.

Barnard College

Springfield College

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Springfield College invites nominations and applications for the position of Vice President for Institutional Advancement.

Springfield College is an independent, comprehensive, co-educational college located in Springfield, Massachusetts. With a national and international reputation in the education of leaders for the allied health, human service, and physical education professions, Springfield College offers more than 40 undergraduate and graduate degrees. More than 4,000 traditional, nontraditional, and international students are enrolled at the main campus and at satellite programs in six states and three foreign countries. Its new president, Dr. Richard Flynn, assumed office on March 1, 1999.

The Vice President for Institutional Advancement reports directly to the president and serves as a member of the president's cabinet. The vice president is responsible for the overall leadership and management of the College's development, alumni relations, marketing and communications activities. A top priority of the vice president will be to work closely with the president to prepare for and implement a major capital campaign. The vice president is expected to establish goals and objectives to augment the College's ability to fulfill its mission, and to advance the understanding and support of the College with alumni, trustees, students, faculty and staff, parents, friends, corporations, foundations, government agencies and the general public.

For more information on qualifications and challenges for this position contained in the Executive Search Profile, please contact:

Neil A. Stein, Vice President
R.H.Perry & Associates
2607 31st Street, NW
Washington, DC 20008
Telephone: (202) 965-6464
Fax: (202) 338-3953

For immediate access to the Executive Search Profile and information on the College, visit:
www.spfldcol.edu

Springfield College is an equal opportunity institution.

TUFTS UNIVERSITY

Associate Dean of the Colleges for Sophomores and Advising Programs

Tufts University seeks applications for the position of Associate Dean of the Colleges for Sophomores and Advising Programs. This position is responsible for the support and enhancement of pre-major academic advising in the Colleges of Liberal Arts and Engineering. The position also serves as class dean for sophomores.

As dean for advising programs, position coordinates placement of students into advising groups; recruits and trains advisors and student peer leaders; evaluates the quality of advising models and of individual advisors; and provides for a smooth transition to a major.

As Dean of Sophomores, position works collaboratively within a team dealing proactively with issues of particular concern to sophomores; counsels students on academic issues; and participates in the planning of Orientation of new students.

Candidates must posses a Master's degree, with a Ph.D. or Ed. D. preferred. Position requires at least 2 years' experience in a college or university setting, including advising or counseling of students; demonstrated respect for students and their needs; ability to work collaboratively and effectively in teams with Student Life and Career Services professionals; ability to work well with faculty. Computer skills are highly desirable including word processing, data base management, and spreadsheets.

*Interested candidates must submit 2 copies of resume and cover letter along with three references to: **Tufts University Human Resources Department, 169 Holland Street, Somerville, MA 02144; Job #99-563RD.***

Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.

HOUSTON COMMUNITY COLLEGE SYSTEM

Faculty Openings, Fall 1999

Houston Community College System (HCCS), a public, comprehensive community college, is the largest institution of higher education on the Gulf Coast of Southeast Texas. With an enrollment of 55,000 credit and non-credit students and 223 instructional programs, HCCS is organized into five regional colleges that serve a culturally, ethnically, and economically diverse student body. HCCS is a leader in workforce development and academic transfer programs, offering associate degrees, technical training, technical certificates, and continuing education opportunities.

Houston, the fourth largest city in the United States with a population of 1.8 million, is well known as a center for energy, medicine, international business, and technology. Houston is also a thriving cultural center, home to a world class symphony, opera, theater, ballet company, and sports teams.

We invite applicants for anticipated faculty openings in the following disciplines:

ACADEMIC INSTRUCTORS

Anthropology
Biology
Chemistry
Computer Sci.
Dev. Math*
Dev. English*
Economics
English
English as a
  Second Lang.
  (ESL)
Government
Guided Studies
History
Math
Music
Physical
Ed/Fitness
Physics
Sociology
Spanish
Speech

TECHNICAL INSTRUCTORS

Audio/Video Technology
Criminal Justice/Law Enforcement
Emergency Medical Technician (EMT)
Technical Writing
Business Technology - Bilingual
  (English/Spanish) preferred
Computer Science Technology

*** Bilingual (English/Spanish) also needed in these fields**

All applicants for academic areas must have a Master's degree with 18 graduate hours in the teaching field, as well as related teaching experience at the post-secondary level.

Candidates in the technical areas must have appropriate academic credentials (minimum of Associate degree), as well as 36 months of related work experience.

Experience working with a diverse student population is desired. A commitment to the mission of community colleges and their students is required. HCCS offers competitive market salaries and excellent benefits. Please forward information to: **Houston Community College System, Human Resources Department, 320 Jackson Hill, Suite 220, Houston, Texas 77007.**

An employment application and a copy of your college transcript are required for consideration. To request an application call **(713) 718-8565** or Fax request to **(713) 718-8641**. ***Application deadline: June 15, 1999.*** For specific information on individual job postings, call the HCCS Job Line **(713) 718-8566** or consult the HCCS website (www.hccs.cc.tx.us). HCCS is an Equal Opportunity Employer.

SOUTHWEST TEXAS STATE UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR

Qualifications include a Ph.D. or Ed.D. in agriculture-related field. Candidates must have M.S. degree or equivalent in agricultural education and obtain certification as secondary teacher. Candidates must (i) establish independent externally funded research programs in agriculture-related discipline, (ii) contribute to strong undergraduate and graduate teaching program, and (iii) serve as coordinator of undergraduate program in leadership development. Proficiency in software applications including JAVA/HTML is required. Applicants should submit a letter of application, resume, and three references with addresses and telephone numbers to: **Dr. Hardin Rahe, Department of Agriculture, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666.** Review of applications begins June 15, 1999. Appointment begins August 1, 1999. Additional department information may be found at **http://www.swt.edu/ag**

Department Administrator II

The University of Medicine and Dentistry of New Jersey's University Behavioral HealthCare seeks a qualified Department Administrator. Reporting to the Chairperson, is responsible for the administration of research, clinical and training/teaching activities within the Department of Psychiatry, including the supervision of general department operations, grants and contracts, clinical and department budgets and personnel management. Also, participates in strategic and facility planning. Acts as a department liaison with hospitals and clinical and teaching facilities. Master's degree in Finance, Business Administration or a related field plus at least three (3) years of related experience, including a minimum of two (2) years in a supervisory/managerial capacity in a health care setting. Work experience must include responsibility for personnel management, fiscal management and grant and contract management. Experience with facility planning and maintenance would be a plus. Excellent communication skills, both verbal and written are required. Experience in a medical/education/research facility is preferred.

Please send resumes to: **Dept. of Human Resources (99PS9628), UMDNJ, 335 George St., Liberty Plaza, P.O. Box 2688, New Brunswick, NJ 08903-2688.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview.

Visit our website at:
http://www.umdnj.edu/hrweb/.

ST. CLOUD STATE UNIVERSITY

DIRECTOR OF PLANNED GIVING

SCSU seeks candidates for a Director of Planned Giving in the University Foundation to start July 1999; salary commensurate with qualifications and experience. The director will serve as the primary planned giving officer for the St. Cloud State University Foundation. The director will identify, cultivate and solicit prospects for planned gifts. The director will articulate the character, mission and needs of St. Cloud State University to planned giving prospects together with other alumni and other constituents. The director will staff regional constituent outreach events and direct special projects and solicitations as assigned. The successful candidate will have demonstrated ability to work with persons from culturally diverse backgrounds.

A bachelor's degree is required. Other qualifications include a minimum of five years productive experience in the field of planned giving or a related financial service field such as insurance, investment, or legal practice. Effective writing and oral communication skills and an ability to work independently and as part of a team are also requisites.

Please send letter of application, resume and the names, addresses and phone numbers of three professional references to: **Search Committee, SCSU Foundation, 720 Fourth Avenue South, St. Cloud, MN 56301.** To receive full consideration all requested application materials must be received by June 14, 1999.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor we invite individuals who contribute to such diversity to apply including minorities, women, persons with disabilities, and veterans.

Fox Valley
Technical
COLLEGE

PRESIDENTIAL SEARCH

The Fox Valley Technical College (FVTC) Board of Trustees invites applications and nominations for the position of President. The President is the chief executive officer of the college and reports to the nine-member appointed Board of Trustees.

Application Process: The Profile Brochure which contains details on the presidential search, the Challenges and Opportunities and the preferred qualifications should be requested by contacting: **Ms. Marge Rubin, Search Liaison, Fox Valley Technical College, 1825 N. Bluemound Drive, Appleton, WI 54913-2277.**

For additional information, contact **Elizabeth Rocklin, Association of Community College Trustees (ACCT), 1740 "N" Street, NW, Washington, DC 20036. Tel: 202/775-4667; Fax 202/223-1297; e-mail: erocklin@acct.org.**

All inquiries, nominations and applications will be held in strictest confidence, if desired and requested by applicants in writing. Fox Valley Technical College is an equal opportunity employer operating under an affirmative action plan. Applications and nominations of individuals who would increase the richness of Fox Valley Technical College's diversity are welcomed.

Visit our website at www.foxvalley.tec.wi.us

-- An ACCT Search --

CSU Cleveland State University

Associate Dean of Enrollment Services/University Registrar

Cleveland State University invites nominations and applications for the position of Associate Dean of Enrollment Services/University Registrar. The Associate Dean plays a key role in the matching of goals and objectives of the Division of Enrollment Services to the overall mission of the University. The Associate Dean is a member of the Enrollment Services Management Team. The Associate Dean is responsible for all aspects of student academic records management and the registration of all students. These duties will include registering students, scheduling courses, academic record maintenance, grade processing, graduation certification, transcript processing and implementation of academic policies. In addition, the Associate Dean assists the Dean of Enrollment Services with strategic planning and internal operations, and represents Enrollment Services to various University departments and programs.

A successful candidate will have ten years experience in a related enrollment services area with increasing responsibility. A strong record of leadership and accomplishments in the area of enrollment management and a Master's degree is required. The preferred candidate will have eight years experience in a Registrar's Office with increasing responsibility; demonstrated successful supervisory experience; demonstrated extensive experience with student-based computer systems; and strong communication skills.

Cleveland State University is a comprehensive public university located in the center of Cleveland, Ohio. The University enrolls 16,000 students representing the cultural and ethnic diversity of the area. CSU, like the city of Cleveland, has gone through revitalization. Enrollment is strong, new academic programs are being added, new buildings have been built, and the Registrar's office will move into new quarters this fall. The University was one of the first institutions to implement and go live with the new PeopleSoft student information system.

Salary is commensurate with experience. Interested candidates should submit a letter of application, resume, and the names, addresses and phone numbers of three references to: **Doug Hartnagel, Cleveland State University, University Center 304, 2121 Euclid Avenue, Cleveland, OH 44115-2214.** Applications will be reviewed beginning June 1, 1999, and continue until the position is filled. CSU is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

WILLIAM
PATERSON
UNIVERSITY

A comprehensive public university, William Paterson University comprises an intellectually engaged and diverse faculty, state-of-the-art information and communications technology, and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student:faculty ratio (12:1) and small class size (21.3). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

ASSISTANT DIRECTOR OF RESIDENCE LIFE FOR OPERATIONS/FACILITIES

The Assistant Director of Residence Life for Facilities is a full-time, twelve-month, professional position in the Department of Residence Life. Reporting directly to the Associate Director of Residence Life, the Assistant Director assists in the development and implementation of a broad range of goals and objectives, which facilitate the management of departmental programs. The Assistant Director is responsible for coordinating the residence halls maintenance and renovations; purchasing of furniture and other hall equipment; inventory of furniture; public area damage assessment; key control management; coordinating room condition reports and common area damage billing; coordinating and managing summer conferences and housing programs; acts as a liaison to other university offices and support services in matters involving both daily and long-term management, care and upkeep of the residential facilities; and other related duties.

Bachelor's degree in business, educational administration or related area required. Master's degree in student development preferred. Three years' experience in residence hall administration above the undergraduate level required. Knowledge of computers helpful and strong interpersonal, organizational, and/or written communication skills. Minimum starting salary is $32,511.27. A comprehensive benefits package is included.

The review of applications will begin immediately and will continue until the position is filled. Please forward letter of application including resume, salary history/requirements, and names of three references to: ***Patricia Whiteman, Associate Director, Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ, 07470.***

RESIDENT DIRECTORS (3 positions)

The Resident Director is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Resident Director supervises a staff of 6-12 undergraduate Resident Assistants along with student office assistants, and administers the physical and personal aspects of a residence hall area housing approximately 200-500 students. The Resident Director serves on various student life committees and coordinates a comprehensive educational programming effort in his/her hall area. Reports directly to the Area Coordinator and works with that person in the execution of his/her job responsibilities. The Resident Director is expected to be available three to four evenings a week.

Bachelor's degree and one year's experience above the undergraduate level in residence hall administration in a college or university setting required. Master's degree in student personnel/counseling or related area strongly preferred. The successful candidate should possess supervisory skills; knowledge of facilities management; experience as a hearing officer; strong interpersonal, organizational, and/or written communication skills. Starting salary is $26,746 with a comprehensive benefits package.

Applications will be accepted until position is filled. Please forward letter of application, resume and a list of three references to: ***Maximina Rivera-Burrowes, Associate Director, Residence Life, Drawer HO William Paterson University, 300 Pompton Road, Wayne, NJ. 07470.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wpunj.edu
An Equal Opportunity Institution Committed to Diversity

GEORGIA PERIMETER COLLEGE

(formerly DeKalb College)

An Associate Degree Granting College of the University System of Georgia

LIBRARIAN

Responsible for original and complex copy cataloging in a variety of formats, database maintenance, and authority control. May include some acquisitions responsibilities.

Master's degree in Library Science from an ALA accredited program. Knowledge of OCLC, AACR2, LCSH, LC classification, MARC formats. Excellent interpersonal, organizational, and communication skills. Cataloging experience in an automated, academic library required.

Salary: $30,400+ -Excellent benefits

Starting Date: ASAP

Applicants should reference position number 99-169 and send the following as a single packet: (1) a letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to

Judy Chastonay
Georgia Perimeter College
3251 Panthersville Rd.
Decatur, GA 30034

Deadline: 6/11/99

AA/EOE/ADA

ACCOUNTING

Tenure Track Position-Fall 1999

WESTERN CONNECTICUT STATE UNIVERSITY

The Ancell School of Business (candidate for AACSB accreditation) is seeking an individual to teach full range of accounting courses. The successful candidate will have an earned doctorate in accounting. Certification and prior business experience is preferred. Interest in publishing and/or prior record of publishing is also preferred. Submit cover letter, current vita, undergraduate and graduate transcripts and three letters of recommendation to Professor Richard Proctor, CPA, CVA, CGFM, WCSU, 181 White St., Danbury, CT 06810. **Application Deadline** is **June 11, 1999**. Phone (203) 837-8744 or 8342. Email: PROCTOR@WCSU.CTSTATEU.EDU. AA/EOEE

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VALENCIA COMMUNITY COLLEGE

IN ORLANDO, FLORIDA, IS ACCEPTING APPLICATIONS AND NOMINATIONS FOR PRESIDENT/C.E.O. THE COLLEGE, NAMED NATIONAL COMMUNITY COLLEGE OF THE YEAR, SEEKS A PROVEN INNOVATOR, EDUCATOR AND COMMUNICATOR WHO WILL LEAD THE COLLEGE WITH VISION – BUILDING ON A RECORD OF HIGH PERFORMANCE IN MEETING THE NEEDS OF STUDENTS AND THE COMMUNITY.

The District Board of Trustees will consider the professional experience and accomplishments, character, and educational background of candidates. Leading candidates will demonstrate a strong record of achievement, including senior-level experience in a community college, other postsecondary institution, or business, industry, government or non-profit organization.

Qualifications include:

- integrity, management ability, and the use of strong communication skills including the ability to listen, and collaborative skills to advance organizational goals.
- strong commitment to fostering institutional diversity and access.
- ability to protect and enhance financial strength and act in an entrepreneurial manner to develop a network of contacts with the community, education, government, business and industry, media, and alumni that enhances opportunities for students.
- commitment to learning, academic freedom, and values consistent with those of Valencia.
- understanding of the importance of technology as it relates to all areas of the institution.
- ability to identify the needs of the Central Florida community and respond appropriately and proactively to those needs.
- commitment to promoting economic development and meeting the training and educational needs of employers.
- high energy level, strong sense of self-worth and a good sense of humor.

APPLICATION PROCESS

Interested applicants should submit a letter of intent, a current resume/curriculum vita and a list of five business and personal references.

MAIL TO

Mrs. Jan Lackey, Chair, Presidential Search Committee
Valencia Community College • P.O. Box 3028 • Orlando, Florida 32802
407/299-5000, ext. 1531
e-mail: pressearch@valencia.cc.fl.us • www.valencia.cc.fl.us

DEADLINE: JUNE 30, 1999

All correspondence and application materials are a matter of public record in accordance with Florida Law.

VALENCIA
A BETTER PLACE TO START.

An Equal Access/Equal Opportunity Employer

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK

Staff Research Associate/Project Analyst and Manager

Three project staff associate positions at the Columbia University School of Social Work for studies of poverty, welfare reform, and social policy. Each staff associate will be responsible for data analyses, writing for research reports and publications, and project administration. Qualifications: BA with four years' professional experience; master's in public policy, social work, or a related field preferred. Course work in poverty and welfare, familiarity with word and data processing programs, experience with data analysis, and ability to work independently. Deadline for submitting applications is June 2, 1999. Send resume to Social Indicators Survey Center, Columbia University School of Social Work, 622 W. 113th Street, NY, NY 10025.

Columbia University is an equal opportunity/affirmative action employer.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

DIRECTOR OF CORPORATE AND FOUNDATION RELATIONS

Agnes Scott College seeks a Director of Corporate and Foundation Relations to work closely with faculty and with institutional leadership in crafting proposals for corporate and foundation support of academic programs and of a $100 million program for building and expansion that is now underway.

The successful candidate will have energy and creativity, must possess excellent writing and presentation skills and a strategic approach to problem solving. She/he should have a thorough understanding of and commitment to the liberal arts and higher education, along with a desire to work in a team-based development program entering into a comprehensive campaign.

A highly selective independent national liberal arts college located in metropolitan Atlanta, Agnes Scott College offers its students and employees a vibrant and intellectually challenging environment. Atlanta boasts one of the nation's largest and fastest growing corporate communities, a rich and active cultural life, a beautiful and geographically diverse landscape and a position of global leadership in international business, education and overall quality of life. Agnes Scott College is one of nineteen significant institutions of higher education in the Atlanta area.

The College invites applications for the position from individuals with five years experience in higher education development or a related field. Agnes Scott will also consider strongly applicants with college-level teaching or administrative experience or applicants with professional experience in a related field. Agnes Scott College offers a generous and comprehensive benefits package and salary is competitive.

Send a letter of application and resume to Adelia Thompson, Assistant Vice President for Development, c/o Office of Human Resources, 141 E. College Avenue, Decatur, Georgia 30030. Review begins immediately and continues until June 1, 1999.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

www.AgnesScott.edu

ASSISTANT DIRECTOR OF ADMISSIONS

SUNY Empire State College in Saratoga Springs, NY seeks a full-time Assistant Director of Admissions. **This person will manage the** admissions operations process, coordinate a statewide admissions management system, and participate in the development and implementation of **admissions policies and** information systems. **Duties include** management of the **admissions staff and** coordination with other **statewide locations.** Must be detail-oriented, **organized and willing** to work in a highly **automated, multi-task** environment. Must **demonstrate strong written,** verbal, analytical and **project management** skills. Evening hours **possible. Masters degree,** experience in academic **program administration** or admissions required. **Experience with** COLLEAGUE system preferred. We seek a diverse pool of applicants **and encourage women** and minorities to apply. *Application review to begin June 4, 1999 and continues until position is filled.* Send letter and **resume** with names of 3 references to: **Carolyn Jarmon, SUNY Empire State College, 1 Union Avenue, Saratoga Springs, NY 12866.** AA/EOE

Empire State College

State University of New York

San Jose State University is seeking applications for the following position:

ASSISTANT DIRECTOR FOR FACILITIES OPERATIONS

(Administrator II)

University Housing Services SRN #: EA99-007

Overview: Responsible for supervision of the custodial, grounds, and inventory control areas. The emphasis of the position is the day-to-day operations of the facilities area. This includes creating, evaluating, implementing and monitoring processes for work completion, training, time reporting, inventory, evaluations, inspections and other processes related to the facilities area.

Responsibilities: Select, train, evaluate, and supervise up to 5 employees and indirectly supervise approximately 16 custodians, 4 groundsworkers and 1 gardener, including the coordination of the hiring and evaluation processes. Assist in administration of facilities long-range planning and development of all annual maintenance contracts and related budgets; develop ongoing procedural training related to safety, customer service, quality, multiculturalism and other related topics; maintain small budget; develop and maintain an Injury, Illness & Prevention program; serve on various teams; perform other duties as assigned.

PHYSICAL AND ENVIRONMENTAL CONDITIONS: Office located in a multi-story building, accessible by elevator; work site includes areas that are not wheelchair accessible; however, accommodations are available. Travel across campus to other offices and buildings and to the South Campus facilities required. May be required to be on-call.

QUALIFICATIONS AND EXPERIENCE: Equivalent of three years progressively responsible housing related experience with a strong background in management, facilities, administration and student affairs. Knowledge of management practices related to facilities operations, collective bargaining regulations and procedures. Demonstrated ability to supervise and develop a sizable staff of permanent employees, manage a budget, work sensitively and effectively with students and staff, including active collaboration with other administrators of the University; perform a wide range of complex and technical assignments associated with a physical plant program, work effectively in a diverse multicultural environment; incorporate a positive teamwork approach with regard to all dealings within the University Community. Must demonstrate a commitment to customer service.

SALARY: Commensurate with background and experience. This is a full-time management position covered by the California State University Management Personnel Plan, with an excellent benefits package. There is no commitment of permanent status.

Submit letter of application, resume, and names/addresses/phone numbers of three references to: **Human Resources, San Jose State University, One Washington Square, San Jose, CA 95192-0118 Application deadline: May 28, 1999.**

San José State University

EO/AA/503/504/ADA/ TITLE IX Employer

San Jose State University is committed to creating a community in which a diverse population can learn and work in an atmosphere of tolerance, civility and respect for each individual.

Head Women's Basketball Coach/Instructor

Eastern College, an evangelical Christian liberal arts College, welcomes applications for a Head Women's Basketball Coach and Health/Exercise Science Instructor position beginning Fall, 1999. **The College is dedicated through teaching, scholarship, service, and spiritual formation to the preparation of undergraduate and graduate students for thoughtful and productive lives of Christian faith and service. The Eastern community celebrates diversity and encourages the holistic development of students, faculty, and staff.** For more information about the College visit **www.eastern.edu.**

A Masters degree in exercise science or related field **and college coaching** experience are required. An earned doctorate is **strongly preferred.** A commitment to integrating ones Christian faith into the practice and teaching of the discipline, a strong interest in teaching undergraduate students, and proven leadership and administrative abilities are essential.

Review of applications will begin immediately and continue until the position is filled. Interested and qualified candidates should forward a cover letter, current vitae, undergraduate & graduate transcripts, and at least three professional letters of reference to:

Eastern College
Human Resources
Attn: Women's Basketball Coach/Instructor
1300 Eagle Road
St. Davis, PA 19087-3696

Eastern College is an equal opportunity/affirmative action employer.

THE LAKE
OUR LADY OF THE LAKE
UNIVERSITY

DEAN
School of Business

Our Lady of the Lake University of San Antonio invites nominations and applications for the deanship of the School of Business.

Our Lady of the Lake University is a Catholic, comprehensive university that has been growing significantly for the past several years.

- Currently enrollment in bachelor, master, and doctoral degree programs stands at 3,523, of which a full 40% are School of Business majors.
- The ACBSP accredited School of Business is aggressively exploring and implementing innovative approaches to learning in providing educational opportunities to all.
- The School of Business offers undergraduate degrees in accounting, computer information systems, electronic commerce, management, marketing, and human resources.
- The weekend program, with locations in San Antonio, Houston, and Dallas, offers an MBA in health care management and an MBA in electronic commerce management as well as specializations in management, finance, and international business. The primary focus of the weekend curricula is to provide both graduate and undergraduate levels of educational opportunities to adult employed students who desire to enhance their career opportunities.
- Further information regarding the history and mission of Our Lady of the Lake University is available at our website: **www.ollusa.edu**

Candidates for the deanship should posses either a strong academic background with an earned doctorate in a business with top-level management experience. The dean should understand and affirm the University's collegial character and its emphasis on an inclusive and culturally diverse student body.

Letters of application, including a detailed curriculum vita should be sent to:

Dean Search Coordinator
School of Business
Our Lady of the Lake University
411 S.W. 24th Street
San Antonio, Texas 78207-4689

(All replies will be kept in strict confidence)

Our Lady of the Lake University seeks employees who are committed to the values of Catholic higher education. Our Lady of the Lake University is an Equal Opportunity Employer and strongly encourages applications from women and minorities.

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BIOLOGY: Seeking a faculty member to teach introductory biology and at least one of the following: anatomy and physiology, botany, microbiology and zoology. **Required:** Master's degree in a biological science; experience teaching biology at the college level; demonstrated strong oral and written English communications skills; demonstrated commitment to the field of biology. **Preferred:** Ph.D. in a biological science. **Attention: Division Search Committee, Division of Science and Mathematics**

CHEMISTRY: Seeking a faculty member to teach introductory chemistry and at least one of the following: chemistry for non-science majors, general chemistry, or introductory organic/biochemistry. **Required:** Master's degree in chemistry; experience teaching chemistry at the college level; flexibility to teach day and evening classes; strong oral and written communication skills; demonstrated commitment to the field of chemistry. **Preferred:** Ph.D. in chemistry. **Attention: Science Division Search Committee, Division of Science Mathematics**

ESOL SPECIALIST: Seeking faculty member to teach ESOL, composition, and developmental writing courses in learning centered environment. **Required:** Master's degree or equivalent in ESOL. **Preferred:** Expertise in composition and/or developmental writing. **Attention: Division Search Committee, Division of Humanities and Arts**

VOICE INSTRUCTOR AND DIRECTOR: Seeking a faculty member to teach studio voice, conduct vocal ensembles, coordinate department's vocal program, teach classes as needed, and recruit for department. **Required:** Master's degree in music, significant documented experience as performer and teacher of voice in classical and popular styles and as a director of choral ensembles. **Attention: Division Search Committee, Division of Humanities and Arts**

CRIMINAL JUSTICE: Seeking a faculty member to teach introductory courses in criminal justice, criminology, parole & probation and victimology. **Required:** Master's degree with work experience in the field and experience teaching criminal justice at the college level; demonstrated strong oral and written English communication skills; demonstrated commitment to advancing criminal justice education, willingness to teach at different campuses and academies. **Preferred:** Ph.D. in criminal justice with fulltime college teaching experience. **Attention: Division Search Committee, Division of Business and Social Sciences**

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COMPUTER INFORMATION SYSTEMS: To teach courses in COBOL, Systems Analysis and Design, Visual Basic, Microsoft Office and Networking. **Required:** Bachelor's degree; min. two yrs. Teaching exp. in computer programming; documented recent exp. in COBOL, Visual basic and Systems Design. Exp. in Learning College environment pref. **(Permanent Position).**

COMPUTER INFORMATION SYSTEMS: To teach courses in Computer Literacy and Microsoft Office. **Required:** Bachelor's Degree; min. two yrs. teaching exp. Exp. in Learning College pref.**(Temporary Position)**

HEALTH: Seeking a faculty member to teach health, wellness, community health, nutrition and sexuality classes. Applicant's vitae should demonstrate integration of knowledge in health and human performance. Applicants under consideration will be asked to present a teaching demonstration. **Required:** Master's degree or equivalent with significant course work in Health or Related field. **Attention: Division Search Committee, Division of Allied Heath and Human Performance**

FITNESS: Seeking faculty members to teach individual and team sports, rhythmic activities, aqua exercise, and other fitness classes. Applicant's vitae should demonstrate integration of knowledge of health and human performance. Applicants under consideration will be asked to present a teaching demonstration. **Required:** Master's degree or equivalent with significant course work in Fitness, Human Performance and/or related field. **Attention: Division Search Committee, Division of Allied Health and Human Performance**

The teaching load for full-time faculty is fifteen contact hours, a minimum of five office hours and 2.5 hours of college service per week.

Applicants should submit a letter of interest, ***indicating the specific position,*** which addresses the requirements of the position, a comprehensive curriculum vitae, copies of all graduate transcripts and the names, addresses and telephone numbers of three work-related references. Additional documentation, including The Community College of Baltimore County application, will be required after receipt of the initial materials. Candidates selected for an interview should anticipate presenting a mini-lecture (utilizing application of educational technology preferred) in the relevant field as part of the interview process. Official transcripts are required prior to employment. **For best consideration submit your application by June 18, 1999 to:**

The Community College of Baltimore County
Essex Campus
7201 Rossville Boulevard
Baltimore, MD 21237-3855
e-mail: facsearch@essex.cc.md.us

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Mr. John Adkins
Director of Regional Affairs
Ivy Tech State College
7999 Highway 41 South
Terre Haute, IN 47802

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ADVERTISING INDEX

POSITIONS

ARKANSAS		
University of Arkansas		45
CALIFORNIA		
San Jose State University		53
CONNECTICUT		
Wesleyan University		40
Western Connecticut State University		47, 52
DC		
The Union Institute		48
FLORIDA		
Edison Community College		47
Indian River Community College		44
St. Thomas University		45
Valencia Community College		52
GEORGIA		
Agnes Scott College		53
Georgia Perimeter College		52
ILLINOIS		
Chicago State University		45, 48
INDIANA		
Ivy Tech State College		44, 55
MARYLAND		
Anne Arundel Community College		49
The Community College of Baltimore County		54
MASSACHUSETTS		
Springfield College		49
Tufts University		46, 49
MICHIGAN		
Madonna University		47
Washtenaw Community College		28
MINNESOTA		
St. Cloud State University		50
NEW JERSEY		
Bloomfield College		42
New Jersey City University		42
UMD of New Jersey		50
William Paterson University		51
NEW MEXICO		
San Juan College		40
NEW YORK		
Barnard College		49
Columbia University School of Social Work		52
New School University		43, 48
Onondaga Community College		48
SUNY at Buffalo		28
SUNY at Plattsburgh		47
SUNY Empire State College		53
OHIO		
Cleveland State University		51
Miami University		46
PENNSYLVANIA		
Eastern College		53
Millersville University		45, 48
SOUTH DAKOTA		
Dakota State University		44
TEXAS		
Houston Community College System		50
Laredo Community College		46
Our Lady of the Lake University		54
Southwest Texas State University		42, 50
University of Houston		43
University of North Texas		43
WISCONSIN		
Fox Valley Technical College		51

RECRUITMENT

Center for International Studies	NJ	15

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

Connecticut Community-Technical College	CT	42
Yale Divinity School	CT	2

CONFERENCES

American Association of University Women	DC	46
National Association of Hispanic Journalists	WA	55

¡PUNTO FINAL!

GOING WHERE WE HAVE TO GO

Alexander Gonzalez, Ph.D., is president of California State University-San Marcos, appointed in July 1998. For six years, he was provost of Fresno State University. A native of Los Angeles, he holds a doctorate in psychology from UC- Santa Cruz.

Last year I was asked to be the keynote speaker at the Forum for Diversity in Graduate Education being held in San Francisco. The conference coordinators hoped that I would present a reasoned answer to the question, "Why go on to graduate school?" My audience included some of California's brightest college students whose ethnicities are very much underrepresented in graduate schools.

It wasn't an easy question to answer. While I would have liked to tell them clearly and unequivocally that they should pursue graduate work, the truth is that I, like many other Latinos, let the world define my choices and path in life for a fairly long time before I finally discerned my own desires and choices. My path was more circular than linear, reminding me of the repeated line in a poem by the late Theodore Roethke, "I learn by going where I have to go."

As I again contemplate the question about graduate school, I realize that higher education in general, and the role of professors in particular, face the same circular path of learning by going where they need to go. Responding to both external and internal pressures for change, due in large part to the demand for access, higher education is faced with having to assess its role in the current and future environment, and adapt to new directions. And one clear direction that is emerging is toward the primacy of teaching and of educating future professors to teach. This shift will have a profound impact on the research model as the primary vehicle for training and preparing future faculty.

It has been estimated that the world's store of information doubles every seven years. Imagine what such a statistic means to an institution like CSU-San Marcos that is approaching only its 10th anniversary, and how our young professors must be constant, fast-paced learners or risk being left behind in yesterday. The traditional role of the professorate is being challenged, not only by the pace of information but also by challenges to reinvent itself and make teaching more of a goal in graduate training.

Traditionally, the triad of teaching, research, and service has been at the heart of the profession. Depending on the type of institution, research or teaching is emphasized, one more than the other. However, the research endeavor has always been viewed more positively, and research institutions have been at the top of the academic hierarchy.

Today we are witnessing at all types of institutions a movement away from the primacy of research toward the emphasis on teaching. A recent report from the Carnegie Commission called for a much higher priority for teaching at the undergraduate level and recommended that faculty be rewarded for outstanding teaching on a level equal with cutting-edge research. Included in the findings were items for revitalizing the freshman-year experience, reducing class size, better utilizing technology for students, and providing mentors for all students. Realistically, research institutions represent about 3 percent of the universities where graduate students will be hired after their Ph.D. The vast majority of the positions that are available in academe are at non-research institutions such as my own. The movement toward the emphasis on teaching at all types of institutions cannot come soon enough.

Why the push for these and other changes? The purpose is to guarantee a quality undergraduate education for all students. The primacy of teaching is especially critical for Hispanics. Consider the relative sizes of university systems in California alone. The California State University, of which my university is a part, educates more than 75,000 Hispanic students each year, compared to only 20,000 by the University of California system. Those statistics indicate that the majority of doctoral graduates will find jobs not in research institutions but in large university systems like the CSU, where teaching is the primary focus. As we draw faculty from research universities, the quality of instruction for my students will depend in large part on a renewed focus to train future professors to teach well.

I told the prospective graduate students in my speech a year ago to seek out mentors or role models at the undergraduate level in preparation for advanced study. I noted that "they don't have to look like you; they just have to believe in you." The reality is that for a long time to come, the odds are quite high that their role models won't look like them. But for the short run, we can at least ensure that they will bring strong teaching to institutions like the CSU. That can only result in more Hispanic students choosing to pursue graduate study and reinforcing new ideas for making teaching a focal point in addition to engaging in research and scholarly activities.

If done correctly, these changes will bring about an educational system that's more responsive and better suited to the changing faces and needs of students, no matter their background. Donald Kennedy, former President of Stanford University, has written that higher education is recognizing that academic freedom, the cornerstone of the modern university, has as its counterpart academic duty. This implies that the Academy must be responsive to the needs of its students. The long-term results of this will make higher education more accountable for what it does and how it is done and will benefit Hispanics at all levels of academe.

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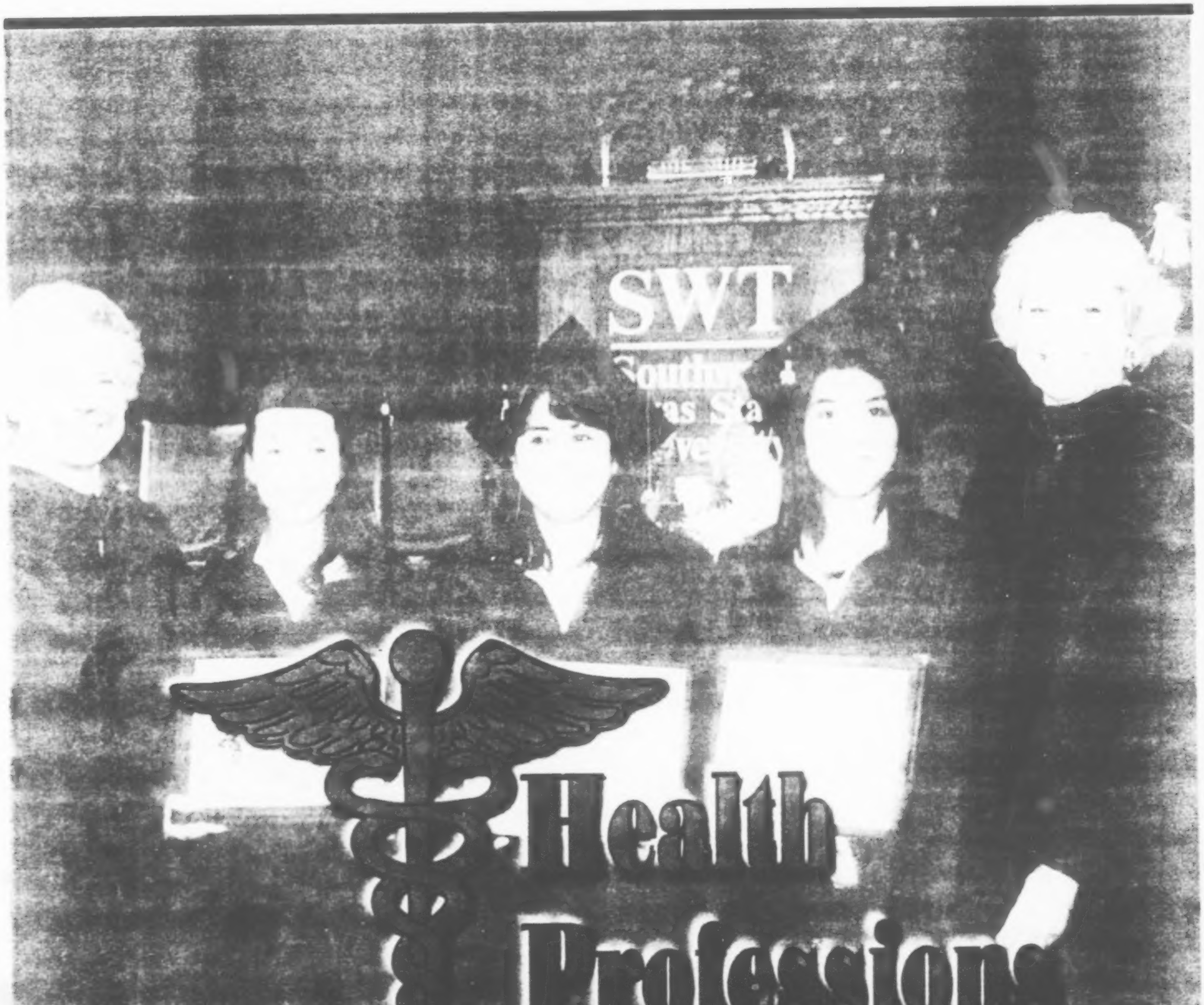
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An earned doctorate in an appropriate or related field, a demonstrated record of distinction in college teaching and research, and a successful record of grant funding are required. A minimum of five years of higher education leadership with broad technical knowledge relative to both academic and administrative computing is required. Candidate must be visionary and possess excellent oral and written communication skills and budget and finance experience. Candidate must also have the ability to manage support personnel who provide academic technology support and research services for the instruction in all academic programs and departments. Salary: $82,050/A - 102,749/A. Vac.#770

ASSISTANT DIRECTOR OF FINANCIAL AID (Higher Education Associate) Serves as the Assistant Director, assuming responsibility for the program in the Director's absence; manages the day-to-day administrative operations of the program for optimal efficiency and student service; in concert with the Director, plans, designs and implements office operations, policies, procedures and compliance activities; responsible for the coordination of office services with College and University offices and programs; supervise, train, mentor and motivate staff; manages computer operations, including the design and implementation of mainframe and PC support systems; coordinate systems activities with College and University data centers. BA/BS degree required. Master's degree preferred; a minimum of six (6) years financial aid experience in progressively responsible position. Demonstrated commitment to student-centered services. Extensive knowledge of, and experience with, electronic processing and the application of technology to financial aid administration particularly in the design and implementation of mainframe and PC systems. Familiarity with federal and state financial assistance programs. Excellent written and oral communication skills. Must possess strong administrative and leadership skills. Ability to respond to competing priorities and deadlines in a dynamic environment. Salary: $40,173/A - $64,266/A. Vac.#769

ACADEMIC ADVISORS (Assistant to Higher Education Officer) As a member of the Department of Advisement and Counseling, the successful candidate will report to the Director and will work with faculty, student affairs and other campus offices to deliver coordinated academic planning and advising services to a diverse urban community college student population. The chosen applicant will see large number of students on an individual basis and will conduct developmental preventative workshops and programs. The position requires occasional evening hours and may also include some weekend programs for new and continuing students. Bachelor's degree and two years experience in higher education counseling/advising required. Master's degree in Counseling or Student Personnel preferred. Experience with registration/orientation programs, knowledge and experience in word processing technology, study skills and excellent written, oral and interpersonal skills. Salary: $25,796/A - $47,337/A. Vac. #771

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PHYSICS/ELECTRICAL ENGINEERING Teach physics, electrical engineering and computer methods. Develop electrical engineering lab. Help coordinate multiple sections. Vac #776

PHYSICS/ASTRONOMY Teach physics, astronomy and computer methods. Help supervise the labs and coordinate multiple sections. Vac.#777

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Ph.D. Preferred. College teaching experience required. Vac.#778

PSYCHOLOGY Teach a range of courses in following areas of Psychology: Introduction, Developmental, Social, Child, Personality, Abnormal, Gender Studies. Vac.#779

SOCIOLOGY Teach a range of courses in following areas of Sociology: Introduction, Social Problems, Ethnic Groups, Urban, Family, Gender Roles. Vac.#780

ANTHROPOLOGY Teach and develop a range of courses in Anthropology. Doctorate/ABD preferred. Knowledge of instructional technologies an asset. Minimum of three years of teaching experience required. Availability for weekend and evening schedule expected. Vac.#781

ELECTRONIC RESOURCES LIBRARIAN Coordinate electronic resources, including library's website, CUNY+, workstations and print service. Assist in development of virtual library. Liaison with campus instructional technology departments and CUNY Computer Center. Evaluate and maintain electronic resources and participate in teaching the use of electronic resources and in reference duties. Knowledge of HTML required; experience in ILS, networks, JAVA, and Lotus Notes preferred. MLS required for Instructor and 2nd Master's for Assistant Professor rank. Minimum 2 years of professional library experience required. Vac.#782

SPANISH To teach all levels of language and survey courses in literature. Commitment to current language teaching techniques and technology. Participation in scholarly activities, college and departmental activities essential. Ph.D. required. ABD considered. Vac.#783

MATHEMATICS Teach Mathematics courses from developmental math through differential equations. Demonstrated interest in productive scholarship, grantsmanship, service to College and Department. College-level teaching experience required. Experience in one or more of the following preferred: graphing calculators, function plotters or computer algebra systems, computer-based learning, software development, grant proposal writing, curriculum development and/or innovative pedagogy. Doctorate in Mathematics or Mathematics Education required for Assistant Professor. Master's degree required for Instructor. Vac.#784

ETHNIC STUDIES Teach courses representing the Social Sciences and Literature of the Caribbean. Ph.D. in a field of Caribbean Studies and teaching experience required for the position of Assistant Professor preferred. Master's degree in the field of Caribbean Studies and teaching experience for the position of Instructor will be considered. Fluency in English required and French as a second language preferred. Computer literacy a plus. Evening or Saturday instruction may be required. Vac.#785

HEALTH INFORMATION TECHNOLOGY Teach full range of Health Information Technology courses. Master's degree + ART or RRA certification + eight (8) yrs teaching or managerial exp in the field req'd for Asst. Professor rank. Master's degree required for Instructor. Knowledge & exp with computer software design and applications in health information management req'd. Vac.#786

COMPUTER INFORMATION SYSTEMS Teach range of computer courses including object-oriented programming, telecommunications & systems development using CASE tools. Background in multimedia and prior teaching experience desirable. Ph.D. or Master's degree in Computer Science plus thirty (30) graduate credits in Computer Science required for Assistant Professor; Master's degree in Computer Science required for Instructor. Evening/Saturday teaching may be required. Vac.#787

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CONTENTS

FEATURES

The Triple Whammy: Hispanics in Allied Health

Remedies from Southwest Texas State University, with one-third Hispanic enrollment. 6

Prescription for More Hispanic Doctors

The National Hispanic Medical Association and Hispanic-serving medical schools are working to reduce Hopwood's *ill effects.* 10

On the Move with Dr. Medrano–UT-San Antonio

New director stresses diversity and cultural competence at the Hispanic Medical Center of Excellence. 12

Are Our Kids Okay?

A veteran educator looks at today's young people, who have been characterized as "a tribe apart." 18

Women Declining in Academic Medicine

A recent survey shows that among minority female faculty, Asians are in the lead, and Latinas are the least represented. 20

Minority Medical Students at Largest-Ever Symposium

Minority fellows present research findings at The Bristol-Meyers Squibb Research Institute. 23

Job Prospects Solid for Allied Health Graduates

An AMA survey yields data useful for tracking post-grad hiring trends in the allied health field. 26

Culture, Collaboration, and Caring

Nursing schools of Michigan State and the University of Guanajuato, Mexico, are joining forces to engender culturally competent care. 28

Let the Children Walk

A Barry University medical mission, now in its third year, aids the indigent in Yucatan. 30

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Binge Drinking Must Be Stopped 5

Honor Roll: University of Miami

Carlos M. de la Cruz makes history as first Hispanic to chair a major U.S. university. 15

People, Places, Publications, Conferences

32

Book Review: *Tejano Legacy*

41

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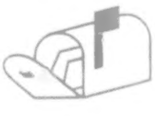

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A CAPITOL VIEW

Binge Drinking Must Be Stopped

BY GUSTAVO A. MELLANDER

For the past several years, many higher education leaders have been concerned about binge drinking at our colleges and universities. Although specific statistics do not exist, as yet, on how many Hispanics are involved in this practice, there is no reason to believe that they are any less involved than the majority population.

We are not talking about a few drinks on a Friday night, nor even a fraternity beer blast of years gone by.

We are not talking about social drinking as a rite of passage that for some will be anything but harmless.

We refer to irrational, deadly behavior–behavior that reflects either woeful ignorance or willful stupidity.

Binge drinking means excessive heavy drinking by college men and women. It means not only drinking to inebriation but drinking to oblivion.

Binge drinking means ingesting as many as twenty-four or more cans of beer in a matter of an hour or such. Or chug-a-lugging a fifth of hard liquor. Encouraged and egged on by their classmates, many pass out. Some, as drunk as they are, get into automobiles and drive away. Serious life-changing, death-dealing accidents have ensued.

Others have fallen to their deaths from roof tops or dorm windows. Some have died of alcohol poisoning.

There is another hidden problem. Given the realities of youthful exuberance and the times we live in, drunkenness can lead to other deadly outcomes. Promiscuous, unprotected sexual activity in our age can lead to HIV infection, debilitation, and ultimately death.

A National Problem

Finding a way to curb binge drinking is a problem faced by all college administrators and teachers. It is not a matter of preaching morality; it's a matter of saving lives.

Last year, the problem had alarmed so many administrators that Stanley O. Ikenberry, president of the American Council on Education (ACE), decided to launch a nationwide campaign to try to stem binge drinking.

He wrote an open letter to every president highlighting the alcohol-related deaths of college students. He urged them to redouble their efforts to end the scourage.

The issue had already been a subject of substantial discussion at the national meetings of AAU (Association of American Universities), AASCU (American Association of State Colleges and Universities), and NASULGC (National Association of State Universities and Land-Grant Colleges), and was the focus of a panel discussion at ACE's annual meeting.

The '80s and '90s

The problem has bedeviled administrators throughout the 1990s. According to the widely circulated 1995 report by the Commission on Substance Abuse at Colleges and Universities, binge drinking among college students has sharply increased in the last 20 years.

Binge drinkers pay a price. The students targeted in the '95 report were found to perform more poorly academically, to be subject to more disciplinary sanctions, and to engage in such high-risk behaviors as driving under the influence of alcohol and having unprotected sex.

Washington Reacts

In the same period during which binge drinking increased significantly, Congress adopted a series of measures aimed at restricting alcohol abuse among young adults.

In 1984, Congress adopted the National Minimum Drinking Age Act, which withdrew federal highway funds from any state that failed to adopt and enforce a minimum drinking age of 21. Every state was in compliance within two years.

Alarmed by reports of continuing alcohol abuse by college students, Congress then passed the 1989 amendments to the Drug-Free Schools and Communities Act, amendments that required every college and university to adopt and enforce a program for prohibiting alcohol use by students under 21 years of age.

Additionally, among the requirements of the Campus Security Act of 1990 is the stipulation that annual campus security reports include statistics on alcohol-related incidents and policy statements regarding alcohol education programs.

Two Useful Reports

What can a college administrator do? Where can she or he turn for information?

In 1998, the Higher Education Center for Alcohol and Other Drug Prevention formed the Presidents' Leadership Group to develop a set of policy recommendations to address the problem of underage and dangerous drinking.

The groups report, *Be Vocal! Be Visible. Be Visionary*, was mailed to ACE's membership last year. It is a good starting point. The authors built their recommendations around three key ideas:

1. Be Vocal. College presidents should openly and publicly acknowledge that alcohol and other drug abuse problems exist. They should announce that the institution is going to address the problem. They should reach out to campus and state-level groups to develop and implement comprehensive prevention strategies.

2. Be Visible. College presidents should take an active, public stand on alcohol and other drug issues. Expectations and standards should be clearly conveyed to all. They should remember that they serve as a role model to other senior administrators, faculty, and students. Their words and actions carry weight.

3. Be Visionary. College presidents should make alcohol and other drug abuse prevention a central part of their institution's strategic plan. Alumni and parents should be enlisted to help.

Another helpful report is "Promising Practices: Campus Alcohol Strategies," by David Anderson and Gail Gleason-Milgram. It spotlights pragmatic and sensible successful programs already in place at colleges throughout the nation.

We can all think of situations at our institutions when some of our Hispanic students have been enticed into drinking too much. Steps must be taken to help them. As Hispanics are finally finding their way into higher education, we must mobilize so that their bright futures are not cut short.

Dr Mellander is a professor at George Mason University

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The Triple Whammy: Hispanics in Allied Health Careers

Remedies from Southwest Texas State

BY RUMALDO Z. JUÁREZ, PH.D.

SWT

Hispanic and in allied health is indeed a "triple whammy." We are underrepresented in the ranks of allied health practitioners (especially in our own Hispanic communities), severely underrepresented in the student population preparing for careers in allied health, and almost nonexistent in the ranks of higher educational institutions. That's the bad news!

The good news is that considerable momentum is developing throughout the higher educational continuum, from community colleges to health science centers and four-year universities and colleges, to address this underrepresentation. This momentum is largely reinforced by programs being put in motion by both public, private, and community-based organizations and by professional associations such as the Texas Society of Allied Health Professions and the National Association of Schools of Allied Health Professions.

For example, beginning in Fiscal Year 1999, the Bureau of Health Professions of the Health Resources and Services Administration (HRSA) in the U.S. Department of Health and Human Services is requiring grantees to provide outcome data that address the Bureau's four cross-cutting goals:

- Promote a health care workforce with a mix of the competencies and skills needed to deliver cost-effective quality care (increase the number of schools/programs with culturally appropriate curricula).
- Support educational programs' ability to meet the needs of vulnerable populations (increase the number of faculty and trainees in settings serving underserved areas, low-income populations, and/or high-risk populations).
- Improve cultural diversity in the health professions (increase the number of minority faculty and the number of minority/disadvantaged graduates in health professions).
- Stimulate and monitor relevant systems of health professions education in response to changing demands of the health care marketplace (increase the number of

Two shining examples in Texas of community-based programs targeting minority and disadvantaged students are the Center for Health Policy Development, Inc. (HCOP funded) and the Mexican American Physicians Association (privately supported).

1248

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schools/programs with active partnerships or cooperative working agreements with public and private community-based organizations, such as managed care sites, rural health organizations, community health centers and others).

Numerous programs funded by HRSA under the Health Careers Opportunity Program are assisting minority and disadvantaged students (e.g., those from low-income families, rural areas, and the underrepresented Health Professional Service Area) to pursue these types of programs in community colleges, health science centers, universities, and four-year colleges. A few of these programs are targeting students still in high school, and others are targeting students in community colleges who might be interested in pursuing a four-year or more advanced degree.

Two shining examples in Texas of community-based programs targeting minority and disadvantaged students are the Center for Health Policy Development, Inc. (HCOP funded) and the Mexican American Physicians Association (privately supported). Both are extremely effective in grassroots work with high school students and their parents from the barrios of San Antonio. What makes them unique, besides a committed and dedicated staff and corps of community volunteers, is their credibility and reputation in the community and the bilingual/bicultural approach in working with the students, their parents, their school teachers, and their counselors.

After providing students with a curriculum that contributes toward enhancement of self-esteem, awareness of the various health professions careers, development of testing skills, information about financial aid, and knowledge about how to access the various health professions programs in the state, they close the loop by helping them pursue a college education.

Both programs have a working relationship with the School of Health Professions at Southwest Texas State University in San Marcos. They also have access to a rich network of other higher educational institutions in San Antonio that offer programs in the health professions, such as the University of Texas Health Science Center at San Antonio, Our Lady of the Lake, San Antonio College, Palo Alto College, St. Philip's College, Alamo Community College District, and the University of the Incarnate Word.

Left to right: Dr. Rumaldo Z. Juarez, dean; Jacqueline C. Garza, HCOP graduate; Michelle Rodriguez, HCOP graduate; Tiza Van, HCOP graduate; and Dr. Ruth B. Welborn, associate dean.

Southwest Texas State University (SWT) itself has an HCOP program, now in its fourth year. Its purpose, under the direction of Dr. Ruth B. Welborn, associate dean of the School of Health Professions, is to facilitate the transfer of minority and disadvantaged students from health professions programs in community colleges to one of several baccalaureate programs in health professions offered at SWT. In particular, the allied health professions targeted by this program are respiratory care, health information management, and clinical laboratory science.

Currently, the Southwest Texas State School of Health Professions has approximately a 33 percent minority enrollment, most of whom are Hispanic.

SWT collaborates closely with Austin Community College, Laredo Community College, Palo Alto College, San Antonio College, Southwest Texas Junior College, St. Philip's College, and Blinn College. Eligible students are those who have completed one year at their community college.

During the summer after completing their first year in the community college, students attend a six-week residential program at SWT and then return to their community college to complete their sophomore year. Participants who complete both the summer program and their sophomore year are guaranteed admission to the health professions program of their choice.

Once again, programs such as these are successful because of the committed staff that directs them, the strong support and commitment they receive from the respective institution's administration, and the desire by community colleges to see their students go on to earn baccalaureate degrees that will benefit not only the graduate but the patients and the communities they will serve.

In addition to publicly supported programs, there are those sponsored by private foundations. This year a consortium of foundations announced its 1999 request for proposals "to address the long-standing underrepresentation in the health professions of certain racial/ethnic groups, especially African Americans, Hispanics, and Native Americans." This initiative "challenges schools of the health professions to develop educational partnerships with undergraduate colleges, community colleges, local high and middle schools, and community groups that improve student performance by systematically developing their academic skills and interest in careers in the health professions." (Project 3000 by 2000 Health Professions Partnership Initiative 1999). The foundations involved are the W.K. Kellogg Foundation, the Robert Wood Johnson Foundation, the Association of American Medical Colleges, and the Association of Schools of Public Health.

Despite opportunities and successes such as these, there remains a lot of ground to cover before we can begin to realize a better representation of Hispanics.

Today, Hispanics represent about 11 percent of the total U.S. population but only about four percent of the nationwide enrollment in health information management, eight percent in clinical laboratory science, and eight percent in respiratory care. Less than three percent of the physical therapists in the country in 1994 were Hispanic, and the proportions in occupational therapy aren't much better. These statistics are only the tip of the enchilada. Other professions, such as nutrition analysis, speech/language pathology and audiology, physician assistance, health administration, radiation therapy, dental hygiene, and long-term care administration, have such minimal representation that percentages cannot even be calculated.

It stands to reason, then, that if the representation is low in our enrollments, what will follow is underrepresentation of Hispanic allied health practitioners in our communities and, even worse, almost no representation in the ranks of higher education. We can expect that these figures will either get worse before they get better or, at best, stabilize for a while at a level that might seem stagnant.

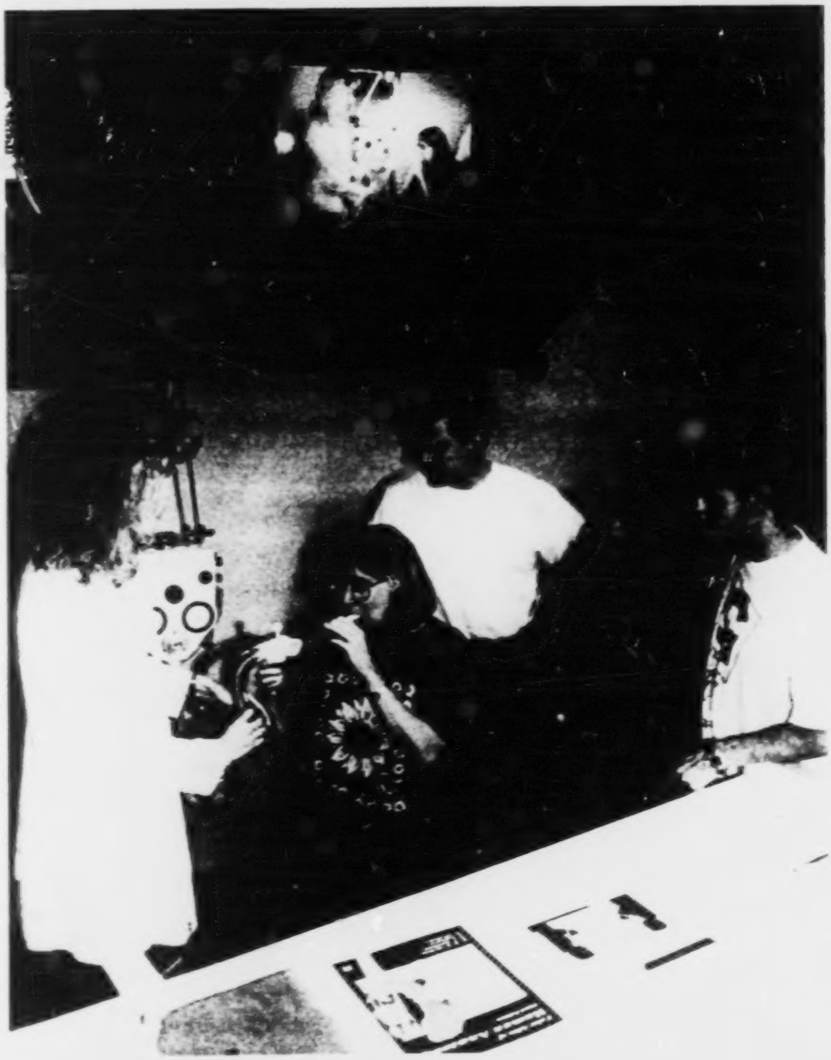
Several factors support this prediction. Court rulings such as *Hopwood* in Texas will no doubt slow the momentum and make recruitment more difficult in some states of the Southwest. Managed care is certainly playing havoc with both the training needed by the new cohorts in health professions (that is, a trend toward multi-skill training) and the job redistribution effects in terms of geography and type of health care setting for practice. Also, in recent years, we have begun to see a "degree creep" phenomenon in which the entry-level degrees in several areas have moved from the one-year certificate to the associate degree, from the associate degree to the baccalaureate degree, from the baccalaureate degree to the master's, and from the master's to the doctorate. What are the implications for Hispanics in this regard? It means that fewer will get into some of these professions, at least for a few years, until there is an adjustment to the new requirements.

The allied health professions specifically targeted by SWT's HCOP program are respiratory care, health information management, and clinical laboratory science.

But these are merely lumps in the *atole* (hot cereal). They are destined to dissolve, and there will eventually be a smooth serving.

Will it get better in the future? Of course it will, but it will be a very slow and gradual process and will require considerable long-term commitments by state and federal agencies, institutions of higher education, allied health professional associations, and accrediting bodies, and it will require lots of information dissemination. Information has to be very widely and loudly spread so that all will hear. Most of all, I believe that it will require a different approach to recruitment, modeled after what community-based organizations like the Center for Health Policy Development, Inc. and the Mexican American Physicians Association in San Antonio are doing. They are working with both the students and the parents at the community and middle school and high school levels.

It is my contention that one of the major reasons Hispanics are poorly represented in the allied health professions is that our families don't know about the exis-



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tence of these health professions and their indispensable role in the health care system, and our families lack of knowledge about the salaries and rewards that these professions have.

The minimum starting salary for a clinical lab scientist (medical technologist) in 1997 was $26,033. The median salary was $35,100. Health information managers had an average salary of $31,200 in 1996, and those having advanced training earned even more. Health service administrator salaries vary by size of the facility. In 1997, HSAs of small group practices were averaging $56,000, and those in large practices were averaging $77,000. Also in 1997, the majority of hospital CEOs earned more than $190,500. Administrators of long term care facilities earned an average of $49,500 in 1996. Speech-language pathologists just starting their careers in 1997 were averaging $38,000. During the same year, audiologists were averaging $43,000. Occupational therapists in 1997 were averaging $42,700, with those in private practice generally earning more than those in salaried positions. Physical therapists in 1996 averaged $39,360, with those employed in hospitals and medical centers averaging about $48,000.

So, how about it? Are these good careers or not? You bet! Are they secure and rewarding careers? You bet! Would I want my son or daughter to go into them? You bet!

Respiratory Care Program

For years we have been wanting our sons and daughters to become physicians and dentists and were lured by the aura and status given to these professional degree-holders. Pre-med majors continue to enroll by the dozens, and many aspiring and ill-advised Hispanic high school scholars are drawn to the glory of the white coats. Uninformed parents or those who did not achieve their own dreams continue to force their aspiring children into becoming a "doctor" or "doctora," not realizing that there is another rewarding world in the health professions that is just as indispensable as the physician, and that is the allied health professional.

At Southwest Texas State University, we are fortunate to have an HCOP program that is helping to recruit minorities and other disadvantaged students into several of our allied health programs, and we also are fortunate in the success we have been having in attracting these types of students in general. Currently, the School of Health Professions has approximately a 33 percent minority enrollment, most of whom are Hispanic. This success did not just appear overnight and without some intervention and commitment. The department and program chairs are aware of and sensitive to the underrepresentation of minorities in their professions and have committed themselves to improving representation. Such efforts will succeed, however, only if the entire administration is behind it. A testament to this being the case at SWT is clearly reflected in one of the four goals of the institution's Strategic Plan for the next four years: To recruit, retain, and maintain a faculty and staff workforce that is representative of the diverse stakeholders in the state.

Students desiring information about health professions programs offered at SWT can visit our Web site at <www.health.swt.edu>. For those desiring information about a school of health professions in their state, visit the Web site of the Association of Schools of Allied Health Professions at <www.hsc.missouri.edu/~shrp/asahp>.

Doctor Juárez is a professor and dean of the School of Health Professions, Southwest Texas State University, San Marcos, Texas.

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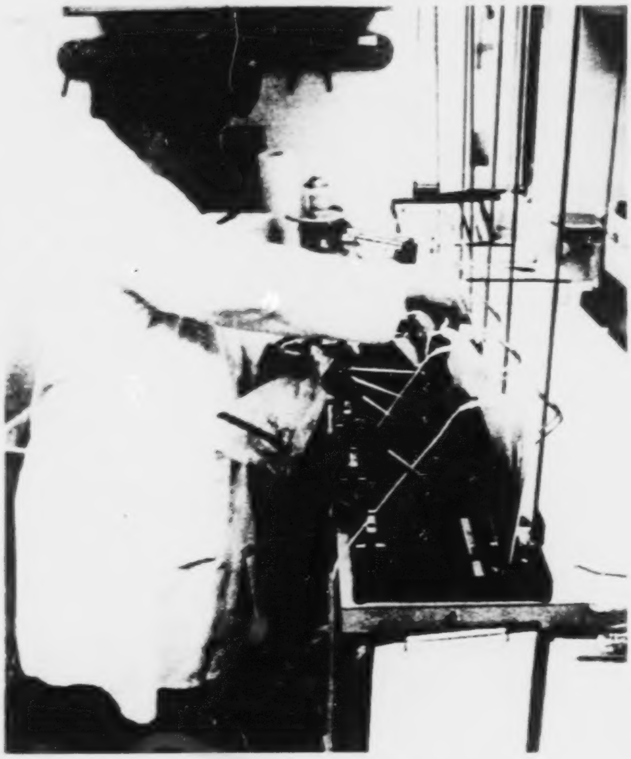
Clinical Laboratory Science Program

Prescriptions for More Hispanic Doctors

NHMA
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BY AMALIA DUARTE

Formed three years ago, the Hispanic-Serving Health Professions Schools has a new president, Dean Ruy Lourenco of the New Jersey Medical School, and a new executive director, Dr. Elena Ríos, both of whom are trying to refocus and reenergize the organization.

Medical school is tough. But it can be even tougher for young Hispanics who are often the first in their families to pursue higher education–let alone to aspire to complete the years of training required to become a physician. Faculty members at the University of Texas Health Science Center at San Antonio have seen Hispanic medical students wrestle with emotional and psychological difficulties.

The prognosis for Hispanic medical school students should start to improve in the near future, thanks to the efforts of two nascent organizations that are gearing up to boost the number of Hispanic physicians in the United States.

The National Hispanic Medical Association (NHMA) and the Hispanic-Serving Health Professions Schools are out to give Hispanic students a double dose of support. Formed three years ago, the Hispanic-Serving Health Professions Schools has a new president, Dean Ruy Lourenco of the New Jersey Medical School, and a new executive director, Dr. Elena Rios, both of whom are trying to refocus and reenergize the organization. And there would seem to be lots of opportunities for this group to work with NHMA, especially since Dr. Rios is the executive director of both organizations.

The challenges faced by these two groups, however, are growing. On one hand, the nation's Hispanic population is rapidly increasing due to immigration and a higher-than-average Hispanic birth rate. Early in the next century–some prognosticators say as early as 2010–Hispanics are expected to surpass African Americans as the largest minority group. Yet currently, just four percent of the nation's doctors are Hispanic, and the number of Hispanics in medical schools has dropped, thanks to assaults on affirmative action.

Adding to the problem is the situation in which Latin American physicians who emigrated from places including Cuba and the Dominican Republic in the '50s and '60s are moving into retirement, with fewer young immigrant doctors to replace them.

"The older-generation doctors in our communities are starting to retire, and it's harder for foreign-born doctors to get in now," said Dr. Rios. "It's much more difficult."

Faced with this crisis, both NHMA and the Hispanic-Serving Health Professions Schools are hoping to produce U.S. born Hispanic doctors at higher rates.

Established in 1994 to address the interests and concerns of the nation's 26,000 licensed Hispanic physicians and 1,800 medical faculty, NHMA recently has launched a number of programs aimed at helping Hispanic medical students. In Texas, for example, a pilot mentoring program is pairing Hispanic doctors-in-training with local Hispanic physicians. The program, which just got off the ground in January, is under the auspices of the NHMA.

"We would like to develop a national program where we match Hispanic medical students with Hispanic physicians or physicians who are experienced in treating Hispanics patients," said Dr. Rios. "Hispanic medical students, overall, don't have doctors as role models within their families. They usually are not the sons and daughters of doctors. We need to encourage them to develop their own potential and understand they have lots of career options."

A second mentoring program is planned for Massachusetts General Hospital, where they will work with students from medical schools in the greater Boston area, including Harvard and Tufts. The mentoring program seems particularly needed in Texas since the state's public university system was forced to cut back its affirmative action initiatives following a lawsuit against the University of Texas. (Known as the *Hopwood* case, this lawsuit forced the University of Texas to dismantle its dual-admissions process for minority applicants.) –

Post-*Hopwood*, the University of Texas Health Science Center at San Antonio saw its Hispanic medical school enrollment drop by 50 percent, said Dr. Martha Medrano, director of the Medical Hispanic Center of Excellence at the University of Texas Health Science Center. The Health Science Center is composed of five schools: Dental School, Medical School, School of Allied Health Sciences, School of Nursing, and the Graduate School of Biomedical Sciences, with more than 2,700 students in some 35 degree programs. While the numbers have gone up at the medical school this year, they are not back to the diversity of the early 1990s.

In this context, the mentoring program is carefully pairing up potential mentors and medical school students to make sure the relationship will prove beneficial.

"We actually interview the prospective mentors to get a feel for their personality, and then they take a survey," said Dr. Medrano. "We want to make sure this works." By the end of March, Dr. Medrano had managed to match some 35 Hispanic students with mentors and was expanding the program to include e-mail mentoring of students at nearby Texas A&M in College Station, Texas. "There's a real need for more Hispanic doctors in Texas, where Hispanics make up 25 percent of the population, and it goes as high as 80 to 90 percent in some border towns. We're nowhere near parity."

For further professional exposure, Dr. Medrano brought ten of her medical school students to the NHMA annual conference held in Washington, D.C., last March. The conference theme focused on "A National Agenda: Increasing the Number of Healthy Hispanic Families." This continuing medical education conference had four tracks: "Increasing Healthy Hispanic Families with Chronic Illnesses," "Healthy Systems Strategies That Target Latinos," "Medical Education and Research," and "Health Promotion Strategies." Panels included discussion on everything from Latino Elderly Health to Career Opportunities for Residents. The four-day meeting drew more than 300 Hispanic doctors, students, and others involved in Hispanic health care.

Surgeon General Dr. David Snatcher spoke on the U.S. Department of Health and Human Services' Race/Ethnicity and Health Disparities Initiative, and author Ana Castillo addressed the group with a personal message.

"It was a really exciting event. We had doctors from all different types of clinics and health departments as well as from private practice and academics in attendance," said Dr. Rios. "It's a continuing health education conference, of course, but it's also a real chance for networking. They had the opportunity to learn new skills and successful strategies from each other."

National Hispanic Medical Association

Third Annual Conference

"A National Agenda
Increasing the Number of Healthy Hispanic Families"

March 19-21, 1999 • Hotel Washington
15th and Pennsylvania Avenue • Washington, DC

In its third year, this annual confab is becoming more popular among medical school students as well. It drew some 60 medical school students, including members of the National Network of Latin American Medical Students, who held their annual business meeting at the conference. This national organization serves as an umbrella group for five regional Hispanic medical student collectives.

NHMA held pre-conference training seminars for some of its other initiatives. The NMHA Research Network, started last year, involves providing more research opportunities for Hispanic doctors. An initial group of 100 researchers is participating in this effort.

A second venture, called the NHMA Leadership Fellowship Program, offers 20 mid-career Hispanic health care professionals training in government and public policy. The program includes a week at New York University's Wagner Graduate School of Public Service and a week with public officials in Washington, D.C., including meeting with the Hispanic Congressional Caucus staff.

"We hope they learn how to push an agenda forward," said Dr. Rios. "These are health care professionals we have identified who have the potential to fill high-level policy positions." A similar program started by NHMA will provide leadership training for Hispanic medical residents. Ten residents will be chosen from California and 10 from New York to learn more about government and how it operates. "We'll take them to the state capitals to give them firsthand exposure," said Dr. Rios.

While NHMA has launched all of these efforts, the Hispanic-Serving Health Professions Schools has been slower in getting off the ground. The organization started back in 1996 as part of the Hispanic Agenda for Action announced by the U.S. Health and Human Services Department. The decision was made to start out by focusing on the nation's medical schools. Some 16 med schools with a Hispanic enrollment of at least 9 percent and a commitment to diversity were invited to join. But changes in leadership stalled the launch.

Today the group is headed by Dr. Rios, serving as executive director, and Dean Ruy Lourenco from the New Jersey Medical School in Newark, N.J. Already Dean Lourenco has given the organization more visibility by putting it on the agenda of the Council of Deans' business meeting during the recent Association of American Medical Colleges convention.

"Overall there's a high level of interest from the deans at the medical schools in working together in this new association," said Dr. Ríos.

Lourenco said that the group needs to focus its efforts in three key areas: admissions, retention, and faculty. "Clearly minorities are underrepresented in the health care professions, and this is a problem for many reasons. Not only because there are many talented minorities who would make great physicians or nurses, but also because it impacts the health care of minorities," said Lourenco. "There is usually additional sensitivity given to a person from the same ethnic group. And people are more willing to go to a doctor of the same background and, if they are sick, more willing to listen to recommendations from that person."

The organization plans to improve the profile of medical schools by reaching all the way down to middle school students with a national advertising campaign promoting math and science. "We need to improve the pipeline of students," said Ríos. "Unfortunately, students have been scared off by the anti-affirmative action movement. The states with the largest numbers of medical school students–California and Texas–are those that have been targeted by this movement. We're heading for a disaster in another couple of years if the climate doesn't change. With all that's happening now, there's an even greater need–perhaps more than ever before–for organizations like the NHMA and Hispanic-Serving Health Professions Schools. No one else is doing this work."

Amalia Duarte is an editor in public relations at Lucent Technologies.

On the Move with Dr. Martha Medrano

Outstanding Leader, Hispanic Center of Excellence

BY
JOANNE SHAW

In 1996, Congress specifically said that the Centers of Excellence would target only medical schools. Now, in 1999, Congress is telling us that Centers of Excellence should impact all health professions–they've made the focus broader.

DR. MARTHA MEDRANO

Simply put. Dr. Martha Medrano is an expert at leading people in the right direction. As the new director of the Medical Hispanic Center of Excellence at The University of Texas Health Science Center at San Antonio and as a newly inducted San Antonio Womens Hall of Fame honoree, she is providing invaluable guidance for Hispanic students, fellows, faculty, and future health care providers. She's also enlightening Hispanics and non-Hispanics on cultural diversity issues in medicine.

A native of El Paso, Texas, Dr. Medrano completed her bachelor of science degree at The University of Texas at El Paso and her doctor of medicine degree at the Health Science Center. She is assistant professor of psychiatry.

"We're at a very exciting time at the Center and continue to be a significant piece of the university in the areas of student recruitment, curriculum development, faculty development, information resources, and other things," said Dr. Medrano. "We have liaisons with many, many people, so we can lead them in the right direction."

Student Recruitment

"While I stay here and 'woman the fort,' Dr. Miguel Bedolla, the previous director of the Center, travels throughout the South Texas region to recruit new students into the health professions," said Dr. Medrano. He visits a number of independent school districts, community colleges, community-based organizations, and undergraduate institutions along the United States/Mexico border.

Dr. Martha Medrano

"In addition to that effort, the Center facilitates and recruits students from the Health Science Center and from other medical schools to do clinical rotations in the South Texas region during the summer months," she added.

"Sometimes students from other states will contact us and ask for help in arranging clinical rotations in the region. We also assisted a nursing student from the Health Science Center's School of Nursing with a clinical rotation in the Lower Rio Grande Valley region."

Curriculum Development

Dr. Medrano's primary area of interest is curriculum, particularly the inclusion of cultural competence, cultural diversity, and minority health issues in the medical school's curriculum. Working with the Health Science Center medical curriculum committee and with course directors, Dr. Medrano is trying to secure a grant to develop curricula focused on cultural competence. The group, composed of Dr. Medrano, Dr. David Schneider, associate professor of family practice, and Dr. Gavin Corcoran, assistant professor of medicine, wants to purchase 200 case vignettes developed at Harvard University.

"The case vignettes incorporate cultural, religious, ethnic, and belief issues," explained Dr. Medrano. "Western physicians might not have the same health beliefs as eastern physicians, for example. When physicians and patients are from different backgrounds or parts of the world, communication of significant issues might fall through the cracks. The vignettes deal with those issues and focus on a variety of cultures–

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Puerto Rican, Cuban, Polish American, Italian American, for example. They do try to be comprehensive."

Together, these educators are changing the Medical School's Clinical Integration Course to include cultural diversity and minority health issues in the simulated patient exercise.

To date, the Center has purchased 40 of the vignettes that are being used by the Health Science Center's Medical School and School of Nursing. "When we get the remainder of the case vignettes, the Center of Excellence would like to be a resource center for all five schools at the Health Science Center," said Dr. Medrano.

Dr. Medrano's guidance also is strengthening the Medical School's simulated patient training. An individual, the "simulated patient," is trained to take on disease symptoms; then medical school students perform a health history and make a diagnosis. Previously, this simulated patient exercise was intentionally gender and culturally neutral. These simulated patients would pretend to have hypertension, a headache, or hearing loss, for example.

"Dr. Schneider and I wanted to integrate the case vignettes that we were getting from Harvard into the simulated patient exercise," said Dr. Medrano. "Dr. Schneider had extensive experience in training simulated patients, and I had the expertise in minority health issues, but I've never trained a simulated patient."

Sensing the need for a consultant, Dr. Medrano obtained the assistance of Dr. Judy Ann Bigby from Harvard University. Together, these educators are changing the Medical School's Clinical Integration Course to include cultural diversity and minority health issues in the simulated patient exercise. Second-year medical students in the Advanced Clinical Examination Skills Course also will benefit from this effort in that simulated patients are used as part of the course.

The Health Science Center's students' education in cultural diversity will not stop in the classroom or teaching lab. They will be traveling to remote areas of South Texas to provide clinical care as part of the family practice third-year clinical rotation.

"The clinical rotations in that region will be very educational," said Dr. Medrano. "We felt it was important to assist students in being prepared for some cross-cultural communication unique to South Texas.

"The people in South Texas do not comprise a homogeneous group; it's a very heterogeneous group," Dr. Medrano added. "Health beliefs and practices that occur in Laredo, for example, may or may not be similar to those of the residents in McAllen. Immigration patterns, even within families, have resulted in different health beliefs."

"Cultural diversity includes religious values, socioeconomic status, and occupational issues–it's not just about race and ethnicity," said Dr. Medrano. "With these rotations, we can enhance what students learn and give them an opportunity to observe different types of health beliefs relative to San Antonio."

The Center of Excellence will assist faculty who oversee the students participating in clinical rotations in South Texas. "We're really trying to develop a continuum of education for students throughout medical education," she added.

The Center of Excellence is not limiting its outreach to medical students, and Dr. Medrano is working with the Health Science Center's School of Allied Health Sciences and School of Nursing.

"We're in a transition," said Dr. Medrano. "Congress decides the ifs, ands, and buts of federal grants for the Center. They determine the target population, the criteria.... We essentially fulfill a legislative mandate."

"In 1996, the Congress specifically said that the Centers of Excellence would target only medical schools," she explained. "Now, in 1999, Congress is telling us that Centers for Excellence should impact all health professions–they've made the focus broader." The Health Science Center's Medical Hispanic Center of Excellence was first funded in 1991 at the Health Science Center.

"Some of our ideas for enriching students' experiences and the curriculum come from the dental school at the Health Science Center," said Dr. Medrano. "They have nice programs like the mobile dental clinics–vehicles equipped with dental chairs and dental instruments that travel to underserved areas in San Antonio and South Texas. Faculty and students travel in those vans, and I'm sure there are many teachable moments that involve cultural issues. We're learning from them and remain in close contact."

Research

The Center of Excellence facilitates summer research programs, and it places students in ongoing research programs in which they learn specifically about Hispanic health issues. The Health Science Center's Aging Research & Education Center (AREC), directed by Dr. Walter Ward, associate professor of physiology, and Dr. Arlan Richardson, professor and Methodist Hospital Foundation

SAN ANTONIO
WOMEN'S
CELEBR
AN
HALL OF

Dr. Martha Medrano (right) and her husband John Vito Aguilar III at the San Antonio Women's Hall of Fame Ceremony on March 25th.

chair in the Department of Physiology, is one such interest. The Center of Excellence is identifying faculty to serve as mentors for students interested in gerontology and is recruiting more minority students to do geriatric research. Among those mentors is Dr. David V. Espino, associate professor of family practice and gerontologist, noted Dr. Medrano.

"We received a grant from the National Hispanic Medical Association to develop a mentorship program beginning in January," said Dr. Medrano. "That's exciting because the Health Science Center has been selected to develop a mentorship model that will be used at other institutions. Next year, Harvard will implement a mentorship program using our model. The grant funded 10 Health Science Center students invited to attend a National Hispanic Medical Association annual meeting in Washington, D.C., in March."

The Center of Excellence has two senior faculty fellows. "The Center essentially has 50 percent of their time, so they can do research. Dr. Rene Olvera, assistant professor in the Department of Psychiatry, and Dr. Robert Castro, associate professor of pediatrics, are the fellows. Also, Dr. Albana Dassori is a junior faculty fellow, with five percent of her time funded.

The Center facilitates a tutoring program at the Health Science Center and a monthly support group. "We also provide tutoring for students preparing to take the USMLE [United States Medical Licensing Examination], and there's a five-week prematriculation program focused on medical terminology, verbal comprehension, and study skills that helps incoming [first-year students] get a head start," Dr. Medrano stated.

> ***"....The vignettes deal with those issues and focus on a variety of cultures–Puerto Rican, Cuban, Polish American, Italian American. They try to be comprehensive."***
>
> DR. MARTHA MEDRANO

Faculty Hispanic Association

While the Center of Excellence touches the lives of numerous students, it also facilitates faculty interests. "The Health Science Center has an Hispanic Faculty Association, which began in 1996, that anyone with an interest in Hispanic health issues can join," said Dr. Medrano. "We help orient new faculty to the campus, assist them with grant information, review CVs or resumes, and sponsor a poster session during Hispanic Heritage Week. We also work closely with the campus Briscoe Library to ensure the availability of resources related to Hispanic health issues."

Beyond her commitment to the Hispanic Center of Excellence, Dr. Medrano does research on the effects of child and adult trauma in women drug addicts. She is certified in addiction psychiatry and is in the Alcohol and Drug Addition Division of the Department of Psychiatry.

At the March 25 induction into the San Antonio Women's Hall of Fame, Dr. Medrano was recognized for her work with the San Antonio Metropolitan Health District that began in 1987. She and colleagues created the Maternal Substance Abuse Program targeting recovering women and their infants. As a result of her work, the Integrated Family Treatment Program, with two residential facilities, was born.

Also, Dr. Medrano, a child psychiatrist, established an Annual San Antonio Women's Health Issues Conference in 1994. It has grown into a regional conference that was awarded $50,000 in federal funding this year, with an anticipated attendance of at least 250 health professionals.

She also serves as the women's outreach director for a community outreach AIDS program. Along with a team of researchers, she provides HIV testing and educational intervention to help women and men reduce their risk of contracting AIDS and to motivate them to enter treatment.

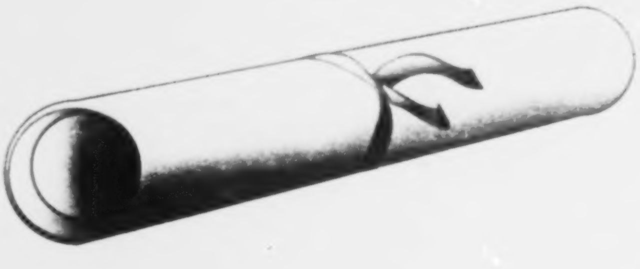
Last month, she hosted participants–including researchers from Harvard, Yale, Brown and Stanford Universities–for "The Interface Between Research and Treatment: Women, Drugs and Trauma" conference.

Dr. Medrano's interests include art and Latina literature, exercise, and travel. She'll be ushering in the new millennium in Australia!

Whether she's working with students, faculty, fellows, or patients, Dr. Medrano is directed towards better health care and educational enrichment for people of all cultures.

From right side of photo) Sylvia Castillo, Program Coordinator of the National Hispanic Medical Association Mentorship Program, and Barbie Lopez and Andrea Navarro, medical students at The University of Texas Health Science Center at San Antonio at the NHMA annual meeting in Washington, D.C.

The Honor Roll



University of Miami

Appoints First Hispanic to Chair Major U.S. University

BY ROGER DEITZ

It was an auspicious occasion for the Hispanic population of the Miami, Florida, region and an historic landmark for American higher education as well. Effective May 1, South Florida entrepreneur Carlos M. de la Cruz was installed as chairman of the University of Miami Board of Trustees. When he took office, he became the first Hispanic to chair the board of a major U.S. university. This was significant indeed because the University of Miami's 67-member board governs one of the leading private research universities in the Southeast.

De la Cruz is the chairman of the board and CEO of Eagle Brands, Inc., the Anheuser-Busch distributor in Miami-Dade County, and of CCI, Inc., the Coca-Cola bottler in Puerto Rico. He serves as chairman of several local automobile dealerships and is also a member of the Board of Directors of LNR Property Corporation.

University of Miami

UM President Edward T. Foote II remarked, "Mr. de la Cruz brings a wealth of business experience and civic leadership to his new position on the UM Board. He is a widely respected businessman who has served the university exceptionally well for a long time." The president added, "I look forward to working with him in the building of a great American university."

Born in Havana, Cuba, de la Cruz has lived in New York City and Madrid, Spain, and has been a resident of Miami since 1975. After graduating from Phillips Academy in Andover, Massachusetts, he earned a bachelor of science degree in economics and a master of business administration from the Wharton School, University of Pennsylvania, as well as a Juris Doctor degree from the University of Miami School of Law. He has served as a member of the UM Board of Trustees for the past 11 years.

"The University of Miami is a vital resource for our community. As a national research university, with a major medical school, it has a tremendous educational, economic, and cultural impact on South Florida, Latin America, and beyond," de la Cruz said. "I am honored to serve on the UM Board along with other community leaders and to have a role in shaping the future direction of this great university."

Congratulations to the University of Miami and to Chairman de la Cruz for another distinction, installation on the *Hispanic Outlook* Honor Roll.

Founded in 1925, the University of Miami is the largest, most comprehensive private research university in the southeastern United States. With its 260-acre main campus located in the suburban city of Coral Gables, UM currently enrolls 13,422 undergraduate and graduate students from all 50 states and 148 foreign countries. The university offers 110 undergraduate programs, 95 master's programs, 55 doctoral programs, and two professional areas of study through its 14 schools and colleges.

Students can choose from the following fields of study: architecture, arts and sciences, business, communication, continuing studies, educa-

Edward T. Foote II, University of Miami president

Honor Roll Facts in Brief

INSTITUTION
University of Miami

LOCATION
Office of Admission
University of Miami
P.O. Box 248025
Coral Gables, FL 33124-4616
(305) 284-4323

ESTABLISHED
1925

ENROLLMENT
13,422

HISPANIC ENROLLMENT (Fall 1998)
2,750 undergraduates, 1,086 graduate and professional

HISPANIC DEGREES CONFERRED
(1997) 452 bachelor's, 147 master's, 16 doctoral

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$20,424 full-time, undergraduate

NUMBER OF FACULTY
1,865 full-time

A FEW NOTABLE DEGREE PROGRAMS
Art History
Computer Science
Latin American Studies
Marine Science
Meteorology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Student Association
North-South Center

INTERNET ADDRESS
www.miami.edu

tion, engineering, international studies, law, marine and atmospheric sciences, medicine, music, and nursing. In his assessment of the university's remarkable strength and prosperity, President Foote disclosed that last year, "applications to study here were the most numerous in our history," adding, "nearly 12,000 people applied for 1,800 places in the next [first-year-student] class. Philanthropy, at $80.3 million, was the highest ever. The endowment, at $418 million, is the largest it has been, thanks not only to the surging stock market but also to several major gifts. Competitive research and sponsored program expenditures were at an all-time high–$161.2 million–one of many tributes to the faculty, significantly strengthened over many years by a steady infusion of new talent." And, he adds, "The budget is balanced."

In 1989, the university completed one of the largest fund-raising campaigns in higher education, a five-year campaign that raised $517.5 million in commitments for buildings and equipment, endowments, and scholarships. That fund-raising success is ongoing. Giving by alumni, friends, and organizations of the $80.3 million noted by President Foote for 1998 represented the top year in private giving at the University of Miami–in addition to the fact that the institution's 1,865 full-time faculty members generated the above-mentioned $161.2 million in 1998.

The National Science Foundation ranked University of Miami 39th in the nation among institutions receiving federal research funds, first among in-state universities, and 17th of private universities in expenditures of federal funds for research and development in 1996.

More than 97 percent of the full-time faculty hold a Ph.D. or terminal degree in their field. At its medical campus near downtown Miami, the University of Miami is best known for research in AIDS, cancer, diabetes, eye diseases, and spinal cord injury. The Rosenstiel School of Marine and Atmospheric Science on Virginia Key is one of the top three marine science schools in the nation. With a total of 8,258 full-time employees, UM is the second largest private employer in Dade County.

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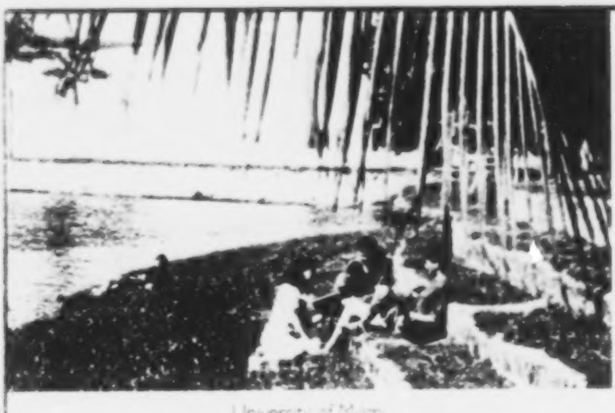


University of Miami

According to *U.S. News and World Report*, the University of Miami was ranked in the top 10 universities in the nation for its campus diversity. The undergraduate class is composed of 48 percent White, non-Hispanic; 33 percent Hispanic (2,750); 12 percent African American; and six percent Asian. Approximately 46 percent of these students come from South Florida, 11 percent are from elsewhere in Florida, and 34 percent are from the rest of the United States and U.S. territories, and nine percent are international.

There were 499 Hispanics among last year's entering first-year-student class, and 1,086 Hispanics enrolled in graduate and professional programs.

U.S. News and World Report also ranked UM among the top 10 universities in the United States for its share of international undergraduate students. More than half of the classes for undergraduates have 14 or fewer students, and more than 75 percent have 24 or fewer students. The student-to-faculty ratio is 12.5 to one. Two-thirds of entering first-year students are in the top fifth of their high school class. Approximately 1,544 students participate in the Honors Program. UM has 53 academic honor societies, including Phi Beta Kappa.

Nearly 3,200 enrolled students live on campus, including 70 percent of new first-year students and 38 percent of all degree undergraduates. UM has five residential colleges as well as on-campus apartments. Also available are fraternities and special housing for disabled students and international students.

The Otto G. Richter Library is the central library. There also are libraries serving the School of Architecture, School of Law, School of Medicine, School of Music, and the Rosenstiel School of Marine and Atmospheric Science. The combined holdings of the libraries total more than two million volumes, 20,353 serial subscriptions, and more than three million microforms. The Richter Library is a Federal Government Documents Depository.

The mission of the University's North-South Center is to promote better relations and serve as a catalyst for change among the United States, Canada, and the nations of Latin America and the Caribbean. It seeks to do so by advancing knowledge and understanding of the major political, social, economic, and cultural issues affecting the nations and peoples of the Western Hemisphere. North-South Center Director Ambler H. Moss, Jr., says, "For over a decade, the North-South Center has been dedicated to the intensive study of complex global problems, with special emphasis on the Western Hemisphere. As an independent research and educational organization, it produces policy-relevant research aimed at facilitating the resolution of the most critical issues. The Center's research, cooperative study, education, and training have benefited citizens of the Western Hemisphere by supplying significant knowledge and expertise relevant to an inter-American agenda that grows more pressing each year."

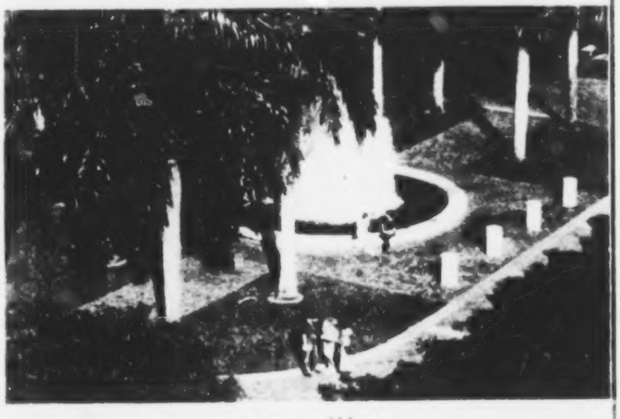
Strategically located in Miami–the natural gateway between the United States and most of Latin America and the Caribbean and a key metropolis for Europe in the region–the Center hosts leaders and scholars who value opportunities for dialogue, study, and exchange "in an ambiance free of partisan agenda." Moss notes that the Center engages and informs government and opinion leaders throughout the Americas by means of conferences, public affairs activities, and research resulting in timely publications.

"A valuable national and global resource," reports Moss, "the Center has become a focal point for cooperative study, a respected clearinghouse for ideas, and an adept coordinator of international projects." Moss continues that among the crucial international issues that challenge the Americas are the search for freedom and democracy, the economic crises that divide rich and poor, the pursuit of a path toward sustainable development, and the construction of trade partnerships that cross international borders.

Further building on Miami's status as a global city, the University of Miami is constructing a new School of International Studies set to offer both undergraduate and graduate programs. The creation of the new school underscores UM's long-standing involvement in international education dating back to the University's founding in 1925. Programs from the existing UM Graduate School of International Studies will be folded into the new school, which will also incorporate the department of geography and regional studies, currently part of the College of Arts and Sciences.

The new School of International Studies will assume full responsibility for an undergraduate program, a professional master's program, and a "highly selective, research-intensive Ph.D. program." Roger Kanet, formerly dean of the Graduate School of International Studies, has been tapped to head the new school, which formally began accepting students last fall.

"The new school represents a more focused effort to develop a strong, interdisciplinary international program at the undergraduate level, in addition to our already existing graduate program," says Kanet. "The School of International Studies will provide an opportunity for the University of Miami to draw upon and use its excellent faculty resources. As a result, both our undergraduate and our graduate students will benefit greatly."



University of Miami

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Kids Look O.K., They Seem O.K., but Are They?

BY
GUSTAVO A. MELLANDER

Hispanics in this country are a young population. The majority are under 25, and there is a tidal wave of Hispanic children in our elementary and high schools. The societal environment that is shaping them is revolutionary and different.

Patricia Hersch is a former contributing editor of *Psychology Today*. She was the editor of the "Women in Development" newsletter for the United Nations. Later, she conducted an ethnographic study of homeless adolescents in San Francisco and New York City for the National Institute of Drug Abuse and Georgetown University Child Development Center.

She lives in a placid suburb of Washington, D.C.–Reston, Virginia–a small town outside a large metropolis. It's perhaps not that different from other small towns nationwide whose names have been burned into our nation's psyche.

Jones. West Paducah. Pearl. Littleton.

Hersch has written a riveting book that has been making the rounds on Capitol Hill. *A Tribe Apart* portrays teens in the nineties as very alone and isolated from adults.

Last year, the nation's attention was focused on the quiet town of Jones, Arkansas, and we all wondered how and why two young boys, ages 11 and 13, could suddenly become killers. Those shootings came only a few months after multiple shootings at schools in West Paducah, Ky., and Pearl, Miss.

They mobilized public concern about school violence and left parents, politicians, and psychiatrists wondering why youngsters would be moved to shoot their classmates.

To signal the national impor-

"We as a society have inadvertently abandoned this age group. We have failed to provide boundaries, direction, consistent values, and places to be and be listened to."

PATRICIA HERSCH,
AUTHOR, *A TRIBE APART*

Photo courtesy of California State University Dominguez Hills

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tance of these tragic incidents, President Clinton asked Attorney General Janet Reno to find experts who could analyze the schools where shootings occurred to identify similarities and advise on how to prevent attacks.

Solutions were not found in time to avoid the madness, tragedy, and pain that will always scar a sleepy "All-American" town in Colorado called Littleton. The undulating waves of pain and shock will continue to affect all of us no matter where we live.

How can such senseless anger, which led to cold-blooded murder, be hidden within the bosom of youngsters–youngsters who should be more interested in reading, proms, sports, and, yes, in tentative reaching out to friends both male and female.

Patricia Hersch's book provides some insight into what is happening nationwide. She writes from the experience of spending three years with adolescent kids. Her findings are chilling:

"We as a society have inadvertently abandoned this age group. We have failed to provide boundaries, direction, consistent values, and places to be and be listened to.

"We're so busy [that] we're just relieved when our kids are old enough to be left alone. But it turns out that kids want more of us, and as a tragic incident like this reveals, they need us more than we can imagine."

A Tribe Apart

Hersch explains that today's kids have very few resources with which to process the confusion and pressures of being an adolescent. They figure things out and make significant decisions about their lives–decisions about drugs, alcohol, sex, and relationships–on their own.

She notes, "With the availability of guns, they can literally 'get away with murder.'" In the absence of community and involved adults, they have created "a tribe apart."

Patricia Hersch travels deep into the teenage subculture to show us how American adolescents have fashioned a culture of their own, one that most of us neither see nor imagine. It is a culture of unequaled freedom and baffling complexity, with rules but no structure, values but no clear morality, codes but no consistency, in every sense "a tribe apart." Hersch paints a disturbing portrait of life for today's average teens....a powerful exhortation to adults to pay attention.

In the absence of community and involved adults, they have created "a tribe apart."

Good Kids

In eight riveting portraits of "good kids" from 7th to 12th grade in her home town of Reston, Virginia, Hersch shatters the prevailing myth that "it's not my kid that does those things; it's everybody else's."

"It's simply not true," says Hersch, who followed eight "average" teenagers over a three-year period. "All kids are affected by a teen culture in which behaviors that were once considered 'marginal' are now accepted as 'normal.' Good kids from good families do experiment–sometimes in risky or dangerous ways."

At the same time, *A Tribe Apart* is a compelling rejoinder to the 67 percent of Americans who equate adolescence with "rudeness," "irresponsibility," and "wildness" (Public Agenda Foundation, 1997). Once Hersch moves past the fragile persona teens usually offer up to adults, she shows us what resilient, searching, passionate people teens can be–and how much they long for real contact with adults.

Our piecemeal attempts to fix, protect, motivate, or rescue our kids from potential harm obscure a much larger and more significant reality–we don't really know them.

Adolescence à la '90s

In these moving portrayals, Hersch lets us see how in the transition from elementary to middle school, our nation's children slip into a netherworld of adolescence that too often becomes a self-fulfilling prophecy of estrangement.

"I noticed that everyone was hysterical about teens in the aggregate," says Hersch, "but no one was paying much attention to individual kids."

Hersch spent three years following her subjects through their daily lives–attending classes and assemblies, accompanying them to fast food restaurants, malls, and all-night track meets, watching as they grew, changed, and matured, and listening to their stories. "They knew I wasn't there to judge but to listen," said Hersch, "and [being listened to], it turns out, was what they all craved."

Hispanic children are not exempt from America's cauldron. Isolation, loneliness, and gun violence will affect many of them.

The stories that comprise *A Tribe Apart* are raw, intimate evocations of adolescent life in process–the good, the bad, the frightening, the inspiring. Frightening–because they portray a society in which teens spend far too much time alone, one in which far too many adults have reneged on their responsibilities to children. Inspiring–because no matter how much kids mess up or risk their lives or make stupid decisions, they're struggling to figure out what's right, and to make their lives mean something.

Dr. Mellander is a professor at George Mason University.

Women in Academic Medicine Leveling Off

BY JEFF SIMMONS

Angela Díaz knew her calling ever since she was a youngster growing up in an impoverished area in the Dominican Republic. She wanted to be a doctor.

Decades later, she not only has realized that dream in the United States but has risen to the top of her field. A few months ago, Dr. Angela Díaz was appointed to the prestigious role of director of the Mount Sinai Adolescent Health Center in New York City, and was named vice chair of pediatrics for the entire hospital.

The long hours, perseverance, and allegiance to her goals paid off, as she now is considered one of the highest ranked women of color in hospital administration in the country.

"I never forgot what it was like to know that there was someplace for me to go when I was worried and confused," she said, recalling how she emigrated to New York City without health insurance and therefore without the ability to visit a hospital of her choice.

"I wanted to do my part to ensure that every teenager in this city has the same opportunity," she says.

In Díaz's view, she seized upon any opportunity to realize her goal and attain new heights. And her entrance into a medical profession came during a period when women were showing the doors open wide and stepping into the field of medicine in larger numbers than ever before.

But that surge has now slowed considerably. The burst of women applying to medical school during the 1970s and the steady increase during the 1980s has now virtually plateaued. That's the finding of a recent statistical analysis, the 1998 edition of *Women in U.S. Academic Medicine*, by the Association of American Medical Colleges (AAMC).

The report, which culls information from hundreds of medical institutions across the nation, is more extensive than in previous years. It examined the role of female representation on the faculty and in the leadership of medical schools, offering snapshots of women succeeding in some areas and struggling to succeed in others.

Dr Angela Díaz Director
Mt. Sinai's Adolescent Health Center

The authors found that the proportion of women in the applicant pool fell slightly, from 42.6 percent during the 1996-97 academic year to 42.5 percent during 1997-1998, but then rose to 43.3 percent for the 1998-99 academic year, according to recent estimates.

The number of women applicants fell at a higher percentage than did the number of male applicants. The authors found that between 1996-97 and 1997-98, for the first time in a decade, the number of women applicants dropped by 8.8 percent, while the number of men applicants declined by 8.1 percent.

However, women fare better in acceptance rates to medical schools: 41 percent of women and 39.7 percent of men were accepted. Women over age 24 were more likely to be accepted than were younger women when compared to men.

The report does not focus heavily on ethnic diversity among the ranks of male and female applicants, but it does track the racial breakdown of female faculty in medical schools. As of September 1998, there were 17,409—or 75.8 percent—White female faculty at U.S. medical schools, while there were 4,074 non-White female faculty.

A further breakdown shows that Asians represented the highest numbers (2,319 or 10.1 percent) and Latinas the lowest (Puerto Rican, 238 or one percent, and other Hispanic, 426 or 1.9 percent).

"There's actually a higher proportion of women minority faculty than men," says Janet Bickel, the AAMC's associate vice president for Institutional Planning and Development. She says the report provides a window into which institutions can look to determine whether stronger efforts are needed to expand the number of women in leadership positions.

"This is an effort to encourage schools to pay more attention," Bickel says, reflecting on this *second* analysis of gender roles on a school-by-school level. "We can tell that schools that have not taken a responsibility in this area are starting to do that. Many schools already do look at their data every year with regard to women and minorities on staff."

And the report provides statistical portraits for school officials to view in many areas, such as residencies, faculty ranks, salaries, administration, and funding of medical programs. Among the findings:

- The number of women in residency programs spotlights the leveling off of women entering the

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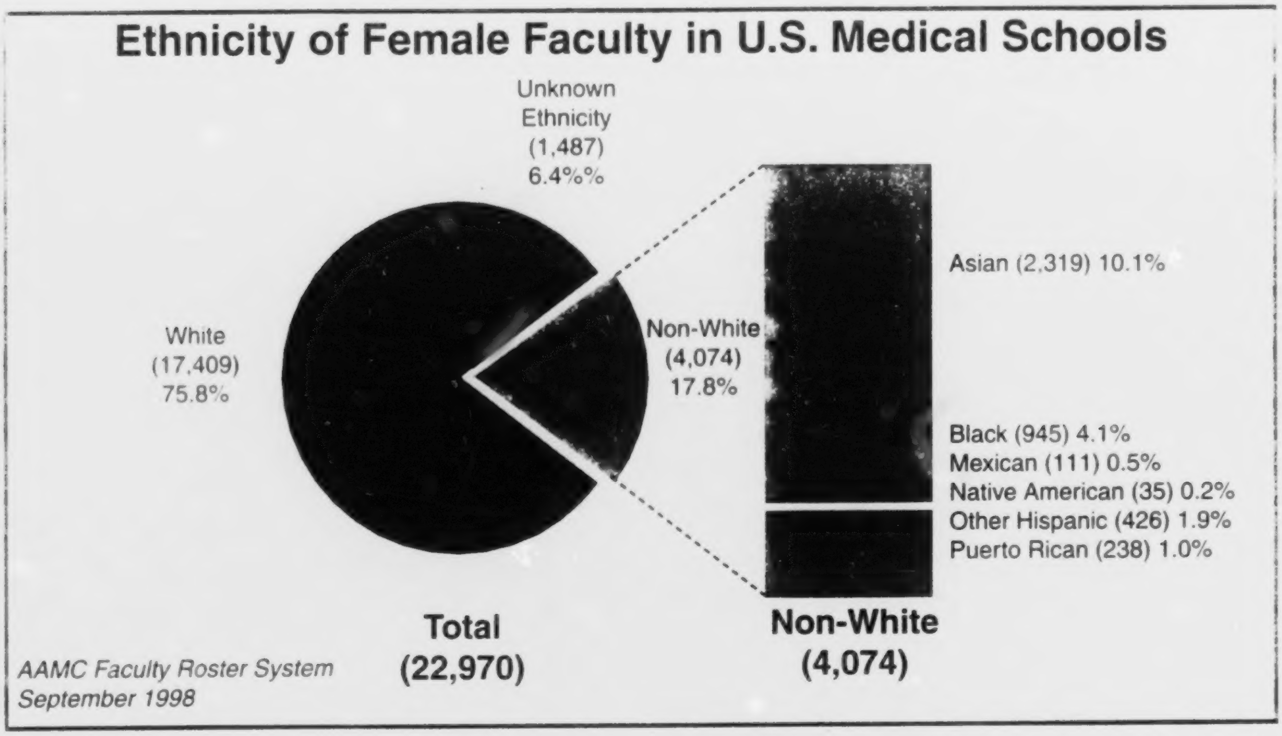

Ethnicity of Female Faculty in U.S. Medical Schools

AAMC Faculty Roster System
September 1998

field of medicine. For instance, the number of female residents ballooned from 1980–when they accounted for 22 percent–to 1996, when they accounted for 35 percent. But that number grew by only one percent in 1997, the last year statistics were available.

- For the first time in the 10 years–the period of time that the AAMC has tracked women in medicine–the proportion of full-time female faculty remained stagnant, at 26 percent, and did not increase by a full percentage point. The number inched up only from 22,779 in 1997 to 22,970 in 1998.

Women continue to attain pediatric faculty positions at the highest rate (40 percent). The most sizable increases in representation by women since 1989 took place in emergency medicine, ophthalmology, obstetrics, gynecology, dermatology, and internal medicine.

At the other end of the spectrum, however, are faculty positions in orthopedic surgery. The number of women in that field has increased by only 1.1 percent since 1989. It's a disturbing statistic that the authors of the report hope will influence school leaders to focus more on efforts to achieve a more harmonious balance.

Janet Bickel, associate v.p. for Institutional Planning & Development

"For so many years, and for understandable reasons," Bickel says, "the faculty and leaders were very homogeneous, and I think that as a society, increasingly we understand that our leaders and faculty need to be more diverse in order to meet the patient and student needs."

However, Bickel noted that the smaller number of women faculty also points to a larger trend, a slowing down of full-time faculty at medical schools.

"I really believe it was a brief plateau," she says. "I do believe that the proportion of women on the faculty will continue to grow."

- The ranks of professors also remain dominated by males. For example, there were 834 basic science professors in 1998, and 811 the year before, a 1.03 percent increase.

Overall, the report cites, 11 percent of all professors and 22 percent of associate professors are women, numbers that did not change between 1997 and 1998. However, the number of female full professors is increasing slightly.

On average, the report notes, there are 19 women full professors per medical school compared to 160 men full professors.

- Men are much more likely to

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earn tenure than are women. According to information provided by the schools, 37 percent of men had achieved tenure, compared to only 17 percent of women.

- The study points out that many schools are now performing regular salary analyses to uncover any gender inequities, but the authors were unable to thoroughly compare salaries.

The authors write that "a number of schools report that their studies revealed no disparities, but a greater number found some unexplainable undercompensation of women, ranging in amount from minimal to substantial, affecting a small to sizable group of women."

- Women do not serve on institutional committees as frequently as do men. Schools polled for the report cited 360 committees, but only a fraction provided enough information for a thorough analysis. The authors point out that of 109 specific schools, 34 had no important committees headed by a woman. Women were least likely to chair financial committees.
- Women are least likely to pursue surgical subspecialties such as orthopedic surgery (seven percent), urology (10 percent) and thoracic surgery (five percent).

The authors note that the numbers of women residents are increasing in all specialties, and that the specialties with the highest proportion of women are obstetrics and gynecology (63 percent), and pediatrics (64 percent).

Yet, they note that among the reasons for only moderate growth in the same areas is that "many women are apparently still not finding mentors in or are discouraged from entering surgical fields, raising questions about whether women enjoy the same access as men to the full range of specialty choice opportunities."

Bickel says, "It's a combination of women trying to maintain their family responsibilities during the same interval in which they have to prove themselves professionally. If only there weren't such time pressures in their late '20s and '30s to achieve at a certain level: if only there was more flexibility in our systems. These are areas that we are particularly interested in helping medical schools with."

Díaz agrees that striking the appropriate balance is tantamount and crucial. "I have to say that I've had a great experience," says Díaz, who is in her 40s. "I have found an environment of encouragement and support and a lot of opportunities."

Díaz began at Mount Sinai in 1981 as a resident in pediatrics, which led to a fellowship in adolescent medicine. A winner of the National Hispanic Woman's Leadership Award, the mother of three children spent a year in Washington, D.C., several years ago as one of 17 White House Fellows, helping to improve health care in the U.S. Virgin Islands.

She now supervises a health center visited by more than 10,000 patients annually, and has helped found programs focusing on substance abuse, HIV prevention, smoking, teen depression, and pregnancy prevention.

"I do a lot of public speaking, and people are very curious about the field and medical school, and they ask about what it takes and what it's like," she says. "People, especially women, are interested in knowing how to balance work and family."

"I basically think it's a combination," she says. "I worked toward my goal. I'm very committed. I work very hard, and I think people appreciate that. I don't wait for people to hand me things. I actually try to figure out the best way to obtain the objective I am pursuing."

However, she believes that medical institutions need to do more to attract greater numbers of women into medicine.

"Women need to be promoted to higher positions to serve as role models, especially for the younger generation, because they are looking for more," she says. "Young people can see what they can achieve. They can see you have a family and a job and actually achieve in your profession. They can see women have the skills and can do it."

WOMEN APPLICANTS, ENROLLEES, & GRADUATES—SELECTED YEARS

Year of Matriculation	Applicants		New Entrants		Total Enrolled		Graduates	
	No.	%	No.	%	No.	%	No.	%
1995-96	19,779	42.5	6,941	42.7	28,031	41.9	6,232	39.2
1996-97	20,031	42.6	6,917	42.7	28,404	42.2	6,509	40.9
1997-98	18,273	42.5	6,995	43.3	28,505	42.6	6,604	41.5
1998-99	17,686	43.3						

(est. as of 8/3/98

Source: AAMC Section for Student Service

Minority Medical Students at Largest-Ever Symposium

High School Students Welcome as Fellows Discuss Careers

National Medical Fellowships, Inc. (NMF) is the only national, private, nonprofit organization in the United States dedicated to increasing the number of minority physicians.

Thirty-two of the nation's most gifted minority medical students gathered at the headquarters of the Bristol-Myers Squibb Pharmaceutical Research Institute in Princeton, New Jersey, from March 10th through 12th, to present findings of their biomedical research projects during the annual symposium of The Fellowship Program in Academic Medicine for Minority Students.

The meeting was the largest annual gathering of minority medical students in the United States.

The symposium also included a Role Model Roundtable where students from New Jersey high schools participated in small-group discussions with the medical students about the challenges and rewards of their chosen careers.

The fellowship program is designed to encourage medical students from minority groups underrepresented in academic medicine and biomedical research to explore and pursue careers in these fields.

African Americans, mainland Puerto Ricans, Mexican Americans, and Native Americans make up 18 percent of the population in the United States–but less than four percent of the M.D. faculty in the nation's medical schools.

"Diversity in the scientific and medical communities strengthens the quality of life and health for everyone," said John L. Damonti, president of the Bristol-Myers Squibb Foundation. "The fellowship program helps achieve this goal."

More than 400 fellows have completed the program since its founding in 1984. The fellowship program has received nearly $3 million from the Bristol-Myers Squibb Foundation, which has supported the program since 1990 and has acted as sole funder since 1993.

Areas of Research

This year's 32 fellows are researching a broad range of topics, among them the use of lasers in the early detection of glaucoma, identification of underlying disease mechanisms in lupus, use of growth factors in early brain development, treatment of trauma-related infection, measurement of balance disorders, and apoptosis (cell death) in stroke.

The fellows are third- and fourth-year minority medical students who are nominated by their deans and chosen by a committee of distinguished medical school faculty and biomedical researchers. Fellows are selected based on their academic achievements, leadership abilities, and potential for assuming responsible roles in academic medicine.

Key Role of the Mentor

Each fellow spends eight to 12

1265

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weeks on a research project of interest under the guidance of an established medical school-based researcher who acts as a mentor and supervises the fellow's research progress.

"The mentor plays a key role in helping the fellow in his or her chosen career path," said Vivian Manning Fox, president of National Medical Fellowships, Inc., a not-for-profit organization that administers the program. "The vast majority of fellow-mentor relationships endure well beyond the conclusion of these research projects."

Overcoming Challenges

Fellows frequently have to overcome tremendous obstacles before they become physicians. Alfredo Quiñones-Hinojosa, an honors student at Harvard Medical School, spent his childhood as a migrant farm worker in California after immigrating from Mexico. Now studying ways to prevent brain damage in stroke, Quiñones-Hinojosa has received five highly competitive research fellowships and is well on his way to becoming a skilled neurosurgeon.

NATIONAL
MEDICAL
FELLOWSHIPS
NMF INC.

Many of the fellows are involved in mentoring minority youth. Linda Barry, a student at the Joan and Sanford A. Weill Medical College of Cornell University, volunteers in a mathematics and science mentoring program for minority high school students.

Richard Lyn-Cook, a Yale University School of Medicine student, has worked with young people in New Haven, Connecticut, Queens, New York, and Washington, D.C.

UCLA School of Medicine student Gary Schoeman, a member of the Potawatomi Tribe, has volunteered with urban Native American youth at the Bellflower, California, American Indian Clinic since his days as an undergraduate student.

The Role Model Roundtable

Fellows had the opportunity to serve as mentors the first morning of the symposium during the Role Model Roundtable. Minority high school students who exhibit an interest in science and medicine from 12 Northern and Central Jersey school districts participated in small-group discussions with fellows on their experiences leading up to and during medical school.

The program provides the high school students with an opportunity to gain insight, inspiration, and guidance from the fellows during discussions of their challenges and successes.

Bristol-Myers Squibb, a research-based company, believes that diversity in the scientific community is crucial for ensuring that research serves the needs of society as a whole. By encouraging minority medical students to pursue careers in academic medicine, The Fellowship Program in Academic Medicine for Minority Students helps ensure that minority perspectives are reflected in future biomedical research and health policy.

Founded in 1984 by The Commonwealth Fund, the fellowship program is one of several science education initiatives supported by the Bristol-Myers Squibb Foundation.

National Medical Fellowships, Inc. (NMF) is the only national, private, nonprofit organization in the United States dedicated to increasing the number of minority physicians. NMF pursues this goal by offering need-based scholarships, special fellowships, and academic awards to African American, mainland Puerto Rican, Mexican American, and Native American men and women.

Alfredo Quiñones-Hinojosa

Harvard Medical School

In the last 12 years, Alfredo Quiñones-Hinojosa has traveled far. He has journeyed from his Mexican birthplace to Harvard Medical School, from being a non-English-speaking migrant farmworker to the recipient of many academic honors who is training to become a neurosurgeon.

Quiñones-Hinojosa, a fourth-year medical student, is examining the role of medications known as Interleukin-1 beta enzyme (ICE) inhibitors as part of a "pharmaceutical cocktail" in preventing the death of brain cells (apoptosis) in stroke. Currently, there is no effective medical treatment for stroke.

"Down the line, emergency medical technicians might be able to deliver a cocktail of agents" that can protect from further brain damage once a stroke begins, Quiñones-Hinojosa believes. He hopes his work plays a role in developing these new treatment protocols.

The first member of his extended family to go to college, Quiñones-Hinojosa is already the recipient of five research fellowships. This June, he will begin a neurosurgery residency at the University of California at San Francisco. He hopes to work as both a neurosurgeon and scientist, and he would like to practice in an urban setting, where he can "have the most impact on underprivileged communities," he says. A strong believer that it is necessary to encourage more underrepresented minorities to attend medical school, Quiñones-Hinojosa has been a student leader since his days as an undergraduate. He sat for two years on the Harvard Medical School Committee on Admissions and, since he was a second-year medical student, has co-chaired the Hinton-Wright Biomedical Research Society, an organization that focuses on the research achievements of minority group members.

Christopher S. Ogilvy, M.D., associate professor of surgery and chief, Cerebrovascular Surgery, Massachusetts General Hospital, and Kenneth I. Maynard, M.Sc., Ph.D., assistant professor of surgery, Harvard Medical School, are Quiñones-Hinojosa's mentors.

1266

QUIÑONES-HINOJOSA TALKS WITH *HO*

by Adalyn Hixson

HO interviews Alfredo Quiñones-Hinojosa as he is about to leave Harvard Medical School and drive cross-country to San Francisco with his wife, Anna, and their four-month-old baby, described as "so beautiful–out of a movie!"

"My wife was in San Francisco last week," he tells *HO*, "and they couldn't believe it. Where did you get that pretty baby?"

"And not only physically. Neurologically she is developing so rapidly–already doing what is expected of a six-month-old–reaching, discovering her hands and feet."

As he heads for his residency in neurosurgery at UC-SF, Quiñones-Hinojosa sounds like the happiest and luckiest man on earth. And indeed he has traveled a lot of ground since his childhood in Mexico.

"When I was about two years old, my little sister died of diarrhea, which is still the Number one cause of death in underdeveloped countries."

He speaks of the bifurcation of classes in his home country, Mexico. "There were the very very poor and the very very wealthy." *HO* asks if his sister's death influenced his choice of a career in medicine. "I really think that was the beginning of it all."

"I was very close to my grandfather," he tells *HO*. "Out of 52 grandchildren, he thought I was the one who had something to offer. That was the beginning of a sort of self-fulfilling prophecy."

HO notes that his academic achievements are quite remarkable and asks about the genesis of his academic drive–a question he says he has often asked himself over the years. "I look all the way back, and ask why it is that I have a desire inside me that every day makes me get up early in the morning and do what I do. I don't have an eloquent answer. I think that probably it was thanks to my parents, and because I was growing up in Mexico.

"We grew up in a very humble background. No running water. No electricity. My parents always said that the only way to succeed in this world was by getting an education.

"My dad said, 'If you don't always want to work for a *patrón*, if you don't want to be a menial laborer all your life, you need to go to school and get an education.'"

Alfredo came to the U.S. having completed secondary school in Mexico. On arrival, he worked as a migrant farmhand. His first exposure to American education was an ESL class.

"I went to a community college–San Joaquin Delta College, in Stockton, California. I think that is the place. I was taking ESL classes, and when I jumped from ESL to normal classes, I met the first people who were sort of mentors to me–Mr. Nichols and his son Peter. They literally took me under their wing and pointed me toward UC-Berkeley.

"Mr. Nichols was the coach of the debate team at San Joaquin Delta College, and I eventually came to be captain of the debate team." Nichols, he says, pointed him toward UC-Berkeley. "And that's when I met two very important figures–Hugo Mora and Joe Martinez, who is now a big professor at UT-San Antonio. He was already a full professor, with three appointments, at UC-Berkeley. Both of these gentlemen believed in me.

"The epitome of how little I knew at the time–I wanted to find out about research, so I called Stanford, and Stanford said, you might want to talk with Hugo Mora. Hugo said, 'Fax me your CV and your grades,' and I did.

"The same afternoon he called and said, 'Alfredo, I'm looking at your CV, and I think that you are a highly qualified student–you could apply to Harvard.' And I remember thinking–this individual is really a nice person but clearly doesn't know what he is talking about! But eventually we became best friends.

"The same thing happened with Joe Martinez. He gave me an award to do research. I had no experience in research, but he gave me a project and a whole space, a postdoctoral fellowship in his lab.

"We became very successful with that project and then another, and that is how I became involved in biomedical research. And that's when I applied to Harvard.

"He had colleagues here too who were very famous in research and full professors at Harvard. That was again a break.

"The main message here is–I haven't done it alone. It has been thanks to all these people in these institutions. There was Berkeley; then I came to Harvard and met two very famous and committed people–Edward A. Kravitz, the youngest-ever tenured professor at Harvard, also a distinguished professor, and David D. Potter, chairman emeritus of neurobiology at Harvard. Both took me under their wings. And I have done things that I never dreamed of doing academically at this institution. And I've broken into one of the best residency programs in neurosurgery in the United States.

"I'm only stating the facts. I don't want to take credit. I have to be clear. The only thing I did was seize the opportunity.

"I hope I will never be full of myself. I don't ever want to say 'I did it alone–I am the greatest,' as I have seen happen with some of my colleagues.

"I want to acknowledge that the only way we can succeed in this country is by helping one another."

American Medical Association

Physicians dedicated to the health of America

Allied Health Survey Yields Useful Data

Rapid Placement in Many Fields

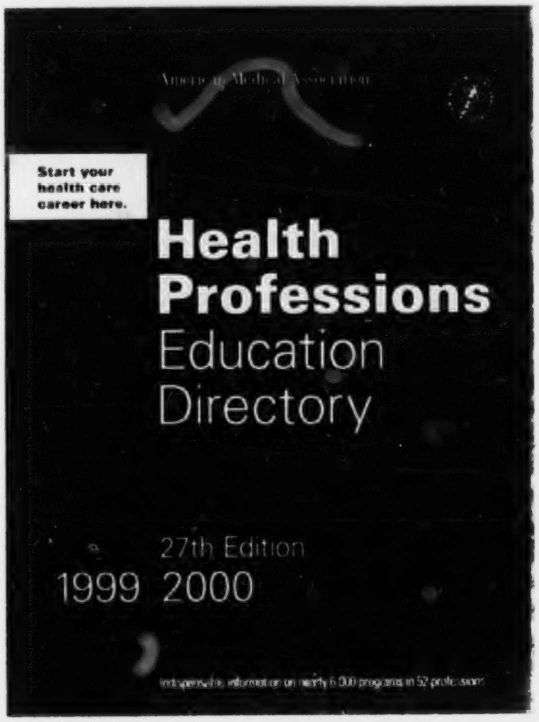
BY FRED LENHOFF

Conducted by the AMA in collaboration with 13 accrediting agencies, the survey gathered information from more than 4,000 accredited postsecondary educational programs in more than 40 health profession fields.

According to a 1998 publication of the American Medical Association, recent graduates of physical therapist and physical therapist assistant educational programs enjoy a near-100 percent rate of job placement. At the other end of the spectrum, the employment rate for athletic trainers is below 40 percent in their field after completing an accredited educational program. There are several valid explanations for this variation–for example, many newly graduated athletic trainers, like graduates in other fields, are pursuing additional education.

These data on the percentages of students who found jobs and/or pursued additional education–collected in the annual American Medical Association (AMA) Survey of Health Professional Education Programs–can be useful to the health professions' associations, researchers, and policy-makers trying to project current and future health care workforce needs.

The 1997 survey, conducted by the AMA in collaboration with 13 accrediting agencies, gathered information from more than 4,000 accredited postsecondary educational programs in more than 40 health profession fields. The collected survey data and a list of educational programs are published annually in the *Health Professions Education Directory*.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Indispensable information on nearly 6,000 programs in 52 professions

Data from the 1998 survey will be published later this year in the 1999-2000 directory.

To get a picture of employment opportunities and plans for additional education, the 1997 survey included the following question: "Of students graduating from your program last year, what percentage found jobs within six months and/or pursued additional education?" Responses could exceed 100 percent if graduates did both.

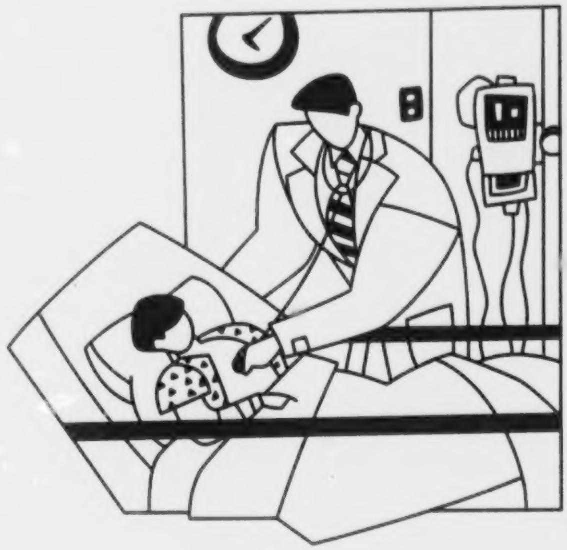
Generally, professionals with a high rate of job placement had a correspondingly low rate of additional education pursued, and vice versa. For example, 98 percent of physical therapists found work while only five percent pursued additional education. Conversely, 76 percent of clinical laboratory technicians/medical laboratory technicians (certificate) found jobs, while 28 percent continued their studies. Many of them, presumably, are earning an associates's

Found employment within 6 months of graduation

Highest rates		Lowest rates	
Physical therapist	98%	Athletic trainer	40%
Physical therapist asst.	97%	Ophthalmic medical tech	73%
Perfusionist	97%	Medical assistant	75%

Pursued additional education

Highest rates		Lowest rates	
Histologic technician (Certificate)	45%	Specialist-blood bank technology	0%
Respiratory therapy technician	44%	Electroneurodiagnostic technologist	0%
Respiratory therapy technician	38%	Ophthalmic medical technician	1%



degree in the field–an assumption that will be tested in the 1999 data collection instrument.

Some fields had high levels of job placement and additional education pursued: 89 percent of histologic technicians (certificate) and 88 percent of respiratory therapy technicians found jobs within six months, while 45 percent and 44 percent, respectively, continued their studies. At the lower end of the scale, ophthalmic medical technicians, athletic trainers, and medical assistants had low combined percentage totals of job placement and additional education pursued.

Because few ophthalmic medical technicians and medical assistants were reported as pursuing additional education (one percent and seven percent, respectively), the data suggest that graduates in these fields were not readily able to find employment in their fields in a desired geographic area.

The data collected for the Survey of Health Professions Education Programs and published in the directory also include statistics on program enrollment, graduates, and attrition, broken out by occupation, gender, and state.

The directory includes educational programs in the 47 most prominent health care fields related to medicine and information on work environments and salaries as well as educational prerequisites and curricula.

The directory has added 18 new professionals over the last three years.

New in 1996-1997 were: audiologist, dental assistant, dental hygienist, dental laboratory technician, dietitian/nutritionist, dietetic technician, and speech-language pathologist.

New in 1997-1998 were: art therapist, music therapist, ophthalmic dispensing optician, ophthalmic laboratory technician, rehabilitation counselor, and therapeutic recreation specialist.

New in 1998-1999 were: genetic counselor, kinesiotherapist, orthoptist, physical therapist, and physical therapist assistant.

The directory is used by students, career counselors, educators, medical librarians, physicians, researchers, and policy-makers.

It is possible to work with the AMA to extract and publish findings on data specific to your organization's field. The contact is Fred Donini-Lenhoff, editor of the *Health Professional Directory*, who can be called at (312) 464-4635 or e-mailed at <fred_lenhof@ama0assn.org>.

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Marriot Wardman Park: Washington, DC
March 20-24, 1999
Call for Proposals coming: September 1998
Registration materials coming: December 1998

1999 AAHE Conference on Assessment
Assessment as Evidence of Learning: Serving Students and Society
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June 12-16, 1999
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Culture, Collaboration, and Caring

Michigan State University and University of Guanajuato, Mexico: Partners in Nursing Education

BY

CONNIE CURRIER, MILDRED OMAR, AND GERALDINE TALARCZYK

Connie Currier, MPH, is coordinator for International Programs, MSU College of Nursing; Mildred Omar, Ph.D., RNC, is associate professor, MSU College of Nursing; and Geraldine Talarczyk, RN, Ed.D., is associate professor and associate dean for Academic Affairs, MSU College of Nursing.

"....In order to meet emerging local, state, national, and international needs, it is important that we educate nurses who are culturally and linguistically competent to work with Hispanic populations. The study abroad program in Mexico is one step toward that goal," said Marilyn Rothert, RN, Ph.D., FAAN, dean of the College of Nursing at Michigan State.

"I enjoyed my experience in Mexico. I received valuable information that I will use to improve my nursing practice once I become an RN [registered nurse]. I've also realized the importance of participating in professional organizations to promote the advancement of nurses. Studying in Mexico has given me a greater respect for nursing globally."

This was typical of comments made by nursing students returning from a study abroad program in Guanajuato and Celaya, Mexico, offered by the College of Nursing (CON) at Michigan State University (MSU) in collaboration with the University of Guanajuato. In Fall 1998, for the first time, the College of Nursing offered Nursing and Health Care in Mexico, a semester-long study abroad program for senior nursing students that includes a strong Spanish component, family home stays, and nursing courses required for graduation. A new cohort of students presently is being recruited to attend the program in Fall 1999.

The changing demographic and economic environment of the region requires that the profession of nursing in the U.S. expand its vision. By 2005, the percentage of Hispanics in the U.S. population is expected to exceed the percentage of non-Hispanic Blacks.

"The growing Hispanic population has major implications for health care. In order to meet emerging local, state, national, and international needs, it is important that we educate nurses who are culturally and linguistically competent to work with Hispanic populations. The study abroad program in Mexico is one step toward that goal," said Marilyn Rothert, RN, Ph.D., FAAN, dean of the College of Nursing at Michigan State.

Economic forces shaping the region are having an impact on the profession of nursing as well. The North American Free Trade Agreement (NAFTA) has stimulated research into the comparability of approval and accreditation of nursing education programs, licensure/registration of nurses, and standards of practice across the discipline of nursing in Canada, Mexico, and the United States.

"We need to begin building bridges to work more closely with our neighbors to advance the profession of nursing," said Dean Rothert.

Michigan State University has a long history of providing study abroad opportunities, and currently it offers more than 95 programs in more than 40 countries on six continents to accommodate the needs and interests of the growing number of students seeking international experiences.

MSU President Peter McPherson recently set an ambitious goal that by the year 2006, 40 percent of graduating MSU seniors will have a study abroad experience at a cost comparable to on-campus study.

The College of Nursing developed a new study abroad program in collaboration with the University of Guanajuato School of Nursing and Obstetrics in Celaya, Mexico. This new initiative will begin to prepare MSU students for the challenges of li-

ESCUELA DE ENFERMERIA
Y OBSTETRICIA DE CELAYA
IF.-B

Senior nursing students (l to r) Alicia Cox, Jenny Opalek, Glenda Alverio, Wendy Loder, Laura Nichols and Mandy Boedeker with MSU CON Professor Millie Omar at the School of Nursing and Obstetrics, University of Guanajuato, Celaya, Fall 1998

1270

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ing and working in an increasingly global and diverse community. The goal to improve cultural competence, Spanish-language ability, and awareness of the similarities and differences between the health care systems and roles of nursing were motivating factors behind the development of the program in Mexico.

The 16-week program offers four weeks of intensive Spanish-language training at the Centro de Idiomas (Language Center), University of Guanajuato in Guanajuato. Students then move to Celaya to take three MSU College of Nursing courses at the School of Nursing and Obstetrics (SNO), University of Guanajuato, for the remaining 12 weeks.

In Celaya, students take two required MSU CON nursing courses–NUR 413 Issues in Professional Nursing, and NUR 420 Senior Practicum in Nursing, a leadership and management course with an observational clinical component. Students also take an elective course, NUR 491 The Health Care System in Mexico.

Ms. Rosalina Díaz, nursing faculty at the SNO, spent three months last spring with the College of Nursing in East Lansing learning English and collaborating with CON faculty in the development of the program. As the on-site academic coordinator, Ms. Díaz coordinated the observational clinical experiences for the students and served as clinical faculty in the acute care setting.

Last fall, both of the required nursing courses, NUR 413 and NUR 420, utilized videotapes of didactic content from the corresponding on-campus courses to ensure that the courses were comparable. Dr. María Elena Espino, faculty from the School of Nursing and Obstetrics, taught content on issues in professional nursing in Mexico as part of NUR 413. The elective course on the health care system in Mexico was taught by Ms. Mercedes Aguado, faculty from the School of Nursing and Obstetrics in Celaya. Dr. Millie Omar, lead faculty member from the MSU CON, visited the students at the School of Nursing and Obstetrics monthly to provide course seminars, oversee the clinical component of NUR 420, collaborate with SNO faculty, and meet with students to ensure the appropriateness and quality of the learning experiences.

All students and faculty who participated in the Mexico experience believed that the first offering was a success. At the end of the program, students felt they had learned as much, if not more, than in their on-campus counterparts. According to one student, "It was very comparable to campus offerings, with the added bonus of also having the cultural experience." Another student appreciated the fact that she had fewer competing obligations while in Mexico, which enabled her to focus more on her studies. "I was surprisingly more interested in the course content and spent more time studying here than I would have been able to had I been in the U.S."

Dr. Omar shared these observations of students' progress during the semester: "As time passed, students were able to see their experiences through a new 'lens.' The lens was a kaleidoscope that provided alternate images and expanded students' viewpoints so they could appreciate the variations in health care practices and priorities in Mexico, and compare these to the practices with which they were familiar in the U.S. They were able to see that while practice varied, the applied underlying principles were the same."

MSU nursing students (l to r) Mandy Boedeker, Wendy Loder and Glenda Alverio explain the importance of immunizations and the use of the immunization card to mothers in the pediatrics ward at the IMSS Hospital Celaya.

Students lived with families in both Guanajuato and Celaya, which allowed them to interact on a daily basis in a different language and culture. The immersion experience forces students to challenge their values and preconceived notions of other countries and cultures. And to develop a new appreciation for people from different backgrounds.

One student noted, "Initially, I was very homesick and had to ration my phone calls home. There was a major communication barrier, and I had to adjust to different eating times, larger meals, and a conservative family." Yet when asked at the end of the program what they liked most about their experience in Mexico, all of the students referred to their families, friends, and nurses in the hospital and community.

"My Spanish improved tremendously. I also made special friendships with the families as well as with some of the nurses at Medicina Preventiva. I will never forget this experience."

The opportunity to work in Mexico was equally valuable for Dr. Omar, who said, "This study abroad experience has been an adventure for me as well. It has required me to expand my own vision and broaden my perspective."

Upon returning to Michigan, students who attended the program are searching for ways to return to Mexico–either to visit their families and friends, to seek employment–or to join the Peace Corps in another Latin American country.

"Study abroad in a country with a culture and language very different from your own is a life-changing experience," said Ms. Connie Currier, CON coordinator for International Programs. "Students will take what they've learned from Mexico into their nursing practice, and many will continue to develop their language skills and appreciation for the culture, either through travel, work with minority populations in the U.S., or work abroad."

The College of Nursing has been privileged to establish close collaborative relationships with the University of Guanajuato/Celaya School of Nursing and Obstetrics faculty, and MSU CON students have benefited from interactions with Mexican nursing students as well. The opportunity to learn about and experience cultural diversity first-hand has given all involved greater insight, sensitivity, and understanding of culture, collaboration, and caring within the nursing profession, the health care system, academia, and within ourselves. HO

University of Guanajuato Celaya School of Nursing and Obstetrics personnel discuss MSU nursing student presentations. (l to r) María [illegible] Aguado Cervantes, faculty; Rosalina Díaz [illegible], faculty; [illegible] director for the Nursing and Health Care in Mexico program.

Let the Children Walk

A Barry Mission Aids the Indigent

BY
FRANCISCO J. DUQUE

Reprinted with permission from Barry University Magazine, *Fall 1998*

Barry University

Seven-year-old Didier Gonzáles had never played soccer with the other boys in his hometown of Chicxulub, an Indian village in Yucatan. He was born with spina bifida, a congenital defect that compelled him to walk with a crippling limp on the side of his right foot. Half the time, when his foot was too weak, he had to be carried by his mother. Corrective surgery, commonplace in the U.S., loomed as prohibitive for his impoverished family.

In the late morning hours of Saturday, June 26, Didier's life dramatically changed. His thin, brown body lay anesthetized on an operating table as two American doctors scrubbed his deformed right foot in preparation for surgery. Within a couple of hours, he would be lying groggy in a nearby recovery room, waiting for his mother to take him home.

A Barry mission to aid the indigent in Yucatan, now in its third year, has helped hundreds gain proper use of their feet.

Didier is just the latest of dozens to receive free foot surgery through a program initiated two years ago by Dr. Charles Southerland and Barry's podiatric medical faculty. In this sunny peninsula, ringed by the Gulf of Mexico and mottled with the ruins of the Mayan Empire, hundreds of children could have grown up defenseless against crippling foot deformities. Even clubfoot, a condition routinely corrected in the first year of life, usually goes untreated.

Until Dr. Southerland and a dedicated corps of others took up their cause, podiatric care remained out of the reach of most people. The doctors say they derive profound rewards from their voluntary time and services.

Didier Gonzales smiles at his mother before taking the ride home from the hospital.

"Nobody stands taller than he who stoops over to help a child," said Southerland, professor of podiatric medicine at Barry. "It gives me great personal satisfaction to see the kids before and after and sense that they are doing well because of what we have done."

Southerland, residency director at Hialeah Hospital in Miami, in many ways patterned the Yucatan project after another mercy mission in Mexico—the 20-year Baja Crippled Children's Project staffed by doctors from California colleges. The groundwork had already been laid. The Hialeah Foundation in Miami, which had mobilized massive aid to Yucatan in 1988 after Hurricane Gilbert's devastation, put Southerland in touch with the mayor of Progreso, a sun-baked seaport town of 35,000. A local family support group agreed to provide administrative support, and Southerland performed the first surgery at O'Hara Hospital in Merida, the state capital, on July 4, 1996.

Since then, on roughly bi-monthly visits, an itinerant team of four doctors and residents arrive in Merida on Friday night, perform surgeries on Saturday, and screen future patients at the DIF center in Progreso on Sunday. On this late June weekend, marking the second anniversary of this mission, Southerland said that 1,200 patients have received treatment, including 43 who have undergone surgery.

"The need is so pressing," said Keith Kashuk, DPM, podiatric surgeon and residency director at Larkin Hospital. "Our inner-city charity hospitals are palaces compared to this place. If patients get medicine or good food, it comes from their families."

On Thursday, June 25, Southerland once again flew into Yucatan. He led three graduates from Barry University

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School of Graduate Medical Sciences–Dr. Yasmin Zamorano, a Yucatan veteran traveling for the fourth time, and two first-timers, Dr. Luz Colón and Dr. Yanira Bermúdez. Each will gain his or her own payback.

"Some of the cases you encounter here you seldom see in the United States," said Colón. "You have a chance to train in different surgical procedures."

Friday June 26, 8:30 a.m.

In a small conference room at the Holiday Inn, podiatry doctors from around Merida were finishing a breakfast of stuffed tortillas and chicken. In a few minutes, Dr. Zamorano, chief resident, would give a slide presentation on U.S. surgical procedures for flatfoot.

Zamorano, 35, a Puerto Rico native who graduated from Barry in 1995, completed her residency at Palmetto Hospital in June. She faced seven male doctors, some of them twice her age. Mexican podiatrists don't always intervene for flatfoot, and she feared that some might seriously question her presentation. She had been awake since 4 a.m. preparing for the presentation. "They know much more than I," she said.

But the presentation was well received. "Very clear, very didactic," said Dr. Alfredo Molina, an orthopedic surgeon from Merida. "She explained some very important concepts."

Later that morning, surgery began on seven-year-old Didier. Southerland and Dr. Arturo Rios, an orthopedic surgeon who oversees the project in Mexico, began by making two incisions, one on each side of the foot, just below the ankle bone. The procedure lasted two-and-a-half hours. Zamorano, Colón, and Bermudez applied a cast to the entire lower leg, while Southerland took a break in an adjacent dressing room, quietly sipping a soda before the next surgery. As usual, expenses occupied his idle thoughts.

"Right now we're able to raise $10,000 to $15,000 a year for this project, but we constantly run in the red," he said. "A single trip including three or more surgeries and the screening of 40 to 60 patients costs less than $2,000." Southerland keeps hoping to secure a large stock of supplies so he won't have to worry if he'll have enough for each trip.

The cost of airfare presents the major obstacle. Barry University has been unsuccessful in repeated attempts to secure complimentary tickets from the national airline, AeroMexico. Round-trip fares usually run $300 for each of the four doctors. This expense alone forced the Yucatan Crippled Children's Project to scale back its plans from monthly to bi-monthly visits.

Despite its name, the mission also has started serving the elderly. "There was a cry of discrimination from the local people," Southerland said. "They asked: 'Shouldn't the elderly also have consideration?'" Heeding this call, the doctors now attend the medical needs of the elderly, unless they present other health complications.

Dr. Yasmin Zamorano (left), Yanira Bermudez and Luz Colón take a break between surgeries in Progreso, Yucatan.

From left, Dr. Yasmin Zamorano, Dr. Charles Southerland and Dr. Arturo Rios performing surgery on Didier Gonzalez.

Saturday, June 27

It's 10:30 a.m. A crowd of 50, mostly women and children, has spilled out of the DIF center in Progreso as Southerland and the residents pulled up to the front of the building. In single file, the doctors climbed the short steps to the main entrance, as the women and children watched in anticipation.

For two weeks the DIF had run ads in area newspapers announcing the arrival of the American podiatrists. Rosario Sierra, director of the center, had to turn people away after scheduling some 60 patients for consultation.

Inside the center, Southerland and Zamorano took their positions in separate rooms. Colón and Bermúdez shared a third room. At 11:20 a.m., the cries of children echoed down the hallway as the podiatrists examined one by one the patients in the incessant stream.

Some examples, like Maria Alejandra, offered hope. The 11-year-old had been born with her toes fused together into a single lump of flesh and bone. Southerland had carved out two skinny toes in a previous operation. After the follow-up examination, Maria unveiled a shy, warm smile and slipped into her tan leather sandals.

In all, the doctors saw 65 patients in three hours. They slated five for surgery in August, when the team was to return.

Later that day, local officials held a ceremony to mark the project's two-year anniversary. Some 200 townspeople packed the 150-year-old Palacio Municipal. "May this program continue for the good of Progreso and its children," said Miguel Argaez Aguilar, representative for the eighth district.

Way beyond the festivities, Didier, the seven-year-old from Chicxulub, sat on his mother's lap during the midnight ride back to his village across the dense, warm night. He whispered something into her ear. He wanted to know, his mother said, when the doctors would take off the cast so he could play soccer with his friends in the village.

More than a month later, Dr. Southerland reported that Didier was doing well. The cast was removed and he was walking on the bottom of his right foot. Soon, his wish to run and play will become a reality.

HO

People-Places-Publications-Conferences

PEOPLE

López Named Goldwater Scholar

University of New Mexico (UNM) student Roberto G. López, double-majoring in biology and economics, has been named a 1999 recipient of the prestigious Barry M. Goldwater Scholarship.

López, who will receive a two-year, $15,000 scholarship, is the first UNM student to be named a Goldwater Scholar since the program was established in 1986. He is among 304 students selected on the basis of academic merit from a nationwide field of 1,181 mathematics, science, and engineering students.

López said he plans to pursue a doctorate in plant pathology and then hopes to obtain employment with the U.S. Department of Agriculture.

Duasso Wins American Values Award

Manuel Duasso, a Miami-Dade Community College (M-DCC) professor of communication, arts, and philosophy, is a 1999 recipient of the American Values Award, presented by the United Way of Miami-Dade, Fla., and the Green Family Foundation.

The award, which was presented along with $5,000, celebrates public servants who perform their duties with excellence and help their community through voluntary service.

Duasso has taught writing classes at M-DCC since 1994, despite having lost his vision due to a gunshot received during a mugging more than a decade ago. He initiated and led several departmental activities designed to help students gain as much as they can from their academic experience.

Espada at Community College of Baltimore

The 13th Annual Creative Writing Forum at the Essex campus of the Community College of Baltimore County (CCBC-Essex) featured poet Martín Espada, currently an associate English professor at the University of Massachusetts-Amherst. Espada explored the connection between the personal and the public, the private and the political. According to *The Nation*, his work "defines political poetry for the turn of the century."

Called "the Latino poet of his generation," Espada's poems have appeared in *The New York Times Book Review*, *Harpers*, and *The Nation*. Much of his writing arises from his Puerto Rican heritage and his work experience, ranging from bouncer to tenant lawyer.

Izquierdo Named "Unsung Heroine"

Elena Izquierdo, assistant professor in the teacher education department at the University of Texas-El Paso (UTEP), was named one of nine "Unsung Heroines" by the El Paso Women's History Month Coalition, which stages the annual event to recognize local women who do important community work in many capacities–yet rarely get recognized.

Izquierdo was honored for her work in the professional development of teachers who work with bilingual special education students. She has been working as well to address the professional development needs of teachers in rural school districts.

UTEP student Norma Espina was honored as an "up-and-coming unsung heroine" for her volunteer work with Americorps.

Rodríguez Wins Harry S. Truman Scholarship

Adrian Joseph Rodriguez, government and economics major at the University of Texas-Austin, has been awarded the prestigious Harry S. Truman Scholarship. Rodriguez is one of only 70 college and university students nationwide this year to receive the award from the Harry S. Truman Foundation, which provides winners $30,000 each to further their education.

Rodriguez has maintained high grades while gaining valuable governmental experience working at the state capitol of Texas. He is a legislative aide with the office of state Rep. Norma Chavez of El Paso.

After he graduates, Rodriguez, whose parents grew up in poverty in El Paso, would like to help to develop the economy along the U.S.-Mexico border.

Atencio-Pacheco Named Truman Scholar

University of New Mexico (UNM) student Juana Chamiza Atencio-Pacheco, a political science and economics/philosophy major, has been named a 1999 Truman Scholar.

"Receiving a Truman Scholarship is a great personal honor, but moreover, it is a testament to the support and faith of those who have surrounded me throughout my life, particularly my parents, Tomas Atencio and Consuelo Pacheco. Their guidance has been augmented at UNM by that of Dr. Diane Rawls and of my fellow UNM Regent Scholars," Atencio-Pacheco said. UNM Regent Scholarships, which offer full-tuition, are the most comprehensive and prestigious offered by UNM.

Atencio-Pacheco plans to enroll in law school.

García and Herrera-Sobek Win Southwest Book Awards

Two University of California-Santa Barbara Chicano studies professors, Mario García and

María Herrera-Sobek, have received Southwest Book Awards from the Border Region Library Association "for literary excellence and enrichment of the cultural heritage of the Southwest."

García was honored for *The Making of a Mexican American Mayor: Raymond L. Telles of El Paso* (see Publications below). It is García's fourth Southwest Book Award. Herrera-Sobek was recognized for her work with co-editor David Maciel of California State University-Dominguez Hills, *Culture Across Borders: Mexican Immigration and Popular Culture*.

Attorney López Visits DePaul University

Attorney Gerald P. López, in April, lectured at the DePaul College of Law (Ill.) on the plight of the Los Angeles garment workers at the turn of the century. López, a professor of law at the UCLA, has represented the Los Angeles garment workers. He is one of several distinguished and diverse speakers sponsored by the College of Law to help commemorate DePaul's centennial year.

Passionate about public interest law, López has a long history of working in civil rights and community organizing. He lectures around the country on such subjects as race, immigration, poverty, economic development, and progressive law practice.

New Jersey Channel Honors Unanue

Images/Imagenes, NJN Public Television's award-winning Latino public affairs program, presented "The Joseph F. Unanue Story: The Man, The Family, and the Tradition," in April. Joseph F. Unanue, Jr., who served as executive vice president of Goya Foods, Inc., passed away November 28, 1998.

"At 41 years of age, Joseph Unanue was already an icon in the corporate sector," said William Sánchez, series producer. "More important, he was a visionary, an inspirational leader, and a friend to his colleagues and to the Hispanic community. He lost his life to cancer but left a legacy of love and family values we can all admire."

NJN is New Jersey's public telecommunications network and a PBS member.

Ensemble Kalinda at Wright State University

Traditional folk and popular music from Puerto Rico, the West Indies, and Latin America display strong African influences that are also the roots of today's American popular music. Ensemble Kalinda, an eight-member musical group, brought a diversity of influences to Wright State University's (Ohio) Artist Series.

Ensemble Kalinda's repertoire includes Cuban dances, traditional Brazilian song-forms, and Puerto Rican ceremonial pieces. Its musical style includes chants, ska, reggae, and calypso. The kalinda is considered "the universal Caribbean dance," and has been danced since the late 17th Century. Eventually the music reached New Orleans, and it continues to be danced today in Trinidad and in Carriacou.

Sánchez-Mulcahy Shows Dedication at University of New Mexico

Deanna Sánchez-Mulcahy, manager of enrollment services for the University of New Mexico's (UNM's) continuing education non-degree credit program, and academic advisor Sonya Ewan track the progress of approximately 4,000 students per semester at UNM.

"We strive to provide the best and most convenient student services," said Sánchez-Mulcahy.

She was on the planning committee for the annual New Mexico Academic Advisors Association conference, held in March; is a scholarship chair on the board of directors of the Association for Non-Traditional Students in Higher Education, whose conference will be held in October; and she meets monthly with UNM advisors to discuss professional development, procedural changes, and core curriculum issues.

Denoya Named Fulbright Scholar

Dr. Laila E. Denoya has been selected for a J. William Fulbright Scholar award in Honduras during the 1999-2000 academic year. Denoya was the director and principal investigator of the Upward Bound Program at State University of New York-Fredonia.

Over the past 15 years, Denoya has been responsible for establishing and directing pre-college programs with funding from the National Science foundation, which has invited her to serve as a primary grant reader, as has the U. S. Department of Education.

Denoya has a bachelor's degree from the Central University of Venezuela, and a master's and doctorate from the University of Pittsburgh.

Vergara Photos to be Exhibited at Cooper-Hewitt

The photographs of documentarian Camilo José Vergara, revealing profound changes in the built environment of Los Angeles County, will be exhibited at Cooper-Hewitt, National Design Museum, Smithsonian Institution, 2 East 91st Street in New York City. On view June 29 through Sept. 5, "El Nuevo Mundo: The Landscape of Latino Los Angeles" is Vergara's personal account of the transformation in the physical character of Los

Angeles County as its population has become increasingly Latino.

"Far from seeking a place to reinvent themselves, Latinos are desperately trying to keep in close contact with their families and their culture," says Vergara. "In a place so culturally different from home, they want to maintain their identity."

Valis Earns Tenure at Yale

Professor of Spanish Noël Valis, an authority on Spanish peninsular literature who has taught such topics as 19th-Century literature, the post-Civil War Spanish novel, and the theme of Spain in Spanish literature, has been appointed to a tenured position at Yale University (Conn.).

Valis, who also has taught modern Spanish theater and contemporary Spanish women novelists, is the author of *The Decadent Vision in Leopoldo Alas* and *The Novels of Jacinto Octavio Picón*, and co-edited *In the Feminine Mode: Essays on Hispanic Women Writers*.

A Phi Beta Kappa graduate of Douglass College, Valis received her doctorate from Bryn Mawr College.

Graduate Education Recognized by Women and Minorities

Years of work as a psychiatric nurse convinced Lucy Montes-Sandoval to return to New Mexico State University (NMSU) for a doctoral degree. Owning three degrees in nursing from NMSU, Montes-Sandoval believes a doctorate will take her to the "next plateau." She is among increasing numbers of women and minority students who see graduate school as leading to more successful careers, said NMSU graduate school dean Tim Pettibone. Women make up 53 percent of the 2,378 graduate students at NMSU, while total minorities account for 25 percent, and Hispanics make up 21 percent.

Pettibone notes that enrollment in education and health and social services has steadily increased over the past five years.

González Named VP at University of North Texas Center

Adela N. González was appointed vice president for administration and institutional diversity at the University of North Texas Health Science Center in Fort Worth.

González is responsible for administrative services, human resources, community relations, and for coordinating multicultural enrichment programs for students, faculty, and staff. She has held several posts at the Health Science Center since her appointment as acting director of the Public Health Program in 1994. She is the former director of the Department of Health and Human Service for the City of Dallas.

Viramontes Speaks at Texas A&M-Corpus Christi

Critically acclaimed Chicana author Helena María Viramontes read from and discussed her work during Women's History Month at Texas A&M University-Corpus Christi.

Currently an assistant professor of English at Cornell University, Viramontes has written three novels (most recently, *Their Dogs Came with Them*) and co-authored two anthologies. She has a bachelor's degree from Immaculate Heart College and a master's from the University of California-Irvine.

García y Griego to Direct Texas-Arlington Mexican-American Center

Manuel García y Griego, an international expert in U.S.-Mexico relations and immigration issues, has been appointed director of the University of Texas-Arlington's (UTA's) Center for Mexican-American Studies (CMAS), starting in September. García y Griego is a political science professor at the University of California-Irvine. He will be an associate professor of political science at UTA.

"I am impressed with García y Griego's experience in designing and administering Chicano/Latino studies programs in California institutions and at institutions in Mexico," said UTA provost George Wright.

Visit the UTA-CMAS Web site at <www.uta.edu/cmas>.

PLACES

Grants & News from DeWitt Wallace-Reader's Digest Fund

It is well known that the children of parents who are involved in their education do well in school. And that well-equipped teachers can help their students reach higher standards. To help teach parents how to advocate for and support their children in school, and to help support networks develop exemplary teacher preparation programs, the DeWitt Wallace-Reader's Digest Fund awarded more than $1.2 million to the following organizations:

- Interfaith Education Fund (Austin, Texas), $600,000 over three years
- Alliance for Children and Families, Inc. (Milwaukee, Wis.), $316,000 over two years
- American Association of Colleges for Teacher Education (Washington, D.C.), $150,000
- The Institute for Educational Inquiry (Seattle, Wash.), $149,000

DaimlerChrysler Contributes to Hispanic Education Funds

Jaime Vélez, 17, received a $5,000 scholarship from the DaimlerChrysler Corporation at the 4th Annual Hispanic Business 500 Salute in San Francisco. The automaker was a Gold Sponsor of the Salute, which honored Bay Area Latino entrepreneurs included in *Hispanic*

Business Magazine's annual list of top 500 business leaders.

DaimlerChrysler made a $10,000 contribution to the Kiwanis Club of Little Havana

(President Manuel González is pictured here on the right) Classic Scholarship Fund during the Carnaval Miami Golf. The scholarship, established for Hispanic students with financial difficulties, has enabled 20 recipients to graduate from college and 34 more to continue their studies.

"We are very pleased to offer economic support to deserving Hispanic students to help put them on the road to a college education," said Joseph H. Casola (on left), DaimlerChrysler vice president of marketing operations.

Language Colloquium at Loyola College

The 1999 Colloquium on Language, Literature, and Society at Loyola College (Md.) in April featured four speakers addressing the theme, "The Women of the Caribbean Diaspora."

Maria Magdalena Campos-Pons, a Cuban native of Nigerian descent, lectured on "Unfolding Desires." Currently a resident artist at Radcliffe College, Campos-Pons incorporates her memories of Cuba and Afro-Cuban beliefs of Santeria in her works. Columbia University professor Maryse Condé, an author and native of Guadalupe who spent 12 years in Mali, read from her work and answered questions. Puerto Rican poet, novelist, and short story author Rosario Ferre, who occasionally teaches at Johns Hopkins University, read selections from her work. Dr. Myriam Chancy, a native of Port-au-Prince, Haiti, and associate professor at Arizona State University, discussed the silence of Haitian women.

Texas A&M-Kingsville Receives Grant for Bio Research

The National Institute of Health awarded Texas A&M University-Kingsville's National Institutes of Health/Minority Biomedical Research Support (NIH/MBRS) program $380,640. The purpose of the grant is to try to attract minority students into scientific careers, said Dr. Enrique Massa, assistant biology professor and director of the NIH/MBRS program.

This is the first time in the 24-year history of the grant that it has had three investigators–Massa, Dr. John C. Pérez, biology professor, and Dr. Jamie C. Laurenz, assistant animal and wildlife sciences professor. The investigators are examining key aspects of biomedical research and providing data and information regarding questions of biomedical relevance and importance.

Mi Barrio Primero at New Mexico Highlands

La Compañia presented *Mi Barrio Primero*, by playwright M. Salomé Martinez, at New Mexico Highlands University in March. A successor to the Martinez play *Estoy en el rincón*, *Mi Barrio Primero* addresses two of the most pressing issues facing communities–youth alienation and gang violence.

In *Mi Barrio Primero*, Martinez explores the culture of gangs, including the web of community lies and self-deceptions that breed them. But it also alludes to a sense of belonging and space to be preserved and protected.

Intel Partnership Benefits Texas-Pan American

In March, the University of Texas-Pan American (UTPA) received a gift of Pentium® III computers from the Intel Corporation. Throughout the years, Intel has donated more than $14 million worth of equipment and scholarships to UTPA, the only comprehensive university in the predominantly Hispanic Rio Grande Valley of South Texas.

"We feel very fortunate to have a corporate partner like Intel," said Dr. Miguel A. Nevárez, president of UTPA (pictured here). "The contributions of funding, equipment, and intellectual capital help us provide students with the most advanced education in the high tech field."

The Midwest Hispanic Student Leadership Conference

The United States Hispanic Leadership Institute sponsored the recent spring Midwest Hispanic Student Leadership Conference (MHSLC), held in Chicago. The featured speakers were Illinois Congressman Luis V. Gutiérrez, and Dr. Estela López (pictured here), provost at Northeastern Illinois University. Hispanic student leaders representing approximately 80 colleges attended.

The MHSLC seeks to develop student leadership skills, promote unity among Hispanic students in colleges and universities, and advocate the implementation of the Collegiate Leadership Development Program.

Seminar on the Amazon at Long Island University-Brooklyn

Dr. Eloy Rodríguez, a professor of environmental studies at Cornell University and an expert on rainforest biomedicines, presented a special seminar, "Exploring the Amazon Jungle for Novel Medicines: Entomedicines from Giant Antheads and Antitumor Drugs from Tropical Vines," at Long Island University-Brooklyn (N.Y.).

Considered one of the world's leading plant chemists, Rodriguez is part naturalist and part explorer. He looks to nature as a source of beneficial and medicinal substances through interdisciplinary research.

Congressional Budget Resolution Misguided, Says National Council of La Raza

The National Council of La Raza (NCLR) is deeply concerned over certain Congressional budget resolutions, passed by both the U.S. Senate and House of Representatives, that threaten to funnel scarce federal resources away from critical domestic programs to pay for a significant tax cut that would largely benefit the wealthiest Americans.

The resolutions impose direct cuts for fiscal year 2000 in justice and international program areas. The resolutions impose cuts in a range of domestic program areas that could result in deep cuts for Head Start, summer jobs, housing assistance, health services for women and children, and the Women, Infants and Children program.

NCLR President Raúl Yzaguirre released a statement saying that Republican leadership's budget proposal promises to decimate the very programs that are vital to preparing America's future workforce.

International Friendship Festival at U.S. International University

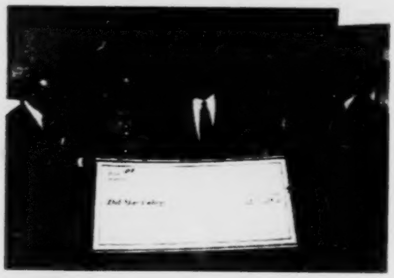
United States International University's (USIU's) 10th annual International Friendship Festival was held in May. The day-long, outdoor event featured food, crafts, and entertainment from around the world. Many international student clubs–students from more than 70 countries attend USIU–sponsored booths highlighting food and crafts from their home countries, such as Thailand, Kenya, Mexico, Germany, Indonesia, Korea, and others.

Performers included East Indian recording artist Maya, Mal Jaeger and the Edelweiss Band, belly dancer Meleah, flamenco with Adrianna de Cillo, and the Runningpath Native American Dancers.

Del Mar College Receives Workforce Grants

The Texas Workforce Commission (TWC) awarded Del Mar College three Skills Development Fund Grants totaling $267,147.

"Every time a dollar is spent to improve someone's skills, it enables that person to make better wages to support themselves and their families while at the same time help the Coastal Bend economy," said Texas State Rep. Gene Seaman. Combined, the TWC grants provide funding to train 322 individuals and create 162 new jobs in the Coastal Bend area.



Pictured here, Seaman (left) presents a check to Mark P. Costello, of SEMTECH Corporation; Bob Cuvelier, vice president of Rabalais I&E Constructors; Jay L. Posze, of KOCH Refining Company; and Bud Harris, dean of Del Mar College's Center for Business and Community Education.

International Day at Salem Community College

Salem Community College's (N.J.) United Nations Organization sponsored "International Day" in March. The annual event celebrates cultural diversity on campus. Participants sampled ethnic foods and enjoyed music, dancing, and multicultural decorations.

University of Redlands Town and Gown Honorees

Each year, Town and Gown, a University of Redlands (Calif.) support group, honors 10 outstanding local women at its "A Woman's Place Is Every Place" luncheon. The women are recognized for their achievements in work and in community service.

Pictured here are, left to right, Judith Valles, the second woman to hold the position of mayor of San Bernardino; Connie Cisneros, the first Hispanic woman elected to the Colton City Council, where she served for 19 years; Gloria Macías Harrison, Crafton Hills College vice president of instruction, and founder of *El Chicano* newspaper; and Joann Roberts, owner of the Phenix Information Center, the largest African American bookstore in the Inland Empire.

Other honorees included Carol Baker, Kay Beattie, Gloria Lynch, Martha Flumer Mendoza, Angie Westengard, and Peggy Fouke Wortz.

10th Annual Latino Youth Conference at Citrus College

Citrus College (Calif.) recently celebrated its 10th annual Latino Youth Conference.

The keynote speaker was Dr. Michael Hurtado, interim dean of continuing education at Citrus. In step with the theme "Si Se Puede," Hurtado talked about the choices he made in life and how Citrus instructors helped him to make the choice to succeed while he was a college student. "It's a great time to be Latino. Society is experiencing a renaissance of the Latino culture," said Hurtado.

The conference aims to attract Latino students to Citrus. "The presenters at the workshops serve as role models to the students, which encourages them to continue on with their education," stated Laura Garcia, Citrus College transfer advisor.

U.S.-Mexico Conference at Texas-Pan American

The University of Texas-Pan American (UTPA), in cooperation with the Universidad Autonoma de Nuevo Leon (UANL), hosted their first U.S.-Mexico conference in accounting and business.

The goal of the conference was to promote and foster intellectual discussions between UTPA and Nuevo Leon, according to Dr. Lino Garcia, Jr., assistant vice president for academic affairs for international programs at UTPA. "Hopefully this conference will stimulate and increase joint research projects between students and faculty from both universities," said Garcia.

Topics included international business in the year 2000, the evolution of value-added tax rates and government tax revenues in Mexico, the association between UANL and the North American International Trade Corridor, the Foreign Corrupt Practices Act, and current immigration issues.

Cal State-Dominguez Studies Latino/Chicano Dropout Rate

Scholars, students, and community members gathered at California State University-Dominguez Hills (CSUDH) in April to examine a statewide problem: the high dropout rate of Latino/Chicano students from California's colleges and universities. The dropout rate has been estimated as high as 50 percent.

Speakers at "The Fourth Annual Conference on the Retention of Latino Students in Higher Education" included assemblywoman Sally Morales Havice and Maria Santos, senior director of employment services at the CSU chancellor's office.

"The high dropout rate of Latinos/Chicanos represents a tremendous economic loss for everyone in the state," said Dr. Miguel Dominguez (pictured here), conference coordinator.

Spanish Studies Partnership at Towson

Recognizing the increasing need for certified Spanish teachers in Baltimore County, Md., middle and high schools, the department of modern languages at Towson University has formed the "Partnership for Spanish Studies" with Baltimore County public schools.

The partnership will consist of instructional courses targeted at Baltimore County language teachers who are seeking certification in Spanish. Most of the courses will be taught at local high schools. The first course offered this spring, "Spanish Composition and Conversation for Teachers," is being taught by Dr. Jorge Giro (pictured at right), chairperson of the department of modern languages, and Dr. Beverly Leetch (left), associate dean of the College of Liberal Arts and associate professor of Spanish.

More Hispanics Entering Texas Medical School

The University of Texas Health Science Center is among the nation's leaders in training Hispanic physicians. The medical school enrolled 36 Hispanic students in 1995, 38 in 1998, and 42 in 1999.

Like gender or place of birth, ethnicity does not determine whether or not a person will succeed in medical school. The things that matter most are intelligence, preparation, aptitude, and desire. Pictured here, Cyndi Velásquez, who attended the University of the Incarnate Word, and Manuel Ybarra, who graduated from St. Mary's University-San Antonio, are two who are impressed with the medical school. Velásquez and Ybarra, initially amazed to have classmates from Yale and Harvard, are confident they have what it takes to "make a difference." They helped organize the spring meeting of the Texas Association of Latin American Medical Students.

PUBLICATIONS

Puerto Rico's Revolt for Independence: El Grito de Lares

by Olga Jiménez de Wagenheim

PUERTO RICO'S
REVOLT FOR INDEPENDENCE
El Grito de Lares
OLGA JIMÉNEZ WAGENHEIM

This book interprets Puerto Rico's first and most significant attempt to end its colonial dependence on Spain. The author explores why the island's independence movement began decades after Spain's other colonies of the region had revolted.

1993
128 pgs.
ISBN 1-55876-071-7
$12.95 paper
Markus Wiener Pub.
(732) 225-2727

The White Minority in the Caribbean

Howard Johnson and Karl Watson, eds.

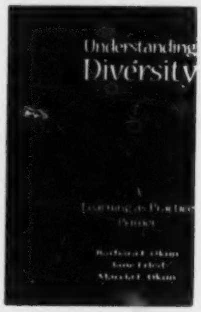
WHITE MINORITY
CARIBBEAN

This collection of essays by historians, anthropologists, and a political scientist represents an attempt to locate a discussion of the White minority in the Caribbean in the mainstream of the social scientific literature on the region. This is especially important because White minorities–particularly in their elite dimensions–continue to exercise a political and economic influence disproportionate to their numbers.

1998
179 pgs.
ISBN 1-55876-161-6
$18.95 paper
Markus Wiener Pub.
(732) 225-2727

Understanding Diversity: A Learning-as-Practice Primer

by Barbara F. Okun, Jane Fried, and Marcia L. Okun



By using readers' own personal development as the framework for appreciating others, the authors turn the field of multicultural studies inside out. Readers will learn that diversity is not about borders and groups, but about people and perspectives.

1999
288 pgs.
ISBN 0-534-34810-6
$30.95 paper
Brooks/Cole Pub.
(800) 354-9706

Victoria Ocampo: Writer, Feminist, Woman of the World

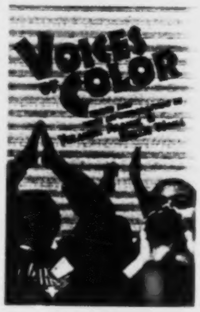
by Patricia Owen Steiner

Victoria Ocampo, the powerful Argentine writer and publisher, was a key figure in Twentieth-Century Latin American letters. Until now, most of her work has been unavailable in English. This book makes Ocampo's memoirs, letters, and essays accessible to readers with interests in autobiography, in the literature and culture of Latin America, and in the development of feminist thought.

February 1999
190 pgs.
ISBN 0-8263-2004-X
$19.95 paper
University of New Mexico Press
(800) 249-7737

Voices of Color

Yolanda Alaniz and Nellie Wong, eds.



In 35 lively articles, Chicana/o, African American, Asian/Pacific American, and Native American women and men address issues ranging from self-identity to land rights, from bias in the entertainment industry to organizing efforts for affirmative action and bilingual education, from confrontations with racism, sexism, and homophobia to inspiring life stories and victories.

February 1999
160 pgs.
ISBN 0-932323-05-7
$12.95 paper
Red Letter Press
(206) 682-0990

MLA Directory of Scholarly Presses in Language and Literature

James L. Harner, ed.

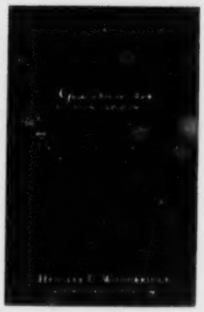
MLA Directory of Scholarly Presses in Language and Literature
Second Edition

A companion to the *MLA Directory of Periodicals*, this book describes the fields of interest, submission requirements, contract provisions, and editorial procedures of scholarly publishers of book-length literary and linguistic studies.

1996
295 pgs.
ISBN 87352-680-5
$45.00 cloth
Modern Language Association
(212) 614-6383

Guide to Reference Works for the Study of the Spanish Language and Literature and Spanish American Literature

by Hensley C. Woodbridge



This book has a twofold purpose. Graduate students in Spanish can use it to learn about some of the most important reference works in their field of interest, and librarians can use it as an aid in developing reference collections in Spanish language and literature and Spanish-American literature.

1997
236 pgs.
ISBN 0-87352-968-5
$18.00 paper
Modern Language Association
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Good Neighbors: Communicating with the Mexicans

by John C. Condon

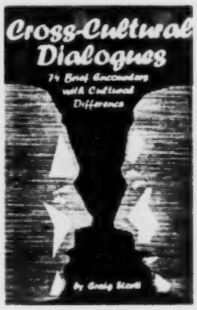
Good Neighbors
Communicating with the Mexicans

John Condon, with remarkable economy of words and striking insightfulness, shows how the cultures of Mexico and the U.S. differ, how Mexicans and North Americans misperceive each other, and perhaps most important, what can be done to bridge the gap.

1997
88 pgs.
ISBN 1-877864-53-6
$13.95 paper
Intercultural Press
(800) 370-2665

Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference

by Craig Storti

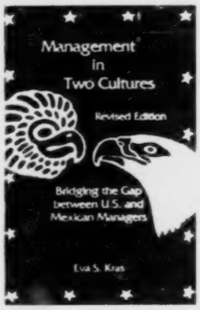


This is a collection of brief conversations (4-8 lines) between an American and someone from another country and culture. Short as each dialogue is, it has buried within it at least one, and usually several, breaches of cultural norms that the reader is challenged to figure out.

1994
140 pgs.
ISBN 1-877864-28-5
$16.95 paper
Intercultural Press
(800) 370-2665

Management in Two Cultures: Bridging the Gap Between U.S. and Mexican Managers

by Eva S. Kras


Management in Two Cultures
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Bridging the Gap between U.S. and Mexican Managers
Eva S. Kras

In this book, Eva Kras has provided us with an updated book that confronts head-on the problems that arise out of the cultural differences between U.S. and Mexican managers.

1995
104 pgs.
ISBN 1-877864-32-3
$15.95 paper
Intercultural Press
(800) 370-2665

Reaching Out/Dame la Mano

by Guido A. Barrientos and Harmon M. Hosch

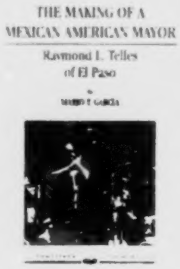
Reaching Out
Dame la Mano

This bilingual, bicultural study examines the types of stress-producing problems experienced by urban families in El Paso, Ciudad Juárez, Guadalajara, and Saltillo, and the extent to which Mexican American, Anglo American, and Mexican families utilized mental health facilities and services to help them cope with stress.

1998
184 pgs.
ISBN 0-87404-240-2
$15.00 paper
Texas Western Press
(800) 252-3206

The Making of a Mexican American Mayor: Raymond L. Telles of El Paso

by Mario T. Garcia


THE MAKING OF A MEXICAN AMERICAN MAYOR
Raymond L. Telles of El Paso

Raymond Telles was the first Mexican American mayor of El Paso, Texas, and the most significant Mexican American of all time. This book details his political career from 1948, when he won a hotly contested election for county clerk, to his ambassadorship to Costa Rica.

1998
197 pgs.
ISBN 0-87404-276-3
$12.50 paper
Texas Western Press
(800) 252-3206

CONFERENCES

AAC&U - Summer Institute

June 9-13

The Association of American Colleges and Universities' summer institute: "Diversity: A Catalyst for Institutional Collaboration." At Wheaton College in Norton, Mass.

Contact: Iris C. Jacobs, (202) 387-3760 x.428; e-mail, <meetings@aacunw.dc.us> or <jacobs@aacu.nw.dc.us>.

NAWE National Conference for College Women Student Leaders

June 10-12

NAWE, Advancing Women in Higher Education's 15th annual national conference, "Women Leading: Today and Tomorrow," is designed for women who aspire to or who are currently in leadership roles on campus and in their community. At Georgetown University, Washington, D.C.

Contact: NAWE, (202) 659-9330; e-mail, <nawe@clark.net>; Web site, <www.nawe.org>.

Consortium for Graduate Study in Management

June 11-16

The 33rd Annual Orientation Program and Career Forum, "Facing the Future: The Changing Face of Business," taking place in Orlando, Fla., brings together corporations, universities, and minority business leaders. Lead sponsor is DaimlerChrysler. Included are: Enhancing Interviewing Skills; Negotiating; Money Management; Citibank Work Ethic Exercise; and Diversity Interactive Theater.

Contact: 1-888-658-6814; Web site, <www.cgsm.wustl.edu:8010/>.

LACC - Summer Dance Institute

June 19-26

This Latin American and Caribbean Summer Dance Institute is sponsored by, among others, the Latin American and Caribbean Center at Florida International University in Miami, Fla. Featured are technique classes, scholarly seminars, academic classes, and performances.

Contact: Andrea Mantell-Deidel, (305) 348-2894; e-mail, <indami@fiu.edu>.

Center for the Study of Books in Spanish for Children and Adolescents - Summer Workshop

June 21-23
July 6-8
July 19-21

The Center, at California State University-San Marcos, directed by Isabel Schon, is holding three summer workshops: (June 21-23, 9:00 a.m.-3:00 p.m.) Bilingual Books and Books in English about Latinos for Children and Adolescents. (July 6-8, same) Current

Issues: Books in Spanish for Young Readers, and (July 19-21, same) Literature in Spanish for Children and Adolescents.

Contact: Center, (760) 750-4070.

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>.

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1

Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."

Contact: Irma Prieto, (509) 865-8530; e-mail, <depreito_i@heritage.edu>; Web site, <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16

This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence–Connections in the Post-Cold War Era." In New Haven, Conn.

Contact: I&AS Center, (203) 432-3410; e-mail, <pier.resource@quickmail.yale.edu>. Web site, <www.yale.edu/pieris>.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

Cornell University - Administrative Management Institute

July 25-30

Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACUBO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y. CEUs are available.

Contact: phone, (607) 255-7259; e-mail, <cusp@cornell.edu>; Web site, <www.sce.cornell.edu/html/ami.html>.

NACA - "Celebrating Diversity" Workshop

July 27-August 1

A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.

Contact: phone, (803) 732-6222.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

CORRECTION

Jennifer Finlay is co-author of *Grey Pinstripes with Green Ties: MBA Programs where the Environment Matters*, a WRI report. She is not associated with the Tomás Rivera Policy Institute. We apologize for the error in the May 7, 1999 issue.

AMERICAN UNIVERSITY

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American University Library invites applications for tenure track reference librarians who seek an exciting opportunity to contribute to a newly configured team based reference unit.

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Requirements: ALA accredited M.L.S. Reference experience and experience with electronic information resources. Excellent communication skills. Ability to work independently and collegially in a dynamic environment. Preferred: academic reference experience and library instruction experience. Demonstrated ability to work in a shared decision-making group. Experience in a multicultural environment. All subject backgrounds considered; business/economics or social sciences especially helpful.

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Michele Mikkelsen
Library Personnel Officer
American University Library
4400 Massachusetts Avenue
NW, Washington, DC 20016-8046

The American University is an AA/EEO University committed to a diverse student body, faculty, and staff. Minority and women candidates are encouraged to apply.

Book Review

by Mark Saad Saka, Ph.D.

***Tejano Legacy: Rancheros and Settlers in South Texas, 1734-1900,* by Armando C. Alonzo.** Albuquerque: University of New Mexico Press (1-800-249-7737), 1998. 357 pages. ISBN# 0-8263-1897-5. PB $22.50.

Tejano Legacy is an important study of the Tejano (Mexican American) population of South Texas from the earliest Spanish settlements in the 1730s through the American annexation and its aftermath. Armando C. Alonzo is a professor of history at Texas A&M and a specialist on the borderlands. Alonzo dispels many Anglo myths and stereotypes that hold Mexicans as docile and trapped in a fatalistic culture that failed to adapt to the 19th Century. Indeed, through meticulous archival research and a sophisticated framework of analysis, Alonzo demonstrates that the Tejano people of South Texas proved highly resilient and tenacious in their adaptation to a rapidly changing society.

The first Hispanic families to arrive in South Texas settled along the Rio Grande and established a series of military colonies that formed the genesis of many of the South Texas cities that exist to the present. The military character of these settlements resulted from the continuing threat posed by the Apache and Comanche peoples, who raided northern Mexico in search of livestock, and the Spanish Crown sought to create a buffer between northern Mexico and the mounted nomadic threat. A vibrant ranching economy grew alongside the military encampments, and over the course of the 18th Century, a dynamic and resilient people and culture emerged throughout South Texas.

Tejano Legacy

An important distinction emerged between the Texas ranching economy and the long-established ranches of Central Mexico. In Texas, the Spanish Crown granted heads of households land titles, and a more egalitarian economic base formed as opposed to that in the Central Mexican regions, where large land-holding *haciendas* developed. In addition, race and gender restrictions more characteristic of Mexico City and the Valley of Mexico failed to materialize on the Mexican frontier. This ranchero ethos laid the basis for a regionally distinct culture and identity that continues to mark Tejano society to the present time. Between 1730 and 1836, a stock-raising and export trade economy dominated South Texas, and the growth of an Hispanic ranching society laid the basis for the Southwestern cowboy culture that is so often interpreted as uniquely "American."

The American annexation of the Southwest in 1848 marked a watershed event in the history of Texas although Tejanos remained the majority (85 percent) of the South Texas population for the remainder of the 19th Century. However, even though Anglos constituted a minority population among the Tejano majority, the challenge of an Anglo-dominated political economy threatened to undermine traditional Tejano cultural and social autonomy. Between 1846 and 1900, Anglo economic penetration of the region, dominance of marketing connections, formation of an English-biased judicial system, and increasing Anglo control over the political machinery put Tejanos on the defensive. Yet in spite of the challenges of the new order, Tejanos defended their interests in an increasingly difficult environment.

Alonzo points out a number of factors to demonstrate the vibrancy of the Tejano peoples during the 19th Century. First, the Tejano family served as the nucleus of culture and society; and the persistence of family values, adoption practices, religious faith, holiday celebrations, music, dances, and language transmitted Tejano culture from one generation to the next. Second, Tejanos placed tremendous value and importance on education and thus founded numerous schools, both parochial and public. This is an important issue for Hispanics as it relates to secondary and higher education. Popular Anglo myth in Texas has often stressed the fatalistic nature of Mexican culture and a general lack of interest among Mexicans in education. Alonzo's work dispels this stereotype by demonstrating the long-held interest among Tejanos in education for their children. Third, Alonzo underscores the popular participation and seriousness that Tejanos held toward politics. Throughout the Nineteenth Century, Tejanos declared their right to vote and actively participated in the electoral process. Finally, Tejanos held their own when it came to landholding, a crucial issue in an agricultural and ranching economy. Tejanos fought in the courts for the right to maintain their ancestral lands, and this allowed for an expansion of the ranching economy until the 1890s.

The strength of this book is its demonstration of a determined and flexible people who survived and prospered during decades of tremendous change and upheaval, fighting, in some circumstances, overwhelming odds and a market economy that impeded economic and political mobility. Professor Alonzo has produced for us an important work on the ingenuity of the Tejano people, a legacy that serves as a model for Hispanic youth, and a legacy for all Americans to appreciate.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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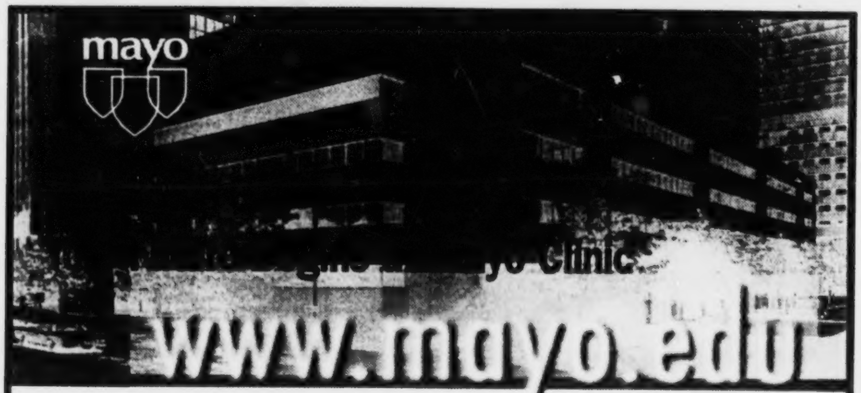

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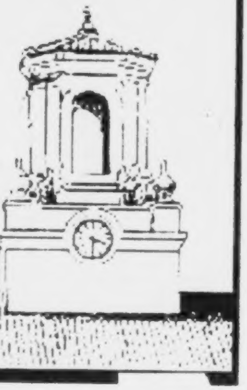

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Shaune Sissac, Search Coordinator
Assistant Director of Campus Recreation
Room 2560 Student Services Building
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Chicago, IL 60607-7164

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University of Maryland, College Park

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SENIOR MAJOR GIFTS OFFICERS
2 positions - Western Region and New York Metro

Resource Development's Office of Individual Giving seeks two individuals to represent the Institute in defined geographical regions for the purpose of resource development. The Institute is in the nucleus phase of a major capital campaign. As part of a regional team (Western Region and New York Metro), will cultivate and solicit major gifts from individuals; identify, recruit, and motivate alumni and friends as volunteer solicitors; manage and coordinate the volunteers' development activities including the cultivation and solicitation of all prospects with gift potential of $50,000 to $1,000,000; and assume supervisory and administrative responsibilities as assigned. Will also work with members of the Corporation Development Committee to initiate recruitment activities; understand and be responsive to local concerns, attitudes, and issues; arrange for volunteers and prospects to visit the campus and meet with appropriate MIT staff and faculty; and counsel Institute officers on solicitation strategies to be followed for selected prospective donors.

Requirements: a bachelor's degree. Five or more years of fund-raising experience in an educational organization preferred, but experience in a profession with comparable personal contact will be considered. Must be articulate and have well proven human relations and communications skills. Must be familiar with business travel and prepared to spend 30 percent or more time in the region to which assigned. Must have demonstrated capacity to deal effectively, with poise and confidence, with potentially large benefactors of the Institute, including direct solicitation. Must have a proven record of accomplishment in a position requiring independent planning and efficient utilization of time and other resources. Familiarity with the business markets within these territories a plus. **Western Region, Job No. 99-0347A; New York Metro, Job No. 99-0348A**

Interested candidates should submit a resume and cover letter referencing the appropriate Job No. to: **William Cain, MIT Personnel, PO Box 391229, Cambridge, MA 02139-0013. To apply on-line: web.mit.edu/personnel/www/resume.htm**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

Northwest
TECHNICAL COLLEGE

Vice President - Academic Affairs

Northwest Technical College, under the leadership of President Dr. R. Swanson has a vacancy for a full-time Vice President-Academic Affairs. Master's degree required, Doctorate preferred. Must have ten (10) years experience in Administrative Academic Leadership in a higher education institution. Multi-campus experience preferred. This position is responsible for developing, implementing and managing a comprehensive program of customer education and consulting services for individuals, organizations and businesses. Visionary leadership in a changing environment, evidence of a strong commitment and support to academic excellence in Technical education. This position requires extensive travel among the five campuses of the college and the physical and psychological endurance to maintain a vigorous daily schedule. Relocation package available. Send letter of application and resume to **Linda Erickson, Human Resource Director, Northwest Technical College, 900 Highway 34 East Detroit Lakes, MN 56501** or fax to **(218) 846-0444.**

Application review will begin on June 15, 1999. Open until filled.

Equal Opportunity/Affirmative Action Educator and Employer

RETINA/VITREOUS/GENETICS

Storm Eye Institute seeks candidates to fill two faculty positions. **RETINA/VITREOUS:** Fellowship trained clinician and investigator in the field of Retina/Vitreous. Board certified. Senior physician with academic experience preferred. Excellent research collaboration opportunities. **RETINA/GENETICS:** Full time research position for PhD or MD to conduct research in the area of retinal cell biology or ocular genetics of retinal diseases. Large patient base for clinically related studies. Preference will be given to candidates with existing grant support and productive publication record. Growing faculty of 17 in a recently expanded university eye institute. Rapidly growing practice, competitive salary, excellent benefits. Applications accepted until positions filled. Cover letter, CV and names of 3 references to

M. Edward Wilson, MD, Chairman, Department of Ophthalmology, Medical University of South Carolina, 167 Ashley Ave., P.O. Box 250676, Charleston, SC 29425; FAX 843/792-1166 EQUAL OPPORTUNITY EMPLOYER. M/F/H. QUALIFIED MINORITY WOMEN AND DISABLED CANDIDATES ARE ENCOURAGED TO APPLY

Opportunity for Success

HIGH SCHOOL PRINCIPAL
MOUNTAIN VIEW-LOS ALTOS
UNION HIGH SCHOOL DISTRICT

District with Vision for Excellence, 3000 ADA and Nationally Distinguished Schools seeks Principal for Los Altos High School. Essential qualities:

- Outgoing, positive
- Able to motivate and lead students, parents and staff
- Understands and values diversity
- Can build a strong educational leadership team

Salary up to $96,977 with full benefits. MA & Doctorate stipends.

Application deadline: June 10, 3:30 PM

For Application contact:

Mr. Steve Hope, Asst. Supt., Personnel
MV LA Union High School District
1299 Bryant Avenue, Mountain View, CA 94040
Phone: (650) 940-4652; Fax: (650) 961-1346
E-mail: steve.hope@mvla.net

Washtenaw Community College

FACULTY OPENINGS

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking qualified individuals for several faculty openings.

Application deadline for the following positions is July 2, 1999.

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTOR

Masters degree with an emphasis in ESL or in applied linguistics, and equivalent of two years teaching experience (900 contact hours) in ESL/EFL (some experience in EAP).

COMPUTER INFORMATION SYSTEMS INSTRUCTOR/NETWORKING SPECIALTY

Bachelor's degree in computer information systems, management information systems, computer science or related field, three years full time work experience in industry with emphasis on networking, and one year teaching experience (450 contact hours).

FLUID POWER/ROBOTICS INSTRUCTOR

Bachelors degree in related field, two years full time work experience in industry or military in related field, and one year teaching experience (450 contact hours).

NETWORKING AND ELECTRICITY/ELECTRONICS INSTRUCTOR

Bachelors degree in related engineering/technical field, two years full time commercial and/or military experience in computer/communications networking hardware maintenance and one year teaching experience (450 contact hours).

PASTRY CHEF INSTRUCTOR

Associates degree, five years of practical industry experience as a certified executive pastry chef in major hotel, restaurants or institutions and previous experience teaching baking and pastry arts in a post-secondary technical education program.

Initial annual base salary range for these position is $34,330-$45,980, dependent upon education and work experience, base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits. Anticipated date of appointment for these positions are for the Fall 1999 semester.

Send completed application form, all college transcripts (student copies acceptable), statement of number of clock hours (if required), to **Washtenaw Community College, Office of Human Resource Management, 4800 E. Huron River Dr., Ann Arbor, MI 48106 (734) 973-3497. Job Hotline (734) 973-3510.**

FOR JOB POSTINGS SEE OUR WEB SITE AT
http://www.washtenaw.cc.mi.us/jobs/

AA/EEO/ADA employer

KEAN UNIVERSITY
ANTICIPATED POSITIONS

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

PROFESSIONAL POSITIONS

CENTER FOR NEW STUDENTS - Assistant Director for Transfer and Evening Student Services. Full-time, twelve month position; coordinates comprehensive services and activities for evening students as well as orientation programs, general advisement and registration, counseling for both transfer and evening students and their families. Assists in the development and monitoring of the transfer/evening student program budgets, development and dissemination of public relations materials and other publications for evening and transfer students. Bachelor's degree supplemented by Master's degree in counselor education, psychology, higher education, administration or related field, three to five years professional experience and outstanding written, oral and interpersonal communication skills required. Experience working with both Colleague and advanced software applications desirable. ***Director: Ms. Peggy Melchione, Center for New Students.***

FINANCIAL AID - Assistant Director for Computer Support. Under supervision of the Director, will assist in managing and operating the office's automated financial aid systems including Colleague, Ed Express, Direct Loans and NJ Gateway. Responsibilities will include assistance in developing system and/or electronic support for office operational procedures, generation of management and statistical reports, oversight of interfaces with outside agencies and liaison to the University Computer Center. Bachelor's degree and three years experience with automated financial systems required; Master's degree preferred. Ability to adapt new technology to address existing and emergent information and operational needs, excellent communication and analytical skills and experience in higher educational financial aid office important. Colleague experience desirable. ***Director: Diane Earley, Financial Aid.***

EXCEPTIONAL EDUCATIONAL OPPORTUNITIES (EEO) PROGRAM - Counselor/Academic Advisor. Full-time, twelve month position reporting to Director of EEO Program. Provides group and individual counseling and advisement related to academic programs, personal and social adjustment, financial aid and career planning. Organizes and conducts activities to enhance student development and academic advisement, maintains files and records, writes reports, makes recruitment presentations and teaches Freshman Seminar, assists with coordination of a program support component. Additional responsibilities may be assigned by Director as appropriate. Requirements include Bachelor's degree; Master's degree preferred in counseling, psychology, social work or related field; minimum of three years experience counseling educationally and economically challenged college students, excellent communication and human relations skills. ***Director: Ms. Beverly Berry Baker, Exceptional Educational Opportunities (EEO) Program.***

APPLICATION, SALARY, BENEFITS INFORMATION

Application review begins immediately and continues until appointment is made. Send letter of interest, up-to-date resume, names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to Director as identified. **KEAN UNIVERSITY, Morris Avenue, Union, New Jersey 07083.** Salary is commensurate with qualifications and experience. Comprehensive benefits program included. **KEAN UNIVERSITY IS AN EEO/AA INSTITUTION.**

KEAN
UNIVERSITY

MARKETING ASSOCIATE PROFESSOR
Tenure Track Position - Fall 1999
WESTERN CONNECTICUT STATE UNIVERSITY

DUTIES: Teach Marketing Management and marketing electives at the undergraduate and graduate levels in the day and evening programs. Requirements: proven teaching ability at the undergraduate and graduate level; ability to use technology to facilitate learning and teaching; relevant business experience, academic or work experience in multinational marketing and/or direct marketing; demonstrated research abilities; doctorate in Marketing from an AACSB accredited university. The department maintains cooperative relationships with many regional businesses and has a distinctive industry-supported program in Interactive Marketing. Submit cover letter, current vita, undergraduate and graduate transcripts and three letters of recommendation to **Dr. Ronald Drozdenko, Marketing Department, WCSU 181 White St., Danbury, CT 06810. Application Deadline is June 18, 1999. Phone (203) 837-8776. Email: DROZDENKO@WCSU.EDU**

AA/EOEE

AAMC ASSOCIATION OF AMERICAN MEDICAL COLLEGES

Washington, D.C.

VICE PRESIDENT FOR DIVISION OF COMMUNITY AND MINORITY PROGRAMS

Summary

The Association of American Medical Colleges, the policy and advocacy organization for medical schools and teaching hospitals, seeks a Vice President for Community and Minority Programs. Reporting to the President, this person will lead the efforts to advance the interests of underrepresented minority medical students and medical school faculty, as well as enhancing the prominence of population-based, community-oriented, public health concerns within academic medicine.

The Vice President of Community and Minority Affairs must have an established reputation in promoting minority participation in higher education. Doctoral degree is required.

All inquiries, nominations, and applications should be directed to:

Office of Human Resources
The Association of American Medical Colleges
2450 N Street N.W.
Washington, D.C. 20037
Attention: Search Committee
E-Mail: dkarimah@aamc.org

The AAMC is an equal opportunity/affirmative action employer with a longstanding commitment to diversity. We actively seek a diverse pool of candidates in this search.

OSWEGO

HEALTH PROMOTION COORDINATOR

Oswego State University Division of Student Affairs invites applications for Health Promotion Coordinator. The Health Promotion Coordinator will be responsible for the assessment, program planning, implementation and evaluation of a prevention education program which includes, but is not limited to, alcohol and other drugs, violence, sexual health, and community health issues. Additional responsibilities include the following: supervision of student staff, collaboration with student health center staff in the implementation of health education, budget management and grant writing, social marketing campaigns, curriculum infusion, and committee service. Evening hours are expected in order to work with peer educators and to present programs. **QUALIFICATIONS:** Master's degree in health education/promotion is required. Additionally, the candidate must possess the following skills and qualifications: three (3) years professional health education experience in a higher education setting, experience with peer education based health programs, experience in working directly with college students, experience in presenting prevention education workshops and seminars, excellence in written and oral communication skills, and in small and large group process. This is a full-time, 12-month staff position in the Division of Student Affairs to begin August 1, 1999. Send a letter of application, resume, official transcripts, and three letters of reference to **Ms. Katsura Kurita, Chair of Search Committee, 303 Culkin Hall, Oswego State University, Oswego, New York 13126.** Review of applications will begin June 28, 1999 and will continue until the position is filled. Oswego State University is an Affirmative Action Employer.

1288

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LAREDO
COMMUNITY
COLLEGE

HEALTH OCCUPATIONS LAB INSTRUCTOR

Non-Tenure Track

MINIMUM QUALIFICATIONS:

- Licensed Vocational Nursing Certificate-LVN
- Knowledge and vocational-technical skills training in the Health field
- Three years clinical work experience. Prefer one and half years of post-secondary vocational-technical training in the Health field.

APPLICATION DEADLINE: Open until filled

RADIOLOGY TECHNOLOGY INSTRUCTOR/PROGRAM DIRECTOR

Tenure-Track

MINIMUM QUALIFICATIONS:

- Bachelor's Degree: Degree should include components in radiologic technology (Master's Degree in vocational education or related clinical field, preferred)
- Three years full-time clinical work experience in teaching field
- Minimum of two years teaching experience required to meet JRCERT Standards
- American Registry of Radiologic Technology (ARRT) active certification or active registration in the pertinent discipline

APPLICATION DEADLINE: June 18, 1999 for full consideration

(Applications will be accepted until position is filled)

NURSING INSTRUCTOR

Tenure-Track

MINIMUM QUALIFICATIONS:

- Master's Degree with a major in nursing
- Current Texas RN License, or eligible for RN License in the state of Texas
- Three years experience in Nursing Practice (three years teaching experience in an Associate Degree Nursing Program, preferred)

APPLICATION DEADLINE: June 18, 1999 for full consideration

(Applications will be accepted until position is filled)

COMPENSATION: Salary is commensurate with degree and experience

LCC OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS.

Please request position description and application packet from:

Laredo Community College
Department of Human Resources
West End Washington St; Laredo, Texas 78040
Tel: (956) 721-5138; Fax: (956) 721-5367

Laredo Community College is an
Equal Opportunity/AA Employer M/F/D/V

EDUCATIONAL OPPORTUNITIES

Governors State University is an upper-division and graduate level institution in the State of Illinois, serving over 9,000 students annually in the Colleges of Arts and Sciences, Business and Public Administration, Education and Health Professionals. The university's main campus is located in University Park, approximately 35 miles south of Chicago. GSU's primary mission is teaching and providing quality education to its culturally and economically diverse, lifelong learners. We are currently seeking to fill the following vacancies. Nominations and applications should be forwarded to the respective Search Committee.

SOCIAL WORK FACULTY

Three faculty positions are available in the Social Work Program. The positions are available August 1999 and involve teaching generalist practice in a program committed to preparing generalist social workers who will provide culturally competent service and leadership in the surrounding multi-racial, multi-ethnic, urban-suburban and rural communities.

BSW Program is seeking a Full-time, tenure track University Professor of Social Work in a small, developing program with CSWE accreditation, reaffirmed until 2006.

- 3-5 years of BSW or MSW level teaching experience in a CSWE accredited program.
- MSW with a minimum of 3 years post MSW practice experience.
- Doctorate in social work or related field (ABD considered if defense is scheduled prior to start date).

Send letter of application, including major teaching areas, vita and 3 references to: BSW Faculty Search Committee, College of Health Professions.

MSW Program is in its first year of existance, working towards accreditation, offering 2 & 3 year curriculum plans. The 2 positions involve teaching advanced level generalist practice in the specialized areas of child welfare and/or health and mental health, student advising and participation in CSWE accreditation activities. Classes are scheduled evenings and weekends to accommodate full-time working students.

Professor of Social Work - Full-time, tenure track position.

- MSW with minimum 5 years post MSW practice.
- Doctorate in social work (ABD considered if defense is scheduled prior to start date).
- Minimum 5 years post practice experience, scholarship and significant graduate teaching experience.

Lecturer in Social Work - Full-time position.

- Doctorate in Social Work preferred (ABD considered).
- Minimum 5 years post MSW practice.
- Teaching experience in a CSWE accredited graduate social work program preferred.
- Minimum 5 years post practice experience, scholarship and significant graduate teaching experience.

Send letter of application, curriculum vita, copies of graduate and undergraduate transcripts and 3 references to: MSW Faculty Search Committee, College of Health Professions. Review of applications will begin May 1999 and continue until the positions are filled.

HEALTH ADMINISTRATION/HUMAN SERVICES FACULTY

Chair of Health and Human Services - Full-time position. Position involves demonstrating an interdisciplinary, innovative and flexible approach in promoting all of the division's disciplines.

- Doctorate in an academic field related to the discipline within the Division.
- Experience as a tenured faculty member in higher education with proven excellence in teaching and scholarship as well as evidence of commitment to community service.
- Experience with curriculum development and student outcomes assessment in higher education.
- Demonstrated commitment to diversity and multicultural education.
- Ability and willingness to work effectively with a variety of academic disciplines, faculty and staff.

Send letter of interest addressing qualifications, a current vita and the names, addresses and telephone numbers of 3 references to: Mr. Michael K. Williams, Chairperson, Search Committee, College of Health Professions. Position is available immediately. Review of applications will begin May 30th and continue until position is filled.

EARLY CHILDHOOD EDUCATION FACULTY

Professor of Early Childhood Education - Full-time, tenure track position. The Early Childhood Education Program has recently undergone revision, continues to expand and is considered to be state-of-the-art. The position is available August 1, 1999 and involves teaching undergraduate and graduate courses in early childhood development; early childhood curriculum, instruction and assessment; and supervision of student field experiences. Other responsibilities include the pursuit of research, scholarly activities and notable service to the community and the university.

- Doctorate in Early Childhood Education or Child development preferred (ABD considered).
- At least 3 years teaching experience in an early childhood setting.
- Demonstrated instructional competence to teach undergraduate and graduate courses integrating current research based methods.
- Knowledge of current issues and trends in early childhood development.
- Desire to work with culturally diverse populations.
- Experience teaching in a university setting preferred.

Send letter of application and current vita to: Diane McCellan, Ph.D., Search Committee for Professor of Early Childhood Education, College of Education. Email: d-mcclel@govst.edu Fax: (708) 534-8451. Review of applications will begin June 1, 1999 and end July, 1999.

MEDIA COMMUNICATIONS FACULTY

Professor of Media Communications - Full-time. The position is available beginning August 1999 and involves teaching undergraduate and graduate classes in media theory/research, journalism/electronic publishing and broadcast journalism. Other responsibilities will include the pursuit of research, scholarly activities and notable service to the community and the university.

- M.A. plus 30 hours required, Ph.D. preferred.
- Teaching experience in Media Communications.
- Demonstrated record of professional and creative activity.
- Evidence of scholarship in electronic media.

Send letter of interest addressing qualifications, current vita and the nanes, addresses and telephone numbers of 3 references to: Michael Purdy, Chair, Search Committee for Professor of Media Communications, College of Arts and Sciences. Review of applications will begin May, 1999 and continue until position is filled.

ACCOUNTING FACULTY

Professor of Accounting - Full-time. Tenure track position. The position is available September 1, 1999 and involves teaching in Bachelor's and Master's programs, research and public service. Position also involves teaching Accounting information Systems and at least one other area of Accounting.

- Ph.D. in Accounting (or ABD) or DBA (or ABD) with an Accounting emphasis.

Send a letter of interest addressing qualifications, current curriculum vita and 3 references to: Anita Werner, College of Business and Public Administration. Email: a-werner@govst.edu Review of applications will begin immediately and will continue until position is filled.

STUDENT LOAN AND VETERAN AFFAIRS COORDINATOR

The position is available June 1999, and will involve development and implementation of administrative policies and procedures for a default program utilizing regulations, policies and procedures required by the United States Department of Education. Coordinate Illinois Veterans Grant and GI Bill programs. The position exercises independent judgment and discretion in creating administrative policies and in interacting with federal and state agencies, students and other higher education institutions.

- Bachelors degree required.
- Three years experience working in financial aid, student personnel, finance or loan industry.
- Knowledge of federal and state regulations as it relates to financial aid.
- Excellent written, oral and interpersonal skills.
- Advanced level knowledge of all phases of student loan programs including regulatory policies and procedures, loan repayment, consolidation, debt management counseling and alternatives to loans desirable.

Review of applications will begin immediately and will continue until May 21, 1999. Send a letter of interest addressing qualifications, a current vita and the names, addresses and telephone numbers of 3 references to: Freda Comer, Chairperson, Financial Aid Search Committee.

Salaries are competitive. If you would like more information about the university, please visit our website at:

www.govst.edu

We are an affirmative action/equal opportunity employer, committed to achieving excellence through diversity. The university encourages applicants from women, ethnic/racial minorities and persons with disabilities.

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

UNIVERSITY OF MAINE

Position Announcement

Assistant Director for Residents' Retention
Campus Living

The Department of Campus Living at the University of Maine seeks a dynamic, student-centered professional to fill a newly designed position. The Assistant Director for Residents' Retention will oversee the development of initiatives and programs that contribute to the success and retention of students living in the halls and villages on our residential campus. Responsibilities include but are not limited to:

- Coordinate The Maine Hello-the Fall welcome program for new resident students
- Provide supervision for Assignments Coordinator in responding to assignment applications and assisting residents with housing concerns
- Promote academic based lifestyles, programs, and activities that support living learning in the halls
- Provide resources, training, and consultation for staff in responding to the needs of a diverse group of residents
- Conduct on-going assessment of residents' perceptions of quality of life and resident satisfaction to be applied to retention strategies

Requirements: Master's degree in Student Development or related field; substantial professional experience in residential life within a college or university setting. Experience with academic support for residence students is helpful. Demonstrated experience with issues of diversity is essential. Must have a collaborative working style to work with all staff levels of Campus Living and Faculty. Must have excellent written and verbal communication and organizational skills.

Remuneration: $32,000-$35,000

Send letter of application, resume, and contact information for three professional references to:

Assistant Director for Residents' Retention Search Committee
5734 Hilltop Commons, Suite 103
University of Maine
Orono, ME 04469-5734

Applications accepted until position is filled. Review of applications to begin May 20, 1999.

The University of Maine is an Equal Opportunity/Affirmative Action Employer
Applications from women and minorities are strongly encouraged

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Miami-Dade

DEPARTMENT CHAIRPERSON

Biology Health and Wellness

ID # I-34800. The Department Chairperson is responsible for running the department including hiring, supervising and evaluating personnel; implementing instructional programs; preparing and managing budgets, labs and equipment; and resolving issues and problems that may arise with faculty, staff and students. The Chairperson is also responsible for supervising the development and/or revisions of the curricula; developing course schedules and faculty assignments; hiring adjunct faculty; ensuring effective implementation of the faculty advancement process; providing program information, ensuring the availability of advisement services for students; and performing other duties as assigned. REQ: Master's degree in biology or related field. Salary: $73,000 flat-rate. Closing date: Open until filled.

Liberal Employee Benefit Program. Formal application is required for all positions unless otherwise stated. Call: **(305) 237-2050** for an application and instructions on how to apply. Human Resources web page: www.mdcc.edu. Copies of transcript(s) MUST accompany the application for positions requiring a degree. Applicants must submit an original application and a copy for each position they are applying to: **M-DCC Human Resources and Employee Relations, Kendall Campus, 11011 S.W. 104 Street, Miami, FL 33176-3393.** For special accommodations, call the FL Relay Service **TDD 1-800-955-8771**. M-DCC hires individuals authorized for employment under the IRCA guidelines. Only completed application packages will be considered. EA/EO Employer.

DEAN OF STUDENTS

We are seeking applications for our **Chief Student Affairs Officer** position to be filled as soon as possible. The Dean is a member of the Senior Administrative Group and reports to the Vice President for Academic Affairs. Areas of responsibility include academic support programs such as advising, tutoring and special programs; student life including residence life, activities and discipline; counseling; student health; athletics. Position requires vision and leadership in student affairs and its relations with all campus activities. Candidates should have at least five years of increasingly responsible experience in student affairs administration; Master's required. Doctorate preferred.

Founded in 1821 as Philadelphia College of Pharmacy, USP is a comprehensive, small, residential university with about 2200 undergraduate, first professional, and graduate students. Our focus is on health sciences, basic sciences, and science education with a strong career orientation. We are located in University City near University of Pennsylvania and Drexel.

To apply: Send cover letter, curriculum vitae, three letters of recommendation and documentation of highest degree to: **Dr. Barbara J. Byrne, VPAA, University of the Sciences in Philadelphia, 600 S. 43rd St., Philadelphia, PA 19104.** Screening begins immediately and continues until position is filled.

USP UNIVERSITY OF THE SCIENCES IN PHILADELPHIA

The University is an Equal Opportunity/Affirmative Action employer with a strong commitment to racial, cultural and ethnic diversity. Nominations of and applications from women and individuals from a broad spectrum of backgrounds are encouraged.

OREGON COMMISSIONER OF COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

The Oregon State Board of Education invites nominations and applications for the position of Commissioner of Community Colleges and Workforce Development.

The commissioner is responsible for state policy and system leadership for two local service delivery systems - Oregon community colleges and the service delivery areas of the Oregon Job Training Partnership Act system. The ideal candidates will have experience in community college and workforce development, have an appreciation for local service delivery and governance, have the ability to create and shape policy and understand policy implications, have demonstrated ability to manage and lead complex organizations, have integrity, be an advocate of diversity, and be effective in state and local political settings.

The salary and benefits for the position are established by the state executive department. The current salary range is $61,584 to $91,008. A generous employer-paid benefit package covering individual and family health, dental and life insurance is provided.

Application deadline: 5 p.m. on June 23, 1999.

For information regarding the position, please contact: Dr. Jim Carnes, Consultant, Oregon School Boards Association, PO Box 1068 • Salem, OR 97308, (503) 588-2800.

To receive application materials and brochure, please contact:

Mary Klippel
(503) 588-2800
(503) 588-2813 FAX
***mklippel@osba.org** or visit **http://www.osba.org**.*

*Visit the Oregon Community College Services/JTPA Administration website at **http://www.occs.state.or.us***

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TAYLOR UNIVERSITY

PRESIDENT

Taylor University is an evangelical, independent, interdenominational Christian liberal arts institution integrating faith, living, and learning. The University is seeking a new president-an experienced, proven leader, who will embrace the tradition, ethos, and vision of Taylor University and will empower and propagate its core values-faith and learning. The new president will succeed Jay Kesler, who will become chancellor on July 1, 2000 after fifteen years of distinguished presidential leadership.

Founded in 1846, Taylor University operates campuses in Upland and in Ft. Wayne, Indiana serving 2,300 undergraduate students. The University offers AA, BA, BS, and BMus degree programs and is consistently recognized among the nation's finest liberal arts colleges. In addition, the university's College of Adult and Lifelong Learning serves over 2,000 persons each year through degree and non-degree offerings in credit and non-credit formats on-site and in distant/distributive learning environments.

The Principal Qualities Being Sought in a New President are:

Spiritual Leadership: Taylor University is seeking an evangelical Christian with a clear sense of divine calling to the ministry of higher education. Committed to the institutional church and the interdenominational character of the University, this person must demonstrate the abilities necessary to provide spiritual leadership for all university constituencies. Willingness to affirm and embrace the university mission statement, statement of faith, and life together covenant is pivotal.

Educational Leadership: Committed to academic excellence, this individual should personify, as well as be able to articulate, the "whole person" educational philosophy of Taylor University. Accomplished in both academic scholarship and organizational leadership, the university president is expected to create and maintain a growing and diverse student body requiring both traditional and nontraditional programs. The Taylor University president must articulate, teach, defend, and promote academic scholarship within the framework of Christian doctrine and thoughtful reflection as they relate to a pragmatic and utilitarian world. An earned doctorate is preferred.

Institutional Leadership: The Taylor University president must be a team builder. Realizing and appreciating the multidimensional nature of existing university communities, this leader should demonstrate proven ability to unify and synergize such communities into a dynamic, purposeful institution. Such an accomplishment requires a well-balanced world view, exceptional insight, outstanding communication skills, a trusted and comfortable rapport with all university communities, and a clear grasp of the marketing imperative of a Christian liberal arts institution. This accomplishment should be implemented through a management style that promotes transparency, collegiality, achievement, accountability, and support. The ability to attract, develop and maintain strong financial support for the university's mission is crucial.

Interested applicants should send a letter addressing the qualifications stated above and a current resume. For best consideration, applications should be submitted no later than October 1, 1999. All nominations, inquiries, and applications will be held in confidence and should be sent to:

Brenda J. Mantha
12 Clamme Court
Hartford City, IN 47348

Taylor University complies with federal and state guidelines for nondiscrimination in employment and encourages women and minority candidates to apply. For more information about the University, consult the Taylor Web site at
www.tayloru.edu.

University of Massachusetts
UMASS Amherst

STAFF ASSISTANT/PROJECT MANAGER - HUMAN RESOURCES ADMINISTRATIVE SYSTEMS FOR ADMINISTRATION & FINANCE

The University of Massachusetts/Amherst invites applicants for the position of Project Manager - Human Resources. The individual who is appointed to this position, under the general direction of the Administrative Systems Director for Administration and Finance, will be responsible for the analysis, development, implementation and utilization of a new campus based integrated PeopleSoft Human Resource system for the Amherst Campus. This position has multiple technical, operational and administrative responsibilities on a highly complex project that will affect most administrative areas of the campus.

The Administration Information and Resource System (AIRS) project is a multi-year, multi-phase project to design and implement the PeopleSoft Financial and Human Resource modules. AIRS will provide primary computer support for the campus' central Human Resource offices, as well as all the executive area and departmental administrative offices that support the campus and provide access to a wide array of administrative information that supports the campus' operational needs.

QUALIFICATIONS Bachelor's Degree in Business, Computer Science or related field plus seven to eight years relevant experience or Master's Degree plus five years relevant experience. Experience with database programming, microcomputers, software applications and data retrieval required. Ability to work with a high level of independence. Strong written and verbal communication skills with the ability to communicate with diverse segments of the University. Experience in training and facilitation and previous project management experience preferred. Experience with data security systems, software and knowledge of Local Area Network as well as knowledge of Human Resource practices desirable.

HIRING SALARY RANGE: Salary commensurate with skills and experience.

Interested parties should submit a resume and cover letter detailing your relevant experience and three current letters of recommendation to: **Search R-08393, Employment Office, Room 167, Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003-8170.** Review of all candidates will begin June 11, 1999 and continue until position is filled.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer.
Women and members of minority groups are encouraged to apply.

ASTRONOMY

Temporary, full-time, one year position beginning Fall 1999

ASSISTANT PROFESSOR POSITION

WESTERN CONNECTICUT STATE UNIVERSITY

Duties include teaching undergraduate and graduate courses in astronomy; interacting with undergraduate and graduate students, and supervising student research. Research facilities include a 20-inch computer controlled Ritchey-Chretien telescope with a CCD camera. Several computer workstations, and ITRAF image processing software. Successful candidate must have a Ph.D. in astronomy. Submit cover letter, current vita, undergraduate and graduate transcripts and three letters of recommendation to **Dr. Alice Chance, Chairperson, Physics/Astronomy/Meteorology, WCSU 181 White St., Deanbury, CT 06810. Application Deadline is June 18, 1999. Phone (203) 837-8669, Fax (203) 837-8769.**
AA/EOEE

SPANISH - Assistant, Associate Professor or Full Professor in Spanish. To teach courses such as Elementary Spanish, Intermediate Spanish, Spoken Spanish, Espana y Su Civilizacion, La Novela Hispanica, El Drama Hispanico, Latin American y Su Civilization and other courses. Possible Assignment to department chairmanship. Begin late August 1999. Ph.D. in Spanish language and literature preferred. Related degrees and experience will be considered. Successful applicant should have strong commitment to classroom teaching and a desire to support the Christian liberal arts mission of the college. Send vita, including statement of education philosophy, transcripts and three references to:

Dr. Jonathan S. Raymond
Senior Vice President for Academic Affairs
GREENVILLE COLLEGE
P.O. Box 159
Greenville, IL 62246-0159
E-Mail: jraymond@greenville.edu
Fax: 618-664-9775

IRCC

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

FULL-TIME BIOLOGY INSTRUCTOR

Master's in Biology required. Knowledge & exp. teaching Life Science, General Biology, Ecology, and Anatomy & Physiology. Position begins 8/13/99. Please contact **(561) 462-4806** or e-mail **jrussaki@ircc.cc.fl.us** to request job description and employment application. Open until filled.

EEO/ADA/DFWP

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1291

COLUMBIA COLLEGE

SCIENCE AND MATHEMATICS FACULTY

Columbia College Chicago seeks to fill two tenure track positions in the Science/Mathematics department to begin September 1. The department offers a broad science and mathematics curriculum, fosters the integration of science and mathematics with other disciplines, especially visual, media and performing arts. All faculty are expected to participate in professional development, college and community service and be dedicated and innovative teachers with a commitment to undergraduate education in open-admissions setting.

(PH-1) PHYSICS FACULTY: Responsibilities include teaching physics and/or physics related courses 12 credit hours each semester to arts, media and communications majors. Preference will be given to applicants with experience teaching electronics and strong computer skills. A graduate degree in physics, preferably Ph.D., is required.

(MA-1) MATHEMATICS FACULTY: Responsibilities include teaching mathematics 12 credit hours each semester to arts, media and communications majors. Preference will be given to applicants with interests teaching in broad, multidisciplinary areas and strong computer skills. Math educators with an experience in the visual arts are encouraged to apply. M.S. or Ph.D. in Mathematics or Mathematics Education is required.

Columbia College is an urban, open admissions institution of over 8,000 undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer a competitive salary and excellent benefits package. Minority and women applicants are especially encouraged to apply. Submit CV and letter including teaching philosophy and indicate positions desired. Application review will begin immediately and continue until positions are filled. For more information, see web page **http://www.colum.edu/home.html**.

Science and Mathematics Department Search (PF-1 or MF-1)
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605-1996

eoe m/f/d/v

Sr. Extension Associate I

Quality Milk Production

The Quality Milk Promotion Services Program in the Department of Population Medicine and Diagnostic Sciences in the College of Veterinary Medicine at Cornell University is advertising for a (Sr. Extension Associate) veterinarian in a non-tenure track position.

DUTIES INCLUDE: a primary responsibility for developing the services that are offered by QMPS. There will be a strong emphasis on collaboration with other major players in the field of bovine herd health, including the Pro-Dairy program in the Department of Animal Science in the College of Agriculture and Life Sciences, and the NYSCHAP program of the division of Agriculture and Markets. The candidate is also expected to work closely with dairy farmers that contact QMPS to solve their herd health programs. Finally, the candidate will be supported to broaden the scope of the position and include research components in the tasks.

REQUIREMENTS: DVM or PhD in Animal Science, knowledgeable in the field of bovine mastitis and herd health programs. An interest in and experience with modern epidemiological and economic techniques is a prerequisite for this position as well as ability to work in a multidisciplinary environment including veterinarians, agricultural scientists, members of the dairy industry, and policy makers.

We offer a challenging position in a science and service-oriented environment. The development of programs that will service the New York dairy industry is the primary mission of QMPS. QMPS is a program of service, teaching, research, and extension dealing primarily with udder health and milk quality. The program makes approximately 2,700 dairy farm visits per year, including culture of individual cow milk samples, analysis of the farm environment and management practices, milking system analysis, and recommendations tailored to the situation of each farm. The QMPS is also involved in herd health, epidemiology of udder health and other diseases, immunology, food safety, stray voltage, evaluation of animal health products, analysis of experimental milking devices, and dairy goat milk quality.

For further information please contact Dr. Y.H. Schukken at QMPS. Please direct all correspondence to Dr. Y.H. Schukken, Director and Chair of the Search Committee, Quality Milk Promotion Services, Cornell University, 22 Thornwood Drive, Ithaca, New York 14850.

CORNELL
UNIVERSITY

Cornell University is an equal opportunity, affirmative action employer

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WESLEY THEOLOGICAL SEMINARY

ANNOUNCEMENT OF A POSITION IN CHRISTIAN ETHICS

Wesley Theological Seminary seeks to fill a tenure track position in Christian Ethics. Teaching responsibilities include introductory courses in the history, method and topics of Christian ethics, as well as particular responsibility for electives in the areas of political and social ethics. Position includes shared teaching and administrative responsibility for an intensive program in ethics, theology and public policy. Candidates should have a broad background in the history and theological traditions which undergird Christian ethics. Interest in making use of the seminary's location in the Nation's Capital as a setting for exploring the interface between Christian ethics and social and political issues in public life would be a particular asset. Acquaintance with critical perspectives brought by the social sciences to political, economic or international issues is especially desirable. Candidates should show evidence of engagement in the life of the local and national church and in issues of justice. Ph.D. required. M.Div. or equivalent degree preferred. Rank negotiable based on experience. EOE/AA. Position begins July 1, 2000.

ANNOUNCEMENT OF A POSITION IN PASTORAL THEOLOGY

Wesley Theological Seminary seeks to fill a tenure track position in Pastoral Theology. Teaching responsibilities will be in Pastoral and Congregational Theology and Care. Teaching needs include core courses in pastoral care and counseling; expertise in group process, psychology of religion, chemical dependency, human sexuality, gender issues, and community systems is also important. Candidates should have competence in the critical psychological and social sciences as well as theology. Disciplined knowledge of the field of pastoral care as well as theological and cross-cultural approaches to the formation of the congregation as a healing community is desired. Candidates should have a deep concern for the formation of pastoral ministry and a personal history of engagement in the local church. Involvement in the church at the judicatory and ecumenical levels is desirable. Ph.D. required. M.Div. or equivalent degree preferred. Rank: open. EOE/AA. Position begins July 1, 2000.

Send letter of application, curriculum vitae, letters of reference and academic record to Dean Bruce Birch, Wesley Theological Seminary, 4500 Massachusetts Avenue, NW, Washington, DC 20016. Deadline: October 1, 1999.

MILLERSVILLE UNIVERSITY

Assistant/Associate Professor

Broadcast Production

Full-time, tenure-track beginning August 2000. Teach range of radio and television production courses. Additional teaching responsibility for public speaking in support of the University's general education mission.

The department comprises 13 faculty members, 4 support staff, 300 students, and offers programs in Theatre, Public Relations, Broadcasting, and Communication Studies in a newly renovated state-of-the-art communication center. Department faculty are teacher-scholars committed to scholarship and undergraduate instruction in a highly academic liberal arts environment.

Required: ABD in advanced stages of dissertation in communication or broadcasting area (Ph.D. required for tenure), college teaching experience in broadcasting, demonstrated ability to teach public speaking and digital video-audio production, and a successful interview and teaching demonstration.

Preferred: Ph.D. in communication or broadcasting area, professional and college broadcasting experience.

Review of applications is ongoing, but full consideration will be given to applications received by 9/10/99. Send letter of application indicating specific area(s) of teaching interest, resume, copies of all official transcripts and three letters of recommendation to **Dr. Jamie Byrne, Search Committee Chair, Communication and Theatre Dept./HI0604, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA institution.

http://www.millersv.edu

SAN JUAN COLLEGE

DIVISION DIRECTOR

MATH, SCIENCE, AND HEALTH CAREERS

San Juan College is one of the largest two-year comprehensive community colleges in New Mexico and offers academic, occupational and community service programs. The campus is located on a 600-acre site in northeast Farmington, and serves students in San Juan County as well as the Four Corners area of the American Southwest.

A detailed position description and list of desired/required qualifications may be obtained by contacting the Personnel Office as noted below. Successful candidates will value diversity and have a multi-cultural perspective with adult/minority students, and, have a strong commitment to the community college philosophy.

DUTIES & RESPONSIBILITY

Position is responsible for administering the affairs of the division. Will teach three to four credit hours per semester in a discipline taught within the division; plan, direct, and evaluate instructional programs of the division, recommend and monitor the division budget; plan, direct, and evaluate instructional programs, evaluate full and part-time faculty. The division's academic disciplines include Astronomy, Biology, Chemistry, Engineering, Geology, Mathematics, Nursing, Physics, and Physical Therapist Assistant.

QUALIFICATIONS

A Master's degree in one of the disciplines taught in the division or equivalent is required. A doctorate in higher education administration or curriculum is preferred. A minimum of five years of combined post-secondary teaching and administrative experience is required. The administrative experience should be at least at the division level and preferably at a community college. Teaching experience in a community college as well as experience related to the curriculum in human services or early childhood education is highly desirable.

SALARY: Salary range is $50,000 to $55,000

STARTING DATE: August, 1999

CLOSING DATE: June 18, 1999

SELECTION PROCESS: Interested candidates must submit a SJC application for employment, a current resume, a letter of application, transcripts of all academic work; and three current letters of reference. Preliminary screening will be made on the basis of information submitted. The successful candidate will be reimbursed for interview expenses.

CONTACT:

San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402
(505) 599-0215 FAX: (505) 599-0521

AA/EOE

HEAD MEN'S BASEBALL COACH

WESTERN CONNECTICUT STATE UNIVERSITY

3/4 FTE-Nine-month Position

RESPONSIBILITIES: administering all aspects of the Division III Baseball Program, identifying and recruiting qualified student-athletes; scheduling; budget development; academic supervision; and other components of college coaching as required. **QUALIFICATIONS:** Previous coaching experience on intercollegiate level at NCAA institution. Knowledge of all NCAA rules and regulations pertaining to Division III program. A Master's degree is preferred. Send letter of application, resume and references by **June 18, 1999** to: **Ed Farrington, Director of Athletics, Western Connecticut State University, 181 White St., Danbury, CT 06810.** WCSU is an Affirmative Action/Equal Opportunity Educator/Employer

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sfcc

OUTH FLORIDA
OMMUNITY COLLEGE

FACULTY POSITIONS

COMPUTER SCIENCE

(Programming/Literacy) - Masters in Computer Science and 2 yrs' in-field experience req. Teaching exp. pref.

COUNSELOR

Master's in Counseling or Guidance req.
Counseling exp. at community college pref.
Bilingual (English/Spanish) strongly preferred

Deadline: Friday June 18, 1999

(941) 453-6661, Ext. 132

www.sfcc.cc.fl.us

Lansing Community College

FACULTY MEMBER

NURSING

Master's of Science in Nursing (MSN) completed or in progress, specialty certification desired. Must have or be eligible for a Michigan Nursing License. Must possess knowledge and current clinical expertise as well as classroom teaching exp in the areas of pediatrics and/or adult health care. Must have skills in working with diverse population and as a member of a team. Must have ability to utilize variety of teaching methodologies, communication and interpersonal skills, and current computer skills. To apply, send letter of application, resume and completed application form (call 517-483-1870 to obtain form) to: **Lansing Community College, 8260 - Human Resources Department, P.O. Box 40010, Lansing, MI 48901-7210 eeo/aae**

NORTHFIELD MOUNT HERMON SCHOOL

Northfield, Massachusetts

An international leader in private secondary education for nearly 125 years, Northfield Mount Hermon School eagerly anticipates the new millennium. A school on the move, NMH has recently reorganized its academic structure and curricular offerings, positioning itself as a leader in educational innovation. The task ahead is to secure resources to ensure the ongoing success of this exciting new direction.

Located in scenic northwestern Massachusetts, Northfield Mount Hermon School enrolls nearly 1,200 students from over 40 countries. The community of students and faculty, staff and friends carries out the mission of the school on two campuses of 3,500 acres, resting in rolling hills on the east and west banks of the sunny Connecticut river.

As part of its dynamic fundraising and community-building effort, the External Affairs department seeks experienced, enthusiastic professionals to join its 25+ person fundraising team to help reach out to and involve over 24,000 alumni, parents and friends.

DIRECTOR OF DEVELOPMENT

Initially responsible for developing and implementing a comprehensive program for cultivating, soliciting, and stewarding donors capable of making gifts in the $50,000-$1,000,000 range; the director will build a program focused on those best able to support NMH. As one of three divisional heads who establish policy, the Director of Development will report to the Director of External Affairs and will supervise a team that will include, but will not be limited to, three major gifts officers and one planned giving officer. As the development program matures, additional opportunities will be pursued.

Applicants must possess a bachelor's degree and five to seven years of development experience. Further, the successful candidate will have demonstrated success in managing and motivating teams of professionals and volunteers, familiarity with a broad range of life income/deferred gift vehicles, experience using databases to track and manage prospects, and outstanding organizational, written and verbal communication skills. The candidate must also have a proven track record of soliciting large gifts, and must be available to travel several days each month.

ASSISTANT DIRECTOR OF DEVELOPMENT/ MAJOR GIFTS (two positions)

Responsible for identifying, cultivating, soliciting, and stewarding prospects capable of making gifts in the $50,000-$1,000,000 range, the Assistant Director of Development/Major Gifts will report to the Director of Development. This person will manage prospects in a geographic region, work as a team of three major gifts officers and one planned giving officer, and interact with others throughout the External Affairs department.

Applicants must possess a bachelor's degree, preferably three years of development experience (including solicitation of prospects), and outstanding organizational, written, and verbal communication skills, as well as excellent interpersonal skills. The successful candidate will be a self-starter, capable of working independently, and yet perform as a member of a major gifts team in a complex organization. He/She must be available to travel eight to ten days each month, or as required.

Qualified candidates should send a resume and letter of application in confidence to the

Director of Personnel
Northfield Mount Hermon School
206 Main Street
Northfield, MA 01360

University at Buffalo
State University of New York

EXECUTIVE DIRECTOR

Office for University Preparatory Programs (OUPP)

The **Office of Public Service and Urban Affairs, University at Buffalo**, is seeking a Senior Staff Assistant/Executive Director for OUPP to (a) formulate and direct precollege initiatives/activities/programs (currently Upward Bound-two programs, Liberty Partnerships Program, Science & Technology Enrichment Program); (b) develop proposals for new grants; (c) supervise and evaluate all budget/personnel/computing functions; (d) interact with relevant community groups and constituencies; (e) supervise and provide leadership to project directors and staff.

EDUCATION & EXPERIENCE REQUIREMENTS: Master's degree required (Ph.D. preferred) with five or more years of progressively responsible experience in administrative leadership and office/program management and supervision; five or more years' experience with grants development and writing; working knowledge of computing systems.

SALARY RANGE: $41,626 TO $65,000. POSTING #P-9057. POSTING ends 06/23/99. All correspondence should be directed to: Mr. Donnell G. Mueller, PS&UA, Capen Hall, Room 549, Box 601609, University at Buffalo, Buffalo, NY 14260-1609.

University at Buffalo is an Equal Opportunity, Affirmative Action Employer.

MILLERSVILLE
UNIVERSITY

ASSISTANT PROFESSOR
Public Relations

Full-time, tenure-track beginning August 2000. Teach range of public relations courses including introduction, writing, case studies and campaigns. Additional teaching responsibility in public speaking and support of department general education mission.

The department is comprised of 13 faculty members, 4 support staff, 300 students, and offers programs in Theatre, Public Relations, Broadcasting, and Communication Studies in a newly renovated state-of-the-art communication center. Department faculty are teacher-scholars committed to scholarship and undergraduate instruction in a highly academic liberal arts environment.

Required: ABD in advanced stages of dissertation in communication, mass communication, or public relations (Ph.D. required for tenure); college teaching experience in public relations; demonstrated ability to teach public speaking and a range of public relations courses; and a successful interview and teaching demonstration.

Preferred: Ph.D. in communication, mass communication or public relations; familiarity with multi-cultural and/or international public relations; demonstrated understanding of the social science and interpretive perspectives of public relations; and experience teaching public relations writing in a computer lab setting.

To apply: Full consideration will be given to applications received by 9/10/99. Send letter of application including specific area(s) of teaching interest, resume, copies of all official transcripts, and three letters of recommendation to **Dr. Jamie Byrne, Search Committee Chair, Communication and Theatre Dept./P-HI0604, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**
An EO/AA Institution

http://www.millersv.edu

University of Massachusetts
UMASS Amherst

STAFF ASSISTANT/PROJECT MANAGER - FINANCIALS ADMINISTRATIVE SYSTEMS FOR ADMINISTRATION & FINANCE

The University of Massachusetts/Amherst invites applicants for the position of Project Manager - Financials. The individual who is appointed to this position, under the general direction of the Administrative Systems Director for Administration and Finance, will be responsible for the analysis, development, implementation and utilization of a new campus based integrated PeopleSoft financial system for the Amherst Campus. This position has multiple technical, operational and administrative responsibilities on a highly complex project that will affect most administrative areas of the campus.

The Administration Information and Resource System (AIRS) project is a multi-year, multi-phase project to design and implement the PeopleSoft Financial and Human Resource modules. AIRS will provide primary computer support for the campus' central Finance and Budget offices, as well as all the executive area and departmental administrative offices that support the campus and provide access to a wide array of administrative information that supports the campus' operational needs.

QUALIFICATIONS Bachelor's Degree in Business, Computer Science or related field plus seven to eight years relevant experience or Master's Degree plus five years relevant experience. Experience with database programming, microcomputers, software applications and data retrieval required. Ability to work with a high level of independence. Strong written and verbal communication skills with the ability to communicate with diverse segments of the University. Experience in training and facilitation and previous project management experience preferred. Experience with data security systems, software and knowledge of Local Area Network, as well as knowledge of accounting and budgeting principles desirable.

HIRING SALARY RANGE: Salary commensurate with skills and experience.

Interested parties should submit a resume and cover letter detailing your relevant experience and three current letters of recommendation to: **Search R-08394, Employment Office, Room 167, Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003-8170.** Review of all candidates will begin June 11, 1999 and continue until position is filled.

[illegible]

Suffolk

One College · Three Campuses · One Vision

Presidential Search

The Board of Trustees of Suffolk County Community College is seeking a qualified individual to serve as President.

Located in Eastern Long Island, Suffolk County Community College is the largest multi-campus community college in the State University of New York (SUNY) system with a $98 million annual operating budget. The college is a recognized leader in developing partnerships with businesses and corporations. Its three campuses serve more than 20,000 full and part-time students. SCCC also operates a corporate training facility in the heart of the nation's largest industrial park.

Candidates should submit a letter describing interest and qualifications, a current vitae, and the names, addresses and telephone numbers of five references.

Please direct nominations and application materials to:

Presidential Search Committee
Suffolk County Community College
c/o Michael Sacca, Chair
1960 Union Blvd., Bay Shore, New York 11706

The review of applications, which begins immediately, will be conducted in strict confidence and will continue until the position is filled. Closing date for applications is July 16, 1999.

SCCC is an affirmative action, equal opportunity employer committed to fostering diversity.

For a complete description of the position responsibilities and the application process, please refer to the SCCC web site at http://www.sunysuffolk.edu

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HILLSBOROUGH

Community College

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and healthcare institutions For more information, access the HCC Web Site at www.hcc.cc.fl.us or call the HCC JOBLINE at (813) 253-7185

District Director of Parallel Programs
AFCD0002, $51,380 To $84,777
District Office

Position is responsible for the planning, directing and coordinating college-wide policy for programs, courses, curriculum and faculty credentials for transferable credit and non-credit College divisions Monitors Campus and District Academic Deans to assure coordination of policy and programmatic development for curriculum, course schedules and faculty credentials Chairs all transferable faculty hiring committees Responds to inquiries relating to transferable policy, course work, curriculum and staffing Coordinates college-wide academic programs to include the College's Honor Program and College Preparatory Programs Prefer Doctorate in related discipline and prior progressive community college experience in a similar or related capacity

Requires Master's degree and a minimum of 7 years prior related work experience To apply for this position, candidates must provide a completed HCC Application for Employment form or a letter of interest, a comprehensive resume and contact information for three professional references

Complete applications must be received in the Employment Office or postmarked on or before the application deadline of June 28, 1999 All correspondence and application materials are a matter of public record in accordance with Florida Law

Employment Office
P.O. Box 31127
Tampa, Florida 33631-3127
813 253-7030

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups.
*Dial **(813) 253-7552** to access the TDD for hearing/speech impaired.*

EOE/ADA/AA

JOIN A COMMUNITY OF NEW IDEAS

Students come to Georgia Perimeter for a solid education and practical experience. You can join our team for even greater reasons. Located on four campuses and a satellite center in suburban Atlanta, Georgia Perimeter College provides an attractive and progressive learning environment leading to an associate degree for a motivated, multicultural student body of approximately 15,000. We offer you the chance to become a vital part of this thriving academic community with the following opportunity:

FIRE MANAGEMENT PROGRAM COORDINATOR/INSTRUCTOR

Will develop and promote the Fire Management Program; plan and deliver instruction; develop and recommend schedule of classes; hire and supervise part-time instructors; act as a liaison with the Fire Depts. in the region, as well as local and national professional organizations in the field; manage the budget; complete other duties as assigned by the budget manager.

Requires Bachelor's Degree in Fire Management or Fire Science and two years experience in teaching and/or working in administration. Related Master's Degree preferred. Salary: $43,300+ (Commensurate with education and experience). Excellent Benefits. Start Date: ASAP.

Application deadline: 7/2/99. For your application to be considered, please reference Position #99-177 and provide the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers, e-mail addresses) to:

Judy Chastonay, Human Resources Department,
3251 Panthersville Road, Decatur, GA 30034.

Further details are available on our Web Page at http://www. dc.peachnet.edu
EOE

Georgia
Perimeter
College™

An Associate Degree Granting
College of the University System
of Georgia

UNIVERSITY
OF NEVADA
RENO

FINANCIAL AID SYSTEMS COORDINATOR

The University of Nevada, Reno invites applications for the position of Financial Aid Systems Coordinator. The Student Financial Services Office administers federal, state and institutional programs of loans, grants, employment, and scholarships. The position provides technical support for existing computer systems; analyzes, designs and implements upgrades and enhancements; supports EDE systems with the US Department of Education and other agencies; develops client/server, WEB, and optical imaging applications.

A Bachelor's degree and two years experience is required. A degree in computer science or a related field is preferred. Experience working with database management programs both on mainframes and personal computers. Excellent communication skills; knowledge and experience in writing code in the Focus language and/or 4 GL. Familiarity with web page development preferred. Experience in an educational setting with client/server technology operating systems and AMS Student Information System software preferred. Salary is commensurate with experience. Effective date is negotiable. Applications must be postmarked by July 2, 1999 to receive maximum consideration. Include a resume of academic and professional experience, a statement outlining your interest in the position and names and telephone numbers of three references. Submit to **Jan Shipley, Student Services/009, University of Nevada, Reno, Reno, NV 89557-0002**.

AA/EEO

Dean of Student Life

A large urban community college is accepting applications for the position of Dean of Student Life.

Reporting to the Vice President for Student Affairs, the Dean provides leadership for Counseling, Career Planning & Placement, Transfer, International Students, Job Placement, Adult Student Services, Intercollegiate Athletics/Intramural programs, Student Activities, and Orientation.

The Dean's responsibilities also include oversight of student government, student clubs and organizations, the College's student newspaper, and the student judicial system. A clear vision of student development and strong organizational and effective communication skills are essential. A Master's degree in counseling or related field and five years of higher education administration experience are required. A Doctorate and community college experience are preferred. Forward resume/vitae with letter of application and three references by June 14, 1999 to **Human Resources (WB), Community College of Philadelphia, 1700 Spring Garden St., Phila., PA 19130.** The College is committed to a workforce reflective of our community. AA/EOE

Community College of Philadelphia

AMHERST COLLEGE

DIRECTOR OF ANNUAL GIVING

Amherst College seeks an organized, creative and enthusiastic supporter of undergraduate liberal arts education to oversee the Annual Giving Program, including the Alumni Fund, Reunion Giving, the Parents' fund and the Special Gifts Program in a combined alumni relations/fundraising environment. The Annual Fund raises $6.5 million from 65% of the alumni, the special gifts portion of the Campaign is responsible for individual solicitations of five figure gifts from identified prospects. Strategic oversight, planning and management of the Fund including direct mail, information technology, and volunteer training; staff management; and support and solicitation of high-end donors and volunteers to ensure a strong program of leadership giving in the fund are also included.

Amherst College is in the final two years of a $200 million comprehensive campaign and the continued growth of the Annual Fund through the Campaign and beyond is crucial. The Director will develop a post Campaign plan and fundraising strategy to implement in the year 2001. In addition, the Director will manage a group of alumni classes in all fundraising and on-fundraising areas.

The successful candidate will be an energetic, effective communicator and manger with exceptional motivational, strategic, analytical, leadership, creative and interpersonal skills. Fundraising and alumni experience preferred. Bachelor's Degree required.

Inquiries, nominations, and applications (which should include a current resume and the names and addresses of three references) should be sent to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000**. Consideration of applications will begin July 12, 1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

SAN JUAN COLLEGE

ASSISTANT DIRECTOR OF ADMISSIONS AND RECORDS

San Juan College is currently accepting applications for ***Assistant Director of Admissions and Records***. Position will service as the A&R liaison to Computer Services for student file maintenance, course entry, course update and institutional reporting issues. Will assist with student classification issues, transcript evaluation, degree application processing, degree certification, and diploma issues. Contact SJC for a detailed job description. **QUALIFICATIONS:** Bachelor's degree in Student Personnel, Education, or a related field, and a minor in computer science required. Three years related experience required in a higher education setting, preferably at the Community College level. Salary: $32,000-$36,000 annually. Interested applicants must submit a SJC application for employment, letter of application, current resume, all academic transcripts, and three current letters of reference. **CONTACT:** **San Juan College, Personnel Office, 4601 College Blvd., Farmington, NM 87402, (505) 599-0215, Fax # (505) 599-0521.** **CLOSING DATE:** June 18, 1999. AA/EOE

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the **ERIC** database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

GRAND VALLEY STATE UNIVERSITY

SPECIAL ASSISTANT TO THE PRESIDENT FOR CAMPUS EQUITY

Grand Valley State University is accepting applications for the position of Special Assistant to the President for Campus Equity. The Special Assistant is charged with the responsibility of providing leadership to promote equity practices throughout the University. The position is dedicated to the goal of promoting equity for students, faculty and staff in the context of the University's overall mission and values. A major focus will be promoting the awareness of services available to women and communicating and publicizing relevant information to the media, alumni, students, university faculty, staff, administration and community. The successful candidate will be responsible for developing, maintaining, and disseminating materials, resources, and research relating to equity on campus, fostering a positive work environment and community relations policy by establishing vehicles for ongoing communications with faculty and staff, and conducting other outreach activities. He or she will be expected to develop an institutional vision of inclusiveness and an integrated approach to gender and equity issues.

The successful candidate will have extensive leadership experience in developing policies and administering programs related to women's issues and other equity issues. A master's degree and significant relevant experience are required. A doctorate is preferred. Success working with a wide array of womens and equity issues and interacting with varied constituencies must be demonstrated. This is an executive officer of the University and a member of the President's senior executive staff.

To apply, send letter of application, resume and three references to: **President Arend D. Lubbers, 22 Zumberge Library, Grand Valley State University, Allendale, MI 49401**. Review of applications will begin immediately and the search will continue until the position is filled. Grand Valley State University has a strong commitment to an inclusive educational and work environment. Women, minorities and disabled individuals are invited and particularly encouraged to consider this opportunity and to apply. See our website at **www.gvsu.edu** for more information about Grand Valley State University.

1296

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Applicants should reference position number (#99-180) and send the following a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), (4) list of three professional references (names, addresses, telephone numbers), and (5) proof of licensure/ certification to: **Judy Chastonay, Human Resources, 3251 Panthersville Road, Decatur, GA 30034.** EOE

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UNIVERSITY OF CALIFORNIA, DAVIS
The Department of Agronomy and Range Science

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Academic career track position, Assistant/Associate Specialist in the Agricultural Experiment Station (100%). Responsibilities include the organization and operation of a variety testing program in Upland and Pima cotton to evaluate agronomic performance. Develop a specialized research program that encompasses, but is not limited to the establishment of a germplasm collection in support of experimental studies that focus on the development and release of improved germplasm. Collaboration with existing academic research programs in cotton molecular genetics and biotechnology, physiology, and breeding in the public sector is strongly encouraged. Experience in research in cotton is preferable, but not essential. Send a statement of research interests, curriculum vitae, publication list, reprints and key publications (up to five). Copies of undergraduate (if within five years of degree) and graduate transcripts, and the names, addresses (including e-mail addresses), and telephone numbers of at least five professional references to **Dr. Robert L. Travis, Chair, Search Committee; Dept of A&RS; University of California, One Shields Ave, Davis, CA 95616-8515. Telephone: (530) 752-6187; FAX: (530) 752-4361. E-mail: rltravis@ucdavis.edu.** Review of applications will begin on August 30, 1999. Position to remain open until filled. The University of California is an Affirmative Action Equal Opportunity Employer

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WAUBONSEE
COMMUNITY COLLEGE

ACADEMIC ASSOCIATE DEANS

Waubonsee Community College is seeking candidates for two Academic Associate Dean positions in the areas of Business & Information Systems and Technology, Mathematics & Physical Science. Both positions require a Master's Degree in related field and three years experience in a community college as a faculty member or an administrator. Comparable education, business or management experience may be considered. Must possess the ability to perform budgeting, scheduling, selection, orientation and evaluation of faculty and staff, program and curriculum development and overall supervision of the unit.

Salary $55,000 to $60,000 with generous fringe benefit package including full family medical coverage provided at no cost to the employee.

Waubonsee Community College is a fully-accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values - quality, service, value, innovation and accessibility.

Review of applications will begin on June 11, 1999. To maximize the opportunity for selection, the following information should be forwarded to the Office of Human Resources as quickly as possible: Letter of interest, resume, transcript of highest degree earned, and college application form. Call, write or visit our website to request an application packet.

(630) 466-7900, Ext. 2214
Office of Human Resources
WAUBONSEE COMMUNITY COLLEGE
Rte. 47 at Harter Road
Sugar Grove, IL
60554

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http://www.wcc.cc.il.us

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Rhode Island School of Design

DIRECTOR

RISD RESEARCH FOUNDATION AND RI CENTER FOR DESIGN RESEARCH

Travis & Company, a retained executive search firm, is conducting a search for a full-time Director for the Rhode Island School of Design (RISD) Research Foundation and RI Center for Design Research. The function of this newly created position to be based at RISD in Providence, RI, is to facilitate the commercialization of cutting-edge innovation and design.

The Director will be responsible for guiding and streamlining the commercialization and marketing of innovative new products and services designed by RISD faculty and students. He/she will assist the RISD community in achieving intellectual rights to commercially viable projects, and assist in negotiating with corporations and granting institutions to fund design projects. The Director will develop and manage the Center and Foundation budgets and will handle the day-to-day administrative responsibilities. The Director will report to the board of the RISD Research Foundation.

We are seeking an individual with significant years of experience in the commercialization of design projects. The successful candidate will possess a strong entrepreneurial spirit and significant experience in the development of products or services, marketing, and commercialization. A background in design is required. An advanced degree in a design-related discipline and/or business is strongly preferred.

Review of applications for this position begins immediately and will continue until the position is filled.

INTERESTED APPLICANTS SHOULD SUBMIT A RESUME TO:

Mary K. Morse
Vice President
Travis & Company
325 Boston Post Road
Sudbury, MA 01776
Fax # 978-443-3251

Rhode Island School of Design is an equal opportunity employer that encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, religion, color, sex, sexual orientation, age, national origin, or disability.

Washtenaw Community College

Coordinator Special Learning Services

A comprehensive two-year college dedicated to student, community and staff success is presently seeking an individual for the position of Coordinator, Special Learning Services. This individual is responsible for managing the day-to-day operations of the Learning Support Services office. The Coordinator is responsible for providing supportive services to students enrolled in federally reimbursable vocational education courses who require special assistance in order to successfully complete occupation programs - as well as students in general education who meet grand-specified criteria. The College is located in the city of Ann Arbor, MI a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

The successful candidate must possess a Masters degree in counseling, special education or related field, equivalent of two years successful work experience in counseling and/or working with foreign and/or differently abled populations and demonstrated experience and skill in program planning and grant writing.

Initial annual salary range is $35,200-$38,720 on a twelve month base, dependent upon education and related experience with numerous fringe benefits.

Deadline for receipt of WCC official application form is July 9, 1999.

Interested persons should send completed WCC application form with credentials (transcripts) to the **Office of Human Resource Management, Washtenaw Community College, PO Box D-1, 4800 E. Huron River Dr., Ann Arbor, MI 48106. (734) 973-3497 Job Hotline (734)973-3510.**

For job postings see our web site at **http://www.washtenaw.cc.mi.us/jobs/**

AA/EEO/ADA employer

Montgomery College

NURSING

Full-time and Part-time Faculty

Montgomery College, Takoma Park Campus, has need for full-time and part-time instructors to teach Nursing beginning with the Fall Semester 1999.

The full-time requirements include: a Master's Degree in Nursing, a minimum of two years nursing practice in an acute care setting within the last three years, RN licensure in Maryland and must meet the Maryland Board of Nursing education requirements. Specialty area of medical/surgical nursing is also required. Teaching experience at the college level and a strong physical assessment skills through teaching or a course is preferred. The position includes team teaching with clinical assignments in such areas as fundamentals, medical/surgical nursing and management and leadership. Academic advising and committee work as assigned.

The requirements for the part-time positions include: a Bachelor's Degree in nursing, RN licensure in Maryland and a minimum of two years nursing practice in an acute care setting within the last three years. Specialty areas of medical/surgical nursing, fundamentals of nursing and pediatric nursing is required. A Master's Degree in Nursing is preferred. Teaching experience and strong physical assessment skills through practice or a course is preferred. Position includes clinical laboratory supervision of students, grading of clinical papers, evaluations and beginning and end semester course meetings.

General criteria include evidence of teaching excellence and commitment to the community college philosophy and mission. willingness and flexibility to teach day, evening and weekend sections are needed. Faculty applications can be obtained by calling our **24-hour job hot line at (301) 279-5374,** or by coming to the **Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland.** The review of applications begins immediately and will continue through August 13, 1999.

Montgomery College is an EO/AA/Title IX Employer

U.S DEPARTMENT OF EDUCATION

Hispanic-Serving Institutions (HSI) Program

under Title V of the Higher Education Act

- Discretionary grants will be available as follows
  - **Available funds for FY 1999:** $28 million, of which approximately $16 million will be for NEW projects
  - **Range of awards for 5-year development grants:** approximately $375,000 to $425,000 per year
  - **Eligibility:** Institutions must be Title III-A eligible, and also have an undergraduate FTE enrollment that is at least 25% Hispanic-American. At least 50% of all the institution's Hispanic-American students must be classified as low-income individuals.
  - **Application Closing Date:** June 25,1999
    Grant Award Date: July 30,1999
  - **Peer reviewers needed!** E-mail a 2-page resume to HEPreader@ed.gov or Fax to (202) 260-4501
- **Technical Assistance Workshops** will be held in **California, Texas, and New York.** (Dates and times to be announced in the Federal Register.)
- A nationwide Teleconference on the HSI Program was televised on **May 21,1999.** To obtain a video-tape of this teleconference, call **1-877-4ED-PUBS.**

For additional information, check the Department of Education's web site address at **HTTP://www.ed.gov/offices/OPE/OHEP/idues/hsi.html** or call **Carl Person at (202)708-8816.**

If you want to be included in our List Server for Hispanic-Serving Institutions, e-mail your name, title, and institution's name to **Don Crews at don_crews@ed.gov.**

DEAN

NEW SCHOOL UNIVERSITY invites applications and nominations for the position of Dean of the GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE, one of its seven academic divisions.

From its founding as a University in Exile in 1933 to its position today as a catalyst for innovation, the Graduate Faculty (GF) has aspired to excellence in social science, philosophy, and historical studies and is an incubator of change in undergraduate education and humanities.

New School University seeks a Dean who will provide strong, effective, creative leadership to help define the Graduate Faculty's future and move its central tasks to fruition. These include making undergraduate education a core feature of the Graduate Faculty's mission; creating two departments in History and the Humanities; recruiting a new cohort of senior scholars; and advancing cultural and human heterogeneity.

The Dean reports to the President, works closely with the Provost and the Deans of the other divisions, and provides administrative as well as academic leadership to the Graduate Faculty. Desired qualifications include an earned doctorate, scholarly distinction, and administrative experience.

Applications and nominations should be sent by September 1, 1999 to: Jonathan F. Fanton, President, **NEW SCHOOL UNIVERSITY**, 66 West 12th Street, New York, NY 10011. New School University is strongly committed to an educational environment in which the curriculum and every other aspect of university life reflect the multi-cultural city and the international world in which we live. Affirmative action/equal opportunity employer.

New School University
Graduate Faculty of
Political & Social Science

SPJC
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*The following **require good computer, & oral/written communication skills. College teaching & experience using** technology to deliver or support instruction is preferred. Faculty assignments may be made at any St. Petersburg Junior College campus location.*

CRIME SCENE TECHNOLOGIES INSTRUCTOR (#1877)

Master's in Forensics OR a related field w/ a minimum of 18 college credits in a forensics. A minimum of 5 yrs practical exp. in a forensic science field performing in a criminal justice environment is also necessary.

PHYSICAL THERAPIST ASSISTANT INSTRUCTOR (#1122)

Associate's or Bachelor's degree in physical therapy & 3 yrs practice as a PT Asst. or PT. Must have PT Asst. or PT licensure or eligible for license w/the State of Florida. Part of a partnership program w/Pasco Hernando Comm. College, will work @ New Port Richey campus.

TO APPLY: Request an application by e-mail: **reynoldsk@email.spjc.cc.fl.us**, phone (727) 341-3220 or **Human Resources, 8580 66th St N, Pinellas Park, FL.** The positions remain **Open Until Filled**. To ensure consideration, please submit application & materials by June 18, 1999. St. Pete Junior College - EOE

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For Information Contact:
Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6866

Washington
WASHINGTON UNIVERSITY IN ST. LOUIS

Job Announcement

Washington University in St. Louis is seeking an admissions officer. This positions carries with it a broad range of recruitment responsibilities, including presentations to groups of prospective students and families on campus, travel to and presentations in assigned regions, development, management, and implementation of creative recruitment plans, and participation in programs which involve prospective students and their families. A willingness to work long days and weekends is essential. It is necessary to maintain a high level of energy and a strong dedication to the effort. A sense of humor is important.

Qualifications include outstanding public speaking, writing and reading skills. Candidates should have a Bachelor's degree and previous work experience is desirable. Strong candidates should be able to relate effectively to prospective students and parents the enthusiasm for his/her undergraduate experience and have demonstrated leadership ability. The nature of this position requires flexibility, hard work, strong organizational skills and self-motivation. The position also requires heavy travel and presentations to large groups. The successful candidate should perform effectively in team and individual settings with a "get it done" attitude. Applications are encouraged immediately and will be considered until the position is filled.

Send Resumes to
Nanette H. Tarbouni, Director of Admissions
Washington University in St. Louis
Campus Box 1089, One Brookings Drive
St. Louis, MO 63130-4899
E-mail: Nanette_Tarbouni@aismail.wustl.edu

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click on **Inside Wooster**,
click on **Employment Opportunities**
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330-263-2133--lfarmer@acs.wooster.edu

Editorial Calendar

Back to School Issue • *September 24th*

Hispanic Heritage Month • *October 22nd*

Law School Issue • *November 5th*

Publisher's Picks Issue • *November 19th*

Sports Issue • *December 17th*

Financing a College Education • *January 28th*

Women in Higher Education • *February 25th*

Council of Independent Colleges • *March 10th*

Community College Issue • *March 24th*

Graduate School Issue • *April 21st*

TOP 100 Colleges for Hispanics • *May 5th*

Health Professions Issue • *June 2nd*

Corporate Issue • *June 30th*

The Arts Issue • *August 11th*

Volume 10 Editorial Index • *September 22nd*

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ADVERTISING INDEX

POSITIONS

CALIFORNIA

Mountain View-Los Altos Union High School District	45
Occidental College	42
University of California, Davis	55

CONNECTICUT

Western Connecticut State University	46, 49, 51

DC

American University	40
Association of American Medical Colleges	46
United States Department of Education	56
Wesley Theological Seminary	50

FLORIDA

Hillsborough Community College	53
Indian River Community College	49
Miami-Dade Community College	48
South Florida Community College	51
St. Petersburg Junior College	57

GEORGIA

Georgia Perimeter College	53, 55

ILLINOIS

Columbia College	50
Governors State University	47
Greenville College	49
University of Illinois at Chicago	44
Waubonsee Community College	55

INDIANA

Taylor University	49

MAINE

University of Maine	48

MARYLAND

Montgomery College	56
University of Maryland, College Park	44

MASSACHUSETTS

Amherst College	54
Massachusetts Institute of Technology	45
Northfield Mount Hermon School	51
University of Massachusetts Amherst	49, 52
Worcester Polytechnic Institute	44

MICHIGAN

Grand Valley State University	54
Lansing Community College	51
Washtenaw Community College	45, 56

MINNESOTA

Northwest Technical College	45

MISSOURI

Washington University in St. Louis	57

NEVADA

University of Nevada	53

NEW JERSEY

Kean University	46
UMD of New Jersey	44

NEW MEXICO

San Juan College	51, 54

NEW YORK

Borough of Manhattan Community College/CUNY	2
Cornell University	50
New School University	57
Suffolk County Community College	52
SUNY Oswego State University	46
SUNY University at Buffalo	52

OHIO

The College of Wooster	57

OREGON

Oregon School Boards Association	48

PENNSYLVANIA

Community College of Philadelphia	54
Millersville University	50, 52
University of the Sciences in Philadelphia	48

RHODE ISLAND

Rhode Island School of Design	56

SOUTH CAROLINA

Storm Eye Institute	45

TEXAS

Laredo Community College	43, 47

RECRUITMENT

Hood College	MD	43
Mayo Clinic	MN	42
Texas A&M University-Kingsville	TX	42
University of Maryland	MD	43

CONFERENCES

American Association for Higher Education	MD	27
American Council on Education	NM	59
Bryn Mawr College	PA	57

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¡PUNTO FINAL!

THE (UNNECESSARILY) UGLY AMERICAN ABROAD

Ardis Hanson is director of the library at the Louis de la Parte Florida Mental Health Institute, University of South Florida-Tampa.

Travel–what a magical word. Faraway places, exotic peoples, gastronomic delights. A chance to finally see, in person, the places we have visited via the glass eye on the world in our living rooms. But as we stow our carry-ons in the overhead compartments, we need to remember that we carry with us more than just physical baggage. Our perceptual and emotional baggage colors what we see and how we react.

Growing up in central Florida (Tampa), I was exposed to a number of cultures. We shopped and ate and danced in Ybor City–Tampa's Latin Quarter–with its strong Cuban and Italian communities, spent Epiphany in the Greek Orthodox basilica and enjoyed festivities in Tarpon Springs, and celebrated at the Scottish festival in Dunedin. We went to any and every cultural celebration. I assumed everyone was the same; we just had different ways of expressing ourselves.

As a college student, I had friends from other countries, and visited with them at their homes in the Caribbean, Latin America, and the Far East. The trips were different, sometimes unsettling. But they made me think about what was important: the people I met and the experience of each place.

Over the years, I saw many Americans staying in American chain hotels, boarding air-conditioned tour buses, disembarking for an hour or two in a rigidly scheduled walking tour, watching American movies on TV back at their hotels. They didn't stroll to the cafe two doors down from the hotel, buy coffee, and watch the city life unfold before them. They complained.

At the other extreme were the Americans who romanticized the people, the place, and the culture. Refusing to see reality, they preferred to view the local people as simple, close-to-nature primitives who were being corrupted by foreigners (excluding, of course, themselves).

Twenty years later, on a recent trip south of the border, I saw the same behaviors in Americans. One woman complained incessantly about her coffee. After an hour of her complaints, I walked over, introduced myself, and asked what was wrong with her coffee. The *cafe con leche* had too much milk. She didn't want black coffee. Why couldn't the waiter just put a little bit of milk in her coffee? Why didn't he speak English, if they wanted American business? I ordered her a café marron. She was delighted. But throughout my stay at the local hotel, I heard a constant stream of complaints from her and from other travelers–about the weather, the traffic, the lack of springs in the taxis, the crowded streets, the shifty way people looked at them, the problems with electricity, with water, with heat. The bus, they complained, was old and had no air-conditioning, no springs, no toilet. Not a word about the wonder-filled travel up the mountains, the views around each bend, the lush plant and tree canopies over the road, or the skill of the driver navigating the narrow road up and down the mountains–the latter something for which I was particularly thankful, since I come from very flat country. They were embarrassing. I didn't want to be associated with or apologize for those kinds of Americans. But I was also angry. Why didn't they relax and appreciate the beauty of the day? Or be polite? Perhaps even try to speak a little Spanish? To say *buenos dias*, *por favor*, or *gracias* as the occasion arose? I was glad when the tour left.

I thought things had changed since I encountered my first group of American tourists twenty years ago. Now I am not so sure. As other cultures have become more familiar to Americans through movies, television, food, and music, there seems to be a mentality that prevents us from enjoying the richness of language and culture. I'm reminded of the book and movie, *The Accidental Tourist*, in which the main character travels the world but recommends the McDonalds in Paris in his travel guides for businessmen. "The point," he observed, "is to travel abroad without ever leaving home."

Then why bother to leave? No university requires travel to a foreign country to present current research. It's a choice. With that choice comes the responsibility to behave appropriately, to be polite, to remember that it is not "home" but an incredible venue for personal and professional growth.

Travel taught me the value of patience, determination, and flexibility. It forced me to become independent and find ways to communicate with others who didn't always speak my language. I practiced the language, however ridiculous or inept I felt. It helped me appreciate someone's attempts to speak to me in English, however broken or stilted. I know the exhilaration of actually holding a short conversation with storekeepers or foreign colleagues in their language. I feel a personal connection now with a place or a people when I hear or read a news story on the country.

I exhort you. Enter into travel with an open mind. The lessons you can learn will be limitless.

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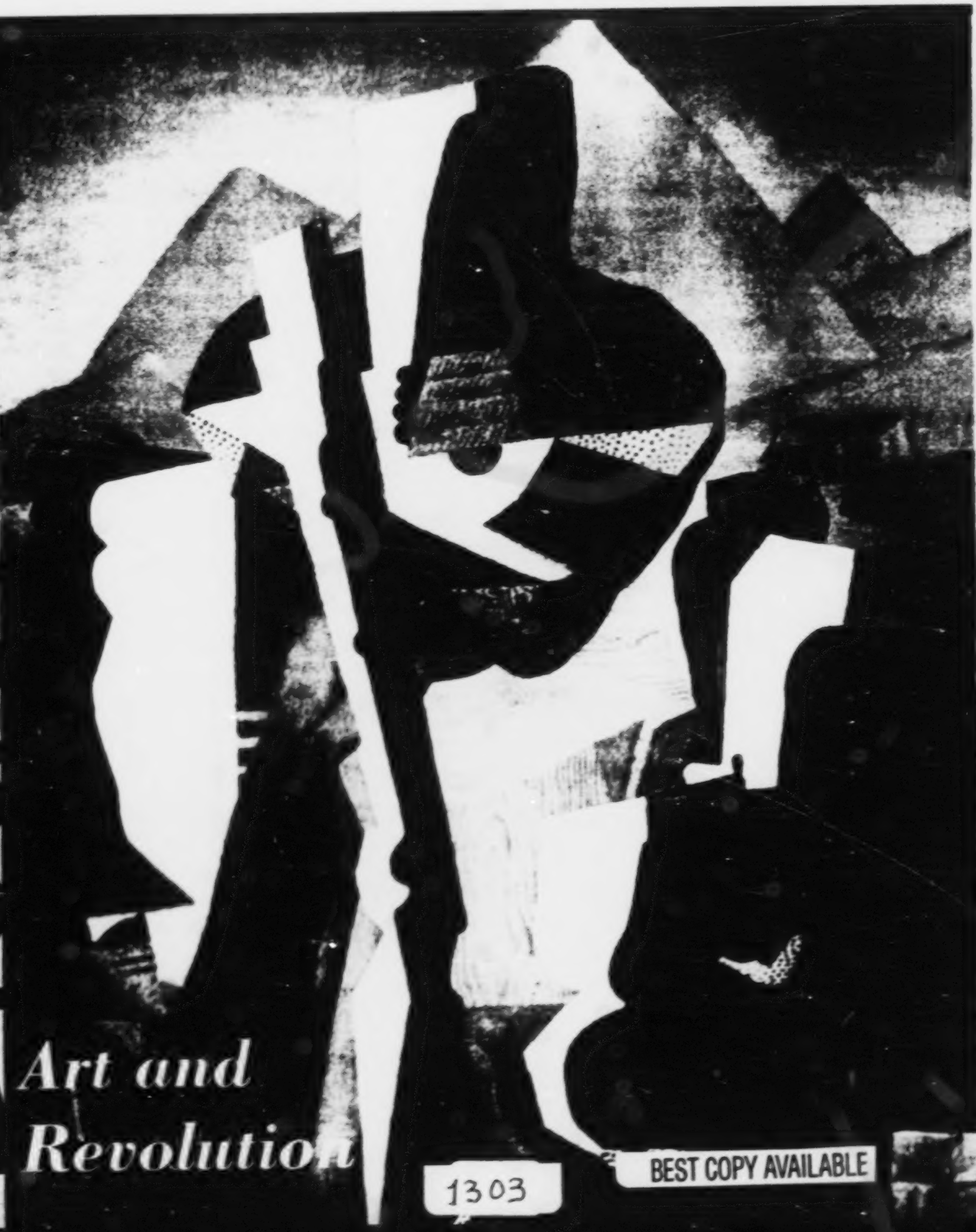
THE HISPANIC Outlook IN HIGHER EDUCATION

BELLAS ARTES

Diego Rivera



Art and Revolution

1303

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LEAGUE for INNOVATION

in the Community College

The League for Innovation in the Community College invites applications and nominations for the position of
President/CEO

PRESIDENT/CEO

After 23 distinguished years as President of the League for Innovation in the Community College, Dr. Terry O'Banion has indicated his desire to retire. As a measure of his leadership role, he has consulted with 600 institutions, written 12 books and numerous monographs, and has secured over $50 million to support League projects. It is the intention of the Board to continue and extend the League's involvement in community college leadership at the local, state, national and international levels.

LEAGUE HIGHLIGHTS

The League for Innovation in the Community College is the only major consortium in North America specifically committed to improving community colleges through innovation, experimentation, and institutional transformation. Twenty CEOs from some of the most influential, resourceful, and dynamic community colleges and districts in the United States and Canada comprise the League's Board of Directors. In addition, 650 members participate in the League's Alliance for Community College Innovation.

LEAGUE MEMBERS

- Central Piedmont Community College
  P. Anthony Zeiss, President
- Cuyahoga Community College
  Jerry Sue Thornton, President
- Dallas County Community College District
  J. William Wenrich, Chancellor
- Delta College
  Peter D. Boyse, President
- Foothill-De Anza Community College District
  Leo E. Chavez, Chancellor
- Humber College of Applied Arts & Technology
  Robert A. (Squee) Gordon, President
- Johnson County Community College
  Charles J. Carlsen, President
- Kern Community College District
  Joe Conte, Acting Chancellor
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- Moraine Valley Community College
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- San Diego Community College District
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- Santa Fe Community College
  Lawrence W. Tyree, President
- Seattle Community College District
  Peter C. Ku, Chancellor
- Sinclair Community College
  Ned J. Sifferlen, President
- University of Hawaii Community College System
  Joyce S. Tsunoda, Chancellor

SELECTED QUALIFICATIONS

Education scope

- Earned doctorate preferred
- Demonstrated vision, enthusiasm, commitment and skills which will extend the League for Innovation initiatives as the "most dynamic organization in the community college world." *Change Magazine*, January, 1998

CANDIDATE PROFILE

The President of the League for Innovation in the Community College will possess these demonstrated skills:

- Understand and be committed to the philosophy and values of the comprehensive community college.
- Comprehend and have experience with local, state, national, and international community college issues.
- Lead innovation, experimentation, and transformation.
- Advocate for advanced concepts in instructional technology, distance learning, and other learning options.
- Speak and write at an exemplary level.
- Interact positively with a wide range of people in culturally diverse communities and with complex public/private organizations.
- Work cooperatively with a high profile Board representing colleges with diverse demographics, geography, and programs.
- Lead quality staff in entrepreneurial partnership efforts and development of successful conferences and institutes.
- Secure grant proposals from public and private groups, including foundations.
- Advocate community college needs with higher education, government, and corporate entities.
- Exhibit a professional style characterized by scholarship, humanism, understanding of emerging social environments, and have a tolerance for ambiguity.

APPLICATION PROCESS

The successful candidate will describe in writing how s/he meets each of the above profile items. (Include specific examples)

In addition, applicants should submit a current resume, and the name and business and home telephone numbers of six references.

Dr. David H. Ponitz, President Emeritus, Sinclair Community College serves as search consultant to the League Board. He may be contacted at

Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
PH: (937)512.2865
FX: (937)512.5130
dponitz@sinclair.edu

Address nominations and completed application to
Ms. Earlene Dafler
Sinclair Community College
P.O. Box 610
Dayton, Ohio 45402-1460

The position will be open until filled, however, review of applications will commence on June 1 and continue through August 1, 1999, and materials should be submitted by that date to insure thorough consideration.

The consultant and the Search Committee will screen applications. Final interviews will be conducted by the Board of Directors in the early Fall.

All inquiries, nominations and applications will be held in strict confidence.

LEAGUE FOR INNOVATION

Headquarters for the League is 26522 La Alameda, Suite 370, Mission Viejo, California, 92691, (949) 367.2884, www.league.org

The League for Innovation is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability or age.

CONTENTS

FEATURES

Diego Rivera: Art and Revolution

The Cleveland Museum of Art

This major retrospective, which premiered at the Cleveland Museum of Art, is now in Los Angeles—and will travel on to Houston and Mexico City. **6**

Culture in Stereo: Grupo Teatro Tunanta

Spanish-language theatre group at the University of Georgia sparks post-production debates on universal issues. **10**

Hispanics and The L.A. Opera

Plácido Domingo will soon take the lead. **13**

El Greco AND a New Building

SMU's Meadows Museum acquires its first El Greco and breaks ground for a new 66,000-square-foot museum building. **20**

Laura Angelica Simon— Teacher and Filmmaker

Her immigration documentary won an award at Sundance. **24**

Playgoing in Cuban

Dreaming in Cuban *and* Other Works, *as performed at New York's American Place Theater, engages and delights.* **27**

Amazing Argelia: Scholar, Dancer, Activist

UCLA honors one of the most extraordinary students in 35 years: Argelia Andrade-Glez. **30**

Latina Takes Paris Prize

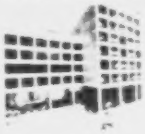
Houston CC-Central student wins top U.S. award at designer contest. **32**

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

State of American Education. **5**

Honor Roll: Fashion Institute of Technology



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33

Book Review: ***How Did You Get to Be a Mexican?***

41

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A CAPITOL VIEW

State of American Education

BY GUSTAVO A. MELLANDER

Recently, Secretary of Education Richard Riley delivered his 6th annual State of American Education address here in Washington, D.C.

In it, he outlined a new approach for states to consider in reforming teacher licensure and compensation. He also announced steps that the Department of Education will take to address accountability and teacher quality.

Five Dynamics Transforming American Education

In his introductory comments, Riley outlined five key issues impacting America's education.

1. Schools are encountering the "millennium generation"—and need to educate a record 53 million young people.

2. With one out of five children living in poverty, and growing diversity, the makeup of the classroom is requiring teachers to broaden their skills.

3. The American population is aging, and the family structure is changing. As a result, fewer families in the future will have children. This means more effort is needed to keep families without children supporting schools and involved in education.

4. Knowledge and the earnings gap both continue to explode. Far too many people are not being educated to "succeed" in the 21st century. At the same time, millions of Americans have attended college. And the financial benefits are impressive. College educated Americans now make 76 percent more than do high school graduates.

5. Technology is at the heart of change in society and will become fundamental to how we teach and learn.

America's Teachers: Value Them

In a recently released *Teacher Quality* report, fewer than half of America's teachers felt "very well" prepared to teach in today's classroom. With that as a basis of discussion, the Secretary called upon the country, especially governors and state legislators, to take "a hard and honest look" at the profession of teaching.

As the nation needs to hire 2.2 million teachers in the next 10 years, the Secretary asked for a sea change in public thinking about the value of teaching. This should include: raising standards for teachers, paying teachers a "knowledge and skills-based pay," requiring licensing while ending emergency certification and out-of-field teaching. Further, state laws should be strengthened to better accommodate mobility, such as across state borders. Finally, working conditions for teachers must be improved, and their professional development can be enhanced by providing career ladders.

Accountability

But it is not a one-way street. The "A" word—accountability—is part and parcel of his agenda. Riley outlined a new three-part approach for states to consider in reforming teacher licensure and compensation scales. The department is committed to taking the following steps:

- create a National Job Bank and Clearinghouse for Teacher Recruitment;
- sponsor a National Conference on Teacher Quality;
- establish a National Commission on Mathematics and Science Teaching for the 21st Century, led by Senator and astronaut John Glenn and;
- support a National Academy of Sciences study on teacher testing.

The Secretary challenged Americans to develop a new "realism mixed with hope"—to be proud of advances in education and then to go the extra mile. He pointed out that all states have developed standards, but many states have not moved those standards into the classroom.

He also developed the theme that education is a continuum. "We have powerful new research on early brain development and on teaching reading, and new data showing that the nation's reading, math, ACT and SAT scores are up—but there are still too many youngsters who do not have basic skills." Too few quality teachers are available to teach them, especially in math and science.

The doors of college are open wider than ever before, but there is still a stubborn achievement gap between well-off and poor schools. Sadly, after years of reforms, too many high schools do not provide students with rigorous academic experiences.

Responsibility and Achievement

It is easy to focus on shortcomings. It is important to remember that some schools are succeeding. What are their characteristics? They exist in communities where teaching is a first-class, respected profession, where children are prepared and supported to pass (not simply socially promoted or retained). School leadership is shared among many in the community, and they implement proven strategies to turn around low-performing schools, such as exit exams and a redesigned curriculum. Such positive results are the reality in North Carolina, Maryland, Texas, and Kentucky.

In addition, the Secretary committed to three specific goals that are of interest to *HO* readers.

1. He suggested joining with hundreds of college and university presidents in "national college week" to step up efforts to encourage young people to plan for college early. Studies indicate that those children who yearn and plan to go to college while still in elementary school do indeed attend and succeed once they get there.

2. Since many Hispanics enter teaching, Riley's announcement that he will support a national public recruitment campaign is relevant. He pledged support for the Coalition for Education to launch a major national recruitment campaign to attract more Americans into teaching.

3. Finally, he urged all Americans to learn at least two languages.

Dr. Mellander is a professor at George Mason University.

Diego Rivera: Art and Revolution

Cleveland Museum of Art Premieres Retrospective

The Cleveland Museum of Art (CMA) recently premiered the first major exhibition in over a decade to review the broad scope and appeal of legendary artist Diego Rivera (1886-1957). A national icon in Mexico, Rivera ranks among the most significant artists of the 20th Century.

> ***"Rivera helped to define the terms of the Mexican-American cultural dialogue that continues to this day."***
>
> ROBERT P. BERGMAN, CMA DIRECTOR

The Cleveland Museum of Art

A world of great art for everyone

This retrospective exhibition, entitled "Diego Rivera: Art and Revolution," shows nearly 120 paintings and drawings, including works rarely or never exhibited in the United States.

Lent by museums and private collectors in the U.S., Europe, Japan, and Mexico, these works trace Rivera's prolific career, starting with a seldom-seen drawing of a classical sculpture completed when the artist was 12 years old. The exhibition examines his relationship to many of this century's artistic movements, including symbolism, cubism, social realism, and surrealism, as he fused the innovations of European modernism with the traditions of Mexico's pre-Columbian past and its indigenous peoples.

After its premiere at the CMA February 12 through May 2, the exhibition continued on a binational tour, opening May 30 at the Los Angeles County Museum of Art, then to The Museum of Fine Arts, in Houston, September 19 to November 28, and finally to the Museo de Arte Moderno, Mexico City, December 17 to March 19 of the year 2000.

"Diego Rivera" is organized by the Consejo Nacional para la Cultura y las Artes through the Instituto Nacional de Bellas Artes (INBA, Mexico), and the CMA, in partnership with the Ohio Arts Council. AT&T is the international corporate sponsor.

CMA director Robert P. Bergman praised the exhibition.

"Diego Rivera's life comprises one of the great histories of 20th-century art, politics, and the quest for validation of indigenous American cultures. This new retrospective of Rivera, a modern artist who rivals Picasso in his productivity and influence, positions Rivera as a key innovator in 20th-century art, examining not only his artistic production but the social, political and humanistic impulses behind it.

"Rivera helped to define the terms of the Mexican-American cultural dialogue that continues to this day."

Bergman also noted that in addition to AT&T's generous support, "we are deeply indebted to the National Endowment for Humanities and the Raymond John Wean Foundation for their foresight in recognizing the importance of the exhibition with major grant awards."

"Diego Rivera: Art and Revolution" grew out of long-term alliances between the Mexican government and the State of Ohio, particularly the Ohio Arts Council. The involvement of INBA, holder of the world's most extensive and significant Rivera collection, is critical to the exhibition's success. The retrospective is distinguished by its

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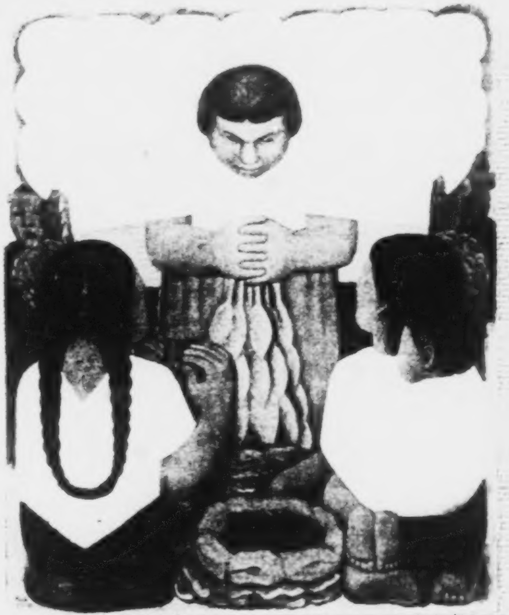
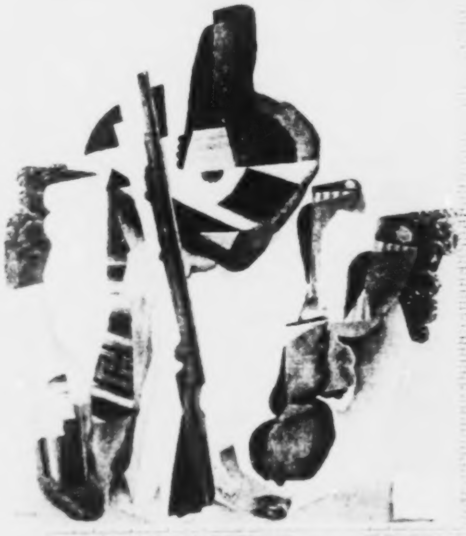
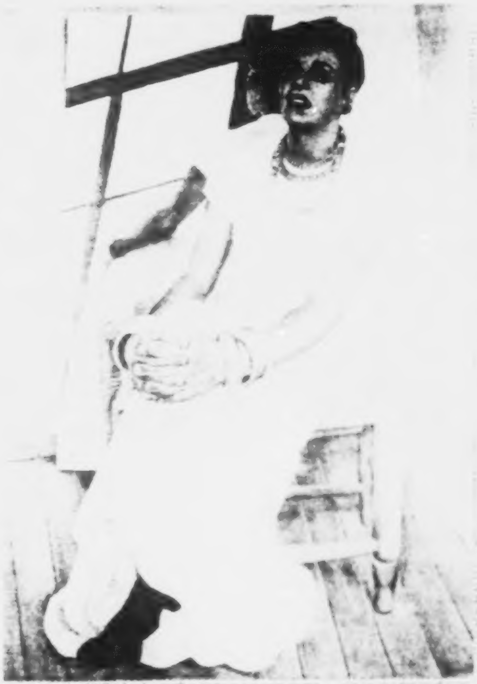


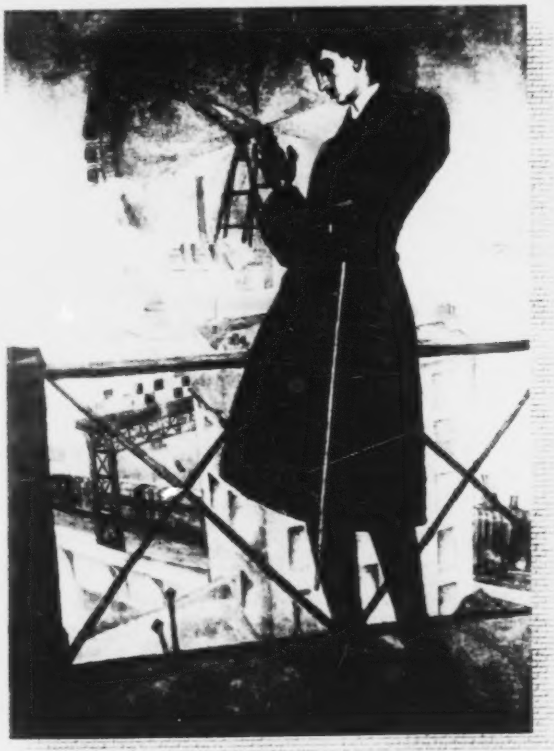
Flower Day
Los Angeles County Museum of Art



Self-Portrait
Smith College Museum of Art, Massachusetts



Portrait of Guadalupe Marin
Col. Museo de Arte Moderno, INBA



Portrait of Adolfo Best Maugard
Col. Museo Nacional de Arte, INBA

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combined Mexican and American curatorial perspectives and by the inclusion of several paintings and drawings that are little known and seldom seen outside Mexico.

William H. Robinson, CMA's associate curator for paintings, is co-curator with Agustin Arteaga, INBA's former national coordinator and director of the Museum of the Palace of Fine Arts, and Luis-Martin Lozano, professor of art history at Iberoamerican University, Mexico City.

Dr. Robinson describes the artist: "He was denounced by both conservatives and doctrinaire leftists, the latter for his anti-Stalinist views and his 'bourgeois' attraction to folkloric themes. This dichotomy of opinion persists today. Some historians regard Rivera as the vanguard painter of a post-colonial, non-Eurocentric sensibility. Others criticize him for adhering too strictly to European traditions and for painting 'tourist' images to please his conservative patrons. This exhibition examines these controversies by assembling works from every phase of Rivera's vast artistic career. Collectively, the works reveal the intricate relationship between revolutionary aesthetics and radical politics in the art of one of the century's most complex, multifaceted personalities."

The exhibition includes Rivera's signature masterpieces, such as "Flower Day, 1925," which won the purchase prize at the 1925 Pan-American exhibition at the Los Angeles County Museum of Art. These familiar paintings are joined by lesser-known works that surfaced in the course of research and through INBA's work in registering all Rivera works under laws of national patrimony, a role that has provided INBA unparalleled access to information about Rivera's art in public and private collections, as well as to related archives and documents.

At the Los Angeles County Museum of Art until August 16, the exhibition will be in Houston at The Museum of Fine Arts, September 19 to November 28, and at the Museo de Arte Moderno, Mexico City, December 17 through March 19 of 2000.

Highlights

The exhibition is presented in four thematic sections. The first two—Rivera's Formative Years, and Radical Political and Artistic Transformations—follow Rivera's progression from an academic painter trained in Mexico to his engagement with the European avant-garde and his immersion in the social and political concerns of his time.

The exhibition begins with Rivera's student work in Mexico through his departure in 1907 to study painting throughout Europe. Early academic drawings include the one executed at age 12 ("Classical Figure Leaning on an Urn, 1899"), signaling the emergence of a gifted and precocious artist. This section also features early paintings. A little-known self-portrait, painted by Rivera at age 20 (1906), is among the works on view that have never been shown in the United States.

Rivera's exploration of a symbolist-inspired modernism after his arrival in Spain in 1907 is seen in a group of rarely shown paintings, including the melancholy and evocative corner view of "The House of Vizcaya (1907)" from a private collection in Mexico.

While based in Paris, Rivera travelled extensively, testing traditional and vanguard artistic styles with his own distinctive hallmark in Madrid, Long, and Bruges. He met Picasso, Leger, Modigliani, Chagall, Mondrian, and many other important artists of the time. Rivera was welcomed into the cubist movement by artists and contemporary critics, who admired his highly original, personal form of Cubism, emerging from a post-colonial, non-Eurocentric sensibility. During this period, Rivera pursued alternative sources of inspiration by returning repeatedly to Spain and—in his imagination—to Mexico.

His monumental, seven-and-a-half-foot tall "Portrait of Adolfo Best Maugard (1913)," considered the masterpiece of Rivera's early career, depicts a fellow Mexican painter, seen from the window of Rivera's studio in Paris, with the Montparnasse train station in the background. This painting's style weds cubist interpretations of the Paris cityscape with expressive distortions that arose from Rivera's study of the visionary paintings of Spain's great Renaissance master, El Greco.

"Majorca Landscape," formerly a prized possession of Rivera's second wife, Guadalupe (Lupe) Marin, was composed in the summer of 1914 on a Mediterranean island where the lush, tropical vegetation evokes his memories of Mexico. Says Dr. Robinson: "The painting's dynamic color and fantastically energetic composition are entirely original contributions to Cubism. Even the intense colors that entered Picasso's palette were not comparable to Rivera's 'tropical' combination of hot pink, avocado green, pomegranate red, mango orange, and papaya yellow, set against an aquamarine and sky-blue background." This painting has not been shown in the U.S. since Rivera's 1931 retrospective at the then newly opened Museum of Modern Art in New York.

The painting "Zapatista Landscape—the Guerrilla" is regarded as Rivera's cubist masterpiece. The Mexican Revolution that broke out in 1910 was entering one of its bloodiest phases when Rivera conceived the painting in 1915. This "landscape" depicts Emiliano Zapata, the peasant revolution hero, in what Dr. Robinson calls "a superb synthesis of modernist formal structure, *trompe-l'oeil* realism, and inventive iconography." In the center, a sombrero, sarape, rifle, belt, and gourd canteen rest against a wooden ammunition box; a 'note' is illusionistically 'nailed' to the painting in the lower left; in the background, snow-capped mountains rise above the Valley of Mexico."

"Through such paintings," says Dr. Robinson, "Rivera expressed his determination to forge a path independent of Picasso by wedding cubism to his own Mexican national identity and political sympathies." Rivera said "Zapatista Landscape" was "probably the most faithful expression of the Mexican mood that [he] had ever achieved."

The second section of the exhibition examines Rivera's transformation from a cubist, who produced complex images for connoisseurs, into a populist painter for the masses. He began with innovations combining modern and neoclassical styles, as seen in "Still Life, Paris (1918)" and "Nude Woman (1919)."

Urged by Mexican Minister of Education José Vasconcelos to return to Mexico from Europe to promote mural painting as a form of populist art for the masses, reflecting the ideals of the Mexican revolution of 1910-1920, Rivera settled again in Mexico in 1921. He pursued an intensive study of indigenous art and traditional culture while traveling through southern Mexico. He also began amassing a personal collection of pre-Columbian and folk art that would eventually total some 60,000 objects—a collection often referenced in his later murals and easel paintings.

The third section of the exhibition, Art for the Masses, examines Rivera's activities as a muralist through the display of drawings and cartoons for a variety of projects. Included is a study for the mural cycle in the Chapel of the National Agricultural School in Chapingo—"Back of a Seated Nude (1926)"—for which Italian American photographer (and Rivera's lover) Tina Modotti served as model.

During the 1930s, Rivera spent much of his time in the United States, where he created numerous frescoes in New York, Detroit, and San Francisco. Murals painted by Rivera and other Mexican masters had a wide-ranging influence on American social realist painters. Among related studies on view is a pencil drawing (1932) for Rivera's ill-fated "Man at the Crossroads" mural for the RCA building, in which his portrait of Lenin led to the artist-patron conflict that resulted in the destruction of the mural—one of the most notorious scandals in the history of art.

The last section of the exhibition, Vision of Mexico and World Harmony, surveys the tremendous variety and seemingly contradictory impulses in Rivera's art of the last four decades of his life. During this time (1921-1957), he portrayed many different subjects in styles ranging from surrealistic fantasy to the monumental, heraldic simplicity of pre-conquest Indian art. "Tortilla Maker (1926)," for example, reflects Rivera's ambition of creating a vast "portrait" of Mexico.

Rivera, an ardent Marxist and intellectual, was also attracted to popular entertainment and even Hollywood movies. The subject of the painting "Nocturnal Landscape (1947)" was not understood for decades until INBA scholars proposed that the group of peasants perched in a tree is not meant to depict some nighttime folk ceremony, but rather an impromptu audience for the filming of the Hollywood production *The Treasure of the Sierra Madre*, directed by John Huston and starring Humphrey Bogart.

> ***"Collectively, the works reveal the intricate relationship between revolutionary aesthetics and radical politics in the art of one of the century's most complex, multifaceted personalities."***
>
> WILLIAM H. ROBINSON, CMA, CO-CURATOR WITH AGUSTIN ARTEAGA AND LUIS-MARTIN LOZANO

Rivera's fascination with Mexico's ancient civilizations was motivated by a desire to connect the nation's pre-colonial past with its present, and, in the process, to restore its marginalized indigenous peoples to their rightful and essential place in society. This effort to forge a new, multiracial national identity is seen in a series of works that includes "History of the Religion I (1950)," "The Creation of Man" and other illustrations for the ancient Mayan sacred text, *Popul Vuh (Book of the People)* from 1931, and "Danzante (1947)," a practically unknown painting of concert dancer Jesus Robles (Rivera's friend), who performed with a group dedicated to preserving the ancient ceremonies of the Chichimec Indians.

The other side of Rivera's personality—not the populist, but the sophisticated synthesizer of 20th-Century intellectual ideas—is seen in a group of highly imaginary, sometimes nightmarish images, including "Postwar," depicting an anthropomorphic tree, assuming the shape of a woman with a sword thrust in her heart. The tortured, writhing body set against a desolate landscape was probably intended as a metaphor for the suffering victims of World War II.

The exhibition concludes with Rivera's private images of friends and colleagues, including the expressive "Portrait of Lupe Marin (1938)," a favorite model of Rivera's, painted long after they had ended their 1922-27 marriage. Though she seems casually seated, her facial expression and tensely laced hands imbue the work with a sense of anguish.

Catalogue

A fully illustrated catalogue, produced in English and Spanish, accompanies the exhibition. Written by an international team of art historians and scholars assembled specifically for this project, the catalogue presents new information and avoids an Anglo-centered reading of Rivera's art. It brings together essays by leading Rivera scholars from the United States and Great Britain with essays by seven Mexican authors, representing their most current and advanced scholarship and giving voice to perspectives not always familiar to American audiences. Essays by co-curators Robinson, Arteaga, and Lozano are included.

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Grupo Teatro Tunanta Enriches Classrooms

BY ELIZABETH R. WRIGHT

Sparks Debate at University of Georgia

One of Dr. Alvarez's graduate students, Diego del Pozo, adapted this year's production from a Senel Paz short story as part of an innovative approach to the traditional master's thesis.

When in the fall of 1996, José Bernardo Alvarez arrived at the University of Georgia with little but a bed, twenty boxes of books, and a motorcycle, he added item number five to the full plate of junior-faculty obligations that keeps new professors working upwards of seventy hours each week. Dr. Alvarez says, "I wanted to integrate my teaching, research, and creative activities and, at the same time, provide students with a learning environment that extended beyond the classroom."

Fortunately, his senior colleagues gave their support, and a cadre of dedicated graduate students embraced the chance to make their study and research in Spanish-language literature come alive. In this way, Grupo Teatro Tunanta took shape, adding experimental Spanish-language theater to the list of cultural riches in a town famous for the B-52s, R.E.M., and a thriving community of visual artists. Now in its third season, the members of Tunanta have become testaments to the growing importance of Latinos in the southeastern United States, presenting their productions and holding workshops at the University of Georgia and other institutions.

The group's selections of plays to date reveal a commitment to the idea of taking the study of literature beyond the pages of a book and the walls of a classroom–in particular, each work has placed a spotlight on how political upheaval requires difficult personal choices. The group's debut, presented in 1997, featured Paloma Pedrero's *La llamada de Lauren*, a work that highlights the vertiginous changes that swept Spain after the dictator Francisco Franco died and Spaniards grappled with the opportunities and challenges of new freedoms. Problems and responsibilities in a democracy likewise came to life in their second production, Ariel Dorfman's direct and devastating *La muerte y la doncella*, in which a married couple ready to become leaders in the newly democratic Chile find themselves facing a demon from the past—one of Pinochet's sadistic torturers, now the seemingly harmless, elderly victim of a flat tire. Should people forgive their trespassers who themselves showed nothing but sadistic malice? While about Chile's recent history, it's hard to imagine a message better tuned to a university in the heart of the south, where new economic prosperity emanating from Atlanta cannot and should not erase the questions that linger from the legacy of slavery. Such a play shows how Tunanta offers a chance to think about a changing Georgia population: new Latino residents and long-time Georgians share common ground in that both groups must plan for challenges of the future with an eye on lessons from past injustices.

This year's production, *Fresa y chocolate en una barquilla*, adapted from Senel Paz's 1991 short story "El lobo, el bosque y el hombre nuevo," brought the tradition of examining the connection between

June, 1996. To do/Pendiente:

- ✓ *Walk the aisle in commencement gown.*
- ✓ *Move across the country.*
- *Plan new classes.*
- ✓ *Initiate a new research program.*
- ✓ *Start an experimental dramatic troupe to involve students, faculty, and community in Spanish-language theater.*

Fresa y Chocolate en una Barquilla: Benjamin Milano and Jose B. Alvarez

political freedom and personal choices still further. A film, *Fresa y chocolate* (1993), that the late Tomás Gutiérrez Alea directed drew widespread admiration. The story, set in Cuba in 1979, brings to life an unlikely friendship, between David, a university student committed to Castro's revolutionary ideology, and Diego, a free spirit devoted to keeping alive Cuba's vibrant pre-revolutionary intellectual culture, despite the regime's official policies of ideologically rooted social realism. Most problematic, however, Diego makes no efforts to conceal his homosexuality. Their friendship highlights the dilemma of contemporary Cuba: David, born in rural poverty, has gained access to a university education through the regime's true educational revolution that spread literacy, but Diego finds that the same regime blocks his access to opportunities because of his sexual orientation.

One of Dr. Alvarez's graduate students, Diego del Pozo, adapted this story as part of an innovative approach to the traditional master's thesis. Of this project, del Pozo says, "our experimental, collaborative approach to the adaptation of the story for stage has been a bit like a battle, struggling and negotiating with the original story and among ourselves in order to create a viable script for stage, but the result has been intense artistic and intellectual satisfaction." No doubt, the Gutiérrez Alea film, with its majestic shots of the crumbling but stately Old Havana and the stunning beauty of Diego's apartment, challenges any stage director who would follow in its footsteps. "We needed to say something else, because there's no point in just redoing another director's work, as the great directors of our day have shown themselves to be constant reworkers of previous ideas." Del Pozo's adaptation and the ensemble's collaborative direction made choices that maximized their resources and the space.

> ***Post-show debates are fundamental to the mission that guides Dr. Alvarez and other members of the company, precisely because they broaden the time and space in which learning takes place.***

Early in the play, David discusses his new friend with a dogmatic colleague, Lucia. To dramatize the challenges of facing a person who does not share the same belief system, the group opted for a split-screen approach. On one side of the stage, David and Lucia discuss Diego. Meanwhile, on the other side, Diego and an artist friend argue about whether they should capitulate to regime censorship in a planned photographic exhibit. Rapid-fire dialogue on both sides comes together as both David and Diego stand at stage center and speak directly into one another's faces, yet, as the audiences knows from the split-screen staging, they do not hear one another. This scene gave dramatic life to the age-old challenge of encountering someone who seems different: the two men stand, face-to-face, each unaware of the other's presence. Suddenly, however, they each cry out in frustration.

Often we lament that stage adaptations cannot equal the motion picture camera's flexibility, yet here we find the opposite is true: the group used the physical limitations of the stage to create a graphic depiction of the claustrophobia that overtakes Diego and David as they yearn for freedom. Their cries—part of two separate conversations but in unison—emphasize a common humanity.

In another scene, the same resourcefulness showed the group's roots in 20th-Century experimental drama. Through the use of a translucent screen and lighting, the drama again attained a simultaneity that emphasized the parallel struggles nourishing the unlikely friendship between David and Diego. Lucia, enraged at David's friendship with Diego, warns him of the dire consequences should this association continue. This discussion takes place behind the screen that previously formed the neutral backdrop to Diego's apartment. Now highlighted through ingenious lighting, the audience sees two enormous shadows hovering over the once nearly magical apartment where David learned about John Donne, María Callas, and José Lezama Lima. But now David must confront his own doubts about political ideology. It's hard to imagine a more graphic means of depicting the dark choices he faces—between prospering in Cuba or continuing to pursue his new friendship. This effect itself recalls the W.W. Pabst version of Brecht and Weill's *Threepenny Opera*, with its menacing, oversized shadows of financiers. Though the play talks about Cuba in the late 1970s, the directness of these shad-

Fresa y Chocolate en una Barquilla: Jose B. Alvarez and Diego del Pozo

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ows encourages a soul-searching not bound by place and time. David and Diego, at that moment, could be any people anywhere who draw closer despite their differences.

In the end, Diego's outspoken criticism of artistic censorship prompts the police to raid his apartment, and officials to drive him from the island. Emphasizing the despair of exile but the hope of such a friendship, the group choreographed a final scene where David, once rabidly homophobic and afraid of Diego's touch, embraces him to bid farewell. Through thoughtful staging, the men have come full circle, from the split-screen moment when the two were shouting in one another's faces but did not see each other, to this mutual acknowledgment of love and dependence.

How has this experimental theater in Spanish changed life at the University of Georgia and in neighboring communities? Dr. Carmen Tesser, a senior member of the Spanish faculty at the university, appreciates the excitement that comes as Tunanta "brings literature to life." This life lasts well beyond the running of the shows themselves. She notes that the theatrical productions have enhanced both her undergraduate and graduate classes. For instance, this year her undergraduate students worked on "translations" of *Fresa y chocolate en una barquilla*, adapting the story for a class about Eighteenth-Century Spanish culture. To do so, they had to apply their course readings and class discussions to answer the question, "What controversy in the 18th Century had the same resonance as homosexuality in revolutionary Cuba?" One group thus dramatized the story of a young woman who aspired to have an advanced education. Truly bringing literature alive, this kind of exercise extends the life of a production and empowers students to become translators of stories. So doing, they think about their own times in relation to other times.

In a similar vein, Elena Adell, a graduate student and an ensemble member, says that she values the pedagogical opportunities that Tunanta has engendered, saying "it creates culture in stereo, bringing a sense of immediacy for my students in an Introduction to Hispanic Literature course." For example, in the fall of 1998 she taught a literature class in which they supplemented a reading of *La muerte y la doncella* with a video recording of the Tunanta production. When, mid-semester, the controversy arose surrounding former Chilean dictator Augusto Pinochet, students took a much greater interest in the events because of their direct experience with Tunanta's adaptation.

Indeed, post-show debates are fundamental to the mission that guides Dr. Alvarez and other members of the company, precisely because they broaden the time and space in which learning takes place. The Grupo Teatro Tunanta has progressed from a modest start—with little beyond a "black box" and the bed that numbered among the few possessions Dr. Alvarez brought to Athens in August 1996—to standing-room-only audiences. This issue of space becomes vital for building on steps made in nurturing a truly holistic approach to education in Hispanic language, literature, and culture.

It's hard to imagine a message better tuned to a university in the heart of the south, where new economic prosperity emanating from Atlanta cannot and should not erase the questions that linger from the legacy of slavery.

Adell also notes how rewarding the collaborative work has been, bringing together a whole community with creative talents, as colleagues gave their assistance in design, set- building, and lighting. Off campus, the group has also made a mark. Faculty members at Furman University in Greenville, South Carolina, said that the Tunanta production of *La muerte y la doncella*, besides giving them a rare, cherished opportunity to enjoy Spanish theater, inspired debates about Latin America and world politics.

Left to right: Diego Del Pozo, Elena Adell and José Alvarez, director of Tunanta

Dr. Alvarez says, "I will seek to gain administrative recognition for the teachers and students who take part, in order to underscore that linking performance to literary studies is not an extracurricular activity or a hobby but rather a vital part of the intellectual lives of students, teachers, and their neighbors."

Georgia and its southeastern neighbors are new frontiers for Hispanic culture in the United States, since the communities of old Dixie begin to attract more and more immigrants. Creative, thoughtful productions of Spanish-language theater provide multifaceted educational opportunities and build a sense of community as the population changes.

1314

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Hispanics and the L.A. OPERA

Plácido Domingo in Top Post Next Year

HISPANICS
FOR L.A. OPERA

Love of opera has long been a tradition among Spanish-speaking people throughout the world. The first opera house in North America was in Mexico City. Argentina, with Buenos Aires' renowned Teatro Colón, can claim continuous operatic activity since 1850. Today, championed by a rising tide of Hispanic opera singers, the operatic Spanish zarzuela, with its origins in the 17th Century, has begun to receive prominent stagings in major opera houses.

And as many surely know, two of the "Three Tenors," José Carreras and Plácido Domingo, are Spanish-born, Domingo having grown up in Mexico.

Los Angeles Opera created a sensation with its debut production of Verdi's *Otello*, starring Mr. Domingo, in October 1986. Under the leadership of General Director Peter Hemmings, L.A. Opera has become a company of international stature, presenting eight operas in a season that runs from September through June and with a subscriber base of more than 16,000 season ticket-holders. With leading productions in the standard repertory as well as new and rarely staged operas, L.A. Opera brings some of the world's finest artists to Los Angeles.

Plácido Domingo has been closely connected with the company since 1984, when he joined the Music Center Opera Association Board. He served as the company's artistic consultant starting that same year, and has appeared with L.A. Opera every season. In 1995, he was named Artistic Advisor and Principal Guest Conductor. Now he has been named Artistic Director Designate. He will succeed Peter Hemmings in June of 2000, when Hemmings retires.

Domingo has achieved worldwide renown as a singer, conductor, and arts administrator. One of the most widely recognized singers in the world, he has appeared in 110 different roles, more than any other tenor in the annals of music. As a recording artist, he has made a staggering ninety-three complete recordings of sixty different operas, in addition to his solo and duet discs. To date, he has won eight Grammy Awards and three Emmy Awards.

Mr. Domingo has made more than fifty videos and starred in three acclaimed opera films: Zeffirelli's *La traviata* and *Otello* and Rosi's *Carmen*. He opened the Metropolitan Opera 1998-99 season for the seventeenth time with a performance of Saint-Saens' *Samson et Dalila*—thereby tying the record set by Enrico Caruso. The performance, televised nationally, marks to the precise day the thirtieth anniversary of his Met debut. In addition to a substantial performing and conducting schedule, other milestones for Mr. Domingo in 1998-99 include the celebration of his twentieth-fifth anniversary in Paris and his first performance of Gherman in Tchaikovsky's *The Queen of Spades*, his 111th role.

Other Latin and Hispanic Voices

In addition to Plácido Domingo, the company regularly features important Hispanic and Latino singers from around the world. These artists include Mexican tenor Ramón Vargas, Chilean soprano Verónica Villaroél, Argentinean tenors José Cura and Luis Lima, baritone Justino Díaz and soprano Ana María Martínez from Puerto Rico, Spanish baritone Juan Pons and tenor Manuel Lanza, as well as numerous American singers of Latino heritage, such as Suzanna Guzmán, Yvonne Gonzáles, Hector Vasquez, Jorge Garza, and Charles Castronova, among others.

From its inception, the company has maintained a talented roster of resident artists—young singers who perform regularly both in mainstage productions as well as in the company's community programs. The ensemble prepares young artists who have the potential for major careers in the opera profession by providing needed experience and training. Suzanna Guzmán is among the distinguished artists nurtured by L.A. Opera who have gone on to enjoy national and international success.

Community Programs

In thirteen seasons, L.A. Opera has served nearly 500,000 students, senior citizens, and other audiences through its internationally recognized Community Programs.

L.A. Opera presents free dress rehearsals of some mainstage operas for low-income seniors, Los Angeles County schoolchildren, and other traditionally underserved groups. This season, L.A. Opera's world premiere of Tobias Picker's *Fantastic Mr. Fox* will have been seen by 6,000 elementary and middle school students in special matinee performances, and 1,000 high school students will have attended the final dress rehearsal of *Madame Butterfly*.

Nerd-Landia

Photo© by Kate Romero

> **"I invite all members of L.A.'s Hispanic community to open their hearts and let the music flow through them."**
>
> GILBERT MORET, CHAIRMAN,
>
> HISPANICS FOR L.A. OPERA.

L.A. Opera's participatory In-School Opera Program, which serves as a national model, brings L.A. Opera artists into area schools to work with students from elementary through high school levels, producing performances as well as providing an opportunity for students to learn about opera. Last year 10 secondary schools participated in performances of *Nerd-landia*, an opera that addresses issues facing Latino teens. *Nerd-Landia* was composed by Carlos Rodriguez with libretto by Gary Soto, a leading Mexican American author for youth. Teachers of all grade levels are invited to learn about opera through a special year-long seminar series. During the 1998-99 season, a unique collaboration with the local United States Academic Decathlon teams has brought hundreds of high-achieving teenagers and their teachers to the opera. Senior citizens from across Los Angeles County were invited to the final dress rehearsal of *Falstaff*, while public employees and their families were invited to the dress rehearsal of *Fantastic Mr. Fox*.

Nerd-Landia

Photo© by Kate Romero

After tremendous response in its first year, L.A. Opera will expand the College Project to include six colleges and universities throughout Los Angeles. This project, which premiered two years ago, encourages college students to explore opera through on-campus recitals and low-cost performance tickets.

Support groups such as Hispanics for L.A. Opera, African-Americans for L.A. Opera, and the L.A. Opera League seek to increase involvement in and attendance at L.A. Opera performances and special events.

The company has benefited enormously through the years from individual and corporate donors both large and small. In particular, L.A. Opera celebrates the vision and extraordinary generosity of the "Founding Angels," a group of benefactors led by Warner Henry, whose commitment to the company has ensured the future of opera in Los Angeles.

1316

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History

The L.A. Opera traces its roots back to 1948, when a company called the Los Angeles Civic Grand Opera presented a performance of *Rigoletto* in a church hall in Beverly Hills. The company, under the directorship of Francesco Pace, staged productions through the 1950s, and in 1964 it presented the first opera in the brand new Dorothy Chandler Pavilion (one of three theaters that comprise the Music Center of Los Angeles County).

Shortly after its third production at the Pavilion, *The Italian Girl in Algiers*, starring Marilyn Horne, the company abandoned its own production projects and recreated itself as the Music Center Opera Association. For two decades, the Association brought opera from other cities to the Music Center. By far the lengthiest arrangement was with the New York City Opera, which brought productions to the Music Center every fall from 1966 to 1982.

In 1984, the Music Center Opera Association hired Peter Hemmings to be its first General Director and gave him the task of creating a company. Hemmings had previously run Scottish Opera and the Australian Opera and had just completed a five-year tenure as Managing Director of the London Symphony Orchestra.

Among L.A. Opera's most noteworthy productions:

The company's debut production of Verdi's *Otello*, with Domingo, and Richard Strauss' *Salome*, directed by Sir Peter Hall with Maria Ewing. A daring new production of Prokofiev's *The Fiery Angel*, and Wagner's *Tristan und Isolde*, with the Los Angeles Philharmonic conducted by Zubin Mehta, and directed by Jonathan Miller and designed by David Hockney.

In addition to Plácido Domingo, the company regularly features important Hispanic and Latino singers from around the world.

A co-production of John Adams' *Nixon in China*, under the direction of Peter Sellars. The production was later nationally broadcast, winning an Emmy. Berlioz' *The Trojans*, directed by Francesco Zambello and designed by John Conklin—only the second time the piece had been staged in the U.S. The world premiere of the Aulis Sallinen opera, *Kullervo*, in conjunction with the Finnish National Opera.

Janacek's *The Makropulos Case*, in a co-production with the *Deutsche Oper Berlin*. *The Magic Flute*, designed by British artist and satirist Gerald Scarfe and directed by Peter Hall.

A new production of *La Boheme*, staged by film director Herbert Ross; a critically acclaimed production of Richard Strauss' *Die Frau ohne Schatten*, designed by David Hockney.

A critically acclaimed production of Handel's *Xerxes*, directed by Stephen Wadsworth; and Peter Sellars' controversial staging of Debussy's *Pelleas et Melisande* with the L.A. Philharmonic conducted by Esa-Pekka Salonen.

A Franco Zeffirelli-directed *Pagliacci* starring Domingo.

A production of *Carmen*, featuring Jennifer Larmore in her role debut, opened the season. Los Angeles Opera staged the world premiere of Tobias Picker's *Fantastic Mr. Fox* in December.

Hispanics for L.A. Opera

Anyone who has followed L.A. Opera over the years knows the company's commitment to the community, and in Los Angeles that translates into strong ties with the city's Hispanic population. In 1991, that relationship was formalized with the founding of Hispanics for L.A. Opera.

Company leaders asked Ed and Alicia Garcia Clark, already enthusiastic supporters of the opera, to use their love of opera to help the company reach more of Los Angeles. For Alicia, the task was simple: "Find the thousands of Hispanics from all around Los Angeles County who like opera and invite them to become a part of the beautiful world of Los Angeles Music Center Opera."

A significant contribution by ARCO helped get the group going. Its first "Night at the Opera" was organized for a performance of Puccini's *Girl of the Golden West*, with Plácido Domingo. Many went backstage to meet the famous tenor, who later became the group's honorary chairman.

One of Hispanics for L.A. Opera's milestone achievements was the November 1994 Spanish music gala concert and dinner. Corporate help (from Lexus, KMEX, and Univision) and the *entusiasmo* of honorary chairman Domingo made possible the sold-out concert at the Pasadena Civic Auditorium. "A Celebration of Spanish Music" featured Domingo and soprano Verónica Villaroël, and a gala benefit afterwards raised $188,000 for L.A. Opera.

In close collaboration with AT&T and with the help of the group, L.A. Opera developed a three-year Hispanic Audience Cultivation Project to draw more Hispanics into the family and involve them with the company as audience members, subscribers, donors, volunteers, and board members. The company structured this project around three stunning new productions that were selected to reflect distinctively Hispanic

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1317

Student Matinee Program

musical styles, themes, and artists.

The first production, a rare American production of Manuel Penella's *El Gato Montes*, was the company's first Spanish-language work. Starring Domingo, it was broadcast nationally on PBS's *Great Performances* in June 1996.

The second production, the world premiere of *Journey to Cordoba* is an original opera reflecting Mexican American culture and featuring Latino artists. The opera, like all of L.A. Opera's in-school productions, had students performing alongside professional opera singers and musicians. Emmy Award-winning composer Lee Holdridge wrote *Journey to Cordoba* with librettist Richard Sparks. Staging was by award-winning director José Luis Valenzuela and Ira McAliley, with set designs by noted Chicano artist Gronk. The lead role of *La Mulata* was written especially for mezzo soprano Suzanna Guzmán, an East Los Angeles native. The support of Hispanics for L.A. Opera helped make *Journey to Cordoba*'s unprecedented 1995 community tour a reality.

The third production, the premiere of a new co-production of Gaetano Donizetti's *The Elixir of Love*, showcased the talents of one the fastest-rising artists today — hailed by many as the successor to this generation's Three Tenors—Mexican tenor Ramón Vargas. Events surrounding his appearance included a special luncheon and press conference on April 3, 1996, hosted by the Mexican Consul General and honoring Hispanics for L.A. Opera's fifth anniversary. Ramón Vargas was the guest of honor.

Hispanics for L.A. Opera has become indeed a very enthusiastic support group. With the Clarks as co-chairs through 1998, the organization made great progress in bridging Los Angeles Opera with the Latino community of Southern California. The group has reached out to more than 7,200 Hispanic households and claims a membership of 1,280, with the majority of its members attending the opera through regular events. Membership privileges include attending, at no charge, a dress rehearsal, video screenings, and lectures, as well as meeting opera stars at special receptions. Opportunities for volunteering exist as well.

In the 1997-98 season, the organization played an integral role in bringing Mexican composer Daniel Catan's new Spanish-language opera, *Florencia en el Amazonas*, to Los Angeles, and in September 1998, the company welcomed the return of Ramón Vargas in L.A. Opera's first production of *Werther*.

Early this year, L.A. Opera announced the appointment of well-known community leader Gilbert Moret as new chair of the Hispanic organization. Moret, a prominent lawyer and an enthusiastic opera lover and singer, and his wife, Margarite, have been active with Hispanics for L.A. Opera over the years. Mr. Morel has chaired several fund-raisers for the group, including its annual Tardeada and the Plácido Domingo Awards dinner, which raised more than $50,000 for the Opera's education and community programs. This year's Tardeada, held at the Moret's home in San Marino, featured dinner, mariachis, singing, dancing, and a live auction.

Says Moret, "I invite all of you to come to L.A. Opera. For those of you who have never been to the opera, let me say this—opera is not an exclusive club.

"I invite all members of L.A.'s Hispanic community to open their hearts and let the music flow through them. The real secret to becoming an opera enthusiast is to react emotionally to the music first and analyze it later."

Ed and Alicia Clark have pledged to "continue to work with Gilbert Moret and with Los Angeles opera. Our love for opera grows and grows, and we want to help more people, young and old, of all races and colors, to enjoy it as well."

All information for this story courtesy of the Public Relations Office of L.A. Opera

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The Honor Roll

Fashion Institute of Technology

Limitless Opportunities, Enviable Location

BY ROGER DEITZ

Educators at Manhattan's Fashion Institute of Technology (FIT) will tell you that "in education—as in real estate, publishing, finance, and fashion—location is everything."

"This is why FIT is such an ideal choice," they say, "for students considering a career in the many related design, marketing, and manufacturing industries." The Institute's campus is on Seventh Avenue at 27th street, "not in some rural, remote setting from which students must travel to reach reality."

Anyone who follows the fashion world knows that this area of Seventh Avenue is at the heart of the industry. It is not just Manhattan's, but the fashion center of the world. A Seventh Avenue address places this unique educational institution in an ideal real-world setting, a spokesperson adds, and because of the school's unique location. "There's no need for students to seek out real-world experiences—they are a routine part of FIT's educational and campus social life."

FIT's new location on the *Hispanic Outlook* Honor Roll is a rather distinguished location as well, so welcome to the Fashion Institute of Technology, and congratulations on arriving there in style.

Last year, Dr. Joyce F. Brown was named the sixth president of the college, as well as the chief executive officer of the Educational Foundation for the Fashion Industries, an advisory and support body to FIT. She is the first woman, and the first African American, to hold the position. Of her appointment, Brown observed, "I do not believe FIT was trying to make a statement about gender and ethnicity. I think we all felt I was the right person at the right time. In 1998, it would be nice to think that some of those barriers are no longer so overwhelming, and that we can think of ourselves not as revolutionaries but as forward-looking."

The new president did, in fact, have the credentials. Brown served for one year as deputy mayor for Public and Community Affairs during Mayor David Dinkins' administration and has held a number of senior administrative posts at The City University of New York, including the position of vice chancellor for Student Affairs and Urban Programs. She was also acting president of Baruch College, where she had earned her B.A.

Brown, who holds a doctorate in counseling psychology and completed Harvard's Management Institute, calls education "the most important service we can provide; it transforms people's lives. Public higher educa-

Dr. Joyce F. Brown, Fashion Institute of Technology's president

tion provides opportunities that people wouldn't otherwise have, and helps them develop their potential. I find that very exciting, and I have dedicated most of my personal and professional life to that end."

Brown observes that FIT "speaks to industry and feeds into the economic development of the city in ways other institutions do not." She notes that she will press to have FIT take an even more active roll in the economic life of New York.

"FIT has a unique niche in the world of higher education. It is unique in the way it addresses the needs of an array of businesses and industries, and it enjoys wonderful relations with key industry people. I believe an institution is only as strong as its faculty, and FIT has a wonderful faculty. Our students are incredible—wonderfully talented and creative. We have lots to build on."

There are many, many career and program choices at FIT. The college offers associate's degrees that can be completed in the traditional two-year period, as well as one-year associate's degree programs for those who have already earned appropriate college credits. Bachelor's degree and master's degree programs provide advanced study. FIT's Presidential Scholars program offers honors students specially designed educational pathways.

FIT students also have the opportunity to learn in the real world, "all over the world," through any number of the college's many internships and international study abroad programs. There is even a visiting students program that gives students from other colleges the opportunity to take courses without formal transfer. If you think that only dress-designing is learned here—think again. The list of options is astonishing.

Honor Roll Facts in Brief

INSTITUTION
Fashion Institute of Technology

LOCATION
Office of Admissions
Seventh Avenue at 27th Street
New York, NY 10001-5992
(212) 217-7675 or 1-800-GO-TO-FIT

ESTABLISHED
1944

ENROLLMENT
11,696 total

HISPANIC POPULATION
14.4 percent

Fashion Institute of Technology

DEGREE OFFERINGS
Associate's
Bachelor's
Master's

ANNUAL TUITION AND FEES
$1,492.50 tuition, in-state

NUMBER OF FACULTY
163 Full-time, 652 Part-time

A FEW NOTABLE DEGREE PROGRAMS
Advertising and Marketing Communications
Computer Animation and Interactive Media
Fashion Design
Packaging Design
Restoration

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Student Advisor
Latin American Students Organization

INTERNET ADDRESS
www.fitnyc.suny.edu

Today FIT offers programs that go well beyond the school's original curriculum. A student may choose from—Accessories Design, Advertising and Marketing Communications, Advertising Design, Computer Animation and Interactive Media, and Cosmetics and Fragrance Marketing. There are programs in Direct Marketing, Display and Exhibit Design, Fabric Styling, Fashion Design, Fashion

Merchandising Management, Fine Arts, Home Products Development and Marketing, Illustration, Interior Design, International Trade and Marketing for the Fashion Industries, and Jewelry Design.

Further options exist in Manufacturing Management, Apparel Products and Related Industries, Menswear, Packaging Design, Patternmaking Technology, Photography, Product Management, Textiles, Production Management, Apparel Restoration, Textile Development and Marketing, Textile/Surface Design, and Toy Design.

So, is the word "fashion" a misnomer? Not really. The name Fashion Institute of Technology reflects the college's origin in the 1940s as a trade school devoted exclusively to educating students for careers in the apparel industry, then known as the needle trades. As the above list of fashion-related fields suggests, FIT has grown dramatically in scope and sophistication as it has won national and international renown.

The school is a public institution, receiving its principal financial support from the State and City of New York. Founded in 1944 as an answer to the recognized needs of the fashion industry for professionally prepared professionals, FIT is today a State University of New York College of Art and Design, Business, and Technology.

In 1951, FIT became one of the first community colleges under the program of the State University of New York empowered to grant the Associate of Applied Science degree. In 1959, FIT moved into its first real home, a new nine-story building on Seventh Avenue, in the heart of the garment district. The building was planned for 1,200 students, but by 1963, there were 4,000.

An amendment to the education law of New York State was approved in 1975 to permit the college to confer Bachelor of Science and Bachelor of Fine Arts degrees. In 1979, another amendment was approved authorizing the granting of master's degrees.

Master of Arts Programs first introduced in 1985 are offered in the areas of Gallery and Retail Art Administration, Museum Studies: Applied Arts, and Museum Studies: Costume and Textiles.

By 1979, six more buildings had been added, including two dormitories, and the Shirley Goodman Resource Center, which houses the Gladys Marcus Library and The Museum of FIT, which includes the college's costume and textile collections.

FIT has transformed itself from a tiny trade school into an internationally recognized college that prepares students for a wide variety of professions.

Today, the college has an eight-building campus serving 12,000 students, day and evening, from all 50 states, 64 foreign countries, and majoring in 30 different subject areas.

Who goes to FIT? First there are the superstar alums such as Calvin Klein, Carlos Torres, Norma Kamali, John Bartlett, Mary Ann Restivo, Jhane Barnes, and Victor Alfaro. But other graduates hold positions of influence throughout the industries and fields that the college serves, and thousands of men and women–successful and talented professionals–are found everywhere in the fashion industries.

The ethnicity of the student population is approximately 14.4 percent Hispanic, 22.4 percent Asian, 12.4 percent Black, and 0.2 percent Native American. From a class of 100 in 1944, the school now serves 11,696 students. Full-timers number 5,601 and part-time students number 6,895. There are 1,355 total faculty and staff, with 163 full-time faculty, and 652 part-time faculty. The alumni roll has grown to 36,000. Sixteen A.A.S., nine B.F.A., nine B.S., and three M.A. degrees are offered.

In-state tuition for the A.A.S. degree is $1,250 (out of state, $2,925), for the B.F.A./B.S., the in-state figure is $1,492.50 (out of state, $3,400), and for the M.A., New York residents pay $2,150 (out of state, $4,500).

The Fashion Institute of Technology attempts to remove financial barriers to college entrance by providing scholarships, grants, loans, and part-time employment for students in financial need. FIT directly administers its own institutional grants and scholarships. These are provided by the Educational Foundation for the Fashion Industries. Federal funding administered by the college includes Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, federally subsidized loans for students and parents, as well as the Federal Work Study program. New York State residents who meet state guidelines for eligibility can also receive Educational Opportunity Program funds through FIT.

High school students interested in exploring the course offerings at FIT can sample everything from comic book drawing to patternmaking, television production to jewelry design and toy-making, by participating in FIT's Summer Live classes, an innovative summer outreach program. Based on financial need, and upon written recommendation of teachers and guidance counselors, young New York State high school age residents are eligible for limited financial assistance for Summer Live in the form of grants covering half of the course fee. If eligible, students can receive a Nancy M. Yeldin Memorial Award, in honor of the former secretary of the college and director of college relations. The Yeldin award covers the entire course fee.

Three FIT Fashion Design students recently received scholarships from Hispanic Designers, Inc., a not-for-profit organization founded in 1985 to increase the visibility of young designers and artists, and to support their education through scholarship and internship programs. The $2,500 Patricia V. Asip Scholarship was awarded to Finelsa L. Marty, who will graduate in 2000. She received the award for devising a merchandising strategy for a ready-to-wear collection targeting the U.S. Hispanic market. The other scholarship winners, Cecilia Castillo and Peggy Lee Lopez, received $1,500 and $1,000 respectively.

Ruben Cruz, an adjunct instructor in Fashion Design, who, along with adjunct assistant professor Josephine Vargas, helped guide students through the application process, observes, "Many Hispanic students at FIT work full time in addition to keeping up their studies here. Scholarships can really make a difference in their lives and help them realize their educational and professional goals."

Fashion Design class

El Greco AND a New Building

Meadows Museum at SMU

SOUTHERN
METHODIST
UNIVERSITY

The Meadows Museum at Southern Methodist University has acquired a painting by El Greco, long a priority for the collection. The acquisition is particularly important to the museum because El Greco is the only major Spanish old master not already represented in the Meadows Museum Collection—the most comprehensive and one of the largest collections of Spanish art outside Spain. Highlights of the collection include Renaissance altarpieces, monumental baroque canvases, exquisite rococo oil sketches, polychrome wood sculptures, impressionist landscapes, modernist abstractions, and a comprehensive collection of the graphic works of Goya.

The El Greco work, "*Saint Francis Kneeling in Meditation*," is a 30" by 25" oil painting on canvas. One of the artist's later works, it was painted between about 1605 and 1610. It was acquired at a recent auction at Christie's in New York. The painting, which has never before been publicly shown, will be exhibited in the Meadows Museum beginning September 8.

John Lunsford, Director Meadows Museum

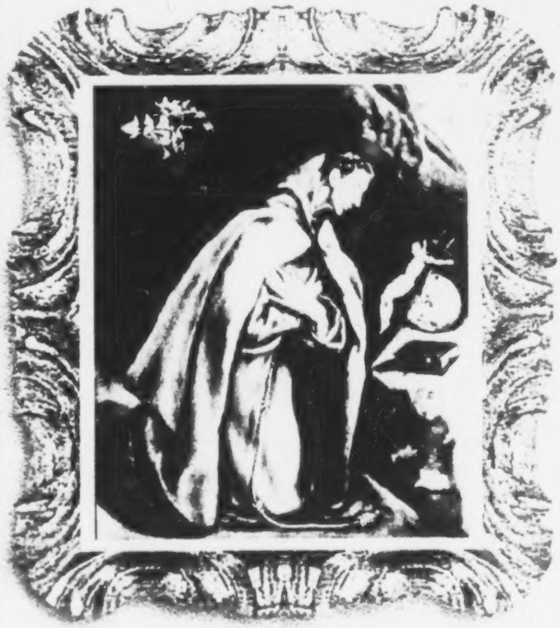
"Acquisition of a capstone painting by El Greco has long been the dream of the Meadows Museum Foundation and family," said Dean Carole Brandt of the Meadows School of the Arts at SMU.

"Quite simply, this artist has been the missing piece in an extraordinary collection of Spanish old masters. The painting is luminously beautiful and will assume its rightful place as one of the most treasured of our treasures. The Meadows School and SMU will be honored to bring the work to our community of students, faculty, staff and friends."

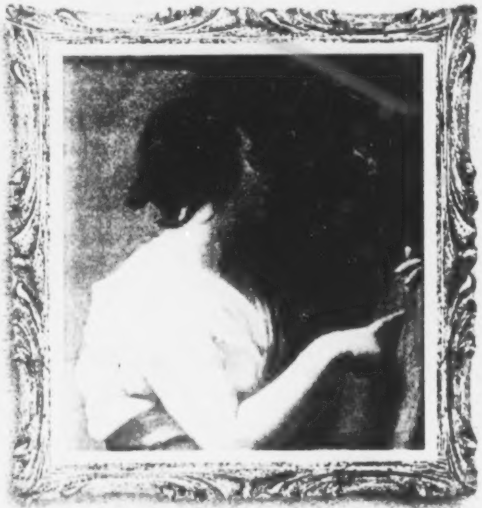
The painting depicts Saint Francis meditating upon eternal life, as represented by the crucifix leaning against a skull. The theme is underscored by the branch of ivy, a symbol of immortality, set prominently against the dark wall of a cave. This depiction of Saint Francis is one of 10 different compositions that El Greco created for representation of the saint. These works emphasized the themes of penitence and contemplation of death, which had not previously been so closely associated with Saint Francis. It was the artist's habit to repeat his compositions, often on different scales and over long periods of time. The new Meadows acquisition is a smaller, later version of a well-known painting belonging to The Fine Arts Museums of San Francisco.

The painting was long obscured by discolored varnish and extensive overpainting. The quality of the canvas had been impossible to

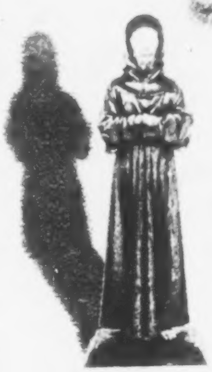
> ***"Quite simply, this artist has been the missing piece in an extraordinary collection of Spanish old masters. The painting is luminously beautiful...."***
>
> DEAN CAROLE BRANDT, MEADOWS SCHOOL OF THE ARTS



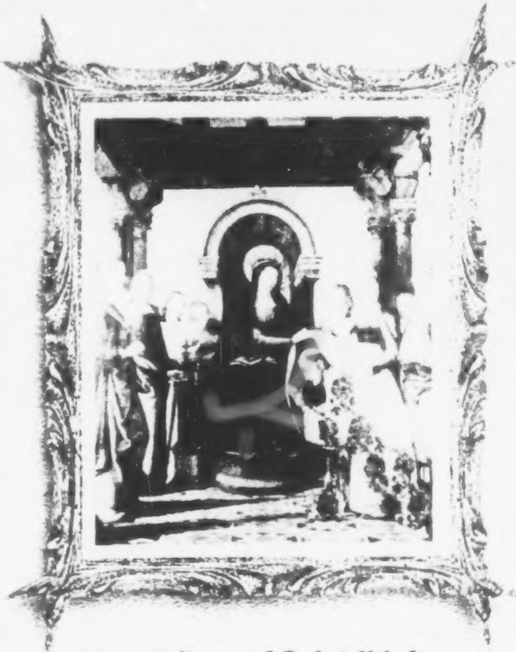
Saint Francis Kneeling in Meditation
Domenikos Theotokopoulos, El Greco



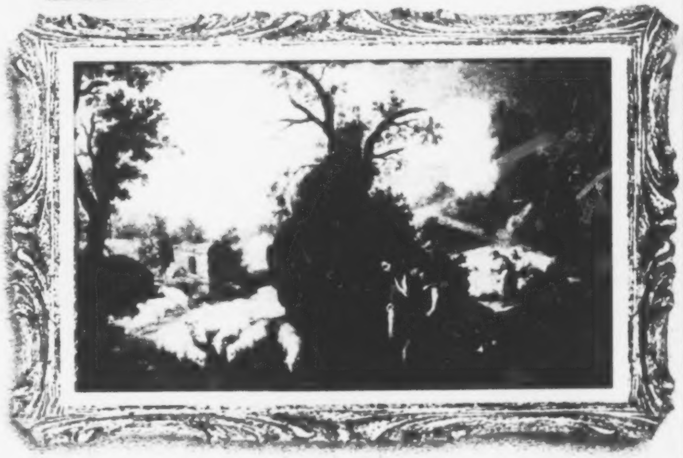
Sibyl with Tabula Rasa
Diego Rodriguez de Silva y Velasquez



Saint Francis of Assisi
Follower of Pedro de Mena



The Investiture of Saint Ildefonsus
Juan de Borgona



Jacob Laying Peeled Rods before the Flocks of Laban
Bartolome Esteban Murillo

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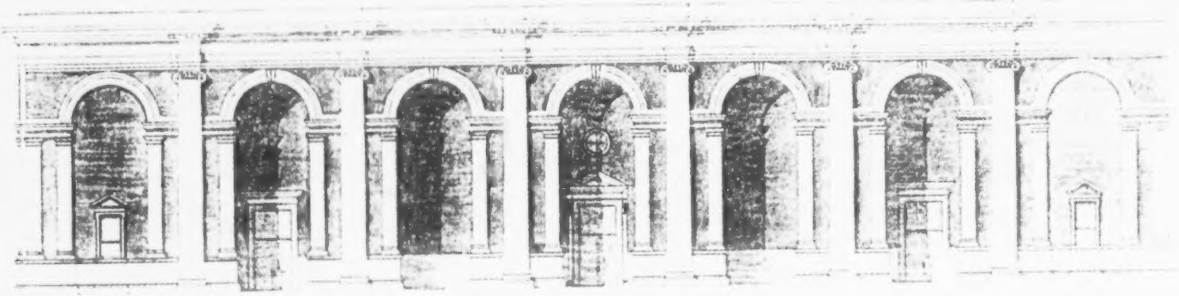
assess accurately until its recent cleaning before being presented for auction. It emerged from the cleaning in excellent condition.

"This is an extremely fine autograph work by El Greco that announces its quality in every brush stroke," said William B. Jordan, a leading Spanish art scholar who wrote the catalog entry on the painting for Christie's auction. Jordan was director of the Meadows Museum from 1967-1981. He helped to organize and wrote the catalog for the 1982-83 exhibition, "*El Greco of Toledo*," which was shown at the Prado Museum in Madrid, National Gallery of Art in Washington, D.C., Toledo Museum of Art, and Dallas Museum of Art.

"El Greco is often called the painter of Saint Francis because he popularized the image of the saint when it was a relatively new subject for artists in Spain," Jordan said. "Saint Francis was one of El Greco's most successful subjects. This version is an extremely sensitive and poignant example of the artist's late style. The quality of the painting is superb."

The painting was in the collection of the Marques de Amurrio in Madrid at least by 1926 and subsequently in another private collection in Madrid. The Meadows Museum purchased the painting through museum acquisition funds previously provided by The Meadows Foundation, private donations, and university funds. A portrait by El Greco in the Kimbell Art Museum in Fort Worth is the artist's only other uncontested painting in Texas.



"Spain has contributed several artists of great genius and central importance in the history of Western art," Meadows Museum Director John Lunsford said. "Among the old masters, they are Velazquez, El Greco, Zurbaran, Murillo, Ribera, and Goya. More recently, they include Picasso and Miro. Of these artists, all but El Greco were already excellently represented in the Meadows collection, in most cases by more than one work."

"El Greco is in some ways the most modern of the old masters," Lunsford said. "His painting technique, with its distortion of form and virtuoso brilliance of execution using loose and overlapping brushstrokes to suggest shapes and details, was not used as freely again in European art until the late 19th Century. Because of this technique, El Greco speaks directly to artists today perhaps more than any of the earlier painters."

Born in Crete, artist Domenikos Theotokopoulos (1541-1614), better known by his Spanish nickname El Greco, spent the majority of his life and career in Spain, where he settled in 1577 and established his workshop in Toledo. He enjoyed great favor among the city's sophisticated ecclesiastical and secular patrons.

"The Meadows Museum makes a unique contribution to the university experience and to the greater Dallas community," SMU President R. Gerald Turner said. "The painting by El Greco will expand the museum's role in providing enrichment and educational opportunities not found on most college campuses. It will offer students, scholars, and visitors yet another perspective into the world of Spanish art and culture, which has been so important in shaping the development of the American Southwest."

The Meadows Collection, which opened in 1965, spans more than 1,000 years of the art of Spain and the Hispanic world, including masterpieces from the 10th to the 20th centuries. Lunsford said it is one of the few specialized art collections of the highest quality to be found in a university setting. Other collections of comparable stature include the Yale Center for British Art, Harvard's Busch-Reisinger Germanic Museum, and the University of Delaware's Winterthur Museum of American and decorative arts.

The Meadows Museum has one of two primary collections of Spanish art outside Spain, the other being that of the Hispanic Society of America in New York, which opened in 1908. More broadly representative of the development of Spanish painting than the Hispanic Society's collection, the Meadows Museum offers perhaps the best overall view of Spanish painting in the western hemisphere, Lunsford said.

The Meadows Museum Collection will soon have a new home. Construction of a new museum building began in May. The 66,000-square-foot building, designed by the Chicago-based architecture firm of Hammond Beeby Rupert Ainge, will be six times larger than the present museum and will double the present exhibition space, allowing more complete and appropriate display of the permanent collection.

The new museum will be a two-story red brick collegiate Georgian building. The main facade will feature five two-story arches opening onto a loggia that will serve as the main entrance. Underground parking will provide all-weather access for museum visitors. An education area on the north side of the first floor will include an orientation room, studio, seminar room, distance-learning studio, and auditorium. The south side will house a large special events space, museum shop, founder's room for small events and meetings, and restaurant.

The new facilities and program

endowment will allow for significant expansion of educational programming, which presently provides interactive docent-conducted tours for several thousand school children each year. Other ongoing educational activities will include gallery talks, family days, teachers' workshops, a summer art program for children, and special events for museum members. The distance-learning studio will allow presentations to be transmitted electronically from the museum to classrooms at SMU and schools in the Dallas-Fort Worth area and beyond.

The entire second floor of the museum will be devoted to exhibition galleries, with separate areas for the permanent collection and special exhibitions. The expanded space will allow for display of considerably more of the permanent collection than is presently possible. Special galleries will be provided for works on paper, such as the extensive collection of Goya etchings, which currently have no space for permanent exhibition.

Dean Brandt says the new museum will "strengthen the collection's role in the teaching and research mission of the university, and allow for expansion of programming to off-campus constituencies."

The space currently occupied by the Meadows Museum will be renovated to provide additional studios and classrooms for the Division of Art and the Division of Art History in Meadows School of the Arts. The construction project also includes a two-story, 526-car parking structure, which will be usable by August of next year.

The Meadows Museum and its distinguished collection evolved from the dream and dedication of the late Algur H. Meadows, Dallas oil financier and philanthropist. While engaged in oil exploration in Spain in the 1950s, he made many visits to the Prado Museum in Madrid, which led him to develop a strong interest in Spanish art and to begin his own collection.

Through The Meadows Foundation, he gave SMU funds, in memory of his first wife, Virginia Garrison Stuart Meadows, for the construction and endowment of a museum to house his collection of Spanish art. In 1967, two years after the museum opened, Meadows and The Meadows Foundation began an aggressive but highly selective acquisitions program that transformed what had been a small private collection into a comprehensive one of the highest professional standards.

The Meadows Foundation was created in 1948 by Algur and Virginia Meadows. Before the latest $20 million gift for a new museum, the Meadows Foundation and Mr. Meadows had contributed more than $43 million to SMU, primarily for the museum and School of the Arts, the latter named to honor him in 1969, nine years before his death.

The Meadows Foundation, now in its 51st year, supports programs related to health, education, arts and culture, human services, and civic and public affairs, throughout Texas. One of the largest private foundations in the state, it has dispensed more than $380 million in grants to nonprofit institutions and programs over the past half century.

The $30-million commitment for the new museum is one of the largest single gifts ever received by SMU. Others include $25 million in 1981 from Robert H. and Nancy Dedman to endow the school of humanities and sciences, later named Dedman College; more than $25 million from Ray L. and Nancy Ann Hunt to establish the Hunt Leadership Scholars Program in 1993; $30 million from the Dedmans in 1997 for the Dedman Life Sciences Building and other uses; and $20 million from Gerald J. Ford in 1997 for a new football stadium.

The construction of the new Meadows Museum will fulfill one of the chief goals of SMU's $350-million capital campaign launched in April 1997. This five-year campaign is the most ambitious in the university's history, with the largest goal ever sought by an institution in North Texas.

This story courtesy of the Office of Public Affairs and the Meadows Museum, Southern Methodist University.

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Laura Angélica Simón—Teacher and Filmmaker

First Documentary Winner at Sundance

BY INÉS PINTO ALICEA

Fear and Learning at Hoover Elementary, *won the 1997 Freedom of Expression Award at the Sundance Film Festival.*

The past few years of Laura Angélica Simón's life have been a whirlwind. She went from elementary school teacher in a rough Los Angeles neighborhood to award-winning documentary filmmaker. She is highly sought by Hollywood honchos for future movie projects. Even Washington D.C. has noticed the impact of her film: First Lady Hillary Rodham Clinton saw it and sent a congratulatory note.

The buzz surrounding Simón, who immigrated to the United States from Mexico with her family at the age of 6, started when the film she directed, *Fear and Learning at Hoover Elementary*, won the 1997 Freedom of Expression Award at the Sundance Film Festival in Park City, Utah. A few months later, five million viewers saw the film, which examines the emotional costs of bringing the immigration debate into the schools, on PBS. After that, Simón's phone started ringing nonstop.

She has been interviewed by *Dateline, The Today Show, People Magazine, The New York Times*, and other major news organizations and she has received book, film, and television offers. She also has won numerous awards from organizations, including the Hispanic Public Relations Association, the National Organization of Latina Women, the U.S. Environmental Protection Agency, and a Commendation Award from the City of Los Angeles.

"Winning [at Sundance] was unbelievable," said Simón. "The award has changed our lives."

Laura Angélica Simón

Indeed, the documentary's success has changed Simón's life.

She no longer teaches, and scrambling for money to make movies is part of her past. She worked on a sequel to the film "Hoop Dreams" and planned to launch a feature film project after that.

Success, however, has come at a cost. For a while she received death threats over the film and people were very hostile towards her. She felt she needed to move on from her teaching position because of the tensions that arose from the publicity and the content of the film itself, among other reasons.

"Some people saw me as a saint and some saw me as a muckraker," Simón said.

"But," Simón said, teaching and directing require many of the same skills—crowd management and organization—so the transition to filmmaking has not been difficult despite the doubts many had that an elementary school teacher with no previous filmmaking experience could make a film worthy of notice.

"As a teacher, you have to manage a lot of people and try to get them to be as creative as they can be," Simón said. "It's very similar on a film set. You have to sense what strengths and weaknesses people have and work with that."

Geoffrey Gilmore, director of Sundance Film Festival at which she won an award, said Simón's lack of experience as a filmmaker gave her film a unique quality.

"Too much about documentary filmmaking is to frame people in

> ***"I know that their lives are very poor, often violent, and they are extremely aware that society does not want them here. Yet, despite all these obstacles, they are full of hope and talent."***
>
> LAURA ANGÉLICA SIMÓN

predescribed boxes," said Gilmore. "She allowed the characters in her film to reveal themselves. It wasn't a work where she demonized people, where you would say 'these are good people; these are bad people.' She painted shades of gray and showed the contradictions within people themselves. The film really affects people and makes them think about the issues."

A "sense of desperation" over the passage of Proposition 187, which among other things would ban undocumented immigrants from public schools, drove Simón to chronicle the emotional impact of passing such a law.

After voters passed Proposition 187, Simón walked into her classroom, and one of her students asked, "Are you a cop? Are you gonna kick me out of this room?"

"The idea that she would think that I was somebody who would hurt her that way, someone who would have her deported or kicked out of the classroom, was just devastating," said Simón.

Shortly thereafter, Simón borrowed a video camera and began to tape the lives of her students at Hoover Elementary, which is 96 percent Latino and located in the Pico Union section of Los Angeles, one of the poorest and most violent neighborhoods in town. So dangerous, in fact, that filming in the neighborhood was challenging. Simón instructed her volunteer crew to dress as inconspicuously as possible—no jewelry, very little makeup, and to cover any tattoos. They also hid their cameras at times and filmed early in the mornings so as not to attract the attention of gang members.

Laura Angélica Simón

Geoffrey Gilmore, co-director of the Sundance Film Festival

Many of the Hoover Elementary students are economic and political refugees from Mexico, Guatemala, and El Salvador, and some of Simón's teaching colleagues had voted for the proposition. The issue drove many of them apart. Simón also wanted to capture that divergence of opinion through interviews with students and teachers.

"I found out I didn't know people as well as I thought I did," said Simón.

"While the movie was shot within a few miles of Hollywood studios, the world of Hoover Elementary's nearly 3,000 students is vastly different. The school itself shares the block with a known crack house. The students at the school not only struggle to fit into American society; they also struggle simply to survive. Many of them live in cramped housing and must deal daily with the violence that envelops their neighborhood and with the grinding poverty that faces many immigrants."

"I wanted to sensitize the rest of America to the life of my students, who are mostly undocumented immigrants," said Simón. "I know that their lives are very poor, often violent, and they are extremely aware that society does not want them here. Yet, despite all these obstacles, they are full of hope and talent. I wanted to show that if given a chance, many of us who crossed the border, legally or illegally, can do great things, and become Americans that society can be proud of."

Simón taped 30 hours of material, which she whittled down to 53 minutes. She and a good friend, Tracey Trench, who co-produced the film and who was working as an executive at Twentieth Century Fox, plunked down all of their life savings to produce the documentary. And when Trench submitted a rough cut of the film to Sundance officials, the two women did not know where they would get the remaining $20,000 to $30,000 they needed to polish the film for public display.

"We were always beggin and borrowing," said Simón. "We struggled to make it," said Trench, who added that selling the film to PBS and distributing it on video has helped the women recoup the nearly $130,000 it cost them to make the film.

"We weren't sure anyone would ever see it. So many projects get made and never get seen because the people don't have the money to finish them."

That changed once they got word that their documentary was one of 34 films out of 800 submissions chosen to participate in the film festival. Trench's bosses at Fox gave the women the money they needed to get a finished product.

"I would never interrupt Laura when she was in school, but when I got the call from Sundance, I just had to call her to tell her," said Trench. "I told her, 'We got into Sundance. Isn't that exciting?' She said to me, 'I've got a huge classroom, so I've got to call you later.' I was just left there hanging on the line."

That dedication to her classroom and to her work is what kept the project on track, said Trench, who met Simón several years ago and visited her students and invited the classes to her movie studios over the years.

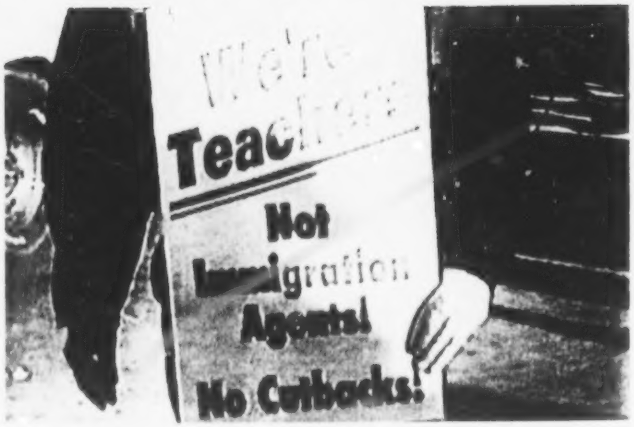
"She felt this story had to be told," said Trench, now an independent producer whose projects include Fox's *Cinderella* starring Anjelica Huston and Drew Barrymore and a Disney Christmas film called *I'll Be Home for Christmas*.

"Laura had never made a film, and for her to say that she wanted to direct this was a huge obstacle. But she's very convincing, and when people meet her, they want to work with her. She's incredibly passionate. At times, we felt like giving up (on the film) but she never gave up."

That dedication has been a part of Simón's entire life.

"I was born in Mexico, and my family immigrated to the United States when I was 6," Simón said. "Neither of my parents went to college, and my mother went only to school through 3rd grade. That easily could have been my fate as well if it weren't for the American school system."

Simón herself did not know English when she started kindergarten in San Francisco. But by high school, she was valedictorian. She earned a scholarship to Claremont College, near Los Angeles, where she majored in economics and philosophy. She was the first member of her family to attend college. She also speaks a third language, Italian.

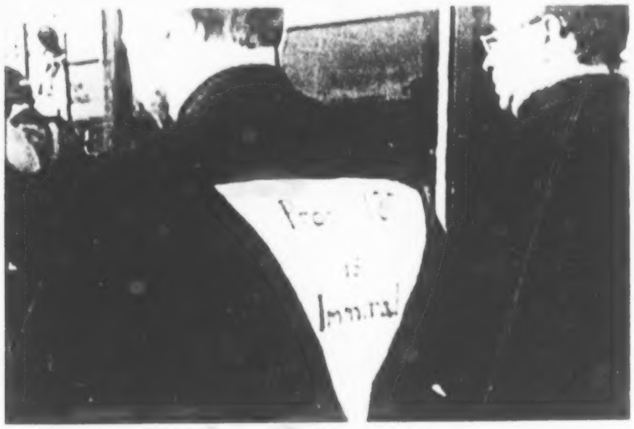


Simón got into teaching by accident. After college, she planned to work as a substitute teacher only to save money for travel. Instead, she was offered a permanent job because the Los Angeles Unified School District desperately needed bilingual teachers.

She asked students to recount when racist remarks had first been directed at them. In all instances, the students said a teacher had been the culprit.

"I love the public school system," Simon said. "That's where I learned to become an American. That's where I learned the language. That's where I learned the history. It really is the only shared experience we have (as Americans) to form an identity."

Still, Simon said she is very disturbed by what she sees in the education system today. In her second documentary, then tentatively titled *Black Boy, Brown Girl*, she examines the racial tensions in high schools. One of the most poignant parts of the documentary, she said, is one in which she asks students to recount when racist remarks had first been directed at them. In all instances, the students said a teacher had been the culprit.



"The issue of race is a big one, and schools need to discuss it more, especially among the teachers," Simón said.

"Unfortunately, there usually isn't a forum for teachers to discuss these issues."

When *HO* talked with Simon, court challenges had kept Proposition 187 from taking effect. But, Simón said, the challenges to the Latino community are always there, and cited the challenge to bilingual education, which she called "an effort to rid us of our language."

"The debate is not about whether students are learning English," she said. "It's about retaining our Spanish. The best way to end a culture is to take away a language."

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Playgoing in Cuban

American Place Theatre, NY, NY

The American Place Theater (APT) is a not-for-profit theater, Off-Broadway, and now celebrating its thirty-fifth season. APT, which got its start in a church, has a special mission "to offer audiences a challenging theatrical experience by developing and presenting new plays by living American playwrights and writers and by producing theatre that is meaningful and enriching to a diverse population."

The theater offers three or four new productions each season. They run for an average of 40 performances, and often extend for several months.

(l-r) Felix de Jesus and Eileen Galindo, Michael John Garces and Bethina Savegh   Photo© by Martha Holmes

American Place Theater has received more than 35 *Village Voice* OBIE Awards recognizing its contributions to Off-Broadway theater, including a special OBIE citation for "uncompromising commitment to unconventional and daring plays." It has also received 12 AUDELCO Awards for Excellence in Black Theatre, and the Marge Jones Award.

Significant productions over the years have included: Sam Shepard's *States of Shock*, Eric Bogosian's *Drinking in America*, Emily Mann's *Still Life*, James DeJongh's *Do Lord Remember Me*, Ronald Ribman's *The Journey of the Fifth Horse*, Laurence Holder's *Zora Neale Hurston*, and Jonathan Reynold's *Stonewall Jackson's House*. And this year, *Dreaming in Cuban and Other Works*, a four-person production which appeared at the theatre in late April and May as part of its Literature to Life Program.

Performer Eileen Galindo

Eileen Galindo, "Pilar" in *Dreaming in Cuban*, is a native New Yorker and fifth-generation Latina American "who proudly descends from Cuban, Puerto Rican, and Spanish heritage." Director Handman recruited her to work on *Dreaming in Cuban* in July 1997.

She has worked extensively in the regions and Off-Broadway, including in *Expecting Isabel*, which earned a Kennedy Center Award in 1998; *Real Women Have Curves*, at the Asolo Stage Company; *Chinese Charade, Ariano, In Miami as It Is in Heaven, Sabina and Lucrecia*, at the Puerto Rican Traveling Theatre; and the self-penned *One Woman Who, Multicultural Disorder*, at the Next Stage Company.

Her film credits include *The Super* with Joe Pesci, and the upcoming *Row Your Boat* with Jon Bon Jovi. Her first supporting role is in Eduardo Machado's *Exiles in New York*; her second, now in production, is in *Double Parked*.

On television, she co-hosted the Emmy Award-winning PBS family science show, *Newton's Apple*, for two seasons and has appeared on *Law and Order, Loving*, and the NBC TV movie, *Seventh Avenue*.

She dedicates her performance in *Dreaming in Cuban* to "The González, Montesino, and Galindo Women—five generations of strength, grace, and love."

Michael John Garcés

Performance pieces by this actor, writer, director include: *world without end* (Red Dive-"Inhabited"), *t.r.u.s.t.* (Nuyorican Poet's Cafe), *running the red* (Peculiar Works Project-"Big Art"), and *mouth.piece* (P.S.122). He has acted with INTAR, HERE, Joe's Pub, Labyrinth Theatre Company, and Aaron Davis Hall.

Plays he has written include *suits*, directed by Sturges Warner (Twilight Theatre Company), *now and then* (LEFT Theater "Positive Women"), *other: intrusions and harm's way* (INTAR New Works Lab), *jitters* (LaMaMa, ETC), and *up for air, between visits, Punto Baldi*, and *deeper* (The American Living Room).

Garcés has directed plays at Repertorio Español, Puerto Rican Traveling Theatre, INTAR, Nada, La Tea, and LaMaMa ETC.

Cristina García

Havana-born Cristina García wrote the novel, *Dreaming in Cuban*, which was nominated for a National Book Award. She also wrote the essay that accompanied the photographs in The Cars of

Cuba (Harry N. Abrams, 1995). She has worked as a national correspondent for Time magazine; her reviews and interviews have been published in The Washington Post and other major newspapers.

García has received fellowships from the Council of Humanities at Princeton University, the Guggenheim Foundation, and the Cintas Foundation. She received a Whiting Writers Award in 1996.

García holds a bachelor's degree from Barnard College and a master's in European and Latin American Studies from Johns Hopkins University. After spending her early childhood in Puerto Rico, she grew up in New York City and in 1998 moved to Los Angeles, where she now lives with her 6-year-old daughter.

Wynn Handman

APT's Artistic Director is Wynn Handman, a co-founder back in 1963. An acting teacher for more than 45 years, Handman has trained many outstanding actors, including the late Raul Julia, Alec Baldwin, Michael Douglas, Richard Gere, Joel Grey, Frank Langella, John Leguizamo, Phyllis Newman, Burt Reynolds, Anna Deveare Smith, Mira Sorvino, Christopher Walken, Denzel Washington, and Joanne Woodward.

Handman directed *Dreaming in Cuban and Other Works*, (originally titled *Rhythm, Rum, Café con Leche, and Nuestros Abuelos*), and adapted the title monologue from the book by Cristina García, a first novel, published by Alfred Knopf in 1992 to considerable acclaim. Handman's many honors include an AUDELCO Award for Excellence in Black Theatre; the Lucienne Lortel Lifetime Achievement Award in 1993, presented by The League of Off-Broadway Theatres; Carnegie Mellon's Commitment to Playwrighting Award in 1996; and the Rosetta LeNoire Award in 1994 from Actors Equity in recognition of artistic achievements and contributions to the "universality of the human experience in American Theatre."

Félix de Jesús

"Dance facilitator" for *Dreaming in Cuban*, de Jesús is a native of Cuba. At age nine, he appeared in the movie *Yambobo*, later joining the National Folklorica Cuba. He also appeared in many cabarets and nightclubs in Havana, including the Tropicana.

DREAMING
IN CUBAN

He emigrated in the '70s from Cuba to the U.S., teaching salsa and Latin dance at schools in Miami, Houston, and L.A. After moving to New York in 1994, he taught at Fareta and Lezly Dance Studios and performed at Woodstock '94.

Other performances include Danceahora!, at New York's 92nd Street Y, Gotta Dance!, on *American Movie Classics*, Lincoln Center's Midsummer Night's Swing Dance Party, and the film *WOO*.

Other venues include New York's Cotton Club and Tavern on the Green.

De Jesus has taught salsa workshops in upstate New York and in Vermont, and presently offers classes at the Dioniba Dance and Drum Center and Abizaid Dance Studio in Manhattan.

Bethina Sayegh

Also billed as "Dance Facilitator," Sayegh was born in Caracas, Venezuela, and raised in Lima, Peru. As soon as she finished high school, she moved to New York to start her career. Her first job was with Pe De Boi, a Brazilian band. After that, she worked on and off with the Xavier Cugat Band, and was a member of the Eddie Torres Latin Dance Company, to which she gives all credit for her development as a Latin dancer.

Sayegh has worked with many distinguished artists, such as Tito Puente, Oscar de León, Celia Cruz, Mario Bauzá, Willie Colón, La India, Dizzy Gillespie, and Héctor Lavoe. She also has done backup vocals and choregraphy for The New York Band, which specializes in merengue, and for Celia Noel and the Wild Clams.

She performed next to Al Pacino in *Carlito's Way*, on *The Bill Cosby Show*, and, during a brief stay in L.A., in some independent short films.

Luis Mojica

Mojica, music supervisor of *Dreaming in Cuban*, was born in Ponce, Puerto Rico. He started his music studies at age 12 at the Juan Morel Campos School, later moving to the U.S. where he earned a BFA in Arranging and Composition at the City College of New York. He then worked with the East Harlem Music School and the NYC Board of Education as a band and orchestra director.

His compositions include "Sentimiento," played by Charlie Palmieri; "Smoothly," performed by John Purcell's Quintet; and "Winter Time," performed by Speculum Musicae.

In 1990, Mojica continued his studies at Teacher's College, Columbia University, earning an MA and an ME. Mojica is now completing his doctoral studies at Columbia, where he has created a multicultural curriculum for instrumental music instruction, and he is directing his own nonprofit corporation—The Multicultural Music Group.

Manuel Vega

Scenic designer for the production, Vega, a native New Yorker, is a visual artist who utilizes a wide range of media, including graphics, murals, illustration, printmaking, painting, theatrical design, and costume design. He is also a scholar of the popular cultures of the Americas—in particular, Brazil, Puerto Rico, Cuba, and the United States. Currently, Vega is an Artist in Residence at the Guggenheim Museum, where he is an instructor for the "Learning Through Art" program. He also conducts visual arts workshops for several institutions throughout New York State. Vega's prior artist residencies were at El Museo del Barrio, Taller Boricua, and in Bahia, Brazil.

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HO GOES TO THE SHOW

by Adalyn Hixson

It is 7:30 p.m. as we enter the elevator of the American Stage Theater on 46th Street in Manhattan. The operator, a young woman with mocha skin and tight blonde curls, tells us, "Help yourself to the rum punch—compliments of Captain Morgan. And the café con leche, compliments of Goya Foods."

"There's nonalcoholic punch, too," she adds, before escorting us toward a replica of a Cuban café. The anteroom holds a leather bar, the walls a series of photographs depicting life in Havana and environs. Once inside the performance space, we are invited to sit at one of twenty or so small tables around a semicircular stage. Background music has begun. Gentle cha chas and mambos.

While getting the rum punch, my companion discovers there is food too—roast pork, black beans and rice, Cuban classics, at a modest $7 a plate. It is delectable, lightly perfumed with vinegar. This is not a typical New York theater district experience.

The walls of the low-ceilinged room hold perhaps six or eight ledges, between pilasters. Each ledge bears maximum memorabilia. Dried flowers. Ceramic dancers with flounced skirts, flourishing fans. Old LPs whose jackets have lost their shine. One reads "Pototo y Filomeno." There are timeworn photographs, too, in silvered frames. The arrangements look vaguely religious, like devotional stations, but no saints or crucifixes are in sight.

The music shifts to a more lively beat. Without fanfare, an attractive couple in formal dress enters the room, dancing amid the tables, whispering casually to one another, smiling. She wears a slim, pale lime chiffon empire dress with beaded top, upswept hair, and thin-strapped silver shoes. He wears a white dinner jacket. They are featured performers Bethina Sayegh and Félix de Jesus, but for now they are merely setting a mood.

At just about 8:00, there being no curtain in sight, actors Eileen Galindo and Michael John Garces step up onto the stage and perform "Tambien Soy—Soy Tambien," a fast and spirited bilingual piece about being bicultural—about their forebears' migration to the U.S. They sing of Guantanamera, they speak of freshly lit cigars. Of Calle Ocho. Of Key West. Of Del Monte. And of being in MEE-ah-MEE. One tells of grandparents who wound up in...did he say Nebraska?! Oh, why didn't I spend more time studying my Spanish?

My linguistic shortfalls abate through a change of scenes, and of costumes. For "Mambo Gozon," the willowy Sayegh, whose face could launch a thousand rafts, wears what appears to be a creamy avocado tube top with angel-hair straps, and matching half-slip skirt, golden heels, her hair hanging free. De Jesus is handsome, too, in gold crucifix and black leather pants. But in truth, it is the music and dancing that intoxicate. The couple's subtle gyrations, pulsations, and titilations are defibrillatory. The mambo edges out the tango as my favorite *danse du jour*.

Dreaming in Cuban

When Eileen Galindo retakes the stage, she is Pilar, the Lou Reed-loving teenager of Cristina Garcia's first novel, *Dreaming in Cuban*. Pilar is "trying on French style garters and push-up bras in the dressing room of Abraham & Strauss" when she hears the voice of her father. She looks out and sees him with his girlfriend, "huge and blond and puffy like a 1950s beauty queen gone to seed," a woman with "a cloud of bleached hair and high-muscled calves as if she's been walking in those heels since birth."

"That's it," she says. "I'm going back to Cuba." A Cuba she left at the age of two and hasn't seen since. Back to Cuba to see her beloved abuela, Celia, a devoted fan of El Lider, Fidel. And to escape from her mother, a Brooklyn bakery-owning capitalist who embraces all things American, as in U.S.A., especially the sticky buns, and loathes the Cuban Revolution. Four feet eleven inches high, weighing in at 217 pounds, described by Pilar's boyfriend, fondly, she implies, as an imperious despotic frustrating tyrant bitch goddess.

Galindo is utterly believable as Pilar, in whose voice the entire performance is delivered. And by the time the solo is completed, the audience has developed warm feelings for all three of Garcia's women, and for Galindo.

Later, checking notes scribbled on the scene against the book itself, it seems the script was taken verbatim from Garcia's novel. Looking further through the novel, I appreciate the skill of adapter Wynn Handman in shaping a brief but complete story from the larger one by Garcia. It is a story with far more than wit, for the universal theme of intrafamily alienation is deepened by a heightened consciousness of loss suffered by Cubans on both sides of the Bay of Pigs. This is what I found myself thinking about during intermission, amid the photographs of Havana in the anteroom.

Cha-Cha-Cha

God bless Félix de Jesús and Bethina Sayegh. Back on stage, they restored with just one dance the reputation of the cha-cha-cha, which had suffered irreparable harm at the hands and feet of disrhythmic *norteamericanos* in the suburbs of the '60s. Entrenched images of robotic clunking to a cha-chachified "Tea for Two" faded with their every nuanced step. The drama of the pause—the hesitation—along with many other elements of a well-executed Latin dance, had been lost in translation. What a pleasure to welcome it all back.

Aguardiente

Michael John Garcés is all smiles as he launches his performance piece, *Aguardiente*, and the audience laughter comes easily and often. But the shotglass in his hand, and the sight of a dozen more filled shotglasses on the bar that is the only furniture in this act, are early warnings that you are in emotionally shark-infested waters.

Garcés, who wrote the piece, portrays a grown man recollecting his abuelos, one a dark-complexioned Cubano exiled by wife and daughter but somehow granted one catalytic week with a young grandson. And if ever a week there was, that week was it. Seven days of sowing the seeds of machismo. The shoes, the posturing, the dancing, the wooing and postseduction hatred of women. And the aggrandizement of liquor, almighty liquor, as though inebriation were the divine right of reyes.

This abuelo had six wives—only the first two Cuban, the implication being, I thought, that subsequent Cubanas were too wise to buy his merchandise. But this was a bilingual performance, and my *español* is poor. My judgment could be off. There was no mistaking, though, the actor's frequent trips to the bar to offer yet another toast to *aguardiente*.

The audience laughed, partly in recognition, I suspect, as it sampled his patter of seduction—the odes, the boasts, the promises—the patent insincerity that apparently had been no barrier to his goal. But the laughter dwindled as Garcés descended deeper into this tale of booze and deceit, his performance gaining such intensity it was nearly too hot to handle. This Don Juan truly was in hell. The performance was blistering as the piece hurtled to a close.

Nuestros Abuelos

The American Place Theater has a tradition, says the publicist, of "Offerings—where the audience is led to reflect on its own heritage and given the chance to share personal responses."

But when Eileen Galindo and Michael John Garcés retook the stage to elicit these responses, we, the audience, were still too shellshocked by *Aguardiente* to enter a warm and fuzzy world. It would take powerful medicine to get us moving.

That medicine arrived in the form of de Jesús and Sayegh, who joined Galindo and Garcés in a final round of dancing with the audience—or however many were game—that ultimately became a festive multicultural, multigenerational conga line that had us all smiling as we walked out into the night.

Amazing Argelia—Scholar, Dancer, Activist

UCLA Honors Exceptional Student

BY STUART WOLPERT

Argelia Andrade-Glez is founder, choreographer, and director of Nuestras Raices Ballet Folklorico, a children's dance group in Gardena, where she teaches dance to children between ages three and 20. She herself continues to dance as a member of LiRitmo (Flamenco) Dance Company. And she was coordinator of Grupo Folklorico de UCLA, a group dedicated to the traditional dances of Mexico.

Argelia also tutors adult immigrants at her church as they learn English as a second language.

Despite her busy schedule, the grade point average of this UCLA student is 3.9.

"I like to be busy," she says.

Argelia won six scholarships for academic excellence and outstanding community service, and in late February, she was honored as one of UCLA's most exceptional students at the university's annual College of Letters and Science Awards Dinner—the College's "mini Academy Awards" ceremony. At the Regent Beverly Wilshire Hotel the night of February 23, she was one of two students to win this year's Charles E. and Sue K. Young Undergraduate Student Award.

Argelia Andrade-Glez vividly recalls the night she cried herself to sleep. She was ten years old when her family moved to Gardena, Calif., from a small town in Tepatitlan, Mexico, and she spoke not a word of English.

When Argelia's sixth grade teacher walked into the classroom, the 10-year-old stood, as a sign of respect, as all students in Tepatitlan did. Here, the other children laughed at her.

"Nobody was there to explain the customs to you," she remembers.

Today, not only does Argelia speak flawless English, bu Portuguese as well, and she is learning German.

> ***"I knew that whatever I wanted to study at UCLA—math, psychology, linguistics, sociology—I would be going from No. 1 to No. 1."***
>
> ARGELIA ANDRADE-GLEZ, STUDENT

Argelia Andrade-Glez UCLA

Driven by personal experience and a continuing fascination with language, Argelia is majoring in Spanish and linguistics. As part of her undergraduate work, she is conducting research for an honors thesis on how teenagers and adults learn a second language.

"Language is a window to the mind," she says. "Languages tell you amazing things about people and their culture. Learning a new language opens another world. There is no question that you can understand people better when you speak their language. Living in L.A. makes me want to learn different languages. I want to help other people to become bilingual.

"I would not say that I know a language unless I can read, write, dream, and function in that language."

Shirley Arora, UCLA professor of Spanish, praises Argelia, calling her "one of the most extraordinary students I have known in my 35 years" at UCLA.

Recalling her difficult adjustment to a new country, language, and culture, Argelia says, "I believed at times that I was a child of a lesser God, and that the task of relearning the previously learned was impossible, but I knew I had to do it. I wasn't going to drop out of school in sixth grade."

She started by devoting herself to math because "numbers were the one thing I could understand." By the end of her first year in this country, she felt comfortable speaking English. By junior high school and high school, she was earning A's in all of her classes.

Argelia gives most of the credit for her academic success to the love and support she received from her family and to her belief in God. Others who know her well emphasize her work ethic, her determination, and her positive attitude.

"My family has always been tremendously supportive, and God has seen me through the most difficult times," she said.

"One key is not to dwell on all the walls you're going to hit. Instead of wasting energy feeling sorry for yourself, just get on with it. You can feel trapped, or you can determine what you want to do and pursue your dreams.

"There were many nights when I cried, but even then, I knew it was better to do something than to whine all day.

"I knew I wanted to go to college and that my parents couldn't afford to send me, and I knew I had to work hard to get there. But I also enjoy studying; it's fun to get A's."

Argelia always preferred reading and dancing to watching television or getting involved in the gangs that she saw others join.

"Gangs are an identity issue, and with the help of my family, I learned to sense my strengths and admit my weaknesses," she said. "Other people weren't studying so much, but it's OK not to be like everyone else. I was not a child of a lesser God; I just had a distinct past that made my determination stronger."

For high school, Argelia went to the California Academy of Mathematics and Science, where she won awards for outstanding achievement and choreography, and founded a club to teach Latino students about their culture.

Choosing a university was easy for Argelia.

"I always knew I would come to UCLA," she says. "I knew that whatever I wanted to study at UCLA—math, psychology, linguistics, sociology—I would be going from No. 1 to No. 1."

As a high school student, Argelia visited UCLA one day to receive one of her several scholarships. When she came home, a UCLA admissions offer was waiting in the mail to greet her. She felt proud to have that dream come true, but other dreams still beckoned.

Argelia will graduate from UCLA next year but plans to come right back for her graduate work.

"UCLA has been very good to me—one of the most positive experiences of my life," she says. "I am considering various universities, but I think I would prefer to stay here."

She plans to earn her Ph.D. and then be a university professor during the day and a dancer at night.

Meanwhile, she has learned to love her adopted city.

"Los Angeles is where South Americans, Europeans, and Central Americans all come together and make a new American culture," she said. "In the small town where I grew up, everyone looks like me and everyone thinks the same. Here you have to know what you believe and what your values are, all the while accepting people who are different."

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Latina Takes Paris Prize

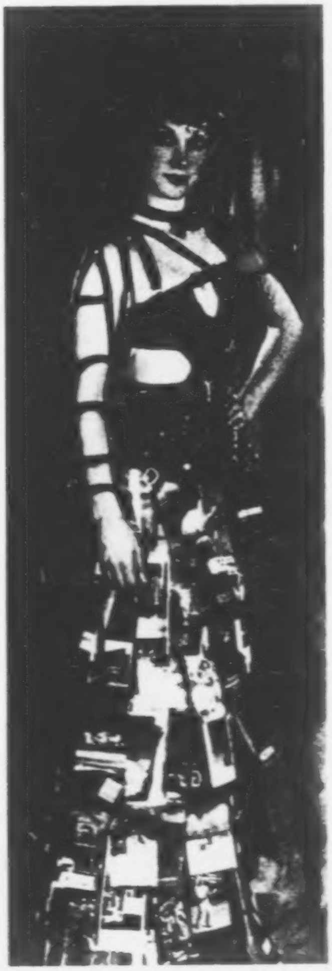
HOUSTON COMMUNITY COLLEGE SYSTEM

Houston CC Student Wins Design Contest

BY TOM KENNEDY

When Myrna Vallejo went to France, she traveled in style. Literally.

Vallejo, a student in the Fashion Design Program at Houston Community College-Central, earned the top U.S. prize at the 15th annual International Young Fashion Designers Contest, conducted in Paris last December.



In accordance with the contest's theme of "travel," Vallejo designed and tailored a woman's outfit made of common travel materials—a bustier created from luggage straps, a skirt of laminated travel brochures, and a hat resembling a handbag.

The prestigious contest featured competitors from some 15 different countries, displayed their versions of travel vogue—from imaginative space suits to a suitcase that opens into a coat. Only 10 young designers represent each competing country, and Vallejo earned the top award of the U.S. team, which included students from Drexel University, Miami Fine Arts College, and other institutions.

Vallejo was striving for a design that reflects the frazzled indecision that often comes with trip-planning.

"I was thinking of how we travel and we often don't know what to wear," she said. "We have so many choices."

So in October, she started visiting travel agencies and leather shops to collect the building blocks of her inspiration—travel brochures and baggage parts. The library staff at HCC-Central helped her laminate the literature, and leather workers at the local Tejano Boots provided guidance in sewing leather.

"I kind of used the concept of luggage—handles and straps and all sorts of things," she said.

Kay King, head of the Fashion Design Program at HCC-Central, said 1997 was the fifth year Houston Community College System had been selected to participate in the Paris competition, but it was the first time an HCCS student had ever won.

Bustier made from luggage pieces and skirt from laminated travel brochures

"Myrna is truly one of the rising stars in our department," King said. "She's going to make it in the professional world of fashion design."

King said fashion design is an intricate process. Vallejo designed a pattern for the garment, from which she cut out the pieces. And before tailoring the multi-layered garment, she assigned an order and procedure for the assembly.

"She is very adept at solving the design and construction challenges," King said. "She knows how to logically think through a concept and make a real garment that real people can wear. That's what makes her an excellent young designer."

Ultimately, Vallejo created a garment whose character came alive—reminiscent of designs by Gianni Versace and Jean Paul Gaultier.

"She created a lot of animation in that garment," King said. "I like the way the brochures move as the skirt flows."

In the end, Vallejo's work turned the heads of some of the world's top fashion designers. As the U.S. winner, Vallejo won $3,000 in francs, which she plans to use toward further education. She intends to continue her fashion training at Houston Community College.

"I want to get as many classes as I can and transfer to F.I.T. [the Fashion Institute of Technology] in New York," said Vallejo, a business-turned-fashion major. "My final goal is to have my own business and sell clothes."

END

People-Places-Publications-Conferences

PEOPLE

Hillary Clinton Launches Lecture Series at Columbia University

First Lady Hillary Rodham Clinton delivered the inaugural speech of The Jill and Ken Iscol Lecture Series, established recently at Teachers College, Columbia University (N.Y.). Clinton, a leading advocate for children and their families, launched the annual speaker series with the speech "Re-Imagining Education: A Matter of Justice and Possibility."

Throughout her career in public service, Clinton has been a champion of improved health care for children and their families, early childhood development and learning, and equal educational opportunity. She has worked tirelessly to raise public awareness for the need for community involvement, appropriate interventions, and important changes in the way the nation educates and treats its children.

Lynn University Honors Padrón

Dr. Eduardo J. Padrón, Miami-Dade Community College president, was awarded an honorary Doctor of Humane Letters from Lynn University (Fla.) during the annual Spring Honors Convocation.

Dr. Donald E. Ross (pictured left), Lynn University president, presented the degree to Padrón in recognition of his outstanding academic achievements.

Padrón holds a doctorate from the University of Florida and is the chief administrative and academic officer of the largest single-district, multi-campus community college in the nation. He has been recognized by many of Americas foremost leaders, as evidenced by his appointment to posts of national prominence by Presidents Bill Clinton, George Bush, and Jimmy Carter.

Latino Affairs Pride Awards Honors Ceara

Aida A. Ceara was recently honored at the Governor's Advisory Commission on Latino Affairs Pride Awards in Pennsylvania.

A vital community leader in Lancaster since her arrival in 1984, Ceara, an assistant professor and director of the Act 101/PACE Program at Millersville University, saw an immediate need to acknowledge and highlight the Latino presence within the university and Lancaster community. She helped form and is the faculty advisor of the Society on Latino Affairs, the first Latino student organization on campus; she chairs the Hispanic Liaison Committee, and she became president of the Board of Directors of the Spanish American Civic Association. Ceara, with other community leaders, helped form a charter school that provides educational alternatives to community students who are "at promise" of succeeding in an innovative, social, and educational environment.

Rodriguez-Andrew Named California Social Worker of the Year

Sylvia Rodriguez-Andrew, dean of the College of Social Work at San José State University, was named Social Worker of the Year by the California Chapter of the National Society of Social Workers. She was honored for her leadership in education and her service to the community.

"We applaud her leadership in fostering a college which has embraced the mission of social work by tending the needs of the community, and educating the next generation of social workers," said Cheryl Blankenship of the California Chapter of the National Society of Social Workers.

Rodriguez-Andrew has a doctorate from the University of Texas-Austin.

Business Awards Gala Honors Morales

City University of New York's City College vice president of student affairs, Thomas D Morales, was honored at the National Puerto Rican Day Parade's 1999 Dr. Ramon Emeterio Betances Business Awards Gala in April, for his contributions to New York's Puerto Rican community.

Morales has chaired the County of Ulster Human Relations Commission, and sits on the boards of the American Association of University Administrators and the Managed Healthcare Systems of New York, and on the advisory board of the Highland Residential Center Community's Youth Division.

"By recognizing Dr. Morales' accomplishments, we wish to support his efforts in serving as a positive role model for our youth and inspiring the development of their self-esteem," said Ramon S. Velez, president and CEO of the National Puerto Rican Day Parade, Inc.

Cantu Named Fresno City College Dean of Instruction

Anthony Cantu, Fresno City College's (Calif.) associate dean of humanities, will lead the college faculty as the new dean of instruction, beginning July 1.

"I think Mr. Cantu will do an outstanding job as he's done in the past with our district," said Fresno City College President Dr. Daniel Larios. "He has some big shoes to fill, but I believe he's up for the task."

Cantu holds bachelor's degrees from California State University (CSU)-Long Beach, and a master's from CSU-Fresno. He is currently pursuing a doctorate in educational leadership from CSU-Fresno/University of California-Davis.

Persistence Pays off for Morales

Allan Hancock College (Calif.) student Mayra Morales says, "If you really believe in what you are trying to do in life, you will succeed."

Morales, 22, has been accepted to California Polytechnic State University-San Luis Obispo as a social science major. Born in Zacatecas, Mexico, and originally speaking only Spanish, she started out as a migrant education student, spending her pre-school years traveling across the United States and back again with her family as her parents worked as field laborers.

Now, Morales has been working in the Allan Hancock College counseling office and has volunteered at a church, running youth programs and helping organize their annual fiesta.

In March, she won a "Women of Excellence" award from the Santa Maria Womens Network.

Santos to Represent American Bar Association at U.N.

José (Tony) Santos, a partner in the Miami, Fla., law firm office of Broad and Cassel, was appointed to represent the American Bar Association (ABA) at the United Nations Economic and Social Council in New York. Santos is part of a select group of six ABA leaders headed by former U.S. Attorney General Benjamin Civiletti that represented the ABA at the United Nations in New York and Geneva. The ABA has Consultative Status at the United Nations and frequently provides input to the council on a variety of issues relating to the world economic, social, and legal order.

Santos received both his bachelor's degree and juris doctor at the University of Miami.

Caldeiro at Farmingdale's 80th Commencement

Fernando (Frank) Caldeiro, a NASA astronaut and 1978 graduate of the State University of New York (SUNY)-Farmingdale, was a speaker at the college's 80th commencement.

Born in Buenos Aires, Caldeiro was hired by NASA in 1991 as a cryogenics and propulsion systems expert for the Safety and Mission Assurance Office. He completed his training and evaluation for NASA in 1998 and is qualified for flight assignment as a mission specialist. Currently, he is assigned technical duties as a space station environmental controls and life support system expert in the Astronaut Office Station.

Caldeiro has an associate's degree from SUNY-Farmingdale, a bachelor's from the University of Arizona, and a master's from the University of Central Florida.

Treviño Joins Texas-Arlington Mexican-American Center

Roberto Treviño, an expert in Mexican-American history and the religious culture and practices of Mexican Americans, is now a research associate for the University of Texas-Arlington (UTA) Center for Mexican-American Studies as well as an assistant professor of history.

UTA President Dr. Robert Witt cited Treviño's knowledge of Chicano history as a valuable asset to the school.

Treviño has taught Chicano history, race and ethnicity in American history, and religion in American history. He has a bachelor's degree from Houston Baptist University, a master's from the University of Houston, and a doctorate from Stanford University.

Gonzalez Named Archbishop of San Juan

Siena College (N.Y.) graduate Roberto O. Gonzalez, OFM, recently became the new Archbishop of San Juan, Puerto Rico; he was appointed by Pope John Paul II. Gonzalez succeeds Cardinal Luis Aponte Martinez, who had served San Juan since 1964.

At one time, Gonzalez was the youngest U.S. Catholic bishop. He has served the national church as chairman of the U.S. bishops Committee on Hispanic Affairs, he currently chairs the bishop's Committee on the Church in Latin America, he also serves as a consultant to the Committee on Liturgy, and he is a member of the Committee on Pro-Life Activities.

Aguirre Lectures at Southern Methodist

SMU
School of Law

Peruvian Constitutional Court Justice Dr. Manuel Aguirre recently spoke at the Southern Methodist University Law Institute of the Americas 1999 Distinguished Lecture in Texas.

Aguirre discussed the role of the constitutional courts in Latin America. He spoke of the impact a constitution has on social, political, and economic development in a country; how a constitution works; why politicians respect the constitution; and where constitutional judges derive their power.

This past year, Peru's Congress has been sharply criticized for its decision to oust members of the constitutional court who ruled that President Alberto K. Fujimori could not seek a third consecutive term.

Hernandez-Walker Assumes Post at Louisiana State-Baton Rouge

UTSA

Bobbie N. Hernandez-Walker, former vice president for student affairs at the University of Texas-San Antonio (UTSA), has become vice chancellor for student life and academic services at Louisiana State University-Baton Rouge, considered Louisiana's flagship institution of higher learning.

Walker has been a catalyst for progress

across the board at this university," said UTSA President Samuel A. Kirkpatrick. "She has worked diligently on programs both to facilitate delivery of services to students and to enhance the university experience as a whole."

Clinton and Tinajero Speak at Desegregation Conference

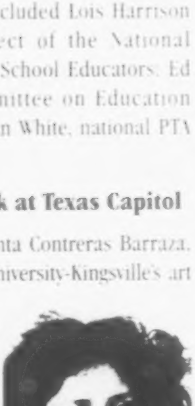
University of Texas-El Paso Associate Dean Josefina Tinajero was among the education leaders who appeared at the National Committee for School Desegregation's 20th Annual Conference in Washington, D.C. President Bill Clinton topped the list of speakers.

Tinajero, who is the president of the National Association for Bilingual Education, participated in panel discussions on improving America's schools and on bilingual education.

Other speakers included Lois Harrison Jones, president-elect of the National Association of Black School Educators; Ed Kealey, of the Committee on Education Funding; and Lois Jean White, national PTA president.

Barraza's Artwork at Texas Capitol

Works of artist Santa Contreras Barraza, chair of Texas A&M University-Kingsville's art department, are featured in a public art exhibit that opened in May in recognition of Cinco de Mayo, the anniversary of the defeat of the invading French at Puebla, Mexico, by Mexican soldiers and Puebla residents. The exhibit will be on view in the office of Laura Bush, first Lady of Texas, in the State Capitol until July 5. The art of Sam Coronado of Austin is also featured.



Barraza is known for her colorful *retablo*-style paintings on metal. She draws inspiration from her *mestiza* heritage—a blending of Native American and European cultures—and often includes subject matter taken from Aztec and Mayan legends.

PLACES

Hispanic Magazine Donates Archives to Southwest Texas State

Hispanic magazine has donated its archives to the Southwestern Writers Collection at Southwest Texas State University.

The materials, consisting of editorial files from 1994 through 1998, including manuscripts, correspondence, memos, research, press kits, and notes, were donated to the collection for preservation and research.

"The addition of the Hispanic archives represents a significant step forward for the Southwestern Writers Collection," said curator Connie Todd. "We are well on our way to becoming a major resource for Mexican-American studies."

Tomás Rivera Conference at California-Riverside

Yareli Arizmendi, an actress from the film, *Like Water for Chocolate*, was a keynote speaker at the 12th annual Tomás Rivera Conference at the University of California- Riverside.

"Culturas y Comidas: Gifts of the Americas" was the theme of the conference, which explored the magical and culture-shaping qualities of food—a theme that also ran through the 1993 film based on a novel by Laura Esquivel. Arizmendi played Rosura, one of three daughters in a family where emotions displayed in the kitchen seem to invade food served to houseguests, causing magical chaos during weddings and other family events.

Chef John Rivera Sedlar, author of *Modern Southwest Cuisine* and co-author of *Tamales*, was also a keynote speaker.

Nazareth College Inaugurates Miller, Celebrates Anniversary

Nazareth College (N.Y.), in April, celebrated the inauguration of President Robert A. Miller and the 75th anniversary of its founding.

During his inaugural address, Miller shared his three-pronged academic vision for the college, which builds upon Nazareth's strong traditions while anticipating society's changing expectations for higher education. He focused on exceptional teaching, off-campus learning, and inclusive community.

During a festive 75th anniversary celebration, guests travelled through the eras of Nazareth history with celebrations recreating a USO canteen, a rock-n-roll/disco party, a '60s coffeehouse with folk singer, and a video dance party. A short commemorative film was also shown.

38th Honors Convocation at Cal State-L.A.

California State University-Los Angeles' University Honors Convocation recognized more than 2,000 students whose academic record places them in the upper fifth percentile of their peers. Dean's List honorees; recipients of scholarships, grants, and alumni certificates of honor; and general education honors program participants were honored at the program.

Cal State-L.A. alumnus John Huerta, general counsel for the Smithsonian Institution in Washington, D.C., was the keynote speaker at the convocation. Huerta directs an office of 11 attorneys. He has lectured extensively on civil and human rights to professional associations, civil rights organizations, and university groups throughout the United States, Europe, and Latin America.

Bomba Dance Fever at Long Island-Brooklyn

A blow-the-lid-off bomba dance party, or *bombazo*, in which dancers and drummers face off in Puerto Rico's newest dance craze based on a centuries-old art form, took place at Long Island University-Brooklyn (N.Y.).

"I would like bomba to be appreciated in all of its richness in the same way that millions of people appreciate the other great Afro-Latin dances such as salsa, merengue, samba, and tango," said Halbert Barton (pictured here), anthropology professor, bomba performer, and the driving force behind the event. El Bombazo de Puerto Rico, a team of 12 bomba educators from the community arts organization Centro de Investigaciones Cultural Raíces Eternas, provided expert instruction on the lively and infectious art of bomba dancing.

Santa Monica College Wins Diversity Achievement Award

Santa Monica College (SMC) has won the prestigious California Community Colleges' Diversity Achievement Award for 1998.

The award is given to the college district that has demonstrated outstanding success in affirmative action and commitment to diversity, equity, and equal employment opportunities. Chancellor's office officials say they do not look at districts' figures of employees from underrepresented populations but at their overall effort on diversity.

"This award really reflects on all the state's community colleges, our open-door campuses that mirror the rich diversity of California," said Robert Sammis, SMC vice president of human resources.

City University of New York Shares Dominican Experience

"Contemporary Visions of the Dominican Experience," a discussion, reading, and book-signing featuring recently published works on Dominican life, was held at City University of New York's (CUNY's) City College.

Silvio Torres-Saillant, of City College, greeted the guests, and Ydanis Rodriguez, of the Dominican Youth Union and Dominicans 2000, offered welcoming remarks.

The guest speakers included Jacqueline Jiménez Polanco, a political scientist at the John Jay College of Criminal Justice, fiction writer Ynoemia Villar, and journalist Michelle Wucker.

The event was sponsored by Dominicans 2000: Building Our National Agenda and the CUNY Dominican Studies Institute.

Texas-Arlington Promotes Bobadilla

University of Texas-Arlington (UTA) Provost George Wright has announced the promotion of UTA director of admissions Michele Bobadilla to assistant vice president for outreach initiatives with responsibilities for enhancing the university's partnerships with the Dallas County Community College District, the Dallas Independent School District, and with other school districts. Bobadilla will also work closely with members of the business community and civic organizations in Dallas, establishing partnerships and raising the profile of the university.

Bobadilla will work closely with Manuel García y Griego, the director of UTA's Center for Mexican-American Studies, and will introduce him to key leaders in Dallas and the Metroplex.

Latino Symposium at Susquehanna

"Our Heritage: Our Future/Nuestra Herencia: Nuestro Futuro" was the theme of the 4th annual Latino Symposium at Susquehanna University (Penn.) in April. The theme was inspired by the oral histories collected by six regional Latino high school students and Susquehanna University students of Hispanic heritage during the Latino Oral History Project last fall.

Panel presentation topics included Susquehanna's service-learning projects, gender roles in the Hispanic community, ethnicity in Pennsylvania, and a multi-media presentation of the Latino Oral History Project. Susquehanna University student Latino dance troupe Fuego Latino performed at the symposium.

García Lorca Exhibition at St. Mary's

The exhibition "Federico García Lorca: In Word and Image" was recently on display at Saint Mary's College (Ind.). The exhibition, sponsored by the Embassy of Spain, the Saint Mary's College department of modern languages, and the Center for Academic Innovation, celebrated Lorca's literary and visual artistry. Lorca was a prolific Spanish poet, artist, and intellectual who was executed during the Spanish Civil War.

An opening reception included poetry readings by Saint Mary's Professors Gerald Gingras and Max Westler, as well as a performance by Juliette Singler, soprano and visiting assistant professor of the department of music, and Saint Mary's Spanish major Andrea Sondag. Dr. Carmen García de la Rasilla organized both the exhibit and the reception.

Loyola Marymount Event Explores Faith and Culture

Loyola Marymount University (Calif.), in April, presented "A View from the Inside: The Intersection of Faith and Culture in the Work of a Latina Writer and a Latino Musician."

The event featured Graciela Limón (pictured here), chair of Chicana/o studies, reading from her new novel, *Día de la Luna/Day of the Moon*, and musical guest Francisco Herrera. Also, a panel discussion explored the thematic interplay and interconnection of social justice, female gender roles, mestizaje, and theology in the works of both guests.

Mexican Poet Inspires University of San Francisco Exhibit

A mixed-media art installation inspired by the life and writings of 17th-century Mexican poet, intellectual, and nun Sor Juana Inés de la Cruz (1648-1695) is currently on exhibition at the University of San Francisco (USF).

Pictured here (left to right) are Laura Elenes, a Mexico City-based artist, Carlos

Tello, The Cónsul General of Mexico; Mondo Jud Hart, exhibit producer and San Francisco-based artist; the Rev. Thomas Lucas, director of fine and performing arts at USF and exhibit host; Noemi Atamoros, a journalist with the *Excelsior* newspaper in Mexico; and Lilia Aguilera, executive director of the Mexican Cultural Center in San Francisco.

The exhibition, at the USF Gleeson Library Thacher Gallery, ends July 25.

Carolina-Chapel Hill Researchers Find HIV/Vaginal Bacteria Link

A team of University of North Carolina-Chapel Hill (UNC-CH) scientists, including Juan L. Granados, a UNC-CH faculty member on the Wake Medical Center staff, has identified a link in pregnant women between HIV infections and changes in bacteria normally found in the vagina.

A study of 724 pregnant women found that four times as many subjects with an imbalance in naturally occurring vaginal bacteria were HIV-infected as those with a normal bacterial balance. Doctors call the condition, in which percentages of various bacteria shift radically, bacterial vaginosis.

A report on the study, authored by Dr. Rachel Royce, Dr. John Thorp, Granados, and David Savitz, has been published.

New Vice Provosts at Texas-Austin

Gerald Torres (pictured here), professor of law and associate dean of academic affairs at the University of Texas (UT) School of Law, and Dr. Lucia Gilbert, professor of educational psychology and director of women's studies at UT-Austin, recently became vice provosts at UT-Austin.

"I am excited about this opportunity to be involved in the many international initiatives the university has undertaken," said Torres.

Torres has a bachelor's degree from Stanford University, a master's from the University of Michigan Law School, and a juris doctor from the Yale Law School. Gilbert has a bachelor's degree from Wells College, a master's from Yale University, and a doctorate from UT-Austin.

Middle School Science Scholars Program at Cal State-L.A.

The ACCESS Center at California State University-Los Angeles conducted the Middle School Science Scholars Program, an intensive four-week program focusing on mathematics, scientific inquiry, computer applications, and creative expression. The program is the only residential science program for off-track students in the nation.

Administrators report that 70 percent of students who have completed the program are enrolled in science or math honors classes.

Pictured left to right, middle school students Carlos Avelar and Gerardo Uriostegui examine the contents of their decompositions column through a microviewer.

Texas-San Antonio Offers Summer Bridge Program

University of Texas-San Antonio (UTSA) science, math, engineering, and technology students have been invited to participate in the UTSA Alliance for Minority Participation Student Research Summer Bridge Program.

The program, organized by Evra A. Pérez, provides students from underrepresented groups and underserved communities opportunities to participate in ongoing research at UTSA. Benefits include a $600 per-month stipend; hands-on research participation; a faculty mentor; career and higher education seminars; and funds to travel to a conference or workshop.

PUBLICATIONS

Eminent Maricones: Arenas, Lorca, Púig, and Me

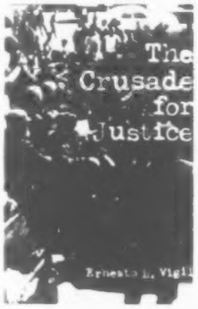
by Jaime Manrique

This book is a poetic, moving autobiography of Jaime Manrique that has much to say about literature, sexuality, and Hispanic culture. Manrique interweaves his own story with the lives of three other gay Hispanic authors: the Argentine Manuel Púig, Reinaldo Arenas, originally from Cuba; and Spanish poet and playwright Federico Garcia Lorca.

1999
152 pgs.
ISBN 0-299-16180-3
$19.95 cloth
University of Wisconsin Press
(800) 621-2736

The Crusade for Justice: Chicano Militancy and the Government's War on Dissent

by Ernesto B. Vigil



This definitive account of the Chicano movement in 1960s Denver reveals the intolerance and brutality that inspired and accompanied the urban Chicano organization known as the Crusade for Justice (CFJ). Ernesto B. Vigil tells the story of his personal involvement as well as that of Rodolfo "Corky" Gonzáles, CFJ's founder.

1999
552 pgs.
ISBN 0-299-16224-9
$24.95 paper
University of Wisconsin Press
(800) 621-2736

Teaching in America: The Slow Revolution

by Gerald Grant and Christine E. Murray

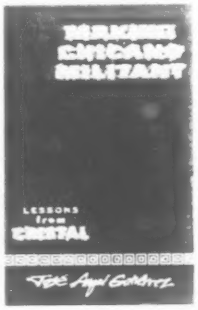
TEACHING IN AMERICA
THE SLOW REVOLUTION
GERALD GRANT and CHRISTINE E. MURRAY

School teachers and college professors are not seen as part of the same profession. This book explains why this is true, how it is changing, and whether the change is good for our schools.

March 1999
280 pgs.
ISBN 0-674-86961-3
$26.00 cloth
Harvard University Press
(800) 448-2242

The Making of a Chicano Militant: Lessons from Cristal

by José Angel Gutiérrez



This is the first insider's view of the important political and social events within the Mexican-American communities in South Texas during the 1960s and 1970s. José Angel Gutiérrez traces the racial, ethnic, economic, and social prejudices facing Chicanos with powerful scenes from his own life.

March 1999
368 pgs.
ISBN 0-299-15984-1
$19.95 paper
University of Wisconsin Press
(800) 621-2736

A Student's Guide to Mexican American Genealogy

by George R. Ryskamp and Peggy Ryskamp

A Student's Guide to
MEXICAN AMERI
Genealogy

This book provides useful and detailed information to Mexican Americans interested in exploring their family history.

1996
168 pgs.
ISBN 0-89774-981-2
$24.95 cloth
Oryx Press
(800) 279-6799

Dictionary of Multicultural Education

Carl A. Grant and Gloria Ladson-Billings, eds.

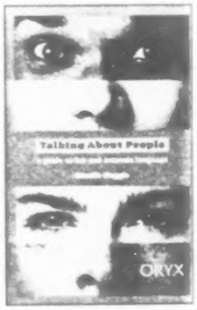
Dictionary of Multicultural Education

This book revises and at once advances the western tradition of dictionaries as it opens windows in the Eurocentric and the predominantly Western canons to Africa, the south, and the east. Like the best of its predecessors, it avoids prescriptions and certainties.

1997
308 pgs.
ISBN 0-89774-798-4
$49.95 cloth
Oryx Press
(800) 279-6799

Talking About People: A Guide to Fair and Accurate Language

by Rosalie Maggio



The organization of this book is fairly simple: the Writing Guidelines give you the rationale for fair and accurate people language, some general guidelines and practical help, and suggestions about handling special situations. There are sections on who controls the language, on ridiculisms, and on everybody being "so sensitive" these days. The Dictionary of Terms consists of some 8,000 words and phrases that are or might be perceived as problematic.

1997
436 pgs.
ISBN 1-57356-069-3
$27.50 paper
Oryx Press
(800) 279-6799

Straight Talk About College Costs & Prices: Report of the National Commission on the Cost of Higher Education

This book distinguishes the difference between the expense an institution incurs to deliver education to a student, and the portion of those costs that students and families are asked to pay. Its recommendations were developed with one goal in mind: to keep open the door of higher education by maintaining access at prices that students and families can afford.

March 1998
322 pgs.
ISBN 1-57356-225-4
$19.95 paper
Oryx Press
(800) 279-6799

Información de Salud para los Consumidores

Alan M. Rees and Irene Affranchino-Miniello, eds.

This volume represents the first attempt to make a wide assortment of Spanish-language health information more readily accessible for consumers and patients by assembling in one place diverse materials available from publications produced by federal and state agencies, voluntary health associations, pharmaceutical companies, and other health-related organizations.

1998
503 pgs.
ISBN 1-57356-166-5
$74.95 cloth
Oryx Press
(800) 279-6799

Loves Me, Loves Me Not

by Anilú Bernardo

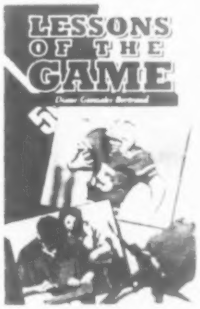
Loves Me, Loves Me Not
Anilu Bernardo

This book ponders the teenage dilemma of the ages. The story follows student Maggie Castillo's pursuit of the elusive answer to her query. In the end, readers will discover not only the answer, but also if she has been asking the right question all along.

October 1998
169 pgs.
ISBN 1-55885-259-X
$9.95 paper
Arte Público Press
(800) 633-ARTE

Lessons of the Game

by Diane Gonzales Bertrand

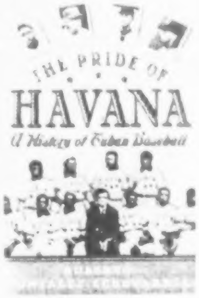


This is the romantic story of a student teacher and her surprise reunion with her old friend who is now a football coach and fellow high school instructor. As the two become reacquainted, they discover the difficulties of balancing their working lives with the search for personal fulfillment outside the school zone.

October 1998
155 pgs.
ISBN 1-55885-245-X
$9.95 paper
Arte Público Press
(800) 633-ARTE

The Pride of Havana: A History of Cuban Baseball

by Roberto González Echevarría


THE PRIDE OF HAVANA
A History of Cuban Baseball

In this book, the author, himself a Cuban and former semi-pro catcher, chronicles the history of Cuban baseball from the introduction of baseball to the island nation in the 1860s until the present. In addition, he illustrates the intimate relationship of the sport with politics, music, dance, show biz, literature, and religion.

April 1999
464 pgs.
ISBN 0-19-506991-9
$35.00 cloth
Oxford University Press
(800) 451-7556

CONFERENCES

Center for the Study of Books in Spanish for Children and Adolescents - Summer Workshop

July 6-8
July 19-21

The Center, at California State University-San Marcos, directed by Isab[illegible]chon, is holding three summer workshops: (June 21-23, 9:00 a.m.-5:00 p.m.) Bilingual Books and Books in English about Latinos for Children and Adolescents, (July 6-8, same) Current Issues: Books in Spanish for Young Readers, and (July 19-21, same) Literature in Spanish for Children and Adolescents.

Contact: Center, (760) 750-4070.

NACADA - National Academic Advising Association

June 27-July 2

The Academic Advising Summer Institute will take place at the Radisson Hotel in Burlington, Vt.

Contact: NACADA at Kansas State University, (785) 532-5717; Web site, <www.ksu.edu/nacada>

HERS, Mid-America - Summer Institute

June 27-July 23

The 24th annual summer institute for women in higher education administration conducted by HERS, Mid-America, University of Denver-Park Hill, and Bryn Mawr College will be held on the Bryn Mawr campus in Bryn Mawr, Pa. The curriculum prepares participants to work with issues currently facing higher education, with emphasis on the growing diversity of the student body and the workforce.

Contact: Betsy Metzger, (303) 871-6866; e-mail to <bmetzger@du.edu>.

Heritage College - Conference on Diversity

June 28-July 1

Heritage College in Toppenish, Wash., is sponsoring "Gathering '99: an Immersion Experience in Cultural Inclusiveness in Higher Education."

Contact: Irma Prieto, (509) 865-8530; e-mail, <depreito_i@heritage.edu>; Web site, <www.heritage.edu>.

Yale Center for International and Area Studies - Summer Institute

July 5-16

This summer institute will explore "Teaching Global Issues: Ethnicity, Race, and Violence–Connections in the Post-Cold War Era." In New Haven, Conn.

Contact: I&AS Center, (203) 432-3410; e-mail, <pier.resource@quickmail.yale.edu>; Web site, <www.yale.edu/pieris>.

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>

1999 Summer Institute for Intercultural Communication

July 14-16, 19-23, 26-30

Now in its 23rd year, the Summer Institute for Intercultural Communication (SIIC) will again offer a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting. In Portland, Ore.

Contact: phone, (503) 297-4622; e-mail, <ici@intercultural.org>; Web site, <www.intercultural.org>

Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

July 14-23

This 13th annual summer workshop–designed for college and university faculty and administrators, advanced cross-cultural trainers/managers, and Ph.D. candidates working on dissertations–is offered by the Center for International Business Education and Research (CIBER). At the University of Hawai'i at Manoa.

Contact: Susan Kanagawa, phone, (808) 956-3250; e-mail, <susan@busadm.cba.hawaii.edu>.

Cornell University - Administrative Management Institute

July 25-30

Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACUBO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y. CEUs are available.

Contact: phone, (607) 255-7259; e-mail, <cusp@cornell.edu>; Web site, <www.sce.cornell.edu/html/ami.html>.

NACA - "Celebrating Diversity" Workshop

July 27-August 1

A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.

Contact: phone, (803) 732-6222.

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

USD University of San Diego

Director of Undergraduate Admissions

The University of San Diego is an independent, Catholic university committed to a value-centered, liberal arts education. Overlooking San Diego's Mission Bay, USD enrolls approximately 6,600 undergraduate and graduate students. The University of San Diego seeks gender, cultural and ethnic diversity in its populations. For more information about USD, visit our website at **www.acusd.edu.**

The Director of Undergraduate Admissions reports to the Director of Enrollment Management (EM) and assumes a successful admissions and outreach operation. USD's freshmen applications have increased an average of 10% per year the last three years and the mean grade point average of entering freshmen has increased from 3.3 to 3.7. The statistics for fall show an increase of over 21% with more than 6,300 freshmen applications for a class of 1,025. This position is an integral part of the undergraduate enrollment team working with the Provost, The Director of Financial Aid Services and the Director of EM. The Director of Undergraduate Admissions supervises a staff of 21, determines resource allocations and manages an increasingly selective admissions process.

A bachelor's degree is required, an advanced degree is preferred. Candidates must have a working knowledge of data systems, marketing, selective admissions and have an ability to effectively select, train, and manage a diverse staff. The ability to make decisions based on subtle differences in academic personal qualities is essential. Must have a sense of humor, creativity, excellent communication skills, encourage staff development and operate as a team member working in agreement with the University's mission statement. Familiarity with College Board services such as EPS and ASQ is important.

Application review will begin immediately and continue until position is filled. Salary is commensurate with qualifications, experience, and education. Excellent benefits package.

Please submit a cover letter, resume, salary history, three letters of recommendation and collegiate transcripts to: **Human Resources, Mr. Warren Muller, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110-2492.**

CENTRAL MICHIGAN
UNIVERSITY

EXECUTIVE DIRECTOR
MARKETING RESEARCH AND PLANNING
COLLEGE OF EXTENDED LEARNING

Through its College of Extended Learning (CEL), Central Michigan University is one of the largest providers of off-campus degree programs in the United States. The college offers both undergraduate and graduate programs and operates in more than 50 locations throughout the United States, Canada, and Latin America. CEL seeks a proven researcher to initiate and direct its marketing research and strategic marketing planning process on the Mt. Pleasant campus.

General Responsibilities: Responsible for market analysis, competitor profile analysis, needs assessments, and the design of quantitative and qualitative market studies. Leads the development of a CEL-wide marketing strategy that identifies key programs and locations for continued growth. Makes recommendations for increasing market share based on short and long-term forecasts. Monitors, manages and allocates marketing budgets totaling $1.3 million. Supervises and directs activity of CEL marketing and publications staff.

Qualifications: The successful candidate should possess a bachelor's degree in marketing or related field, with master's degree highly preferred, and a minimum of five years experience in higher education, public relations, marketing or related field. Experience with developing, implementing and analyzing surveys and focus groups, knowledge of primary and secondary consumer research, and skills in database creation and management required. Demonstrated success in developing and implementing strategic marketing plans. A minimum of 5 years in an upper management position involving a complex, multi-faceted environment is important.

Review of applications for the above vacancy begins immediately and will continue until the position is filled. Send a letter of application, resume, statement of their educational and administrative philosophy, and the names, addresses, and phone numbers of three to five references to: **Executive Director/Marketing Research and Planning Search, Office of the Dean, College of Extended Learning, Central Michigan University, Mt. Pleasant, MI 48859** or fax to (517) 774-3232. Starting salary up to $81,500, commensurate with qualifications.

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).

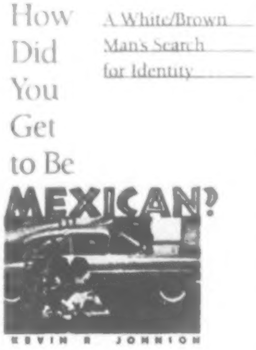
BEST COPY AVAILABLE

Book Review

by Sylvia R. Lazos Vargas

How Did You Get to Be a Mexican? A White/Brown Man's Search for Identity, **by Kevin R. Johnson.** 256 pages, with photographs. Philadelphia: Temple University Press (1-800-447-1656 and via <www.amazon.com>), 1998.
ISBN# 1-56639-650-6.$27.95 hardcover.

Like Richard Rodríguez's *Hunger of Memory* and Manuel Urrea's *Nobody's Son*, this autobiographical tale of a "mixed race" Latino, son of a Mexican American mother and an Anglo father, is effective because Johnson's intimacy helps us focus on our own journeys of racial identity. The honesty and courage of this book make it memorable. The implacable powers of observation that Johnson turns on others, he also turns on himself.



His could be the prototypical "successful immigrant" story–Harvard law degree, tenured professorship, good marriage, nice house in the White suburbs. His mother, divorced when he was young, raised her boys with a gamely mix of child support and welfare. Johnson works throughout high school, Berkeley, and Harvard Law School–as dishwasher, cook, parking attendant. He spends each dollar carefully, relating poignantly how the careless forgetfulness of a rich schoolmate to repay $5 affects his weekly food budget. Johnson shows the mythic qualities that transform poor immigrant sons–discipline, ambition, and grit.

But his tale differs in one important way. His central theme is "finding and becoming comfortable with racial identity," which he calls, with typical understatement, "probably one of the most difficult things a member of a racial minority will ever face."

Johnson's mixed racial heritage presents unique choices: to remain silent and let friends, employers, even strangers assume that he is White–one of them–or to come "out" as Mexican American and thereby submit to stereotypes and assumptions, as well as to intrusive queries that he prove his racial legitimacy. In high school, seeking inclusion, he stands silent as his "friends" routinely put down "wetbacks" and virulently attack Blacks. As a young lawyer, he allows the firm's partners to assume that he is White, until he is well on his way to making partner. As a boy and young man, he floats along and lets others choose for him.

But as he matures, Johnson becomes more conscious. Applying to university, law schools, and law teaching, Johnson checks the box as Mexican American. Does he do this to gain an "affirmative action" advantage? At the university level, he was ignorant of the gamesmanship of college applications and the importance of attending a prestigious university. As a mature man, applying for a law professorship, he is no longer blasé or ignorant. He hesitates, considering the implications of becoming a token. His wife asks, "Why not mark the box?" and "Are you ashamed to be a Mexican American?" Johnson checks the box. He is not ashamed, but rather "decide[s] to be Latino."

Johnson chooses "metaphorical borderlands," a concept given modern usage by Gloria Anzaldúa, to illustrate his journey of self-recognition and racial identity. He lives in borderlands between White and Mexican American, poor and middle class, scholarship boy and California beach boy. He consciously traces the borders of his multiple identities. His Anglo father encourages him to be proud of his Mexican heritage, and instills in him a sense of social justice. At Berkeley, he blossoms amid Chicano professors and learns more about the Mexican American experience. As a young lawyer, he discovers the most satisfaction in his pro bono representation of Central American refugees seeking asylum. Above all, he views his family, though troubled, his culture, and Catholicism as undeniable parts of himself.

Johnson's work deviates from the proverbial successful immigrant tale. It challenges the American myth and mandate that to "make it" as an American, minorities must assimilate and abandon their Mexican mothers or fathers. He presents a valuable counterpoint to the assimilationist views of Richard Rodríguez and Linda Chávez. For Rodríguez, "assimilation happens"–an irresistible transformation occurs in the journey from uneducated, poor, and devout Catholic to scholarship boy, middle class, and reluctant Catholic. For Chávez, assimilation is a utilitarian and American cultural norm challenged by opportunistic minority leaders only to capitalize on political factionalism.

Johnson argues that assimilation is a coercive mandate. Deploying critical race theory and LatCrit insights, Johnson argues that it is not possible for minorities to assimilate because of the domination that society constructs around notions of race, culture, and class. In a passage illustrating his deep belief that assimilation distorts the inner self of the culturally and racially different, he proposes that assimilationist social pressures aggravated his mother's mental illness. He quotes research describing schizophrenia as "a special strategy that a person invents in order to live in an unlivable situation."

Johnson's rare combination of personal insight and academic rigor makes this a good teaching tool in university-level courses such as sociology, American cultural studies, and race studies. The final chapters document contemporary academic arguments and provide an excellent bibliography. The book also could be used in secondary school. The narrative style of autobiographical essay, engaging and immediate, is an ideal vehicle for presenting contemporary arguments on race and multiculturalism.

Johnson's book shows that the personal can be good scholarship. It can also be good teaching material, and worthwhile, albeit sometimes painful, pleasurable reading.

Sylvia R. Lazos Vargas is an associate professor at the Missouri Columbia School of Law. Her articles, which address contentious, polarizing issues of discrimination, have appeared in top law reviews. Born in Venezuela, Professor Lazos Vargas considers herself a "transHispanic," having practiced business law in Puerto Rico, and being part of a large extended family with roots in San Antonio's Mexican American community.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

BOWLING GREEN STATE UNIVERSITY

...the premier Learning Community in Ohio and one of the best in the nation

seeks nominations and applications for the position of

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Bowling Green State University invites applications and nominations for the position of Provost and Vice President for Academic Affairs. As a state-assisted Doctoral I institution with a strong enrollment profile, BGSU is located in Bowling Green, Ohio (population 25,000), 27 miles south of Toledo, 120 miles from Cleveland, and 150 miles from Columbus, the state capital. Located on I-75, 15 miles south of the Ohio turnpike, the University includes: a Graduate College, College of Arts and Sciences, College of Business Administration, College of Education and Human Development, College of Health and Human Services, College of Musical Arts, College of Technology and Firelands College, a two-year regional campus located near Sandusky, Ohio. The University's 165 undergraduate degree programs, 13 master's programs in 65 fields, 3 specialist programs and 14 doctoral programs with more than 60 areas of specialization enroll more than 18,900 students, including 2,700 graduate students and 1,229 students at Firelands College.

MINIMUM REQUIREMENTS: In identifying qualified candidates, the University seeks a leader with the following proven qualifications: an earned doctorate or equivalent terminal degree with an academic portfolio suitable for appointment as a tenured full professor; and established record of success as a senior academic administrator; and an appreciation for diverse populations. The successful candidate must have an administrative style that is open and collegial, and a proven willingness and capacity to work in a collaborative manner with all of the University's internal and external constituencies.

ADDITIONAL QUALIFICATIONS: Bowling Green State University seeks to recruit a Provost and Vice President for Academic Affairs who possesses the ability to think strategically, focusing on the growth and development of the institution's academic programs. The successful candidate will work collaboratively with c[illegible] in adapting to the many changes facing higher education today, and is an individual of [illegible]ous intellectual purpose, with the felt responsibility of integrating the University's three [illegible]ons: teaching, research and service. The Provost and Vice President for Academic Affair[illegible]ld be well served by having a strong background in current/future trends in educational technology, including: information technology/network administration, network and server infrastructure, and the ability to articulate issues related to computing and instructional technologies to a variety of audiences. Possessing a strong commitment to the personal and professional growth of students, faculty, staff and administration, the successful candidate is an individual whose academic values encompass: integrity, intellectual curiosity, the promotion of learning, and the discovery of new ideas. Ultimately, the successful candidate is an individual with the vision, energy and expertise to lead the academic programs to even higher levels of national prominence, building upon the traditions of excellence at BGSU, and mirroring the vision of the University...***to become the premier Learning Community in Ohio and one of the best in the nation.***

The Provost and Vice President for Academic Affairs is one of four Vice Presidents who reports directly to the President. Reporting to the Provost and Vice President for Academic Affairs are the Deans of the Academic Colleges as well as the Dean of the Graduate College, the Dean of Libraries and Learning Resources, the Dean of Continuing Education, International, and Summer Programs and three Vice Provosts, including the Chief Information Officer.

APPLICATION PROCEDURES: BGSU seeks to fill this position as soon as possible. Review of candidate credentials will begin immediately and continue until the position is filled. Interested individuals should send: a letter of interest which addresses the above stated requirements and qualifications; a current resume and the names, titles, addresses and telephone numbers of five references who can assess the candidate's qualifications for this position.

Nominations and applications should be addressed or faxed to:

Provost/VPAA Search Committee
c/o Dr. Eileen G. Sullivan, Interim Special Assistant to the President
Office of the President, McFall Center
Bowling Green State University
Bowling Green, OH 43403
(419) 372-8446 (Fax)
(419) 372-2211 (Phone)
gannons@bgnet.bgsu.edu (Internet)

Bowling Green State University is an affirmative action equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

Bowling Green State University aspires to become the premier learning community in Ohio and one of the best in the nation. Through the interdependence of teaching, learning, scholarship and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School, has campuses in Piscataway, New Brunswick, and Camden, New Jersey with a total enrollment of approximately 600 medical students. In support of the Associate Dean for Admissions and Student Affairs, the following Assistant Dean opportunities are available.

Assistant Dean for Multicultural Affairs

The Assistant Dean will develop and implement innovative programs with the school to foster diversity among the student body, residents and faculty. Applicants must hold a M.D., Ph.D., or Ed.D. or equivalent degree and have strong verbal and written communication skills and proven organizational and managerial skills.

Assistant Dean for Admissions

(Part-Time)

The selected candidate will initiate the development of creative recruiting programs to facilitate enrollment of high quality students. Applicants must hold a M.D., Ph.D. or equivalent degree and have strong verbal and written communication skills, as well as proven organizational and managerial skills.

Send curriculum vitae, indicating position of interest, to: **David Seiden, Ph.D., Associate Dean for Admissions and Student Affairs, UMDNJ-Robert Wood Johnson Medical School, 675 Hoes Lane, Piscataway, NJ 08854-5635.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably we can respond only to those candidates chosen for an interview. Visit our website at: **http://www.umdnj.edu/hrweb/**

UMD
NEW JERSEY

KEAN UNIVERSITY

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

PROFESSIONAL POSITION

DIRECTOR OF RETENTION SERVICES

Reporting directly to the Office of the Provost, the Director of Retention Services will coordinate all retention efforts at the University. In this capacity, the individual selected will propose as well as develop new initiatives, collaborate with the directors of various academic service units, coordinate and monitor new as well as ongoing initiatives designed to enhance the retention of undergraduate students, and aim to ensure service quality. The successful candidate will have prior experience and a record of success in the development and management of university-wide initiatives for retaining undergraduate students. Experience in coordinating multiple functions, expertise in the development of tools for measuring satisfaction and quality, skills in data collection and analysis, the ability to establish strong collaborative relationships, and knowledge of cutting edge developments in the field are essential.

Master's degree required and a minimum of three years' experience with student retention, five years preferred. Candidates should send letter of interest, up-to-date resume, and names, addresses and telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Consideration of applicants begins immediately and continues until a successful candidate has been selected. Apply to **Chairperson, Search Committee for Director of Retention Services, Office of the Provost, Kean University, 1000 Morris Avenue, Union, New Jersey 07083.** Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included. Kean University is an EEO/AA institution.

KEAN
UNIVERSITY

BEST COPY AVAILABLE

POSITION ANNOUNCEMENT

DIRECTOR OF HOUSING AND RESIDENCE LIFE

The University of Wisconsin-Stout is seeking a Director of Housing and Residence Life. The Director reports to the Executive Director of Student Life Services and is responsible for providing visionary leadership, direction, and oversight for all aspects of Housing and Residence Life.

The University of Wisconsin-Stout, located in Menomonie, Wisconsin, is a special mission institution which serves a unique role in the University of Wisconsin System. Stout has an enrollment of 7400 graduate and undergraduate students with over 2400 students living in nine residence halls located on campus. The residence halls are staffed by 87 Resident Advisors and nine full-time professional Hall Directors.

RESPONSIBILITIES

The Director is responsible for administering a Housing and Residence Life Program that compliments and supports the mission of the University. Responsibilities include: budget, capital, and program planning & implementation, selection, training and evaluation of staff; promoting diversity initiatives; setting standards and measuring performance; interpreting and administering policies; crisis management, partnering with other campus departments, and preparing the department to meet future needs.

QUALIFICATIONS

DESIRED

- Demonstrated ability to motivate and lead others in accomplishing the mission of Housing and Residence Life
- Strong professional staff supervisory skills and experience
- Demonstrated ability and experience in capital planning, budget development and administration
- Knowledge and successful application of college student development theories within a Residence Life environment
- Strong communication skills and demonstrated ability to model effective working relationships with students, faculty, staff, and the public
- Demonstrated ability to manage multiple projects and meet time critical deadlines

REQUIRED

Masters Degree and at least five years of successful upper level/central staff management experience in university housing/residence life operations. Salary is commensurate with experience and qualifications.

APPLICATION

Qualified applicants should send cover letter, resume, a statement of housing/residence life philosophy, and a list of three current references with phone numbers to:

Search Committee
Director of Housing and Residence Life
170 Price Commons
University of Wisconsin-Stout
Menomonie, WI 54751
Phone # 715-232-2503
FAX # 715-232-1421

STOUT

Screening of applications will begin July 2, 1999
Anticipated start date is August 16, 1999

UW-STOUT IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER, COMMITTED TO DIVERSITY IN ITS PEOPLE AND PROGRAMS.

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msjc

MT. SAN JACINTO COLLEGE

Announces the following full-time faculty opening:

MATHEMATICS INSTRUCTOR
Full-time, 10-month, Tenure Track
Starting Salary: $33,798.09-$64,421.17/annually

For application materials contact:
Mt. San Jacinto College
Human Resources Dept.
1499 N. State Street
San Jacinto, CA 92583
(909) 487-MSJC (6752), Ext. 1111 or 1150
E-mail: CHRO940@msjc.cc.ca.us
Website: www.msjc.cc.ca.us

Applications will be accepted until the position is filled. However, to ensure consideration, a completed District application packet must be received in the Human Resources Office no later than, **Friday, July 2, 1999.**
RESUMES WILL NOT BE ACCEPTED IN LIEU OF COMPLETED DISTRICT APPLICATION FORM.

AA/EOE

HUNTER COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

GEOSCIENCE COLLEGE LABORATORY TECHNICIAN

RESPONSIBILITIES: The Geoscience CLT will report to the Chair of the department and will have the responsibility to assist in the care and maintenance of the department's GIS/computer cartography laboratory facilities, including the instructional computing laboratories, the department's web site, audio-visual equipment, and the map collections. Duties will include assisting instructors in the preparation of laboratories for exercises. The CLT will be the department's liaison with the college's facilities and campus safety departments.

REQUIREMENTS: High school diploma is required (a BA Degree is preferred) with an academic/work experience record that includes concentrations in geography and related computer technology. Good interpersonal skills and effective English oral and written communications skills are necessary. This appointment begins on September 6, 1999.

SALARY: $25,843 - $31,257, dependent on experience and academic background.

CONTACT: Send cover letter and resume by July 2, 1999 to: **Prof. Charles A. Heatwole, Chair, Department of Geography, Hunter College - CUNY, 695 Park Avenue, New York, NY 10021**. e-mail: cah@everest.hunter.cuny.edu EOE

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, Disabled persons and Veterans are encouraged to apply for this position.

CORNELL
UNIVERSITY
ITHACA, NEW YORK

ASSOCIATE PROVOST OF ADMISSIONS AND ENROLLMENT

Cornell University is seeking candidates for the position of Associate Provost of Admissions and Enrollment. Cornell University is a comprehensive and complex university comprising both independent and publicly supported units and administered by partnerships between central administration and decentralized units. On the Ithaca campus, nearly 19,000 students are served by more than 1,500 faculty in twelve distinct schools and colleges, each boasting a world-renowned academic curriculum in its field.

The Associate Provost of Admissions and Enrollment will lead strategic initiatives to enhance undergraduate admissions and enrollment university-wide. S/he will regularly assess current recruitment, admissions and enrollment practices, develop new directions to address market changes and develop and execute policies and programs that support the University's goal of attracting a highly qualified, diverse student population. The Associate Provost will report to the Provost and be responsible for keeping the President and Trustees informed of plans and improvements. S/he will oversee the University Office of Admissions and the Office of Financial Aid with a combined staff of over 90 and will work collaboratively with admissions offices in the seven undergraduate schools and colleges.

The successful candidate should possess the appropriate academic credentials, have a proven track record in leading change, preferably be accomplished in the field of admissions and financial aid, have excellent communication skills, be action-oriented, have proven strategic planning and implementation experience, and be adept at creating an environment of shared responsibility.

Screening will begin immediately and continue until the position is filled. Nominations and expression of interest should be directed to the consultants assisting Cornell University and its search committee with this search.

Cornell University
C/O Educational Management Network/
A Division of Witt/Kieffer
98 Old South Road
Nantucket, MA 02554
cornell@emnemn.com

Cornell University is an Equal Opportunity/ Affirmative Action Employer

UCI

Assistant Vice Chancellor

Human Resources

The University of California, Irvine, seeks a talented professional to serve as the Chief Human Resources Officer. This position will direct, plan, and manage human resources programs for the UCI Campus including the Employment, Benefits, Employee Relations, Classification, Compensation, Policy, Campus Temporary Employment Services, Labor Relations, and Staff Development functions. Will oversee a budget of approximately $1.5M per year.

Must possess a demonstrated track record of leadership and the ability to organize effectively. Must have a demonstrated ability to maintain a positive, cooperative work environment attuned to excellent customer service. Additional requirements include: understanding of the higher education environment; effective communication skills (both oral and written); experience with continuous process improvement using Baldridge principles; and the ability to interact effectively with diverse groups of people, representing all levels and sectors of an organization. Additionally, an advanced applied knowledge of theory and accepted principles of the human resources field, including a broad representation of the various HR disciplines is required.

UCI has an enrollment of nearly 17,000 and annual expenditures exceeding 650 million dollars. In addition to the comprehensive array of schools and research institutes, UCI has a large health sciences program, including a medical center and medical school.

For consideration, please send resume referencing Job #HCU-3211E, to: University of California, Irvine, Human Resources, Berkeley Place Bldg. #2500, Irvine, CA 92697-4600. Visit our website at http://www.hr.uci.edu. UCI is an Equal Opportunity Employer committed to excellence through diversity.

RICE UNIVERSITY

PROVOST

Rice University invites applications and nominations for the position of Provost. The Provost is the chief academic officer, responsible for all academic programs of Rice University. The eight academic deans report to the Provost on matters of policy, personnel, and budget. The Provost is directly responsible to, and works closely with, the President.

Rice University is an independent, co-educational, nonsectarian, private university dedicated to undergraduate and graduate education, research, and professional training in selected disciplines. Located in Houston, Texas, the fourth largest city in the country, Rice has an undergraduate student population of 2,750, a graduate and professional student population of 1,525, and a full-time faculty of 460. Established in 1891, the University has an operating budget of approximately $285 million and an endowment of $2.8 billion.

Applicants must have a distinguished record of scholarship appropriate to a tenured appointment at Rice University. The ideal candidate will have outstanding leadership and communication skills as well as relevant experience in a complex academic environment. Women and minorities are encouraged to apply. Applications that are received by September 17, 1999, will receive earliest consideration, but the search will remain open until the position is filled.

To apply, please send a letter discussing your qualifications, along with a current curriculum vitae and the names, addresses, telephone numbers, and e-mail addresses (if available) of five references to:

Shelly Weiss Storbeck
Managing Director and Vice President
Education Practice
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
703/739-4613 phone; 703/518-1782 fax
shelly_storbeck@atkearney.com email

To nominate another person, please send a letter discussing the individual's qualifications and providing contact information for the nominee.

For more information about the university, please consult its website: **www.rice.edu.**

Rice University is an Equal Opportunity/Affirmative Action Employer

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BRYN MAWR COLLEGE

Bryn Mawr, Pennsylvania

DIRECTOR OF HUMAN RESOURCES

Bryn Mawr College invites nominations and expressions of interest for the position of Director of Human Resources. Bryn Mawr College is a highly competitive private liberal arts college, located in suburban Philadelphia, that enrolls 1,200 undergraduate women as well as 500 men and women in the Graduate Schools of Arts and Sciences and of Social Work and Social Research.

The new Director of Human Resources will oversee operation of the Human Resources Department to include programs for positive employee relations, cost-appropriate compensation and benefits, recruitment and staffing for all non-faculty positions, training and development, employee assistance, and an integrated HRIS. S/he will be expected to provide leadership for college administrators on the development and implementation of effective management techniques and methodologies and develop and maintain a cost-effective budget for the operation of the Human Resources function. The Director of Human Resources reports to the Treasurer and Chief Financial Officer and is a member of the Senior Administrative Staff.

Candidates must demonstrate the capacity to articulate innovative and responsive human resources programs to reflect the College's mission and strategic goals. S/he must have successful experience in developing and implementing plans, policies, and employee relations programs and possess a broad knowledge of labor, employment, and benefit regulations and practices. A masters degree plus ten years of significant human resources experience in a complex organization is preferred. Experience in higher education is desirable; commitment to developing and maintaining a diverse community of employees is essential.

Please forward nominations and expressions of interest, in confidence, to:

Director of Human Resources
Bryn Mawr College
c/o Educational Management
Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02554-6000
brynmawr@emnemn.com

Bryn Mawr College is an Affirmative Action, Equal Opportunity Employer, as is Educational Management Network/Witt/Kieffer.

The UNIVERSITY of VERMONT

DEAN
SCHOOL OF NATURAL RESOURCES

The University of Vermont (UVM) invites applications and nominations for Dean of the School of Natural Resources (SNR). The Dean is the chief administrative officer of the School and reports directly to the Provost. The Dean, in cooperation with the faculty in SNR, is responsible for the administration and planning of instruction, research, service, faculty development, and fundraising programs in the School.

The mission of the School of Natural Resources is to cultivate an appreciation and enhanced understanding of ecological and social processes and values aimed at maintaining the integrity of natural systems and achieving a sustainable human community in harmony with the natural environment. The School offers several undergraduate majors including forestry, wildlife and fisheries biology, environmental studies, recreation management, resource economics, natural resources and environmental sciences, as well as four related masters programs. There is also an interdisciplinary doctoral program. The philosophical and intellectual foundation of the School emphasizes integration of the natural and social sciences to achieve a holistic, interdisciplinary approach to natural resources and environmental issues. The School includes approximately 30 faculty, an administrative and research staff, and approximately 500 undergraduate and 70 graduate students.

We seek candidates whose personal and professional qualities and experience assure superior leadership in all areas of academic endeavor. Demonstrated ability to promote the success of others and facilitate groups spanning diverse disciplines is an essential qualification. Candidates must demonstrate a commitment to academic excellence, affirmative action, and cultural diversity. Candidates should demonstrate leadership in basic and applied research and have an understanding of their roles within the mission of a comprehensive, land-grant university. Candidates must also present a record of both teaching and scholarly achievement meriting a tenured professorship in the School.

Established in 1791, UVM is located in Burlington, a small city situated between the Adirondack and Green Mountains on the shores of Lake Champlain. The eight undergraduate colleges and schools of the University have an enrollment of 7500. Graduate, Medical, and Continuing Education students bring the total enrollments to approximately 10,000. More information can be found on **http://www.uvm.edu**, the university's website.

Applications must be received by **August 16, 1999** to receive full consideration. The University welcomes applications from all qualified individuals, especially people of color, women, and people with disabilities.

Nominations and applications, including a letter describing the individual's qualifications for the position, a curriculum vitae and names, addresses and telephone numbers of three references, should be sent to:

Dr. Rebecca R. Martin
Chair, Dean, School of Natural Resources Search Committee
Office of the Provost
The University of Vermont
348 Waterman Building
Burlington, VT 05405
Phone: (802)656-4400
email: SNR.Search@uvm.edu

The University of Vermont is an equal opportunity/affirmative action educator/employer

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Pediatric Oncology Assistant Professor

The Cancer Institute of New Jersey, an NCI designated Cancer Center and the Department of Pediatrics at the University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School are seeking Pediatric Hematologists/Oncologists at the Assistant Professor level. Candidates should be interested in Translational Research and the development of new protocols/therapy for children with malignant diseases. Senior faculty at the Cancer Center have broad areas of interest including pharmacology, immuno-therapy, angiogenesis, DNA repair and signal transduction. Candidates with interests in Neuro-Oncology are especially encouraged to apply. Significant protected and mentored time will be provided to encourage academic achievements.

Applicants should submit a curriculum vitae, including a brief statement of interest to: **Barton A. Kamen, M.D., Chair, Search Committee, UMDNJ-Robert Wood Johnson Medical School, The Cancer Institute of New Jersey, 195 Little Albany Street, New Brunswick, NJ 08901.** UMDNJ, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Minorities are encouraged to apply. To learn more about us, visit our website: **http://www.umdnj.edu**

UMD NEW JERSEY

MGH INSTITUTE OF HEALTH PROFESSIONS

Director of Financial Services, IHP

We are seeking an experienced Director of Financial Services to manage all aspects of financial management, strategic planning and budgets for the institute. Responsibilities include developing/monitoring business plans, forecasting/managing budget processes, and generating related reports. Serve as a resource and liaison regarding budget issues, fund allocation and financial management. A BA or BS in Business Administration, Finance, Accounting, or related field required. Master's degree and/or CPA preferred. 5-7 years' experience with increasing responsibility in accounting or finance operations, with relevant budgeting experience in an academic institution (preferably higher education) required. Strong analytical skills and an aptitude for related computer applications are a must. **Job Code HO/DFS - HL**

Assistant to the Registrar/Bursar
Office of Enrollment Management & Student Affairs

This position provides support and assistance to the Bursar's Office and the Registrar's Office, and assists with the registration process and tuition payments for the Office of Student Affairs. Assistant will provide front-line service to students regarding registration, transcript requests, tuition payments, student insurance, immunizations, graduation procedures, and numerous related issues. Required skills include 1-3 years' experience in a registrar/bursar office or student-related office in college or university, or other similar administrative setting. Must be computer literate and possess excellent customer service skills. **Job Code HO/ARB-HL**

Please send a letter of application and resume to: MGH Institute of Health Professions, Attn: Holly Ludewig - Human Resources Generalist, 101 Merrimac Street, Office 340, Boston, MA 02114-4719. Fax: (617) 726-5002. Email: Hludewig@Partners.Org
We are actively seeking to increase the diversity of our workforce. AA/EOE

VALENCIA COMMUNITY COLLEGE

FACULTY POSITIONS

The College has (2) tenure track, 10 month, Faculty positions available for the 1999-2000 academic year.

- **PROFESSOR OF ACCOUNTING**
- **PROFESSOR OF ESL**

For consideration, applicants must submit a completed Valencia Community College application, copies of transcripts for all post secondary work and a written statement describing his/her concept of a learning centered institution. For an application packet and position announcement, please contact **Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; (407) 299-5000, ext. 1524 or 1741 fax: (407) 295-7477;** or e-mail your request to: pers@valencia.cc.fl.us. For more information about Valencia, visit our website at http://valencia.cc.fl.us. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. EA/EO

VALENCIA
A BETTER PLACE TO START.

GC

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

VICE PRESIDENT, ACADEMIC AFFAIRS

GCCCD, located in the city of El Cajon, and the county of San Diego, is seeking a Vice President of Academic Affairs at Grossmont College to provide dynamic, innovative and imaginative leadership for its instructional programs.

The Search Committee will begin reviewing application materials on June 30, 1999. For more information and/or a brochure describing the College, the position requirements, and the application process, please contact:

Grossmont-Cuyamaca
Community College District
Office of Personnel and
Equal Employment Opportunity
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7637
Visit our web site at:
http://www.gcccd.net

An Equal Opportunity/Affirmative Action Employer

LIBRARIANS

Western Connecticut State University

www.wcsu.ctstateu.edu

Western Connecticut State University is seeking qualified applicants for two tenure-track positions in the Ruth Hass Library. Interested candidates should send letter of application and resume, specifying the position they are interest in, to **Mr. Vijay Nair, Chairperson, Library Search Committee, Ruth Hass Library, 181 White Street, Danbury, CT 06810.**

Access Services Librarian–Responsibilities include supervision of the automated circulation department and its personnel. Additional responsibilities will include collection and analysis of statistics, report preparation, participation in reference desk rotation, serving as a liaison to selected academic departments, and supervision on interlibrary loan and document delivery, print and electronic reserves, and stacks maintenance. Candidates must possess a MLS from an ALA accredited program and demonstrable familiarity with access services in an automated academic library environment. It is preferred that the candidate has at least two years of post-MLS experience supervising circulation/reserve and interlibrary loan, knowledge of Innovative Interfaces, and familiarity with copyright laws. Minimum Salary: $38,546. The application deadline is August 15, 1999.

Science/Public Services Librarian–Responsibilities include providing the following services in the sciences: library instruction to classes, assistance to faculty and students in search online databases, assistance to academic departments and the Hass library reference in collection development, evaluation and recommendation of new online services and databases in consultation with departmental and library faculty, email reference service, and maintenance of section of the "Subject Guide to Internet Resources." Additional responsibilities include providing general reference desk service including one evening per week and some Sundays. Candidates must possess a MLS from an ALA accredited program and demonstrable familiarity with reference collection development, and online resources in the natural and/or health sciences. It is preferred that the candidate has undergraduate/graduate work in the sciences and at least two years of post-MLS experience in academic library public services, collection development and library instruction. Minimum Salary: $38,546. The application deadline is July 15, 1999.

WCSU is an Affirmative Action/Equal Opportunity Educator/Employer

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SPRINGFIELD COLLEGE

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Springfield College invites nominations and applications for the position of Vice President for Administration and Finance.

Springfield College is an independent, comprehensive, co-educational college located in Springfield, Massachusetts. With a national and international reputation in the education of leaders for the allied health, human service, and physical education professions, Springfield College offers more than 40 undergraduate and graduate degrees. More than 4,000 traditional, nontraditional, and international students are enrolled at the main campus and at satellite programs in six states and three foreign countries. Its new president, Dr. Richard Flynn, assumed office on March 1, 1999.

The Vice President for Administration and Finance reports directly to the president and serves as a member of the president's cabinet. The vice president is the chief advisor to the president on financial and administrative matters. The vice president is responsible for the overall leadership and management of a number of functions at the College, including business operations, physical plant, internal audit, campus police, human resources, information technology systems, and contracted auxiliary services. The vice president also serves as staff liaison to the Trustee committees on investment, buildings and grounds, audit and compliance, and business affairs. The vice president has major responsibility for the preparation of the annual operating budget and is expected to establish goals and objectives to augment the College's ability to fulfill its mission and to advance the understanding and support of the College.

For more information on qualifications and responsibilities for this position, please contact: Vice President for Administration and Finance Search, Office of Human Resources, 263 Alden Street, Springfield, Massachusetts 01109.

For immediate access to the Executive Search Profile and information on the College, visit: www.spfldcol.edu

Springfield College is an equal opportunity educator and employer.

PROVOST
School for International Training

The School for International Training (SIT) is committed to recruiting and retaining a diverse workforce. We strongly encourage U.S. minorities, non-U.S. nationals and women to apply.

We invite nominations and applications for the position of Provost. The Provost is the chief academic officer of the institution responsible for instructional programs, academic planning, enrollment management, and academic support resources. As the senior academic officer, the Provost will lead strategic management and new program development at SIT.

Programs of study include one of the largest and most diversified academic study abroad centers in the US, sending 1500 students during the academic year; a Master of Arts in Teaching program with tracks in English, French, and Spanish; a Master of Intercultural and International Management; research and policy centers; a language and intercultural communications program for the private sector; and an Extension Program that provides on-line education and training.

Qualifications for Provost include significant experience in senior academic administration, budget planning, fiscal management, strategic planning, and academic program development. Candidates will have an earned doctorate. The ability to work effectively with faculty, students, staff and colleagues is essential.

SIT is accredited by the New England Association of Schools and Colleges, and certified by the Vermont State Department of Education as a center for international education and language study. We are located in Southern Vermont with easy access to major cities of New England and year round recreational facilities.

For a complete description of the School visit our web site at **www.sit.edu**

For full consideration, materials should be received by July 1, 1999. Preferred starting date is September, 1999. Send resume and cover letter to:

Provost
Human Resources
School for International Training
P.O. Box 676
Brattleboro, VT 05302-0676

WORLD LEARNING

The Evergreen State College
Olympia, Washington

Director of First Peoples' Advising

Responsible for administration and management of First Peoples' Advising Services. Provides visionary leadership in the development, implementation and management of a culturally relevant academic success and retention program to support the personal and professional development of the multicultural population on the Olympia and Tacoma campuses and the reservation-based Tribal programs. Manages human resources, monitors academic progress of students of color, develops cross-cultural and cultural enrichment activities and programs for students, manages the budget, compiles services provision statistics, writes reports and makes public presentations.

Publications Manager

Directs the creation of core publications that support recruitment and retention, fundraising, alumni affairs, and community relations. Writes, edits, manages projects and supervises design staff.

The Evergreen State College, a four-year public college of liberal arts and sciences, is nationally recognized as a leader in educational innovation and academic excellence. It is situated in Olympia, Wash., the state capital, between Seattle and Portland. An equal opportunity employer.

The Evergreen State College, Human Resource Services, 2700 Evergreen Parkway NW, Olympia, WA 98505, (360) 866-6000, ext. 6361, jobline@elwha.evergreen.edu or www.evergreen.edu/Jobline

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UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

POSITION ANNOUNCEMENT:

DEAN
SCHOOL OF ALLIED HEALTH PROFESSIONS

The University of Wisconsin-Milwaukee invites nominations and applications for the position of Dean of the School of Allied Health Professions. UWM seeks a Dean with qualifications matching the School's mission related to academics, research, and community outreach, as well as a proven record of leadership and administration.

The University and School of Allied Health Professions: The University of Wisconsin-Milwaukee is a Research II University that offers baccalaureate, masters and doctoral degrees in twelve colleges and schools that serve over 23,000 students. The campus is located in an attractive, modern setting near the shores of Lake Michigan. UWM has a strong tradition of shared faculty governance. The School of Allied Health Professions is a vibrant and progressive component of the University with approximately 50 full-time faculty and professional academic staff. The School offers seven undergraduate degree programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Health Information Administration, Health Care Administration, Kinesiology, Occupational Therapy, Recreation) and four masters programs (Clinical Laboratory Sciences, Communication Sciences and Disorders, Human Kinetics, Occupational Therapy; Physical Therapy has been approved but not yet implemented). The School has an active and visible presence in the community through highly successful clinic centers and outreach programs. To learn more about the School, please visit our website at **http://www.uwm.edu/sahp.**

RESPONSIBILITIES: The Dean is expected to provide leadership for the School and exercise responsibility for its academic and administrative operations, including personnel, budget, programs and physical facilities. Areas of responsibility include: programmatic development and leadership at both undergraduate and graduate levels, as well as for outreach and continuing education; leadership for established and developing research, clinical practice and educational programs; development of extramural funding sources, fundraising, and alumni relations; and effective representation of the School within the University and the community.

QUALIFICATIONS: The position of Dean requires an earned doctoral degree. A distinguished academic record commensurate with potential for tenured appointment as a full professor in a School of Allied Health Professions department or closely related department in the University is preferred. Salary is competitive and commensurate with professional qualifications. Candidates with demonstrated strengths in the following areas will be especially competitive:

- Promotion of excellence in undergraduate and graduate education, capacity to provide strong intellectual leadership
- Commitment to and capacity for leadership in sustained development of scholarly research and a research support infrastructure in the School
- Commitment to creating and maintaining an environment of diversity in the School and professional community
- Effective management, communication and interpersonal skills, ability to provide administrative leadership, and ability to work with individuals at all levels of the organization
- Ability to develop the human, financial and physical resources of the School
- Ability to develop and maintain partnerships and connections with the community, health care facilities and other educational institutions
- Experience in fundraising and alumni relations

APPLICATION PROCEDURES: Nomination of potential candidates is encouraged. Candidate applications must include a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of five reference persons. Initial screening of candidates will begin July 9, 1999 and will continue until a qualified candidate is selected. Starting date is negotiable. Please submit nominations, applications or inquiries to:

Dr. Audrey Begun, Chair
Search & Screen Committee for Dean of the School of Allied Health Professions
University of Wisconsin-Milwaukee Library
2311 E. Hartford Ave, P. O. Box 604
Milwaukee, WI 53201
Telephone at (414)229-6728, FAX at (414)229-5038
or e-mail at searchal@uwm.edu.

UWM is an AA/EO employer strongly committed to maintaining a climate supporting equality of opportunity and respect for difference based on gender, culture, ethnicity, disability and sexual orientation. We particularly encourage applications from individuals who would enhance and diversify our workforce.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position

Associate Dean/Director of Admissions and Financial Aid
Director of Multicultural Enrollment

Colby seeks an Associate Dean/Director to direct its multicultural enrollment efforts. The professional hired will be involved in virtually all aspects of admissions, including travel, interviewing, evaluation of applications, and will have the special responsibility of helping to lead an entire admissions and financial aid staff in enrolling students of diverse cultural and ethnic backgrounds.

Excellent interpersonal, communication, and leadership skills are a must. Candidates must also have a strong commitment to education in a small, residential, liberal arts college and at least 3-5 years of admissions experience. Possession of a master's degree is preferred.

Interested candidates should submit two copies of a cover letter and two copies of a resume including the names and telephone numbers of three references to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an EEO/AA Employer and strongly encourages applications from women and minorities.

For more information about the College, please visit the Colby web site: **www.colby.edu**

Full-Time Non-Teaching Positions
COLLEGE LABORATORY TECHNICIANS

Music and Art Responsible for maintenance, inventory and security of department facilities, collections, and equipment; supervise part time employees and student aides; assist classroom teachers with technical and equipment needs; order supplies and equipment; assist with exhibitions and performances. High school diploma and four years related exp or an Associate's degree and two years related exp or a Bachelor's degree. Computer exp pref. Vac.#788.

Science Maintain and equip biology laboratories. Set up exercises for multiple biology sections. Assist with chemistry and physics labs. Use computer to prepare supply/equipment orders, prepare spreadsheets, search Web for product information, etc. Ability to repair instruments and instruct teaching faculty on its use. Must interact with teaching faculty and participate in departmental activities. Broad background in biology and chemistry with lab exp req'd. Computer exp pref. Vac.#789.

Computer Information Systems (2) Maintain and supervise multiple networked (NT, Novell) student PC labs; maintain local IBM mainframe; supervise and train college assistants and work study students; assist faculty, staff and students as needed. Vac.#790.

Mathematics Responsible for running reformed Calculus and Statistics Laboratories. Assist instructors/students in using software. Train and supervise tutors. Maintain networks of Macintosh and IBM compatible computers, and other duties as assigned by department chair or deputy. Good interpersonal skills and ability to work well with others a must. Exp with Macintosh and IBM platforms, proficiency in statistics/calculus and knowledge of MAPLE pref. Vac.#791.

High School Diploma & 4 years related experience for CLT. Evening/Saturday schedule may be required.
Salary: CLT $24,849/A-$39,048/A

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY JUNE 30, 1999 TO:

For details and deadlines of previously advertised positions (Vac. #'s): Associate Dean For Technology #770; Assistant Director of Financial Aid #769; Academic Advisors #771; Director of Publication #772; Admissions Counselor/Recruiter #773; Instructional Computer Services Coordinator #732-2; Medical-Surgical Nursing #774; Maternity and Child Health Nursing #775; Physics/Electrical Engineering #776; Physics/Astronomy #778; Psychology #779; Sociology #780; Anthropology #781; Electronic Resources Librarian #782; Spanish #783; Mathematics #784; Ethnic Studies #785; Health Information Technology #786; Computer Information Systems #787. **See our Website at http://www.bmcc.cuny.edu for full details and deadlines.**

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

HUMAN RESOURCES ASSISTANT (HEa)

The Human Resources Assistant is responsible for personnel administration for civil service and for other Human Resources Office functions as assigned.

- Administer College and University performance review, merit recognition disciplinary and personnel-related payroll processes.
- Recommend merit increases, promotions, transfers, reclassifications and disciplinary actions.
- Investigate, prepare and present College charges in Step One disciplinary actions.
- Direct College timekeeping; supervise office timekeeping Human Resources; audit and assure accuracy of records and related communications to employees and supervisors; research, recommend and oversee introduction of automated time keeping system.
- College representative and liaison for off-site CUNY examinations.

SALARY: $33,062 - $55,930.

QUALIFICATIONS: Bachelor's Degree required. Minimum of four years experience in Human Resources or related field. Excellent research, verbal and written communication, planning and organizational skills. Ability to work effectively with members of the college and the larger community.

Send resume by July 2, 1999 to: **Charles E. Hayes,**
Director of Human Resources, Hunter College,
695 Park Avenue, E 1502, New York, NY 10021.

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, Disabled persons and Veterans are encouraged to apply for this position.

HARVARD AND RADCLIFFE

Dance Director
Office for the Arts at Harvard and Radcliffe

Lead and expand the Dance Program, refine and achieve artistic and strategic goals, teach, and advocate for dance within the liberal arts environment. BA required. MFA preferred in dance or dance ed., 10 years of educational and administrative experience, and a distinguished artistic record. Send cover letter and vita to **Ms. Churchman, 74 Mt. Auburn Street, Cambridge, MA 02138**. Application deadline June 30, 1999 or until position filled. Equal opportunity affirmative action employer.

For more info **http://radcliffe.edu/arts/**

NORTH PARK UNIVERSITY

OUTREACH MINISTRIES COORDINATOR

Christian urban university of 2,200 students seeks an Outreach Ministries Coordinator to coordinate and direct service projects, volunteer opportunities, and service-learning initiative for undergraduate students. Duties also include representing North Park to the community by maintaining contact with neighborhood organizations, assisting the Development office in fundraising efforts, and developing student leaders by advising an outreach ministries council. Bachelor's degree required. North Park is owned by the Evangelical Covenant Church and we seek applicants with a personal commitment to our mission of Christian higher education. *EOE*. Submit cover letter and resume to **Human Resources, North Park University, 3225 W. Foster Ave., Chicago, IL 60625.**

TRUMAN
STATE UNIVERSITY

Truman State University is seeking applications for

Dean of Students

Search Extended

Truman State University is Missouri's highly selective, public liberal arts and sciences university with the mission to provide outstanding educational opportunities in the arts and sciences at an affordable price. Truman is nationally recognized for its innovative assessment program and its commitment to excellence in teaching and learning. Truman is located in Kirksville, a town of 17,000 in northeast Missouri. Truman's student body of over 6,200 students is primarily within the traditional 18-22 year old range and is largely residential. The university is expanding its Residential Colleges program and will offer a residential college experience to incoming students beginning in the Fall of 1999.

The Dean of Students is the chief student affairs officer and is responsible for providing leadership for Student Affairs including Residential Living, Multicultural Affairs, Athletics, the Student Union, Campus Activities, Counseling Services, Student Health, Judicial Affairs, the Student Recreation Center, Services for Individuals with Disabilities, and Greek Life. For information visit our website at

http://www2.truman.edu/deanofstudents.

Candidates must possess a minimum of a master's degree [illegible] accredited institution. The successful candidate w[illegible] be an individual who has a record of demonstrated

- dynamic leadership, creativity, and vision that would support the continuing development of a Student Affairs program
- strong commitment to the development and welfare of students in a liberal arts environment
- ability to work collaboratively with students, faculty, staff, and administrators, especially in a context applicable to a residential college program
- understanding of and commitment to the issues related to diversity
- excellent communication and interpersonal skills
- strong administrative, management, and problem solving skills
- knowledge of athletic programming and its role in student development

The position is currently available. Review of applications will begin June 21 and will continue until the position is filled. Complete applications will consist of a current resume, both undergraduate and graduate transcripts, the names, addresses, and telephone numbers of at least three references, three confidential letters of recommendation sent directly to the address below, and a letter of introduction that outlines the candidate's philosophy and experience related to the position. Only completed applications will be considered. All inquiries and application materials should be sent to:

Dean of Students Search Committee
c/o Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirksville, MO 63501

Truman is an equal employment opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act

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cumberland county college

STUDENT SUPPORT SERVICES COUNSELOR
CUMBERLAND COUNTY COLLEGE
SALARY $31,800 TO $37,400

Success in this position requires the ability to provide academic, career, personal, financial aid, and transfer counseling and advisement to program participants. In addition, the successful individual will conduct workshops, administer and interpret ESL tests, coordinate peer mentoring programs, compile and submit reports, maintain the appropriate documentation for student participants, and assist the Director of Student Support Services in meeting program goals and objectives. Ability to communicate, bilingual English/Spanish, and inspire student a must. Masters Degree in Counseling, Student Personnel Services or a related area. NCC or NCCC certification. Community College student personnel, career counseling, placement or cooperative education experience strongly desired. Send a letter of application, resume, and names and contact information for 3 references (applications accepted until position is filled) to: **Assistant Dean, Human Resources, Cumberland County College, PO Box 517, Vineland, NJ 08362-0517**. *AA/EOE*

Pride * Service * Excellence

UCI
University of California, Irvine

CHICANO/LATINO STUDIES

Temporary Part-Time Lecturer Position(s), 1999-2000

The University of California, Irvine Chicano/Latino Studies Program seeks lecturer position(s) for temporary part-time quarter appointment in the Chicano/Latino Studies Program for the 1999-2000 academic year beginning in either the Fall quarter of 1999, the Winter quarter in January 2000, or the Spring quarter in March 2000. Ph.D. candidate preferred; must have strong teaching experience in Chicano/Chicana Studies or related courses at the college or university level in one or more of the following areas: Gender, History, Literature, or Political Science; ability to teach effectively in a culturally diverse classroom; demonstrated scholarly activities and publication desirable.

The lecturer salary begins at $4,000 per quarter course based on level of education, experience, publication, scholarship, and teaching. Application deadline: Must receive by July 30, 1999 cover letter, curriculum vitae, syllabi, and three letters of reference addressed to:

University of California, Irvine
Chicano/Latino Studies Program
Search Committee
3151 Social Science Plaza A
Irvine, CA 92697-5100
(949) 824-7180

UCI IS AN EQUAL OPPORTUNITY EMPLOYER COMMITTED TO EXCELLENCE THROUGH DIVERSITY

http://www.ss.uci.edu/clstudies

EXECUTIVE DIRECTOR
OFFICE OF HUMAN RELATIONS PROGRAMS
University of Maryland, College Park

The University of Maryland, College Park is seeking an experienced administrator to serve as the Executive Director of the Office of Human Relations Programs. The Executive Director reports to the University President's Chief of Staff and has responsibility for the supervision, coordination, and development of programs and practices that enhance the University community's appreciation for diversity of all types; promotes a climate of tolerance and respect for the rights of individuals and groups; and assures compliance with the campus's Human Relations Code and related federal and state policies and regulations. The Executive Director also provides advise and support to individuals, campus units and student organizations in this highly diverse, multi-cultural academic community. "Diversity" at our campus includes (but is not limited to) cultural, racial, and ethnic identity; gender; sexual orientation; class; age; and physical/mental ability.

Qualifications: The successful candidate must have a graduate or terminal degree; doctorate preferred. Excellent leadership and management skills, with a demonstrated commitment to and record of achievement in the promotion of diversity. At least five years' experience in the area of diversity programming, conflict resolution, employee relations, and human relations. Strong writing, verbal, interpersonal, and organizational skills. Ability to communicate effectively and work collaboratively with the many university constituencies. Grant writing and grant management experiences are highly desirable.

Salary: Commensurate with qualifications and experience.

Review of applications will begin after July 15, 1999 and will continue until the position is filled. To be assured of full consideration, a letter of application, a resume, and the names and telephone numbers of at least three professional references should be sent to:

Chair, Executive Director of
Human Relations Program Search Committee
c/o Ms. Sapienza Barone
Office of the President
University of Maryland
1101 Main Administration Building
College Park, MD 20742

For more information, visit our website at:

http://www.inform.umd.edu/ohrp

The University of Maryland, College Park is an equal opportunity employer. Women and minorities are encouraged to apply.

UNIVERSITY OF MARYLAND

1351

EXECUTIVE DIRECTOR
of the Clarice Smith Performing Arts Center

The University of Maryland seeks to appoint an Executive Director for the Clarice Smith Performing Arts Center, which is expected to begin operation in academic year 2000-2001. The Center is a $100+ million, 318,000 gross-square-foot facility that will house the academic departments of Dance and Theatre, the School of Music, and the Performing Arts Library. The Center will possess six state-of-the-art performance venues including a Concert Hall (1135 seats), Recital Hall (400), Dance Studio (200) and Proscenium Theater (650). Funding for this state-of-the-art structure has been provided by the State of Maryland, Prince George's County and private funds. The University of Maryland is a comprehensive research university and is located in College Park, Maryland, and is only a half-hour's drive from downtown Washington, DC and less than an hour from downtown Baltimore.

Employment Category: Full-time Academic Administrator, non-tenured

Duties: In its six performance venues, the Center will feature performances by students and professionals, the latter drawn from the region and the world. As its chief administrator, the Executive Director will be responsible for the successful performance of all non-academic Center functions relating to artistic programming, facilities, finance, marketing and communications, development, and production. The Executive Director will be responsible for integrating Center presentations with academic and community program activities. The Executive Director will serve as a spokesperson for the Center, will cooperate closely with the Office of University Advancement to obtain outside funding for the Center and its operations, and will supervise the Center's professional staff. The Executive Director will report to a three-person Executive Committee responsible for setting overall operating policy for the Center and will cooperate closely with the heads of performing arts academic units and the Dean of the College of Arts and Humanities where the Center is administratively housed.

Qualifications: The Executive Director should be an experienced arts manager with a record of success in a senior management position. He or she should have at least five years of successful artistic programming and management experience, excellent interpersonal skills, sensitivity to the special requirements of the performing arts and artists in an academic setting, experience in staff supervision, knowledge of business procedures.

A BA/BS degree or equivalent is required. An advanced degree in one of the performing arts or a related field is desirable.

Salary: Commensurate with qualifications and experience

Position available: Upon appointment

Application Process: Persons seeking to be considered for the position should submit a letter of application describing their qualifications and explaining their interest in the position along with detailed resume to:

Executive Director Search Committee
Office of the Dean of Arts and Humanities
University of Maryland
1102 Francis Scott Key Hall
College Park, Maryland 20742
or
James Abruzzo
Vice President and Managing Director
Nonprofit Practice
A.T. Kearney, Inc.
153 East 53rd Street
New York, New York 10022
fax: 212-350-3111

The University of Maryland is an EEO/AA Employer.
Women and minorities are especially encouraged to apply.

The Search Committee will begin its review of applicants for the position by July 1, 1999 and continue its review until the position is filled. Inquiries may be directed to the Chair of the Committee, **Dr. James F. Harris, Dean of the College of Arts and Humanities, University of Maryland, College Park, MD 20742 (phone: 301-405-2095; email at: jharris@deans.umd.edu).**

UNIVERSITY OF
MARYLAND

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

The University of Texas at Brownsville and Texas Southmost College is seeking an academic leader who can develop and guide the professional development of faculty, teaching and learning processes across the curriculum, faculty evaluation, program assessment, the infusion of technology into the curriculum, high school courses for university credit and the improvement of diversity across Academic Affairs. The Associate Vice President reports to the Provost and works side-by-side with the academic deans and administrators in other divisions.

UTB/TSC is both an open access community college and a university with graduate programs. More than 85 percent of our students are either Mexican-American or Mexican, most of whom begin in developmental courses. Located five minutes from Mexico, the University is committed to a binational, biliterate mission.

Required Qualifications:

- Ph.D. and an academic record that warrants tenure in an academic department
- evidence of achievement in all the above areas of responsibility; and
- at least three years experience as a department chair

Preferred Qualifications:

- ability to improve processes throughout Academic Affairs
- ability to communicate well to a variety of audiences; and
- bilingual - English/Spanish

Salary:

- $70,000 per year

Applicants should submit a curriculum vitae, three letters of reference and a two-page position paper on how to improve one of the areas for which the candidate will be responsible. Send applications or nominations to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown • Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175

For more information, visit our web site at: http://unix.utb.edu/employment/index.html
UTB/TSC does not discriminate on the basis of sex, race, color, religion, national origin, handicap, age or veteran status. Women and minorities are encouraged to apply.

George Fox
University

George Fox University is seeking qualified candidates for eleven current openings. George Fox University is an evangelical Christian university with a national reputation for academic excellence. An enrollment of 2,300 includes students in undergraduate, degree-completion, graduate and seminary programs. The main campus is located in Newberg, a small community of 17,000 located 23 miles southwest of Portland, Oregon. Visit our web site at www.georgefox.edu for more information. We invite qualified applicants for the following positions:

- **Associate Registrar**
- **Dean of Students**
- **Director of Academic Computing**
- **Web Production Manager**
- **Director of Admissions for Continuing Education**
- **Assessment Counselor for Continuing Education**
- **Assistant Director of Development**
- **Assistant Director of Alumni and Parent Relations**
- **Bookstore Manager**
- **Sports Information Director**
- **Writer/Editor (half-time)**

Because George Fox is a Christian liberal arts university, employment requires an evangelical Christian commitment and lifestyle consistent with the University's goals. Within these goals, *George Fox is an EEO employer and encourages minority applicants.* Excellent benefits include vacation, sick leave, health, life and disability insurance, retirement plan and tuition benefits.

Call the George Fox Employment Line
at (503) 554-3865
or email tcole@georgefox.edu

to request an application and position announcement(s).

LOMA LINDA UNIVERSITY
a health sciences institution

MASTER OF SOCIAL WORK PROGRAM

Options offered for completing graduate study:
2 year full-time study
3 & 4 year part-time study
Advanced standing option available
(for qualified students with BSW degrees from CSWE accredited programs)

Two concentrations:
Clinical Practice
Social Policy/Administration

ACCEPTING APPLICATIONS FOR FALL 1999
Telephone: (909) 558-8548
e-mail: cjackson@univ.llu.edu

"Social Work is listed by US News online as one of the nation's 1999 top 20 hot career tracks."
(www.usnews.com)

Accredited by the Council on Social Work Education for graduate education

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DEAN OF THE FACULTY

Trinity College invites applications and nominations for the position of Dean of the Faculty. The Dean of the Faculty is the chief academic officer and second ranking administrator of the College. A tenured member of the faculty, the Dean is responsible for assuring the integrity of the College's curriculum, overseeing academic personnel decisions, fostering excellence in teaching and research, directing various academic support services, and constructing the academic budget. The Dean has a support staff which includes three Associate Deans.

The College seeks a Dean of scholarly distinction who is an accomplished teacher and has considerable experience in academic administration. The Dean must be committed to the values of undergraduate education in the liberal arts and be an effective representative of the faculty and the College.

Applications (including a statement of interest), curriculum vitae, and four references may be directed to: Professors David Ahlgren and Jan Cohn, Co-Chairs, c/o Secretary: Dean of the Faculty Search Committee, Trinity College, 300 Summit Street, Hartford, CT 06106. The Search Committee will begin the review of candidates July 15, 1999, and expects to begin interviewing by October 1, 1999. The appointment of the Dean begins July 1, 2000. Consistent with the College's interest in diversity, women and minority candidates are encouraged to apply. Trinity College is an Equal Opportunity/Affirmative Action Employer.

Applicants with disabilities should request any needed accommodation in order to participate in the application process.

TRINITY COLLEGE
Hartford, Connecticut

SUPERINTENDENT/PRESIDENT

The San Joaquin Delta College Board of Trustees invites nominations and applications for the position of Superintendent/President to succeed Dr. L. H. Horton, Jr. who is retiring after 12 years of successful service to the district. The Superintendent/President is the chief executive officer of the district and reports directly to an elected seven-member Board of Trustees.

APPLICATION INFORMATION

The Profile brochure, with details on San Joaquin Delta College District, the Challenges and Opportunities, the Superintendent/President Profile, and the application instructions, should be requested by contacting: **The Presidential Search Committee, c/o Diana Lee Slawson, San Joaquin Delta College, 6333 Pacific Avenue: PMB 282, Stockton, CA 95207 Telephone: (209) 954-5020; FAX:(209) 954-5644; e-mail: dslawson@sjdccd.cc.ca.us**

Nominations and applications will be accepted until the position is filled. The Search Committee will determine who will be interviewed by mid-September 1999. Preferred starting date is January 2, 2000. Candidates who cannot make themselves available until a later date will be considered, but are asked to indicate their date of availability. Salary is competitive for institutions of comparable size.

For confidential telephone inquires regarding the position contact Jim Tatum, ACCT Search Consultant, at (417) 845-3862 or FAX (417) 845-3221.

San Joaquin Delta College District is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would enrich the college's diversity are strongly encouraged.

San Joaquin Delta College
6333 Pacific Ave., PMB 282 ● Stockton, CA 95207
(209) 954-5020 AA/EOE
www.sjdccd.cc.ca.us

- An ACCT Search -

MIAMI INSTITUTE OF PSYCHOLOGY

DIRECTOR OF UNDERGRADUATE STUDIES

The Miami Institute of Psychology has an immediate opening for a dynamic, organized, detail, and task oriented individual responsible for directing and coordinating the undergraduate program. Qualified candidate should have a MS degree in Psychology or related field, and 2 years of academic/administrative experience at a university setting. Responsibilities include long range planning and overall direction, and development of the undergraduate level program at the Miami Campus. Bilingual (Eng./Span.) preferred. Interested candidates, submit resume, statement of interest, transcripts, and 3 letters of recommendation to: **Human Resources Office, Miami Institute of Psychology, 8180 NW 36 St., Miami, FL 33166 or fax to (305) 592-7930.**

4th

Annual Leadership Symposium

Getting Wired

Access Issues For Hispanics and Other Under-Served Populations

Presented by

NCCHC
NCCHC
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NCCHC
NATIONAL COMMUNITY COLLEGE HISPANIC COUNCIL

Co-Sponsored by
The Association of Latino
Community College Trustees
and the
Houston Community College System

July 15-18, 1999
Houston, Texas
DoubleTree Hotel

For more information contact:
Jesus Carreon
(562) 908-3403
www.rh.cc.ca.us/ncchc

SEWANEE

The University of the South

Sewanee, Tennessee

VICE CHANCELLOR AND PRESIDENT

The University of the South, commonly known as Sewanee seeks nominations and expressions of interest in the position of Vice Chancellor and President. The new Vice Chancellor and President will succeed Dr Samuel R Williamson, who will retire June 30, 2000, after more than a decade of distinguished leadership and service to the University and the Sewanee community.

Founded in 1856, and located on Tennessee's Cumberland Plateau the University is comprised of a highly selective, undergraduate liberal arts college, ranked among the nation's finest, with a student population of approximately 1,300 and a faculty of 138 and a graduate School of Theology with some 90 students and faculty of 14. Owned by 28 southern dioceses of the Episcopal Church, the University is governed by its 135-member Board of Trustees, with an owning bishop acting as Chancellor and Chair, and by the 18-member Board of Regents. The Vice Chancellor and President serves as the University's chief executive officer. Additionally, the Vice Chancellor serves as mayor to a community of 2,500 members and steward of its 10,000 acre Domain. The University's budget is $58 million and its endowment stands at nearly $250 million. The recently completed Campaign for Sewanee raised $175 million in current and deferred giving. The University is in the midst of $75 million of building construction and renovation.

The University seeks a leader of intellect, integrity, creativity and energy who has the capacity and background to embrace the University's commitment to the liberal arts, its relationship with the Episcopal Church, the relationship between the College of Arts and Sciences and the School of Theology, and its traditions. The ideal candidate will have a record of outstanding achievement in higher education or another professional field. An earned doctorate or its equivalent is expected, as is proven intellectual leadership, acumen for fund raising, and solid experience in strategic planning and fiscal management. The successful candidate will be committed to excellence in teaching and learning, advocate diversity in its broadest context, understand the pressures and issues facing liberal arts colleges, and possess courage, resiliency, humor and compassion.

For best consideration, please forward materials prior to September 15, 1999. The search committee will review candidate materials from July until the search is completed. Nominations, expressions of interest and inquiries should be forwarded to:

Vice Chancellor and President
The University of the South
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554-6000

Educational Management Network/a division of Witt/Kieffer, is supporting the University of the South Vice Chancellor and President Search Committee with this project. All questions concerning this search or requests for a copy of the comprehensive Position Specification may be directed to Nancy Archer-Martin or Lucy A. Leske via e-mail at ***sewanee@emnemn.com***. Additional information about the University of the South can be found on their web site, located at ***www.sewanee.edu***.

PASSAIC
COUNTY
COMMUNITY
COLLEGE

READING FACULTY

Full-time, Tenure-track Position

We are seeking a full-time faculty person to begin teaching in the Fall 1999 semester. A Master's degree in Reading required, along with the ability to teach a majority of assignments in the evening. Experience with curriculum development, assessment, and program development preferred. Additional experience in any of the following areas is desired: computer-aided instruction, interactive video, and internet course delivery. Community college teaching experience is preferred. Initial rank is negotiable, based upon experience and education. Visit our website at ***www.pccc.cc.nj.us*** for information about the College.

Apply with a resume and cover letter to msilvestro@pccc.cc.nj.us or mail to:
Michael Silvestro
Passaic County Community College
One College Boulevard, Paterson, NJ 07505
Affirmative Action/Equal Opportunity Employer

Brynn Mawr College and HERS, Mid-America

SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 27 through JULY 23, 1999
at Bryn Mawr College
Bryn Mawr, Pennsylvania

For Information Contact:
Betsy Metzger, Ph.D.
Assistant Director
(303) 871-6866

Education

Admissions and Admissions/Finacial Aid Positions

West Chester University

West Chester University of Pennsylvania invites applicants for two positions: Assistant Director of Admissions and the Assistant Director of Admissions/Financial Aid (split position). For more details, visit our website at www.wcupa.edu/vacancies AA/EOE. Women and minorities are encouraged to apply.

NORTH PARK UNIVERSITY

RESIDENT DIRECTOR

Christian, urban university of 2,200 students seeks a resident director who is responsible for developing and maintaining a healthy and positive community for the 93 students in a male residence hall. Duties will include supervising resident assistants, directing overall administration of the hall, serving as an advisor to the hall council, and coordinating programming efforts. Bachelors degree required. North Park is owned by the Evangelical Covenant Church and we seek applicants with a personal commitment to our mission of Christian higher education. *EOE* Submit cover letter and resume to:
Human Resources, North Park University, 3225 W. Foster Ave., Chicago, IL 60625.

MIDDLEBURY COLLEGE

Celebrating 200 years of academic excellence, Middlebury College, located in the classic New England town of Middlebury, Vermont, is a nationally recognized, independent, highly selective liberal arts college with a distinctive, international character. The College is committed to employing faculty and staff without regard to race, color, gender, sexual orientation, religion, creed, national origin, age, veteran status or disability.

Middlebury attracts 2,200 students from 50 states and 70 foreign countries. Our current job opportunities are updated weekly on the web at:

http://www.middlebury.edu/hr/post.html

We are currently seeking applications and/or letters of inquiry for several open positions. For more information, please forward a resume and letter of interest to:

Middlebury College
Human Resources Office
Service Building
Middlebury, VT 05753

Middlebury College is an Equal Opportunity Employer. Applications from women & members of minority groups are especially encouraged.

RECRUITER, ADMISSIONS

For 75 years, the Charles Stewart Mott Community College in Flint, Michigan has served the educational needs of business and the community. Our continued growth has created exceptional opportunities:

Mott Community College, located in Southeast Michigan, seeks an Admissions Recruiter. This grant funded position will act as an ambassador for the college to multiple and diverse audiences. The Recruiter is a member of a recruitment/admissions team who presents an image of knowledge about the college, its many offerings and admissions processing.

The Recruiter reports to the Executive Director of Admissions, Recruitment and Articulation.

This position shares responsibility to attract people to the college and monitor their progress through the enrollment system at MCC through registration for class at the next available semester. Coordinates and conducts recruitment activities as directed by the Executive Director. Is sensitive to the needs of and relates well to multi-cultural populations. Meets, greets, distributes information about the college and facilitates the admissions process.

Minimum requirements include a Bachelor's Degree. Excellent organizational, interpersonal and communication skills. Requires ability to relate to a diverse population. Must be able to work as a team and present feedback as required. The selected candidate must be proficient with computers and the internet. Two to three years experience and demonstrated record of success in recruitment and/or outreach activities preferred. This position is to maintain a flexible working schedule to attend events that are outside the normal business hours.

If you believe you are a leader who fits the above description, please send a letter of interest, a resume, and 3 letters of recommendations to: Mott Community College, HR - CM 1024, 1401 E. Court Street, Flint, MI 48503. FAX # (810) 762-0595, www.mcc.edu

Mott Community College

Successful candidate must pass a physical examination that includes drug testing.
Mott Community College is an AA/EEO Employer.

George Mason University

Fairfax, Virginia

PROVOST

George Mason University invites nominations, applications and expressions of interest for the position of Provost, the chief academic officer of the university.

The Provost serves as a member of the President's Executive Council and as senior staff to the Board of Visitors' Faculty and Academic Standards Committee. The Provost oversees three Vice-Provosts, the Deans of six colleges and schools, the Directors of five academic institutes, and selected special support programs.

GMU, part of the renowned system of higher education in the Commonwealth of Virginia, serves 25,000 students on three campuses throughout Northern Virginia in the dynamic and growing Washington, DC metropolitan area. Since attaining university status in 1972, GMU consistently has been among the fastest developing academic institutions in the nation. The university often is noted as a prototypical model of the emergent major metropolitan university for the 21st century. An institutional plan adopted in 1998 and other information on GMU and the Provost's position can be reviewed on the university's website at www.gmu.edu.

The successful candidate will have

- senior-level managerial experience in a complex and dynamic institution;
- a demonstrated record of decisive leadership and decision making;
- a commitment to academic excellence and fiscal responsibility;
- outstanding communication skills, including technological literacy;
- a broad understanding of undergraduate, graduate, professional, and lifelong education;
- a proven record of accomplishment and an excellent work ethic;
- an earned terminal degree and credentials for appointment as a tenured full professor; and
- documented achievement in teaching, research, and service.

The Provost's position is available beginning in September. The university will begin reviewing credentials on June 15, 1999, and the process will continue until the position is filled.

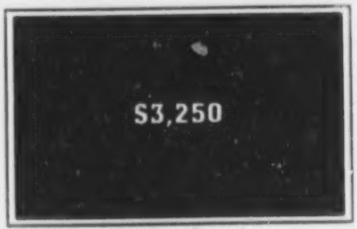
Korn/Ferry International, which is assisting with this search, invites confidential inquiries, applications and nominations to:

John Kuhnle, Managing Director-Education Practice
Korn/Ferry International
900 19th St., NW, Suite 800
Washington, DC 20006
Fax: 202/822-8127
E-mail: hypatia.kingsley@kornferry.com

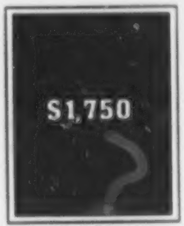
George Mason University is an EO/AA Employer.

HISPANIC OUTLOOK 1999-2000 RATE CARD

SUGGESTED AD SIZES



Full Page Spread
15" wide (+ 1/2" gutter) x 9.75" deep



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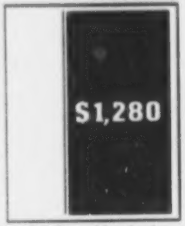

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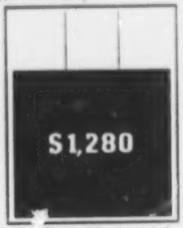

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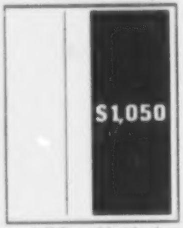

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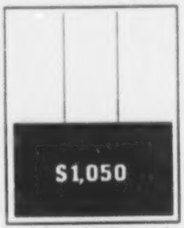

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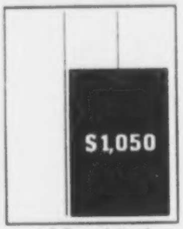

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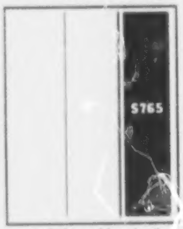

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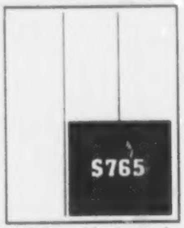

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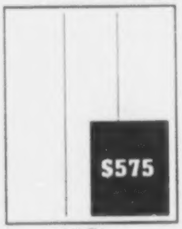

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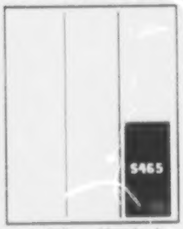

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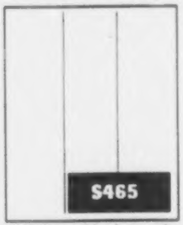

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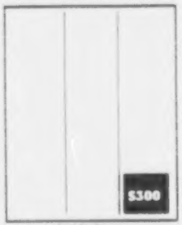

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March 24	March 7	*** Community College Issue**
April 7	March 21	
April 21	April 4	**Graduate School Issue**
May 5	April 18	*** Top 100 Colleges for Hispanics**
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ADVERTISING INDEX

POSITIONS

CALIFORNIA
Grossmont-Cuyamaca Community College District 46
League For Innovation in the Community College 2
Loma Linda University 51
Mt. San Jacinto College 43
San Joaquin Delta College 51
University of California, Irvine 44, 49
University of San Diego 40

CONNECTICUT
Trinity College 51
Western Connecticut State University 46

FLORIDA
Edison Community College 55
Miami Institute of Psychology 51
Valencia Community College 46

ILLINOIS
North Park University 48, 52

MAINE
Colby College 48

MARYLAND
University of Maryland 49, 50

MASSACHUSETTS
Harvard and Radcliffe University 48
MGH Institute of Health Professions 45
Springfield College 46

MICHIGAN
Central Michigan University 40
Charles S. Mott Community College 53

MISSOURI
Truman State University 49

NEW JERSEY
Cumberland County College 49
Kean University 42
Passaic County Community College 52
UMD of New Jersey 42, 45

NEW YORK
Borough of Manhattan Community College/CUNY 48
Cornell University 43
Hunter College/CUNY 43, 48
SUNY Oswego State University 55

OHIO
Bowling Green State University 42

OREGON
George Fox University 50

PENNSYLVANIA
Bryn Mawr College 44
West Chester University 52

TENNESSEE
The University of The South 52

TEXAS
Rice University 44
The University of Texas at Brownsville and Texas Southmost College 50

VERMONT
Middlebury College 53
School for International Training 47
The University of Vermont 45

VIRGINIA
George Mason University 53

WASHINGTON
The Evergreen State College 47

WISCONSIN
University of Wisconsin-Milwaukee 47
University of Wisconsin-Stout 43

RECRUITMENT
Center for International Studies NJ 23

CONFERENCES
National Community College Hispanic Council TX 52
Bryn Mawr College PA 52

¡PUNTO FINAL!

DID SOMEONE SAY "TECHNOLOGY"?

Armando A. Arias, Jr., Ph.D., is the Founding Associate Academic Vice President at the new CSU-Monterey Bay, Dean of its Social & Behavioral Sciences Center, as well as founder and director of BESTNET.

What is it about "technology" that gets us Latinos/as so worked up? It is the idea that we do not have access. Access receives the attention because it pertains to how policies are written. And to how many computers are found sitting on desks in barrio schools.

Some say that Latinos/as are not a technologically literate cultural group and therefore "do not perform well" in "high tech environments"–claims made with no research base and despite vast existing research to the contrary. Latinos/as do quite well in such environments, especially when we infuse bilingual, bicultural, and international modes of team-teaching, learning, research, and assessment.

The use of computer messaging systems or CMS (from e-mail to synchronous bilingual "chat rooms" to computer mediated and focused/organized dialogs) is but one powerful example of how basic technology greatly impacts teaching and learning from K through the Ph.D. A clear demonstration is our computer networking project, BESTNET (Bilingual English and Spanish Telecommunications Network), which for nearly 20 years has involved thousands of culturally and linguistically diverse student groups from dozens of schools in the U.S., Latin America, Europe, and Africa. In BESTNET, we have both caused and evaluated many features of Internet networked learning–learning that is truly bilingual, bicultural, and global in focus. We have shown that CMS designed for Spanish/English global settings greatly augments regular classroom instruction and is a viable technology on- and off-campus.

CMS provides bilingual/bicultural students with individual and group attention that cannot be obtained using monolingual, majority, dominant-cultural classroom feedback. It supports a Frierian method of instruction, with students active rather than passive. Latinas report that the "playing field" is leveled as well. Students report too that the anonymity promotes bilingual discussions that otherwise would be inhibited.

An outstanding example is the success of math courses incorporating CMS. Calculus One professors, for example, may add CMS to existing syllabi. It is a viable option for team-teaching, small-group study, bilingual chat rooms, and conference dialoging. Using a calculus book that is printed in Spanish and English–Strokowski's, for example–one professor could be U.S-based, the other in a Spanish-speaking country. Both should be bilingual/bicultural. Other electronic pedagogies could be adapted–encouraging students to answer a math equation through text or word, allowing them to work in virtual groups that they form with students of either dominant language to write a text-description (in Spanish or in English) about how they would arrive at the answer, in lieu of or in addition to numeric calculations.

In this environment, most bilingual students choose to solve problems through text, in both languages, as a group, and then attempt the numerical approach with more confidence. A behavioral paradigm shift occurs as they understand that there are multiple ways of knowing, and begin to view math from multiple perspectives.

In this setting, all approaches to problem solving are viable and "mathematical" even in the emerging Western European scientific sense. Hence, CMS is encouraging other ways of knowing and diversity, by design.

Many bilingual-global group settings could be formed for conducting classes, assessment, group research, and more over the Internet. CMS, relatively low-cost, has had a dramatic positive impact on teaching, learning, and access.

People in Latin America have been much more successful at utilizing CMS for they are accustomed to "going the last mile." They define "access" in terms of how they will change their personal behavior for seeking it through existing technology. In the U.S., we often complain about insufficient access before becoming innovative about the access at hand.

Administrators equate access with numbers of computers on tabletops. It is often more a matter of changing behavior. In most Latin American settings, one computer can be assigned to 80 or more students. How? The answer is in the perspective. Students are taught how to get online wherever possible–at work, at a nearby school, at a library, at a friend's house, and maybe on the computer that was assigned to them and 80 other people.

In the U.S., we must inculcate what César Chávez called the *"Sí se puede"* attitude–a "You can do it!" paradigm for looking at our own barrios, taking a chance, becoming part of the solution, and learning from our "Third World" counter-parts. Our children here can and must "go the last mile." We in the "technological trenches" will continue experimenting with designs for massive influence. But we need as a group to send a strong message to every barrio in the U.S. that you must value and learn to maximize the opportunities at hand.

CMS promotes student-to-student interaction and collaborative work. Computer naïve students learn as well as computer sophisticates. Many Latino/a students who traditionally were not "heard" now have emerging voices. The self-efficacy effect on Latinos/as alone is something to look forward to early in the 21st Century.

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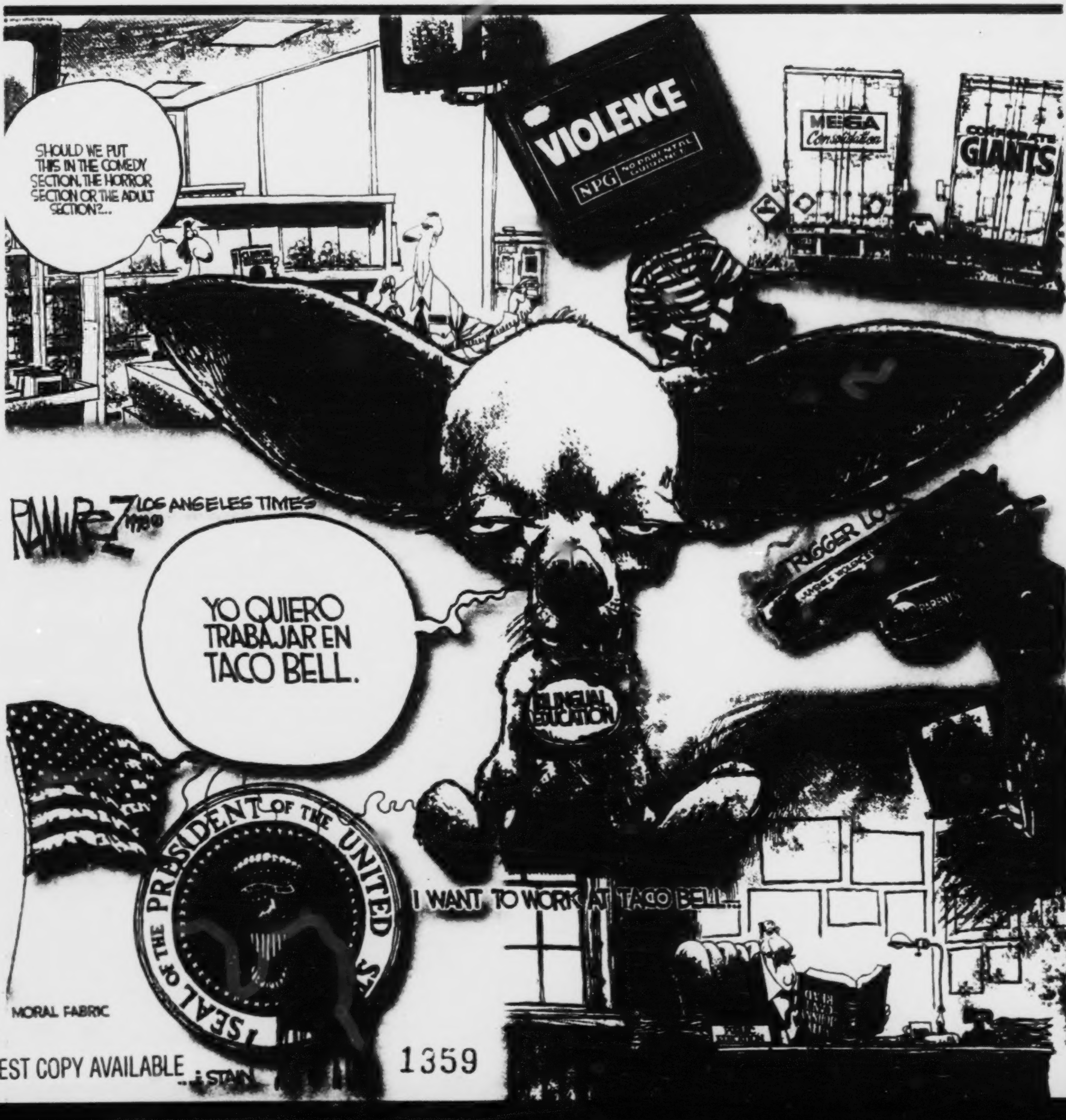
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is seeking to fill the following positions:
(All positions are subject to budgetary approval)

Instructor, Communication/Media Arts

Experienced in all aspects of media production and theory. A Master's degree in an appropriate field and abilities in all aspects of analog and digital audio, video and multimedia are required. Demonstrated experience in teaching media production and theory courses to a diverse student population are also required. To be considered, candidates must submit a cover letter, resume, VHS or 3/4" videotape portfolio.

Faculty/Coaching positions:

- Instructor of Physical Education Head Women's Basketball Coach
- Instructor of Physical Education Head Women's Volleyball Coach

Successful candidates should have a minimum of three years of coaching and teaching experience related to recreational leadership and sports management. Bachelor's degree in physical education or a related field is required, a master's degree is preferred. A strong commitment to program building in a small college setting, with students of diverse cultural backgrounds, is essential. Coaching experience in other sports will be an asset.

Biology Instructor

Courses to be taught may include General Biology, Genetics, Marine Biology, Botany, Environmental Science, Nutrition, Zoology, and/or Physiology for science majors or non-majors. Knowledge of Molecular Biology desired. Ability to teach an occasional basic math or physical science courses an asset. Demonstrated excellence in teaching, development of labs, and the ability to communicate with students of all levels is essential. Master's degree in Biology required, Ph.D. preferred.

Electrical Engineering Technology Instructor

Courses to be taught include DC and AC Circuits, Digital and Analog Electronics, Electro-Mechanical systems and related EET courses and math. During 1999-2000 year individual will develop Program and teach 3 courses. Demonstrated excellence in teaching, development of labs, and the ability to communicate with students of all levels is essential. Minimum 3 years of relevant industrial experience, at least 2 years of teaching experience, and Master's degree in related field required. Ph.D. preferred.

English Instructor (two positions)

The department has identified needs in several areas of expertise, including ESL, Expository and Creative writing, Composition, Literature, Philosophy, Speech and Theatre. The department is seeking individuals who have combined abilities and experiences will address the majority of these needs. Master's degree required, Ph.D. preferred. Demonstrated experience teaching a diverse student population is needed. Some administrative experience will be an asset.

Psychology Instructor

Primary responsibilities will include a combination from General Psychology, Abnormal Psychology, Behavior Modification, and Psychology of Adjustment, Child Development and Guidance, Psychology of Exceptionality. Teaching experience and clinical orientation required. Ph.D. and Child Psychology background preferred. Master's degree in an appropriate major required. Demonstrated experience teaching a diverse student population.

Executive Assistant to the President for Institutional Development and Outreach

Qualifications: Master's degree in mathematics, statistics, educational or social science research, or a related field, Ph.D. preferred, at least five years of recent experience in administrative computing, institutional research, education research administration, statistical analysis, or other relevant experience, excellent written, oral communication, and interpersonal skills, experience with tools and technologies used in institutional research (e.g. statistics, management information systems, DMS or related software packages and report generation systems), computerized student information systems, research design and implementation and at least 2(two) years supervisory experience. Duties include, but are not limited to the following: Supervises the day-to-day operations of the Office of Institutional Development and Outreach, provides necessary data for reports to federal, state, local and accrediting agencies, conducts demographic studies to support marketing, recruitment, and enrollment management activities, serves as liaison to the Board of Trustees and assists with coordination of Board activities.

Director, Child Development Center

The Center provides a developmentally appropriate program that serves the needs of our student parents and community, as well as provide a learning center for our Early Childhood Education programs. The Director is responsible for the center personnel, budget, program, coordination of the Center and the academic programs, recruitment, teaching Early Childhood Education courses and maintaining a high level of excellence in both the Center and the academic programs. Master's degree in an appropriate major and three years experience required. Demonstrated experience teaching a diverse student population.

Counselor

Duties include personal counseling and crisis intervention, career counseling and assessment, and workshop presentations relating to issues of personal growth, transition to college, and cognitive skill development. The successful candidate must demonstrate experience with students from diverse backgrounds including urban and rural students, minorities, and students at academic risk. The counselor position includes coordination of intervention programs for students on academic probation. Requirements include a Master's Degree in Counseling or a related field and three years counseling experience, preferably at community college(s).

Access and Public Services Librarian (Search Extended)

Responsibilities include: supervising MultiLis circulation system, reserve collection, interlibrary loan, and serials functions, participating actively in library and college wide information literacy instruction programs by conducting classes in computerized research methods, and providing reference assistance to students. Qualifications: Master's degree in Library Science, excellent communication skills, demonstrated ability to work effectively with students, faculty and the general public. At least 2 years of experience with information technology, including Internet, CD products, and library web page development. Teaching experience desirable. Salary depends upon experience and qualifications.

Admissions Counselor

Duties include: Active involvement in on-campus and off-campus recruitment programs, and extensive overnight and/or weekend travel over a 6-7 month period of time. Qualifications: Bachelor's degree, admissions experience, excellent communication and interpersonal skills, ability to meet with groups and interact with the public in many different types of situations.

Alcohol And Drug Abuse/Human Services Programs Coordinator

The position entails recruiting and advising students, maintaining and enhancing our relationship with the NYS Office of Alcoholism and Substance Abuse Services (OASAS) and the Addiction Transfer and Technology Center (ATTC), working with our Director of Grants and Resource Development to identify and apply for grants, and serve as the liaison for the PAER program. Teaching assignments will comprise half the position load. Qualifications include: Bachelor's degree in psychology, human services, social work or counseling, Master's degree in one of the fields listed, education or a related field, at least five years experience in the field and at least two years of teaching, preferably at a community college, excellent communication, interpersonal and organizational skills, a demonstrated ability to interact with people at all levels, and computer proficiency in Windows, Microsoft Office, internet and e-mail, database development and use.

Coordinator of Information Technology Services

Qualifications: Bachelor's degree in an appropriate field required, Master's preferred, experience with IBM AS-400 operations and maintenance, proficiency in OS- 400, RPG-400 programming, database management (CMDS experience a plus), Windows 95/98 and NT, networking (LAN, WAN, Novell), training experience in mainframe and microcomputer, a background in IT functions, excellent interpersonal skills and the ability to work with a diverse student and staff population. Duties include: administrative, academic, and instructional technology functions, the campus network, and microcomputer support on a multi platform environment, supervising and scheduling the production of payroll, inventory and data management reports, and providing training for faculty and staff on mainframe and microcomputers.

Send cover letter, resume and names, addresses and phone numbers of 5 references To: **Office of Human Resources, Sullivan County Community College, 1000 Leroy Road, Loch Sheldrake, NY 12759 or Email to sedis@sullivan.suny.edu**

Resumes will be accepted until positions are filled. Minorities, handicapped and veterans are encouraged to apply.

CONTENTS

FEATURES

Pulling No Punches

Provocative editorial cartoonist Michael Ramirez, LA Times, is syndicated in 550 papers throughout the world. 6

Training Tomorrow's Journalists

With cybernews flourishing, prospects for journalists are excellent. College newspapers and internships offer entry. 8

Media: A Minority Perspective

Journalists, advocates, and teachers share their experiences and views on minorities and the media. 11

Hispanic Education Action Plan

Advocates applaud plan... but propose fine-tuning. 15

Media Women on Women in Media

Come on in, the water's fine, say these women broadcasters, who claim many sacrifices but few regrets. 20

Americanos Debuts at Smithsonian

Multi-media Olmos production includes photo exhibit, documentary, book, and CD. 22

Good News for the Friends of Diversity

The Leadership Alliance, centered at Brown University, is opening fields to minorities. 25

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Information Unlimited 5

Honor Roll: University of New Mexico

Truman, Goldwater, and Rhodes Scholars are among the current crop of Hispanic students at this very proud institution. 17

People, Places, Publications, Conferences

28

Book Review: ***Bloody Border: Riots, Battles, and Adventure Along the Turbulent U.S. Mexican Borderlands***

38

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A CAPITOL VIEW

Information Unlimited

BY GUSTAVO A. MELLANDER

Washington continues to be an unending fountain of information. Since last September, the National Center for Education Statistics (NCES) has issued more than thirty statistical reports. I have selected those that impact directly on Hispanics or on higher education topics that interest many of us. They include such varied topics as:

the condition of education
academic progress
international
libraries
mathematics
postsecondary education
technology
writing

Below, I list titles, descriptions, and URLs of these reports, for which the full texts or highlights are available on-line.

The Condition of Education

The Condition of Education, 1998 edition. This annual report to Congress focuses on 60 indicators, representing a consensus of professional judgment on the most significant national measures of the condition and progress of education at the time. Each indicator is available in HTML, and the entire report is in PDF.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98013

Academic Progress

Report in Brief: NAEP 1996 Trends in Academic Progress. Executive summary of results from the National Assessment of Educational Progress (NAEP) survey. It contains long-term assessments of science, mathematics, reading, and writing.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98530

International

International Archive of Educational Data. Holdings represent data collected primarily by NCES from the 1960s to the present. Sponsored by NCES and located at the Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan.

http://www.icpsr.umich.edu/IAED

Libraries

1994 Academic Library Data File. Provides large downloadable files in several formats of micro-data on academic libraries at 3,303 institutions of higher education.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98270

Status of Academic Libraries in the U.S.: Results from the 1994 Academic Library Survey: With Historical Comparisons to 1974. Gives data on the collections, staff, and expenditures of the nations 3,303 academic libraries.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98311

Mathematics

Long-Term Trends in Student Mathematics Performance. Shows a positive linear trend for all age and racial groups since the first assessment in 1973, using data from the NAEP 1996 Long-Term Mathematics Assessment.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98462

School Policies and Practices Affecting Instruction in Mathematics. Focuses on who teaches math, what emphasis math instruction receives in the schools, and what resources are available in schools that support math learning.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98495

Postsecondary Education

Choosing a Postsecondary Institution. A comprehensive study that examines such student choice factors as location, price, and perceived reputation.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98080

Degrees & Other Awards Conferred by Degree-Granting Institutions: 1995-96. Covers the 50 states and DC. The data includes summaries by race/ethnicity, field of study, and gender.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98256

Descriptive Summary of 1995-96 Beginning Postsecondary Students: With Profiles of Students Entering 2- to 4-Year Institutions. Presents data on age, degree plans, financial status, test scores, and other factors.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=199030

E.D. Tab: Fall Enrollment in Postsecondary Institutions 1996. Presents detailed tabulations for Fall 1996, with comparisons to previous years, for students enrolled in postsecondary institutions in the U.S.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999239

E.D. Tab: Salaries, Tenure, and Fringe Benefits 1996-97. Provides results of analyses of data on salaries of full-time instructional faculty on 9- and 10-month as well 11- and 12-month contracts.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98316

Generational Status and Educational Outcomes Among Asian and Hispanic 1988 Eighth Graders. Uses the National Education Longitudinal Study (NELS:88) to examine the impact of generational status regarding educational achievement, high school graduation, aspirations, and enrollment in postsecondary education.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999020

Indicator of the Month: Graduate Field of Study, by Sex. From the Condition of Education, 1997.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98011

Indicator of the Month: Racial and Ethnic Differences in Participation in Higher Education. From the Condition of Education, 1997.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98012

Stopouts or Stayouts? Undergraduates Who Leave College in Their First Year. Tracks the paths of those who return (stopouts) to determine where and when they enrolled. Also compares the background and school experience of stopouts with those who did not return (stayouts). Among the findings: nearly 30 percent of students beginning in 1989-90 left postsecondary education in their first year.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999087

Student Financing of Undergraduate Education: 1995-96, With an Essay on Student Loans. Describes the role of student loans within the context of tuition, the total price of attendance, and other financial aid available to undergraduates in 1995-96. Includes information on the cumulative amounts of federal loans borrowed by students throughout their undergraduate education. Provides profiles of student borrowing and financial aid for each of the 4 major types of institutions. Includes tables describing more detailed information on student loans, tuition and the price of attendance, financial aid, net price of education and need, and general background characteristics of undergraduates.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98076

Technology

Safeguarding Your Technology. Guidelines to help administrators and staff at the buildings, campus, district, and state levels understand why and how to secure their organization's sensitive information, critical systems, computer equipment, and networks.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98297

Technology @ Your Fingertips. The popular guide to implementing technology solutions for education agencies and institutions is now available in HTML format.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98293

Writing

Long-Term Trends in Student Writing Performance. Shows a decline in scores for grade 11 students over the period 1984-1996 using data from the NAEP Long-Term Trend in Writing Assessment. Found that scores for students in grades 4 and 8 remained unchanged and that White students continued to have higher scores than both Black and Hispanic students in all 3 grades.

http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98468

Dr. Mellander is a professor at George Mason University. **HO**

Pulling No Punches

Editorial Cartoonist Hits Hard and Direct

BY MARILYN GILROY

Michael Ramírez, who has been called "one of the country's best and most provocative cartoonists," won the Pulitzer Prize in 1994. He currently works for the Los Angeles Times *and is syndicated in more than 550 newspapers throughout the world through the Copley News Service.*

A frequent contributor to USA Today *and a regular guest on* The News Hour *with Jim Lehrer, Ramírez also is president of the Association of American Editorial Cartoonists.*

In addition to winning the Pulitzer, Ramírez has received several other prestigious honors. A 1984 graduate of the University of California, he was selected for the 1998 UCI Medal (the equivalent of an honorary doctorate), for exemplifying commitment, energy, and innovation. He also received an award for his cartoons in 1997 from the Society of Professional Journalists, Sigma Delta Chi. In accepting the award, Ramírez stated, "I regard myself as an equal opportunity offender who believes the pursuit of the truth to be neither partisan nor philosophical but a matter of delineating between right and wrong. In the process of doing the job, the editorial cartoonist is constantly subjected to a barrage of criticism and open resentment from readers. But that is just an indication that the work is having an impact."

"Essentially, I get paid to be obnoxious," said Michael Ramírez, the Pulitzer prize-winning editorial cartoonist, as he addressed a group of student journalists at this year's national college newspaper convention in Huntington Beach, Calif.

"My drawings are a vehicle to convey a point of view" and to "try and get people involved. I hope to incite them."

And his work does just that. It is impossible to sit through a presentation of his most famous cartoons and not feel the sting of truth that is revealed in these images. The audience of approximately 100 students and their professors was often amused and sometimes moved by the portfolio of drawings that he displayed as he spoke. His subjects veered from politics and bilingual education to violence, racism, and U.S. policies abroad. Using cartoons and just the right wording, Ramírez is able to make pointed statements about current events and, by his own description, "engage readers in a debate."

"The great thing about being on a newspaper is that you get immediate reaction," he said. "If I don't get at least three or four calls a day, I'm not doing my job."

He has been so successful at his craft that he was awarded the Pulitzer Prize in 1994 "for his trenchant cartoons on contemporary issues" when he was working for the *Commercial Appeal* in Memphis, Tenn. He was lured away by the *Los Angeles Times*, but only after he was sure that he would have control over his subject matter. Ramírez says that *LA Times* editors do not interfere with his work unless something is factually incorrect or in extremely bad taste.

And though his vehicle of expression is the cartoon, Ramírez takes his work very seriously. "It is a profession about ideas. We are the prosecutors, defense, judge, and jury of journalism," he said. "And in order to be effective, we have to be informed. We have to read and do extensive research."

And what happens when a cartoonist doesn't do his or her homework? Lots of mail and complaints, says Ramírez. For example, he was once lampooning the Federal Aviation Administration's decision to strengthen drug testing procedures for commercial airline pilots. His cartoon featured a pilot holding a beaker and contemplating (á la Hamlet) the procedure with the phrase "To pee or not to pee?"

He received a lot of mail on that one, he says, not because of the subject matter but because he drew the airline pilot's uniform with three stripes on the sleeve, not four. Apparently, the plane's navigators, not pilots, wear three stripes.

Ramírez admits that his drawings reflect his own beliefs and political point of view. "You cannot draw a cartoon that you do not believe or cannot substantiate," he explains. These days he feels very strongly about racism in U.S. society and believes that our society is becoming divided by race, gender, and religion. He also is concerned that fewer and fewer citizens are involved in the political process and pointed to the last presidential election where voting rates dipped below 50 percent. His own upbringing and travels abroad have convinced him that participation in democracy is essential to the system's well-being.

Ramirez's roots can be traced to Mexico, where his grandfather fought in the Mexican revolution but ultimately escaped to America and became a migrant farmworker. Ramírez says that his grandfather believed in hard work but did not believe in the value of education. Fortunately, Ramirez's father felt differently and was determined that Ramirez and his sisters and brothers would go to school.

Ramírez was born in Tokyo. His father had joined the army and traveled around but never abandoned his goal to make a better life for his family. All of the children went to college, and today, Ramirez's four siblings are doctors.

Ramirez believes that his family is living proof that hard work in America will be rewarded and that barriers can be overcome.

"As a Hispanic, there is nothing you can't achieve. As an American, there is nothing that will stand in your way," he advised the young journalists in his audience. He reminded the college students of the achievements of Martin Luther King, Jr., and César Chávez.

In addition to encouraging others to stay involved in society and care about issues, Ramirez is politically active himself. Prior to appearing at this conference, he had traveled to Cuba, where he and other American journalists observed first-hand the effects of the U.S. embargo. The purpose of the visit was to make recommendations on whether or not the embargo should be continued. In general, says Ramirez, his group reached the conclusion that the embargo should be continued because it is finally beginning to work.

Asked by an audience member if he considered himself an artist, Ramírez answered, "No." As a matter of fact, he explained, drawing is the "labor" part of this work. Coming up with the right word or phrase is actually the most challenging part of the job.

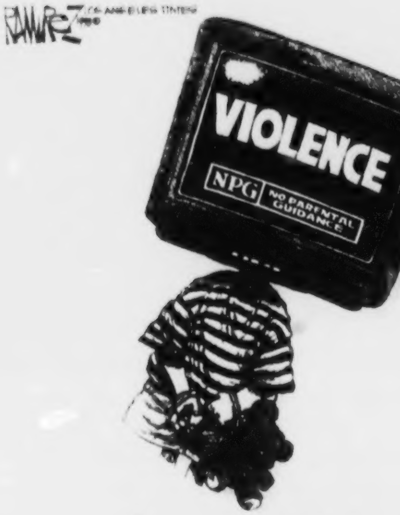
As he works at each cartoon, he tries to put a twist on a familiar image to capture the reader and gain attention. For example, when he poked fun at the broadcast networks for their endless daily attention to the Clinton-Lewinsky scandal, he took the familiar network call letters and changed them to reflect the coverage. The cartoon read: CNN-Clinton News Network; NBC-Nothing But Clinton; CBS-Clinton Broadcasting System; ABC-All About Clinton.

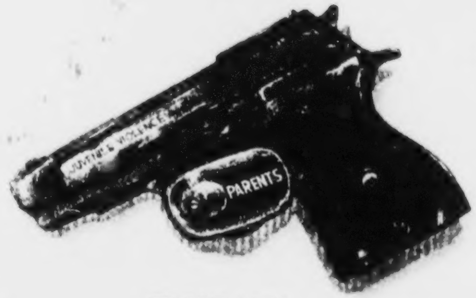
Ramirez never loses sight of the fact that the core of his work is often humor. But while his cartoons can sometimes produce laughs, he knows that the overall purpose is to produce a more serious result.

"The letters I receive, whether they be commendations or condemnations, demonstrate that our republic is secure and its citizenry attentive," said Ramirez. "It is further evidence that people are watching, reading, cursing, and participating in the national debate and free exchange of ideas."

As a veteran journalist, Ramirez offered some final words of encouragement to his audience of up-and-coming reporters.

"This is a great profession," he concluded. "The work we do is very important. We can have a tremendous impact on the political process as a whole."





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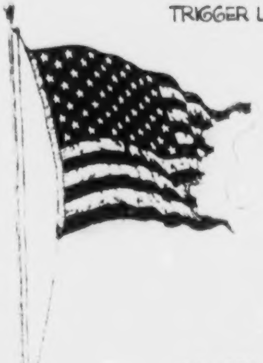

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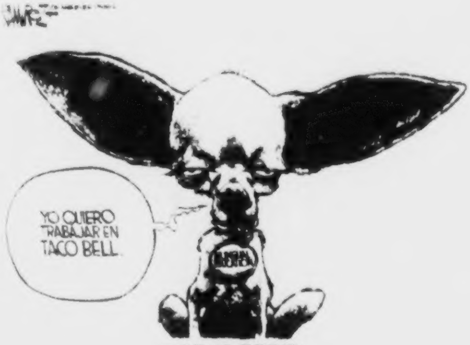
YO QUIERO TRABAJAR EN TACO BELL.

I WANT TO WORK AT TACO BELL

Printed by Copley News Service and The Los Angeles Times

Training Tomorrow's Journalists

BY MARILYN GILROY

Coyote Press
EDUCATING MOMMY
SANTA ANA COLL
el Don
NATIVE SPIRIT
Support provided by club members
MESA Legend
Go T-birds: MCC vs. GCC Saturday, Nov. 14 at Glendale
MCC's Model U.N. makes history
First 2-year college to serve as lead school
INSIDE
Common ground found for funds
Program developed for implementation of grant

Many student journalists dream of working for a major metropolitan newspaper or a national magazine. Others see themselves writing copy at radio and television stations or perhaps working on a media-related Web site. With the growth of electronic and print news outlets, there are more job opportunities than ever for budding journalists.

But mapping the road to a professional position requires planning and hard work. For many students, the path starts in high school and is more clearly defined during their college years. These students gain experience and skills working for thousands of college newspapers and radio and television stations as they publish issues or assemble newscasts.

And with the growing diversity of the nation's population spilling over onto college campuses, student media outlets are more than ever serving as the training ground for minorities who will be tomorrow's editors, reporters, and news media managers.

For many students, that training requires not only discipline and determination but a willingness to sacrifice other priorities.

Just ask Theresa Salinas, a sophomore at Santa Ana (Calif.) College and editor of *el Don*, the college's student newspaper. "When I became editor, everything else in my life, and I mean EVERYTHING—my family, my school work, and my job–got put on hold," said Salinas. "This is a very intense experience."

That's because the position of editor of a college newspaper is pivotal and often holds the entire operation together. It is this individual who is responsible for the overall function of the newspaper and its contents, thereby performing jobs that several people might do at commercial newspapers. The student editor assigns stories, hounds student reporters to meet deadlines, supervises layout, deals with printers, writes editorials, and replies to letters.

But the other side of the coin, Salinas says, is that this is the best "hands-on" experience she could ask for. "This paper is totally written and produced by students," she explained. "And it is a great way to learn."

Salinas, who is 21 and hopes to be a professional editor some day, will move to the position of news editor on the *el Don* staff next year. Her goal is to get as much experience in the news business as possible during her college years.

Fortunately, that kind of dedication is beginning to pay off as more and more colleges offer some form of remuneration to student journalists. Salinas and her colleagues at *el Don* get their journalism courses paid for–a form of tuition grant that is common at college newspapers. In addition to tuition payments, some schools are also offering small salaries or honoraria to their student reporters and editors.

At San Antonio (Texas) College's student newspaper, *The Ranger*, stipends range from $200-400 per month.

"It's not much, considering how hard they work," said Irene Abrego, faculty advisor to the paper. "But it is somewhat of an incentive."

Abrego noted that the population of San Antonio is 53 percent Hispanic and that the staff of *The Ranger* reflects those demographics. For example, Hispanics on the staff include artist Alfred Perez and photographer Juan Ortiz—both earn monthly stipends for their work on the weekly edition of the paper.

But students working in college media are doing more than honing their skills as reporters, editors, and publishers, they also are getting lessons in ethics and responsibilities of the press. These lessons

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often come with a dose of controversy and strife.

At LaGuardia Community (N.Y.) College, the student newspaper, *The Bridge*, became engulfed in a struggle to survive after it printed a racist opinion piece that caused a debate over funding of the paper and led to several lawsuits. The paper folded in a cloud of contention and ceased to exist for a while.

Last year, under the leadership of editor Shawn Torres, *The Bridge* was revived and transformed into a glossy magazine, which he and the staff created to "reflect and represent the open community on campus." La Guardia enrolls 35,000 students representing 104 nationalities. In the tradition of crusading journalists, Torres and his staff adopted the credo "Nosotros somos el futuro" (We are the future) and set about to change the image of *The Bridge*.

Professor Terry Cole, Faculty Advisor
Carolina Coria, Assistant Editor-in-Chief

This year, newly appointed assistant features editor Jasmin Nogueras has brought what she calls her "passion for writing" to the task of producing the magazine. Nogueras and the staff have been beating the bushes on campus to gain support for their cause. They have enlisted the help of the English department faculty in cultivating student writing assignments for possible publication. As Nogueras said, "We want people to read *The Bridge*. We want it to be an essential part of the information process on campus. We want to get people involved."

Shawn Torres, Editor-in-Chief; Sheriey A. Alvarez, Managing Editor; James Marrero, Features Editor
The Bridge, LaGuardia Community College

Internships

Working at college media outlets is an important step in building a career in journalism; however, most professionals recommend that students do internships in the field. The Associated Collegiate Press (ACP), the largest organization representing campus media, publishes a guide to internships at newspapers and magazines across the nation.

But students will most likely start by gaining experience at small community newspapers near their home. The ACP encourages college students, even first-year students, to work every summer, thus chalking up several internships on their resumes. Students might or might not get paid for these internships, but they are definitely the stepping stone to professional positions.

For students who have set their sights on landing a job in the national media, there is the Dow Jones Newspaper Fund, Inc.(DJNF), one of the most prestigious and comprehensive organizations offering internships for minorities. Last year, the fund hosted 114 internships from universities in seven states. The interns went to work at 75 newspapers across the country and, when they returned to college in the fall, received a $1,000 scholarship.

One former intern, Jose de Jesus Ortiz, who covers sports for the *Bradenton (Fla.) Herald*, began his career as a student journalist by covering soccer, basketball, and baseball for the school newspaper at Texas A&M. He did summer internships at some local papers but eventually took a Dow Jones Fund Internship at *The Houston Chronicle* and research internship at *The Dallas Morning News* Mexico City bureau.

"There wasn't one day when I didn't draw something from my internships," de Jesus Ortiz said in a recent DJNF profile. And he sees diversity as a pressing goal for newspapers in the future. "I realize how drastically our industry needs more Latino and minority sportswriters," he wrote recently. "Young journalists should seek internships and mentors to help them grow."

Estela Duran

Professor Abrego at San Antonio College agrees wholeheartedly with that view. She has encouraged her students to seek DJNF internships and cites the example of Estella Duran, past student editor of *The Ranger*, who has done internships at the *Boston Globe* and *The New York Times*.

Abrego also runs a workshop for high school students funded by the Dow Jones Newspaper Fund. One of the participants, Josie García, wrote a story entitled, "Driving on a Trail of Tears." The story examined training and competency of teen drivers, including a popular girl who died in a fiery crash on her 50-mile commute to high school. García's article, published in *you S.A.*, the San Antonio College workshop newspaper, concluded: "The crash can only serve as a warning for other teen drivers each time they take to the roads."

Looking back on her training in high school and at the DJNF workshop, García said, "Three years ago, when I was first introduced to a journalism class, my teacher made me realize how powerful words can be. He also taught me how writers have the ability to leave the reader with a different emotion each time."

There are many resources available to student journalists seeking scholarships or internships. The following is a partial list of organizations offering programs that are especially supportive of minority journalists.

California Chicano News Media Association
Joel García Memorial Scholarship
University of Southern California
3716 S. Hope St., Room 301
Los Angeles, CA 90007
(213) 743-2440
www.ccnma.org

Twenty to 30 scholarships are awarded to Latino student who are able to prove a sincere interest in pursuing a career in journalism or mass communications.

Concerned Media Professionals Scholarships
Hispanic Alumni Association
University of Arizona
1111 N. Cherry Ave.
Tucson, AZ 85721

Two tuition scholarships are awarded to Hispanic students who are enrolled at the university and plan to major in journalism.

Dow Jones Newspaper Fund, Inc.
PO Box 300
Princeton, NJ 08543-0300
(609) 452-2820
www.dowjones.com/newsfund

Offers 100 internships to college students to work as copy editors at daily newspapers and 20 internships to students to work for on-line newspapers. Interns are paid regular wages by the news organizations where they work. Interns returning to school will receive $1,000 scholarships.

Florida Society of Newspaper Editors Journalism Scholarships

Eight scholarships are awarded to Florida minority high school graduates who plan to attend Florida public community colleges. Scholarships are valued at $1,200 per year. Students should apply through the financial aid office at their community college.

ids
Pi Kappa Alpha to face repercussions
'Gross anatomy'
Orlando VT to open Spirit of Sports
Cleveland State University
OnCampus
Commencement ceremonies are May 9
The Falcon
SPU: Taking a stance on abortion?

Hispanic Link News Service/ National Association of Hispanic Journalists
1420 N. St. NW
Washington, D.C. 20005
(202) 234-0280
ZAPOTEC@aol.com

Two internships are awarded to Hispanics aspiring to be journalists. Interns cover all branches of the federal government and focus on issues that affect Hispanics. Internships carry an $18,000 annual salary.

MALDEF Communications Scholarship Fund
634 S. Spring St.
11th Floor
Los Angeles, CA 90014-1974

Provides financial support to Latino students enrolled in graduate or professional degree programs in communications, including print and broadcast journalism.

National Association of Hispanic Journalists
1193 National Press Building
Washington, D.C. 20045
(202) 662-7145
www.nahj.org

Scholarships ranging from $1,000 to $5,000 are awarded each year to students interested in pursuing careers in the media.

Print Resources:

Financial Aid for Minority Students in Journalism and Mass Communication
Garrett Park Press
PO Box 190
Garrett Park, MD 20896
ISBN# 0-912048-84-0

ACP Guide to Internships at the Top Newspapers and Magazines
Associated Collegiate Press
2221 University Ave.
Suite 121
Minneapolis, MN 55414
612-6258335
www.studentpress.org/internships

Student Guide to Mass Media Internships
Intern Research Group
Box 52
University of Colorado
Boulder, CO 80309

Lists internships available at newspapers, magazines, and radio and television stations across the United States.

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Media: A Minority Perspective

On, In, and Behind the Scene

BY JEFF SIMMONS

Evelyn Martinez darts across New York City in her television station's sparkling white Chevy, the car's press plates signaling her purpose before she can even scoop up her video camera from the trunk.

One day, she covers the daily media conference with Mayor Rudolph Giuliani. The next, she is anxiously positioned outside a courthouse awaiting attorneys in a high-profile case. She's a fresh, young face among a band of seasoned veterans, camera operators and reporters alike.

At Martinez's non-union station, *New York 1 News*, reporters often serve as videophotographers too. Despite the frenetic pace and rugged chores, Martinez dresses sharply each day, and rarely if ever loses her cool.

"I am nosy," she announces, when asked why she has selected this career route. "I love to know everything that's going on. I like to talk to people and eventually present their story in a fair way so the viewer can see both sides of the story and decide what is right."

At 31, Martinez is breaking into a business that long ago she doubted would easily allow her entry because of her ethnicity, and her gender. "I thought it would be really hard," she admits, suddenly becoming more animated. "But if you turn on the television now, you see a lot of Latino women. The scene has gotten better, but it is still slow."

Window Dressing

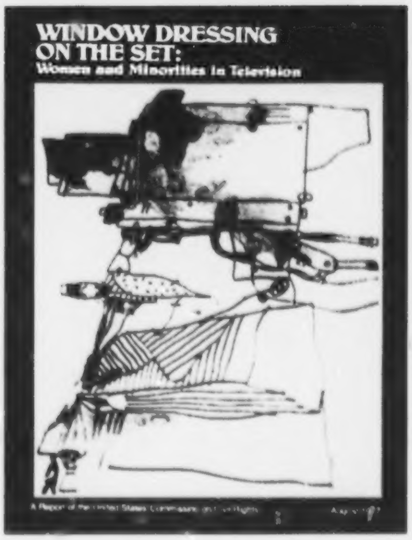
Twenty-two years ago, a federal study of a sample group of network television news correspondents concluded that a mere three and a half percent were minority women. And of that group, none was Hispanic.

The report, *Window Dressing on the Set: Women and Minorities in Television*, revealed that "Minorities and women rarely appeared as newsmakers and furthermore, rarely served as correspondents" and that "minorities and women were considered to be neither significant nor important."

The face of network television reflected the largely white face of local television as well at the time, although the report discovered that in the major markets, television news was being delivered increasingly by minority and female correspondents and anchorpersons.

That report, by the United States Commission on Civil Rights, spotlighted a disturbing trend that many expected would be addressed in the coming years. But now, 22 years later, it appears that while there have been gains, they have been moderate at best, and that the media workforce—not just television but radio and print—remains a largely White workforce.

A 1999 survey of the newsroom workforce by the American Society of Newspaper Editors disclosed in April that the number of minority journalists rose by only-one-and-a half percent since the previous year, now at 11.55 percent. And that the number of Hispanic journalists had "remained virtually unchanged," remaining at 3.46 percent of all working print journalists.



WINDOW DRESSING ON THE SET:
Women and Minorities in Television

A Report of the United States Commission on Civil Rights

When it came to women, the numbers were similarly small. The ASNE survey found that women on daily newspaper staffs amounted to 20,325, with minority women numbering 2,920, or only 14 percent. Says ASNE president Edward Seaton: "We wish that the number of minorities in newsrooms had increased more."

He added, in his statement, "Newspapers can't do business any more if they hope to present an accurate report of the increasingly diverse communities they serve. It will take unprecedented urgency, money, commitment, coordination, and advocacy."

Advocacy still remains strong and appears to be growing with each study. The National Council of La Raza noted in one report that Latinos are almost non-existent in the news media, hold few "gatekeeper" positions in network news operations, and are highly underrepresented as correspondents and anchors.

At the same time, La Raza pointed out that coverage of issues involving Latinos was similarly skewed, and not in their favor. The majority of stories focused on crime, immigration, welfare, and affirmative action.

"Hispanics are virtually invisible in the news media," says Lisa Navarrete, deputy vice president for public information at La Raza. One recent analysis, she said, found that there was only one Hispanic in the top 50 television correspondents in the nation.

"There is no question that there has been an increased interest in the Latino community," she says. "However, if you look at the numbers, they are still very, very bad. Newspapers are doing a much better job than television going out and recruiting and hiring minorities, but it's still not where we'd like it to be."

Trailblazing

Maria Hinojosa first wanted to be an actress, but let go of that dream after one too many rejections. So she became involved with a local radio station at Columbia University in New York City, where she spun Latin tunes and interviewed Latino personalities.

"That was my first experience, and it was all live," she says. "It was just what I wanted to do."

She stuck with it, and now Hinojosa can be heard on National Public Radio and seen on the Cable News Network (CNN). Her success speaks to a drive and enthusiasm that has quashed her initial insecurities, ones in which she worried about others questioning her motivations for suggesting Latino-oriented stories.

In 1985, Hinojosa became the first Latino hire at NPR's headquarters in Washington, D.C. The then-assistant producer swallowed her fears and pitched stories for her show, a news program called ***Weekend Edition with Scott Simon***.

"Being the first Latina there, there was nobody I could bounce these ideas off of, and I was feeling out of place. It was a real challenge to me because I would force myself to believe that what I was going to say in a story proposal meeting was important, even though I was questioning myself. 'Is this right? Maybe I should just be quiet.' I forced myself to swallow that insecurity."

"Inevitably, nine times out of 10, people were interested in hearing the stories," she says. But she recalls one awkward experience, when a popular NPR personality approached her after one segment and said, "Weren't you terrified to be in those neighborhoods?"

"I said, 'No. I've lived in those neighborhoods.' What happens is people forget that we have different experiences that depend on our relationship to how we grew up." The rewards for her drive came almost immediately: the show won a number of awards that first year.

Maria Hinojosa, CNN

Hinojosa, five years later, moved to NPR's New York City office and carved out a beat covering youth issues and diverse communities. "I wasn't afraid to go into communities that other reporters were afraid to," she says. "My deep interest in getting those stories told weighed much more heavily....I always wanted to find a level of humanity in whoever I was interviewing."

Perhaps, she says, the most disturbing assignment she undertook was to infiltrate a skinhead supremacist group in rural Pennsylvania, one in which she met with a group privately and became friendly with some its members. In one interview, she asked her subject, "What would you say to me as a Mexican immigrant?"

His response, she recalls, was "Well, just because I like you, I can give you this piece of advice: You should leave the country and go back home, because the face wars are going to happen, and you don't want to be killed."

Hinojosa, who joined CNN two years ago and reports on urban affairs issues, is paired with a Latino producer, Rose Marie Arce, an accomplished award-winning journalist with both a print and television background. Both often speak on panels to budding journalists.

Arce occasionally is questioned about diversity efforts by media outlets and believes they have become "somewhat hollow."

"I'm not sure why," she admits. "Perhaps there hasn't been an appreciation for why diversity is important. There used to be a combination of guilt and pressure to look good. But that pressure has subsided. It would have been more substantial if they felt it was important to have diversity because it produces better journalism."

Arce and Hinojosa say their teamwork provides a unique Latina voice in the business.

"Those of us who are committed to being good journalists and who are committed to telling untold stories have a huge responsibility to tell young journalists of all backgrounds, and in my case that's young journalists of color and Latinos, that what will make them the best journalists possible is to **not** become like everyone else," Hinojosa says. "Remember that being different and unique is a powerful thing, and don't silence your voice."

The voice of Hispanic journalists has grown louder. Membership in the National Association of Hispanic Journalists has grown to more than 1,600 since it was founded 18 years ago, and it has stressed diversity as a goal and studied trends to alert members to troubling patterns.

One recent survey found that only 112 of the roughly 12,000 news stories produced by network news programs focused on Latinos or Latino issues in 1997. That represented a 25 percent drop from the previous year.

That study showed that Hispanics represented just under one percent of the country's network news stories, even though Hispanics represent about 10 percent of the nation's population.

The Washington, D.C.-based group focuses attention on addressing such concerns, while helping Hispanics in the news media industry. Each year, it brings together journalists from radio, print, and television at a convention, at which a job fair is a key attraction.

"We have a lot of participation from broadcast and print to interview members and convention attendees—and not just those looking for jobs but those who want to network and want people to track their careers and remember them when opportunities come up," says Nancy Baca, the NAHJ's president.

This year, the NAHJ will be one of four minority groups to participate in the UNITY '99 conference in Seattle in July. During the last conference in 1994, more than 6,000 journalists attended. It's a conference in which journalists can not only network but share experience and learn what works and what doesn't work in the media market.

Leaders discuss diversity issues, how many newsrooms often talk about achieving more ethnic diversity but have diminished such efforts. Additionally, there are seminars to teach members everything from management skills to dealing with office politics.

In her role, Baca has been able to notice trends on where Latino women have assumed more positions, and more positions of power, in the media. While she has more often seen a Latina by-line or a Latina face bringing viewers the news, she has not as often heard the Latina voice on the radio.

Often, progress hinges on geography. Larger urban markets are not alone in providing greater opportunities for minority women. Media outlets are studying demographics more and are striving to reach out to communities that have become less White and more diverse.

"I have noticed in Albuquerque over the last four or five years, they have hired more Hispanic females in this area than I've seen in the entire time I've lived here, which is all my life," Baca says.

Baca, who is now a features editor at the *Albuquerque Journal*, said the working environment for minority women journalists can be tough because of a lack of minority women mentors. The pay also is not an encouraging incentive, particularly in newspapers.

"Some people leave the business altogether to get jobs that pay more, so that's one reason [for low numbers of minority journalists]," she says. "People aren't sticking with it long enough to get management positions. Maybe some feel the openings are limited; they feel they aren't going to get promoted. Hispanics are not getting promoted in some places."

Elizabeth Llorente has been a reporter at *The (Bergen) Record* in Hackensack, N.J., for the last decade. She has not set her sights on a management position. Instead, she has crafted a career out of a beat that has won her considerable notoriety and acclaim in the state.

Elizabeth Llorente The (Bergen) Record

Llorente, who is of Cuban descent, covers immigration issues for the state's second largest daily newspaper. Originally, when the native New Yorker was offered the position, it was framed to reflect a positive, fluffy premise: covering immigrants who realized the American dream.

But Llorente, who earned her stripes reporting on town hall politics, diplomatically accepted the job and then maneuvered her coverage into an untapped area in the region. She reported on the changing communities in Bergen County, one of the most populous in the state, researched issues of importance to new immigrants, and brought global issues into her readers' living rooms.

"I was determined not to make this into an 'American Dream' beat," the 38-year-old says, "because that's not the whole story of immigration in the United States. The other part is the hardships that many immigrants face. That includes discrimination, abuse—to the daily struggle of trying to reestablish your identity and your life in a foreign culture and with a foreign language."

Her gamble paid off. Her pieces often are splashed on the front page, and she has won growing support from her bosses, who recently assigned reporters to assist her and follow up an explosive series of stories on abuse. She was named one of the country's up-and-coming Hispanic journalists by *Noticias del Mundo*, and has won local, regional and national awards.

The New Jersey Press Association named her the Journalist of the Year in 1996, the first time the award was handed to a minority.

Llorente views her role not as an advocate but as a storyteller. At the University of Missouri, she says, she was the "best gossip," someone always curious about why things were. She says that even then, as now, she wanted to understand as many different perspectives as possible.

"That is a skill you develop when growing up with two cultures and two languages," she says.

But she disputes contentions that ethnicity offers an immediate edge on hiring. "I think that being a minority is overestimated as an advantage by non-minorities. It will help you as long as you have the talent, too."

She says that despite the low visibility of Latinas in the workplace, she has always been a "workhorse," someone who set her sights on a career in journalism. "I have ink in my blood," she says. "I see it as a part of me, like my brown eyes, like my last name, Llorente."

Sobering Assessment

While a number of minority journalists persevere, many leave in disgust, citing a lack of encouragement, pay equity, mentors, and opportunities. One study offered a sobering assessment of the newsreel environment.

A 1993 survey by the Associate Press Managing Editors discovered that a third of all journalists were dissatisfied with their jobs, an increase from seven years earlier, when a quarter of all journalists were displeased.

Mercedes Lynn De Uriarte, who teaches journalism at the University of Texas in Austin, says that studies have shown that almost half of the journalists with graduate degrees are not happy with their work, and even more minorities, 62 percent, are displeased; 16 percent of those wanted to leave the profession altogether.

"When you have figures that show that as recently as 1993 there is a lot of job dissatisfaction among journalists who are probably the most sought-after of journalists, it's going to be hard to diversify," she says.

According to the journal, *Journalism and Mass Communication Educator*, 10 percent of all bachelor's degrees were received by African Americans, and six percent went to Hispanics in 1997. Six percent of all master's degrees went to African Americans, and three-and-a-half percent to Hispanics.

The figures can be interpreted to show that corporations shouldn't be singled out for failing to advance diversification in the workplace. "I have trouble blaming corporate America as the bad guy in this situation," De Uriarte says. "Some of the blame has to be meted out to journalism education" because "if you don't train them, then you can't hire them."

Such training begins in the lower grades, when many students aren't treated to extracurricular activities like school newspapers or television production studios. Often, she points out, schools don't provide journalism classes.

At college comes the realization that the salaries for journalists, especially those just beginning in the business, aren't lucrative. Many students are dissuaded from pursuing a career in journalism by the responsibilities of paying off college loans. And often, De Uriarte points out, internships are unpaid.

De Uriarte also faults diversity efforts that focus primarily on "genetics" but not intelligence.

"Everybody is defining diversity as if by virtue of somebody looking different you are going to get a different product and it's going to do a better job. But if you don't have intellectual diversity, you are not going to have much difference."

That diversity, she says, is "people who do not at all think alike nor who are forced to define newsworthiness in the same ways by newsroom editors." She adds, "The industry is going to have to look at a number of challenges in ways that are more creative than they have been in the past, and there are some indications they may be ready to do this."

The Changing Market

TV Guide recently hired Chiqui Cartagena as a consultant to reach out to Latina readers and viewers. Since last November, the 37-year-old has been developing projects for the Hispanic community. She is a voice behind the scenes but will inevitably chart the magazine's future in public.

"They wanted me to help them understand the needs of Hispanic TV viewers in the United States and abroad," she says, "and to do an overall cost analysis of how *TV Guide* currently serves those needs, and how we can improve them."

Cartagena sees this as a sign of progress in a field where progress has been slow. She has worked in television, newspapers, and magazines for more than a decade, and has seen newsrooms with little diversity. The Latina faces have become less visible with each step up the corporate ladder.

"My experience has been more of being the only Latino at the table when working for American corporations and often the only voice striving for coverage of Latino issues," she says, pausing. "Often when I get hired by big corporations, I am the highest ranking Latino at that corporation."

She says she has not minced words, at the risk of being perceived as an advocate. Often, she says, more "jaded" professionals view her as armed with an agenda that won't meet the needs of their wider audience. She says she's watched others navigate this avenue and often struggle to explain a story's or issue's relevancy.

"When I get that reaction, my work is much more difficult to get done," she says.

That scenario has changed in recent years. She last worked for *People en Español*, where she was a senior editor. In recent years, she has noted a growing awareness of the growing Latino community in the nation and a newfound respect for what she, as a Latina, brings to the table.

"I see myself as one of those frontier women in the sense that bringing me on and more like me is a step in the right direction, and I think corporations are realizing they need more voices around that table," Cartagena says.

Minority journalists, educators, and experts who have studied trends involving minorities in the media, and Latinas breaking into the business, say that the future will look only as bright as the views of the corporations that run media outlets. They say that decisions to improve diversity must be well thought out and that there must be a concentrated focus on improving diversity for all the right reasons, not simply to play a numbers game.

At the same time, budding journalists have to understand their mission as well from the start.

"I think a lot of young Latinos who want to get into the media think that the only way they'll be able to succeed is by silencing their uniqueness as opposed to bringing that perspective into the newsroom," Hinojosa says.

Martinez, who admits that she's still got much to learn, says she's a fighter. She's already working in the No. 1 market, though at a small station, where she's able to learn and grow. "We need to push a little more," she says. "If someone says to me, 'You're not right for the job,' I go somewhere else. I don't just give up."

Numbers and Percentage of Minorities by Race and Job Category, 1999

	Blacks		Hispanics		Asians		Native Americans	
	No.	%	No.	%	No.	%	No.	%
Supervisors	582	20	352	18	194	15	58	24
Copy/Layout Editors	523	18	303	16	269	21	32	13
Reporters	1,573	53	917	48	563	45	121	50
Photographers	275	9	332	17	239	19	30	13
Totals	**2,953**		**1,905**		**1,264**		**241**	

Source: ASNE 1999 Census

Hispanic Education Action Plan

Advocates Applaud Plan...But Propose Fine-Tuning

BY INÉS PINTO ALICEA

Latino education advocates are lauding a White House initiative to significantly boost funding for several federal education programs aimed at improving educational opportunities for Hispanics and lowering the Latino dropout-rate, but the advocates expressed concern that not enough is being done to assure that those programs will better serve Latinos.

The initiative, formally called the Hispanic Education Action Plan, was designed to increase funding for federal programs that already serve large numbers of Hispanics, such as Hispanic Serving Institutions (HSIs), and to make sure that programs such as Head Start and TRIO, a group of programs designed to help disadvantaged youth get through school and move on to college and beyond, reach more Hispanics, said Jonathan Schnur, associate director for domestic policy for Vice President Albert Gore.

Vice President Al Gore at LULAC function for Hispanic Education Action Plan

"To help these kids, you have to strengthen the institutions where these kids are," said Schnur.

While Latino advocates applaud the effort, which started in 1998 with an increase in funds for many federal education programs and is being supplemented with an additional big increase in federal funds for fiscal year 2000, these advocates say that more needs to be done and more effort needs to be expended.

"The plan is good at getting to issues affecting the academic progress of Latinos, but it's shortsighted because it does not go far enough," said Gumercindo Salas, vice president for governmental relations at the Hispanic Association of Colleges and Universities. Some of the areas that still need to be addressed, he said, include strengthening federal vocational and technical education programs to better serve Latinos, improving programs that encourage Latinos to pursue higher education beyond the bachelor's degree so that Latinos move into college faculty positions, and significantly increasing funding to HSIs.

"They increased funding for HSIs, but they need more because they are training so many of our young people," said Salas. "The money [$28 million in fiscal year 1999] that was targeted will not be quite enough because we have so many colleges and universities [133 community college and four-year institutions that are designated as HSIs]."

The Hispanic Education Action Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, titled *No More Excuses*, and to the earlier recommendations in the report of the President's Advisory Commission on Educational Excellence for Hispanic Americans, titled *Our Nation on the Fault Line*.

"The message of this initiative is clear: We want Hispanic Americans to be full partners in America's prosperity," said Vice President Gore of the initiative. "America's future prosperity depends on our ability to provide a sound education to all of our children. The president's Hispanic education initiative will offer Latino students a better chance to develop their full academic potential so they can contribute the full force of their talent to the success of America in the 21st Century."

The Hispanic Education Action plan was launched in the fall of 1998 when Congress approved $520 million in increases for the fiscal year 1999 for the following federal education programs:

Title I	301 million
Bilingual Ed	26 million
Adult Ed	24 million
Comprehensive School Reform	25 million
TRIO	70 million
HSIs	16 million
Migrant Ed	49 million
Equivalency Program (HEP)	14 million
College Assistance Migrant Program(CAMP)	19 million
Migrant Youth Job Training Program	5 million

In addition, two new programs, Gear Up (a support program for students in college) and Teacher Recruitment and Training (which improves training for teachers dealing with bilingual and multicultural students) received funding. Moreover, the early childhood program Head Start was later given a boost in funding.

The programs that will receive the increase generally do not designate benefits according to ethnic or racial categories; rather, they target students or schools according to poverty levels or to meet specific challenges, such as schools with large populations of students who speak little English or schools with high dropout rates. The White House noted that a large number of Latino students would qualify for all of the programs under these standards.

About 14 percent of the school-age population is Latino; by 2020, the proportion will grow to about 22 percent. Only 21 percent of Hispanic three-year-olds are enrolled in preschool programs compared with about 40 percent of Whites and Blacks. Latinos also have had the highest dropout rate (more than 30 percent) of any major ethnic group in the country since 1988. Moreover, about 75 percent of the students who are classified as limited-English proficient are Latino.

"These funds are not going specifically to the Hispanic community, but a big chunk is going to Hispanics," said Alejandro Cabrera, a spokesman for the vice president. "This is a priority for the vice president. He is aware of the high Hispanic dropout rate."

While Roberto Rodriguez, school reform coordinator for the National Council of La Raza, an Hispanic advocacy organization, praises the White House effort, he said that he believes it has a number of shortcomings that need to be addressed.

"Some of these programs do serve high numbers of Latinos," said Rodriguez. "But there seems to be no system that accounts for making sure that the money is getting to Latinos."

Roberto Rodriguez, National Council of La Raza

Rodriguez cites the TRIO programs as an example of federal largesse failing to reach a significant and growing portion of the U.S. population—Latinos. The TRIO programs were created to serve disadvantaged children and youth by providing intervention services, such as outreach to school dropouts, to increase secondary school completion rates, and to provide disadvantaged students with support services as they strive to complete postsecondary education. Two big components of TRIO are Talent Search, which provides counseling and other services to students in 6th-12th grades to help them complete high school and enter college, and Upward Bound, which provides participants aged 13 to 19 with skills to succeed in postsecondary education. According to National Council of La Raza, Latinos comprise about 30 percent of all poor children, yet only about 16 percent of the TRIO participants are Latino.

"We're looking at ways to try to make it more responsive to Latinos," Rodriguez said.

Despite the shortcomings of the federal programs, the administration seems determined to forge ahead. In addition to the $520 million that Congress agreed last year to give these different programs, the administration has asked for another increase of $480 million in fiscal year 2000 to further expand the reach of the Hispanic Education Action Plan.

"It's important to sustain programs for all of America's youth," Rodriguez said. "I never would say we should work against increasing the funding. But without addressing the issue of how Latinos are served, you are missing a piece in [the plan] and its effort to boost academic progress in the Latino community."

Most of the proposed added spending—$320 million—would go into the $8-billion program known as Title I, the largest federal elementary and secondary education program and one that targets disadvantaged students. The money would be designated to strengthen basic reading and math skills and to raise academic standards.

Rodríguez said that Title I historically underserved Latinos because the federal government has not enforced a requirement established in 1994 that forces states to clearly outline how they will serve children who have limited-English skills. He would like to see states held accountable by explaining how much of the funds they are receiving are assisting limited-English-proficient children.

"We have yet to see the [Department of Education] improve in ensuring that the money is reaching Latinos," Rodríguez said.

The federal government estimates that about 32 percent of the students served by Title I are Latino, but it is difficult to say how accurate that number is since the money goes to entire schools, and without better accounting of how the money is distributed within the individual schools, it is difficult to pinpoint how many Latinos are actually served.

The administration's plan also calls for increases in federal funding for programs that train more teachers and improve instruction to help students learn English and master their basic academic subjects ($35 million), programs that assist college students from low-income families ($80 million), and programs, like HEP and CAMP, that assist the children of migrant workers ($44 million).

Salas said that politicians are just starting to pay more attention to the Latino community because the Hispanic population is growing so much and because Latinos are voting in larger numbers and exerting more pressure in the political arena. The Census Bureau projects that by 2009, Hispanics will surpass African Americans as the nation's largest minority group. Hispanics currently represent about 11 percent of the population.

"The White population is not growing fast enough to replace those who are retiring so [the politicians] will have to turn to Latinos," said Salas.

But Salas cautioned that even if Clinton succeeds in getting more funds for these federal programs and the federal agencies take more steps to effectively serve Latinos, who have traditionally been underserved under a number of federal programs, work still needs to be done.

"Implementation occurs at the state and local levels, and if you don't have Hispanics pressuring these governments to change the distribution system [of federal funds], these programs may not serve the Latino community," Salas said. "Even though the federal government intended to serve the Latino community, if that state board or Legislature [that distributes the money] is not sympathetic to Latinos, then the money won't go to Latinos."

GRANT CONTACTS

For additional information on how to compete for some of the grants that are open for competition, please contact the following offices:

U.S. Department of Education
Office of Higher Education Programs
600 Independence Ave. SW
Portals Building, Room CY-80
Washington, DC 20202-5335

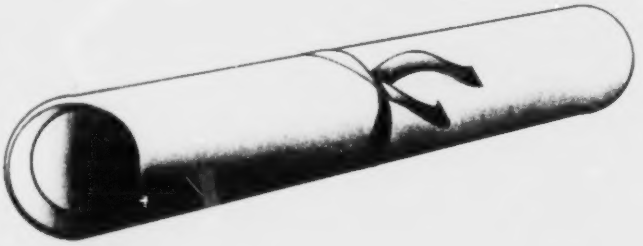
Bilingual Education
U.S. Department of Education
OBEMLA
330 C St. SW, Room 5082
Washington, DC 20202-6510

Migrant Education
U.S. Department of Education
OESE, Office of Migrant Education
400 Maryland Ave. SW, Room 3E227, FOB6
Washington, DC 20202-6134

TRIO Programs
(202) 708-4804
(202) 708-5545
(202) 708-5546

Adult Education
U.S. Department of Education
OVAE, Division of Adult Education and Literacy
330 C St. SW
Mary E. Switzer Building, Room 4413
Washington, DC 20202-7240

The Honor Roll



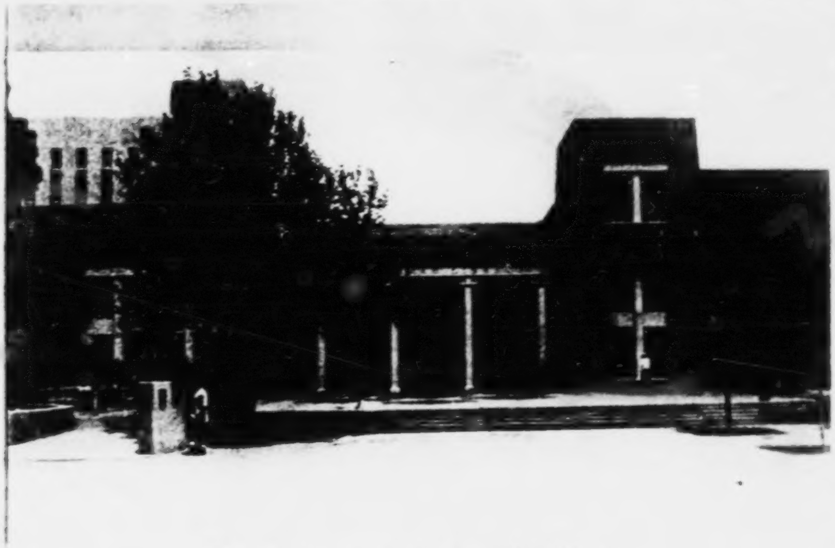
University of New Mexico

Hispanic Students Earning Top Scholarships

BY ROGER DEITZ

The University of New Mexico is an institution of higher learning where dreams come true for students of many backgrounds, in particular, a number of recently honored Hispanic undergraduates. This past semester, on March 25th, President William C. Gordon proudly announced that UNM student and Albuquerque native Juana Chamiza Atencio-Pacheco, a junior majoring in political science and economics philosophy, was named a 1999 Truman Scholar, as a result of a rigorous national competition. The prestigious scholarship carries a $30,000 award.

With this announcement, Atencio-Pacheco became the third UMN student selected as a Truman Scholar within the past two years. Last year, Manuel Montoya, who is also a Rhodes Scholar, and Fred Melendres were selected to receive Truman Awards.



Zimmerman Library at University of New Mexico

At the time of the Atencio-Pacheco announcement, Gordon said he was "extremely pleased" with her selection, and proud too of the earlier achievements of Montoya and Melendres. "This selection demonstrates once again that our students are very competitive globally. It also speaks very well for the quality of UNM's academic programs. For three of UNM's students to receive this honor within a period of only two years is truly remarkable."

Little did Dr. Gordon realize that a mere five days later, he would make yet another joyful announcement. On March 30th, UNM honors student Roberto G. Lopez, a sophomore double majoring in biology and economics, the son of Gerardo and Anna Lopez of Albuquerque, was named a 1999 recipient of the prestigious Barry M. Goldwater scholarship. Lopez, who will receive a two-year, $15,000 scholarship, is the first UNM student to be named a Goldwater Scholar since the program was established in 1986. Dr. Gordon found himself reflecting again on the success of UNM and on the achievements of these able students. He observed, "These are the most prestigious, most competitive scholarships there are. It is extremely difficult for a student to win any one of these highly regarded awards. We at UNM are very proud of our students and their enormous achievements."

Well, Dr. Gordon, we have another achievement for you to announce.... ***The Hispanic Outlook*** welcomes the University of New Mexico to our distinguished list of Honor Roll inductees. Congratulations to you, and to your wonderful institution.

These personal triumphs indicate that academically UNM is shoulder to shoulder with the best in the world. *US News and World*

BEST COPY AVAILABLE

Dr. William C. Gordon, University of New Mexico president

Report recently classified seven of UNM's academic programs among the top ten programs of their kind in the nation, with many more programs rapidly approaching the same level of recognition.

The University houses the only major research library in New Mexico, one ranked as the 49th-best in the U.S. by the Association of Research Libraries, and UNM manages—on the island of Maui—one of the world's most powerful supercomputers.

After planning that began in 1889, the University of New Mexico opened its doors to students in June of 1892. There were 75 students enrolled at the time, all pursuing college preparatory studies. By the fall of 1998, there were 23,744 students on the Main Campus in Albuquerque and an additional 6,497 in the University's three branch campuses, in Los Alamos, Gallup, and Valencia County; two graduate centers, in Santa Fe and Los Alamos; and the Taos Education Center.

The state's flagship university, UNM today is the largest of New Mexico's six four-year collegiate institutions. The main campus has the state's only schools of law, medicine, pharmacy, and architecture, and it awards 80 percent of the doctoral and professional degrees in the state. There are currently more than 92,000 UNM alumni, more than 52,000 of whom live in New Mexico. Today those include: one-third of the state legislature, one-third of New Mexico's lawyers, one-half of its pharmacists, one-fourth of its teachers, and one-third of its physicians.

The main campus and the branch campuses offer a total of 428 certificate and degree programs. More than 4,600 students receive certificates and degrees each year, and the majority of UNM students

Honor Roll Facts in Brief

INSTITUTION
University of New Mexico

LOCATION
Admissions
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-2446

ESTABLISHED
1889

ENROLLMENT
30,241 total

HISPANIC ENROLLMENT
26.9 percent

TOTAL DEGREES OFFERED TO HISPANICS
22.7 percent of all degrees
670 bachelor's degrees, main campus ('96-'97)
166 master's degrees, main campus ('96-'97)
15 doctoral degrees, main campus ('96-'97)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$2,242 Full-time, resident, undergraduate

NUMBER OF FACULTY
1,568 Full-time, 596 Part-time (Main Campus)
(92 Hispanic tenure-track faculty)

A FEW NOTABLE DEGREE PROGRAMS
Anthropology
Environmental Studies
Laser Optics
Latin American Studies
Native American Studies
Nuclear Pharmacy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Division of Continuing Education and Community Services
Latin American and Iberian Institute
Minority Engineering Program
Southwest Hispanic Research Institute

INTERNET ADDRESS
www.unm.edu

are found to remain state residents, strengthening the state's economy and improving the quality of life.

UNM is one of the state's largest employers, in the fall of 1997 employing approximately 18,600 people, including 5,200 students, with an annual payroll of approximately $334 million. The annual budget for the University rose to about $994 million in FY'98. It is estimated that employment-related activities and expenditures produced 28,900 additional jobs elsewhere in the economy.

UNM strives to meet the state's current needs through a combination of teaching, research, and service activities. The University plays an important part in the daily lives of many New Mexicans in so many ways. The school houses the state's only level-one trauma center, hosts more than 250,000 patrons annually at cultural events, and entertains more than 500,000 spectators each year at athletic events. In addition to graduate and undergraduate degree-seekers who come from the state and elsewhere, many New Mexicans find educational opportunities at the University. The University also offers them hope and a place to learn a great range of academic and life-improvement subjects.

According to University spokesperson Frank D. Martinez, UNM's Division of Continuing Education and Community Services has a long and distinguished history of reaching out to nontraditional learners and giving them an abundance of educational options.

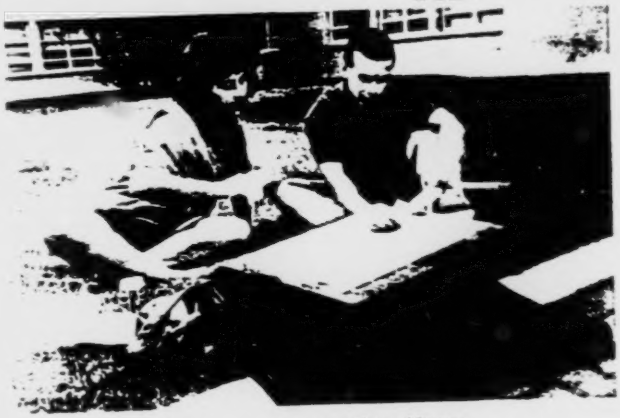
"No other component of the University of New Mexico affects the community as broadly as does the growing UNM Division of Continuing Education and Community Services," Martinez declares, adding that the division is often referred to as UNM's "shadow university." He says that the Division annually provides certificate programs, cultural events, and instruction in many topics, both serious and light, as well as other services, to some 35,000 people of all ages and backgrounds. This past year, the Division observed two very significant milestones: its 70th anniversary and its expansion into a new, 30,000-square-foot, two-story educational complex, located next to the Division's existing conference center. Jeronimo Dominguez, dean of the Division of Continuing Education and Community Services, predicts that the $3-million facility "will serve as an innovative and comfortable center that inspires life-long learning and community interaction." Dean Dominguez adds, "The new building is the result of the community's confidence in the division. The South Complex, as it is known, brings program and administrative offices together for the first time in six years." The South Campus houses Computer, Professional Development, and Personal Enrichment Program offices.

UNM offers more than 4,000 classroom courses. Its degree programs range from associate through doctorate. The University is nationally recognized for its programs in Latin American Studies, anthropology, photography, biology, nuclear pharmacy, laser optics, and environmental studies. The Latin American and Iberian Institute (LAII) is consistently rated one of the nation's top ten. The LAII publishes the *Latin American Research Review*. The Southwest Hispanic Research Institute is one of the long-term members of the Inter-university Consortium for Latino Research. In addition to an academic program in Chicano Studies, there is a major and research centers for Regional Studies, Spanish Colonial History, and Southwestern Studies. More than 128,000 degrees have been awarded since the school's inception. Today, UNM main and branch campuses offer 64 certificates, 67 associate's degrees, 143 bachelor's degrees, 98 master's degrees, 10 educational specialist certificates, and 49 doctoral and first professional degrees, including degrees in law and medicine.

The University comprises 11 degree-granting schools and colleges: Anderson Schools of Management; Architecture and Planning; Arts and Sciences; Education; Engineering; Fine Arts; Law; Medicine; Nursing; Pharmacy; and University College. Statistics from the fall of 1998 show that of the total of 30,241 students enrolled at all campuses and graduate centers; 42.7 percent came from underrepresented groups (10.9 percent Native American, 2.1 percent African American, 2.8 percent Asian, and 26.9 percent Hispanic). Total degrees awarded in 1997-97, on the main campus, were 22.7 percent Hispanic. UNM's distinguished School of Law and leading School of Medicine have a 25 percent enrollment of Hispanic students. The UNM faculty represent an exceptionally diverse range of academic disciplines, with some 88 percent of the 1,611 Fall 1997 full-time faculty on the main campus holding an earned doctorate or other terminal or professional degree. On the main campus in 1998, there were 92 Hispanic tenure-track faculty, or 10.4 percent of the group of professors, associate professors, and assistant professors. That gives UNM one of the highest percentages of Hispanic faculty in the nation.

An additional point of pride is the announcement this spring that UNM's Center for High Technology Materials (CHTM) was awarded $5.4 million in a nationwide competition. This is a five-year award in a Multidisciplinary University Research Initiative (MURI) competition for its proposal, "Deep Sub-Wavelength Nanolithography." Research is a high priority at UNM, and during FY'98, federal agencies, industry, national laboratories, foundations, and the State of New Mexico provided $175.9 million in contracts and grants for UNM-sponsored projects, ranging from engineering to medicine and education to the humanities.

Among UNM's outstanding research units are The Cancer Center, The New Mexico Engineering Research Institute, The Center for High Technology Materials, The Center for Micro-Engineered Ceramics, The Center for Non-Invasive Diagnosis, and the High Performance Computing Education Center. UNM is a Carnegie Research I university, one of 88 in the country, but one of only two in the entire nation that are officially labeled "Hispanic-serving institutions." UNM was the first research university to become a member of the Hispanic Association of Colleges and Universities (HACU).



Students at University of New Mexico

Media Women on Women in Media

BY ADRIANA MEUCCI

What motivates women to fight the odds and forge careers in the competitive and often cutthroat world of broadcast journalism? Is it the desire for fame and glamour, or the lucrative salaries that are often associated with this career choice?

Money is not what motivates Joanne Santiglia, the news director and anchor for Time Warner Cable's Channel 10 (located in northern New Jersey). Rather it is the love of working in the industry.

And working in TV or radio can be one of the most creative and rewarding careers for women. At least that was the sentiment when Santiglia and some of her colleagues spoke at a recent forum about women in media. The participants included Monica Pellegrini, co-anchor of the nightly *UPN-9 Sportscast*; Lynne Grasz, president of the New York City Chapter of the American Women in Radio and TV (AWRT), and Linda Moats, an engineer with WNJU-47, part of the Spanish language Telemundo television network. ***Hispanic Outlook*** also spoke with Gina Barroso, a reporter for WNJU-TV.

The group discussed career paths, the television industry, breaking into the business, and what it was like starting out in a field dominated by men. The women also shared their personal experiences, gave plenty of advice, and answered questions from audience members in attendance at the forum.

Mónica Pellegrini, who won an Emmy and an Associated Press Award for Sports Reporting, said she believes that all of the forum participants considered themselves journalists, but have chosen to explore different paths within the industry.

"Mine is particularly neat because I am a sportscaster," says Pellegrini. "When I started in this field nearly 15 years ago, there weren't a lot of women doing what I'm doing. I was a journalist, but I chose a man's branch of journalism to go into."

Pellegrini says that being a woman in the field was "quite difficult at times," but also "rewarding." She recalls the early part of her career, when she knocked on the doors of nearly all the TV stations in the North and Southeast, hoping to find someone who would give a woman an opportunity to cover sports. Her first break finally came when she landed a position at a very small television station in Zanesville, Ohio. Pellegrini persevered despite being screamed at every Monday morning by the station's general manager.

Gina Barroso WNJU-TV

"'You!' he would say," recalls Pellegrini, imitating the manager's antics. "'What do women know about sports?'"

But Pellegrini's sports savvy refuted the attacks by her boss. And her determination to break barriers and change attitudes about women sportscasters only fueled her ambition.

It also didn't hurt that the owner of the TV station was a woman, one whom Pellegrini believes helped keep her on the air.

"Women were sticking together at the time," she says. "If there was one woman behind me and 100 men who hated me at that time, at least that one woman had the power."

Joanne Santiglia, who began her career as a student at Seton Hall (N.J.) University, where she was a news director of the campus radio station, encouraged media students to gain experience at their own college radio stations.

"I think it's an excellent way to begin a career," she explains, "if you want to end up in news—particularly in TV news."

Santiglia said that more jobs are available in radio and it's an easier arena in which to begin a career. It is also not too difficult to make the transition from a career in radio to television. And jobs in television are not solely in front of the camera.

"I would encourage students to consider working behind the scenes as well, because that's where the interesting stuff goes on," says Santiglia. "That's where you can be in the field, meet newsmakers, meet personalities. That's where people will share their stories with you."

These "behind the scenes" people include Lynne Grasz and Linda Moats. Grasz, named one of 60 "Women in Communications" by WICI, Inc., is the president and CEO of Grasz Communication, a company she founded in 1991. She attended the University of Nebraska, and while a student there, she hoped to become an on-air reporter, but was frequently discouraged by others since at that time women were not on the air. But lacking female role models in the industry didn't stop Grasz from succeeding.

"In my entire career, I've never had a mentor. I've been my own mentor, or my friends have been my mentors," she explains. Any negative reinforcement she might have received was channeled into developing her writing skills and achieving career goals. After networking, interning, and making lots of sacrifices, Grasz began her career as a newspaper editor for United Press International in Detroit. She moved up to a variety of positions, including that of director of communications for CBS in New York City.

"If I could leave students with any advice, it's to take risks," said Grasz. "I look around and see who the successful people are—and they are all risk takers."

Linda Moats can be considered just that—a risk taker, fulfilling a job in the technical part of the field, where women have been underrepresented. After finishing college, Moats wondered how she could secure a job in this competitive industry. She was advised to obtain an FCC license and try entering the field as an engineer.

"Well, 21 years later, I'm still on that same road. And there have been a lot of challenges along the way. But it has been a wonderful and rewarding career, and although it's engineering ...it hasn't been just one-dimensional," says Moats.

When these women were asked about the most fulfilling aspects of their careers in television, the answers ranged from the ability to tell a good story accurately and on deadline, to achieving their best work and to being a good communicator.

Mónica Pellegrini also answered her share of inquiries about being able to enter the men's locker room after a game, to which she replied: "I'm in the locker room and I'm looking at my shoes all the time."

Monica Pellegrini, UPN 9 NEWS

In a separate interview, reporter Gina Barroso of the Telemundo television network and host of *Hispanic Horizons*, a public affairs show, spoke about her passion for her work. "I think I'm a privileged person to be able to work and do what I love.... Every day I learn something new," she says. "Every day is a different chapter in a book. It's never the same."

Lynne Grasz, Grasz Communication

Barroso finds that even when she covers the same types of stories, such as police brutalities, they are each unique. It is through the development of the human-interest side of every story and through the different people involved that each assignment takes on a unique angle. Moreover, this dimension keeps Barroso learning and keeps her job interesting.

But in general, Barroso, a five-time Emmy nominee, believes women are still treated like second-class citizens in the field. "We're still not allowed to age gracefully on camera.... You have to be a certain weight. You have to have a certain look. And, I think that men get away with a lot more," she says. However, she is hopeful that as more women are empowered behind the scenes and land such jobs as news director and producer, changes will be made in front of the cameras. Maybe that is when the public will be seeing not only more women on-air but older women in the forefront.

She also thinks that changes are already taking place in the field, such as a rise in the number of Hispanic women on television. "I think it's a good time for Hispanic women in general in this business," says Barroso. "But I think we also need more Hispanic people behind the scenes."

"I think it's a good time for Hispanic women in general in this business," says Gina Barroso, host of **Hispanic Horizons,** ***Telemundo TV network. "But I think we also need more Hispanic people behind the scenes."***

"Americanos" Debuts at Smithsonian

BY ADALYN HIXSON

Back in March, Time Warner announced that it had joined forces with actor and activist Edward James Olmos to create *Americanos: Latino Life in the United States*, a celebration of Latino culture through photography, film, music, and the printed word. And several prestigious companies from Time Warner's vast empire–Atlantic Records, HBO, and Little, Brown and Company, all collaborated on this national multimedia project, "which reveals pride and builds bridges among Latinos and others."

Under the direction of Olmos, more than thirty award-winning photographers fanned out across the country to capture the essence of Latino life at work, in church, at neighborhood playgrounds, on the streets of New York, and on the banks of the Rio Grande. Thousands of miles and thousands of photographs later, the result is a "breathtaking panaromic vision of America today–a place where latinos come in a multitude of colors, live a broad range of lifestyles, and contribute to American society in exciting ways."

Following an appearance at Cal State-Hayward, Olmos attended a reception hosted by The Pioneer Bookstore. He and co-author Lea Ibarra autographed copies of Americanos until after [illegible]

Americanos made its debut April 7 in the nation's capital, at the Smithsonian's National Museum of American History, with the formal opening of a traveling photography exhibition organized by The Smithsonian Center for Latino Initiatives, headed by Dr. Refugio Rochin, and by SITES, the institution's Traveling Exhibition Service.

Americanos, the exhibition, is accompanied by a music CD featuring an extraordinary lineup of Latino artists; a moving and thought-provoking documentary to air on HBO; and a book of portraits, essays, and commentary by many notable figures in the Hispanic community.

"*Americanos* has been a labor of love for me since I was introduced to the project several years ago," said Olmos. "We are indebted to Time Warner for having the vision to support an effort that honors the generations of Latinos who have helped make the United States as great and as strong as it is today."

As reported in past issues of *Hispanic Outlook*, Edward James Olmos is a community activist who dedicates substantial time to working on behalf of Latinos. Film and stage star Rita Moreno and musician Carlos Santana have worked extensively with him on a program to reduce school dropouts. Olmos is a scheduled speaker at more than 150 schools, juvenile institutions, and charitable events a year, often addressing young people directly with his persuasive motivational messages about pride and possibilities.

Time Warner Chairman and CEO Gerald Levin, in announcing the project, expressed his own pride in the support Time Warner's businesses are giving the project, calling *Americanos* "indicative of our commitment to the Latino community and to fostering a greater understanding of the important contributions made by Latinos to American culture."

The Olmos Connection

Olmos Productions Inc. has a vision–"to develop quality entertainment with socially relevant and educational content" and several missions: to document the experiences of Latinos in various media, including nonfiction documentaries, feature films, and photo documentaries; to create culturally diverse programming for network television, focusing on Latino, Asian American, and Native American works; and to increase the number of Latinos working in the entertainment industry by developing craftspeople from different disciplines.

The company began in 1980 with the production of *The Ballad of Gregorio Cortez*. Since then it has helped produce feature films such as *Stand and Deliver*, *Talent for the Game*, *American Me*, *Roosters*, and *Mirages*.

Olmos Productions is concerned over the high level of violence in our society and is committed to "doing its part" in addressing the issue. Accordingly, its documentaries include *Lives in Hazard*, which is about gang violence, and *It Ain't love*, which deals with date violence. These productions are two of a three-part series on violence in America and its impact on youth. The third documentary will center on gun violence.

Throughout its history, Olmos Productions has helped to produce hundreds of public service announcements. The company is also involved in extensive outreach projects in communities across the country, ranging from gang and domestic violence to AIDS awareness.

Photo© by Liliana Nieto del Rio

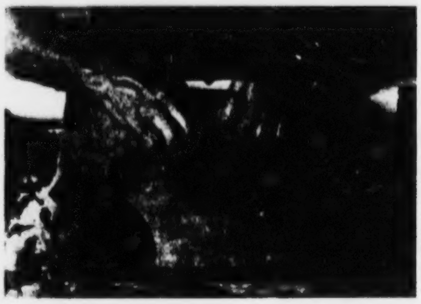
Since 1995, Olmos Productions has been located at the ABC Entertainment Center, and has contracted with ABC to develop diverse programming, including miniseries, sit-coms, and movies made for television, in what Olmos calls, "a significant step for the Latino community." Production of *Americanos* is another such step.

The Traveling Exhibition

The centerpiece of the project is the exhibition, which presents an intimate portrait of the Latino community through the work of 30 prize-winning photographers. The 120 photographs in the exhibition are organized around themes such as family, community, work, and sports, and attempt to reflect the breadth and variety of the Latino experience.

Photo© by Al Diaz

At the Smithsonian from March 27 through June 6, the exhibition next traveled to the Museum of the City of New York, where it will remain from September 15 through January 2, 2000. The next stop will be the Eiteljorg Museum in Indianapolis, January 22 through April 16, 2000. Additional tentative stops include Chicago and San Antonio, with 12 cities to be visited in a five-year period.


Photo© by Nuri Vallbona

Photo© by Jules Allen

"This important collection of photographs reveals people who are diverse in culture, color, ideas, and dreams, who share a common desire to make life better for themselves, their families, their neighbors and the nation," said Olmos.

Each of the six sections of the exhibition is introduced by personal statements written by prominent Latino writers or citizens. They include Carlos Fuentes, Julia Alvarez, Sandy Alomar, Jr., and Celia Cruz. The photographs address such issues as national origin, education, religion, economic status, and language.

The photographs commissioned for the exhibition were selected by a distinguished jury of photojournalists, including Pulitzer Prize-winners Michael DuCille, picture editor, *Washington Post*, and José Gálvez, director, Mexican American Cultural Art Center; Mark Hinojosa, director of photography, *Chicago Tribune*; and Liliana Nieto Del Rio, whose photographs appear regularly in the *New York Times* and the *Los Angeles Times*. Photos by Gálvez and Del Rio also appear in the exhibition.

Corporate support for the exhibition came not only from Time Warner but also from US West and from Farmer's Insurance.

Solomon D. Trujillo, president and CEO of US West wrote of *Americanos*, "My heart and my head both told me this was something people would love to see. In the West and across the nation, Latinos have made wonderful contributions to our nation's culture. Their depiction through photographs taken by the nation's best Latino photographers has great appeal.

"It's about community. It's about family. It's about dreams. And it's about pride."

Trujillo, who agreed to sponsorship over dinner with Olmos in Los Angeles, also said, "when you get Eddie Olmos and the Smithsonian working together, you know you'll get excellent results."

Americanos–the Book

Filled with bilingual essays, poetry, and commentary from exceptional artists such as Carlos Fuentes, who wrote the introduction, and Maya Angelou, *Americanos*, the book, also succeeds in capturing the astounding diversity and energy of today's Latino American communities.

The people gathered therein represent a wealth of Latino nationalities–Cuban, Panamanian, Puerto Rican, Mexican, Argentinean–and an incredible variety of experiences, including those of astronauts, musicians, veterans, cowhands, farmers, and White House staffers. Readers can look into the lives of such celebrities as Gloria Estefan, Andy García, and Tito Puente, as well as share in meaningful moments in the lives of everyday heroes.

Editors of the 176-page book are Olmos, Dr. Lea Ybarra, and Manuel Monterrey. Dr. Ybarra is executive director of the Institute for the Academic Advancement of Youth, at Johns Hopkins University. Ybarra has received many awards for her teaching, research, and community activities, including Hispanic Educator of the Year, the Rosa Parks Award for Outstanding Community Service, Hispanic Women Making History, and Business/Professional Woman of the Year.

Monterrey is a photojournalist. He began his career with the Associated Press in Washington, D.C., was assistant chief photographer for the *Journal Newspapers*, and was chief photographer and photo editor for *Black Issues in Higher Education*. Introduced in the spring, this Little, Brown and Company publication is available in hardcover and in paperback.

Americanos–the CD

Americanos: Latino Life in the United States–A Musical Celebration is "a journey through the myriad styles of Latin American music, including Latin jazz from Tito Puente and Eddie Palmieri, classic salsa by Celia Cruz, Afro-Cuban dance rhythms from Willie Bobo, Tejano swing by Flaco Jimenez (accompanied by Ry Cooder, producer of the Grammy-winning Buena Vista Social Club), raza rock from Santana and War, and more. Ruben Blades, Los Lobos, Pedro Luis Ferrer, Frankie Negron, Mark Ribot y Los Cubanos Postizos, and Ayuda a los Pueblos are represented.

Younger Latino artists are highlighted as well, among them the L.A.-based hip hop/rock and roll collective, Ozomatli, and Mexican American singer Lhasa.

Photo© by Antonio Perez

Photo© by Timothy Gonzalez

The album closes with "America the Beautiful," performed by Paquito D'Rivera, accompanied by the Orchestra of St. Lukes.

Released by Atlantic Records in association with WEA Latina, this compilation was produced by Steve DeBro.

To "celebrate the spirit of *Americanos*," a contribution was made by Warner Music Group to the Hispanic Scholarship Fund and the Hurricane Mitch Relief Fund.

The HBO Documentary

Conceived and co-produced by Olmos, and directed by the Oscar-nominated team of Andy Young and Susan Todd *(Lives in Hazard)*, *Americanos: Latino Life in the United States* features three- to six-minute profiles filmed in Los Angeles, San Diego, New Mexico, Illinois, Miami, New York, and other locations, focusing on Latino-American individuals or groups and the unique ways in which they express their culture and individuality.

The documentary makes the point that Latinos are not one nationality or one culture, but many.

It highlights the contributions made by Latinos to our country, emphasizing that we are a nation of diverse backgrounds.

Set to debut on HBO this fall, *Americanos* includes segments on a border patrol Agent Garvey, herself born in Mexico, now a naturalized U.S. citizen; El Vez, a Los Angeles entertainer who impersonates Elvis; honor student Jennifer, in East LA; social activist Luis in the Bronx; poet Mariposa, a third-generation New Yorker with ties to Puerto Rico; Cuban American physician Dr. Joe, treating the homeless in Miami; San Diego's taco shop poets; and renowned musician Carlos Santana, who says of the clash of cultures, "It's not Black or White–it's how deep or shallow you are."

Photo© by Paul Perez

The documentary also takes you to Dixon, Illinois, for the "17th Annual Midwest Lowrider Celebration of Culture"–a "feel-good family affair" featuring hundreds of "hoppers"–customized low-riding vehicles that jump up and down "like bunnies." And to Espanoloa, New Mexico, 40 miles north of Santa Fe, for a celebration of the settlement of the New World by the Spanish conquistador Onate, with horses, costumes, and mariachi.

Performance artists Guillermo Gomez-Peña and Roberto Sifuentes, of L.A., attack misconceptions about Latinos, exaggerating Latino stereotypes to make their audience feel what it is like "to be absurd, to be the 'other.'"

For HBO, executive producer of *Americanos* is Sheila Nevins; supervising producer is Nancy Abraham.

This story was compiled from materials provided by Atlantic Recording Corporation; Farmers Insurance Group; HBO; Little, Brown and Company; Olmos Productions Inc.; Smithsonian Institution Traveling Exhibition Service; Time Warner, and US West.

Good News for the Friends of Diversity

The Leadership Alliance at Brown University

BY TED OVIATT

> ***"While African Americans, Hispanics/ Latinos, and American Indians comprise 23 percent of the U.S. population, they make up only 4.5 percent of those holding scientific doctorates."***
>
> JEFFREY MERVIS, *SCIENCE MAGAZINE*

Every so often the friends of diversity take action, boosting the spirits of those of us who could otherwise remain dismayed by the anti-affirmative action climate that seems to dominate our lives as well as the news. Over the past seven years, The Leadership Alliance, centered at Brown University, has encouraged and supported the dream of graduate study for nearly a thousand students from the underrepresented minorities. This has been achieved by an auspicious link between "haves" and "have-nots," bringing together prestigious Eastern universities (including all of the Ivies), ten historically Black colleges, the University of Puerto Rico, and several tribal colleges in Montana.

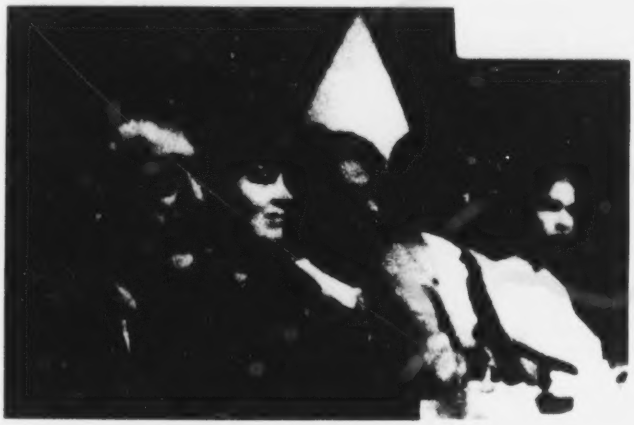
Happily, other "haves" from both the private and public sectors have jumped on the bandwagon and been financially supportive. Names like the Howard Hughes Medical Institute, the NIH (National Institutes of Health), and the NSF (National Science Foundation)—all public—have been joined by IBM, Citibank, Hewlett-Packard, and the Schering-Plough Corporation to work together to increase the number of underrepresented minorities in graduate school.

Sheila Rodriguez

To achieve this end, a consortium of twenty-five colleges and universities was formed in 1992. Given the national movement against "special" arrangements for minority candidates; which preceded the high profile cases in Texas and California but was evident even then, the focus would be on graduate research opportunities for African, Hispanic, and Native Americans. While the relatively brief period of affirmative action had increased significantly the numbers of these minorities in colleges and universities, the playing field could not and still cannot by any means be considered to be level.

Indeed, the bumps in the field are perhaps best revealed at the graduate level, where a serious shortage of underrepresented minorities exists. The numbers, especially in scientific research, lag far behind those of Whites and Asians—in many cases so far behind as to be statistically negligible. Jeffrey Mervis, writing in *Science Magazine* for August 28,1998, calculated that "while African Americans, Hispanics/ Latinos, and American Indians comprise 23 percent of the U.S. population, they make up only 4.5 percent of those holding scientific doctorates."

Sadly, efforts to increase these numbers have recently been blocked in the courts, which have



Leadership Alliance Conference, Washington DC

1383

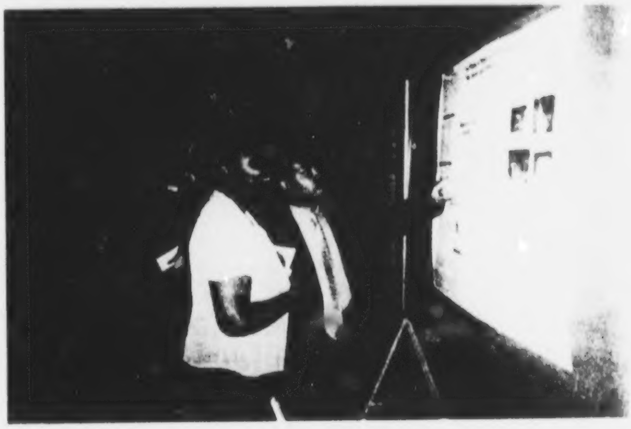
found such "affirmative" action to be discriminatory at the expense of majority students. The Mervis article, entitled "Wanted: A Better Way to Boost Numbers of Minority Ph.D.s," reported the end of an NSF program that "reserved a portion of its prestigious graduate research fellowships for minority students seeking to launch a career in science."

NSF had held a separate competition for underrepresented minorities, thereby reserving 15 percent of its 900 fellowships for minorities. The decision to abort the program resulted from a White student's lawsuit claiming that the separate competition was discriminatory.

This desire to put the gears of progress in reverse had also reared its head in California when the university Regents followed the wishes of the voters, who had passed Prop 209, and the "set-asides" of affirmative action were discontinued, first at the graduate level, and now at the undergraduate level as well. Likewise, in Texas, the *Hopwood* suit has reversed 40 years of progress for civil rights and poses the threat of "resegregation" in Texas, according to the university president.

"These setbacks hurt our people, our schools, and our science. We want to see the same opportunities for everyone; we want the richness that diversity brings to our schools; and in an area that is seeking cures for cancer, AIDS, and other equal opportunity killers, none of us wants to bypass any potential prize-winning scholars!"

Hence, The Leadership Alliance has placed its emphasis on preventing the loss of talent by finding it early—to increase the scope of choice for the able minority student and to tap a neglected pool of potential problem-solvers for society at large. In 1992-93, the Alliance's Summer Research Early Identification Program came into being. Nine weeks of mentoring at 15 research institutions were fully funded for qualified minority students, who gained not only from the knowledge and the contacts but also from the opportunity to have the hands-on experience that tells us if this is the kind of work we are going to enjoy. A medical student who never considered research as a career could find either that he or she preferred this exciting endeavor of working directly with patients, or that research was not his or her cup of tea.



During more than forty years of teaching, I have seen more than just a few young people who thought they wanted to teach–until they faced a class of students. Internships in research as well as other fields will give students a feel for the proposed task, "allowing them to become better able to commit to an auspicious future," says Barbara Gabriel, writing in *Latina Style* magazine (July/August 1998). In an article entitled "Enterprising Interns," she suggests that "the decision not to do an internship is becoming a luxury that most professionally bound Latina college students cannot afford. With an increasing number of people obtaining undergraduate degrees, it's more important than ever to make yourself stand out from the crowd of new graduates that hit the employment market each year."

One current Alliance fellow, a biology major at Morgan State, relates especially to the resume-enhancing aspect of her internship. Kiana Brunson, of the Class of 1999, says, "This gives me opportunities to advance, to go a step above, to have an internship experience and a research experience. Graduate schools want to see people who've gone a step beyond just going to class."

Individual successes and perceptions show that the improved environment and expanded opportunities provided through the Leadership Alliance really work for the students. Sheila Rodriguez, a Brown psychology major of the Class of 2001, used the Early Identification Program internship as a smooth transition to Brown's Ivy environment. She says, "I got into the SR [Summer Research]-EIP before I got accepted into Brown. It was very convenient—the summer program was great training for Brown. I'm the first one in my family to go to college, and I want to go as far as possible. I have to take the opportunity."

Wayne Wilson, a graduate student in religion, became interested following Brown's summer program and ended up working with prize-winning novelist Toni Morrison at Princeton. Wilson, whose mentor at Brown was John Reeder, professor of religious studies, adds, understandably, just a dash of preaching to his enthusiastic testimony. "The ongoing relationship with my faculty mentor is the most powerful part of the SR-EIP program, plus the fact that the program was an integral step toward thinking beyond a master's degree. Without that change in mindset, I wouldn't be here. The SR-EIP said there is a broader future, and not only that, but there is a support network and a committed leader in Jim Wyche [the executive director of the Leadership Alliance, who has guided the original consortium through its steady growth to the present day], who has dedicated himself to see this happen. With all of the affirmative action backlash, it's imperative this continue and for me to join in—there's no choice."

An Alliance publication, written by Linda J. P. Mahdesian, quotes an equally enthusiastic Frank De Silva, a graduate of Morehouse College now in his fourth year of graduate study in biology at Brown: "I was previously heading in an M.D. direction, but research showed me a new way that's more exciting to me. The Leadership Alliance is more than just showing me what science is all about. It's also given me a lot of support. Being a minority in a predominantly White institution at times gets somewhat lonely. A lot of professors here are very understanding of that—both Black and White professors. I've gotten a lot of support and encouragement here that I didn't expect to get. It made the transition much easier and more comfortable."

Reflecting the same commitment and responsibility shown in Wayne Wilson's "imperative" to join in, Latasha Wright from Tougaloo College in Mississippi, who spent a summer at Johns Hopkins, agrees: "We need to be examples; we need to be role models. We need to show other young people that we can do this." Latasha is a doctoral candidate in cell and molecular biology.

Perhaps the most glaring absence of role models due to a lack of academic opportunity is found among Native Americans. Billy Mills, the gold medal winner from the Tokyo Olympics, might be the only national hero known beyond the Native American community—hence the inclusion of seven tribal colleges in the Alliance program. Richard Little Bear, vice president of Cultural Affairs at Dull Knife Memorial College, has been pleased to see this image-changing opening to graduate study for his students. He says, "I think the membership of the tribal colleges will help balance The Leadership Alliance. We fall into self-fulfilling prophecies by thinking that Native Americans aren't supposed to be scientists and mathematicians. This is one way to get out of that stereotype. We've fallen behind on a lot of these disciplines because we don't have that access to networking, to information, to funding. We need to get more of our students interested in the various sciences."

One such student is not only interested but off to a great start. Dion Tang, a junior at Montana State University-Bozeman majoring in Natural Resources, participated in the EIP at Dartmouth in 1996. Of his experience he states, "The Alliance developed my awareness of the basic needs and goals of indigenous people and helped me assert myself in higher education and culture." Tang is the president of the American Indian Club and also of MSU's chapter of the American Indian Science and Engineering Society. The recipient of a student leadership award, he has also spent the last two summers working on the Northern Cheyenne Reservation, where he has had the chance to be a positive role model for his community.

The work of the Alliance is filling a tremendous need in making graduate opportunities available to future role models for minority youth. It would be easy for Black, Hispanic, and Native American youngsters to interpret today's anti-affirmative action legislation and discouraging court decisions to mean "We don't want you!" In fact, minority applications dropped at California colleges when Prop 209 was enforced.

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Jim Wyche, the Alliance executive director, has noticed an encouraging change in just a few years. "It gets pretty lonely to go to professional meetings and have [only] a few people of color as colleagues," he says. "What I now enjoy is seeing student members of my own professional society—the American Society of Cell Biologists—and know that their presence is a direct result of this program." He points out that during the last two years, forty-five Alliance alumni, with Ph.D.s under their belts, have become full members of the ASCB.

"There haven't been forty-five people of color in the last hundred years in that group—so already there's been a change in the landscape in a short amount of time."

Having attended Williams College (1,200 students in 1955), where it was easy, and common, to have coffee, engage in casual discussions, or just play ping pong with distinguished professors who published, did research, and counseled presidents and foreign governments, I took a lot for granted—not realizing that at a large university, and at many smaller schools, this close and casual contact is difficult to achieve and therefore rare. Making such opportunities available to minority candidates is a wonderful experience that can never be measured and might often be overlooked when the advantages of the Alliance are enumerated.

This plus, however, has not been lost on Stanford Carter, Jr., of Morgan State's Master of Science program. "There I was, sitting next to Tom Pollard, the president of the Salk Institute," he says. "We were talking baseball and about his time at Johns Hopkins. He took me through his whole life story."

Carter, an accomplished athlete, compares the Alliance experience to a baseball training camp. Meeting leaders in the field like Pollard and working with his Morgan State mentor, Dr. T. Joan Robinson, dean of Computer, Math, and Natural Sciences, have given him the chance to develop as a scientist. "The doctors can lead you through the steps," much as the coaches in a sports camp would do. Carter adds that he values the communication that has opened up for him—with scholars at both Hopkins and Morgan State and with the experienced dignitaries he has met at various conferences and symposia made possible by the Alliance.

Kiana Brunson, Morgan State

The Alliance projects that during the next ten years between 300 and 500 students such as Carter will be enrolled in doctoral programs worldwide. Already the original collaborative vision has exploded into a global network of schools, with research opportunities in such places as Dominica, Ethiopia, Sweden, and France.

Our nation is indeed a schizophrenic land. We are the most philanthropic people in the world, and yet many of us worry about the "What's in it for me?" materialism that also abounds. As the anti-affirmative action backlash begins to pull us away from true integration and equal opportunities for all, other movements—like The Leadership Alliance and its growing number of academic and corporate supporters—step up to reassure us that our glass is at least half full.

1385

People-Places-Publications-Conferences

PEOPLE

New Jersey Nets Grant Nunez Scholarship

Bloomfield College first-year student Judith Nunez, of Newark, N.J., received a $4,000 scholarship paid over four years from the New Jersey Nets Foundation through the Community Youth Organization. Bloomfield College will match this scholarship and will provide a mentor to Nunez as part of the program.

The presentation was made at half-time of a National Basketball Association game between the Nets and the Washington Wizards, and featured a 30-second profile of Nunez produced by the New Jersey Network.

Nunez, a computer information systems major, holds a 3.16 GPA. She hopes to work for a software or computer firm and pursue a master's degree in computer science.

Arias Addresses International Economic and Social Rights at Hunter

In April at Hunter College of the City University of New York, Dr. Oscar Arias Sánchez, president of Costa Rica from 1986-1990 and 1987 Nobel Peace Laureate, was the featured speaker in the fourth lecture of a national series titled "Human Rights—The Unfinished Agenda for the New Millennium." These lectures commemorate the 50th Anniversary of the Universal Declaration of Human Rights (1948-1998)—a document whose preliminary drafts were prepared in meetings at Hunter College in 1946.

Arias, pictured here with Hunter College President Dr. David A. Caputo, spoke with passion of a "leadership, spiritual, and human rights crisis...when 1.3 billion people live on income of less than $1 a day."

De la Cruz Chairman of University of Miami Board of Trustees

South Florida entrepreneur Carlos M. de la Cruz, Sr., has become chairman of the University of Miami (UM) Board of Trustees, a 67-member board that governs one of the leading private research universities in the Southeast.

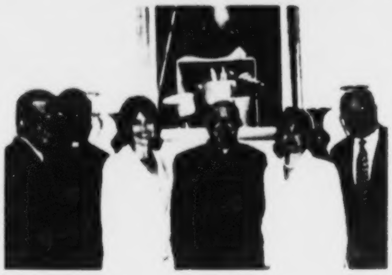
De la Cruz is chairman of the board and CEO of Eagle Brands, Inc., the Anheuser-Busch distributor in Miami-Dade County, and of CCI, Inc., the Coca-Cola bottler in Puerto Rico. He serves as chairman of several local automobile dealerships, including Miami Honda, Central Hyundai, and Sunshine Ford.

"It's a privilege to follow persons who have such strong commitment and love for UM. I know that the university will continue to gain national and international prominence," said de la Cruz.

C.H.I.E.F. Award Given to Olga and Carlos Saladrigas

The Most Rev. John C. Favalora, archbishop of Miami, and Rev. Monsignor Franklyn M. Casale, president of St. Thomas University, presented the Champions of Higher Independent Education in Florida Award to Olga and Carlos Saladrigas at a reception in April. More than 80 guests attended the reception at the Coral Gables home of Ivette and Carlos Planas. Carlos Planas is a member of the St. Thomas University Board of Trustees.

Olga and Carlos Saladrigas are loyal supporters of Catholic higher education at St. Thomas University, where Carlos is a member of the university's President's Board of Advisors.



Pictured left to right: Carlos Planas, Casale, Ivette Planas, Favalora, Olga Saladrigas, and Carlos Saladrigas.

Ulibarrí Honored at University of New Mexico Commencement

University of New Mexico (UNM) Professor Emeritus of Spanish and well-known author Sabine R. Ulibarrí (pictured) received an Honorary Doctor of Letters at the University of New Mexico's 1999 Spring Commencement.

The undergraduate student speaker was Manuel-Julian Rudolpho Montoya, who received a bachelor's degree. Montoya is the recipient of a Rhodes Scholarship and a Truman Scholarship. He is the first UNM student to win a Rhodes Scholarship since 1978.

UNM Provost and Vice President for Academic Affairs F. Chris García was the master of ceremonies.

Martínez Speaks at Palo Alto Commencement

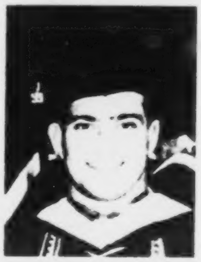
Dr. Ernest A. Martínez, executive vice chancellor of the Alamo Community College District (ACCD) in Texas, presented the commencement address during Palo Alto College's 13th Commencement in May.

Martínez has been executive vice chancellor of the Alamo Community College

District since November 1995. He serves as chief operating officer of the 38,000-student VCCD and is the senior administrator responsible for day-to-day management of the district.

A founding member of the National Community College Hispanic Council, Martinez has a bachelor's degree from New Mexico Highlands University, a master's from Sonoma State University, and a doctorate from the University of California-Berkeley.

Rodríguez a Barry Success Story



Joel Rodríguez, 29, arrived with his parents from Cuba in the Mariel boat lift at the age of 10 without knowing a word of English. However, he always did well in school. After high school, he joined the U.S. Marines, where he served in the 1990 invasion of Panama, and was a squad leader during the Persian Gulf War.

In 1996, Rodriguez entered Barry University's (Fla.) Minority Access to Research Careers program and was selected for a prestigious internship at Yale University in the summer of 1998.

In May, Rodriguez received a bachelor's degree in psychology from Barry. He will begin a doctorate program at the University of Michigan, and afterwards, he plans to work in sociology with a focus on minorities and race relations.

Martínez Honored at Washington State University Banquet

Washington State University (WSU) student Cecilia Martinez was honored during WSU's 20th annual Gabriel Cardenas Banquet. A WSU junior political science major, Martinez was one of two students receiving scholarships honoring the event's namesake. She also was named Chicana del Año by WSU's M.E.Ch.A.

Martinez is involved with a variety of groups, including the Children of Aztlán Sharing Higher Education, the Society of Latina/o Engineers and Scientists, Mujeres Unidas, and the Semana de la Raza Task Force Committee.

Carmen and Tony Cardenas, who attended the event, created the scholarship to encourage Chicano/Latino students. Their son Gabriel died in an automobile accident in 1977 after completing all of his course work for a WSU doctoral degree.

Vallejo Wins Russett Award

State University of New York Rockland Community College Vice President for Student Affairs María M. Vallejo received the 1999 Dr. Carol S. Russett Award. She was selected by the American Council on Education/National Network of Women Leaders.

The award is given to a woman who has dedicated herself to serving higher education and to serving as a role model and mentor to other women.

Pescador Presents Ohtli Award to Maciel

José Angel Pescador, Consul General of Mexico, presented his government's prestigious Ohtli Award to California State University-Dominguez Hills (CSUDH) Professor David Maciel in May.

Maciel, chair of the CSUDH Department of Chicano/Chicana Studies, was cited by the Consul General "for his contribution to the knowledge of Mexican culture, his outstanding academic research on Mexican cinema, and because he has constituted a bridge between the people from our two countries."

The Ohtli Award is given to one individual in the United States who has consistently demonstrated outstanding efforts in promoting "cultural pride, self-improvement, and the well-being of Mexican compatriots."

Ceniceros in Fuld Fellowship Program

For the third time since 1995, a nursing student at Eastern New Mexico University (ENMU)-Roswell has been selected to represent New Mexico in a prestigious leadership program. Lucy Ceniceros, a first-year nursing student, is one of 25 nursing students selected from nursing programs across the country to participate in the 1999 Fuld Fellowship program, which focuses on emerging leadership issues in nursing.

Ceniceros is on the ENMU-Roswell Dean's List and is a member of the National Student Nurses Association. A graduate of the New Mexico Military Institute, Ceniceros has been a platoon leader and an executive officer. She plans to become a second lieutenant in the U.S. Army in order to experience the nursing field throughout the United States and the world.

Colín Achieves High Academic Standing

Ernesto Colín graduated as Loyola Marymount University's (Calif.) valedictorian and was named the winner of the 1999 Ignatian Award. The Ignatian Award is presented to the graduating senior male who has achieved high academic standing and distinguished himself in leadership and service to the student body and the university.

The son of Mexican immigrants, Colín plans to pursue a career as a secondary school teacher, and will enter Loyola Marymount's School of Education in the fall. This summer, he is helping to provide training and professional development workshops for the faculty at the Universidad Rafael Landívar in Guatemala.

Cal State-Fullerton Recognizes Hernández

The California State-Fullerton Nursing Department sponsored a display of memorabilia chronicling the life of World War II nurse Maria Dolores Hernández.

Hernández, whose family settled in Fullerton after fleeing the Mexican Revolution in 1913, was Orange County's first World War II nurse called for active service. After becoming a major in the Army, Hernández transferred to the Air Force and was stationed in the Far East and Europe. She retired with 20 years of service and returned to Fullerton to work as a nurse.

At her death at age 90 two years ago, she left more than $780,000 to Cal State-Fullerton to endow a Nursing Department scholarship for deserving students dedicated to helping the disadvantaged.

Cisneros Lectures at California-Santa Barbara

UCSB Internationally recognized Chicana writer Sandra Cisneros delivered the 30th Annual Edwin and Jean Corle Memorial Lecture in front of some 900 people at the University of California-Santa Barbara (UCSB) in May.

The author of such popular books as *The House on Mango Street*, *Loose Woman*, and *Woman Hollering Creek*, Cisneros drew strong reactions from the audience when she read from her forthcoming novel *Caramelo*, which she promised to complete this year.

Called, "an icon for Latina women," by Nancy Reyes, a UCSB student and member of MUJER, Mujeres Unidas por Justicia, Educacion y Revolucion, Cisneros stressed the importance of Latina writers' ability to support themselves and be independent.

Olmos Speaks at Cal State-Hayward

Edward James Olmos, award-winning actor and producer, spoke at California State University-Hayward in May. His talk, "Celebration of Our Nation's Diversity," was part of the university's Cinco de Mayo Week celebration.

Olmos has been recognized for both his acting and directing skills. He also is a United States Goodwill Ambassador for UNICEF and a national spokesperson for the Juvenile Diabetes Foundation, and he speaks frequently at schools, charities, and juvenile institutions. (See story, page 22.)

After his address, Olmos signed copies of *Americanos: The Faces of Latino Culture*, a book of photographs that he co-edited.

Arias Speaks at Nazareth

Dr. Oscar Arias, former president of Costa Rica and winner of the Nobel Peace Prize in 1987, delivered the commencement address at Nazareth College's (N.Y.) 72nd Undergraduate Commencement. It was the first commencement at Nazareth for Dr. Robert A. Miller, the college's newly inaugurated eighth president.

Arias, a former president of Costa Rica, drafted a peace plan to end strife in Central America. The Arias Peace Plan culminated in the signing of the Esquipulas II Accords and earned him the 1987 Nobel Peace Prize. He is a prominent spokesman for peace, democracy, demilitarization, and human development, and advocates frequently for Third World concerns.

Padrón Chairing Florida Campus Compact Board

Dr. Eduardo J. Padrón, president of Miami-Dade Community College, has been appointed co-chair of the Board of Directors of Florida Campus Compact, the state chapter of the national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participation in community service.

As co-chair of the Florida Campus Compact Board of Directors, Padrón will represent higher education in Florida with Betty Castor, president of the University of South Florida, and Steven Uhlfelder, member of the State University System Board of Regents. The co-chairs will function as the executive committee of the Board of Directors.

Garza Addresses St. Mary's Graduates

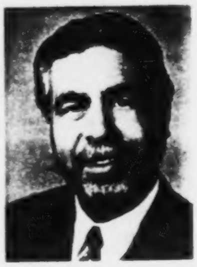
Oliver P. Garza, a career Foreign Service officer nominated by President Clinton to serve as U.S. ambassador to Nicaragua, was the keynote speaker for the St. Mary's University (Texas) 147th Commencement.

Garza graduated from St. Mary's University in 1970 with a bachelor's degree in sociology. He was director of admissions at St. Mary's from 1970-71 and assistant director of the university's Upward Bound program. His diplomatic career began in 1971.

Garza has served as U.S. consul general in Guadalajara, Mexico, since last August. At press time, he awaits confirmation.

Kean Names Sánchez "Teacher of the Year"

Dr. Jose E. Sánchez, a professor in Kean University's (N.J.) sociology and anthropology department and the criminal justice program, was named "Teacher of the Year" by the university's alumni association.



Sánchez was nominated for the award by his students, who have described him as a "conscientious teacher" and one who "is willing to help students accomplish their goals."

Sanchez is a frequent conference presenter, and has written more than a dozen articles on a wide variety of topics including Hispanic-student retention, milieu therapy, and criminal negligence.

PLACES

Alamo Community College District Receives Recognition

San Antonio Mayor Howard Peak (pictured, center) presented an official city proclamation to Alamo Community College District Executive Vice Chancellor Dr. Ernest

A. Martinez (left) and Board of Trustees Chair Donald L. McClure, Sr. (right).

In reading the proclamation, Peak stated that the community colleges "bring educational advancement within reach of all persons and segments in the community."

Peak also recognized the college district as one of the largest employers in San Antonio and acknowledged the colleges' contribution to the economic development of the city.

Cal State L.A. Mini Baja Team Wins Again

Continuing its exceptional achievement in competitive engineering contests, California State University-Los Angeles placed first overall at the Society of Engineers International 1999 Mini Baja West competition for the third time since 1996, outperforming 60 other teams. Each team designed, built, promoted, and raced a prototype of a 4-wheel single seat, off-road recreation vehicle for the competition. The event was hosted by Kansas State University.

The team's advisors were mechanical engineering professor Richard Roberto and technical staff member Dan Roberto.

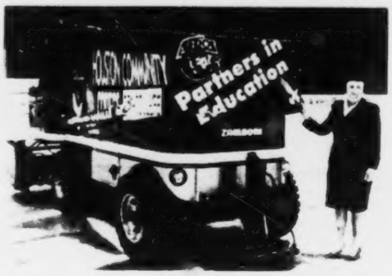
Team members included Jaime García, Eric Gama, Rogelio Ramírez, Daniel Peña, Christopher Gonong, Mario Salomón, Rafael Martínez, Raul Vallejos, Ubaldo Medina, José Barragán, Efraín González, José Mendoza, Ignacio Villa, and Oscar García.

Houston Community College Forms Partnership with Hockey Team

Houston Community College (HCC) has joined the International Hockey League's Houston Aeros to promote the power of learning in their community.

"Both of us are after the same diverse audience," said HCC Chancellor Ruth Burgos-Sasscer, pictured here standing next to the new HCC Zamboni, supposedly the only community college zamboni ice resurfacer in the country.

With an enrollment of about 54,000, HCC is the largest institution of higher learning on the Texas Gulf Coast. It recently was designated a "Hispanic-serving institution" after its Hispanic enrollment grew, due in part to newly implemented marketing aimed at attracting more students from Houston's fastest growing ethnic group.



Lt. Governor Perry Visits Houston

(Pictured l. to r.) Laurie Bricker and Esther Campos, both trustees for the Houston, Texas, Independent School District; Lieutenant Governor Rick Perry; and Eva Loredo, principal of the Mario M. Gallegos, Sr., Elementary School; gathered during Perry's visit to the school. Perry was in Houston to tour Sen. Mario Gallegos' senate district.

Texas-San Antonio Receives NEH Grant

The University of Texas-San Antonio (UTSA) Division of Bicultural Bilingual Studies received a $150,000 National Endowment for the Humanities (NEH) grant to sponsor "Derrumbando Fronteras/Breaking Boundaries: Summer Institute for the Inclusion of Mexican American and Latino Literature and Culture in the Classroom."

The award marks the first time UTSA received a grant of this type, according to Institute Director Ellen Riojas Clark, UTSA associate professor of bicultural bilingual studies. The NEH dedicated grants for secondary teacher summer institutes to only eight other universities nationwide. "We congratulate Ellen Clark on her achievement. The award confirms UTSA's leadership in bicultural education," said UTSA Provost Guy Bailey.

Texas-Kingsville McNair Scholars at National Conference

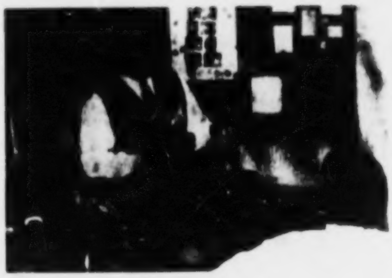
Texas A&M University-Kingsville students in the Ronald E. McNair Scholars program presented their research at the 13th National Conference on Undergraduate Research, held in April at the University of Rochester in New York. This is the third year that McNair Scholars have presented their research at this national conference.

Senior chemical engineering majors Arturo Castilleja and Ivan Luna, junior biology majors Rosemary Ramirez and Liza Soliz, and biology graduate student Gloria Chapa—all participants at the conference—are part of the Ronald E. McNair program, named after Dr. Ronald E. McNair, an astronaut who died in the space shuttle Challenger and was the second African American to fly in space.

Pictured here are (standing, l. to r.) Mary Gonzalez (assistant director of the McNair program), Castilleja, Ramirez, Soliz, Chapa, Luna, and (McNair mentor) Sylvia Lopez. Seated is Dr. Alberto Olivares, dean of the College of Graduate Studies.

San Antonio College Hosts Youth Conferences

The San Antonio College Women's Center in Texas held its annual Young Women's and Young Men's conferences, reaching more than 500 San Antonio area high school students, parents, mentors, and counselors.



Dr. Mary Helen Vera, women's counselor/coordinator, said, "The conferences target youth who are often not actively encouraged to attend college. Through motivational speakers, workshops, and exposure to positive role models, we hope to instill in these students a desire to further their education."

Alamo Community College District (ACCD) Trustee Vincent Lazaro (pictured) presented a workshop for young men titled "Giving Back Through Public Service." ACCD Trustee Luz Maria Prieto also attended the conference.

Bristol Celebrates Portuguese Language Day

To celebrate the 25th anniversary of the Portuguese Revolution, Bristol Community College (BCC) in Massachusetts held a Portuguese Language Day.

The day-long event featured a team of teachers, singers, and playwrights from Portugal. Musical performers included Manuel Freire, Carlos Alberto Moniz, Zeca Medeiros, Dionisio DaCosta, and Raul Rodrigues. Tenente Coronel Victor Alves, founding member of the Movimento das Forcas Armadas (the Armed Forces Movement), also attended (pictured on left).

Jose Costa (pictured on right), associate professor of Portuguese at BCC, said, "It is important to understand and respect this language and culture."

William Paterson Receives $1 Million Donation

The John Victor Machuga Foundation donated $1 million to the William Paterson University (N.J.) Foundation.

The gift, to be distributed over seven years, will include $350,000 in scholarships for financially needy students, $350,000 to endow the John Victor Machuga Scholarship Fund for high-achieving students, and $300,000 to fund new initiatives in student programming at the Student Center.

John Victor Machuga, born in Paterson, N.J., during the Depression, was a highly skilled investor who amassed a considerable fortune.

Hispanic Heritage Youth Awards Expand

The Hispanic Heritage Awards Foundation (HHAF), one of the nation's most prestigious organizations promoting Hispanic excellence, has expanded its regional youth program. In May, the 1999 Hispanic Heritage Youth Awards were awarded to 45 regional high school winners across the United States (an increase of 40 more awards than last year's five). In August, the five national winners will be announced.

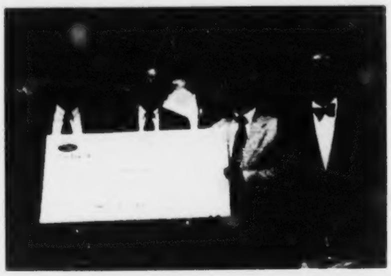
"We are proud to expand our search for youth who today are making important contributions, and will surely be tomorrow's leaders," said Raúl Tapia (pictured), chairman of the HHAF.

Students were recognized for their accomplishments in Leadership, Sports, Art, Literature/Journalism, and Academic Excellence.

Ford Motors Establishes Scholarship at Texas A&M International

A $25,000 check from Ford Motor Company representatives on behalf of Texas A&M International University students was presented to A&M International President Dr. Charles Jennett. The check established The Ford Motor Company Endowed Undergraduate Scholarship in Science and Mathematics at A&M International.

At A&M International, more than 50 percent of the students are the first in their family to earn a college degree, and more than 90 percent are Hispanic. More than 80 percent qualify for financial aid, but student need routinely outstrips available resources.



Pictured from left to right are Dr. Jaime Hermann of the Ford Motor Company, Dr. Jennett, Aldo Ochoa of the Ford Motor Company, and A&M International Provost and Vice President for Academic Affairs Dr. Ray Keck.

Texas-Kingsville Announces Seminar Winners

Awards and scholarships were presented at the First Annual President's Distinguished Student Research Seminar at Texas A&M University-Kingsville, organized by biology professor and mentor Dr. John C. Perez (pictured here with monoclonal technician Maria Susana Ramírez).

The "Distinguished Friend of Biology Award" was given to Dr. Roger Campos, a San Antonio dentist with three dental practices. Vivian Garcia, an investigator and auditor for the Food and Drug Administration and a commissioned officer for the United States Public Health Services, received the "Distinguished Research Biologist Award." Biology majors David Campos, Carlos Galindo, and Armando Huerta, Jr. won scholarships.

Pérez, who has taken the lead in introducing young Hispanic students to the techniques of science, previously became the first recipient of an Undergraduate Institution Mentoring Award, sponsored by the Society for Advancement of Chicanos and Native Americans in Science.

Spanish Drama at Rhode Island College

Spanish Theatre of Rhode Island College presented its 19th annual spring Spanish drama, *El Medio Pelo (The Ordinary Man)*, by acclaimed Mexican playwright Antonio González Caballero.

The story takes place in Apaseo, described as a "one-horse" town. The female protagonist, Paz, who once had money and is considered part of the upper class, is forced to work outside the home due to the debts of her father and the untimely death of her husband. Guadalupe Marcial, the "ordinary man," declares his love for Paz, and it goes from there.

Cast members were: María Lancellotta and Steve Rusillo (both pictured), Carla Cuellar, Frances Cruz, Yovanny Peña, Rosemary Moronta, Robert Taboada, Luis Escobar, Leslie Rodriguez, Cristina James, and West Warwick. Professor M. Francis Taylor was the director.

Health Issues Conference at Texas-Pan American

A.R. "Tony" Sánchez of Laredo, Texas, a member of the University of Texas (UT) System Board of Regents, discussed the UT System's Regional Academic Health Center, located in the Rio Grande Valley, at the First International Conference on Health Issues at UT-Pan American. Sánchez is chairman of the board and CEO of the Sánchez Oil and Gas Corporation.

The three-day conference was designed to provide a forum for the international exchange of health-related information and research and to bring together physicians, health educators, nurses, other healthcare providers, and local businesspersons for possible future collaboration in healthcare research, service, and education.

South African Court Justice at Southern Methodist

South African Constitutional Court Justice Dr. Albie Sachs, who was a leader in the struggle to end apartheid in South Africa, gave a lecture at the Southern Methodist University (SMU) School of Law in Texas. Sachs (pictured on the right with SMU Law Dean John Attanasio) spoke on the Truth and Reconciliation Commission proceedings and their aftermath.

A civil rights lawyer in the 1950s and 1960s, Sachs was twice imprisoned by the Security Police and endured 178 days of solitary confinement because of his beliefs that White and Black people should be equally respected under the law. He was nearly killed by a car bombing in 1988, which severed his right arm.

Texas-Austin Mourns Paredes

Professor Emeritus Américo Paredes (pictured here in an early photo) of the University of Texas (UT)-Austin, noted author and one of the founders of the Center for Mexican American Studies and the Center for Intercultural Studies of Folklore and Ethnomusicology at UT-Austin, died May 5 at age 83.

With pen in hand, Paredes challenged the writings of legendary and contemporary historians and their versions of life along the Texas-Mexico border. His descriptive novels about treacherous lawmen and valiant peasants along the Rio Grande borderlands set in motion a revolutionary approach to writing about the way things and people had been in early Texas. In so doing, he helped to shape a positive cultural identity among Mexican Americans and influenced a whole new generation of scholars.

UT-Austin President Larry R. Faulkner said, "Américo Paredes was a great part of the soul of the University of Texas and the Austin community for many decades. He will be sorely missed. The entire university community reaches out with fond regards to the members of his family."

University of Rhode Island Honors Valdéz

The University of Rhode Island (URI) saluted the accomplishments of Luis Valdéz at its 113th Commencement. In recognition of his contributions to URI, the people of the State of Rhode Island, and the nation, Valdéz received an honorary Doctor of Arts degree.

Valdéz is the founder and artistic director of the internationally renowned El Teatro Campesino, the theatrical troupe he founded during the Great Delano (Calif.) Grape Strike of 1965. Over the years, El Teatro Campesino's productions throughout the United States, Mexico, and Europe have garnered critical acclaim and recognition, including an Off-Broadway Obie Award and numerous Drama Critics Circle Awards in Los Angeles and San Francisco.

Proyecto Access-Tucson Prep Wins Honor

A Pima Community College (Ariz.) program that fosters stronger math and science skills among middle and high school students, was selected tops in the state recently.

Proyecto Access-Tucson Prep was selected No. 1 by the Arizona Commission in the Best Education Practices Awards Program.

According to Dr. Ana Mantilla, a math instructor at Pima's Downtown Campus who is the program director, Proyecto Access is an eight-week program that attracts students who are interested in working or teaching in engineering, science, or other math-related fields. The objective is to improve students' critical thinking and problem-solving skills with lessons in logic, computer science, probability, and physics.

News from U.S. Hispanic Leadership Institute

United States Hispanic Leadership Institute (USHLI) Board Chairman and co-founder Rev. B. González was honored as one of seven "unsung heroes" by NBC 5 Chicago and named a 1999 Jefferson Award winner. The award honors the highest ideals and achievements in volunteerism and public service.

Howard Payne University (Texas) bestowed on Dr. Juan Andrade, Jr., USHLI president, an Honorary Doctorate of Humanities. Andrade's professional career has lasted nearly 30 years.

For the fourth consecutive year, Texas A&M University hosted the Southwest Student Conference on Latino Affairs, organized by the Committee for the Awareness of Mexican American Culture.

A Midwest Association of Hispanic Student Organizations is being formed by student leaders on college campuses in Ohio, Michigan, Indiana, Illinois, and Wisconsin. Student groups interested in joining can contact Yolanda Bueno at (800) 959-5151.

Ameritech awarded USHLI $25,000 for research and $15,000 for the 17th annual United States Hispanic Leadership Conference.

Paradise Valley Community College Honors Colosio

The life of Mexican visionary Luis Donaldo Colosio Murrieta was honored on Cinco de Mayo at Paradise Valley Community College (PVCC) in Arizona. The ceremony was attended by dignitaries from the State of Sonora, Mexico, the State of Arizona, and the family of the late political leader and educator.

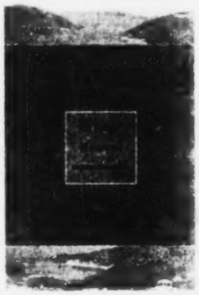
The event, co-sponsored by the Arizona-Mexico Commission Fundación Colosio, was a tribute to a man who was a strong proponent of education as the basis for strengthening justice and furthering social and economic progress in Mexico. Colosio, a 1994 candidate for President of Mexico, envisioned a vibrant, democratic state, devoid of violence and corruption.

Raúl Monreal (pictured), director of Student Development and Special Services, was instrumental in acquiring the bust of Colosio for PVCC.

PUBLICATIONS

Caribbean Romances: The Politics of Regional Representation

Belinda J. Edmondson, ed.

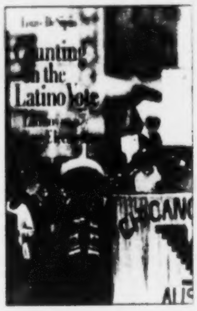


This book offers an interdisciplinary treatment of post-colonial Caribbean culture, bringing together 10 essays by exciting young scholars who challenge some of the established assumptions of post-colonial studies.

March 1999
240 pgs.
ISBN 0-8139-1822-7
$18.50 paper
University Press of Virginia
(800) 831-3406

Counting on the Latino Vote: Latinos as a New Electorate

by Louis DeSipio



Latinos, along with other new immigrants, are not being incorporated into U.S. politics as rapidly as were their predecessors, raising concerns about political fragmentation along ethnic lines. In this book, the author used the first national studies of Latinos to investigate whether they engage in bloc voting or are likely to do so in the future.

1996
221 pgs.
ISBN 0-8139-1829-4
$14.50 paper
University Press of Virginia
(800) 831-3406

Autobiography and National Identity in the Americas

by Steven V. Hunsaker

Autobiography

This book puts texts from English and French Canada, Guatemala, Nicaragua, Brazil, Bolivia, and the United States into a hemispheric dialogue on national and ethnic identity. Drawing on such materials as journals, personal essays, autobiography, and the "testimonio," this ambitious book is as comprehensive in its treatment of autobiographical writing as in its geographical coverage.

April 1999
160 pgs.
ISBN 0-8139-1845-6
$17.50 paper
University Press of Virginia
(800) 831-3406

Reflections of Loko Miwa

by Lilas Desquiron

LILAS DESQUIRON
Reflections of Loko Miwa

The Republic of Haiti's complex social and political situation is the setting for the story of two women ordained by the spirits of Vodou to be marasa (twins) in spite of their birth into unrelated fami-

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lies of different classes. Translated by Robin Orr Bodkin.

1998

198 pgs.

ISBN 0-8139-1753-0

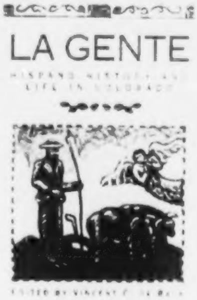
$16.95 paper

University Press of Virginia

(800) 831-3406

La Gente: Hispano History and Life in Colorado

Vincent C. de Baca, ed.



This book embraces the proud heritage of a people who have worked and loved the land of Colorado for centuries. The scope of these essays broadly extends over Colorado's written history, and this ambitious volume advances knowledge about Hispanics in this part of the country.

January 1999

294 pgs.

ISBN 0-87081-538-5

$21.95 paper

University Press of Colorado

(800) 268-6044

Aztec Ceremonial Landscapes

David Carrasco, ed.

AZTEC
CEREMONIAL LANDSCAPES

This book is a "must" for all who would seek to understand place-making, cosmogony, and world view in ancient Mesoamerica. It is one of the fruits of a 10-year cooperative research project of the University of Colorado, through the Mesoamerican Archive directed by David Carrasco, and the Great Temple Project of Mexico's Instituto Nacional de Antropologia e Historia. Foreword by William L. Fash.

April 1999

286 pgs.

ISBN 0-87081-509-1

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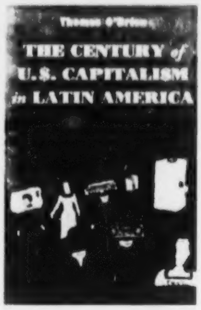
University Press of Colorado

(800) 268-6044

The Century of U.S. Capitalism in Latin America

by Thomas F. O'Brien



This book addresses two issues basic to understanding modern Latin America: the role of American-owned businesses in the region and, of equal importance, the reaction of Latin Americans to foreign investment.

April 1999

199 pgs.

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A Patriot after All: The Story of a Chicano Vietnam Vet

by Juan Ramirez

the story of a chicano vietnam vet

Juan Ramirez survived two bloody tours of Vietnam—at an immense cost. Twice wounded, undesirably discharged, and plagued by survivor's guilt, Ramirez surveys the toll of Vietnam on flesh and spirit in this captivating memoir.

March 1999

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ISBN 0-8263-1959-9

$15.95 paper

University of New Mexico Press

(800) 249-7737

Ordaining Women: Culture and Conflict in Religious Organizations

by Mark Chaves

MARK CHAVES
ORDAINING WOMEN
Culture and Conflict in Religious Organizations

This book—in a revealing examination of the complex interrelationship of religion, social forces, and organizational structure—draws examples and data from more than 100 Christian denominations to explore the meaning of institutional rules about womens ordination.

March 1999

237 pgs.

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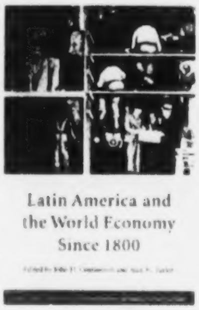
$16.95 paper

Harvard University Press

(800) 448-2242

Latin America and the World Economy Since 1800

John H. Coatsworth and Alan M. Taylor, eds.



The 15 essays in this book apply the methods of the new economic history to the history of the Latin American economies since 1800. The authors combine the historians sensitivity to context and contingency with modern or "neoclassical" economic theory and quantitative methods.

April 1999

484 pgs.

ISBN 0-674-51281-2

$24.95 paper

Harvard University Press

(800) 448-2242

1997 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures

Volume 2: European, Asian, African, and Latin American Literatures: Classified Listings

1998

550 pgs.

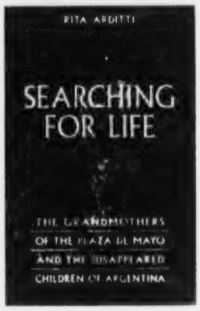
ISBN 0-87352-828-X

$250.00 paper

Modern Language Association
(212) 614-6382

Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina

by Rita Arditti


RITA ARDITTI
SEARCHING FOR LIFE
THE GRANDMOTHERS OF THE PLAZA DE MAYO AND THE DISAPPEARED CHILDREN OF ARGENTINA

This book is about the Grandmothers of Plaza de Mayo, a courageous group of women in Argentina who have worked tirelessly for their missing grandchildren and to achieve a measure of justice in their country for more than 20 years. It also explains how this group of women resisted the worst dictatorship in Argentine history.

April 1999
251 pgs.
ISBN 0-520-21570-2
$17.95 paper
University of California Press
(800) 822-6657

CONFERENCES

Center for the Study of Books in Spanish for Children and Adolescents—Summer Workshop

July 6-8
July 19-21

The Center, at California State University-San Marcos, directed by Isabel Schon, is holding the second and third of its three summer workshops. (July 6-8, 9:00 a.m.-3:00 p.m.) Current Issues: Books in Spanish for Young Readers and (July 19-21, same) Literature in Spanish for Children and Adolescents.

Contact: Center, (760) 750-4070

ECS National Forum and Annual Meeting

July 11-14

1999 national forum and annual meeting of the Education Commission of the States, "Reshaping Education for a New Century," will gather in Denver, Colo.

Contact: ECS, (303) 299-3600; e-mail, <ecs@ecs.org>. Visit Web site at <www.ecs.org>.

1999 Summer Institute for Intercultural Communication

July 14-16, 19-23, 26-30

Now in its 23rd year, the Summer Institute for Intercultural Communication (SIIC) will again offer a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting. In Portland, Ore.

Contact: phone, (503) 297-4622; e-mail, <ici@intercultural.org>; Web site, <www.intercultural.org>.

Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

July 14-23

This 13th annual summer workshop—designed for college and university faculty and administrators, advanced cross-cultural trainers/managers, and Ph.D. candidates working on dissertations—is offered by the Center for International Business Education and Research (CIBER). At the University of Hawaii at Manoa.

Contact: Susan Kanagawa, phone, (808) 956-3250; e- mail, <susan@busadm.cba.hawaii.edu>.

Cornell University—Administrative Management Institute

July 25-30

Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACUBO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y. CEUs are available.

Contact: phone, (607) 255-7259; e-mail, <cusp@cornell.edu>; Web site, <www.sce.cornell.edu/html/ami.html>.

NACA—"Celebrating Diversity" Workshop

July 27-August 1

A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.

Contact: phone, (803) 732-6222.

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e- mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>.

Education Connections '99

October 4-5
Study USA-Mexico '99
October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogs between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600; e-mail, <kivaexpo@mindspring.com>.

SACNAS—National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170; e-mail, <<info@sacnas.org>; Web site, <www.sacnas.org>.

University of South Carolina—"The Minority Student Today"

October 10-13

Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education; in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260; e-mail, <confs@gwm.sc.edu>; Web site, <www.sc.edu/conted/mst.htm>.

Austin Community College—Telelearning '99

October 10-13

Telelearning '99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (302) 436-1773; e-mail, <pretty_f@email.msn.com>; Web site, <www.sinclair.edu/community/itc>.

National MultiCultural Institute—Annual National Conference

October 21-24

The 14th annual national conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

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At BENTLEY COLLEGE, the focus is on business, people, and technology. With nearly 4,000 undergraduate, 1,800 graduate and 3,300 professional education students, Bentley is the largest business school in New England, and is fully accredited by the AACSB. Bentley College is located on a fastgrowing campus in Waltham, Massachusetts, ten miles west of Boston.

Faculty Position-Marketing and Information Technology

The Marketing Department at Bentley College invites applications for a full-time, tenure track position, commencing Fall 2000. We are specifically searching for candidates *at any rank* who have a doctorate in marketing or related fields and who have exhibited expertise in teaching and research at the intersection of marketing and information technology. The faculty member will teach in Bentley's new Information Age Marketing programs.

As the Business School for the Information Age, Bentley College has embarked on a broad range of new initiatives, including a new full-time Information Age MBA and programs in accounting information systems, global financial analysis, change management, human factors and information design, and information age marketing. Facilities include a state-of-the-art Trading Room, a planned Marketing Technology Showcase and specialized labs in accounting information systems, enterprise automation and information design. The Smith Academic Technology Center, opening in 2000, will combine leading-edge information technology with space to teach, learn and think creatively.

Candidates will be considered until the position is filled. For best consideration, should submit a curriculum vitae, three letters of recommendation, and any other supporting materials (i.e. teaching evaluations, working papers, published articles) by July 15, 1999 to:

Dr. Abdi Eshghi, Associate Professor of Marketing, Chair of the Marketing Department Search Committee, Bentley College, 175 Forest Street, Waltham, MA 02452-4705;
e-mail: aeshghi@bentley.edu
www.bentley.edu

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1917
BENTLEY

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DIRECTOR OF INTERNAL AUDITING
Internal Auditor

The position reports to the President and is responsible for conducting financial, operational, and compliance audits of University departments and programs and for evaluating the system of internal controls. Specific responsibilities include providing management with independent analyses and evaluations of the adequacy and effectiveness of internal operational controls, the reliability and integrity of financial information, compliance with policies and regulations and the efficient use of resources.

Qualifications: Candidates must possess a bachelor's degree in accounting, finance or a closely related field; MBA with CIA certification preferred. Eight to ten years' experience in progressively responsible roles in internal auditing with higher education experience preferred. The candidate should also have administrative or managerial experience, knowledge of electronic data processing systems, problem solving ability, strong analytical and reporting capabilities and the ability to effect change. Excellent communication skills and the ability to interact with a wide range of constituencies required.

Salary Range: Commensurate with experience and qualifications.

Starting Date: September 1, 1999

Apply by: Consideration of candidates will commence on July 15, 1999. The search will remain open until the position is filled.

Send letter and resume (include V–number) **to:** Valerie L. Van Baaren, Search Chair, Montclair State University, Box C316-V#031/HOHE, Upper Montclair, NJ 07043

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Book Review

By Agapito Mendoza, Ph.D.

Bloody Border: Riots, Battles and Adventure Along the Turbulent U.S. Mexican Borderlands, **by Douglas V. Meed.** 242 pages. Tucson, Arizona: Westernlore Press (P.O. Box 35305, Tucson, Arizona 85740), 1992. ISBN# 0-87026-081-2. $26.95 hardcover.

In the foreward, the author summarizes the history of the embittered relations that have existed in the border area between the United States and Mexico. "The borderlands...has never been a place for the fainthearted," he writes. "From the beginning...neither the sluggish Rio Grande that stretches like a wet scar from the Gulf of Mexico to El Paso, nor the thirsty, sun-blasted deserts and mountains that extend from there to the Pacific Ocean, have ever halted the march of armies, the attacks of nomads or the depredations of outlaws who have marauded across the blood-soaked frontier."

Meed's narratives guide the reader through a detailed trip, beginning with the European incursion into Mexican-held territory in the 18th Century, culminating with the aftermath of the war between the U.S. and Mexico in 1848. Then General Zachary Taylor had given the Texas Rangers absolute power to use whatever methodology they saw fit to suppress efforts by Mexicans to express their rights. Later, General Winfield Scott, who described the Rangers as having "committed atrocities to make heaven weep and every American of Christian morals to blush for his country," gave them the role in the War of keeping supply channels open to the U.S. troops within Mexico. These "Diablos Tejanos" developed a hatred for the Mexicans, who, in turn, referred to the Rangers as "Los Rinches," for whom it was common practice to shoot or lynch innocent Mexicans as they pleased.

Meed expertly details the relationship as the Mexican Revolution unfolds along the border area. The birth of that conflict, according to Meed, occurs in 1906 (rather than the accepted 1910), when disruptions at the U.S.-owned Cananea copper mine in the state of Sonora resulted in the deaths of hundreds of Mexican citizens. The 7,000 or so Mexican workers at the mine were not only fed up with their treatment at the hands of the foreigners, but the reign of Porfirio Díaz, described by many, Meed says, as "the father of foreigners and the step-father of Mexicans," had soured many Mexican citizens about the state of the economy. It was during the Díaz regime that U.S.-owned ventures in Mexico profited the most, since the government in Mexico City continuously ruled in their favor when disputes arose.

Ricardo and Enrique Flores Magon spearheaded the fiercest challenge to the Díaz government, conducted largely through the publication of the newspaper *Regeneracion*. They called for the violent overthrow of the government from various U.S. sites, including St. Louis, Mo. They were harassed and jailed in the U.S. by a government that showed little interest in helping overthrow a Mexican government that had helped U.S. financial interests.

The impact of that revolution, which unraveled quickly after 1910, had a tremendous effect on border cities, especially El Paso, Tex. It was here that U.S. citizens interacted with individuals such as Pancho Villa and Pascual Orozco. Many lazy afternoons were spent on rooftops gazing across the border as the Francisco Madero forces, led by Garibaldi, Villa, and Orozco, lay siege to Juarez, Mexico, and to the Federales, led by Díaz-appointed General Juan Navarro. Stray bullets wounded some and killed some of those watching the grisly encounters from across the muddy river.

Many European and U.S. soldiers of fortune joined the battles, enlisting with the side providing the highest salaries. Some newspaper writers joined for the stories or adventure. It was a heady time along the border. This colorful, motley group included writer Tracy Richardson; Sam Dreban; General Guiseppi Garibaldi, whose grandfather is known as the liberator of Italy; General I. Thord-Gray from Sweden; General Benjamin Villjoen, a commando in the Boer War; and Dr. Ira J. Bush, a doctor from Mississippi. They were collectively referred to as El Falange de Los Estranjeros, the Foreign Legion of the Mexican Revolution.

After the controversial 1916 invasion of Columbus, New Mexico, by Villa's troops, relations were re-inflamed as U.S. troops, led by Gen. John J. Pershing, invaded Mexico under the guise of a punitive expedition. This continued until the 1930s, best exhibited by the "notorious Nacos," two towns of the same name, one in Arizona, the other in Sonora, described by Meed as "the most notorious-set of twins since Sodom and Gomorrah." At this juncture was witnessed the first airplane bombing ever in the continental U.S. and the first tank battle in the Western Hemisphere on the Mexican side.

Bloody Border is a valuable resource to both the historian and to the casual reader interested in how conflict has affected our relationship with Mexico over the years. This continuing conflict, now manifested with immigration and sovereign issues, provides the ground for understanding why our neighbors to the south continuously lament their presence "so far from God and so close to the United States."

Dr. Agapito Mendoza completed his bachelor's and master's degrees at the UT-El Paso and his Ph.D. at the University of Oklahoma in 1984. He was director of La Casa Cultural Latina at the University of Illinois at Champaign-Urbana and is presently vice provost at the University of Missouri-Kansas City.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Computer

Assistant Director Library Technical Support

New Jersey City University is a culturally diverse public urban institution located in the greater New York metropolitan area, and is one of the nine state colleges/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs to approximately 8500 students.

There is an immediate opening for a Library Tech Support Asst. Director, reporting to the Director of the Library, who will be responsible for the maintenance and upgrading of the software and hardware related to integrated library systems, NT server for on-site and off-site access, and the Library's PC's.

The successful candidate will have a BA/BS and knowledge of and experience with NT netwoñks, troubleshooting, field repairs, installations, training, Windows, Internet, and other library electronic resources. Knowledge of library integrated systems and library experience preferred. A positive customer service approach is required. Nights and weekend responsibilities required.

Salary range is $32,511-$48,774.

Deadline to apply to July 6, 1999. Please send letter of interest, current resume and three references to: **Grace F. Bulaong**

Director, Irwin Library
New Jersey City University
2039 Kennedy Blvd.
Jersey City, NJ 07305-1597

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DIRECTOR OF OFFICE OF SPONSORED PROGRAMS

The Director of Sponsored Programs is responsible for managing the college's $22 million pre- and post-grant award functions of the Research Foundation of the State University of New York (SUNY). The director represents the college in interactions with the central offices of the SUNY Research Foundation in Albany, NY, oversees compliance with all federal and state grant regulations, and works with deans and faculty of the college to develop funding initiatives.

In leading the Office of Sponsored Programs, the director identifies and disseminates information on potential funding sources and assists the college's academic administration and faculty in developing funding proposals. In the grants management process the director initiates and conducts faculty and development activities related to proposal submission, maintenance of grant award records, and reporting requirements to sponsors.

Required: Master's degree; five years experience in grant/sponsored projects administration in a college, university, state or federal agency; and demonstrated success as a grant writer and project director.

Salary commensurate with experience. Screening of applications will begin July 31, 1999.
Please submit resume and three letters of recommendation to:

Robert N. Spaner
Chief Administrative Officer
Center for Development
of Human Services
Buffalo State College
1300 Elmwood Avenue, Buffalo, NY 14222

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NEW YORK CITY/ METRO RECRUITER UNIVERSITY COLLEGES OF TECHNOLOGY

UCT

UNIVERSITY COLLEGES OF TECHNOLOGY
STATE UNIVERSITY OF NEW YORK
Alfred Canton Cobleskill
Delhi Morrisville

The University Colleges of Technology is a consortium of the State University of New York Colleges located at Alfred, Canton, Cobleskill, Delhi and Morrisville. The colleges offer more than 165 majors in Bachelor, Associate and certificate programs.

DUTIES: The UCT seeks a recruiter for the metropolitan New York City area which includes all five boroughs, Nassau and Westchester Counties, and parts of New Jersey and Connecticut. Recruiter must have own reliable transportation (mileage and related expenses to be reimbursed) to meet with high school guidance counselors and other high school professionals, parents, and prospective students to inform them of the UCT's curricular offerings, requirements for admission, costs and financial aid, EOP, transfer possibilities, etc. The recruiter will represent the UCT campuses at college day and night programs, college fairs, high school visits, and related student recruitment activities with the goal of increasing student inquiries that convert into increased student enrollment at member campuses. The recruiter will work out of the SUNY New York City Office of Student Recruitment when not traveling, and assist the NYC office with a variety of SUNY counseling duties.

QUALIFICATIONS: Bachelor's degree, previous admissions experience, ability to work independently, proficiency with PC computers, e-mail, Windows 95 or higher and Microsoft Word required. Familiarity with Microsoft Access, Excel, and PowerPoint preferred. Student recruitment experience in New York City, knowledge of federal/state financial aid programs and the SUNY Educational Opportunity Program, and familiarity with the SUNY University Colleges of Technology preferred.

TO APPLY: This is a full-time, 12-month position. Minimum salary: $35,000. Position available July 15, 1999, pending budgetary approval. Send a letter of interest, a resume and names, telephone numbers and address of three references to:

Human Resources
Box L
SUNY Delhi
2 Main Street
Delhi, NY 13753

EOE/AA Employer
Check our website at: www.uct.suny.edu

FREDONIA

State University of New York
College at Fredonia

ACADEMIC ADVISOR

SUNY Fredonia seeks a candidate to provide counseling and advisement services to EOP students. Master's preferred in counseling, student development, or related field plus two years experience working with diverse student populations. Review of applications begins 7/8/99. Send resume and three professional references to **K. Bonds, EDP, E284 Thompson, SUNY Fredonia, Fredonia, NY 14063 (e-mail bonds@fredonia.edu)**. SUNY Fredonia is an Equal Opportunity, Affirmative Action Employer. We actively seek and encourage applications from women, minorities, and people with disabilities.

DIRECTOR
HUMAN RESOURCES MANAGEMENT
California State University San Marcos

Leads staff of 12. Provides advice, counsel, direction to the campus on non-faculty collective bargaining; classification; compensation; T&D; recruitment/selection/EEO/AA/ADA issues. Extensive experience in employee/labor relations, customer service, staff T&D, HRIMS. B.A., M.A. Generous benefits/salary. Start 1/3/2000. Details: **ww2.csusm.edu/HR/**

Open until filled, priority to materials received before 8/1/99. Letter of interest, vita, email address salary history, and at least 3 professional references to **HRD Search, Office of the EVP, CSUSM, San Marcos, CA 92096-0001.**

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CHANCELLOR AND PROVOST FOR UNIVERSITY AFFAIRS

UNIVERSITY OF CONNECTICUT

The University of Connecticut invites nominations and applications for the position of Chancellor and Provost for University Affairs. The successful candidate will possess demonstrated qualities of academic achievement and managerial leadership and experience to continue the transformation of the University into one of the leading Research I institutions of higher education in the nation.

The Chancellor and Provost for University Affairs is the chief academic and chief operating officer and as such coordinates and supervises all the University's programs of instruction and research; coordinates and formulates the policies and administration of all schools, colleges, divisions, institutes, and regional campuses (excepting those under the supervision of the Chancellor and Provost for Health Affairs); and oversees the policies and administration of the University of Connecticut Research Foundation.

The Chancellor is located at Storrs on the University's main campus. The University is in the midst of a historic building program called UCONN2000, a nationally unprecedented ten-year, $1 billion program to renew, rebuild and enhance its campuses. (Further information is available on the Web at http://www.uconn.edu)

Candidates must have an earned doctorate or other terminal degree, along with outstanding academic credentials in teaching and scholarly activities which merit a senior faculty appointment in an academic department of the University. Further, candidates must have experience as a vice president, academic dean, or in otherwise managing significant academic units, and should have demonstrated the ability to manage a large, complex academic institution.

Candidates should possess: a commitment to excellence in teaching and the capacity to implement programs to strengthen instruction at the undergraduate, graduate, and professional school levels; a commitment to excellence in research and scholarship and an accompanying ability to identify and prioritize areas of research, and to enhance the support environment as well as external financial support for research; a commitment to principles of diversity and the demonstrated ability to translate that commitment into action; a commitment to achievement of strong programs in student life, with a focus on community and civility across the campuses; proven leadership and communications skills; ability to work within a collective bargaining environment; an understanding of the role and tradition of a land grant university; and high standards of professional and personal integrity.

Compensation is competitive with that at other Research I universities.

Letters of nomination and application should be sent to: **R. William (Bill) Funk, Managing Director-Education Practice, Korn/Ferry International, 3232 Lincoln Plaza, 500 North Akard Street, Dallas, TX 75201**. Screening will begin immediately. The goal is to select a Chancellor by October 1, 1999; applications will be accepted until the position is filled.

University of Connecticut

The University of Connecticut has a strong commitment to diversity and seeks a broad spectrum of candidates.

Pima Community College

Tucson, Arizona

Revised

Full-Time Staff Position Openings

Pima Community College is the fourth largest multi-campus community college in the nation and opens its doors to more than 65,300 credit and non-credit students each year. Five campuses offer university transfer programs, occupational, developmental, and general education, as well as corporate training and community education courses.

The College seeks applicants for the following full-time staff positions.

Director of Occupational Education Services **$41,161**
Direct, monitor and manage the development and implementation of the College's occupational education programs; monitor occupational programs for effectiveness; conduct feasibility studies; write and manage grants for occupational education programs.

Director of Library Services **$43,245**
Plan, direct, manage, and coordinate the activities of District Library Services, including such technical services as cataloging, acquisitions, materials processing, and automated systems support and administration.

Director of Academic and Multicultural Education Programs **$41,161**
Plans, directs, and reviews the activities and operations of college-wide academic programs, assessment, program reviews, minority and interdisciplinary education, honors and concurrent enrollment programs, bilingual education, developmental education, international education programs, and specialized projects and services related to the enhancement of academic instruction.

Director of Student Success and Retention Programs **$41,161**
Plan, Direct, and review the activities and operations of College-basic skills assessment, student services program reviews, orientation, advising/counseling, career services, minority student issues, and the College's student success initiatives.

Grants Development Coordinator **$34,627**
Plan, coordinate, review, and perform grants development activities and procedures; write grants; provide consultation on grants development; coordinate development activities for district grants.

REVISED CLOSING DATE: JULY 12, 1999

For position information and application materials, contact:

Pima County Community College District
Human Resources, Employment Office
4905D East Broadway Blvd., Suite 102
Tucson, AZ 85709-1190

Phone: (520) 206-4624; **Toll Free** 1-877-PIMA-JOB
TTY: (520) 206-4852; **FAX:** (520) 206-4879.
Or Internet: **http://www.pima.edu/~humres/hrhome.html**

Pima Community College is an Equal Opportunity/ Affirmative Action Employer. Women, minorities, and other protected classes are encouraged to apply.

UNIVERSITY of CINCINNATI

SENIOR VICE-PRESIDENT AND PROVOST FOR BACCALAUREATE AND GRADUATE EDUCATION

The University of Cincinnati invites nominations and applications for the position of Senior Vice-President and Provost for Baccalaureate and Graduate Education. The University of Cincinnati is a Research I student-centered institution dedicated to providing the highest quality learning environment, world-renowned scholarship, innovation and community service, and serving as a place where freedom of intellectual interchange flourishes.

The University of Cincinnati is one of two comprehensive state universities in Ohio, garnering more than $100 million in sponsored research. With over 1,900 full-time faculty, the University serves more than 35,000 students in 16 colleges, offering a broad array of associate, baccalaureate, master's, and doctoral programs. Established in 1819, the University has an endowment of more than $800 million. The annual educational and general budget of the University is $540 million. For further information about the University, see **http://www.uc.edu.**

Reporting directly to the President, Joseph A. Steger, the Senior Vice-President and Provost has two interdependent roles:

- As Provost, this individual must be able to provide creative leadership in all matters related to budgets and academics for eleven non-medical colleges, two branch campuses, the University Libraries, the Division of Professional Practice, and the School of Social Work. Responsibilities include, but are not limited to, leadership in academic program planning and development, faculty relations under shared governance, and budgetary operations associated with all of the aforementioned. The Provost is expected to be involved in community relations, fund raising and development, and representing the institution in state-wide issues of concern to higher education.
- In the role of Senior Vice-President, the individual is responsible for administrative areas as designated by the President and for working with the Senior Vice-President and Provost for Health Affairs, as a partner in planning and managing University-wide strategic issues.

The University seeks to appoint a candidate who has:

- a distinguished record in teaching, research, scholarship or creative activity, and service sufficient to warrant appointment in an academic unit at a senior professorial rank,
- significant experience and a record of achievement in higher education administration, including faculty appointment, tenure and promotion, strategic budget planning and management, and academic program development,
- a dynamic leadership and collaborative management style appropriate to a complex and diverse institution,
- the ability to engage all sectors of a university in effective collegial consultation,
- a record of achievement in promoting diversity among faculty, staff, and students, and
- strong problem-solving, decision-making, interpersonal, and communication skills.

Applications, nominations, and inquiries should be directed to:

Susan VanGilder, Director
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314

Telephone: 703/ 757-7250
Facsimile: 703/518-1782
susan.van.gilder@atkearney.com

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin on October 1, 1999, and will continue until the position is filled. The position is available January 1, 2000.

The University of Cincinnati is an equal opportunity/affirmative action employer committed to excellence through diversity.
Women, minorities, disabled persons, Vietnam era and disabled veterans are encouraged to apply.
UC is a smoke-free work environment.

ASSISTANT DIRECTOR OF ADMISSION-COORDINATOR OF MULTICULTURAL ADMISSION

The position: Develops, implements, and monitors a comprehensive recruitment plan designed to attract and retain an academically talented and diverse student body. Advises the Director of Admission, serves as liaison to the Office of Multicultural Affairs and student multicultural groups, and works closely with admission colleagues as well as student, faculty, and alumni volunteers.

Specific responsibilities: Traveling to high school/college fairs, handling correspondence, interviewing prospective students, reviewing applications for admission, other projects as assigned. Travel would include outreach to community-based organizations and agencies.

Qualifications: Requires a bachelor's degree and two or more years of demonstrated experience in extending educational opportunities to U.S. students of color. Experience in admission, graduate work in higher education and proficiency in Spanish are preferred. Should possess well-developed communication and organizational skills, the ability to articulate the value of a liberal arts education, enthusiasm, energy, creativity, humor and the commitment to working cooperatively. A valid driver's license is required.

Founded in 1846, Grinnell College enrolls about 1,300 undergraduate students from every state and the District of Columbia in the United States and 40 other countries. The College's primary mission is to provide students with a broad, deep, and life-enhancing education that includes professional success, but also personal growth and social responsibility. Grinnell College offers an exceptional, rigorous, comprehensive, and opportunity-rich educational experience which has, at its heart, one-on-one interactions between students, faculty, alumni, and staff. Grinnell College is consistently ranked among the top nationally selective liberal arts colleges in the United States and also consistently ranks in the top ten among all colleges and universities in endowment resources per student and the top twenty in alumni gifts per student. Additional information can be found at the college's web site: **<www.grinnell.edu>**

Application Process: To be assured of consideration, submit a letter of application, a resume, and a list of three employment references to: **Ms. Jan A. Veach, Office of Human Resources, Grinnell College, P.O. Box 805, Grinnell, IA 50112**, by July 16, 1999. The position will remain open until filled.

Grinnell
College

Grinnell College is an equal opportunity affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability.

TUFTS UNIVERSITY

Director of Admissions and Financial Aid

Fletcher School of Law and Diplomacy

We seek a high energy team-oriented individual to direct, plan, and manage all aspects of the admissions and financial aid process at the Fletcher School. Position entails responsibility for achieving enrollment goals and includes the full range of admissions responsibilities: marketing and recruitment, selection and decision making, public presentations, travel, interviewing, and yield enhancement. Production of annual school catalog, supervising small staff and many student workers, and maintaining financial and admissions databases included. Master's degree with 3 years experience in similar highly competitive and selective institution, preferably at the graduate level. Well versed in all facets of financial aid, excellent interpersonal and representational skills; excellent database and spreadsheet skills. Ability to establish rapport with diverse student and faculty population a must. Experience in International Affairs helpful. Review of applications begin June 28. *Job #M99-577*

Send 2 copies of resume and cover letter with salary requirements to: ***Ray Domingo, Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144.*** *Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

ASSOCIATE DEAN FOR TECHNOLOGY AND RESEARCH

Borough of Manhattan Community College of the City University of New York seeks applications for the position of Associate Dean for Technology and Research. The Associate Dean will report to the Vice President of Academic Affairs and have managerial, planning, and fiscal responsibilities for all aspects of academic technologies and research at the college. The Associate Dean will be responsible for innovation, advancement, and short and long range implementation in the areas of technology and institutional research. The Associate Dean will supervise the directors of instructional technology, media center and institutional research. Working with the directors and faculty, the Associate Dean will develop grant opportunities related to technology and provide guidance and information on the use of instructional technologies in classrooms and labs. The Associate Dean will perform other duties as assigned by the Vice President of Academic Affairs.

An earned doctorate in an appropriate or related field. A demonstrated record of distinction in college teaching and research, and a successful record of grant funding are required. A minimum of five years of higher education leadership with broad technical knowledge relative to both academic and administrative computing is required. Candidate must be visionary and possess excellent oral and written communication skills and budget and finance experience. Candidate must also have the ability to manage support personnel who provide academic technology support and research services for the instruction in all academic programs and departments.

Salary: $82,050/A - 102,749/A. Vac.#770.

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO(2) RESUMES ALONG WITH TWO(2) COVER LETTERS BY 7/16/99.

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

KEAN UNIVERSITY

DIRECTOR III, STUDENT ACTIVITIES AND DEVELOPMENT

Kean University invites applications for a Director of Student Activities and Development (12 months). Reporting to the Associate Vice President for Student Affairs, the Director provides leadership for planning, implementing, administering, and evaluating departmental activities, programs and services. The Director is responsible for the effective management of a team of four full-time professional staff, four graduate assistants and approximately eight student staff. The Director serves as the primary advisor to Student Organization, Inc.; coordinates and maintains departmental and student group databases; is responsible for coordinating the Student Leadership Institute; oversees the Greek Affairs program; and provides direct support to the University Activities Board. The Director also provides direction in planning student group-sponsored social and cultural celebrations and oversees the implementation of the Co-Curricular Transcript Program. The Director serves as a liaison to a number of administrative units, and co-chairs the Homecoming Committee and the Annual Student Leadership Retreat.

Requirements: MA degree in Student Personnel, Counseling, Educational Leadership, or related field; minimum of three years in student activities is required, and five years supervisory experience in student affairs is preferred.

The successful candidate must be able to communicate effectively with individuals and groups, and relate to a diverse student population. Availability and willingness to work evening and weekend hours is essential; experience with word processing, database and spreadsheet applications is necessary. Experience with Colleague is desirable.

Application, Salary, Benefits Information: Candidacy review begins immediately and continues until appointment is made. Send letter of interest, current resume, and names, addresses and telephone numbers of three references that can comment on professional qualifications. Apply to: **Janice Murray-Laury, Chair, Director for Student Activities and Development Search Committee, 122 Townsend Hall, Kean University, 1000 Morris Avenue, Union, New Jersey 07083.** Salary is commensurate with qualifications and experience. Comprehensive benefits program included. **Kean University is an EEO/AA institution.**

KEAN UNIVERSITY

Teacher of the Handicapped

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university; tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

Responsibilities:
Teach in a program that emphasizes academic and vocational skill development.

Required:
Bachelor's Degree, Teacher of the Handicapped. Experience working with the physically disabled. Candidate should possess commitment to scholarly advancement and productivity. Possession of effective communication and interpersonal skills. Knowledge of technology in instruction.

Appointment Date: September 1, 1999

The A. Harry Moore School is located in Jersey City, NJ directly across from New Jersey City University. The school is convenient by train, bus, or auto from local metropolitan areas.

Application:
Submit a letter of application, resume, official transcript, certification, work experience, and the names, addresses and telephone numbers of at least 3 professional references by July 27, 1999 to:

NEW JERSEY CITY UNIVERSITY

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Boulevard
Jersey City, NJ 07305

Equal Opportunity Employer

CHANGING YOUR EXPECTATIONS.

Challenging Your Potential.

University of Maryland University College is the nation's largest virtual university with more than 21,000 online enrollments in FY 1999. It is also the world's leader in providing distance education to adult learners either on the ground or in the air. The Office of the President currently has the following opportunities available.

ASSOCIATE VICE PRESIDENT FOR GOVERNMENT RELATIONS

You will be responsible for successfully managing relationships between UMUC and its key government stakeholders at the local, state, Federal and international levels. Strong organizational, communication, management and interpersonal skills are a must. Candidates are required to have a BA/BS degree. Master's degree in political science, public affairs, business or related field preferred.

ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL PLANNING & RESEARCH

You will be responsible for leading a planning staff whose mission is to provide UMUC's executive leadership with data, intelligence, and analysis enabling leadership to make agile, rapid, and informed decisions. Candidates are required to have a BA/BS degree. Master's degree in business, economics, or any other related field heavily dependent upon data and intelligence gathering and their analysis preferred.

ASSISTANT TO THE SENIOR VICE PRESIDENT FOR POLICY, PLANNING & ADMINISTRATION

You will assist the Sr. VP in the coordination of a broad range of activities across a diverse set of functional units including Administration, Advancement, Communications, Governmental Relations, Information Technology, and Institutional Planning and Research. Candidates are required to have a BA or BS degree. Master's degree in business, organizational management, or related field preferred.

Self-starters with the ability to execute follow-up, attend to detail, persevere to successful conclusion in the face of ambiguity, exercise good judgment, and provide critical and independent thinking will be given top consideration. Candidates for all positions should have strong organizational, communication, management, and interpersonal skills and should be able to demonstrate 5 years of increasing responsibility in their career path. For full consideration, submit a cover letter indicating desired position, resume, list of 3 professional references, and salary history to: **Office of the President, University of Maryland University College, University Blvd. at Adelphi Rd., College Park, MD 20742.** The review process will begin immediately and continue until all positions are filled. AA/EOE

UMUC

www.umuc.edu

MIT

ASSOCIATE DIRECTOR, FOUNDATION RELATIONS AND SCHOOL DEVELOPMENT SERVICES

The Resource Development Department seeks an individual to provide development support for all aspects of private foundation fundraising, from prospect searches to proposal writing to stewardship. Will work with faculty members, program directors, school development officers, and other assistant directors to coordinate and execute fundraising plans for specific foundation staff; coordinate a range of development services to a subset of Institute schools (client groups), working in association with relevant School Development staff; provide liaison between client groups and Resource Development; help coordinate fundraising efforts between deans, faculty, and school development officers; and supervise staff.

Requirements: a bachelor's degree (advanced degree desirable) and three or more years of direct experience in a college, university, or large non-profit organization. Familiarity with higher education required. Excellent verbal and written communications and interpersonal skills essential.

Interested candidates should submit a resume and cover letter referencing **Job No. 99-0447A** to **William Cain, MIT Personnel, PO Box 391229, Cambridge, MA 02139-0013. To apply on-line: web.mit.edu/personnel/www/resume.htm**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

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a WORLD of OPPORTUNITIES

PROGRAM DEVELOPMENT COORDINATOR

The Office of Multicultural Programs and Services is seeking an Academic Support Coordinator to manage and organize support programs and services related to the academic success and retention of undergraduate students. Will also design, implement and evaluate learning programs and coordinate services with faculty and departments. Will recruit, train and supervise student tutors and develop proposals and grants for internal/external funding sources.

A Bachelor's degree; two years of related experience in teaching/training and strong math, science and writing skills are required. The ideal candidate will have a Master's degree and/or additional years of experience, preferably with college learning programs. Job # 123469DS

Please submit cover letter, resume and a list of three professional references to: **Ms. Vera Dixon Rorie, Emory University, Multicultural Programs and Services, 1495 Clifton Road, Ste. 348, Atlanta, GA 30322.** AA/EOE

EMORY

www.emory.edu

Education

The First Choice Among America's Best Universities Should be Your Employer of Choice.

Recognized for academic excellence as well as a superior, well respected faculty and staff, a career at **DePaul University** can provide you with the personal and professional excellence you need to experience a rewarding future.

RESEARCH ANALYST

• Multicultural Student Affairs •

Work closely with a high-energy team of professionals to conduct research, compile statistics and identify trends to reflect the evolving retention patterns for DePaul's students of color. Utilize your skills to assess student perceptions of the campus climate for diversity initiatives in this exciting role. The ability to compile surveys, analyze data and compute quarterly reports is essential.

Bachelor's degree in Education Administration, Psychology, Economics, Computer Science or Business Administration including statistical course work and 3-5 years related work experience are required. Master's degree preferred. Familiarity with trends, concerns and issues of students of color in higher education as well as a variety of computer software applications including SPSS programming, database design, and spreadsheet applications, such as Excel, Lotus 1-2-3 or Quattro Pro required.

At DePaul University, you'll enjoy best-in-class benefits, 100% tuition reimbursement and industry competitive compensation. For immediate consideration, send your resume to: **DePaul University, Human Resources, Job Code: XHX1151HONE, 25 E. Jackson Blvd., Chicago, IL 60604. E-mail: depaul@isearch.com Fax: 310-337-3317.** DePaul University is committed to equality in education and employment.

DEPAUL UNIVERSITY

www.depaul.edu

PROGRAM DIRECTOR

Job#149

Comprehensive School Reform Demonstration

The Comprehensive School Reform Demonstration program assists states, schools and districts in responding to a federal initiative to boost achievement in low-performing schools. The CSRD approach to whole-school reform is adoption of proven, research-based, comprehensive models. The program director will provide intellectual leadership and management to a scope of work that includes assistance to all four states in WestEd's region (Arizona, California, Nevada, and Utah), networking of schools (in-person and via the web), research on implementation, and participation in national activities. The director will also be expected to develop and maintain connections with reform communities in California and to coordinate with other whole-school reform efforts at WestEd.

Qualifications:

Solid grounding in school reform in high poverty schools, including direct school experience and knowledge of the research literature; demonstrated expertise working with educators and policymakers at multiple levels; demonstrated success managing multi-faceted programs and developing teamwork among staff. Doctorate or equivalent education/experience in relevant areas. Salary Range: $68K-$102K, plus excellent benefits.

Application Process:

Please send your resume, a letter of interest (reference Job #149) and a list of three references to:

Human Resources
WestEd
730 Harrison Street
San Francisco, CA 94107
Fax (415) 565-3012
E-Mail: Jobs@WestEd.org

EOE/AA

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Headquartered in San Francisco, our agency has approximately 300 staff located in 10 offices throughout the nation. To find our more about our work, visit WestEd's Web site: www.WestEd.org

WestEd

California State University Monterey Bay

The 21st Campus for the 21st Century

Dean
Center for Arts, Human Communication, and Creative Technologies

California State University Monterey Bay (CSUMB), is a comprehensive public university that is committed to serving the diverse people of California, especially the working class, historically under-served, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes in 14 interdisciplinary undergraduate and graduate degree programs. It is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

The Center for Arts, Human Communication, and Creative Technologies (AHCCT), supports four academic degree programs: Human Communication (Integrated Humanities), Visual and Public Art, Music and Performing Arts, and World Languages and Cultures. The Dean of the Center reports directly to the Provost/Vice-President for Academic Affairs.

CSUMB is seeking:

- an **academic leader** who understands experientially the value and importance of multiculturalism; values collaboration, community-building and shared governance; seeks wide-spread participation in decision-making; and models integrity, ethical reflection, and practice;
- an **academic administrator** with a successful record in budget development, strategic planning, and grant acquisition; demonstrated ability to lead through collaborative and shared decision making, and to sustain a strong and collegial relationship with faculty, students, staff, and administrators; the ability to balance advocacy with the needs of the wider campus community;
- an **educator and scholar** whose academic achievements are commensurate with appointment as Full Professor in an AHCCT degree program; experienced in developing and leading academic programs that meet the learning needs of an ethnically, culturally, and linguistically diverse student population;
- an **innovator** with demonstrated understanding of new paradigms in the arts and humanities; who understands and can translate the value of Liberal Arts education in an interdisciplinary context; who values and supports the integration of new media technology in arts and humanities education.

Minimum Qualifications: Ph.D. or appropriate terminal degree. Educational and scholarly achievement commensurate with appointment as Full Professor in the AHCCT Center. Experience developing and leading programs that serve educationally, ethnically, and linguistically diverse student populations. Substantial administrative experience as a dean, associate dean, department chair, or in a comparable position. Evidence of strong and collegial collaboration with faculty, staff, students, and administration. A record of supporting faculty research and development.

Process: Priority filing date for this position is October 1, 1999 (position available January 1, 2000). Send two copies of resume, letter of application, and the names, addresses, telephone numbers, and email addresses of five professional references to: Recruitment/Office of Academic Personnel, CSUMB, 100 Campus Center, Seaside, CA 93955-8001 tel: (831) 582-3569 - fax: (831) 582-3811 - CRS/TDD users: (800) 735-2929. E-mail applications are encouraged and may be forwarded to: faculty_recruitment@monterey.edu. Please reference job #MBDAHCCT-9914. Individuals requiring accommodation with the application process may call (831) 582-3567.

AA/EEO/ADA Employer

NATIONAL SCIENCE FOUNDATION

Director, Division of Atmospheric Sciences

NSF's Directorate for Geosciences seeks candidates for the position of Director, Division of Atmospheric Sciences. The incumbent provides leadership and direction to NSF program activities supporting research and education in both core disciplinary programs (e.g., aeronomy, atmospheric chemistry, climate dynamics, magnetospheric physics, and meteorology), as well as multidisciplinary and infrastructure activities (e.g., the National Center for Atmospheric Research, Upper Atmospheric Facilities, and UNIDATA).

Appointment to this Senior Executive Service position may be on a career basis, or on a 2- to 3-year limited term basis, with a salary range of $110,351 to $125,900 for a new SES appointment. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Applicants must have a Ph.D. or equivalent professional experience in the atmospheric sciences or related field (e.g., physics, chemistry, oceanography, applied mathematics), substantial research administration experience, and demonstrated leadership skills.

Announcement EP 99-11, with position requirements and application procedures, is located on the NSF Home Page at www.nsf.gov/home/chart/work.htm#hrm. Applicants may also obtain the announcements by contacting the Executive Personnel and Development Branch on 703-306-0755 (Hearing impaired individuals may call TDD 703-306-0189). Applications must be received by August 31, 1999.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

1402

BEST COPY AVAILABLE

Southern Connecticut State University

SCSU

Dean of Student Affairs

Southern Connecticut State University (SCSU) invites applications and nominations for the position of Dean of Student Affairs. SCSU, a unit of the Connecticut State University system, is an urban, multipurpose, comprehensive state university founded in 1893. Southern is a fully accredited institution of higher education authorized by the Connecticut General Assembly to offer courses and programs leading to bachelor's and master's degrees in the arts and sciences and in various professional fields. Southern also offers a sixth year diploma in several special areas. Located in New Haven, Southern functions first as a regional institution involved in the economic and social development of the southern part of the state through quality academic offerings, public service efforts, continuing education programs, research and grant projects, and cooperative community projects. The institution servers the entire state by providing educational activities and programs for its citizens.

The Dean of Student Affairs has direct supervisory responsibility for Counseling Services, Residence Life, Career Services, Student Center, Performing Arts Center, Women's Center, Food Service Interfaith Office, and campus student organizations. The Dean also supervises the budgets of most student activities, new student orientation, and university discipline and chairs several important committees which serve to meet the needs of individuals and groups.

The Dean reports to the Vice President for Student and University Affairs and assists in providing leadership for the Division. The ideal candidate will be committed to student development, experienced in student affairs administration, responsive to student needs, organized, innovative, and will have excellent communication skills.

The Dean will have a master's degree in a related field, together with at least five years of higher education experience; demonstrated ability to manage and direct diverse and complex campus programs and services benefiting students of varying ages, heritage and residential arrangements; demonstrated ability to manage financial systems with accountability for accuracy and soundness of administration; and demonstrated ability to manage business units such as residential facilities, conference facilities or food services.

Send letter of application, professional vita, and names, addresses and telephone numbers of three references to: **Vice President David A. Pedersen, Division of Student and University Affairs, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515** by August 1, 1999. We encourage applications from under-represented groups, including minorities, women and people with disabilities.

POSITION IN HISTORY OF CHRISTIANITY

Harvard Divinity School welcomes further nominations and applications for the assistant professorship in History of Christianity advertised in late 1998. The guidelines for this position are unchanged: Candidates may be specialists in any major period (e.g., the Reformations) or approach (e.g., the history of theology), but they should be qualified to teach courses that span longer periods of European history. Interest in interdisciplinary collaboration within the Divinity School and the University will be highly important, along with ability to contribute to the Divinity School's ministerial studies program. Candidates should be prepared to utilize forms of analysis that address race, gender, and social location. An applicant must have the doctorate, or an approved doctoral dissertation, in hand by January 1, 2000.

Please send applications, nominations, and inquiries to:

Pamela Massey
Faculty Search Office
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138
(617-496-1694; pamela_massey@harvard.edu)

Completed applications should arrive not later than November 1, 1999.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or ethnic minority and international candidates are especially encouraged.

JAMES MADISON UNIVERSITY

ASSISTANT DIRECTOR OF ALUMNI RELATIONS

The JMU Alumni Association seeks an Assistant Director of Alumni Relations, Coordinator of Communications.

About the University: Located in the Shenandoah Valley, JMU is a highly-selective, diversified, regional, comprehensive, student-oriented public institution with an enrollment of 14,700 students and 560 full-time faculty. It has strong liberal arts and professional programs at the undergraduate level and graduate programs in a variety of disciplines. JMU has achieved national recognition and has been repeatedly identified as a "best buy" for students.

Competitive candidates will possess and demonstrate strong organization, communication and writing skills: experience with public relations: considerable computer and desktop design expertise using QuarkXpress, PageMaker, Photoshop, Illustrator, MS Word and PowerPoint: knowledge of marketing concepts and Web site design experience. A bachelor's degree in journalism, communications, English, public relations or design is preferred. Previous employment with an alumni association or in an academic environment is preferred. Some evening and weekend work is required, including limited travel. Starting salary low $30,000s. Submit cover letter, resume and three samples of desktop publications and one creative writing sample by July 9, 1999 to **Assistant Director Search, JMU Alumni Relations, MSC 0302, Harrisonburg, VA, 22807.**

James Madison University is an equal opportunity /Affirmative Action/equal access employer and especially encourages applications from minorities, women and persons with disabilities.

For more information, visit us at **www.jmu.edu/alumni**
or email us at **alumni_link@jmu.edu**

AMHERST COLLEGE

ASSISTANT DIRECTOR CAREER CENTER/ASSISTANT DEAN

The Career Center at Amherst College is accepting applications for a full-time Career Counselor/Assistant Dean position. Primary responsibilities include study abroad advising, general career counseling for students and alumni including workshop presentations on various career issues, specialist in pre-law advising, and overseeing the Career Center's library and resources. Perform other administrative duties related to the activities of the Career Center.

Qualifications: Master's Degree in counseling, student affairs, a liberal arts discipline or other related areas; 2-4 years experience in college career counseling; and demonstrated computer skills. Special consideration will be given to candidates who have experience in counseling students pursuing liberal arts degrees and who have experience in study abroad advising. Candidates must possess excellent oral and written communication skills, and have the ability to interact effectively with faculty, colleagues, and other constituencies inside and outside the College.

Interested candidates should submit a letter of interest, resume, and three references to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000**. A review of applications will begin August 1, 1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

HUNTER COLLEGE

OF THE CITY UNIVERSITY OF NEW YORK

COLLEGE LABORATORY TECHNICIAN

DUTIES: Responsible for preparation of apparatus for Physics laboratories.
Assist faculty by setting up lecture demonstrations.
Assist students in obtaining appropriate materials for their laboratory experiments.
Computer experience desirable.

QUALIFICATIONS: High School graduate plus experience in work appropriate to position or equivalent combination in years of education and experience. Salary commensurate with experience and/or college degree (BA/BS).

SALARY: $23,893 to $37,546

SEND CV BY JULY 9, 1999 to: **Prof. S. Greenbaum, Physics Dept., Hunter College, 695 Park Avenue, New York, NY 10021.**

An Equal Opportunity/Affirmative Action/IRCA/ADA Employer

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

1403

POLK
COMMUNITY
COLLEGE

DEAN, STUDENT SERVICES
Responsible administrative and managerial position reporting directly to the Vice President for Academic and Student Services. Responsibilities include the following major functions: admissions, registration, records, advising, institutional testing, enrollment management, financial aid, student activities and athletics.

Provide leadership that exemplifies the service element of student services. Serve as college articulation officer. Oversee coordination of student recruitment, course registration activities, graduation; oversee college athletic and student activities programs. Knowledge of the principles and practices of academic administration, with emphasis on student services, financial aid, athletics and student activities; knowledge of management information systems to support student services related activities.

Graduation from a regionally accredited college with a minimum of a Masters Degree in education, student personnel services, student development, educational administration or a related field. Five years experience in a college or university student services administrative capacity. Preference given to candidates with community college experience, a broad experiential background that includes two or more of the areas of responsibility described above. Competitive salary plus excellent benefits.

Application review will begin July 16, 1999 although applications will be accepted until finalists are identified.

DIRECTOR, FINANCIAL AID
Responsible full-time, regular administrative and managerial position reporting to the Dean of Student Services. Responsible for the planning, supervision & development of the Financial Aid staff & programs. Requires development of data & recommendations that influence decisions on long term programs & policies within the department.

Responsibilities include: administer all aspects of the department including staff management, budget development & expenditures, federal, state & local scholarship & grant programs, & the college's veteran program; administer preparation of eligibility; represent the college as the financial aid articulation officer; review trends & policy issues related to implementation of all federal & state audits & program reviews; authorize release of State of Florida funds; manage financial aid records retention & security; supervise the audit of all State of Florida scholarship reports.

Requirements include: graduation from a regionally accredited college with a Masters degree and five years management experience, with at least two years in financial aid administration or supervision. Competitive salary plus excellent benefits.
Applications are available from the **Human Resources Office, 999 Avenue H, NE, Winter Haven, FL 33881-4299, (941) 297-1070, e-mail: humanresources@mail.polk.cc.fl.us**
Application review has been extended until July 16, 1999 although applications will be accepted until finalists are identified. EA/EOE/Drug-Free Workplace

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EDUCATION

PART-TIME FACULTY

The Community College of Baltimore County invites applicants for anticipated part-time teaching positions for Fall 1999 beginning September 8 at the Catonsville Campus. Master's degree (or equivalent work experience) and teaching experience preferred.

Acting I
Computer-Aided Design
Compute Information Systems (C,C++, Microsoft Office, UNIX, Visual Basic)
Education, especially Early Childhood
English
Network Technology/ Data Communications
Nursing (Med Surg, Psychiatric, Pediatric)
Occupational Therapy
Psychology
Reading/English *
Sociology
Speech
Tap Dance

* **Reading/English** - seeking an instructor to teach an integrated course in developmental reading and writing for day or evening classes. Must be computer literate.

For best consideration send resume and cover letter **by July 15, 1999** to

CCBC Catonsville
Office of the Executive Dean
800 S. Rolling Road
Baltimore, MD 21228
Fax: 410-455-4411

EEO/AA Employer
Women and minorities are encouraged to apply.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Assistant Director of Admissions/ Coordinator of Multicultural Admissions

The position is being posted jointly with the
Five Colleges of Ohio Consortium.
For complete job description, please see
www.wooster.edu,
click on **Inside Wooster**,
click on **Employment Opportunities**
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

POSITION IN AMERICAN RELIGIOUS HISTORY

Harvard Divinity School announces a tenure-level search in American religious history, broadly construed, to fill the Charles Warren Chair in American Religious History. Candidates may be specialists in any particular aspect of the field, though in chronological terms the preference is for expertise in the nineteenth and twentieth centuries. Candidates should be able to contribute to the Divinity School's ministerial studies program as well being able to use forms of analysis that address race, gender, and social location.

Applications, nominations and inquiries should be addressed to

Pamela Massey
Faculty Search Office
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138

Or **pamela_massey@harvard.edu**, preferably by October 1, 1999, though the search committee will remain responsive to later nominations and applications.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer. Applications from women and/or minorities and international candidates are especially encouraged.

UNIVERSITY OF NEBRASKA-LINCOLN

Dean
College of Architecture

The University of Nebraska-Lincoln invites applications and nominations for the position of

Dean of the College of Architecture

The Search Committee will begin screening applications on September 30, 1999 and will continue until an appointment is made. A comprehensive position description is available on-line at **http://www.unl.edu/svcaa/Activities/ARCHdean.html or from Ms. Jelena Gude (Tel: 402-472-5264; Fax: 402-472-4929; E-mail: jgude1@unl.edu)**

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Moravian College

DIRECTOR OF MULTICULTURAL AFFAIRS: to foster diversity in its programs, activities, and curriculum through active engagement with the entire Moravian College community. The Director will provide academic, personal, and environmental support to underrepresented students and groups. The successful candidate will have familiarity with multicultural issues and concerns, a high energy level, a commitment to undergraduate education, and outstanding interpersonal skills. A master's degree in a related field, previous experience in higher education, and a background in multicultural programs or activities are preferred. Position is full-time for ten months a year, and will report initially to the Executive Assistant to the President.

DIRECTOR OF INTERNATIONAL STUDY: to establish and coordinate an international study program encompassing study abroad programs for American students, the support of international students enrolled at Moravian College and Moravian Theological Seminary, and the generation and coordination of programs and events that promote a global perspective in the life of the institution. Candidates should have successful experience in international program administration and the ability, as time permits, to offer academic courses and cross-cultural workshops that advance the institution's Global Engagement goal and initiatives. An earned or nearly completed doctorate is preferred. The position is full-time throughout the year, and will report to the Vice President for Academic Affairs.

INFORMATION ABOUT THE COLLEGE: Moravian College is a selective liberal arts and science college in the beautiful Lehigh Valley of Pennsylvania with 17 academic departments and 90 full-time faculty. It enrolls 1,250 students in its regular day session and another 500 in the evening division, which includes an MBA program. Founded in 1742, it is the 6th oldest college in the country. As a member of the Lehigh Valley Association of Independent Colleges, Moravian is engaged in a variety of cooperative programs with Lehigh University and with Allentown, Cedar Crest, Lafayette, and Muhlenberg Colleges. Moravian's proximity to New York and Philadelphia presents unusual opportunities for professional and cultural enrichment. In seeking candidates for positions, the College looks for those who can contribute to one or more of its strategic goals, which support student development, creative teaching, community and diversity, global engagement, institutional history and traditions, and affordability. Graduate programs in theology and pastoral counseling are offered through Moravian Theological Seminary with which the College shares a campus and certain resources.

TO APPLY: Please send letter of interest, resume, and the names, addresses, and phone numbers of three references to: **MS. DEBORAH SMULL, Director of Personnel, MORAVIAN COLLEGE, 1200 Main Street, Bethlehem, PA 18018-6650.** Applications will be accepted until the positions are filled. Desired start date for the successful candidates is September 1, 1999. Women and minorities are encouraged to apply. Moravian College is an equal opportunity employer.

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ADVERTISING INDEX

POSITIONS

ARIZONA	
Pima County Community College District	40
CALIFORNIA	
California State University, Monterey Bay	44
California State University, San Marcos	39
WestEd	44
CONNECTICUT	
Southern Connecticut State University	45
University of Connecticut	40
FLORIDA	
Polk Community College	46
GEORGIA	
Emory University	43
IOWA	
Grinnell College	41
ILLINOIS	
DePaul University	43
MASSACHUSETTS	
Amherst College	45
Bentley College	37
Harvard Divinity School	45, 46
Massachusetts Institute of Technology	43
Tufts University	42
MARYLAND	
Community College of Baltimore County	46
University of Maryland	43
NEBRASKA	
University of Nebraska-Lincoln	46
NEW JERSEY	
Kean University	42
Montclair State University	37
New Jersey City University	39, 42
NEW YORK	
CUNY, Borough of Manhattan Community College	42
CUNY, Hunter College	45
SUNY, Buffalo State College	39
SUNY, Fredonia	39
SUNY, Sullivan County Community College	2
SUNY, University Colleges of Technology	39
OHIO	
The College of Wooster	46
University of Cincinnati	41
PENNSYLVANIA	
Moravian College	47
VIRGINIA	
James Madison University	45
National Science Foundation	44

¡PUNTO FINAL!

"DISTANCE LEARNING: THE QUIET REVOLUTION"

Marcelo Vera, director of computing for the College of Arts and Sciences at the University of South Florida, is a doctoral candidate in engineering management. He researches distance learning and instructional technology in Latin America.

A quiet revolution is taking place in higher education. Universities and colleges are finding that it is dangerous to lag behind in the area of distance learning. By the droves, they are hiring deans, directors, and coordinators to run their distance-learning programs in an effort to stay abreast of rapid advances in technology and instruction delivery. In the United States alone, nearly 70 universities already offer distance-learning instruction ranging from certificate programs to complete baccalaureate degrees.

Open University in Great Britain has at least 270,000 distance-learning students enrolled in different courses at any given time. OU officials have agreements with more than 80 universities around the globe that validate their credits. They even deliver biology and chemistry lab kits to complete core courses.

What does this mean to Latin American students? Or even to Hispanics and Latinos in the United States? It means that—finally—they have more higher education options. They are already receiving this development with open arms, especially in countries where education is available only to a very limited population or selected few.

How is this new technology helping education to cross borders and prepare students for the future? Students in Latin American countries are thrilled to hear that more universities around the world, especially those in United States, are launching distance-learning programs available to those students where they live, making them direct beneficiaries of some of the best instruction that higher education has to offer.

I have had the opportunity to teach instructional technology in some universities in South America, where my audiences were primarily graduate students and university teachers. In each country and at each institution, they wanted to learn more about the developments of distance-learning and its components in order to compare approaches and to consider delivering programs in the same way. How do we find more information? Who can sign up for these courses? Can we have those credits recognized in our traditional universities? Those are among the questions I heard time and again.

In Europe and the United States, there are higher education institutions that place a great deal of emphasis on Latin America and on how they can help students in that region access academic programs. Many of these institutions offer scholarships and even hands-on experiences to professors, but these have historically been limited opportunities, and only a privileged few have access to such a fine education. But through technology and connectivity, computers and creativity are providing such opportunities to more and more students in Latin American countries. Once students register to take courses or programs from these institutions, they become part of the student body, interacting with fellow students and receiving instruction and advice from real faculty, all via television feed or the Internet. All of this is possible thanks both to these new technologies and to distance-learning efforts being developed and tailored to the needs of local and international students.

The most important factor about this new approach to education is that it affords students an opportunity to develop better skills and to prepare themselves for better career opportunities. Recognizing this, many companies are even paying their employees' tuition. Industries like the convenience of this type of education, which often allows workers to access classes in a more time-efficient manner, even in nontraditional hours or from the comfort of their homes. Hard-working people, single parents, dropouts, and others are seeing many of the logistical barriers that prevented them from entering higher education fall by the wayside.

It is obvious that educational institutions have an understandable second agenda in offering this new technology—to beef up enrollment numbers and take in more tuition. Some in higher education, however, recognize the greater social good that is the ultimate potential of such efforts and are working toward that end. The Inter-American Distance Education Consortium, for example, promotes conferences and seminars around the United States, Canada, and other countries, seeking to increase access to education worldwide and to encourage international educational partnerships to confront some of the most important political, economic, and social problems that affect humankind. These conferences are usually open in more than one language, including English, Spanish, and Portuguese. The possibilities inherent in such collaboration are breathtaking.

Traditional education is merging with technology to accommodate students from around the global village. In the emerging product of that merger, our distance-learning programs, and "virtual universities," everyone can benefit, no matter what their nationality or racial or ethnic background.

The Hispanic Outlook in Higher Education

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El Puente Academy for Peace and Justice Adelina Silva Academic Tenure

JULY 16, 1999 • $3.75 http://www.HispanicOutlook.com VOLUME 9 • NUMBER 22

THE HISPANIC Outlook IN HIGHER EDUCATION

UT-SAN ANTONIO'S NEW LEADER

"I know that town. I'm from that town. I have a good idea as to where it's been and where it's going."

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Senior Vice President for Finance

Loyola University Chicago, a Catholic and Jesuit urban institution serving approximately 14,000 students, invites applications and nominations for the position of Senior Vice President for Finance and Business Services. The Senior Vice President reports directly to the President and is the chief financial officer of the University, encompassing the University's eight colleges primarily located on three campuses. The major areas of responsibility include: oversight and responsibility for the financial budget; the overall business operations of the University; the capital budget; coordination of the University's budget planning process; oversight of the university's investment portfolios; serving as the primary administrative liaison with the Finance and Audit committees of the Board; and interacting and cooperating with the Chief Finance Officer for Loyola University Health System and the budget officer for the Loyola Stritch School of Medicine. Reporting to this Senior Vice President are: (1) the Vice President for Investments and Treasurer, (2) Associate Vice President for Finance and Controller, and (3) Director of Internal Audit.

The Senior Vice President for Finance is expected to provide accurate and timely financial information to all units and constituencies within the institution to enhance management decision-making and overall service. This Senior Vice President is responsible for strengthening the financial operations of the University while maintaining the fiscal integrity and internal control. The Senior Vice President for Finance is a member of the senior management team.The goal of the team is to provide comprehensive, high quality, and cost effective support to the core academic activities of the institution.

Required Qualifications:

Candidates for the position must possess a minimum of a Master's degree in business administration, accounting, finance, or another related field, and have broad experience in business or higher education. This individual must also possess the leadership and management abilities to organize the University's financial affairs (approximately $200 million annual budget for the Lakeside Campuses) so as to provide excellent service and efficient operation.

Candidates must have good communication and analytical skills and a demonstrated ability to work effectively with trustees, faculty, staff, students, members of the university community, and other financial, educational, civic, and governmental groups. Experience in computer-based fiscal planning and analysis is required. Candidates must have the ability to integrate computer information technology systems into all aspects of the University's financial affairs. Candidates will be expected to provide a variety of users with financial information, interpretation, and analysis to improve institutional decision-making.

Candidates should support the Jesuit and Catholic mission of the University, be knowledgeable about its mission and indicate the skills they have that will advance the Jesuit and Catholic character of the institution.

Extensive information about Loyola University Chicago is available at www.luc.edu. Review of applications will commence immediately with the expectation of an appointment by August 15. All applications will be handled confidentially. Please send applications, preferably by e-mail or fax, to: **Ms. Carol Molick, Assistant to the President, Loyola University Chicago, 820 North Michigan Avenue, Chicago, Illinois 60611 Internet: cmolick@luc.edu Telephone: 312-915-6402 Fax: 312-915-6414**

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CONTENTS

FEATURES

Native Son to Lead UT-San Antonio

Ricardo Romo, who broke many track records as a student athlete, returns home to a new set of challenges. 6

Tenure–the Impossible Dream?

Be prepared, pick the right mentor and don't rock the boat, say Hispanic advisors. 9

The Shared Success of Adelina Silva

Alamo Community College District's award-winning activist designs reality-based programs that help make college possible. 12

Hispanics Choosing by Price and Proximity

U.S.News
Best
COLLEGES

Experts urge students and families to start searching earlier and more extensively for a college. 15

A School Grows in Brooklyn

El Puente Academy for Peace and Social Justice connects academics and action, with fine results. 21

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Business leaders address math and science deficiency. 5

Honor Roll: University of Wisconsin-Madison

Its highlights include many firsts–from space exploration to gene synthesis, and nearly all points in between. 18

People, Places, Publications, Conferences

24

Book Review: *Todas ibamos a ser reinas*

34

¡PUNTO FINAL!
Latina/Chicana Superwoman: Have You Seen Her? back cover

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A CAPITOL VIEW

Business Leaders Address Math & Science Deficiency

BY GUSTAVO A. MELLANDER

Many Hispanic parents have long had an uneasy feeling that their children were not leaving school with the education that they needed. In the last decade, the business world, too, has come to realize that students graduate without the skills that they need to be successful.

Jobs that require strong academic skills remain vacant due to a lack of qualified workers. And remedial training costs are rising. All agree that this lingering issue, one that adversely affects so many Hispanics, has to be resolved.

International Study Results

The scary results from the recent Third International Mathematics & Science Study (TIMSS) compared performance in mathematics and science of a half million students worldwide at grades 4, 8, and 12, including 33,000 Americans. It reinforces in stark terms the need for all stakeholders in our education system to join together to boost student performance across the board.

While U.S. students at the fourth grade level were near the first in the world in science and were above the international average in mathematics, by the eighth grade, U.S. performance had fallen to slightly above the international average in science and to below the international average in mathematics.

Analyses of eighth grade teaching and curriculum show that our country has a fragmented curriculum and teaching generally is not focused on challenging content nor is it executed in a way that promotes problem-solving skills.

By the 12th grade, U.S. ranking fell to below average in both science and mathematics, even among our advanced students, while our most advanced students in mathematics were at the international average and in science below average. This low performance is part of a larger profile: the majority of our students do not take advanced math or science courses and do not have a solid foundation coming out of middle school, and they are not being taught by teachers fully trained to teach mathematics and science.

Maintaining a Competitive Edge

The National Library of Education reports that management guru Peter Drucker's claim that "knowledge has become the key resource" is born out by a torrent of evidence that the knowledge content of work is increasing. Education is the key to maintaining a competitive edge.

Economic journalist Robert J. Samuelson elaborates: "Schools are one foundation of the economy. If students leave with poor skills, there are consequences. One is waste. Giving people a third or fourth chance (whether in college or on the job) is expensive. Some people learn skills later that they could have learned earlier. Some skills are never learned. One result is a scarcity of high-skilled workers; another is many low-skilled workers trapped in poverty or semi-permanent unemployment."

Employers' and educators' efforts highlighted in *The Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement* offer models for business and education leaders to learn from as they develop strategies in their own communities to support math and science achievement.

For American students to be "first in the world," these types of efforts must be expanded so that every student understands the importance of mastering challenging mathematical and scientific concepts. These efforts should also enable students to be part of an education system that is aligned to support the achievement of these high academic standards.

Formula for Success

Businesspersons and educators have prepared *The Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement* to address these national problems.

The Guide:

- provides the business community with vital 4th, 8th, and 12th grade TIMSS data on mathematics and science achievement of America's students;
- makes the link between academic achievement and workplace success by offering workplace examples of the application of both basic academic knowledge and the higher-order thinking skills;
- provides examples of business roles to support increased mathematics and science achievement;
- poses questions that business leaders can use to begin or continue conversations with other stakeholders–parents, educators, students, policymakers–to improve mathematics and science achievement in their community; and
- outlines resources that can assist employers in supporting student achievement.

Strategies

The National Alliance of Business has urged its membership to:

- Articulate workplace academic skill requirements; communicate these needs to schools, parents, and students on a regular basis; and ensure these skills are incorporated into academic standards.
- Support more rigorous teacher training that incorporates mastery of content as well as its application to success in the workplace.
- Support programs that expose students to the world of work.
- Support the use of student and system performance data that are clear, reliable, and broadly disseminated.
- Use student achievement in hiring decisions to send the message to all students that academic achievement is important.
- Encourage employees, especially those who are parents, and other community stakeholders to increase their involvement with local schools to help students achieve challenging academic standards.

For more details see: *The Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement*, available from the U.S. DOE, National Library of Education (800-424-1616) and from the National Alliance of Business (800-787-2848).

Dr Mellander is a professor at George Mason University.

Native Son to Lead UT-San Antonio

Ricardo Romo Goes the Distance

BY ROBERT MECKEL

The record books for The University of Texas at Austin still show Ricardo Romo as its undisputed champion in the one-mile run. This spring, both Romo and the old Memorial Stadium track where he practiced and competed as a student athlete disappeared from the UT-Austin campus.

The track was dug up and lowered to provide more seating for football games. A new track stadium has been built across the street, and a new crop of athletes has begun establishing first-year records for that stadium.

Dr. Ricardo Romo, vice provost for undergraduate education at UT-Austin since 1993, left Austin to begin on May 1" as the new president of one of the fastest growing universities in the state—The University of Texas at San Antonio. The UT System Board of Regents selected him in February from among four finalists to succeed President Samuel A. Kirkpatrick.

Dr Ricardo Romo enjoys the support of the San Antonio community

In his first role as president, Romo, 55, is expected to lead UT-San Antonio into the next millennium with the same kind of enthusiasm, determination, and hard work that helped him succeed as an athlete while growing up in San Antonio's West Side.

> ***"My intent is to do everything I can to move UT-San Antonio into 'flagship university' status."***

"My intent is to do everything I can to move UT-San Antonio into 'flagship university' status," said Romo. "We have a regional impact. I think we have an urban impact. I want us to have a state and national impact, and that's where we want to go next."

Romo plans to get there by building partnerships and developing mutually beneficial alliances with the UT Health Science Center, the five military bases, and the city's business and industry communities. He said that these partnerships could be instrumental in helping to diversify the local economy and helping workers plan for new careers as workforce needs of the area change.

"UTSA can become an economic engine for San Antonio development and for diversification of the city's economy by possibly bringing in new industries that will develop new revenue streams," he said.

Another key partnership that Romo will pursue is with people

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involved in the kindergarten through 12th grade schools in the city and region. "They are basically training and developing what will turn out to be our student body. We have to help them to assure that that student group is well developed," he said.

Romo acknowledges that UTSA is, to some extent, a commuter institution, partly due to a limited number of dormitories on campus and partly because limited family resources require the majority of UTSA students to live at home. He believes the university will grow stronger in the years ahead by expanding its demographic base to a more regional level.

"We should serve a student body population from Laredo to Austin and Corpus Christi to Kerrville. My goal is to see that UT-San Antonio is the school of choice for every student in that region, their top choice," he said. To accomplish that goal, Romo will focus on providing quality programs and dedicated service to the students. Another priority, he said, is to recruit top-quality additional faculty who will attract top-quality students.

Romo has set an ambitious agenda for his new presidency, and he realizes that the next two or three years will be crucial in setting the tone for his administration and convincing state legislators to support him in moving UTSA toward the 'flagship university' status enjoyed by UT-Austin and Texas A&M University.

"I think we can make it a flagship institution in the next 20 to 25 years. My job is to lay that foundation so that we can become even better than we are now and move toward that status," he said.

Romo will not be alone in his quest to make UTSA a "top choice" university. He has the support of numerous lawmakers, civic leaders, and educators throughout the state who endorsed his candidacy for the UTSA presidency. Many supporters are local residents who remember Romo from those early years when he brought pride to San Antonio with his athletic accomplishments as a middle-distance runner.

Romo was a student at San Antonio Vocational Tech High School (now known as Fox Technical Vocational High School) when he won the mile race at the University Interscholastic League Class 4A state track meet as a junior and senior in 1961 and 1962. In 1961, he also was the UIL state cross-country champion.

Romo looks back on those formative years in San Antonio and realizes how significant some of his teachers were in the shaping of his future.

"I grew up on Guadalupe Street in the deep West Side of town the first part of my life. We lived in a little house connected to my parents' grocery store until I was 7 years old and we moved to Monterrey Street. By all standards, we were lower-middle-class people. We were not poor, we didn't have any dire economic needs, but we did not have a lot of money, and we all had to work," he said, recalling the many hours he helped in the store as well as in his uncle's trucking business.

"Work was a way of life for us. We didn't know any other life. Fortunately, though, work probably kept me out of the kind of trouble that was all around us in the West Side. There was quite a bit of concern among the parents about gangs in the neighborhood."

Ricardo was the second of five children born to Henry and Alicia Romo. When their children grew old enough to start their education, they were sent to parochial school. Later they were enrolled in a middle school outside their district in order to avoid some of the gang problems affecting the public school in their area that had been the scene of some shootings.

Henry and Alicia Romo with their son.

"We were the first Hispanics admitted to that Anglo school," right after the *Brown v. Board of Education* ruling by the U.S. Supreme Court, recalled Romo. He said the dozen or so Mexican Americans in the school of about 800 students experienced discrimination but managed to go forth and make friends at their new school.

"Never having attended school with any Anglo kids, it was a new experience for us and them. It was a time of getting to know each other for both sides and breaking down a lot of the myths and stereotypes we had about each other," he said. "Athletics brought a lot of us together."

Ricardo said that his older brother, Henry, Jr., "was the trailblazer" in terms of the Romo family being recognized for sporting abilities. Henry, Jr., was an all-around athlete who became the first Hispanic on the middle school's football team. One star athlete at a time was about all the Romo family could afford, however, and because there was so much work to do at the store, Ricardo was unable to participate in competitive athletics like his older brother. Ricardo's running at school was limited to his physical education classes, where he worked out with some of the students who were involved in track tournaments. It was during one of those PE classes that Romo found his first mentor—Coach Bill Davis.

"He was absolutely instrumental in doing what every teacher should do and that is to help an individual to reach his or her potential. He discovered my running talent during PE courses and encouraged me to develop that talent. The more I developed that talent, the more self-confidence and self-esteem I developed. He always was encouraging and really became my first equivalent of a role model, my first mentor."

By the time he reached high school, Ricardo knew in his heart that he was a good runner. He realized also that if he wanted to run competitively with his parents' blessing, he had to continue to do well in school. After he became the city champion, then the regional champion in the mile run his sophomore year, the athletic director at San Antonio Vocational Tech High School, Warren Wieble, had a talk with Ricardo that made him start thinking about his future.

"You're going to go on to college, so you might as well start getting ready and start taking academic courses," Wieble counseled the athlete. It was the first time Ricardo gave any serious thought to the possibility that he might go on to college. Most of his fellow high school students were studying toward technical careers, and until now, he had not planned to do otherwise. With family finances so limited, his only chance was to get a scholarship.

The University of Texas at Austin recognized Romo's talent and lured him away from San Antonio after high school graduation. Romo, who had received 50 scholarship offers from colleges and universities throughout the country, tore up the running track with new record times in the mile, but he also broke new ground at UT toward the development of his academic career.

"My track coach at UT, Jack Patterson, once said to me that I had some good people skills and some good organizational skills and leadership skills, and that if I continued to develop them, I might one day end up in a place like the United Nations. It took me by surprise. He told me never to sell myself short," recalled Romo. He said the conversation inspired him to start thinking about graduate school and the possibilities for the years ahead.

In 1966, Romo became the first Texan to run a mile in less than four minutes. He finished third at a track meet in Los Angeles with a time of 3 minutes, 58.8 seconds. He did that only two weeks after running in the same race in which Jim Ryan set the world record with a time of 3 minutes, 51.1 seconds.

Romo received his bachelor's degree at UT in 1967 and, with his new bride, Harriett, moved to California to begin training for the 1968 Olympics. A lower back injury, however, ended his Olympic aspirations, and his focus shifted to academics. He received his master's degree from Loyola University in Los Angeles in 1970, and in 1975, he earned a doctorate in U.S. history from the University of California at Los Angeles.

He began his career as a social studies coordinator in the Los Angeles public schools system in 1967. He was a faculty member from 1970-73 in the Chicano Studies Department at California State University at Northridge.

He began teaching at the University of California at San Diego in 1973 and was on staff there when he was invited to return to UT-Austin as a visiting professor in history for the spring semester of 1980. Within a few months, he accepted an offer of a full-time teaching position at UT-Austin. Romo remained on the history faculty after having been appointed in 1993 as vice provost for undergraduate education at UT-Austin. His vice provost responsibilities included directing the Freshman Seminars, chairing a committee that oversaw the renovation of 150 campus classrooms, coordinating the Gateway Program for at-risk students, and overseeing the Center for Teaching Effectiveness.

While at UT-Austin, Romo has earned many honors and written numerous publications, including *East Los Angeles: History of a Barrio*, published in 1992 by the University of Texas Press. In addition to his work at UT-Austin, Romo served from 1987 to 1993 as vice president and director of the Tomas Rivera Center at Trinity University at San Antonio.

Romo has earned tremendous respect and admiration from fellow faculty members, staff, students, and administrators at UT-Austin and throughout the Austin community. The announcement that he was chosen as president of UT-San Antonio was received by his friends and colleagues with happiness for the wonderful things he will be able to accomplish in his new role, but with sadness that he and Harriett, who is an associate professor in UT-Austin's department of curriculum and instruction, are leaving Austin.

UT System officials involved in the process of selecting a new president for UTSA believe Romo is fully prepared to lead the institution.

"Dr. Romo is an excellent academic leader who has a thorough understanding of the issues and challenges at UT-San Antonio and the vision to guide the University to new levels of achievement," said Donald L. Evans, chairman of the Board of Regents. "He is, without question, the right person to lead this growing and dynamic institution into the 21st Century."

Tom Loeffler, a member of the Board of Regents from San Antonio, said, "The board has been tremendously impressed with the experience and accomplishments of Dr. Romo. He is a superb administrator, a highly regarded scholar, and a dedicated teacher. He has a highly distinguished record of service at UT-Austin, and we are confident that he possesses the knowledge, skills, and values necessary for effective leadership for UTSA."

UT System Chancellor William H. Cunningham commented, "Dr. Romo has a unique combination of talents and experience as a university administrator, a scholar, and a teacher that will assure his success as president of UTSA. He has won wide acclaim for his ability to work effectively with all the diverse constituencies of a complex urban university such as UTSA, and he will bring great distinction to his service as president of the University."

Ed Sharpe, UT System vice chancellor for academic affairs and chairman of an advisory committee that recommended the finalists, said, "Dr. Romo is an outstanding administrator with a proven record of success in academia. The advisory committee was greatly impressed with his command of issues of concern to faculty, students, and staff members, and with his ability to relate to and communicate with the wider community to which UTSA belongs."

On the eve of his new career as president of the only public four-year institution in San Antonio, Romo said he is very excited about the challenges ahead.

"I know that town. I'm from that town. I have a good sense as to where it's been and where it's going," he said.

Tenure—the Impossible Dream?

Be Prepared, Get Mentored, and Don't Rock the Boat

BY MICHELLE ADAM

Alfred Arteaga

> ***"They are also extremely narrow in their idea of what literature is," said Arteaga, who has witnessed another colleague fired for presenting Filipino literature.***

Tenure is a word, a concept that has been woven into the web of academia from the beginning—or so it seems. In the early 19th century, the idea of tenure crossed the Atlantic from Germany to teaching institutions throughout the United States but did not become powerful until the 20th century.

Tenure has been upheld as the pillar of First Amendment rights, of freedom of speech, in institutions where the seeds of ideas are considered most fertile in building and maintaining a democratic society. Fledgling teachers interested in becoming full-time professors strive for tenure from the minute they enter the professional world of higher education. If they play their cards right, the prize of tenure might be theirs.

But what is tenure? And why has this word become a subject of intense debate?

According to the American Association of University Professors (AAUP), tenure does not assure a life-long job, as is sometimes believed. But once faculty members are tenured, they are assured that they will not be released from their position unless the administration can demonstrate that they, the faculty, are not fit to continue. Another reason may be that financial difficulties make it such that the administration has no choice but to let faculty go.

"Prior to tenure, the burden is on you to prove why you have to stay," said Jonathan Knight, associate secretary of AAUP. Tenure is intended to secure economic freedom for teachers who could otherwise be dismissed simply for voicing opinions contrary to those of the institution that hires them. It thus is believed to secure a framework for the tolerance of diverse ideas.

What has served as the stone grounding academic freedom over the past century, however, has been under attack in recent years. Some argue that tenure is an outmoded concept, and that in order for institutions to remain competitive, they need to have more flexibility to hire and fire faculty as student needs change. Various institutions have declined to fill tenure-track positions as faculty have retired or resigned, and an increasing number of faculty have been hired on limited-term contracts, increasing the proportion of part-time faculty. According to The National Center for Educational Statistics, only 64 percent of new faculty are in tenure-track positions compared to 74 percent of older faculty.

While some schools are seeking to or have already changed or eliminated the tenure system, it remains a well-established process on 85 percent of the nation's campuses. For Hispanic professors, who score low in number of tenured positions held (2.16 percent, according to the NCES 1993 National Study of Postsecondary Faculty), understanding the tenure process, and knowing its challenges, is as good a place to start as any.

In 1940, a Statement of Principles of Academic Freedom and Tenure was issued jointly by the American Association of University Professors and the Association of American Colleges, designed to officially set minimum standards and sound academic practices in tenure. Although each college and university effectively establishes its own criteria for tenure, the 1940 statement offered the first clear and comprehensive standards, setting in motion tenure practices throughout the country. The 1940 statement serves as a guideline by which the AAUP still advises and monitors today.

Moving Toward Tenure

The first step toward achieving tenure is to know whether a specific department or institution as a whole offers a tenure track. If so, in most cases, instructors will be provided with a seven-year maximum probation period, during which time they have to prove their merits for tenure. As part of the AAUP's standards, all faculty should be advised of their department's standards for tenure before judgment day, and are to be given periodic reviews during the probation period.

Although standards might vary, *The Academic's Handbook* recom-

According to The National Center for Educational Statistics, only 64 percent of new faculty are in tenure-track positions compared to 74 percent of older faculty.

mends that instructors prepare for tenure in a number of ways:

- Conduct research that will yield appreciable results within the probation period, noting that quality and readership of material is as important, or more important, than quantity.
- Teach effectively.
- Behave responsibly as a member of the academic community. Demonstrate that you can set goals and effectively and independently reach them.
- Serve on committees and volunteer to take on extra sections of first-year student courses.

Instructors will likely be judged more heavily on research if they are at a research-based institution, whereas those at more teacher-based institutions might be judged more on teaching abilities.

The individual departments play the first and most important role in deciding the fate of a professor. They review curriculum vitae, copies of publications, statement of research agenda, course syllabi, and other materials—followed by the entire institutional faculty, represented by an advisory committee on tenure, and the college or university administration. The challenges that can present themselves, however, and especially to minority and younger instructors, is that no matter how well prepared, new ideas or viewpoints can become an issue of contention for the more established departments. As Elsa Gómez, former president of Kean University, commented, "I dealt with some cases in which new perspectives brought by the younger faculty were not always appreciated by older colleagues."

Case in Point

In one specific instance, Alfred Arteaga, former assistant professor of English at University of California-Berkeley, was denied tenure in 1988, although he was more than qualified and prepared. With a vitae that extends 11 pages—and includes authoring four books, 17 essays, and 29 lectures; receiving National Endowment grants and fellowships, a Rockefeller Fellowship, and a PEN Oakland Josephine Miles Award for Literary Excellence—he was denied tenure, and transferred to the Department of Ethnic Studies. "I not only met their criteria, but excelled beyond it," said Arteaga.

Arteaga, who was brought into the English Department as a Chancellor's Ethnic Minority Fellow for two years, beginning in 1989, was offered a tenure-track position of assistant professor after one year.

"All along, indications were that I was doing extremely well," he said, describing how colleagues suspected he would tenure early since he had conducted more research than had others on the same tenure track. The final denial of tenure for him was nothing less than "racist."

Arteaga taught the usual English courses—Shakespeare, Creative Writing, and Literary Theory. He also taught Chicano Literature within the department, and much of his lectures, books, and research focused on Latino literature. Arteaga described the English department as "extremely incestuous"—hiring its own for full-time faculty, and being particularly opposed to men of color. (Award-winning poet and author Gary Soto worked in the same department, and quit in 1996 due to failure on the department's part to recognize his merits and do so with appropriate compensation.) "They are also extremely narrow in their idea of what literature is," said Arteaga, who has witnessed another colleague fired for presenting Filipino literature.

While Arteaga is engaged in a legal battle, with support from his union, others address the AAUP for advice and intervention in these type of issues. Of late, however, the

Race/Ethnicity

	White not Hispanic (%)	Black not Hispanic (%)	Hispanic (%)	Asian Pacific Islander (%)	American Indian Alaskan (%)	Total
Estimated % in Each Racial Group						
Total by Tenure Status	87.2	[illegible]	2.77	[illegible]	.055	100%
Tenured	88.0	4.39	2.10	4.94	.058	100%
On tenure track but not tenured	81.2	6.05	4.11	7.2	.057	100%
Not on tenure track	85.7%	6.27	2.87	4.40	.059	100%
No tenure system for this status	89.0	4.29	3.08	2.81	.062	100%
No tenure system at institution	80.48	[illegible]	1.00	2.51	.073	100%
Standard Errors						
Total by Tenure Status	.047	.034	.022	.032	.006	
Tenured	.067	.049	.022	.032	.006	
On tenure track but not tenured	.100	.064	.042	.058	.016	
Not on tenure track	.082	.06	.033	.064	.014	
No tenure system for this status	.107	.058	.052	.035	.026	
No tenure system at institution	.122	.108	.038	.060	.025	
Weighted sample sizes (,000s)						
Total by Tenure Status (Thousands)	78935	4650	2507	3982	4.89	90495
Tenured	26328	1245	642	1578	115	29706
On tenure track but not tenured	9690	827	499	861	068	11945
Not on tenure track	20107	1470	677	1052	138	2344
No tenure system for this status	17042	875	575	530	118	19084
No tenure system at institution	3779	208	129	151	049	6317

Source: NCES 1993 National Study of Postsecondary Faculty 3/16/98

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AAUP has heard complaints on issues of race less frequently. "More frequent have been gender cases," said Knight. He is concerned, however, that some schools are beginning to make collegiality an official standard for tenure approval. This, he and the AAUP believe, interferes with academic freedom—as Arteaga has discovered.

Although Arteaga's story shows the difficulties and challenges of tenure, he considers it essential that minorities seek tenure. Throughout the UC system, he said, there are only two tenured Latinos in English departments, a definite problem since only full professors decide on the fate of future tenure candidates, and sit on the board that makes decisions on publishing for UC Press. "The young coming up should do what they need to do to be tenured," he said. "We need to have as many viewpoints as possible."

An Insider's Perspective

Once individual departments give their approval or disapproval of a specific tenure candidate, it is up to the institution's instructional faculty committee, and the administrators (who can be deans or presidents) to find any omissions or discrepancies.

During Gómez's term as president of Kean University, she made certain to find any "star" candidates who might have been denied tenure because of differences in their viewpoints and those of their department heads. "We were involved in promoting some of the few Hispanics," she said of her administration. She agreed that Hispanics who want to talk about Latino literature in English class or Latino perspectives in a history class are going to experience an uphill battle. And those who want to publish research on subjects that do not have a broad appeal might also face difficulty in the tenure process. However, these kinds of struggles might get easier, she said, as older faculty and more established ideas are replaced by a new generation of ideas.

When asked what advice she would give to new teachers, she said, "Be sure you know what the process is in your institution, and make sure you are prepared." By "prepared," she meant having done community service and research and having a good presentation and argument for your right to tenure. "In some institutions," she said, "tenure has a step where work is submitted to others in your field in other institutions." Of great importance, Gómez also recommends finding an academic mentor–both like and unlike you–to help you through the process.

Dr. Elsa Gómez,
former Kean University President

The tenure process can be long and arduous, lasting several years among the various departments and committees. There are those who make it through the first two rounds and discover that due to reasons relating to the finances of the institution, they are ultimately denied tenure.

If denied tenure, there are several options. You can appeal to the administrator who made the final decision or even approach civil courts if necessary. Appeals can be costly, however, and seldom result in reversals. Some people request more time to prepare for a second tenure at a later date, while others take the opportunity to seek employment at another institution. Since all tenure decisions must be given a year prior to the end of probation periods, there is ample time to do so.

Clearly the key to the tenure process is to be prepared, to shine in more ways than one, and then to cross your fingers and wait. After all, as Arteaga described it, once you have done all the work, "tenure is a wild card."

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The Shared Success of Adelina Silva

Alamo's Award-winning Activist

BY JORGE A. RAMIREZ

District Director, Marketing and Public Relations, Alamo Community College District

> ***"The experiences and the research with students led to the idea that if you thought you had control of our life, you thought you could succeed," she points out.***

When Lina Solis Silva was still in high school, she decided that she would pursue a college career. Even though no one in her family had gone to college. And even though financial resources were scarce.

Twenty-six years later, she holds a doctoral degree and has made a professional career of advancing higher education for those who most need it, and who are least likely to obtain it.

A recent award by San Antonio's Spanish-language newspaper, *La Prensa*, is only the latest in a long list of accomplishments and honors for Dr. Adelina S. Silva, district vice president for student program development at the Alamo Community College District in San Antonio, Texas.

When *La Prensa* Foundation presented "A Salute to San Antonio Latina Women in Action," in March, Silva was the education honoree, recognized for helping to raise the educational level of Hispanics in San Antonio.

A product of the city's predominantly Mexican American South Side, Adelina "Lina" Silva has carved out an impressive and influential path in higher education during the past 23 years. She is currently the highest-ranking Latina in the second largest community college district in Texas—and the 10th largest in the nation.

Silva's career as an educator began in 1975 when she became a classroom teacher at McCollum High School in the Harlandale Independent School District. The next year, she moved on to work for the counseling center at San Antonio College, the 21,000-student flagship of the Alamo district. Subsequent posts at San Antonio College included an internship as assistant to the president and her eleven-year tenure as counselor and coordinator of its Women's Center.

Dr. Adelina "Lina" Silva
VP Student Programs

Mentoring and Advocacy

"My work with women's issues in education has been a crucial part of my career. I co-founded the Women's Center at San Antonio College in response to the needs of older women returning to college. First we presented workshops, then we obtained work space, and within the first year, 5,000 contacts proved our point about the needs of this population."

The Women's Center at San Antonio College provides a one-stop site with financial aid and enrollment information, and course and career counseling. "And," added Silva, "we provided services from the start, such as a book library, transportation assistance, and child care assistance, through referrals and grants."

Mentoring is a cornerstone of the Silva philosophy. Starting with her work at the Women's Center, she has been a strong advocate for Latinas. "These women generally had particular obstacles," said Silva. "They were displaced or divorced and were first-generation college-goers who needed an extra push, and they gravitated towards our effort. Role models are exceedingly important; they saw me succeeding, and they realized they could do it too."

Silva's dedication to bringing the services to the students that most need them was manifested again in 1993 when she was named vice president of student services at Palo Alto College, located deep in San Antonio's South Side. Built in 1985, Palo Alto was an incredible success story. The college dis-

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proved the notion that South Siders weren't interested in higher education, quickly outgrowing its projected enrollment of 2,500 and recently peaking at 7,600 students.

"My years at Palo Alto were incredibly rewarding," says Silva. "What we did there was to broaden the scope of the type of work done at the Women's Center to meet the needs of the entire college." Under Silva's leadership, the Student Services Division further reinforced its "student first" philosophy.

"We promoted a culture and climate ensuring educational access and opportunity for all who came to our doors. By providing personal attention and individual planning to the students, we impacted the ambiance at PAC. When students came to us, we had solutions to their problems." Working with students whose modal age was 19, mostly Hispanic and female, the school addressed the needs generated by cultural limitations and lack of role models, says Silva.

Fine-Tuning the Transitions

According to Pat Terrel, dean of Student Services at Palo Alto, Dr Silva brought a strong sense of outreach and community to PAC when she started in 1993.

"We had always been a student-centered, consumer-oriented school, and Dr. Silva helped us to fine-tune our efforts. She helped us in providing an easy transition into college for first-generation college students."

Dr Silva flanked by two Palo Alto College students

Another highly regarded Silva project is a citywide Young Women's Conference, which has stood the test of time. "Our idea was to promote high school students into nontraditional careers. Along with a city councilwoman and other local elected officials, in 1984 we created a two-day-long event with speakers, workshops, and presentations. Last year, the event celebrated its 15th anniversary. To date, the conference has reached over 3,500 high school-age students, spawned a Young Men's Conference, and awarded over $75,000 in scholarships," says Silva.

Silva considers her work at San Antonio College and Palo Alto College as highlights of her career. "Our work with the Women's Center was recognized internationally by San Antonio's sister city program with Japan. Aside from that, I feel proud of the systems left in place, including retention programs, special population programs, and a returning adult center."

> ***"I feel proud of the systems left in place, including retention programs, special population programs, and a returning adult center."***
>
> **ADELINA SILVA**

Hard Work and Sacrifice

But the road to Silva's successes was not an easy one. She started her higher education trek with an associate's degree from San Antonio College. Many hours of hard work and many scholarships later, Silva earned her bachelor's degree, summa cum laude, in December 1974 at Texas A&M University in Corpus Christi, Texas, with a major in English and a minor in Spanish. She quickly progressed to earning a master's in guidance and counseling from the then-fledgling University of Texas at San Antonio. That was in 1976.

At that point, Silva was already engrossed in a professional career in education and decided to work towards a doctorate, but a well-documented lack of doctoral programs in South Texas presented an obstacle.

"There were no Ph.D. programs in South Texas, so I had to go to the University of Texas at Austin for my doctorate," says Silva. "I was a single parent at the time, so I couldn't create a fresh start. Instead, I built on my community college leadership experiences and made that my area of study."

From 1985 to 1988, Silva commuted the 85 miles from San Antonio to Austin several times a week, taking courses during vacation, holding a full-time job, and raising a young son.

"I started my course work for my doctoral degree when my son started first grade. By the time he finished third grade, his mother had her Ph.D. in community college leadership."

Personal Philosophy

Silva's achievements are closely tied to her belief system. "Intrinsic motivation, visualization—these are the things that made it happen for me," she says. "I knew I could succeed, and that led me to success." This philosophical attitude has been prevalent throughout Silva's career.

When she established the Women's Center at San Antonio College, she drew from her own

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experiences as a first-generation college-going Latina. Later, she drew from those experiences to conduct research for her doctoral thesis, "Stressful Life Experiences and Career Choices of Re-Entry Women in Community Colleges." Through questionnaires and surveys with former students, her research concluded that success was closely tied to self-assurance.

"The experiences and the research with students led to the idea that if you thought you had control of our life, you thought you could succeed," she points out.

Community Centers

Silva was promoted to her District position in student program development in 1998. Since then, her efforts have been concentrated on military base educational offerings, programs for returning women, transfer centers, dual-credit offerings, partnerships with schools, and welfare to work recruitment.

Most recently she has spearheaded the establishment, under the direction of ACCD Chancellor Dr. Robert W. Ramsay, of three community education service centers. The centers are opening in partnership with local school districts and churches and are located in heavily minority communities.

The centers, operated by District staff, provide such services as assessment of basic and academic skills, preparation for state-mandated tests, career exploration and training information, preliminary college registration, on-line financial application assistance, and college/educational networks and referral systems.

"Dr. Silva's extensive experience in working with under-served populations makes her the right person for this project," said Chancellor Ramsay. "We want to bring the colleges to the community. The centers will provide easier access and opportunity, bringing the possibility of a college education one step closer for potential students who might need the extra little bit of help. They should prove especially beneficial for first-generation college-goers."

"At this point, the systems are in place," says Silva, "and the center operating in conjunction with Harlandale Independent School District is seeing steady traffic.

"Students are being enrolled on site, and financial aid information and assessment are also taking place. Our staff is interacting closely with high school counselors, parent-teacher organizations, and church organizations to get the word out, and the response has been overwhelming."

Although she has made her mark as an administrator, Dr. Silva has also stayed in close contact with the classroom by teaching. She currently holds the academic rank of professor in the ACCD. From 1992 to 1995, she was an adjunct faculty member at Texas A&M University, teaching educational human resources development, and in Spring 1996, she joined the graduate faculty of Webster University in the business, management, and human resources development departments.

Silva also is extremely active on commissions and boards. She serves on the Ethics Review Commission of the City of San Antonio and as vice president for finance and resource development of the Texas Chapter of the American Association of Women in Community Colleges. She was State President of the Jr./Community College Student Personnel Association of Texas from 1993-1995 and a board member for eight years. Silva has been a member of Hispanas Unidas since 1983 and has served with health groups such as the Women's AIDS Task Force and the Regional Alcohol and Drug Abuse Advisory Council.

Her many awards include recognition by Palo Alto and San Antonio College groups and being named a fellow at the National Community College Hispanic Council Leadership Training Program sponsored by the Ford Foundation. In 1990, she was a member of the First Official City of San Antonio Women's Delegation to Kumamoto, Japan, in commemoration of the Grand Opening of the Kumamoto Municipal Women's Affairs and Cultural Center in Kumamoto City. In 1991, she was inducted into the Harlandale School District Hall of Fame as a distinguished graduate of McCollum High School.

A prolific presenter at conferences and programs, Silva has spoken before the American Association of Community Colleges National Conference, employment programs at military bases, and chambers of commerce.

Silva is a member of several professional organizations, among them the American Association of Community Colleges, the Texas Association of Chicanos in Higher Education, the Texas Chapter of the American Association of Women in Community Colleges, and LULAC.

"In the course of a career," says Silva, "you learn to take advantage of opportunity when it lends itself, whether it be help from an individual, participation in a particular program, or an individual's mentorship. I think it then becomes our responsibility to try to facilitate these types of opportunities for others. Someone has opened the door for you—you open it for others." HO

San Antonio College

Hispanics Choosing by Price and Proximity

Early Search Less than Ideal

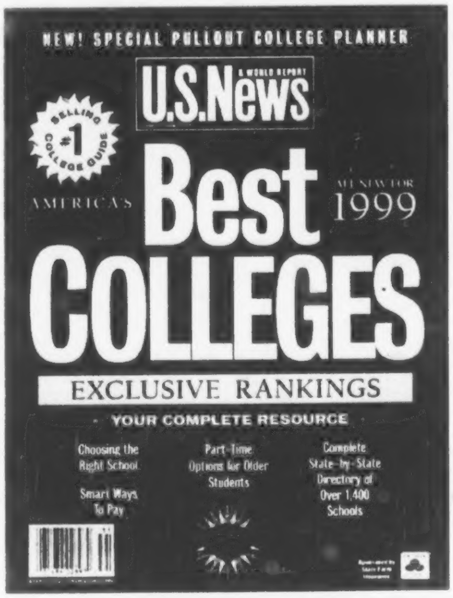
BY ROSIE CARBO

> ***"Getting our students to access the information that's out there...is like trying to turn the Titanic around."***
>
> MARY GRACE COHEN, ASSISTANT PRINCIPAL, MISSION HIGH SCHOOL, SF

U.S. News & World Report has been publishing its annual rankings of the more than 1,400 accredited four-year colleges and universities since 1983. But despite a wealth of eye-catching magazines and state-of-the-art videos and CD-ROMs, the information has not reached many Hispanic high school students.

"Someone gave me a book that listed the top 50 Hispanic colleges. But it wasn't *U.S. News & World Report*. It was another book," says Michael Vasquez, a 20-year-old sophomore at Southern Methodist University in Dallas.

"I looked at several magazines that have rankings. I also used the Internet. But no, I can't say that I used the *U.S. News & World* rankings," says Elsie Hernandez, a 23-year-old graduate of SMU.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Complete State-by-State Directory of Over 1,400 Schools

Michael and Elsie are two Hispanic college students who were unaware of *U.S. News's* rankings when they began applying at colleges and universities as seniors.

"We publish the rankings for the benefit of all high school students. We don't just publish the materials for Hispanic students or other minority groups," says Katie Crocker, director of corporate communications for the New York-based publishing company. "That's why I doubt that we even have any percentages or numbers on how many Hispanic students use our ranking materials each year," adds Crocker.

The comparative information concerning the nation's best colleges and universities includes class sizes, graduation rates, scholastic aptitude test scores, and class standing of accepted applicants. Nevertheless, school administrators, teachers, and counselors surmise that there might be various reasons why some Hispanic students don't access the information. "Getting our students to access the information that's out there and available to them is like trying to turn the *Titanic* around," says Mary Grace Cohen, assistant principal of Mission High School in San Francisco.

Information that's as easy to access as the double click of a mouse on a personal computer, enabling students to actually take a tour of universities without leaving home, is often ignored or overlooked. "Some students use the information, and some don't. We think it's going to take a long, long time to change the attitude that college is not for them because we're fighting an uphill cultural battle," says Cohen.

Located in San Francisco's old historic district, Mission High is more than 75 percent Hispanic. In fact, it's known as the Latino high school because no other school in the city has as many Hispanic students. "Our Hispanic students aren't much different from our African American students in that both groups come to us with low percentiles on standardized test scores," Cohen says. Consequently, Hispanic and African American students come to Mission High already predisposed to the idea that they'll never go on to any college. "We see the same things in African American students that we see in Hispanic students. And that is that most of them don't come here thinking they're going to college when they finish here," she says.

"That's something I think is terrible! So we spend the next four years trying to persuade them to believe otherwise. But part of the problem is cultural. They just don't see education as their ticket out," says Cohen.

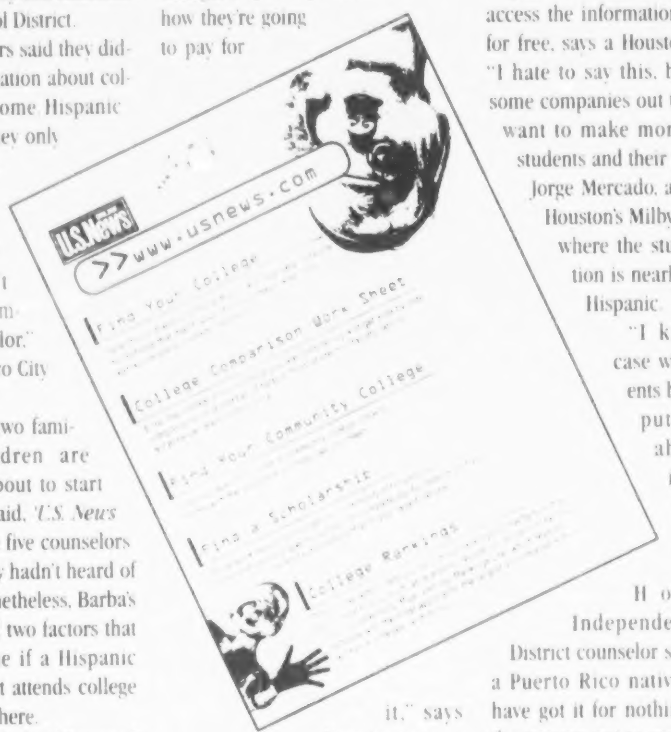
Unlike Mission, other high schools around the country might employ counselors who are prejudiced because they assume Hispanic students don't need information concerning the best colleges and universities. "I did some calling around to different schools here in the Chicago area, and what some counselors said really surprised me," says Maria Barba, coordinator for the Office of Policy and Research at the Chicago School District.

"Some counselors said they didn't make the information about college available to some Hispanic students because they only had a 2.8 grade point average. So they weren't going to college anyway....I couldn't believe that was coming from a counselor," says Barba, a Mexico City native.

"I interviewed two families whose children are seniors and are about to start college. And they said, '*U.S. News and* who?' Even the five counselors I talked to said they hadn't heard of it," says Barba. Nonetheless, Barba's research did reveal two factors that seem to determine if a Hispanic high school student attends college at all—and if so, where.

"I will say that lack of financial resources to pay for college was the No.1 concern I heard in talking to several parents," Barba says. The financial concern was followed in every case by a concern about the proximity of the college to the student's home. Rankings were never an issue. "Finances is the No.1 issue—not rankings. Another big concern is distance. That's why most students here go to a city college instead of the University of Illinois or other universities," says Barba.

Other educators consistently echoed Barba's findings about money and distance being more important to Hispanic students overall than college rankings. Leonard Dominguez, chief of policy at the Chicago School District, is one of those lifelong educators who says that students are looking mainly at money, not rankings. "The key information that most Hispanic students are looking for is scholarship money. It's a matter of survival because once they get into college, they worry about how they're going to pay for it," says Dominguez, a former teacher and principal with the CSD. "So, I think that yes, they do use the rankings, but they tend not to go too far from home. That's basically my take on the situation," he says.



Andres Montoya is a good example of a student who was forced to stay closer to home instead of attending his first choice—the University of Texas at Austin. "When I was still a senior in high school, I saw a copy of *U.S. News & World's* rankings in the drugstore. But I didn't buy it," says Andres, a 19-year-old first-year student at the University of Texas in Arlington. "I knew that if I wanted to go to college, it would have to be a commuter school. Now I live at home and commute. It's only a 30-minute drive. But economically, that was my only option," says Andres.

With the hard choices that many Hispanic students must face regarding who will pay for college if they decide to go, it's even more imperative that they be able to access the information on colleges for free, says a Houston counselor. "I hate to say this, but there are some companies out there that just want to make money from the students and their parents," says Jorge Mercado, a counselor at Houston's Milby High School, where the student population is nearly 100 percent Hispanic.

"The key information that most Hispanic students are looking for is scholarship money. It's a matter of survival...."

LEONARD DOMINGUEZ,
CHIEF OF POLICY, CSD

"I know of one case where the parents bought a computer program about getting into college for $800," says Mercado, a Houston Independent School District counselor since 1995 and a Puerto Rico native. "We could have got it for nothing. Now I tell the parents not to spend money on any of those materials. We can access all the college-related materials they'll need for free." Mercado says that one company, Texas Mentor, recently ensured its message was received by sending a free college program designed for each individual Milby High School student.

U.S. News & World's 1999 magazine has 285 pages of information. Its bright red cover sports a headline that reads: "America's Best Colleges" and "Exclusive Rankings." To be sure, the *U.S. News & World Report* materials are not free if purchased in bookstores or by mail. But the materials are consistently made available to school districts around the country.

In fact, the World Wide Web has become a great place to find and access college sites across the country, arriving on campus virtually within seconds of clicking a computer keyboard's buttons. Additionally, there are plenty of other more traditional programs available to students free for the asking and through their own school district career office centers.

"I don't think *U.S. News* has been used here very extensively in the past. But that's just one tool available to students. There are many others, such as *Peterson's Guide to College* and *Princeton Review*," says Joe Guerra, a counselor at Skyline High School in Dallas, where the Hispanic student population is nearly 100 percent.

Even if a student doesn't have a personal home computer, several counselors say that there are work stations and career centers where any student can access information about colleges and universities. "All

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Karim Milbis, honors student at Mount San Antonio College

counselors provide counseling and guidance to students whether they're Hispanic or not," says Debra Mayorga, director of counseling for the HISD (Houston Independent School District). "Counselors have all kinds of resources in their offices. We also have career centers at most schools that have computers any student can use," Mayorga says.

U.S. News & World, one of the best known resources for accessing educational information across the board, has always been aware that not every student owns a personal computer. "All our resource materials that focus on the rankings of colleges and universities are published in book or magazine form so that even someone who doesn't have a computer can access the information," says Crocker about the giant publishing company.

"Since I don't have a computer yet, I have to get up at 2 or 3 a.m. and drive to the university's computer lab to do my homework each night," says Andres, admitting that his family never had the money to buy a computer when he was growing up.

EXCLUSIVE RANKINGS
U.S.News & WORLD REPORT
ALL NEW 1998
Best Graduate Schools
Law
Business
Medicine
Engineering
Education
Nursing
INSIDE:
How to Choose a School
What to Study
Coping with Debt
PLUS:
Advice to Late
U.S.News & WORLD REPORT
1998 ANNUAL GUIDE
EXCLUSIVE RANKINGS
AMERICA'S BEST GRADUATE SCHOOLS
BUSINESS · LAW
MEDICINE · HEALTH
EDUCATION · ENGINEERING
PUBLIC AFFAIRS

Michael and Elsie didn't have home computers either, due primarily to the same financial limitations. The result was further obstruction to early information on colleges and universities. "I'm from a family of 10 children, and we never had the money to buy other basic necessities. So a computer was out of the question," says Michael, who recently lost his mother to cancer. "But now that I got a scholarship to SMU, I live on campus at the dorm. I just go to the computer lab to do my homework. So does my brother, who also got a scholarship and is a freshman," Michael says.

In its printed materials, however, *U.S. News* encourages students to use human resources such as face-to-face interviews with professors as well as students before selecting a college or university.

Olga Math is a career guidance counselor at Skyline High School in Dallas, where going on-line was a recent coming of age for the school.

"Believe it or not, we've just gotten on-line on the Internet here on campus. The district is far behind in counseling office computers. So only the students who have home computers have been able to apply on-line," says Math, who's been with the Dallas Independent School District for nearly 30 years. Still, even if the school in the predominantly Hispanic district of Dallas were fully computer equipped, the reality is that economics is what determines whether students go to college—not rankings, she says.

"Many are first-generation children of immigrants who never attended a college or university. So they don't have a role model or anyone to guide them through the application process but teachers and counselors," says Math. "Economics and not rankings are what determine whether they go to a four-year college. And sometimes that's based on if they're able to earn a scholarship. But they can't get one unless they pass the Texas Assessment of Skills Test (TAST), which many score low on and find very intimidating," Math says.

As a result, she says, if they go to college at all, it's often a two-year community college closer to their home and family, which serves as a support system for them. Skyline has 4,000 students, of whom 600 are graduating seniors. And 44 percent will go to a four-year college while 20 percent will go to a local community college.

"Most of what we do is 'college night,' where about 60 colleges come on campus to talk to students. But I think if *U.S. News* would advertise in Hispanic magazines, like *Latina* and *Hispanic*, they'd reach Hispanic students a lot better," Math says. "I think the rankings are very important because our top students use them, and I do think our counselors disseminate the information. But you're always going to have one or two students who say they never saw it," says Mercado.

Rosie Carbo is a Texas-based freelance writer. HO

The Honor Roll

University of Wisconsin-Madison

150 Years of Exemplary Vision

BY ROGER DEITZ

Does anyone remember pen and paper? Today, the computer screen, keyboard, mouse, and Internet are more familiar to young people.

One indication of this development on the changing academic landscape is the announcement that students now have the option of applying to The University of Wisconsin System by way of an on-line undergraduate admission program. This includes campuses such as the main campus in Madison, established in 1849, the Stout campus in Menomonie, established in 1894, and the Milwaukee campus, established in 1885. Applying via state-of-the-art electronic means should not come as much of a surprise.

The University of Wisconsin-Madison and the other institutions in the Wisconsin System have always had a reputation for being technologically advanced learning centers and a virtual research powerhouse. Now students who have spent as much time on-line as former generations spent in front of the television set will feel right at home as they log on, fill out, and process their electronic application. Once all the required information is received by a UW System campus admission officer, the student's application is reviewed and evaluated. If other documents are required, the applicant is notified. The step-by-step instructions are detailed and clear, and there is plenty of on-line help. Just like other computer programs, this one comes complete with a host of message buttons, error buttons, and "Web Masters Tips, Tricks and Techniques" that provide additional information or that flag incomplete or inaccurate responses. It's like finding a really engrossing computer game called "Your Future in Higher Education at the University of Wisconsin," but unlike most computer games, getting a high score here, and gaining admission to this highly regarded University, really is a win for the participating student.

[illegible] of Wisconsin-Madison

While students everywhere are filing their UW applications on-line, we welcome The University of Wisconsin to the *Hispanic Outlook* Honor Roll, in part for bringing the application process that much closer to the reality of today's high-technology tools.

Last year the State of Wisconsin and the main campus of the University of Wisconsin celebrated sesquicentennials. According to University of Wisconsin-Madison Chancellor David Ward, the formal relationship between the State of Wisconsin and the University of Wisconsin-Madison dates back to 1848, when the State and the University were established. Ward relates, "On May 29 of that year, the Wisconsin Territory was granted statehood by the United States Congress. The Constitution of

Chancellor David Ward, University of Wisconsin-Madison president

this new state provided for the establishment, by law, of a state university 'at or near the seat of state government.' Less than two months later–58 days, to be exact–the Wisconsin Legislature approved the incorporation of the University of Wisconsin." By statute, the university was to be governed by a 13-member board of regents. The institution was divided into four departments: Science, Literature and the Arts; Law; Medicine; and Theory and Practice of Elementary Instruction. The first class was held February 5, 1849. "I am amazed at the foresight of the early state lawmakers to establish a university in Wisconsin's newly settled wilderness, on the pristine shores of Lake Mendota," observes Chancellor Ward. "With many of the State's settlers straining to reap their livelihoods from the undeveloped land of this frontier territory," he notes, "the vision of the first Wisconsin Legislature in laying the foundation for UW-Madison is nothing short of exemplary."

The excellence of the UW System has resonated through the lives of millions of people over many decades. Through teaching, research, and public service, the University has made itself felt in countless ways in Wisconsin and around the world. To honor each of the 150 years of the institution's sesquicentennial, the University of Wisconsin created "150 ways the University of Wisconsin-Madison has touched the world." It is a fascinating read, spanning the history of this fine institution, and is highly recommended for anyone interested in the history of higher education, or just settling down for an enjoyable read. For example: Number 8, Civil War lore. "The Civil War prompted great comings and goings for the infant campus. Going were many of the male students and new alumni; of the 50 graduates up to 1864, 28 joined the Union Army, and a few served the southern cause.

Honor Roll Facts in Brief

INSTITUTION
University of Wisconsin-Madison

LOCATION
Office of Admissions
Armory and Gymnasium
Third Floor
716 Langdon Street
Madison, WI 53706-1490
(608) 262-3961

ESTABLISHED
1849

ENROLLMENT
40,109

HISPANIC ENROLLMENT
1,000 (2.49 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

ANNUAL TUITION AND FEES
$3,650 (Full-time, undergraduate, Wisconsin resident)

NUMBER OF FACULTY
2,135 (53 Hispanic)

A FEW NOTABLE DEGREE PROGRAMS
Banking-Information Systems
Biomedical Engineering
Genetics
Physician Assistant
Rural Sociology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Chicana/o Graduate Student Association
Community Action on Latin America
Latino Law Students Association
Sonqo Latin American Dance

INTERNET ADDRESS
www.wisc.edu

Coming were Wisconsin troops who served at Camp Randall, an open field on the edge of the campus that in 1893 was acquired by the university to serve as an athletic field." Then there's Number 43, The Spirit of Madison? "Lucky Lindy–Charles A. Lindbergh–jumped from UW dropout to international celebrity in five years. A UW engineering student from 1920 to 1922, Lindbergh completed the first solo flight across the Atlantic in 1927. He finally received a UW degree–an honorary one–in 1928."

Many relate to research and development, like Number 62, Digital dad, John Atanasoff, a UW physics graduate who in 1941 cobbled together a crude computing device powered by vacuum tubes that would be used as part of the first electronic digital computer. Then there's Nobel Prize winner Joshua Lederberg, whose work with bacteria is seminal to genetics, and professor Arthur Robinson's more accurate map projection, adopted by the National Geographic Society. Last but not least, we have Number 150, UW student Henry Anderson, who in May 1998 earned his bachelor's degree in history–at the remarkable age of 77. Some triumphs are global; some are more personal.

The University of Wisconsin has so much to be proud about. Here on Madison's Bascom Hill is where young John Muir attended classes. America's foremost conservationist, he later became founder of the Sierra Club and the founder of the National Park System. Here is where Aldo Leopold, author of *Sand County Almanac*, taught, wrote, and developed his hugely influential "land ethic," that established the nation's first department of wildlife management.

The first social security legislation was drafted here. Vitamins A and B were discovered here, the first gene synthesized, the first bone marrow transplant conducted, the first true space observatory constructed.

Today, students can dream their own dream, build their careers, and make significant contributions based on the remarkable legacy of UW-Madison researchers, teachers, and alumni.

Majors are offered at UM-Madison in 150 undergraduate, 182 master's, and 125 doctoral programs. Schools and colleges include Agricultural and Life Sciences, Business, Education, Engineering, Graduate, Human Ecology, Law, Letters and Science–which includes Library and Information Studies, Journalism and Mass Communication, Music and Social Work, Medicine, Natural Resources, Nursing, Pharmacy, and Veterinary Medicine.

More than 30,000 doctorates have been awarded. Few, if any, institutions in the world can match that record. UW-Madison awards the third-largest number of doctorates in the nation each year.

Based on a number of surveys and studies compiled between 1982 and 1994, the University has 68 separate graduate or undergraduate academic departments rated among the top ten in the country. UW-Madison ranked third among the nation's universities in research and development spending in fiscal year 1994-1995, with a total of $369.5 million. Among public universities, UW-Madison ranked fourth in federal research grants received. At any one time, about 9,500 research projects are being conducted on campus!

The University Research Park, which opened in 1984, now has more than 63 companies as tenants, with nearly 1,800 employees and more than 700,000 square feet of office and laboratory space. It generates more than $1 million in property taxes for Madison annually.

The Wisconsin Alumni Research Foundation has obtained more than 800 U.S. patents for the university since its founding in 1925, resulting in more than $342 million in gifts to the University.

Enrollment of 40,109 students in 1998-1999 makes it the sixth largest university in the nation. More than 42 percent of this class came from the top 10 percent of their high school class. Students hail from every state in the union, although according to Board of Regents policy, no more than 25 percent of the university's undergraduate students can be from beyond the State's borders (and Minnesota, because of a reciprocity agreement).

Ethnic minorities enrolled in 1998-1999 totaled 3,748 or 9.34 percent, up from 1,878 or 4.67 percent the ten years before. 1,000 of last year's students (2.49 percent) were Hispanic.

UW-Madison is among the least expensive schools in the Big Ten Conference. Annual undergraduate in-state tuition and fees totaled $3,408 for 1998-99. In a national ranking of university "best buys," published in *U.S. News and World Report* Sept. 9, 1996, UW-Madison ranked No. 7.

Of the 2,135 total faculty, 213 or 10.4 percent are minority group members. Thirteen Nobel Prizes and 22 Pulitzer Prizes have been awarded to UW faculty or alumni; 46 faculty are members of the National Academy of Sciences, 14 are members of the National Academy of Engineering, and three are members of the National Academy of Education. Nine faculty members have won the National Medal of Science, and three are Searles Scholars.

Chancellor Ward stresses that The University of Wisconsin is committed to the recruitment and retention of students, faculty, and staff of color. Many offices and programs throughout the university have staff members who counsel and provide information to prospective students of color. The institution has scholarships designed "specifically for designated American ethnic minority students." While financial need is the primary criterion for most of the general aid and grant programs, scholarships are generally awarded on the basis of academic excellence.

The Chancellor's Scholarship Program recognizes the outstanding academic achievements of historically underrepresented students. This campus-wide scholarship offers a variety of academic and co-curricular activities to enhance the overall quality of the collegiate experience. Then there is The Wisconsin Idea, "a century-old concept of teaching, research, and outreach that extends beyond the walls of the university's classrooms to the boundaries of the state." The Chancellor notes, "It is clear to me that The Wisconsin Idea must be more interactive. Today the boundaries of our university reach beyond the state to encircle the globe. Remaining the best guarantees that UW-Madison students will continue to be among the best educated in the country, and their diplomas will stay highly valued across the globe."

[illegible] Bascom Hill

A School Grows in Brooklyn

Accolades for Experimental School

BY GARY STERN

An experimental Brooklyn school, part of New York City's New Visions program in which community leaders and educators create schools with innovative themes, is gaining recognition as a model institution.

Lucerna and Garden-Acosta were chosen for a Heinz Family Foundation award of $250,000 for their efforts in establishing the school.

Francis Lucerna and her husband Luis Garden-Acosta receiving Heinz Family Foundation Award

Launched by Frances Lucerna, the school's principal, and her husband, Luis Garden-Acosta, who is executive director of the El Puente community development center, the El Puente Academy for Peace and Justice is dedicated to fostering human rights, social justice, and community activism. Lucerna and Garden-Acosta were chosen for a Heinz Family Foundation award of $250,000 for their efforts in establishing the school.

The foundation chose them because "in the face of so much cynicism and hopelessness, we want to honor people who have a passion for excellence and an ability to persevere against all odds," Teresa Heinz, the foundation's chairwoman, told the *New York Times*. The El Puente Academy "was viewed as one of the most significant accomplishments pertaining to the human condition. Over the years, they've had a track record of success," said Russ Martz, director of communications at the Heinz Family Foundation, which is based in Pittsburgh. A school in Detroit is exploring using El Puente's structure as a model for its school, he said.

El Puente Academy for Peace and Justice opened in September 1993 with 60 students, and by 1999 has doubled its population to 150 students, a fraction of the 3,000 or more students found in most New York high schools. Located in a Latino neighborhood in Brooklyn's Williamsburg section, the school's population reflects its neighborhood: 80 percent of its students are Latino and 20 percent are African American or Caribbean students.

The school operates as a partnership between El Puente, the community center, and the Board of Education.

The school's mission "is connected with ideas of democracy, participation, and being a good citizen, and revolves around one's rights as a human being," said the 47-year-old Lucerna, who earned a master's degree in Education from the Bank Street School of Education. Interestingly, before becoming principal, she had never been a teacher, having spent her career as a modern dancer and arts administrator at the Williamsburg Arts and Cultural Council for Youth. Its theme is an outgrowth of Hispanic culture

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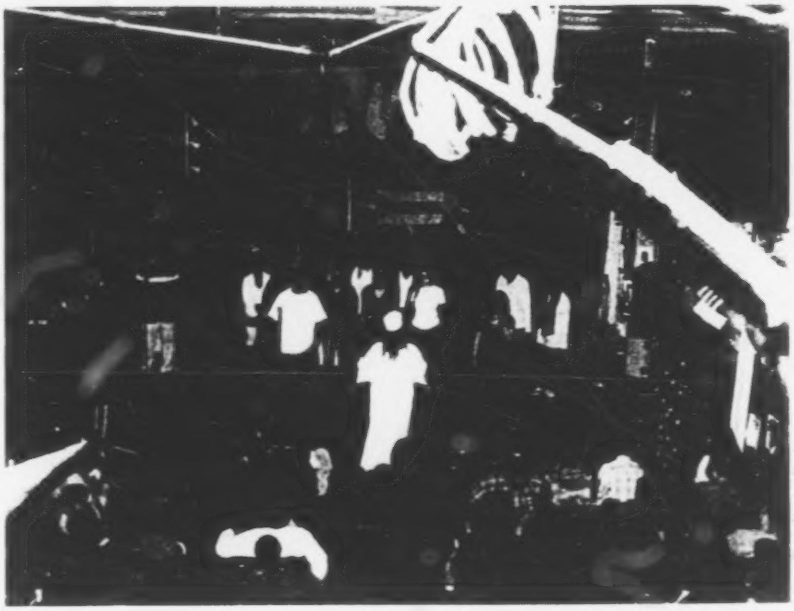

El Puente Academy Cultural Bazaar

since "we as Latinos are particularly connected to our families and community," Lucerna said.

Fittingly, the genesis of the school derives from suggestions by students themselves. In 1990, then–Mayor David Dinkins established the Decade of the Child and held community meetings in which students could express their major concerns. Students of all ethnic and racial backgrounds convened at an open forum, discussing violence, their fears, and their future. One student arose and exclaimed, "We have schools that teach us about the arts and technology, but why not have a school that teaches us to be peacemakers?" That student's suggestion reinforced what Lucerna and Garden-Acosta had been considering for some time and propelled them into action. After completing numerous forms and detailing the school's mission in an application to New Visions, El Puente Academy for Peace and Justice was born.

Nurturing leaders is one of the school's major imperatives. Students are encouraged not just to study and master academics but also to get involved in their community. For example, El Puente Academy students designed and continue to run a local Williamsburg community garden and organized a clinic at which more than 100 people were vaccinated to prevent the measles. Students have organized community vendors' markets and designed a food co-op for the community. In addition, students attend leadership workshops and conferences, serve internships with environmental groups, get involved in community health and environmental issues. "We are trying to connect academics into social action," said its principal.

How do students become leaders? "By becoming actively involved in those issues that deal with social justice and human rights," Lucerna replied. For example, Williamsburg, one of the city's poorest neighborhoods, has had many incidences of lead poisoning. El Puente students in their science classes have conducted studies of lead and then, dedicated to improving the environment, rallied to prevent an incinerator from being built in the neighborhood, as it could have contributed to more pollution. Students participated in and observed City Council hearings, and wrote letters, demonstrating leadership.

Exemplifying the school's leadership training is Geimy Colón, a Brooklyn resident and native of the Dominican Republic who graduated from El Puente in 1998 and is completing her sophomore year at Sarah Lawrence College, an academically rigorous school in Bronxville, New York. Frustrated by the anonymity of her first large New York City high school, Colón had found a home at El Puente. The school "prepared me for academic excellence and interaction with the community," she said. She and her fellow students helped create the El Puente Community Gardens in Williamsburg, in which they worked closely with community leaders. Not only she was taught how to "master academics," but she learned "about the passion of learning. The more I learned about politics and literature, the more hungry I was for learning." It is no coincidence that Colón serves as one of the leaders of Harambe, an activist group for minority students at Sarah Lawrence, or that she plans on becoming a United Nations interpreter or teacher.

Collaborating with facilitators, artists, community organizers, or environmentalists on a special project impacts students such as Colón. One recent project led to students' doing research on the history of the garment industry in New York, presenting a fashion show, and discussing the exploitation of workers. Students studied the garment industry in a cross-disciplinary way, researched the history of sweatshops, and made connections to many of their parents who work in local clothing factories.

The school is linked to El Puente, the community center, in which it is housed. At most city high schools, when the day's final bell rings, students stream out the door, relieved that school is over. At El Puente, many students remain in the school well past 5 o'clock, tutoring elementary school students, involved in community projects, or working with the community center. "The school is viewed as an extension of the community-based organization," Lucerna

How do students become leaders? "By becoming actively involved in those issues that deal with social justice and human rights," Lucerna replied.

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observed. "After 5 p.m. and until 9 p.m., there are tutorials, arts-related classes, parents taking classes," she said, describing a true learning and neighborhood community center.

In fact, the school's name, El Puente, which means the bridge in Spanish, provides a clue to its overall mission. "We see ourselves as a bridge to our members and their families. We're a bridge to the community. People rejoined together to fight for their rights," asserted Lucerna.

Justice
Caring
Safety

Photo© by Shirley Rodriguez

El Puente Academy Cultural Bazaar

Half of its students are selected by El Puente while the remainder are assigned to the school because they live in proximity to it or in Brooklyn. Of the fifty percent who are selected, El Puente looks for community involvement rather than academic achievement or test scores. Of its 11 teachers, half were selected by the principal and the remainder were assigned that school, abiding by union rules.

Its students are succeeding academically, Lucerna said. More than three quarters of those who take the test pass the Regents Exam, and over 90 percent of its 21 graduates in 1998 and 33 graduates in 1997 move on to either two- or four-year colleges. New York City's schools, like others in Chicago, Los Angeles, and elsewhere, have been demanding that students pass the statewide Regents Exam and take more academic courses in order to be granted an academic diploma. The school strives to teach students how to take a test and how to write essays as well as how to get involved in activist projects. An interactive math program encourages problem-solving and active learning, for example. Academic standards at El Puente are no different from those at other New York City high schools, and the science curriculum includes challenging courses such as biochemistry and physics. Classes, however, are smaller—most have 15 to 25 in a class whereas most city high schools have 35 and rarely go under 30.

Establishing high standards and encouraging community involvement are closely connected, Lucerna suggested. "If you have values about respect, integrity, and good citizenship, then you'll have high standards of education was well. We set high standards to encourage students to become better citizens and apply knowledge learned to actual issues," she added. Bilingual classes in such a small school are not viable. Though most of its Latino students are bilingual, they learn in English classes. "We have an integrated program here," Lucerna said, and classes are small enough so that individual attention can be granted.

Because the school encourages students to show activism in community projects, critics charge that the school indoctrinates its students to believe in a certain social agenda. Education is supposed to present ideas and not take a one-sided, biased side of any issue, including social action. Asked whether the school imposes its values on its students, Lucerna replied, "I disagree with those people who say that education is not political. Young people [at El Puente] are not forced to do anything. We don't force them to speak up or demonstrate. We give them opportunities to investigate and explore issues that they deal with every single day such as wellness or civil rights. We're presenting issues," not indoctrinating, she said.

If a student were to support building an incinerator in the neighborhood, which counters the dominant community's sentiment, Lucerna noted that this view would be perfectly acceptable. But aren't students influenced by subtle, insinuated messages more than explicit ones? "We are offering student-centered education," she said, hinting that issues covered should be relevant to El Puente's students' lives but ideas are not imposed on them.

How has the quarter-of-a-million-dollar award and ensuing publicity affected Lucerna, who admits that she's essentially a shy person? Since the couple recently adopted a boy from China, the award is enabling them to provide a better life for their child. In addition, "it's been a tremendous validation of our work and incentive for young people to do community work. The award sends a message to our students: this is important work."

HO

"The more I learned about politics and literature, the more hungry I was for learning." El Puente graduate Geimy Colón, now at Sarah Lawrence

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People-Places-Publications-Conferences

PEOPLE

A&M International's García Assumes New Position

Texas A&M International University Vice President for Finance and Administration José García was elected president of the Southern Association of College and University Business Officers (SACUBO) for the 1999-2000 term.

García is also president of the Texas Association of State Senior College and University Business Officers for the 1998-2000 term.

Founded in 1929, SACUBO, formerly known as the Southern Educational Buyers and Business Officers Association, aims to foster sound principles, effective and efficient practices, and ethical conduct in business management. The group has more than 900 members from a 14-state region of the country.

Solís Speaks at Michigan-Flint

Luis Guillermo Solís, professor of political science at the University of Costa Rica and former ambassador to Central America, gave a lecture, "Costa Rica, the U.S., and Sustainable Development," at the University of Michigan-Flint.

Solís has held positions within the Costa Rican Ministry of Foreign Affairs and the National Liberation Party. He also has been a member of the Costa Rican delegation to the United Nations and the Organization of American States.

Solís has a bachelor's degree from the University of Costa Rica and a master's from Tulane University.

Sánchez Selected for Bush School Masters Program

Arturo Sánchez III became the first Texas A&M International University student to be selected for admission to Texas A&M University's George Bush School of Government and Public Service Masters Program. Sánchez will receive a $5000 Bush fellowship to the two-year, full-time degree program beginning in August.

The Master's is a demanding, two-year program of study. Students are expected to pursue their studies on a full-time basis, carrying 12 graduate credit hours per semester, with a summer internship after the completion of the first year.

Lugo to Attend Executive Leadership Institute

Ruth E. Lugo, LaGuardia Community College (N.Y.) dean of student affairs and enrollment management, is one of 35 community college leaders selected to attend the prestigious Executive Leadership Institute in Newport Beach, Calif., in August.

The purpose of the institute is to provide an opportunity for selected community college leaders to review their abilities and interests, to refine their skills, and to participate in discussions on leadership with outstanding community college educators in America.

Lugo graduated from the University of Puerto Rico, and earned a master's degree from Middlebury College and a doctorate from the State University of New York-Stony Brook.

Alegría and Moreno Receive Honorary Degrees

Ricardo Alegría and Rita Moreno each received honorary degrees from Trinity College/CT.

Alegría, an esteemed authority on Puerto Rican culture who is often referred to as the father of Puerto Rico, is the director of the Center of Advanced Studies of Puerto Rico and founder of the Institute of Puerto Rican Culture. He is a scholar of pre-Hispanic indigenous Caribbean history and the author of more than 25 books. He received a Doctor of Humane Letters.

Moreno is one of only four performers to have won an Oscar, Tony, Emmy, and Grammy award. She is one of 32 private citizens named by President Clinton to serve on the President's Committee on the Arts and the Humanities. She received a Doctor of Music.

Montero Publishes CD

Dr. José G. Montero, of Northern Virginia Community College, has published the CD *Carmen*, available at the Annandale Campus bookstore.

Carmen is a multimedia review Spanish course that covers the main topics presented by most elementary and intermediate college courses. All 49 topics in *Carmen* have a similar format that includes the forms of verbs, pronouns, etc., the rules of grammar, and a practice section that has 25 to 50 examples. Each example has a blank for the student to answer, a button to get the right answer, another button to get the English translation, and an icon to get an oral answer.

Knowledge of U.S.-Panama Relations Timely for Mellander

In the past year, Dr. Gustavo A. Mellander, a George Mason University (Va.) professor, and columnist for *Hispanic Outlook*, has lectured widely on U.S.-Panama relations—in Virginia, California, Puerto Rico, and New Jersey. He has been quoted frequently by the news media in the United States and in Latin America.

His topic is particularly timely since the U.S. will turn the Panama Canal over to Panama in December. Panama's recently elected president will have begun her term by that time, which might result in more intense media coverage.

Mellander conducted research at archives, libraries, and governmental agencies in Washington, D.C., and in Panama, and has written two books, including a "best seller," on U.S. involvement in Panama, and has been conducting research for another.

Huerta Gives First Usigli Lecture

Jorge Huerta, professor of theatre at the University of California-San Diego, presented Miami University's (Ohio) first Rodolfo Usigli Lecture in Mexican American Literature and the Arts. Huerta reflected on the contribution of Chicanos to the American stage while tracing their cultural and creative roots to the Mexican experience.

The founder and artistic director of the Teatro de la Esperanza in Santa Barbara, Calif., Huerta also offered a directing class and a text interpretation workshop for undergraduate and graduate students in Spanish and theater.

Richardson Addresses Boston College Graduates

United States Energy Secretary Bill Richardson, a former United Nations ambassador who as a diplomatic trouble-shooter helped free prisoners in Bangladesh, Cuba, and Iraq, received an honorary Doctor of Law degree and addressed the graduates at Boston College's 123rd Commencement.

Richardson, the highest-ranking Hispanic in the Clinton administration, became the first person in history to hold two Cabinet posts at the same time when he took over as energy secretary in August 1998 while still serving as U.S. ambassador to the United Nations.

He is a graduate of Tufts University and the Fletcher School of Law and Diplomacy.

Gonzáles Wins University Service Award

Michale Grace Gonzáles was awarded the University Award for Outstanding Service and Leadership in Co-Curricular Activities at Jacksonville University's (Fla.) commencement ceremonies. The award recognizes the graduating senior whose service contributions to the university and participation in co-curricular activities have been of the highest order.

Gonzáles belonged to many organizations, including the National Education Association, the homecoming committee, the student government association, the Order of Omega, the NCAA Self-Accreditation Steering Committee, Green Key, the IMPACT Leadership Program, and Alpha Delta Pi sorority.

She received a bachelor's degree and plans a career as a teacher.

Picado Delivers Address at Elmhurst College

Sonia Picado Sotela, a member of the Legislative Assembly of Costa Rica and former ambassador to the United States, delivered the commencement address at Elmhurst College (Ill.). Picado was awarded an honorary Doctor of Laws degree.

Picado has served in Costa Rica's Legislative Assembly and as president of the political party Liberacion Nacional since 1998, following a four-year term as ambassador to the United States.

"Ambassador Picado has been a strong and respected advocate of human rights in the Americas, and is viewed as a likely presidential candidate in Costa Rica," said Dr. Bryant L. Cureton, Elmhurst College president.

Del Olmo Gives First Salazar Lecture

Pulitzer Prize-winning *Los Angeles Times* columnist and editor Frank Del Olmo was the speaker at the inaugural Rubén Salazar Memorial Lecture at the University of California-Santa Barbara (UCSB). His talk was titled, "Beware Drive-by Journalism: Latinos, Politics and the Media."

Those subjects were among the favorites of the pioneering Chicano journalist Salazar during his 15-year career with the *El Paso Herald-Post*, *The Los Angeles Times*, and Spanish-language KMEX television in Los Angeles, a career cut short when he was killed by Los Angeles County sheriff's deputies in 1970 at age 42. After covering a Chicano anti-Vietnam war rally, Salazar was in a cafe with his crew when police fired tear gas into the building. Salazar was hit in the head by a canister and died.

Mario Garcia, a UCSB professor of Chicano studies and history, said, "Salazar opened the door and showed that Latinos could be good journalists."

Cantú New Fresno City Dean of Instruction

Anthony Cantú recently became the new dean of instruction at Fresno City College (Calif.). Cantú has headed the college's humanities division since 1994.

"I think Mr. Cantú will do an outstanding job, as he's done in the past with our district," said Fresno City College President Dr. Daniel Larios.

Currently pursuing a doctorate in educational leadership, Cantú has two bachelor's degrees from California State University-Long Beach and a master's from California State University-Fresno.

Pinela Selected for Outstanding Technical Paper

California State University-Los Angeles technology student Gerardo Pinela was the only student selected nationally by the Research and Engineering Council of Graphics Industry, Inc., in its call for technical papers. It is the first time a Cal State-L.A. printing management student received the honor.

The award included a $1,000 scholarship plus expenses paid to attend the 49th Annual Critical Trends Conference, where Pinela presented his winning paper, "Digital Printing: The Innovation for Personalized Printing."

Sánchez Helping Latinos Near U.S.-Mexico Border

Recent University of Texas (UT)-Austin graduate Patricia Sánchez is preparing a presentation workshop designed to help new immigrants near the U.S.-Mexico border take full advantage of the American public school system and move ahead successfully. Sanchez is also working on an "action research" project that will improve communities and schools.

A first-generation American, the daughter of Mexican immigrants, Sánchez, as a child, received valuable help from a friend who enabled her to "work" the school system. In May, she received a master's degree from UT-Austin in Latin American Studies, and she will [illegible]w try for a doctorate in education and social cultural studies at the University of California-Berkeley.

"I will hopefully be bringing to academia a newer perspective, a less heard voice," said Sánchez.

Mollinedo Honored as Distinguished Alumni

Los Angeles Zoo Director Manuel A. Mollinedo was presented a Distinguished Alumni Award at California State University-Los Angeles' 26th Alumni Awards Gala.

Photo by Stan Carstensen

The Los Angeles Times has cited Mollinedo for "the turnaround and reaccreditation of the Los Angeles Zoo, and for having an insider's knowledge of the city's byzantine political structure."

Mollinedo has two bachelor's degrees and a master's from Cal State-L.A. and a master's from the University of Southern California.

Pictured left to right are Cal State-L.A. President James M. Rosser, Mollinedo, and Cal State-L.A. Alumni Association President Linda Wah.

Zavaleta New External Affairs Vice President

Dr. Antonio N. Zavaleta, interim vice president for administration and planning at the University of Texas Brownsville and Texas Southmost College (UTB/TSC), was named vice president for external affairs, beginning in August.

Zavaleta will be responsible for developing new outreach projects designed to serve the workforce needs of the international service region, as well as enhancing existing projects. He also will be responsible for UTB/TSC's continuing education, governmental relations, off-campus sites, and development of public-private partnerships.

Zavaleta has a bachelor's degree, a master's, and a doctorate from the University of Texas-Austin.

Hidalgo Receives Smithsonian Fellowship

Dennis Hidalgo, a native of Puerto Rico and a history doctoral student at Central Michigan University, was awarded a fellowship appointment at the Smithsonian Institution's National Museum of American History in Washington, D.C.

Hidalgo will work on his doctoral dissertation while under the auspices of the Smithsonian Institution. His research focuses on the history of Protestantism in the Spanish Caribbean and examines the relationship of Protestant missionaries to imperialism and how a foreign religion becomes indigenous.

Hidalgo has a bachelor's degree from Universidad Adventista de las Antillas in Mayaguez, Puerto Rico, and master's degrees from Andrews University and Western Illinois University.

Tito Puente Performs at Northeastern

Tito Puente, one of the most flamboyant performers in the history of Latin/jazz music, orchestrated and performed live with Boston's City-Wide Honors Jazz Ensemble at Northeastern University (Mass.).

Photo by James Leavitt

The Grammy Award-winning percussionist taught the jazz group four songs by various artists, including "Oye Como Va," one of Puente's greatest hits. Following the workshop and performance, Puente fielded questions from an audience of Boston-area middle and high school students.

Inspiring Graduates from Miami-Dade

Miami-Dade Community College (Fla.) had many inspiring graduates in May–including the following:

Dolores González, 43, who is hearing impaired, was active in student government and community service programs. She earned an associate's degree in science in respiratory therapy and an associate's in arts. During classes, her son Oscar, who is disabled and dependent on a ventilator machine, came in and encouraged and allowed his mom's classmates to practice routine respiratory procedures on him. He received an honorary degree.

Rosa Mori, 58, graduated with her children Rosa Liz, 24, and Jorge Gustavo, 22.

Because the family, originally from Peru, didn't qualify for financial aid, they moved into a small apartment, and each got part-time jobs. Rosa Liz's father Gustavo, a police officer, stayed in Peru and sent them money. "It's been hard to stay focused on school and work when we miss him so much, but it has all been for our own good," said Rosa Liz.

Carlos A. Do Mato, 26, a former pilot in the Uruguay Air Force who initially spoke broken English, graduated with the highest honors in his class and received two special awards for achievements in math and engineering. Three years ago he came to Miami to get a job as a pilot. Now he has a scholarship to Georgia Tech University to study engineering.

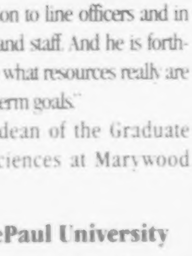
Bloomfield Awards Honorary Degree to Colón-Valle

At its 126th Commencement, Bloomfield College (N.J.) awarded an honorary doctorate degree to Miriam Colón-Valle, Latino arts activist, actress, director, and founder of the Puerto Rican Traveling Theatre Company, Inc.

Colón-Valle is dedicated to performing the work of Hispanic writers in Spanish and English. In addition to founding the theatre company, which is a well-known training ground for aspiring Hispanic actors and writers, Colón-Valle co-founded Nuevo Círculo Dramático, the first Spanish language arena theater in New York City. She has acted in films with Marlon Brando, Sally Field, and Al Pacino. As a community leader, she has served on a New York State council and on national panels.

Our Lady of the Lake Selects Provost

Our Lady of the Lake (Texas) named James Gearity provost, beginning in August.



"Gearity has a thorough understanding of resource issues," said University President Sally Mahoney. "He understands technology as an instrument and not as an end. He is skilled in issues of fund-raising and marketing. He is practiced both in delegation to line officers and in consultation with faculty and staff. And he is forthright in laying on the table what resources really are required to support long-term goals."

Gearity had been dean of the Graduate School of Arts and Sciences at Marywood University (Penn.).

Newsmakers at DePaul University

- A musical score for an oratorio dedicated to St. Vincent de Paul that had lain dormant in Vincentian archives for more than a century was brought to life in May, when Ars Musica Chicago performed "Vincent de Paul: An Oratorio in Three Parts," sponsored by DePaul University (Ill.) as part of its centennial celebration. "The oratorio was written by Vicomte Fernand de Beaufranchet, an obscure but well-educated and talented French composer," said DePaul University Assistant Professor Enrique Alberto Arias.

- The Fellows Program, former Peace Corps volunteers who are earning advanced degrees, held a conference in Chicago that included visits to several schools and their neighborhoods. Two Peace Corps fellows have been training for teaching assignments in inner city classrooms through DePaul's Center for Urban Education. Pictured at far left is Barbara Radner, Center director, touring with her are Fellows, along with students at César Chávez Elementary School.

NEIGHBORHOOD HOUSING SERVICES
BACK OF THE YARDS

New Mexico Instructor Publishes CD-ROM

Photo© by Michael Mouchette

Jan Plass, an instructor in the University of New Mexico College of Education's Organizational Learning and Instructional Technologies Program, along with colleague Dorothy M. Chun, has published, through St. Martin's Press, *Ciberteca: Una carta a Dios (A letter to God)*, a CD-ROM focusing on Spanish vocabulary development.

Featuring a well-known Mexican short story by Gregory López y Fuentes, the multimedia program is uniquely crafted and visually appealing. It incorporates visuals, text, and sound, including multiple types of vocabulary annotations, Spanish and English definitions, photographs, and QuickTime videos.

Plass said that CD-ROM technology should supplement traditional learning methods, not replace them.

Latinos Awarded Scholarships at Cal Poly-Pomona

Five scholarships totaling $1,500 were divided among five recipients during the 11th Annual Latino Faculty, Staff, and Student Association Cinco de Mayo Scholarship Luncheon at California State Polytechnic University-Pomona.

Sociology major Pearl Rodriguez received the $500 Mario A. Suárez Memorial Scholarship, and behavioral science major Alejandra Jaramillo received the $250 Jerry Tello Scholarship. Civil engineering major Alvin Cruz, microbiology major Angela Sánchez, and Raúl Avila, who is studying animal science, each received $250 scholarships.

Cecilia Preciado Burciaga, executive assistant to the president and director of long-range planning at California State University-Monterey Bay, was the keynote speaker.

"Avant-garde Encounters" at King Juan Carlos I Center

The King Juan Carlos I of Spain Center of New York University, in May, held "Avant-garde Encounters," an assemblage of lectures.

Lecture titles included "Meeting People/Making History," by Estrella de Diego, professor of contemporary art at the Universidad de Madrid; "Dalí's Freud," by Robert Lubar, of the New York University Institute of Fine Arts; "Dreaming on Top of the Pyramid: Mexico and Cultural Exchanges in the Early 1930s," by Olivier Debroise, art historian and artist; "Le Corbusier y Barcelona: El viaje al sur," by Juan José Lahuerta, of the Escuela de Arquitectura de Barcelona; and "Viajar para ver: conocimiento y reconocimiento en dos viajes surrealistas," by Francisco J. Hernández Adrián, of the New York University department of Spanish.

Eastman Kodak Supports Higher Education

The Eastman Kodak Company has showed support for higher education this year by giving out the following grants.

The Hispanic Association of Colleges and Universities (HACU) received a gift of $10,000 in 1999, for its many initiatives.

The Consortium for Graduate Study in Management, an alliance of American business schools and the business community, received a gift of $20,000—part of an annual gift that supports higher education in management for more than 200 students of African American, Hispanic American, and Native American descent.

North Carolina Agricultural and Technical State University received a gift of $75,000, part of a total pledge of $750,000 through 2001, for its diversity, technology education, and institutional excellence.

Cal State-L.A. Alumni Association Awards Scholarships

The Alumni Association at California State University-Los Angeles presented 15 students with scholarships recently.

Photo© by Stan Carstensen

The recipients are: Sonia (Hoa) T. Ngu, Shanika L. Blanton, Jesús M. Gómez, and Haley K. Leung, psychology majors; Pankit J. Doshi, political science; Jemima Galiano and Verónica P. Hernández, child development; Christopher J. Gonong, electrical engineering; Mark J. Gordon, anthropology; Tyler N. Huynh and Susan Ngo, business administration; Marisela Salazar, English; Daniel Santos, sociology; Robert D. Velásquez, accounting; and Charlene M. Vu, nursing.

Latino USA Airs Hurricane Mitch Aftermath

Latino USA, the University of Texas-Austin radio journal of news and culture, has begun broadcasting a series of special reports examining the human dynamics and complexities of the aftermath of Hurricane Mitch, which left more than 9,000 people dead in Central America.

The series examines the hurricane's effects on the political, economic, and social realities of Central America and their implications for the United States. In the first report, producer Maria Martin examined internal migration in Central America as it affects children. The reports, airing on approximately 175 public radio stations and accessible through Latino USA's Web site at <www.latinousa.org>, will continue periodically through October.

Cal State-Fullerton Co-Sponsors Town Hall

"Touch the Future...One Child at a Time" was the theme of a joint Town Hall co-sponsored by California State University-Fullerton (CSUF) and the Junior League of Orange County, Calif., Inc. The event was designed to engage Orange County residents in a child-focused discussion on healthcare, education, family, and community.

The roster included: Dr. Sylvia A. Alva, department head and associate professor of child and adolescent studies at CSUF; Sid Gardner, director of the Center for Collaboration for Children at CSUF; Gene Howard, executive director of the Orangewood Children's Foundation; Kathy McCarrell, executive director of the Orange County Child Abuse Prevention Center; and Susanne Valdéz, executive president of the Child and Adolescent Studies Student Association at CSUF.

"Transboricua" Exhibit at Rhode Island School of Design

"Transboricua: An Installation by Pepin Osorio" was on display at the Rhode Island School of Design (RISD), marking the first of a series of events designed to bring arts programming into communities throughout Rhode Island.

The installation explores the transformation of identity of Puerto Ricans and those from other Latin American countries as they come to terms with new lives in the United States. ("Boricua" has its word roots in "Borinquen," a name given to Puerto Rico by its original inhabitants, the Tainos.) Osorio, a native of Puerto Rico, created the installation in collaboration with students from RISD and the Mary E. Fogarty Elementary School.

"Los Bosques de San Nicolás" Lecture at American University

American University's Washington College of Law and the Guatemala Human Rights Commission held a lecture, "Los Bosques de San Nicolás," at the District of Columbia school. The lecture was presented by Dean Claudio Grossman, a member of the Inter-American Commission on Human Rights and the lawyer representing the families of five minors assassinated in Guatemala. "Los Bosques de San Nicolás" is the first international case concerning child rights in the Inter-American system.

Our Lady of the Lake Receives Psychology Grant

The American Psychological Association awarded Our Lady of the Lake University's (Texas) psychology department a $3,750 grant to support a survey of bilingual psychologists. The principal investigator of the grant is Dr. Cynthia González (pictured here), assistant professor; co-investigators are Dr. Cynthia de las Fuentes, assistant professor, and Dr. Joan Biever, chair of the department.

The survey is designed to help educators learn more about the experiences and training needs of approximately 200 psychologists currently providing services in the United States and Canada.

The psychology department already has a program that trains psychologists to provide services in English and Spanish.

Pace University Honors Santiago

At a commencement ceremony for more than 600 undergraduate students on Pace University's (N.Y.) Pleasantville/Briarcliff campuses, Esmeralda Santiago was awarded an honorary Doctor of Humane Letters degree. Santiago is the author of the acclaimed memoir, *When I Was Puerto Rican.*

Pace University conferred more than 3,300 degrees and seven honorary degrees during four separate commencement ceremonies in White Plains and New York City.

Trinity to Erect Cultural Houses

Cultural houses for three Trinity College (Conn.) organizations, representing Latin American, Asian American, and Jewish students, are to be constructed.

The new cultural houses for La Voz Latina, the Asian American Student Association, and Hillel will accommodate a few student residents but will serve primarily as cultural centers. Through furnishings and activities, the houses will celebrate the particular cultures and traditions of each student group and serve as educational resources to the entire campus community. Each new house will seek to promote intercultural exchange and appreciation.

News from Portland Community College

- At Portland Community College (PCC) in Oregon, a new Latino mentorship program, the Homework Club, is pairing several Latino students from PCC's Rock Creek Campus with Latino third through fifth grade students seeking help with their studies in subjects such as English and math. Volunteer tutors are needed. For more information on the Homework Club, call Candace Stevens at (503) 259-3875.
- At PCC's Rock Creek Campus, 28 Latino high school students were recognized for completing the Oregon Leadership Program, an eight-month Latino youth leadership program that focuses on leadership skills, networking, exploring career options, and creating more opportunities for continued education.

Bilingual Computer Classes at Maricopa CCD Helping Spanish-Speaking Students

More than 100 Spanish-speaking students of the City Colleges Center (CCC) in downtown Phoenix, Ariz., are picking up computer skills in their native language in a one-of-a-kind bilingual academic outreach.

Setting the program apart, students learn computer programs with the help of manuals written in Spanish as the instructor teaches in Spanish. However, the computer programs are all in English.

"Students love it," said Raquel Velasco, bilingual coordinator. The CCC is a partnership of Phoenix, GateWay, Rio, and South Mountain community colleges–all of the Maricopa Community College District. Pictured here (seated, l. to r.) are students Ricardo López, Martha García, and Eric Lino; standing are instructor José Cisneros and Velasco.

NJN Hispanic Youth Showcase

Photo © by Andrea Kane

New Jersey Network (NJN) Public Television presented the 13th Annual NJN Hispanic Youth Showcase at the New Jersey Performing Arts Center in Newark. Thirty-seven finalists, including 11-year old Hilda Morfi (pictured), demonstrated their extraordinary talents as dancers, vocalists, and instrumentalists in what is considered to be the largest performing arts competition of its kind in the region.

Flamenco and Spanish classical dancer Jesus Cano, known in the dance world as the "Embrujo de España," or the "Spanish Magician," and regarded by international journalists as "a master among masters," performed as a special guest.

Fairfield University Honors Mello

Brian Mello, who graduated summa cum laude from Fairfield University (Conn.), was honored by the Fairfield University Alumni Association with the Student Achievement Award for his promotion of diversity during his four years at Fairfield. He has also been awarded a fellowship to the University of Washington in Seattle to pursue his doctorate and was selected an alternate for a Fulbright Scholarship to Turkey.

A former student association vice president of multicultural relations at Fairfield, Mello brought a day-long Student Summit on Diversity to the campus. The conference featured presentations and workshops and engaged faculty and students from other New England colleges in an open dialogue about diversity.

PUBLICATIONS

España Oculta: Public Celebrations in Spain, 1974-1989

by Cristina García Rodero

ESPAÑA OCULTA
Public Celebrations in Spain, 1974-1989
CRISTINA GARCÍA RODERO

This collection of photographs contains images reflecting religious faith, entertainment, and the daily lives of a multitude of people whose habits, customs, economy, and culture are not dominated by commercial forms that many consider synonymous with progress.

1990

144 pgs.

ISBN 1-56098-530-5

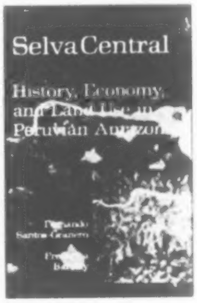
$39.95 paper

Smithsonian Institution Press

(800) 782-4612

Selva Central: History, Economy, and Land Use in Peruvian Amazonia

by Fernando Santos-Granero and Frederica Barclay



Combining a global economic perspective and detailed research on regional land-use patterns over time, this book presents an integrated history of the past and present economies of the Selva Central of Peru–encompassing the heights of the Andes and the low-lying rain forests near the eastern frontier with Brazil.

1998

364 pgs.

ISBN 1-56098-761-8

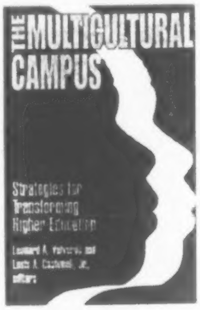
$40.00 cloth

Smithsonian Institution Press

(800) 782-4612

The Multicultural Campus: Strategies for Transforming Higher Education

Leonard A. Valverde and Louis A. Castenell, Jr., eds.


THE MULTICULTURAL CAMPUS
Strategies for Transforming Higher Education
Leonard A. Valverde and Louis A. Castenell, Jr., editors

In this book, Hispanic, African American, and Asian American educational leaders examine the obstacles they have faced, as minorities, climbing up the predominantly White career ladder in American universities.

1998

216 pgs.

ISBN 0-7619-9166-2

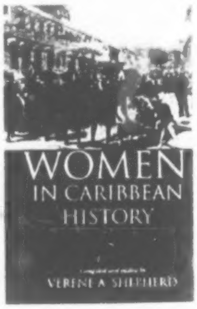
$22.95 paper

Altamira Press

(805) 499-0721

Women in Caribbean History: The British-Colonised Territories

Verene A. Shepherd, ed.



Early historical works portrayed women, especially those of African descent, in a sexist and racist manner. This book embodies the progress of research on Caribbean women. It reveals new historical information on Caribbean women and provides detail on their economic, social, and political roles and activities.

1999

204 pgs.

ISBN 1-55876-189-6

$16.95 paper

Markus Wiener Pub.

(732) 225-2727

Colonias and Public Policy in Texas and Mexico: Urbanization by Stealth

by Peter M. Ward

Today in Texas, over 1500 colonias in the counties along the Mexican border are home to some 400,000 people. This book presents the results of a major study of colonias in three transborder metropolitan areas and uncovers the reasons why colonias are spreading so rapidly.

COLON
URBANIZATION BY
STEALTH

March 1999
304 pgs.
ISBN 0-292-79125-9
$19.95 paper
University of
Texas Press
(800) 252-3206

A Dream for Gilberto: An Immigrant Family's Struggle to Become American

by Biloine Whiting Young

The true story of Gilberto Alzate, a Colombian who immigrated to the United States in the early 1960s, this book tells the universal tale of the difficulties, triumphs, and failures experienced by immigrants as they reach for the American dream.

A Dream for
GILBERTO
Biloine W. Young

April 1999
331 pgs.
ISBN 0-9660111-6-5
$19.95 paper
J-Press
(651) 429-1819

Entre Rascacielos: Nueva York en Nueve Poetas

Marie-Lise Gazarian-Gautier, ed.

This anthology, which originally came out in Ecuador, is an anthology of nine Hispanic poets, from varied countries, residing in the Greater New York area. The voices reflect the joys and sorrows of Hispanic people away from their respective homelands.

1999
337 pgs.
ISBN 1-889225-07-X
$12.00 paper
Casa de la Cultura Ecuatoriana "Benjamin Carrion"
(718) 380-1905

Effective Professional Development Schools

by Richard W. Clark

This book explores the expanding popularity of professional development schools and their role in educating teachers and promoting school improvement. It describes the criteria for establishing quality professional development schools, the policies and financial arrangements needed to sustain them, and ways to evaluate their progress.

EFFECTIVE
PROFESSIONAL
DEVELOPMENT
SCHOOLS

1999
294 pgs.
ISBN 0-7879-4562-5
$26.95 paper
Jossey-Bass Inc.
(888) 378-2537

Centers of Pedagogy: New Structures for Educational Renewal

by Robert S. Patterson, Nicholas M. Michelli, and Arturo Pacheco

This book looks at a new movement in teacher education–one in which school teachers, teacher educators, and arts and science faculty collaborate to provide a well-rounded education for aspiring teachers.

CENTERS OF
PEDAGOGY

February 1999
240 pgs.
ISBN 0-7879-4561-7
$27.95 paper
Jossey-Bass Inc.
(888) 378-2537

Red, White, and Green: The Maturing of Mexicanidad, 1940-1946

by Michael Nelson Miller

This book explores how the arts–film, ballet, music, fine art, and publishing–were used by the Mexican state in its quest for national unity and identity during the presidency of Manuel Avila Camacho.

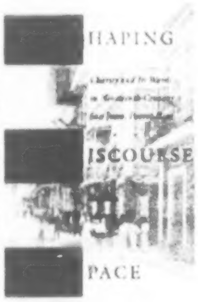
RED, WHITE,
AND GREEN

1998
226 pgs.
ISBN 0-87404-278-X
$15.00 paper
University of Texas Press
(800) 252-3206

Shaping the Discourse on Space: Charity and Its Wards in Nineteenth-Century San Juan, Puerto Rico

by Teresita Martinez-Vergne

This book explores how an inchoate middle class emerged in Puerto Rico in the early 19th Century, and how municipal officials and the Casa Beneficencia shaped the discourse on public and private space and thereby marginalized the worthy poor and vagrants, Africans, indigent and unruly women, and destitute children.



April 1999
253 pgs.
ISBN 0-292-75221-0
$17.95 paper
University of Texas Press
(800) 252-3206

BEST COPY AVAILABLE

VIDEOS AND CD-ROMS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Hispanic Education at the Crossroads

Hispanic Education at the Crossroads
ANIC
ANS

Education is intrinsic to success in our society. But for members of Hispanic groups, good education might be hard to come by because of either language barriers or under-performing schools. This program examines how Hispanic American children are faring in the educational system, with an emphasis on bilingual education.

(44 min., color)
Item #FFH 7989

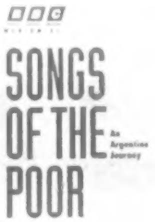
Hispanic Americans: One or Many Cultures?

Hispanic Americans: One or Many Cultures?
ANIC
ANS

Anglo Americans tend to lump Hispanics together, forgetting that the category covers a wide range of cultural backgrounds. In this program, three Hispanic Americans discuss what unites and divides the various groups.

(44 min., color)
Item #FFH 7994

Songs of the Poor: An Argentine Journey



This video is set in the impoverished mountain villages of northern Argentina where the music reflects the harsh living conditions of the inhabitants. To alleviate the desperation of their lives, the people stage dramatic celebrations that culminate in the momentary joy of carnaval.

(61 min., color)
Item #FFH 7497

Cultural Bias in Education

Cultural Bias in Education

This examines roadblocks to Latino academic advancement as well as productive educational models, explores the relationship of standardized testing and cultural diversity and questions whether cultural bias can be eliminated from standardized testing, and looks at early childhood education programs and the factors that deter Latino families from participating in them.

CD-ROM
(28 min., color)
Item #FFE 3205

Miguel de Cervantes Saavedra: Obras Completas

Obras Completas

For Windows only, this definitive scholarly resource, produced under the auspices of the Centro de Estudios Cervantinos de Alcalá de Henares, presents the complete works of Cervantes and all of the interactive tools necessary to study them. Particular care was taken to preserve the original literary voice and language of Cervantes.

(This entire CD-ROM, including instructions, is in Spanish.)

$149.00
Item #FFH 8385

CONFERENCES

Center for the Study of Books in Spanish for Children and Adolescents–Summer Workshop

July 19-21

The Center, at California State University-San Marcos, directed by Isabel Schon, is holding the final one of its three summer workshops: (July 19-21, 9:00 a.m.-3:00 p.m.) Literature in Spanish for Children and Adolescents.

Contact: Center, (760) 750-4070.

Cornell University–Administrative Management Institute

July 25-30

Co-sponsored by the Administrative Management Institute (AMI) at Cornell University and EACUBO (Eastern Association of College and University Business Officers), this is a professional seminar for college and university administrative/business managers and department heads. In Ithaca, NY. CEUs are available.

Contact: phone, (607) 255-7259; e-mail, <cusp@cornell.edu>; Web site, <www.sce.cornell.edu/html/ami.html>.

NACA–"Celebrating Diversity" Workshop

July 27-August 1

A workshop sponsored by NACA (National Association for Campus Activities). At Southern Methodist University.

Contact: phone, (803) 732-6222.

Popular Culture Association and American Culture Association–Latin American Congress

September 29-October 2

In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010; e-mail, <rich@hoover.stanford.edu>; Web site, <http://fenix.pue.udlap.mx/congress>.

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel

1438

Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogues between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600; e-mail, <kivaexpo@mindspring.com>

SACNAS–National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170; e-mail, <info@sacnas.org>; Web site, <www.sacnas.org>.

University of South Carolina–"The Minority Student Today"

October 10-13

Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education, in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260; e-mail, <confs@gwm.sc.edu>; Web site, <www.sc.edu/conted/mst.htm>

Austin Community College-Telelearning '99

October 10-13

Telelearning '99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (302) 436-1773; e-mail, <pretty_f@email.msn.com>; Web site, <www.sinclair.edu/community/itc>

National MultiCultural Institute–Annual National Conference

October 21-24

The 14th annual national conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_isquay@ace.nche.edu>; Web site, <www.acenet.edu>.

TEXAS TECH
UNIVERSITY

Assistant Dean of Students

The Office of the Dean of Students seeks a dynamic, resourceful and energetic individual to fill an Assistant Dean of Students position. The Assistant Dean is primarily responsible for the administration, coordination and advisement of the Hispanic Student Society, Hispanic Social Greek Organizations, Judicial Programs and leadership development along with various generalist student personnel duties.

Minimum Qualifications: Master's degree in Higher Education Student Personnel or related field required, two years full-time (prefer 3-5 years full-time) post-Master's experience in working with a variety of student affairs areas in a college/university setting, experience with Judicial Affairs (hearing officer, programming, record keeping, and system maintenance); demonstrated skills in computer databases and record keeping; familiarity with the needs of Cultural Student Programs, specifically the Hispanic Student Society and Hispanic Social Greek Organizations.

Application: Applications will be accepted until the position is filled. Submit a letter of application, resume and the names and telephone numbers of three (3) professional references including current supervisor to:

Gregory G. Elkins
Associate Dean of Students
Texas Tech University
Office of the Dean of Students
250 West Hall, Box 45014
Lubbock, TX 79409-5014

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Book Review

by Humberto López Cruz

***Todas íbamos a ser reinas*, by Rosa María Britton.** 305 pages. Bogotá, Colombia: Plaza & Janés (In the U.S., contact Ediciones Universal at (305) 642-3234 or e-mail to <ediciones @kampung.net>.), 1997. ISBN# 958-14-0281-0. HC $24.95.

Facing the last novel of Panamanian writer Rosa María Britton, *Todas íbamos a ser reinas (We Were All Going to Be Queens)* [1997] involves an unlimited procession towards a kingdom, a kingdom that is present during the narrative and offers as many discursive possibilities as the reader's imagination allows. This novel, edited by Plaza & Janés in Colombia, is a not-so-relaxed get-together in Miami of several women, former classmates at a rigorous Cuban religious institute, who after several decades reunite and talk about their lives, utilizing the past as the foundation of their new existence.

Rosa María Britton
Todas íbamos a ser reinas

The genesis of Britton's plot is an anonymous poem by Gabriela Mistral that suggests an imaginary kingdom for each of the protagonists. Britton's characters are women who, in spite of the times when they begin as interns at the institute (Havana, during the early '50s), conceive the firm goal–supported by the nun professors–to postpone marriage until having achieved economical and intellectual independence that will allow them to enjoy an autonomous ulterior life.

But more than a mixture of the voices from the past and the present of the classmates, their aspirations and fears, their triumphs and their defeats, this novel is also a historiographical recount of a Cuba that experienced abrupt and bloody changes during the entire decade in which the action elapses in Havana. Britton, from an autobiographical perspective, assumes the role of a Panamanian student–of a Cuban father–and offers a conscientious exposition of historical events that would mark forever the lives of the protagonists and of the entire Cuban people. Batista's military coup, the clandestine activities at the University of Havana, and the fallacy of the Cuban Revolution are all captured by Britton's memory and offered to the reader as an alternative, rewritten history.

Politics, however, is not Britton's *leitmotiv*; it is only a decorative background to support the classmates' experiences, reactions, and vicissitudes that in continuous textual regressions appear in front of the reader. The author resorts to history for support and, in this way, offers cohesion to the text. To appeal to history as an intertextual resource is not a novelty for Britton's narrative. Her previous three novels–*El ataúd de uso* (1982), *El Señor de las lluvias y el viento* (1984), and *No pertenezco a este siglo* (1989)–each contains historical background enough to be considered as belonging to the subgenre of "historic novel." *Todas íbamos a ser reinas* is another example.

The narrative does not take place only in Havana and Miami. When one of the protagonists abandons Cuba in order to continue her studies in Spain, Britton moves the plot to the Old Continent and offers us a Spain that has fallen into a lethargy under the tutelage of Franco. The Madrid that surfaces is the one with the *verbenas, tascas*, and cunning leftist tendencies, and with the majesty of an old city that seems to forget that at one point in time it was part of Europe. Britton offers vignettes that might fit in the Madrid of the '60s.

One of the highlights of this text is the mobility through the spaces. We travel through Britton's memory. That is why from Spain we return to a more contemporary Cuba, and from there to Miami in order to witness the long-sought new encounter of the protagonists.

The text offers an intelligent structure whose interest is sustained by the plot development. The narrative voices accomplish their purpose: a projection in first-person perspective of the world-view of the current narrator. It is extremely interesting to observe how Rosa María Britton has captured so accurately the essence of a country, Cuba, and the conflict that affects it as a nation.

As a result, the reader inherits the legacy of a politically turbulent period within Cuban history, the denouncing of the current dictatorship that still victimizes the Island, and the possibility of a return to Cuba. This return is not to a vanished past, but to an uncertain but legitimate future where the surviving protagonists will carry out a definitive spiritual reconstruction that will be their personal renovation as well as the entire nation's.

Humberto López Cruz, assistant professor of Spanish at the University of Central Florida, Orlando, specializes in Caribbean and Central American literatures, as well as Hispanic literature in the United States. He currently teaches both literature and culture and civilization courses at both graduate and undergraduate levels. He is also the director of the Foreign Language Media Center and last year was elected editor of SELA-South Eastern Latin Americanist. *He is the coeditor of a book, currently in press, on the narrative of Reinaldo Arenas.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

MICHIGAN STATE UNIVERSITY

DEAN
COLLEGE OF SOCIAL SCIENCE

Michigan State University invites applications and nominations for the position of Dean, College of Social Science. An individual is sought who can provide leadership for the continuing development of programs in instruction, research and outreach and who will serve as a representative of the College in its interaction with government, foundations and industry. The Dean of the College of Social Science is the chief executive officer of the College and is responsible to the Provost and the President for the general administration of the College.

Michigan State University is a land-grant institution with fourteen colleges enrolling over 40,000 students. The College of Social Science consists of five departments (Anthropology, Geography, Political Science, Psychology, and Sociology), two professional programs in Urban Planning and Landscape Architecture, three professional school (Criminal Justice, Labor and Industrial Relations, and Social Work), two centers (Center of Advanced Study of International Development and the Social Science Center for Integrative Studies, an undergraduate social science program), the Julian Samora Research Institute, the Institute for Public Policy and Social Research and the Women's Studies Program (jointly administered with the College of Arts and Letters). The college has 272 faculty and 4,648 majors, 80 percent undergraduate and 20 percent graduate students. The College provides liberal education in the social sciences for undergraduates throughout the University, and offers bachelors, masters, professional, and doctoral degrees. Further details are available at the college website: **http://www.ssc.msu.edu.**

Applicants must have an earned doctorate or equivalent, an outstanding record of scholarship and evidence of dynamic leadership. Candidates must meet standards for appointment at the rank of professor (with tenure) in an academic department or school in the College. Expected starting date is no later than July 1, 2000 and preferably earlier.

Applications and nominations are requested as soon as possible, preferably by October 15, 1999. Applications and nominations should be sent to:

Dr. Lynne G. Goldstein, Chairperson
Search and Rating Committee
Dean of College of Social Science
c/o Office of the President
450 Administration Building
Michigan State University
East Lansing, MI 48824

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Forward
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Anticipate an exciting future at **Cuyahoga Community College**, a 2-year institution with three modern campuses. Here, we're back to basics providing a high-quality, affordable education for our students and enhancing quality of life for our muticultural community. We offer excellent opportunities to move your career ahead and enjoy a satisfying future.

Executive Vice President, Finance and Business Services

The Executive Vice President for Finance and Business Services has broad responsibility for leading the College's financial, business and facility planning operations by designing and managing comprehensive policies and programs for the College. Work involves the administration and management of the finance and business operations, facilities planning and the formulation of fiscal planning and reporting. In addition, work involves the establishment of monetary policy, asset protection, optimum use of resources long-range financial planning and budget development, and the planning, design, construction, and maintenance of all College facilities.

The EVP plans, designs, develops and directs implementation of innovative programs and policies, promotes effective communications, and oversees the proactive delivery of college-wide services using continuous quality improvement techniques in the following functional areas: budget planning and management, auxiliary operations, purchasing, campus plant operations and business services, capital facilities planning and project management, risk management and financial services, bursar operations and controller operations. Responsible for guiding the finance and treasurer functions through the creation and maintenance of the College's Banner financial information and reporting systems. Oversees the operational aspects of the treasury functions including cash receiving, cash flow, investments, bank services, and College liability and property insurance programs. Provides support to Board of Trustees, its Management Committee and executive management in matters involving finance, facilities, purchasing, plant operations, and the preservation and investment of College funds.

A Master's degree is required with a concentration in Accounting, Finance, Business, Mechanical or Civil Engineering; a Ph.D. is preferred. A minimum of seven years of demonstrated successful fiscal and senior management experience and demonstrated record of initiative, independent judgment and outstanding performance in a large, complex service organization. A vigorous and entrepreneurial spirit appropriate for the considerable challenges of contemporary higher education. Strong communication skills, both oral and written. Demonstrated interpersonal skills to interact effectively with varied constituencies, and to communicate complex financial and business service issues. A sensitivity to appropriately respond to the needs of a socially and ethnically diverse community.

The College offers an excellent compensation and benefits package. The review process is on-going and will remain open until the position is filled. Interested applicants should submit a current resume, photocopies of transcripts for earned degrees, a list of three employment references (names, titles, addresses and telephone numbers of current/former supervisors) and a completed application for employment. The application will be forwarded with a letter acknowledging receipt of application materials. Submit application materials to: **Director - Staffing-HO, Human Resources, Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115. Fax: (216) 987-4799**

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Vice President for Advancement

The Vice President, reporting directly to the President and serving as a visionary member of the President's Cabinet, is responsible for providing strong leadership, broad policy guidance, and skillful planning and management for the Advancement Division, which includes Development, Alumni and Special Events, Public Relations and Marketing, Publications and Printing Services, and Cultural Affairs.

The successful candidate will have a minimum of a Bachelor's degree, seven years of broad experience in a comprehensive advancement program and a demonstrated record of accomplishments in annual giving, capital campaigns, planned giving, and corporate and individual solicitations. The candidate must also possess exceptional experience in budgetary management and understanding of technology; high integrity and a sense of humor; commitment to the University's mission and value statements; ability to interact effectively with internal and external constituencies; commitment to diversity and equal opportunity; and the ability to take a cutting-edge division to a higher level. Preference will be given to those applicants with a Master's degree, higher education experience, and senior management experience in providing successful leadership to a comprehensive advancement program.

Please send a letter of application, resumé, and names and telephone numbers of five (5) references to: Vice President for Advancement Search Committee, Human Resources Office, 201 Carter Drive, West Chester University of Pennsylvania, West Chester, PA 19383. The position is available on or shortly after January 1, 2000.

Finalist must successfully complete the interview process. Review of applications will begin September 17, 1999, and applications will be accepted until the position is filled. Negotiable salary in the range of $90,000 + depending on qualifications. Excellent fringe benefits.

West Chester University is actively building a culturally diverse academic community, which fosters an inclusive environment and encourages a broad spectrum of candidates including women, minorities, and people with disabilities to apply.

Ferris State University

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT & MARKETING

This position is responsible for all aspects of private support; oversees division's marketing and development services operations; serves as Executive Director of the Ferris Foundation, responsible for designing and implementing all fund raising initiatives including special and annual campaigns, corporate and foundation giving, and donor programs, and serves on President's Cabinet. **Required Qualifications:** At least five years of progressive success in winning measurable support for programs and organization; outstanding communication and relationship skills, positive management experience, a high degree of motivation to succeed in reaching its fund raising goals. Ability to identify, cultivate, solicit, and steward six-figure gifts and private grants and the ability to work collegially with staff, faculty, alumni, community leaders, and volunteers. Must be a creative, dynamic, strategic, highly energetic, and resourceful individual who enjoys the give-and-take of teamwork and is prepared to make decisions as the team leader. A bachelor's degree is required. Screening of candidates will continue until position is filled. Interested individuals may submit a letter of application, resume, and the names, addresses, and phone numbers of three reference. Please send application materials to: **JOB CODE O-013360, Human Resource Development, Ferris State University, 420 Oak Street, Prakken 150, Big Rapids, MI 49307.** An Equal Opportunity/Affirmative Action employer. For more information about Ferris State University please visit our web site at **http://www.ferris.edu**

CENTRAL MICHIGAN
UNIVERSITY

DIRECTOR/ADMISSIONS AND ENROLLMENT MANAGEMENT

College of Health Professions

Central Michigan University's College of Health Professions invites applications and nominations for a full-time Director to administer the College's graduate admissions, recruitment, and enrollment management operations. Responsible for managing the essential admissions and recruitment functions of the College's current graduate programs in physical therapy, physician assistant, audiology, and speech-language pathology and its new program in occupational therapy.

Required qualifications include a Bachelor's degree; four years experience in a higher education setting, such as admissions, advising, or a related field; experience working with diverse student populations; evidence of strong interpersonal skills; effective oral and written communication skills; effective organizational skills with strong attention to detail and accuracy; proficiency with information technology and its application to the delivery and management of admissions services; proven ability to establish strong rapport with external and internal constituencies; ability to project a positive image; and ability to travel and work evening/weekend hours. Familiarity with various health-related professions and disciplines represented in the college is desired.

Review of applications will begin July 23, 1999 and shall continue until the position is filled. Interested applicants should submit a letter of application, current resume and names of four professional references to: **Stephen J. Kopp, Chairperson, Admissions Director Search Committee, Central Michigan University, College of Health Professions, 104 Powers Hall, MT. Pleasant, MI 48859.** Salary commensurate with qualifications. CMU provides flexible benefits, an excellent retirement program with tax deferred investment options, tuition waiver for employee and family, and competitive salaries in an environment committed to excellence and customer service. CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community.

www.cmich.edu/aaeo.html

CASE

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

VICE PRESIDENT, COMMUNICATIONS

Council for Advancement and Support of Education (CASE) seeks a Vice President for Communications to develop and oversee a communications program at the national and international level that builds support for and understanding of education. The Vice President provides international leadership in the advancement communications field. The VP works with CASE staff and world-wide volunteers to conduct strategic planning, develop new programs and evolve existing programs such that they are responsive to the needs of CASE and its members and such that they enhance public support for education and for educational advancement.

Reporting directly to the CASE president, the VP oversees a division with more than a dozen professionals in the field and is responsible for:

- promoting media interest and fielding inquiries about key educational issues, the advancement profession, CASE members and the CASE organization.
- publishing the monthly CASE CURRENTS Magazine, the premier educational advancement periodical.
- promoting the development and strategic use of CASE's Web site.
- bringing new technologies and best practices to bear in a strategic manner to further the objectives of CASE and its membership.
- publishing books in the advancement field.
- partnering with other educational associations in government relations activities.
- working on internal communications issues for CASE and its membership; and
- overseeing the National Center for Institutionally Related Foundations.

The ideal candidate will possess a Bachelor's degree (Masters desirable), minimum seven years senior communications responsibility, knowledge of educational advancement, strong verbal and written communications skills, and planning, budgetary and supervisory experience.

Send nominations and/or cover letter, resume, and salary requirements to: **Box VP, Communications Search, CASE, 1307 New York Ave, NW, Suite 1000, Washington, DC 20005.** See CASE online: **www.case.org**. *CASE is an EEO employer.*

UofL 200 1798-1998

UNIVERSITY OF LOUISVILLE

Dean of the College of Arts and Sciences

The University of Louisville seeks applications and nominations for the position of Dean of the College of Arts and Sciences. As a state university in Kentucky's largest city, the University of Louisville offers graduate and baccalaureate degrees in over 170 fields of study through 12 schools and colleges. The University currently enrolls 22,000 students, 10,000 of whom matriculate in the College of Arts and Sciences.

Providing a comprehensive liberal arts education, the College of Arts and Sciences includes 20 departments in the core academic disciplines, as well as a variety of interdisciplinary programs offered through the Division of Humanities, the Division of Natural Sciences and the Division of Social Sciences. With a full-time faculty of 300, the College offers 42 undergraduate major programs and 31 graduate degrees.

The Dean is the Chief Academic and Administrative Officer of the College of Arts and Sciences and reports directly to the Provost. The Dean ensures the academic integrity of all educational programs, encourages excellence in teaching, fosters research, creative professional activity and collegiality, oversees the fiscal well-being of the unit, and is responsible for alumni relations and the solicitation of major gifts for the College.

Candidates must qualify for a tenured appointment in one of the disciplines within the College and possess prior administrative experience, as well as a record of significant achievement in teaching, scholarship, professional activity and resource development. Commitment to academic excellence in the context of innovative efforts to meet the challenges and opportunities of higher education in an urban center is essential. The University of Louisville is an equal opportunity, affirmative action employer. Women and minorities are especially encouraged to apply.

For full consideration, please submit all materials no later than September 24, 1999. Review of applications will begin immediately with a goal of campus visits for the finalists in November. The appointment will be effective as early as January or by July 2000.

Applications should include a letter of interest that provides information about the candidate's qualifications and vision for the College, a resume, as well as names and addresses of six individuals willing to provide references. Please send applications to:

Dr. Joel A. Kaplan, Chair
Arts and Sciences Dean Search Committee
c/o Office of the Provost
University of Louisville
Louisville, KY 40292

The University of Louisville is an Equal Opportunity, Affirmative Action employer and especially encourages the candidacies of women and members of racial and ethnic minorities.

Princeton University

MEDIA RELATIONS MANAGER

Princeton University is seeking a creative and energetic Media Relations Manager to facilitate coverage of the academic, scholarly, and intellectual life of the University in both internal and external media. Responsibilities include planning and overseeing media relations activities, responding to press inquiries, cultivating media contacts, producing and distributing press materials, and planning for special events. In addition, individual will interact with reporters and editors, pitch story ideas, oversee camera crews "on location" and coordinate with faculty to promote programs and events. Position requires a bachelor's degree and 5+ years experience in journalism or public relations. Candidates should have the ability to effectively develop outreach tools in new media, interact well with faculty and journalists, and be proficient with word processing software. Advanced degree is a plus.

CODE: 99-0371-JH-HHE

ASSOCIATE DIRECTOR - Office of Development Communications

Opening in busy communications office for experienced editor to oversee varied publications, including quarterly general interest newsletter, press releases, brochures and special projects. Responsibilities include keeping apprised of new developments in research, teaching and campus life; interacting with faculty, administrators and alumni; and overseeing the work of staff and freelance writers, photographers and designers. A Bachelor's degree and 5+ years experience in journalism or a comparable field required. Candidates should have excellent writing, organizational and computer skills. Science writing expertise is a plus.

CODE: 99-0372-JH-HHE

SENIOR WRITER - Office of Development Communications

Opening in busy communications office for an experienced writer. Responsibilities include researching and writing news and feature stories, press releases, proposals, brochures and other materials; and keeping apprised of new developments on campus and among the alumni constituency. A Bachelor's degree and 3+ years experience in journalism or related field are required. Science writing expertise is a plus.

CODE: 99-0373-JH-HHE

Princeton provides an exceptional benefits package. Interested candidates should submit a scannable cover letter and 2 copies of resume on plain white paper with standard New Times Roman or similar 12 pt. font and 3 writing samples to: **Human Resources, Clio Hall (CODE), Princeton University, Princeton, NJ 08544-5264. We welcome you to visit our Web site at: http://webware.princeton.edu/hr/ posting.htm or call our Employment Opportunities Hotline at (609) 258-6130.** An equal opportunity employer.

UNIVERSITY OF IOWA

UNIVERSITY LIBRARIAN

The University of Iowa invites applications and nominations for the position of University Librarian. The University Librarian is responsible for the leadership and administration of a library system consisting of twelve libraries: the Main Library, Art Library, Biological Sciences Library, Chemistry Library, Engineering Library, Geology Library, Hardin Library for the Health Sciences, Marvin A. Pomerantz Business Library, Mathematical Sciences Library, Physics Library, Psychology Library, and Rita Benton Music Library.

THE UNIVERSITY LIBRARIES

The collections of the University Libraries total over 3.2 million volumes housed in the Main Library and the eleven branch libraries, the largest of which is Hardin Library for the Health Sciences. (The Law Library is administered separately by the College of Law.) The University Librarian is responsible for the development of collections and services for the system, leadership of a staff of 80 professional staff, 111 merit staff, and 71 FTE student staff, and management of a budget of over $17,600,000.

The University of Iowa Libraries is a member of OCLC, the Center for Research Libraries (CRL), the Association for Research Libraries (ARL), and the Committee on Institutional Cooperation (CIC).

RESPONSIBILITIES

Visionary, innovative, and energetic leadership; management of the twelve-library system; excellence in diverse library services; maintenance and enhancement of faculty, staff, student and external constituent relations; accountability for a budget of over $17,600,000; long-range planning and evaluation; public relations and fund development including external fund-raising. The University Librarian reports to the Provost and represents the University Libraries in the consortial activities of the three Regents Universities in Iowa and of the Committee on Institutional Cooperation (CIC). The University Librarian is advised by faculty and students through the University Library Committee.

QUALIFICATIONS

Significant experience and achievement in areas pertinent to the leadership and administration of a major research library; a demonstrably strong commitment to excellence in scholarship and research; knowledge of collection development, public and technical services, and library technology; the ability to conceive and articulate, both within and outside The University, a vision for the future of library resources and services. The successful candidate will have a firm grasp of current challenges facing higher education; the ability to forge effective links with faculty and academic programs; the insight and skills to galvanize library staff and to lead The University Libraries in developing innovative, technologically advanced programs and services.

Minimum preparation will include an appropriate higher degree (such as an MLS or a Ph.D.) or equivalent experience; additional educational attainment and/or substantial research experience in librarianship or another discipline; demonstrated skills in planning and budgeting; an interest in overseeing The University Libraries' development program; and the ability to work productively with library staff, faculty, administration, students, and alumnae.

The University of Iowa is committed to the support and encouragement of a multicultural environment and seeks candidates who can make positive contributions in a context of ethnic and cultural diversity.

Salary commensurate with qualifications and experience.

CLOSING DATE

Candidates should apply in writing, including with the letter a complete statement of qualification and a full resume of education and relevant experience. Screening will begin immediately and continue until the position is filled. To ensure full consideration, applications should be received no later than September 30, 1999. We hope to make an appointment by December 1999.

Search Committee, University Librarian, Attn: Kimberly J. Carter,
Office of the Provost, 111 Jessup Hall, University of Iowa,
Iowa City, Iowa 52242

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Charles Westerfield
Senior Editor

AMHERST COLLEGE

ASSISTANT DIRECTOR OF ALUMNI AND PARENT PROGRAMS

Amherst College seeks an enthusiastic, organized individual to work in the area of Alumni Relations and fundraising during the Campaign (projected to end June 30, 2001).

The successful candidate will support the Amherst Regional Associations, organize and develop on-campus alumni and parent programs, and support the fundraising and non-fundraising activities of alumni classes. Primary responsibilities include recruiting, training, motivating and supporting volunteers and organizing the resources of the College in an efficient and imaginative way. Alumni class responsibilities include selection and motivation of class agents, management of Annual Fund and Reunion Special Gift activities, and support for class activities including Reunions and Class Notes. Extensive logistical and organizational ability, and a working knowledge of facilities, resources, and people on campus are important components of the jobs.

Qualifications: Bachelor's Degree, fundraising and/or alumni experience preferred, and exceptional motivational, organizational and interpersonal skills. The successful candidate must have a strong commitment to liberal arts education and to the importance of Amherst's relationship with its constituencies. Evening and weekend work and travel are required.

Interested candidates should submit a resume, letter of interest, and three references to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000.** A review of applications will begin on August 16, 1999 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

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ROWAN
UNIVERSITY

ENGINEERING

Project Engineer-Under the general direction of the Asst VP for Facilities, the Project Engineer will assume a leadership role in area of campus planning by integrating campus facility needs with the university wide planning process; will provide direction in developing & implementing new construction, repair and renovation projects; will function as the construction code expert for the University, must be able to interpret federal, state, and local facilities codes and standards to ensure university compliance; will manage and supervise construction performed by contractors and university employees; must possess technical experience in design and construction including interpretation of prints and specifications and ability to use AutoCAD. Exp. in project cost estimating beneficial. Start 9/1/99. $43,507-$72,874. Starting salary normally will not exceed mid-pt of range. BA in Mechanical or Electrical Engineering req'd (Mechanical preferred) and a Professional Engineer's License in the State of NJ. Min. of five (5) yrs related exp. Exp. in a college/university setting preferred. Send resume and supportive materials by 7/30/99 to:

Dr. Phyllis R. Forbes
Asst. VP for Facilities
Linden Hall
Rowan University
201 Mullica Hill Rd.
Glassboro, NJ 08028

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University of
Connecticut

SWT

SOUTHWEST TEXAS STATE UNIVERSITY
REGISTRAR

(Search Reopened)

Southwest Texas State University invites applications and nominations for the position of Registrar. Extensive experience as a Registrar, Assistant/Associate Registrar, or leadership in a closely related area of higher education are required. A Master's degree is strongly preferred.

Salary is commensurate with experience and education. Review of applications will begin August 1, 1999, and will continue until the position is filled.

More complete information concerning
this vacancy can be seen at:
www.vpfss.swt.edu/personnel/personnel.htm

EDUCATION

Director of Temple University Center City

Temple University offers an exceptional opportunity for an experienced and visionary entrepreneur as Director of Temple University Center City. Poised for major expansion and improvement, the campus, located in the heart of the business and entertainment district, offers undergraduate and graduate degree programs, non-credit and certificate courses and workshops during the day, evening and on weekends. The campus strives to meet the needs of area residents and employers through innovative training and degree programs. The new Director will be charged with developing and implementing a greatly expanded outreach program to businesses and professionals.

The Director is responsible for all aspects of the campus and program offerings including mission, curriculum, marketing, student services, outreach, technology, strategic planning, revenue generation, and facilities management. Reporting to the Provost, the Director works collaboratively with administration at all of Temple's campuses as well as with Deans, Chairs, and faculty to achieve campus goals.

The successful candidate will have a minimum of seven years in high level administrative responsibility including program and fiscal responsibility. He/she will be able to demonstrate a proven track record of business success, program innovation and expansion. A Master's degree or terminal professional degree is preferred. Exceptional entrepreneurship, planning, leadership, presentation, writing, financial management, and technology and entrepreneurial skills are a must, as well as urban interests and outlook.

Temple offers a competitive salary and comprehensive benefits packages, including tuition remission for you and your family. For immediate consideration, please send/fax/e-mail your resume with salary requirements to: **Search Committee, c/o Harry A. Young, TEMPLE UNIVERSITY, 203 USB, 1601 N. Broad St., Phila., PA 19122. FAX: (215) 204-5921; e-mail: jobs@vm.temple.edu (no attachments please).** An equal opportunity/affirmative action employer, M/F/D/V.

Director of Higher Education Opportunities Program

The Director reports to the Provost and provides leadership for a growing HEOP program with a current enrollment of close to 60 students. She/he coordinates student counseling and other support services in conjunction with related campus departments; manages recruitment, admissions and program activities; develops and prepares government and Institute proposals, reports and budgets; and monitors fiscal operations.

The successful candidate must have a Master's degree (doctorate preferred) and at least three years related experience in a higher education environment. Qualifications also include demonstrated administrative skills and teaching background in a similar program.

Please submit applications including names of three references and a statement of your leadership philosophy by August 31, 1999 to: HEOP Search Committee, Provost's Office, Main Building 1.

Pratt Institute is an equal opportunity employer

Pratt

Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11205-3899

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DEAN
COLLEGE OF JOURNALISM

The University of Maryland, College Park, the flagship institution within the eleven-campus University System of Maryland, invites application and nominations for the position of Dean for the College of Journalism.

The University of Maryland, College Park, is a comprehensive Carnegie 1, public university with almost 33,000 students in baccalaureate, master's and doctoral programs. It is located on a 350 acre campus just outside Washington, D.C.

The Dean, who reports to the Senior Vice President for Academic Affairs and Provost, is the chief academic officer and executive officer of the school, which has a highly respected full-time faculty of 20, consisting of traditional professionals and scholars of a more traditional academic background; and about 15 part-time non-tenure track instructors each semester, and 600 undergraduate students and 100 MA and Ph.D. students.

The College has launched new all-journalism undergraduate and Ph.D. degrees. Its Capital News Service, a 'wire service for graduate and undergraduate students with full-time news bureaus in Washington and Annapolis, is at the core of the country's leading public affairs reporting program. Broadcast, magazine and online journalism are emerging as areas of importance at the school, along with newspaper and newsletter journalism. Further information on the College can be found at **<http://www.inform.umd.edu/jour/>**

The Dean is publisher of American Journalism Review (AJR), a national magazine published 10 times a year with 25,000 circulation that reports on and assesses journalism performance. The College's performance. The College's units reporting to the Dean, in addition to AJR, include two unique foundation-founded professional development centers with national impact: the Knight Center for Specialized Journalism and the Casey Journalism Center for Children and Families. Also reporting to the Dean is the Hubert H. Humphery Journalism Fellowships Program, a Fulbright-funded, mid-career, academic-year-long program for international journalists. The dean also oversees administration of the Maryland Scholastic Press Association, with programs for high school journalism teachers and students, and works with the National Association of Black Journalists, headquarters at the school.

The Dean is expected to play a major national leadership role in advancing the best standards of journalism. This includes serious engagement with journalism's regional, national and international organizations. The Dean is expected to provide dynamic leadership to the College and be able to lead the College in achieving recognition as the leading college of journalism. The successful candidate must demonstrate a commitment to achieving excellence in teaching, research, service to the community, a dedication to fostering the goals of diversity and affirmative action, success in fund raising and an ability to lead a complex organization. Qualified applicants must merit appointment at the Professor rank and have successful administrative experience. Salary will be competitive and commensurate with experience. The appointment date is open.

Applicants and nominees should submit a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of at least four persons who can be contacted by the search committee for references. Nominations are encouraged and will be received at any time. Review of nominations and applications for this position will commence on September 15, 1999, and continue until the position is filled. All materials should be sent to:

Search Committee for Dean of the College of Journalism
Attention: Ms. Sheila Mahaffy
Office of the Senior Vice President for Academic Affairs
1119 Main Administration Building
University of Maryland
College Park, MD 20742

Telephone inquiries to discuss the position are welcome. Please feel free to call the chair of the committee, **Dr. Charles F. Wellford, 301-405-4701**, or direct inquires via e-mail to **<cwellford@bss2.umd.edu>**

The University of Maryland, College Park, actively subscribes to a policy of equal education and employment opportunities.
Women and minority candidates are encouraged apply

UNIVERSITY OF
MARYLAND

ORGANIZATIONAL BEHAVIOR/ HUMAN RESOURCE MANAGEMENT
FACULTY POSITIONS
Department of Management
TEXAS A&M UNIVERSITY

The Department of Management at Texas A&M University is seeking to hire three new faculty colleagues in Organizational Behavior/Human Resource Management (OB/HR). Preference for two positions will be given to candidates with demonstrated interests in HR, and preference for one position will be given to candidates with demonstrated interests in OB. Preference for two of the three positions will be given to candidates interested in joining us at the rank of Assistant Professor (including individuals currently holding this rank). Rank for the third position is open. These positions are available Fall 2000. Candidates must (1) possess an earned doctorate or demonstrate a strong likelihood of obtaining the doctorate by the Fall of 2000, and (2) demonstrate interests and abilities to conduct research and teach in the OB/HR area. Teaching opportunities exist at the undergraduate, graduate, and executive levels.

An applicant should provide a cover letter and resume that includes: (1) educational achievement, (2) research/publication record, (3) indicators of teaching activity/effectiveness or potential, (4) work and other experience, (5) statement of the applicant's expectations and professional goals, (6) other data deemed relevant by the applicant, and (7) a list of three references with addresses and phone numbers. Applications, nominations, and/or requests for additional information should be directed to:

Ricky W. Griffin
Department of Management
Texas A&M University
College Station, TX 77843-4221
409-845-4861
E-mail: rgriffin@tamu.edu

University of Massachusetts
UMASS Amherst

FACULTY POSITION(S)

The University of Massachusetts Amherst School of Nursing invites applications for multiple tenure track positions beginning September 1, 1999. Appointments will be made at the Assistant Professor Level. (Senior level appointments will be considered based on individual applicant qualifications.)

Responsibilities include teaching in the undergraduate and graduate programs, participating in School and University committees, academic advising of students, community and academic outreach, and scholarship and research activities.

MINIMUM QUALIFICATIONS INCLUDE: an earned Doctorate, preferably in Nursing, Masters of Science (Major in Nursing); documented excellence in teaching both undergraduate and graduate students; clinical teaching experience; expertise in health promotion and community based health; a demonstrated record of research. Must have or be eligible for licensure in Massachusetts. Certification as Family Nurse Practitioner is highly desirable. Needed areas of expertise include: Family Nurse Practitioner, Gerontological Nursing; and Community Health/Psychiatric Mental Health.

The School has a highly respected presence in New England, has a large on-campus enrollment, and a well-developed distance education component.

Located in the beautiful Pioneer Valley at the base of Berkshire Mountains, UMASS Amherst is the flagship campus for the five campus system of the University of Massachusetts. UMASS Amherst is a member of the Five College Consortium including Amherst, Smith, Mount Holyoke and Hampshire Colleges. http://www.umass.edu/nursing

Review of applications will begin July 15, 1999 and will continue until positions are filled. Applications should include a letter of intent, a vitae, and the names, addresses and phone numbers of three individuals willing to provide letters of reference. The University and School of Nursing are committed to Affirmative Action and Equal Opportunity and encourage applications from underrepresented populations. Materials should be sent to: **Dr. Jeanine Young-Mason, Chair, Search Committee for Tenure Track Faculty Positions, University of Massachusetts Amherst, School of Nursing, Box 30420, Amherst, MA 01003-0420.**

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Controller
Yale University

Yale University seeks a dynamic and highly motivated executive to provide traditional corporate stewardship to the University's financial and regulatory reporting as well as play a particularly large role in the re-design of Yale's financial processes. A recent conversion to an Oracle-based system provides a ripe environment to implement significant change in Yale's business practices. Yale is seeking candidates with the following qualifications: demonstrated capacity to introduce and manage business process improvements; a superb financial track record with excellent analytic, quantitative, and communication skills; prior experience with new systems technology; the ability to lead and work in partnerships; and, a strong focus on internal customer service. A CPA is required. MBA and prior experience as a Controller are highly desirable.

For information on Yale's outstanding benefits program, consult **www.yale.edu** *Please mail or fax a cover letter and scannable resume, including salary requirements and referencing Source Code EAHO4941, to Ms. K. Tavella, Yale University, Department of Human Resources, P.O. Box 208256, 155 Whitney Avenue, New Haven, CT 06520-8256. FAX: 203-432-6194*

Yale University is an Affirmative Action,
Equal Opportunity Employer.

COUNSELOR

Handle personal, educational and career counseling. Teach academic development courses in SEEK Program. May be assigned to specific areas of counseling such as peer mentoring, special interest groups, and career counseling. Serve on college and university committees. For appointment as Lecturer or Instructor, minimum of masters' degree in counseling, psychology, social work or related field, minimum of two years counseling. Teaching experience in higher education setting; excellent communication and organizational skills; history of scholarly publications and/or professional activities required. For appointment as Assistant Professor a doctorate in any of the above areas is required. Please reference job code: **SEEKC**

Salary Ranges:	Lecturer/Instructor	$29,409 - $41,734
	Assistant Professor	$32,062 - $44,840
	Rank & Salary Commensurate with education and experience.	

To apply, please fax cover letter, resume and names, addresses and telephone numbers of 3 references to address below by July 30, 1999. Cite job code of position applying for.

YORK COLLEGE
President's Office
94-29 Guy R. Brewer Blvd.
Jamaica, NY 11451
FAX (718) 262-2352

Visit our website www.york.cuny.edu/~hmr for more details.
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International Studies
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Fair Lawn,
NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

Plattsburgh

ORACLE DATABASE ADMINISTRATOR AND PROGRAMMER ANALYST (2)

The Library & Information Services Division of Plattsburgh State University of New York welcomes applications from motivated, service-oriented professionals for the positions of Oracle Database Administrator and Programmer Analyst (2). The successful candidates will work with a team of professionals in an environment that offers excellent opportunities for professional growth, access to the latest technologies, and that favors and encourages the initiative of the individual.

ORACLE DATABASE ADMINISTRATOR (PJ#2295-808)

Qualifications: Bachelor's degree (preferably in Computer Science), at least 2 years Oracle DBA experience; understanding of Oracle database performance tuning; excellent knowledge of SQL, PL/SQL, and stored procedures; demonstrated proficiency in oral and written communication skills; outstanding interpersonal skills. Open VMS and Windows NT experience desirable.

Responsibilities: Work cooperatively with systems and operations to ensure the timely installation of Oracle releases; manage multiple database instances; monitor database performance; maintain database parameters, reorganize database tables/indexes, optimize arrangement of database files on disk; ensure adequate database backup and restore procedures; perform scheduled database exports and imports; create Oracle usercodes; and grant access to database tables, views, and production forms.

PROGRAMMER ANALYST (2) (PJ#2296-808)

Qualifications: Bachelor's degree (preferably in Computer Science) or equivalent experience; knowledge of SQL and relational databases; demonstrated proficiency in oral and written communication skills, and outstanding interpersonal skills. Prior experience with Oracle databases, SQL *Forms/Developer, SQR, Open VMS, Windows NT and SCT Banner software desirable.

Responsibilities: Work as a team member to assist in the conversion of our self-developed systems to SCT Banner2000; work cooperatively with other members of the programming team and systems/operations to support the computing needs of the institution; work with users to identify system requirements, perform systems analysis and design, programming, system modifications, and documentation. These positions report to the Supervising Applications Programmer, work with divisional programmatic groups, and are twelve-month renewable appointments.

Salary: $30,000 minimum; dependent upon qualifications and experience; excellent benefits. Review of applications begins immediately and continues until position is filled.

Please send or fax cover letter, resume, and the names and telephone numbers of three current references to:

Chair, Search Committee (PJ#), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax (518) 564-5060.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

HOUSTON COMMUNITY COLLEGE SYSTEM

DEAN OF STUDENT DEVELOPMENT

Houston Community College System is seeking applicants for Dean of Student Development at the Northeast College. Included among the Deans responsibilities are supervision of assessment and counseling, enrollment management, financial aid, student development, and student judicial affairs. The Dean is also responsible for community development, school relations, and for ensuring coordination with the system-wide student services office. The position reports to the College President.

REQUIREMENTS: Masters degree in Student Services, Educational Administration, or related field. Doctorate preferred. Five (5) years of successful leadership and management of student affairs programs and activities with increasing responsibility.

Knowledge of assessment and counseling, enrollment management, financial aid, student development, and student judicial affairs required. Familiarity with the role of the community college in community development and school relations. Demonstrated ability to develop effective working relationships with students, faculty, staff, and the community.

Demonstrated excellence in oral, written, and interpersonal skills with an awareness of current issues in higher education as they affect student services and community development.

HCCS offers a competitive market salary and excellent benefits.

Please refer to Job Vacancy Notice #4021 when making an inquiry or applying for this position. An HCCS employment application is required for consideration. To request an application, **call (713) 718-8566 or fax request to (713) 718-8641**. See the HCCS web site at **www.hccs.cc.tx.us**. All completed application materials must be in the Human Resources Office by August 6, 1999.

Houston Community College System
320 Jackson Hill, Suite 220, HR Dept
Houston, TX 77007

HCCS is an Equal Opportunity Employer

COASTLINE COMMUNITY COLLEGE

DEAN OF INSTRUCTION

Reporting to the President, the Dean will manage a Coastline Community College Area Center, including staffing, supervision, and administration; prepare and manage budget; organize community advisory committee; develop relationships with community (business, educational, organizations). Will administer a comprehensive instructional program for the assigned Area Center and have college-wide responsibility for Basic Skills, ESL, Foreign Languages, and Math and Science Disciplines. Minimum Qualifications include: Masters degree, 2 yrs. admin. exper., and 3 yrs. teaching exper. Experience organizing and administering externally-funded programs and planning or using technology-assisted instructional activities desired. An annual salary range of $55,420 to $83,776 plus a monthly mileage allowance is offered.

To apply: call or visit the Coast Community College District Personnel Office listed below for the required CCCD application form, which must be submitted by deadline of 5 p.m., 7/27/99. Job #3-C. (Letters of interest and resumes cannot be accepted.)

Coast Community College District
1370 Adams Ave, Costa Mesa, CA 92626
(714) 438-4714
jobs@cccd.edu
www.cccd.edu

VASSAR COLLEGE

COORDINATOR

ALANA Cultural Center

The Coordinator will work closely with the various cultural organizations affiliated with the ALANA Cultural Center, assisting students in planning programs and the development of leadership skills. The Coordinator will supervise student staff to promote a student-centered approach with respect to the cultural center. The Coordinator of the ALANA Center will advise African-American/Black, Latino, Asian, and Native American students on social, cultural, personal, and academic concerns. The Coordinator will also develop and implement student support and outreach programs to promote student success.

The Coordinator will provide leadership in the management and direction of the ALANA Center, including facility management, budgeting, annual reports, program planning, and promotion of the center's activities. In addition, the Coordinator will establish networks with other administrative offices and faculty to build support systems for students of color, including participation on various committees relating to student life. In facilitating student activities, the Coordinator may expect to be occasionally available for some weekend and evening hours.

The Coordinator will report to the Associate Dean of the College for Campus Community and will work an eleven-month contract. Salary in the low $20s with housing provided by the college.

QUALIFICATIONS: Masters degree preferred. Strong background in student advising and developing cultural programs for students of color populations. Demonstrated experience in working effectively with/and advocating for students of color in a campus residential setting. Experience in counseling and advising students around gender issues and familiarity with a challenging academic environment are essential.

Review of applications will begin on July 26, 1999 and will continue until the position is filled. Appropriate candidates are asked to submit applications to the **Search Committee for Coordinator, ALANA Center, Vassar College, Box 24, Poughkeepsie, NY 12604-0024**. Vassar College is an Equal Opportunity/Affirmative Action Employer.

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WILLIAM PATERSON UNIVERSITY

A comprehensive public university, William Paterson University comprises an intellectually engaged and diverse faculty, state-of-the-art information and communications technology, and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student/faculty ratio (12:1) and small class size (21.3). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Director of Physical Plant Operations

Manages all physical plant personnel, including planning and directing work of supervisors and managers, skilled and semi-skilled workers. Develops team environment for management of buildings, grounds, custodial, hvac, automotive, and maintenance operations personnel. Provides leadership and strategic direction in the management of resources, plant operations, functions and services. Establishes, communicates and implements service standards, procedures, support mechanisms and controls. Manages department budget and departmental personnel activities. Initiates systems for efficient operations and services to assure a safe, comfortable and supportive learning environment.

Bachelor's degree in appropriate discipline required, advanced degree in a related field is preferred, professional license highly desirable, minimum eight years of progressively responsible broad-based management experience in the plant operation of higher education campus or comparable facilities and personnel. Must demonstrate strengths in technical knowledge, methods and operation of building maintenance and systems; leadership, supervisory, planning and assessment, human relations, budgeting and change management skills. Understanding of and appreciation for the current trends in management, the values and nature of the academic community, a multicultural environment and shared governance is essential. Must possess knowledge of building and operating codes, construction and related facility operation regulations. Demonstrated skill and familiarity with automated facility management information applications. Strong commitment to customer service and an aptitude to implement quality improvements in a collaborative environment. Ability to establish the climate for and to implement a shared vision of the Department's role in the University. Must possess strong interpersonal and communication skills, with proven ability to work well with people.

Manager of Facilities Maintenance and Operations

Manages maintenance, grounds, hvac and related-service personnel, planning, scheduling and directing work of skilled and semi-skilled workers and service contracts. Provides leadership in the management of plant maintenance, repair, operations, and services. Communicates and implements service standards and procedures, coordinates inspections, manages department budget, administers departmental personnel activities, records, material and services acquisitions; coordinates operations and services with other University departments.

Bachelor's degree in appropriate discipline required, advanced degree in a related field is preferred, professional license desirable; minimum six years of progressively responsible broad-based supervisory experience in the physical plant operation of higher education campus or of comparable facilities and personnel. Must possess strong interpersonal and communication skills, with proven ability to work well with people. Demonstrable strengths in technical knowledge, methods and operations of building and mechanical systems maintenance, and utility infrastructure. Strong leadership, supervisory, planning, assessment, human relations and budgeting skills. Understanding of and appreciation for the current trends in management, the nature of the academic community, a multicultural environment and shared governance. Knowledge of building codes and related facility operation regulations skill and familiarity with automated facility management information applications, and commitment to customer service and quality improvements essential.

A comprehensive benefits package is included.

The physical plant consists of 320 acres, 40 buildings comprising 1.4 million sq. ft. of maintained space.

Resumes will be accepted and reviewed until position is filled. Please forward letter of application, resume and salary history to ***Mr. Timothy W. Fanning, Associate Vice President, Administration and Finance, Drawer HO, William Paterson University, P. 0., Box 913, Wayne, NJ 07474-0913.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wpunj.edu
An Equal Opportunity Institution Committed to Diversity

COMMITTEE ON INSTITUTIONAL COOPERATION
CIC

The Committee on Institutional Cooperation (CIC), the academic consortium of the Big Ten universities and the University of Chicago, invites nominations and applications for the full-time position of Director of the CIC Center for Library Initiatives. The CIC seeks an articulate and visionary leader who aspires to achieve the very best in cooperative research library projects, understands the academic environment, and understands how new and emerging technologies support and strengthen cooperative library services. The CIC is located on the campus of the University of Illinois at Urbana-Champaign.

The Center is charged with the responsibility of advancing a broad library cooperation agenda. The Director of the CIC Center for Library Initiatives reports to the Director of the CIC. Working closely with the Director of the CIC and the library directors, the Center Director supports the development and implementation of action plans. He/she facilitates the efforts of the several groups, manages projects, provides leadership on issues facing university research libraries, prepares proposals, manages grants, and serves as liaison with national groups on academic and research library issues.

Minimum qualifications include a post-baccalaureate degree, excellent written and oral communication skills, substantial successful experience at a senior management level in an academic research library or cooperative library organization, and a proven ability to work effectively with diverse groups in a dynamic environment.

In order to ensure full consideration applications must be received by August 15, 1999. The position is available immediately. Applications and nominations, including a resume and the names of at least three references, should be sent to:

Karen Singer
Committee on Institutional Cooperation
302 East John Street
Suite 1705
Champaign, IL 61820

For more information on the CIC, visit our web site at **www.cic.uiuc.edu**

The CIC and the University of Illinois are affirmative action/ equal opportunity employers

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UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL

The Frank Porter Graham Child Development Center (**www.fpg.unc.edu**) and National Center for Early Development & Learning (www.ncedl.org) invite applicants for a mid-to senior-level research position in Early Childhood Development and Education whose research emphasis is children (ages 0 to 8) and families from diverse ethnic, cultural, or language backgrounds.

Areas of research may include cognitive/language development; social/emotional development; child and family resilience; developmental disabilities; preschool education; child welfare and public policy; and professional development. Individuals with a background in policy analysis and a record of publication will also be considered.

Doctoral degree required and may be in the disciplines of Anthropology, Education, Medicine, Medical Allied Health, Psychology, Public Health, Sociology, Social Work, or Special Education.

Application deadline is August 16, 1999. Send current curriculum vita, statement of research and professional interests, and three references to:

Dr. Richard M. Clifford
Dr. Bernadette Gray-Little
CB #8040 UNC
Chapel Hill, NC 27599-8040

The University of North Carolina is an Equal Opportunity employer. Candidates from ethnic and racial minority groups are strongly encouraged to apply.

Miami

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Hispanic Association
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National Headquarters
8415 Datapoint Drive, Suite 400
San Antonio, TX 78229
210-692-3805

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Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

RESIDENTIAL LIFE

Assistant Directors for Residence Life

Serve as a member of the departmental Management Team and share in the leadership, support and assistance of residence hall staff. Supervise Residence Directors, Assistant Residence Directors and Graduate Assistants. Provide leadership and support to staff in resolution of mental health and judicial matters. Responsible for recruitment, selection and training of staff as assigned. **Two positions** are available: one Assistant Director will coordinate Resident Assistant recruiting, selection, training and facilitation of RA course. The second Assistant Director, in a newly created position, will coordinate departmental leadership development programs, hall council officer and member training and hall council advisor training. Requirements for both positions include Masters degree in College Student Personnel, Higher Education Administration or related filed. Three to five years' experience in residence hall administration, including experience as a live-in staff member. Experience supervising professional residence hall staff. Demonstrated organizational and leadership abilities. Excellent oral and written communication skills. **Send resume and list of references to M.L. Langlie, Director of Residential Life, 6 Speare Hall.**

Residence Director

Manage a residential community-housing complex, administer and provide programs for resident students. Supervise Assistant Residence Director, Graduate Assistant and Residence Assistants, provide training and evaluation. Develop and maintain an environment conducive to students' personal growth and academic success. Duties will include community development, behavior management, judicial administration, building management and operations and residential life administrative functions. Work collaboratively with University staff to provide safe and secure environment. Masters degree in College Student Personnel, Higher Education Administration or related field. Supervisory experience and previous live-in experience as a Resident Assistant or Graduate Assistant strongly preferred. Excellent decision-making and communication skills, effective administrative, organizational skills. **Send resume and list of references to M.L. Langlie, Director of Residential Life, 6 Speare Hall.**

Assistant Residence Director (new position)

Assist in the development and maintenance of a community environment conducive to personal growth and academic success of residents. Assist with the operational and administrative functions including facility issues, programming and events, staff supervision, student judicial hearings, theme and interest housing development and management, policy enforcement, crisis intervention, staff meetings, occupancy management, hall openings and closing, intersession management. Bachelor's degree and minimum of two years' live-in experience as a Resident Assistant or Graduate Assistant. Prior leadership experience, effective administration, organization and communication skills required. **Send resume and list of references to M. L. Langlie, Director of Residential Life, 6 Speare Hall.**

Please send resume with letter of application to the appropriate individual at: Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern is an Equal Opportunity/Affirmative Action Title IX Employer.

Northeastern
UNIVERSITY

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Internet: EDRS@inet.ed.gov

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Plattsburgh
State University of New York

ASSOCIATE DIRECTOR OF THE CENTER FOR THE STUDY OF CANADA

The Center for the Study of Canada at Plattsburgh State University of New York welcomes applications from established Canadian and Quebec Studies specialists to fill a 12-month, full-time position as Associate Director of the Center for the Study of Canada at the level of Assistant/Associate Professor. Start date is flexible.

Qualifications: Ph.D. required; must have relevant and significant scholarly achievement, preferably in the Humanities; excellent oral and written skills in English and French; demonstrable background of successful teaching, research and publications; successful experience and ability to develop and administer grants; superior interpersonal, organizational and computer skills. Must have experience with and be comfortable dealing with Canadian and U.S. government officials at the highest levels as well as businesspeople on both sides of the border; familiarity with the Canadian Studies and Quebec Studies milieu in the U.S. and beyond is a requisite.

Responsibilities: Assist the Director with the everyday administration of the Center and of a staff of nine professional and support personnel; interact with and encourage the 30 academic and administrative colleagues associated with the Center; assist with the preparation and administration of grant proposals and special projects; teach one Canadian content course per year; organize and develop annual international academic conferences through public addresses, panel or paper presentations; advise Canadian Studies degree students.

Salary: Dependent upon qualifications and experience, with excellent benefits.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University of New York is
an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please send or fax a cover letter and curriculum vitae which address/highlight strengths in the areas mentioned above and three letters of references to:

Chair, Search Committee (PJ#2305-808), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax (518) 564-5060.

Assistant/Associate Professor

The Department of Endodontology at the Temple University School of Dentistry invites applications for a full-time, tenure-track faculty position at the assistant/associate professor level, effective September 1, 1999. The position requires a dental degree and board certification/eligibility in Endodontics. In addition, preference will be given to applicants who have teaching experience as well as the potential to perform independent quality research. An additional advanced degree in a basic science is preferred, and a history of successful research accomplishment will be strongly considered. Responsibilities will include: didactic and clinical instruction for undergraduate and/or postgraduate endodontics students, some administrative service and research. Salary will be commensurate with training and experience. Send curriculum vitae and 3 letters of recommendation to: **Dr. Larry Koren, Chairman of Endodontics Search Committee, School of Dentistry, Temple University, 3223 North Broad Street, Philadelphia, PA 19140-5096; PHONE: 215-707-2810; FAX: 215-707-1482.** An equal opportunity/affirmative action employer.

UNIVERSITY OF FLORIDA

ASSOCIATE DIRECTOR
UNIVERSITY SAFETY AND SECURITY

The University of Florida Police Department is currently recruiting for the position of Associate Director, University Safety and Security. The Associate Director assists the Director in coordinating the activities of the University of Florida Police Department in the protection of the university's population, buildings, grounds and equipment; providing general police services; and the enforcement of laws, ordinances, and rules and regulations. Responsible for the overall daily direction and coordination of law enforcement activities with the Assistant Directors. Minimum qualifications for this position are a Masters degree in an appropriate area of specialization and four years of appropriate experience or a bachelors degree in same and six years of experience. All candidates must be law enforcement certified by the State of Florida or be able to meet all applicable requirements associated with certification: extensive knowledge of law enforcement operations; criminal justice system; excellent decision-making skills; personnel and fiscal management experience; knowledge of law enforcement accreditation; excellent skills in working with the public; demonstrated experience with campus safety programs. Salary range $39,180-$70,600, negotiable within the range, based on qualifications and experience. For further information pertaining to this position refer to our department's employment web site address at: **www.admin.ufl.edu/division/pd/administration_paeo.htm.** To apply, please submit cover letter and resume by July 30, 1999, to **Greg Marwede, University Personnel Services, PO Box 115002, Gainesville, FL 32611-5002.** Please refer to **LP#80518G**. If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734. AA/EA/EEO.

ESU
UNIVERSITY

East Stroudsburg
University of Pennsylvania

COORDINATOR OF MULTICULTURAL AFFAIRS
DIVISION OF STUDENT AFFAIRS

East Stroudsburg University is seeking applications for a Coordinator of Multicultural Affairs, a 12 month continuing position beginning Fall, 1999. The Coordinator reports directly to the Vice President for Student Affairs. Responsibilities include working primarily with students of color in the areas of orientation, academic support, retention, making appropriate referrals to other services, conducting assessment/research on program effectiveness and campus climates as well as developing and implementing diversity awareness workshops, coordinating programs for Martin Luther King, Jr. Celebration and cultural awareness theme months, assisting in developing programs and activities related to multicultural awareness issues, establishing relationships with academic departments and campus resources, as well as in the local community. The Coordinator will manage the office's budget and supervise graduate assistants. Master's Degree in Sociology, Psychology, Counseling, Student Services, Education or related field is required. A minimum of two years professional experience working with students of diverse cultures, races and ethnicity is required. Candidate must possess excellent interpersonal and communication skills; strong planning and organization skills, ability to handle multiple projects, presentation and supervisory skills and knowledge of PC based word processing software. Experience in higher education is preferred. Annual salary $33,330 including excellent benefits. Final selection will be based on the final interview. Send letter of application, resume and the names, addresses, and telephone numbers of three professional references by August 12, 1999 to: **Ms. Renee Bebla, Office of Human Resources, Position # 2A-98-6HO, East Stroudsburg University, East Stroudsburg, PA 18301-2999.**

ESU is an equal opportunity employer.
Minorities and women are strongly encouraged to apply.

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1999-2000

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 24	Sept. 7	*** Back to School Issue**
October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
December 17	Nov. 30	*** Sports Issue**
January 7	Dec. 14	
January 28	Jan. 11	*** Financing a College Education**
February 11	Jan. 25	
February 25	Feb. 8	*** Women in Higher Education**
March 10	Feb. 22	**Council of Independent Colleges**
March 24	March 7	*** Community College Issue**
April 7	March 21	
April 21	April 4	**Graduate School Issue**
May 5	April 18	*** Top 100 Colleges for Hispanics**
May 19	May 2	
June 2	May 16	*** Health Professions Issue**
June 16	May 30	
June 30	June 13	**Corporate Issue**
July 14	June 27	
July 28	July 11	
August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
September 22	Sept. 5	**Volume 10 Editorial Index**

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WICHITA STATE UNIVERSITY
College of Health Professions

CHAIRPERSON
Dental Hygiene Program

Wichita State University has a new President and the College of Health Professions has a new Dean. We are now ready to select a Chairperson of Dental Hygiene. WSU's Dental Hygiene Department, the only dental hygiene program within the Kansas university system, offers a two-year associate degree with option for students to earn a baccalaureate degree through additional study. The department operates a twenty-chair clinic for student instruction, has five full-time faculty positions plus additional part-time clinic faculty, and admits thirty students per year. Located in the largest metropolitan center in Kansas with a population of more than 400,000, WSU is one of six state-supported universities and is committed to an urban mission of service to its non-traditional student body.

Requirements: (1) desire to work in a collaborative, team-oriented environment. **(2)** associate or baccalaureate degree from an accredited dental hygiene program and a master's degree in dental hygiene, education, or a related field, or DDS (or DMD) degree from an accredited dental school with master's in periodontics or public health preferred. **(3)** eligibility for Kansas dental hygiene licensure or Kansas dental licensure. **(4)** three years relevant clinical work experience. **(5)** five years full-time teaching in an accredited dental hygiene or dental program. **(6)** research experience. **(7)** commitment to diversity. **(8)** successful experience with diverse populations, and **(9)** excellent oral and written communication skills. Preferred: dental hygiene program management experience.

This is a full-time, twelve-month position, eligible for tenure review. Salary, rank, and tenure status are dependent on qualifications. Starting date January 1, 2000. A complete position description may be found at: **www.feist.com/~wsucofhp/denthyg.html.**

Send letter of application addressing experience and qualifications, current curriculum vitae, and list of three professional references to: Dr. Amanda L. Golbeck, Dental Hygiene Search Committee Chairperson, College of Health Professions, Wichita State University, Wichita, Kansas 67260-0152. E-mail address: **golbeck@chp.twsu.edu.**

Deadline for receipt of applications is September 15, 1999, or the first of each succeeding month until the position is filled.

AA/EOE

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Washington State University

Notice of Vacancy
VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

POSITION: The Vice President for University Advancement sets the vision and strategic direction for programs that seek to involve alumni and friends in advancing and supporting the academic and service priorities of the University. As such, the Vice President oversees the WSU Foundation, the WSU Alumni Association, and Advancement Services. The Foundation is the philanthropic arm of the University, a non-profit organization that raises and manages gifts from individuals, corporations, and foundations for the benefit of WSU. The Alumni Association provides an avenue through which alumni of all ages and interests can interact and become participants in planned activities and programs. Advancement Services compiles and manages all alumni and donor university databases and serves as the gift processing unit of the University.

Reporting to the President and as part of the President's Executive Committee, the Vice President:

- Helps set policy, budget and strategic program direction for WSU, a land-grant institution of 21,000 students
- Provides leadership for and management of the comprehensive university-wide advancement program consisting of a centralized-decentralized development program, alumni relations, advancement services, WSU West (Seattle office), and advancement communications and marketing
- Works with volunteer and academic leadership to set fund-raising and other advancement goals which are both marketable and representative of the University's highest priorities, engages in the personal solicitation of significant benefactors, determines program objectives and motivates outcomes for all institutional fund raising initiatives, alumni relations and advancement communications
- Serves as President of WSU Foundation and as such serves ex-officio on the WSU Foundation Board of Trustees and Executive Committee
- Reports results of fund-raising and asset management to the University Board of Regents and the WSU Foundation Board of Trustees
- Represents the institution to a broad array of internal and external audiences to encourage understanding, confidence, advocacy and investment

WASHINGTON STATE UNIVERSITY: Washington State University, with campuses located in Pullman (main), Spokane, Tri-Cities, and Vancouver, Washington, is the state's land-grant university. A comprehensive academic and research institution, WSU has a student enrollment of 21,000 with ten colleges, a graduate school, and learning centers and extension offices throughout the state. WSU's faculty of 1,900 includes scholars with national and international reputations. MONEY magazine has called WSU a "public ivy" and rated its Honors College one of the best in the nation. Other hallmarks include the Edward R. Murrow School of Communication, the College of Veterinary Medicine, the largest business school in the state, and renowned expertise in plant sciences, engineering and computer science. The Pullman campus is one of the largest residential universities in the West and is a member of the Pacific-10 Athletic Conference.

QUALIFICATIONS: Required qualifications: BA/BS. Proven executive skills and managerial experience developed in organizations of comparable scope, size and complexity to WSU. Acquired understanding of issues in higher education and demonstrated commitment to the missions of institutions of higher education. Ability to work effectively within a cohesive leadership team. Exceptional written and oral communication skills. Preferred qualifications: Appropriate advanced degree. Ability to establish partnerships with business, professional and community leaders. Experience in managing publicity, community organization and media-relations efforts. Experience in planning and directing an institution's overall fund-raising and advancement programs. Proven record of soliciting individual major gifts. Capital campaign experience, including planning and implementing a successful, comprehensive, multi-year campaign.

Alternative preparation and experience will be considered in evaluating candidates for this position.

Application review begins on July 20, 1999 and will continue until appointment is made.

APPLICATIONS: Direct inquiries and nominations to:

Dr. Ira W. Krinsky
Attn: WSU Search
Korn/Ferry International
1800 Century Park East, Suite 900
Los Angeles, California 90067
Telephone: 310 843-4128
FAX: 310 553-6452

Carolyn J. Aut
Attn: WSU Search
Korn/Ferry International
1800 Century Park East, Suite 900
Los Angeles, California 90067
Telephone: 310 843-4127
FAX: 310 553-6452

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GRAYS HARBOR COLLEGE

Dean for Financial Services

Grays Harbor College invites applications for the full-time position of Dean for Financial Services. This position is responsible for the leadership and coordination of the fiscal operation of the college, including budget, business services, payroll, human resources, investments, purchasing, risk management, and contracting. Works closely with the college's leadership team and campus governance groups on the internal budgeting process and allocations.

Requirements: B.A. degree in Business Administration, Accounting or related field (Masters degree or CPA preferred) plus experience with budget planning and implementation. Advanced knowledge of policies and practices of financial management in a community college environment preferred.

Salary: $70,111 annually, plus benefits.

To acquire further information about the position or the application process, please contact **Paulette Dodgen, Human Resource Office, 360-538-4218 or pdodgen@ghc.ctc.edu**. Deadline for screening of applications is 08/10/99. Open until filled. EOE

ADVERTISING INDEX

POSITIONS

CALIFORNIA		
Coast Community College District		42
CONNECTICUT		
University of Connecticut		39
Yale University		41
DC		
Council for Advancement and Support of Education		37
FLORIDA		
University of Florida		45
ILLINOIS		
Committee on Institutional Cooperation		43
Loyola University Chicago		2
IOWA		
University of Iowa		38
KANSAS		
Wichita State University		46
KENTUCKY		
University of Louisville		37
MARYLAND		
University of Maryland, College Park		40
MASSACHUSETTS		
Amherst College		38
Northeastern University		44
University of Massachusetts Amherst		40
MICHIGAN		
Central Michigan University		36
Diversitas Ephemeris		38
Ferris State University		36
Michigan State University		35
NEW JERSEY		
Princeton University		37
Rowan University		39
William Paterson University		43
NEW YORK		
Pratt Institute		39
SUNY Plattsburgh		42, 45
Vassar College		42
York College		41
NORTH CAROLINA		
University of North Carolina-Chapel Hill		43
OHIO		
Cuyahoga Community College		35
PENNSYLVANIA		
East Stroudsburg University of Pennsylvania		45
Temple University		39, 45
West Chester University of Pennsylvania		36
TEXAS		
Houston Community College System		42
Southwest Texas State University		39
Texas A&M University		40
Texas Tech University		33
The University of Texas at El Paso		44
WASHINGTON		
Grays Harbor College		47
Washington State University		47

RECRUITMENT

Bay Area Technological and Informational Consulting Inc		36
Center for International Studies	NJ	41
Texas A&M University-Kingsville	TX	35

CONFERENCES

United States Hispanic Leadership Institute	IL	44
Hispanic Association of Colleges and Universities	TX	44

OTHER SERVICES

CollegeNet		46

¡ PUNTO FINAL !

LATINA/CHICANA SUPERWOMAN: HAVE YOU SEEN HER?

Dr. Lydia Ledesema-Reese, president, Skagit Community College, was the first Latina president in public higher education in the state of Washington. Mother of two, she re-entered college as a displaced homemaker seeking job skills, then went on to earn an Ed.D.

As Latina/Chicana women, we are blessed in many ways. We are part of a culture rich in tradition, with stable values that honor emotion and love of family. Our language as women is filled with passion and feelings. We are strong in body and soul. Our culture encourages work. We work with our hands and minds, and bring our hearts to whatever we do.

In the U.S., we are a high percentage of the low-wage workforce. Our mothers and sisters have invested countless years in agriculture, manufacturing, and service occupations. Many have moved through the "blue collar" jobs of our parents into the "white collar" world–the dominant economy of the nation.

We can see in our progress both joy and pain. Much to celebrate but a long way to go. To consolidate gains and make possible tomorrow's achievements, we must examine the burdens we carry from the past.

What expectations, assumptions, stereotypes, and obstacles do Latinas/Chicanas face as they consider their futures? Which aspects of our culture are successful and facilitate our achievements? What are those that burden us with guilt and conflict?

Our cultural belief is that there is a conflict between career and family. This bias remains at the heart of our most important institution despite the evidence and despite years of struggle against it. The idea persists that young Chicanas must choose between college, career, children, and family.

A burden thus settles on the shoulders of the Chicana. The higher her aspirations, the greater the conflict. Children and family are put forth as a primary obligation; higher education and career success are discounted.

I do not mean that family should be discounted or devalued. Commitment to family is a central strength of our culture. It serves us well in a world filled with material opportunities and moral perils. But many Latina/Chicana women are restricted from attending college because it might create a distance from the family, geographically or culturally.

We should learn to give career achievements an appropriate value. A life rich with professional and community accomplishment is not in conflict but a supporting element, an expression of love for the larger "family" of our communities. As we recognize this truth, we must ask our family for support and recognition of the choices we make.

So many subtle reminders and guilt trips are quietly laid on our shoulders. "Mija, tu abuelita will be so hurt!...How can you put that before your family?...Just see if your school or job will help you out when you need someone." Loving family members convey these messages–thoughtless messages–often not intended to hurt, yet burdening our souls with unhealthy guilt.

We internalize these voices, reinforcing our guilt: *I should be home with my family, doing the wash. My boyfriend will not trust my going to college, leaving him behind.* Some of our voices even question our best decisions.

Machismo, a pervasive value orientation, impacts heavily on our daily lives. Problems arise when only the female can find work or earns more than her spouse, threatening the male self-image and role with economic reality. Often Chicanas who work or go to school must still fulfill traditional responsibilities.

Our culture encourages us to view ourselves as gente, family, not as individuals. We are taught to respect authority, not question it. Many of us, even at a seasoned age, are told what to think, how to think, how to behave. Singled out in a classroom or on the job and asked what we believe, many Chicanas are caught off guard. "Programmed" to take on our father's or husband's beliefs, we have not been encouraged to form our own.

We place pressure on ourselves to be everything to everyone–superwoman, super girlfriend, super wife, mom, daughter, sister, friend. We expect to be super students, super employees, super good-looking, super thin, super sexy. It is not possible. And the expectation of supernatural achievements belittles our actual achievements. It is a destructive myth. We should challenge it not only for ourselves but for those who follow.

We must break through this culturally reinforced wall of negativity about ourselves and our potential. We must resolve internally the conflict between expanding our boundaries and being trapped by cultural norms.

A message for young Chicanas: When those who are important to you address you in the name of love, family, religion, culture, or other values, are they willing to accept you for who you are and for all your potential, or are they trying to force you back into a cultural stereotype?

All people, in fulfilling a need to be who they are, deserve love and support for their decisions. We can help young Chicanas gain a perspective on our culture so they can find their own creative path.

As Latina/Chicana leaders, we need to clearly articulate our expectations, our competencies, our passions as leaders, as members of families, and as women. In this way, we can bring the kaleidoscope of change into focus and direct it into positive outcomes for ourselves and our people.

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SOCIOLOGY OF GENDER

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnicity, or research methods.

Teaching responsibilities: may include inter alia: Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

GLOBALIZATION

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization; including global environmental issues, international migration, development/underdevelopment, border studies, multinationals and the international division of labor, women in development, cultural globalization, inequality, etc.

Teaching responsibilities: may include inter alia: Globalization, Global Population and Consumption, Environmental Sociology, Global Inequality, Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

PUBLIC RELATIONS

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia: Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Rhonda Parker, Chair, Public Relations Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

COORDINATOR OF EXPOSITORY WRITING

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

Responsibilities include: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Stephanie Vandrick, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION

Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia International Media, Media and Globalization, Media and New Technology and/or Video or Multimedia Production, and other courses according to the candidate's specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Send applications to: **Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harney 243, San Francisco, CA 94117-1080.**

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation. Applications must be received by October 15, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution
and particularly welcomes candidates
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We particularly encourage minority and women applicants for all positions.

CONTENTS

FEATURES

"How Much Poverty Can Democracy Endure?"
The full text of a speech at Chapman University by Oscar Arias, renowned humanitarian voice on Latin American policy. 6

Diversity in Health Administration
Summer Enrichment Program is opening doors for students of color who want to enter health care management. 12

Strategic Mentoring via HOSTS
Now in 42 states, this for-profit program pinpoints student shortfalls and uses volunteer tutors to correct them. 14

Family History in the Making
A day in the life of the Cintron family, whose three daughters graduated in May from Community College of Philadelphia. 20

Latinas Getting Elected
Good news from NALEO and Rutgers University's Center for the American Woman and Politics. 22

Driving El Paso's Future
UTEP
In recent years, UTEP has added six doctoral programs to its single existing program in geological science. 24

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW
At your fingertips—a user-friendly primer for those who must develop or assess technology needs. 5

Honor Roll: The University of Texas at Brownsville and Texas Southmost
A unique partnership is expanding opportunities for South Texans....and enrollment is booming. 17

People, Places, Publications, Conferences 26

Book Review: *Tiempo Artesano* 35

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Counseling Hispanics: Advice for Helpers back cover

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LETTERS TO THE EDITOR: Commentaries or Questions should be addressed to:

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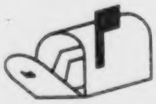

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A CAPITOL VIEW

Technology Solutions for Education Organizations

BY GUSTAVO A. MELLANDER

Technology can be daunting for a faculty member and even for a college itself. Yet all of us are finding ourselves more and more involved with technology.

Some of us hopped on that furious train a long time ago. Others are being dragged along–screaming and kicking.

To address the many issues involved and alleviate apprehensions, the National Center for Education Statistics (NCES) has produced *Technology at Your Fingertips*.

The 100-page publication explains how to...

- define your needs and technical requirements;
- develop a "needs assessment";
- determine what resources you have and what resources you will need;
- implement, support, and maintain your technology solution;
- provide effective training.

Purpose

Technology at Your Fingertips describes a process for developing the best possible technology solution for one's college. This book provides the necessary steps to identify one's technology needs, consider possible options, acquire the technology, and successfully implement a technology solution.

Although useful for anyone involved in technology, this book is particularly helpful for those in one of the following two roles:

- persons who have been given the responsibility for setting up computer and networking technology in an education organization, and
- persons who will be supervising the process of technology implementation.

The persons who might fill these roles include professors, board members, university management staff, and librarians. Persons who use this book might be the ones with the final decision about what will be done, or they might be the ones who make recommendations to the ultimate decision-maker.

This book is not for technical staff already familiar with many of the concepts and data. The writing style is targeted to non-technical individuals, yet it includes the requisite terminology and issues basic to technology. Definitions are provided throughout the book and can also be found in the glossary.

The World of Technology

The uses of technology are broad and ever-changing. This publication does not attempt to cover all types of technology that can be used in education settings.

The focus is on computer and networking technology–primarily software used to meet administrative and many instructional needs. Special attention is also paid to the hardware, networking, and support systems required to make it function.

Not covered are categories such as video/television, telephone systems, and certain other tools that can be used for distance learning.

Since the world of technology is very fluid, technical standards and specific products change constantly. This book contains generic questions that will help professors and administrators create effective decision-making processes both now and for the future.

Common sense, experience-based ideas dominate rather than approaches tied to specific situations or products. These ideas are based on the authors' extensive experience implementing technology within state education agencies, universities, and libraries.

Pointers

Technology at Your Fingertips also contains information on budgetary and human resource concerns. A whole section relates to the use of computer and networking technology for:

- providing instruction to students (e.g., recording data from experiments, providing computer-based instructional activities, accessing the Internet);
- managing activities related to instruction (e.g., grade and attendance reporting, lesson design, accessing information about students);
- automating and streamlining day-to-day operations (e.g., student registration, maintaining health records, scheduling classes, determining bus routes, word processing).

Included at the end of each chapter and the book itself are pointers to reference documents and other sources of information.

The constant changes in technology make the lives of many of these sources fairly brief. There are many resources listed that are available on the Internet because they tend to be more current. They have the advantage of being able to link one to additional resources. Many education resources and examples have not been published anywhere except on the Internet.

A Practical Process

There are many published methods for building technology solutions, and they contain similar elements. This document describes the different steps of the process in a way that can help meet the specific needs in higher educational settings.

Specifically, the booklet contains guidance on the following steps:

- define the task and the steps needed to undertake the task (Chapter 1);
- conduct a needs assessment and define your technology requirements (Chapter 2);
- describe your current computing and networking technology resources (Chapter 3);
- evaluate options and select your preferred technology solution (Chapter 4);
- implement the selected technology solution (Chapter 5);
- train the users (Chapter 6);
- make plans for supporting and maintaining your technology solution on an ongoing basis (Chapter 7).

The complete text can be accessed at:

http://nces.ed.gov/pubs98/tech/index2.htm *and* http://nces.ed.gov/pubs98/98293.pdf

Paper copies are available from the Department of Education publications center at 1-877-4ED-Pubs (1-877-433-7827).

Dr. Mellander is a professor at George Mason University.

HO

"How Much Poverty Can Democracy Endure?"

Arias Speaks at Chapman University, Orange, Calif.

BY OSCAR ARIAS

CHAPMAN
UNIVERSITY

It is a great honor for me to come to Chapman and participate in the Distinguished Lecture Series. I thank Professor Don Will, Mr. Christopher Chennault, Dean Joseph Kertes, and Professor Ken Tye for working to make this visit possible.

Tonight I want to discuss with you some of the recent changes in our political economy that have greatly affected the struggle for peace and human development. And I want to ask the question: How much poverty can democracy endure?

In the past fifty years, U.S. corporations have expanded and, with the assistance of the State Department, have opened markets around the world. Technological advances have made it possible to interact with foreign peoples on a daily basis, expanding the bounds of our knowledge. Southern countries have engaged a process of development, and seen widely varying outcomes.

"A main focus of my work has been challenging a world military-industrial complex removed from democratic controls and humanitarian standards."

OSCAR ARIAS

Dr. Oscar Arias Sanchez

But sadly, the actions of the United States often have not been guided by a humanistic concern for the well-being of others, nor for their right to self-determination, but too regularly have reflected a calculating self-interest. Martin Luther King, [Jr.,] who once came to Chapman as a distinguished lecturer, had the foresight to issue a profound warning.

He reminded us of the words of President John F. Kennedy, who said, "Those who make peaceful revolution impossible will make violent revolution inevitable." And then Martin Luther King commented that, I quote: "Increasingly, by choice or by accident.....our nation has taken....the role of those who make peaceful revolution impossible by refusing to give up the privileges and the pleasures that come from the immense profits of overseas investment. I am convinced that if we are to get on the right side of the world revolution, we as a nation must undergo a radical revolution of values. We must rapidly begin the shift from a 'thing-oriented' society to a 'person-oriented' society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism, and militarism are incapable of being conquered."

As we enter the new world economy of "globalization." I believe that we face the very same moral and economic challenge. Now, 1.5 trillion dollars race around the globe every day, and yet are largely unaccountable to any accepted form of public oversight. For some, the new economic system means being able to make investments with a worldly perspective, minimizing labor costs and maximizing profits. For many others, it means facing the end of job security, and at the same time witnessing the reappearance of sweatshops.

The frantic quest for quick riches has created a hollow, speculative economy, unattached to human labor and unaccountable to human need. Investments are not made over the long term, designed to help small businesses get started and help people improve the infrastructure of their communities. Instead, bankers pit foreign currencies against one another, investing for days or even just a few hours. They create immense profits for the most privileged, but leave a devastating trail of destabilization and misery in their wake.

Recently, we have seen that the global economic order is subject to panic and rapid fluctuation. As wealthy financiers lost money in weakened East-Asian economies, in Indonesia, or in Brazil, pundits and bank officials began to speak of a "crisis." But even now, only months after traumatic devaluations have begun, there seems to be a consensus that this downturn was only a small setback in a well-functioning system.

But I tell you tonight that there is a much deeper crisis underlying the financial panic, one that this consensus of experts overlooks. I say that it is an economic crisis when nearly a billion-and-a-half people have no access to clean water, and a billion live in miserable substandard housing. I say that it is a leadership crisis when we allow wealth to be concentrated in fewer and fewer hands, so that the world's three richest individuals have assets that exceed the combined gross domestic product of the poorest forty-eight countries. I say it is a spiritual crisis when—as Gandhi said—many people are so poor that they can only see God in the form of bread, and when other individuals seem only to have faith in a capricious God whose "invisible hand" guides the free market. I say it is a moral crisis when 40,000 children die each day from malnutrition and disease. And I say it is a democratic crisis when 1.3 billion people live on incomes of less than one dollar a day, and in their unrelenting poverty are totally excluded from public decision-making.

We know that in times of crisis many falter: they think only in terms of the individual and fail to accept their human obligations. But this cowardice is a choice. It is our choice, and we have another option. Instead of permitting the dominant values of selfishness, military build-up, and a love of money to prevail, we can choose to reclaim our most noble aspirations.

This means affirming some of the ethical maxims that guide virtuous communities, but that have been too quickly overlooked in recent times: that all people have a right to work for a living wage. That all have a responsibility to think sustainably, to live in harmony with the natural environment. And that all people should have equal opportunity to access educational, cultural, and financial resources.

At that same time that we look back to these established principles, we must broaden the scope of our moral concern more than ever before. In recent years, as the world has emerged from the painful experiences of colonialism, genocide, and superpower tensions, the nascent structures of an international humanism have appeared. The challenge of the current generation is to embrace this global citizenship—to think about security, democracy, and justice on a worldwide scale.

The first step toward global thinking requires that we adopt a definition of peace that goes beyond the short-sighted demands of national security. To this end, the United Nations Human Development Program stresses the need for us instead to think of peace in terms of human security. This distinction bears frequent repetition. Human security is not just a concern with weapons—it is a concern with human life and dignity. The martyred Salvadoran Archbishop, Oscar Romero, eloquently expressed this idea. He told his people that, "the only peace that God wants is a peace based in justice."

Indeed, how can we say that there is peace when thousands are made to work in dehumanizing conditions? How can we say that there is peace when the United States builds more prisons and fewer schools? How can we say that there is peace when millions go hungry? In the age of globalization, those who make peaceful changes in our economy, politics, and morality impossible will make inevitable the future conflicts arising from the unacceptable inequalities that I described earlier.

The second step in global thinking is to expand our understanding of democracy. Too often, democracy is discussed only in its most formal mode. People are satisfied that democracy has a place in the constitution of the state, but make no room for democracy in the constitution of their own soul. They do not let it affect their daily interactions, their personal relationships, or their professional ambitions.

For this reason, some of our greatest leaders have called for profound change in our values. But a democratic revolution is not merely sentimental and individualistic. Yes, it demands changes in the way we live and the way we understand ourselves, but it also promises to change the structures that govern our society. For, at its core, democracy is a radical philosophy of civic participation. It is the faith that through public dialogue and inclusive deliberation, ordinary individuals can build ever-better systems for living together. Democracy rests on the need for all citizens, not only the most powerful, to be able to influence meaningfully the political and economic institutions that affect their lives.

As you begin to renew your faith in democracy, each of you must reconsider the privileges you enjoy as citizens in a prosperous country and as beneficiaries of this fine university. And you must embrace the responsibility that comes with this privilege. In this democracy, there is no room for guilt, but only for compassion: the point is not to feel guilty about the gifts you have received, but to feel always committed to the struggle to guarantee that all people may live such dignified lives. There is no place for resignation, but only determination: though world problems may seem overwhelming, you must be determined to make your mark against poverty and inequality. And there is no stopping at simple charity, but instead you must expand your solidarity: your concern for the health and well-being of others must spread through all lands.

While we must reclaim the democratic values that inspired the Enlightenment revolutions in France and the United States, we must also go beyond the comfortable limits of traditional civics and grapple with the international challenges of the day. We have already seen that the United States, while claiming to protect democracy in the developing world, has too often protected only a narrow, nationalistic self-interest. We can no longer afford to think in terms of a simple nationalism.

In the global era, true democrats must also be humanists. For when you believe that people controlling their own lives is a truly sound basis for this nation, you begin to recognize the inherent dignity and worth of people in other lands as well–people struggling to exercise their right of self-determination and to forge their own models for development.

Indeed, this leads us to a third crucial component of global thinking, and that is reformulating our views of economic justice. We must remember that true democracy is not merely the distribution of political power, but also the distribution of economic power. Sadly, in this age of huge corporate mergers, this fact is too often overlooked. It is overlooked by many policy-makers and business people who quietly solidify a global economic order based on cynicism and individual profit. But for many poor and working people throughout the world, it is an obvious fact.

On his recent trip to Mexico, Pope John Paul II addressed this situation, and spoke out against a capitalist system so far removed from religious and democratic values. He argued that "the human race is facing forms of slavery which are new and more subtle than those of the past....and for far too many people, *freedom* remains a word without meaning."

Perhaps what makes the economic exploitation and hardship of our day more insidious is the fact that it exists alongside tremendous wealth and abundance. U.S. citizens spend eight billion dollars a year on cosmetics–two billion more than it would cost to provide basic education for everyone in the world if these funds were redirected. Europeans spend eleven billion dollars a year purchasing ice cream, yet we know that only nine billion dollars a year would be adequate to assure water and sanitation for all people.

How much poverty can democracy endure? The poor are a massive and growing group of powerless citizens whose needs go unheard. They are neither a cohesive voting block nor an economic force. They do not participate out of their own despair, and they are left underrepresented out of others' disdain. In America, as in other countries, the poor are being condemned to permanent segregation by the very mechanisms that should be protecting them. As channels of participation and representation continue to shrink, the poor will be indefinitely marginalized from society.

Dr Kenneth Tye, emeritus professor of education (right), introduces Dr Arias

At home and abroad, the faces of poverty are increasing and diversifying. We should not fall victim to the temptation to ignore poverty based on cultural differences or varying shades of skin color. We must look deeper to see the human essence that gives us all aspirations and hopes for a better life. We must listen to those voices that cry out for social justice. We must accept the responsibility that comes with the fundamental truth expressed in the United States Constitution: All men are created equal. Yet, as we all know, we are not all born with equal opportunities. It is democracy's responsibility to rectify those unequal opportunities. Poverty reveals the challenges facing democracy and forces us to question the effectiveness of our governance. The eradication of poverty is not an ideal; it is the litmus test for the success of democracy.

Economic and political equality are intrinsic to a democracy's stability as well. A balance must be found so that the majority does not utilize power to oppress a minority, or vice versa. The United States has equally distributed its political power through its systems of checks and balances and by granting universal suffrage; however, it has yet to do the same economically. The great economic inequities that exist in the United States undermine its democratic system and, furthermore, threaten to overwhelm it.

To change these unacceptable trends, our societies must begin viewing global systems from the perspective of society's most downtrodden populations: the culturally subjugated and the economically dispossessed. In our democratic faith, we must reject condescending or trickle-down solutions to world problems, and instead highlight movements that allow ignored and depreciated populations to become political actors.

Do not doubt that such movements have accomplished much. The United Nations Development Program reports that, in the past 50 years, poverty has fallen more than in the previous 500 years. Infant mortality in the developing world is one-third what it was in 1960. And during this same period of time, life expectancy in the poorest countries has been extended more than fifteen years, owing largely to a revolution in women's health.

Providing another important example of moral progress, two Latin American nations have recently taken historic steps toward ending traditions of entrenched militarism that impeded democracy and worsened poverty. Following the restoration of democracy to Panama in 1989, I worked on a campaign to abolish this country's national army, as Costa Rica itself did in 1949. The campaign was successful, and as a result, Costa Rica and Panama now enjoy the safest border in the world.

More recently, I have helped promote promising legislation in Haiti, the poorest country in the Western Hemisphere. This country, too, has fully de-funded its armed forces. And if Haiti approves the elimination of its military in a new constitution, it could continue to dedicate resources to crucial development needs. Progress in these two nations has shown the world that Costa Rica is not a unique case. The abolition of national armed forces is truly a viable option for many countries.

I share these facts with you not so that we may grow complacent and stop working, but to convey a sense of the momentous possibilities for progress. Did it not take a movement of scorned but persistent abolitionists to end the scourge of slavery? Let us similarly join together to end the scourge of poverty. Did not relentless advocates for independence succeed in ending colonialism? Let us now join in solidarity with the oppressed people of the world so that all may know liberty and justice.

I have told you that a renewed focus on human security, thoroughgoing democracy, and economic justice will be the basis for a profound shift in our ethical thinking. To say that a fundamental change in values is necessary, however, is not to avoid concrete policy proposals. Rather, by putting our values up front, we are able to turn to the problems of the day with new vitality and insight. Truly, we must allow our public policy to grow out of our ethical conviction.

A main focus of my work has been challenging a world military-industrial complex removed from democratic controls and humanitarian standards. Without a doubt, military spending represents the single most significant perversion of worldwide priorities known today. The $780 billion dollars spent on weapons and soldiers in 1997 constitutes a global tragedy.

In India and Pakistan, in Indonesia and sub-Saharan Africa, in the former Yugoslavia and many other nations, bloated military budgets have led to profound deprivation and human suffering. Unfortunately, half of the world's governments dedicate more resources to defense than to health programs. Such distortions in national budgets contribute to poverty and retard human development. War, and the preparation for war, is one of the greatest obstacles to human progress, fostering a vicious cycle of arms build-ups, violence, and poverty.

The United States, which spends two hundred and eighty billion dollars on its military, stands as an extreme example of moral irresponsibility. Recently, I have been very critical of President Clinton's plans to create the largest increase in defense spending since the Reagan era–a proposed addition of $110 billion over the next six years. By maintaining a massive military-industrial complex, the United States sends the wrong signal to other countries whose national budgets desperately need to be directed toward human development.

Although the Clinton Administration has insisted that domestic necessities will still be accommodated within the budget, these assurances mask dramatic flaws in the moral and political emphasis of U.S. policy. While military officials are given virtually anything they request, approximately one in every five children in this country grows up in poverty, and over 40 million U.S. citizens lack any health insurance.

The impact of military spending worldwide is even more dramatic, and the progress that could be realized if military spending were redirected is tremendous. If we channeled just $40 billion dollars each year away from armies and into anti-poverty programs, in ten years all of the world's population would enjoy basic social services–education, health care and nutrition, potable water, and sanitation. Another $40 billion dollars each year over ten years would provide each person on this planet with an income level above the poverty line for their country. Shockingly, this life-giving $80 billion dollars in annual funds would represent only ten percent of world defense expenditures. With the new money that Clinton intends to invest in costly defense initiatives alone, the U.S. could champion an immediate international effort at redirection. Truly, increased military spending represents a missed opportunity for momentous human advancement.

World leaders must stop viewing militaristic investment as a measure of national well-being. And they must embrace multilateral efforts that recognize the complex and politicized nature of contemporary security questions.

Unfortunately, the U.S. government has failed to provide leadership for true international security. Many times, Congress has refused to participate in initiatives to establish a cooperative framework for global security. Even while preaching the necessity of controlling weapons of mass destruction, these lawmakers have refused to ratify major agreements on chemical and biological weapons, on the use of landmines, on nuclear testing, and on international courts which could hold war criminals responsible for their actions.

Perhaps most significantly, the United States, which is currently responsible for 43 percent of all weapons exports, has been unwilling to strengthen humanitarian restraints on these transfers. The sale of arms is big business. As a whole, military spending in industrialized nations is down from its peak of ten years ago. But weapons contractors in these countries have continued to produce billions of dollars worth of armaments, and in fact have increased their weapons sales abroad. Their new clients are the impoverished countries of the developing world, places where the majority of conflicts now take place. In 1997, the United States transferred a record 21.3 billion dollars of arms to other countries. 15.6 billion dollars worth, or seventy-three percent of these weapons, went to the impoverished countries of the developing world. And 8.3 billion dollars worth of this sum, or fifty-three percent of U.S. arms transfers to the developing world, went to undemocratic governments.

At the end of 1997, weapons manufactured in the United States were being used in thirty-nine of the world's forty-two ethnic and territorial conflicts. It is unconscionable for a country that believes in democracy and justice to continue allowing arms merchants to reap profits stained in blood. But ironically, vast amounts of taxpayer money go to support this immoral trade. In 1995, the arms industry received seven point six billion dollars in federal subsidies–this amounts to a huge welfare payment to wealthy profiteers.

In pursuing true solutions to contemporary defense concerns, and in creating policies that will allow us to focus on human security, we urgently need to work together as an international community to limit the availability and spread of deadly weaponry. For this reason, I have advocated an International Code of Conduct on Arms Transfers. This agreement demands that any decision to export arms should take into account several characteristics pertaining to the country of final destination. The recipient country must endorse democracy, the rule of law, and civilian control over the military and security forces. And they must abide by accepted conventions on torture, civil rights, and international aggression. In addition, all nations would be required to report their arms purchases to the United Nations.

Many say that such a code is impractical–impractical because it puts concern for human life before a free-market drive for profits; impractical because it listens to the poor who are crying out for schools and doctors, rather than to the dictators who demand guns and fighters. Yes, in an age of cynicism and greed, all just ideas are considered impractical. You are discouraged if you say that we can live in peace. You are mocked for insisting that we can be more humane.

But I am not alone in denouncing this cowardly status quo and in supporting an International Code of Conduct on Arms Transfers. Nobel Peace Laureates Elie Wiesel, Betty Williams, and the Dalai Lama stood with me in presenting the Code last year. So did José Ramos-Horta, Amnesty International, the American Friends Service Committee, and the International Physicians for the

1463

Prevention of Nuclear War. Since then, Archbishop Desmond Tutu and Rigoberta Menchu have joined this impractical group. As have Lech Walesa, Adolfo Pérez Esquivel, Mairead Maguire, Norman Borlaug, Joseph Rotblat, Jody Williams, and one of last year's laureates, John Hume. In all, seventeen winners of the Nobel Peace prize have endorsed the Code. But more importantly, thousands of individuals, groups, and community leaders have expressed their belief that a Code of Conduct is not only a morally sound idea, but also a politically necessary agreement. It is these people, and the force of their convictions, that turn possibility into progress, and turn impractical ideas into reality.

The International Code of Conduct on Arms Transfers builds on local efforts to regulate sales, such as the measures adopted by the European Union last year. Currently, the U.S. Congress is fashioning a bipartisan plan for participation in a Code of Conduct effort. The deal will give President Clinton one hundred and twenty days to begin negotiating a multilateral agreement. We know that arms industry lobbyists will be working to see that the policies pursued during this period are weak and full of loopholes. Thus, those here tonight, and many others like you, must generate the kind of popular pressure that will force strong and resolute action.

My friends: When Voltaire wrote *Candide* over 200 years ago, he was acutely aware of the moral obligations created by an integrating world. In this book, Candide meets a slave from the Americas who is missing both a hand and a leg. The slave's hand was cut off by dangerous machinery in a sugarcane mill; his leg was cut off by cruel masters to prevent him from escaping. As Candide looks on, the miserable slave tells him: "This is the true price of the sugar you eat in Europe."

If ethics required global thinking in Voltaire's time, think of how relevant this powerful anecdote is in the age of globalization. As Americans, you have only to look at the label on your clothes, and wonder if foreign garment workers labored for a just wage, to see that you already participate in the global system that brings great wealth to some and great misery to many others. The question is not whether you will be involved in the ethical challenges of globalization, but what your contribution will be. Will you, in your apathy, be complicit in the injustices I have described? Or will you, with your action and your example, bolster the ranks of those fighting for human security?

Chapman students and staff give Dr Arias a tour of campus prior to his speech

In the dense rain forests of Central America, Mother Nature frequently provides us with an enlightening lesson: when a storm topples a tree, its roots pull up the roots of the surrounding trees, causing them to fall as well. In much the same way, today's world is a compact forest of cultures, states, and nations, whose roots form an interlacing, inextricable network. The survival of each tree depends on the well-being of all of the others. A nation traumatized by war, by oppression, or by poverty is like a tree on the verge of falling. It is an omen of danger for the entire forest.

In our age, the Cold War has ended. Its oversimplified dichotomies are now obsolete. Now, the likes of Stalin and Pol Pot, Suharto and Pinochet cannot be defended by any government. What is more, the new global era offers unique potentials for human unity. Thinking globally, we are able to draw from the best of the world's ethical and religious insights--to emerge with a thorough-going defense of the importance of human rights, the sacredness of the Earth's ecosystems, and the dignity of meaningful work.

A program for human development must recognize the opportunity that this globalization brings; it must draw strength and inspiration from the ethical victories of the day. For while the last decade has witnessed distressing levels of poverty, militarism, and consumption, it has also provided us with some exemplary scenes of human integrity--we have seen women rally for their rights in Beijing; we have seen a new era of peace come to Central America; and we have seen Nelson Mandela lead the South African people away from the horror of apartheid. Rather than allowing globalization to be defined by rampant speculation and persistent inequality, humanists demand that these victories, and the moral victories yet to come, must characterize our current era.

You will recall that at the beginning of the speech I quoted Martin Luther King, who warned us that the path we are on would only lead to racism, materialism, and militarism. I want to tell you, however, that King did not believe the situation was hopeless. He told us that with courage and determination, we could change course. "Human progress is neither automatic nor inevitable," he said. "We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there is such a thing as being too late....This is no time for apathy or complacency. This is a time for vigorous and positive action."

My friends, I tell you tonight that human advances do not come when we wait to see if others will act. Human security will not be guaranteed if we always hope that someone else will step forward. Instead, progress begins when each of us starts to think globally, and when each of us contributes to ending poverty and inequality. The struggle can only begin with a personal commitment from each of us. But it will not end there. The whispered resolve of the individual becomes the roar of collective action. Its righteous sound reverberates in the structures and institutions of a new society. Its voice is steady and its message is clear: we can act with compassion; we can be more humane; we can live in peace. HO

Dean Kertes on Oscar Arias

Vice President and Dean of Students Joseph Kertes spoke with HO about Chapman University's 1999 Distinguished Lecture Series Speaker Oscar Arias, whose positions on Central American policy issues, according to the New York Times, *"have become the standard by which many people in Congress and elsewhere have come to judge United States policy." Following are excerpts from Dean Kertes remarks.*

"Previous to my time at Chapman, I was at USC for many, many years, and I had the privilege of putting together the Peace Studies program there in the middle to late '80s–the time during which Oscar Arias was head of state in Costa Rica. We were very much aware of him and really looked up to him as an international role model representing a country that has no standing army and that is one of the most literate countries in the world, despite the fact that it is poor, so we emulated him. And the opportunity to ten, twelve years later actually meet him and spend considerable concentrated time with him was truly a highlight of my career.

"Dr. Arias was very generous with his time–came the night before and joined us for several dinners and some panel discussions and meetings with students. Many members of the university community had the opportunity to either meet him, hear him, and/or see him.

"It is very refreshing to think that countries can demilitarize. Dr. Arias was successful in helping Panama demilitarize, not successful in helping some others. But he continues to work at it.

"He is extremely popular among Costa Ricans to this day, both in Costa Rica and in this country. And he did something in Central America that the U.S. couldn't pull off, and that was to bring peace to the region. A bit of a tentative peace.

"We have a wonderful Peace Studies program at Chapman, established by a faculty member, Paul Delp, who was a Chapman alum from the class of '29 who became a faculty member here and continued to live in our university-owned housing until he passed away in, I think, '94. And there is a Peace Studies chair–the Delp-Wilkinson. Harmon Wilkinson, who is an octogenarian, is a current and very active member of our board of trustees and an alum from the class of '35. His father was a chairman of the board here at Chapman, so the Wilkinsons have several generations of interest, support, connection, and inspiration associated with this institution. And Harmon was a conscientious objector in World War II–a very difficult position for someone to take during a period of, shall we say, a more popular war than Vietnam, but obviously a man of very strong convictions, which he holds to this day.

"The chair is held by Professor Don Will, a wonderful political scientist and also a member of our distiguished lecture series planning group. It was through Don Will's efforts that Oscar Arias came to campus. The first year of the program brought Myrlie Evers Williams, the second, Edward James Olmos, the third, Martin Luther King, Jr.'s son. Then this year Oscar Arias....a very erudite man....Many people were impressed.

"Our hope is to establish an endowment so that we can increase the funding that we have available for a program of this kind. It makes such an impact on the community when we bring people of this stature–not only the Chapman community but the surrounding community as well, because we open these events to anyone who wants to come, for free. That's our vision, but these things are not inexpensive.

"There are a lot of interesting and wonderful angles to something like this. Thank goodness the president of the university, James Doti, who gave the funds to get it off the ground. And he's played a major role in each of these events.

"And a student named Chris Chennault did a marvelous job of pulling off a very complex set of programs. He was the student coordinator of the event. Led the effort, under my supervision and with the advice of the planning committee.

"When I was an undergrad at UCLA, I had the honor of seeing Martin Luther King, Jr., speak. This was maybe 1965. I found his remarks and of course his presentation to be so inspiring that the inspiration has lasted to this moment, 34 years later."

"If Oscar Arias inspires one person in a way that would last for 34 years or more–that's quite an accomplishment."

Diversity in Health Administration

Summer Enrichment Program Opening Doors

BY DENNIS S. PALKON

Author Dennis S. Palkon, Ph.D., M.P.H., M.S.W., is professor and former chairman of health administration at Florida Atlantic University.

Former intern Ana K. González co-founded and chaired the Chicana Latina Pipeline to Graduate school, which supports Latinas pursuing doctoral-level studies.

For five years, the Chicago-based Institute for Diversity in Health Management has placed African American, Latina/Latino, Asian American, Native American, and Pacific Islander students in the health administration industry through internships in health care facilities throughout the United States.

The Institute was founded in 1994 with funding from four organizations: the American Hospital Association (AHA), the American College of Healthcare Executives (ACHE), the National Association of Health Services Executives (NAHSE), and the Association of Hispanic Healthcare Executives (AHHE).

The mission of the Institute is to expand career activities for minorities within the field and to increase the number of qualified minorities entering health administration and reaching its top executive levels.

According to Nevsa Dillon Brown, director of education for the Institute, "Minorities represent more than 20 percent of all hospital employees but hold less than one percent of top-level management positions."

"One reason for the disparity," she says, "is the fact that minority students are often unaware of health care management as a viable career field."

One initiative of the Institute is the establishment of the Summer Enrichment Program (SEP). Begun in 1994, it is primarily for undergraduate juniors and seniors and graduate students who are interested in health services management.

Dennis Palkon, professor and former chairman of health administration at Florida Atlantic University, and two SEP interns

About SEP

The Summer Enrichment Program is a work-study opportunity designed to be offered at universities throughout the country. Some of the current participants are the University of Southern California, Georgia State University, Emory University, University of Alabama at Birmingham, Northwestern University, Texas Women's University at Houston, Temple University, Louisiana State University at New Orleans, and Washington University at St. Louis.

The SEP duration is 12 weeks. The application process is competitive. In 1998, 72 interns were selected from 246 applicants.

The program starts in June and is completed in August.

SEP has five primary components: internships, didactic sessions, field trips, academic preparation for standardized graduate admissions tests, and a structured project.

Internships

The internship is the core of the SEP, according to Brown. It is the internship that most often attracts students to the program, the Institute has discovered. The internship occupies the majority of the student's time, and it helps students receive an experiential understanding of the roles and responsibilities of health care managers.

The Institute has been able to successfully utilize a variety of health care organizations throughout the U.S. Participants include hospitals, long-term care facilities, health networks, HMOs, preferred provider organizations, community health providers, insurance facilities, public health departments, and other governmental health agencies.

Didactic Sessions

For a week, student interns meet with one or more faculty who are affiliated with the Institute. The meetings are held at a participating university, with selected faculty. They provide a cohesive group wherein students and faculty can discuss issues and trends in health care today. In addition, students are informed about the process of applying to and succeeding in graduate schools of health services administration.

Field Trips

SEP personnel find that tours of and orientations to health care facilities are a crucial part of allowing students to experience a variety of health facilities. The tours enable interns to interact with health care professionals, and they can learn from a variety of health care experts.

In their discussions and meetings with health care managers, interns learn about the mission, values, and philosophy of various health care organizations.

Test Preparation

The Institute finds that it is important to prepare the interns for standardized tests that are typically required by health administration graduate schools. Preparation courses for the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) are available to all student interns.

Without debating the merits of the tests, the Institute firmly believes that low scores will be a disadvantage.

Structured Project

Students complete a structured project during the SEP. Projects are typically derived from students' interests, with input from faculty and preceptors. Many students find this to be a most rewarding, tangible accomplishment.

Latina/Latino Interns

For the period 1996 through 1998, 24 Latinas and 7 Latinos were interns with the Institute. They represented 13.2 percent of the total 234 SEP interns participating those years.

Scholarship

In addition to the SEP, the Institute for Diversity in Health Management established a perpetual scholarship fund for minority graduate students in health services administration.

According to Felicia Lopez-Walker, director of communications for the Institute, the scholarship is named in honor of Elliott C. Roberts, Sr., one of the nation's leading public hospital administrators. Seed money for the scholarship fund was provided by Service Master and by Catholic Health Initiatives.

The first Elliott C. Roberts., Sr., scholarship winner, reports López-Walker, was Ann-Gel Palermo, then a second-year graduate student at the University of Michigan School of Public Health, Ann Arbor. Palermo received $5,000 for the 1998-99 academic year.

Palermo, a 1997 cum laude graduate of the State University of New York (SUNY) College at Brockport in biology and sociology, was described on receiving the award as someone who "embodies Mr. Roberts' commitment to serving people, especially the poor and underserved," as reflected by her record of volunteerism and community service.

Since 1995, the Institute has awarded more than 90 scholarships and grants totaling nearly $110,000. The awards are competitive and offer assistance in covering tuition, books, and related academic expenses to qualified minority students in both undergraduate and graduate programs of health administration.

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Neysa Dillon Brown, director of education, Institute for Diversity in Health Management, personal communications, September 23, 1998, and October 5, 1998.

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INTERN PROFILES

ANA K. GONZÁLEZ was part of a research team for the MacArthur Foundation Research Network that studied urban children in several California communities. A McNair scholar, González designed and developed research projects. She graduated in May 1997 with a B.A. in Sociology from the University of California at Berkeley and planned at that time to begin graduate studies in health administration in the fall of last year.

JOSÉ A. NÚÑEZ can trace his interest in health care to the 8th grade, when his class toured the local community hospital. In high school and his first two years of college, Jose was never really aware of the different health care fields. He was accepted to both the 1996 and 1997 SEP, interning first at the University of Michigan School of Public Health, then at Samaritan Health System in Phoenix, Ariz.

Núñez is pursuing his undergraduate degree in health science with a concentration in health services administration at California State University in Fresno, Calif.

He is a member of the American College of Health Care Executives and is involved with several community initiatives, including PASS (Promoting the Advancement of Students), which raises awareness about career opportunities for high school students and first-year college students interested in science; Chicano Health Organization, where he recruits Hispanic health professionals to speak at meetings and organizes health fairs at labor camps throughout the San Joaquin Valley; and ORALE (Outreaching Raza And Leading them toward Education), where he mentors disadvantaged middle school students in Fresno.

LAURA PADILLA, who had originally entered school to become a primary care physician, now feels most strongly about health education and health administration. Padilla worked at Cedars-Sinai Medical Care Foundation in Los Angeles as a 1995 SEP. She was hired by Cedars immediately after her internship. Her desire to become involved in health education was reinforced as a result of mentoring Santa Ana High School students, in what is a largely Latino community.

Padilla serves as a Big Sister to a single-parent child. She feels that administrators need to be knowledgeable about health care systems as well as being aware of the daily events occurring in their health care organizations. She says the SEP has given her that exposure, as well as the experience and knowledge to better direct herself toward her career goals.

She is pursuing a master's degree in public health at the University of Southern California, Los Angeles, Calif.

Strategic Mentoring via *HOSTS*

Dallas-based program now in 42 States

BY GARY M. STERN

Mentors include teachers on their lunch hour, bank executives, housewives, and firefighters, who spend from one-half hour to an hour a week tutoring students.

HOSTS CORPORATION

Mentor Recruitment Strategies

HOSTS, a for-profit educational company headquartered in Dallas and overseen by the former superintendent of the Dallas school system, is improving the academic skills of students nationwide and Hispanic students in particular.

HOSTS, an acronym for Help One Student to Succeed, sells schools a highly structured program aimed at identifying a student's weaknesses in English, language arts, or math, and uses a prescriptive approach to guide mentors to help students. Because it is so highly structured, it aims to overcome the skeptics who belittle mentoring programs as random attempts in the classroom that show little academic gain.

In 1999, HOSTS is involved in 1,400 schools in 42 states, predominantly elementary and middle schools, many in Texas, California, and Michigan, where there are large Latino populations.

"HOSTS uses a powerful database to align curriculum material placed in an electronic database so we can do four or five important things, including assess a child's reading ability, interest level, and learning style," explained Chad Woolery, HOSTS president. This database helps prescribe an individual chart for each student's academic needs in reading, writing, math, and language acquisition. HOSTS is effective," Woolery suggested, because it offers "structured mentoring. We give the mentor a complete roadmap with everything they need already prepared, sitting in a folder for that child."

But HOSTS is careful to avoid trying to supplant the core curriculum that a school offers, instead it augments the learning in the classroom. In each school, a HOSTS instructor collaborates closely with teachers and also coordinates the mentors. Most schools use Title I federal funds to pay for the HOSTS program and instructor, whose sole job is overseeing tutoring and mentoring in the school. A school pays $27,000 the first year for the HOSTS program, technology, and training, and $9,000 the second year. Owned by Joseph Ritchie, a Batavia, Illinois, entrepreneur and former options trader, HOSTS generated $16 million in revenue in 1998.

Dr Chad Woolery, CEO HOSTS Corporation

Most students selected to participate in HOSTS are two or three grades behind in reading and/or math. Though four mentors might work with each student per week, Woolery emphasizes that learning is organized to address a student's academic shortcomings. "The material is like a recipe," he said.

After the student takes a reading test, followed by a diagnostic test, the HOSTS instructor devises a learning map to strengthen the student's skills and address weaknesses. A child's learning style, analytic or kinesthetic, is also taken into consideration.

HOSTS is successful because it combines "individual prescription matched to instructional resources and strategies in the hands of a caring adult," said Tom Jandris, director of policy at the Education Commission of the States, an organization that serves as a policy advisor to 50 states. He had been the superintendent at the East Aurora, Illinois, school system and used HOSTS. "Individualized instruction is the one biggest factor that leads to improvement," he said.

Asked how mentors who are not trained educators can teach effectively, Woolery replied, "If you're trying to

BEST COPY AVAILABLE

The HOSTS program gives Hispanic students the opportunity to receive one-on-one mentoring

teach a child what a vowel is, and you can take corrective action, you don't have to be a teacher. It's like a parent teaching a child." Mentors are provided with a variety of tools, including kits, cards, games, videos, and software, and use any tool that will work with a particular student. A mentor can focus attention on a child's individual needs in ways that a classroom teacher responsible for 25-35 students cannot. "The typical American teacher does not have the resources, technology, or database" that a HOSTS mentor or instructor employs, Woolery suggested.

HOSTS has proven particularly effective with Hispanic students, Woolery said. "Latino students, because of the culture of the family and close families, respond well with one-on-one intervention. It's like a grandmother talking to a grandson," he said. If children are unsure of their academic skills and reluctant to express themselves in a larger class, they might feel more comfortable asking a question of one person whom they have gotten to know. "Many Hispanic students are new arrivals and can't ask parents how things work in America. Here's a person who helps them negotiate a cultural change," said the former Dallas superintendent.

The program has also proved helpful in California, where Proposition 227 has limited bilingual education to a year. "HOSTS helps a child exit from bilingual programs within the time frame," Woolery noted. When schools have only a year to teach language skills, HOSTS can expedite the learning process and add to classroom learning. Jandris noted that HOSTS' bilingual program is effective because it offers a "dual language program. It honors the culture and original language, builds literacy skills in the initial language, and then builds skills in the target language."

HOSTS began in 1971, an outgrowth of the vision of Bill Gibbons, a teacher in the Vancouver school system, who was working with high school students who had problems reading. A high school dropout himself, Gibbons recalled how a mentor turned his education around, and decided to launch a nonprofit organization dedicated to mentoring and tutoring (HOSTS turned profit-making in 1991). Gibbons is still involved in HOSTS but no longer runs it.

HOSTS' educational philosophy incorporates psychologist Abraham Maslow's theory on higher learning skills. "We believe in developmental higher order thinking skills. We start where the student is and stress success," he said. If there's one word that encapsulates HOSTS' underpinning, it is "structure." "Structure is what gets results. Other mentoring programs are random and not aligned with what teachers are being held accountable for," Woolery noted. HOSTS works closely with classroom teachers on specific tests or assessments that states require and adopts its prescriptive approach to address the skills needed to pass the test.

Over 90,000 mentors participate in HOSTS' program and are critical to its success. Yet HOSTS has never conducted a study to track how long its volunteers stay with the program or tracked its turnover. HOSTS advertises for mentors and works with civic leaders to attract new mentors.

Nick Flores, a 50-year-old retired manager at the Federal Deposit Insurance Corporation (FDIC) in Dallas, mentored at the Forman Elementary School in Plano, Texas, during the 1998-99 school year to "give back to the community." He tutored three students in reading for one-half hour each once a week, one who recently emigrated from Mexico and spoke minimal English and two other Spanish students who were bilingual. He received only an hour's training from HOSTS but received a packet of information each session that included reading exercises and comprehension questions directing him on what to tutor. Over the course of a year, the recent immigrant made enormous strides in reading comprehension, Flores noted. While the student read passages aloud, Flores stopped him to ensure that he understood what he was reading. At the beginning, the student comprehended few words, but through repeated tutoring, his reading comprehension rose.

"Were he left to a larger classroom, he might not have learned so quickly," Flores said. "The individualized attention that he and the other students received helped them to improve." However, Flores was unaware of any formal pre- and post tests to document each student's improvement. Not only did Flores tutoring help each student

MENTOR POWER

America's Education is getting better!
Each week, 90,000 mentors, representing
many of our country's finest corporations,
take time from their busy schedules to assist
students who need an academic boost.

For 28 years, HOSTS (Help One Student To
Succeed) has provided a research-based
structured mentoring framework in the
classroom to help students dramatically improve
their skills in reading, language arts and math.

Recently, USA TODAY, Kellogg's, MBNA,
The Limited, Inc., Intimate Brands, Inc. and
DuPont have committed to help thousands
of new students to succeed.

Thanks to our many corporate mentors,
we are changing lives ... one student at a time.
Join us. Call 1-888-[illegible]

USA TODAY

Partnering So Every One Counts

www.hosts.com

but it affected him as well. "I've been very fortunate in my life, and I wanted to give back to the community," he said.

In addition to helping students with academic issues, most mentors are able to boost a child's self-esteem, which grows "when students can read like their peers, answer a question in class, and work out a problem. We can get them to a level where they can compete with their peers," Woolery said. Flores developed rapport with each student by learning about their family or their after-school interests. Students could easily identify with him since he was Hispanic himself and a successful professional.

In September 1998, HOSTS began at the Jose de Escandon Elementary School in McAllen, Texas, near the Mexican border and Brownsville, Texas, where 98 percent of the students are Mexican Americans and most are poor, noted Terry Moreno, the school's English HOSTS instructor. Moreno oversees HOSTS instruction for 68 of the school's 600 students. Close to 90 percent of Escandon Elementary School's staff was trained to work with HOSTS and learned how to coordinate with mentors. Moreno's teaching time is paid by a Title One federal grant.

Each HOSTS student is initially tested using the IRI, the Informal Reading Inventory. That test yields the student's reading grade and leads to a student's taking the RDA (Reading Diagnostic Assessment), which identifies specific reading problems that a student has, such as finding the main idea or needing to strengthen vocabulary. "We then work on those skills and use material to raise a student's grade level," Moreno said.

"HOSTS is successful because of its structure," Moreno said. Mentors and teachers "identify a student's weaknesses and try to attack them." Classroom teachers, working with mentors, target areas that they think the student might have missed. "Can you work with the student on suffixes and prefixes?" one teacher said to a mentor. "Mentors can cover a large portion of what the child misses" in class, said its English HOSTS instructor.

Mentors include teachers on their lunch hour, bank executives, housewives, and fire fighters, who spend from one-half hour to an hour a week tutoring students.

Since HOSTS has only been operating for one year at Escandon Elementary, the school has not yet tested its students to show their progress. "One-to-one you have a better chance to succeed with the child," Moreno said. Many Mexi-can American students are shy, get lost in a large class, but might blossom under the watchful eye of a caring tutor. The program is structured so that students can succeed at tasks and also boosts their self-esteem, she added.

HOSTS CORPORATION

HOSTS CEO Dr. Chad Woolery presents the Champions for Children Award to Texas Congressman Ruben Hinojosa

A study conducted by Dr. John D. Schlotfeldt of 3,700 HOSTS students who had received tutoring revealed that they raised their reading level by two to three grades. But a spokesperson for the Department of Education questioned the results of HOSTS testing. The spokesman said that HOSTS "does not track improvements among Title I and Special Ed populations in their evaluation data samples. They also don't use comparisons or control schools in their studies. Given these limitations, the HOSTS program reports program gains among 'participating' children."

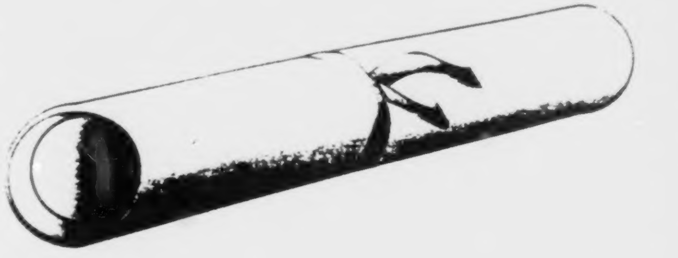
But Tom Jandris noted that HOSTS was one of only 40 programs selected by the Educational Commission for Title I funding because of its proven educational success. "Objective data over 28 years demonstrates dramatic educational gains–often two years acceleration in language arts," Jandris said, acknowledging that he had once invested in HOSTS but is no longer associated with it. Disputing the Department of Education's claim, Jandris said that recent studies have included control groups.

At its 21st annual conference in February 1999, HOSTS awarded Rubén Hinojosa, a U.S. Congressman from Texas, its HOSTS Champion for Children Award. The award recognizes his achievement in helping "make a difference in the educational development of school-age children."

HOSTS has proved successful because it is "research-based, child-centered, and aligns with the way a child learns," said Woolery. Children learn best, he said, when they have a constant measurement to ensure that learning is occurring.

"We focus attention on the individual child's needs. We focus....by knowing what it is a child doesn't know. We are constantly seeing a child demonstrating his [or her] learning."

The Honor Roll



The University of Texas at Brownsville and Texas Southmost College

BY ROGER DEITZ

The University of Texas at Brownsville and Texas Southmost College, also in Brownsville, possess a unique symbiotic relationship. They entered into an inventive partnership to provide expanding educational opportunities to the citizenry in the Lower Rio Grande Valley. A great majority of residents in the region are Hispanic and–Texas being as big as, well, Texas–they were isolated geographically from the other fine institutions of higher learning in the state, and from undergraduate options that were available only elsewhere.

This creative partnership was designed to "improve the continuity, quality, and efficiency of the educational programs and support services offered by the University and the College." It also resulted in the establishment of a four-year undergraduate institution, where only upper-level and community college programs previously existed. The move combines the administrative, instructional, and support services of the upper-level university and the community college while eliminating any artificial barriers that existed between them. Continued program development, new program implementation, systemic cooperation with local schools, and partnerships with other institutions of higher learning are major goals of the emerging University-College partnership.

Back in October of 1991, Texas Southmost College President Juliet Garcia was named president also of The University of Texas at Brownsville, and therefore a new school was created by the partnership of Brownsville's two educational institutions. Garcia had been TSC president since 1986 and assumed her new office in January 1992. At that time, she stressed that there was a "massive and overwhelming need for higher education" to serve the population of her Rio Grande Valley community. She praised the novel partnership arrangement: "Today for me marks the next step for what the community has long needed." Garcia said that the necessary resources were not available under the former institutional arrangement. "We have a tremendous need," Garcia remarked, "and scarce resources. With the partnership, I think we have found some resources."

The needed resources were indeed secured. Garcia says that the partnership allowed TSC to continue to be supported by local taxes. Meanwhile, the UT's System endorsement resulted in a greater share of state funding for higher education for the people of Brownsville. The merger officially took effect in the fall of 1992. Garcia, who started her teaching career as an instructor at TSC in 1972, points out, "We're the first institution in Texas to try this kind of partnership. We have heard the UT System say, 'The eyes of Texas are upon us.'" The eyes of the *Hispanic Outlook* are also upon the inventive and successful arrangement that these two institutions of higher

UTB/TSC has become the largest college campus in South Texas

Juliet Garcia, University of Texas at Brownsville and Texas Southmost College president

education used to ensure a better and more responsive education for the population of the Lower Rio Grande Valley. And so we welcome The University of Texas at Brownsville and Texas Southmost College to become our partners as well–on the Honor Roll.

Texas Southmost College was created by the Brownsville Independent School District in 1926, the second community college in the state of Texas. Originally known as the Junior College of the Lower Rio Grande Valley, it became Brownsville Junior College in 1931. When Southmost Union Junior College District was established in 1949, it was renamed Texas Southmost College.

The bill that created The University of Texas at Brownsville in 1991 also authored the partnership arrangement with Texas Southmost College. UTB already had roots in the region as an upper-level institution. Pan American University opened a center on the campus of TSC in 1973 to teach upper-level and graduate courses. In 1977 the state legislature approved Pan American University of Brownsville as an upper-level center. In 1989, Pan American University at Brownsville became part of UT System as the result of a University of Texas-Pan American merger. This was a prelude to the establishment in 1991 of The University of Texas at Brownsville, a freestanding upper-division university.

After 20 years, all the hard work aimed at securing full university status for Brownsville, Texas, paid off. Lawmakers voted to approve the establishment of UTB as a four-year university, beginning in the fall of 1998. Instead of offering upper-division and graduate courses only, UTB enrolled 900 first-year students into programs of teacher preparation.

Honor Roll Facts in Brief

INSTITUTION
The University of Texas at Brownsville,
Texas Southmost College

LOCATION
80 Fort Brown
Brownsville, Texas 78520
(956) 544-8200

ESTABLISHED
1926 Texas Southmost College
1991 The University of Texas at Brownsville
1992 UTB/TSC

ENROLLMENT
8,833

UTB
TSC

HISPANIC ENROLLMENT
91.5 percent

DEGREE OFFERINGS
Certificate
Associate's
Bachelor's
Master's

DEGREES AWARDED TO HISPANICS
83 percent Certificates
85 percent Associate's
86 percent Bachelor's
62 percent Master's

PER SEMESTER–TUITIONS AND FEES
(full-time, in-district)
$642 Texas Southmost College
$822 UT-Brownsville

FACULTY
569 Full-time
64 percent Hispanic

SEVERAL DEGREE PROGRAMS
Engineering Technology
Music
Nursing
Educational Technology *
General Education *
*on the Internet

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Club Cultural Latinoamericano
Grupo Folklorico Titzatlan
Teatro Universitario
La Ventana
Nuevo Santander
Sigma Delta Pi

INTERNET ADDRESS
www.ute.edu

engineering technology, and music. Through their unique partnership arrangement, The University of Texas at Brownsville and Texas Southmost College have embarked on a quest to "provide the finest educational opportunities that their consolidated resources can create."

Today, students in the Rio Grande Valley have the opportunity to pursue programs and degrees offered at a four-year institution as well as the vocational/technical, developmental education, and continuing education courses that a community college traditionally offers.

The partnership institutions, with a total enrollment of approximately 10,000, are able to provide the community with certificates in occupational technical programs and associate, bachelor's, and masters' degrees in arts and sciences, business, education, and health-related fields. Moreover, through cooperative programs with other universities, students can even earn additional master's and doctoral degrees.

Through the Continuing Education Division, the University offers a diverse array of courses, which range from one-day seminars to more complex extended courses for credit. The Division is the home of one of the largest Elderhostel programs in the state of Texas.

Since the partnership was established, the campus of UTB/TSC has become the largest college campus in South Texas, growing from 47 to more than 280 acres. UT-Brownsville and Texas Southmost College are located on the grounds of Fort Brown, established in 1846 by General Zachary Taylor. The fort was the site of the 124th Cavalry Regiment, the last active cavalry unit in the U.S. Army. It is listed as a Historic Landmark on the National Register of Historic Places.

In 1997, UT-Brownsville completed the Science and Engineering Technology Building, the first UTB building to be constructed on the TSC campus. The $23.5 million, 142,000 square-foot complex houses laboratories, classrooms, and offices for use by science and engineering technology programs.

There's more. Enrollment has increased by 56 percent, and the instructional capacity and budget have tripled. Graduation rates have also grown in all degree categories, and degree program offerings have doubled at both the baccalaureate and master's levels.

Many of the institution's programs are innovative. For example, there is a nationally acclaimed $6 million-plus Endowment Scholarship Fund, one of the largest among community colleges in Texas, that provides young scholars from area junior high and high schools with an opportunity to realize a college education. Most of these students are the first in their families to achieve such a goal. Students can also earn scholarships by taking tougher courses and earning A's and B's in those courses. As a result, hundreds of students are now attending UTB/TSC with scholarships, and working harder at their studies.

President Garcia is very concerned with such questions as, "What do we want to look like in the year 2010 or 2020 in terms of jobs and education and the environment?" Last January, Juliet Garcia was one of six college presidents who joined with a few industry and labor leaders to meet with Vice President Al Gore in Washington, D.C. At the summit meeting, they discussed the topic of "21st-Century Skills for 20th-Century Jobs." Garcia was asked to speak at the summit because of her perspective on the kind of training that new jobs will require and on partnerships between businesses and schools. Of great interest to President Garcia was the part of the discussion that revolved around linking up different sectors. She views UTB/TSC as a crucial factor in the socioeconomic growth of Brownsville.

"Our mandate," she says, "is to raise the educational attainment rate of this community–not to raise the educational attainment rate of the 18- to 24-year-old."

And this community of learners continues to grow–even reaching to the other side of the Rio Grande. UTB/TSC has been exploring the potential of a virtual university without borders, capable of exporting its most valuable product, a first-rate education, via satellite to the rest of the world. The school completed a telecommunications link that enables students attending Matamoros' Institute of Technology (ITM) to access video-conferencing courses in business and education conducted on the Brownsville campus. Enthusiastic Mexican officials have plans to extend the link to 30 of its largest technological institutes around their country. Eventually, UTB/TSC will serve as the lone conduit for such teleconferencing courses connecting Mexico–through Brownsville–with the entire University of Texas System.

"The potential is endless," says Dr. Wayne D. Lewis, UTB/TSC's director of academic computing. He adds, "The opportunities are broader than we know, because we've only explored a few possibilities and the interest in both countries is overwhelming."

There is more technological magic afoot, linking the community of learners. The telecampus or virtual campus is coming. It is made up of seven "buildings" that offer students many of the same services and support systems found at actual UT-System component institutions. The telecampus is designed to support distance-learning students, regular UT-System students, and members of the public with admissions information, library services, and more. Close to 4,000 UT-System students are involved in distance learning at this time.

Dr. Dawn Rodriguez of the department of English and speech says that a dual-enrollment composition course that she has been teaching through teleconferencing brings together 20 UTB/TSC students, ten Brownsville Independent School District students, and 28 San Benito High School students. According to Dr. Rodriguez, students developed expanded communication skills in addition to writing skills, appreciated having a "partner" class through which to hear different views on a topic, and were proud to have their writing published on the class Web site. Notice how the words "partner" and "partnership" continue to pop up!

[illegible] Texas at Brownsville and Texas Southmost College students

Family History in the Making

Cintron Sisters at Community College of Philadelphia

BY SARGE CARLTON

Community
College of
Philadelphia

> ***It was as if a hinge had been placed in the family tree, and from here on, the descendants of Anibal and Inez would have the possibility of different lives....***

Sunday morning, May 6, began for the Cintron family of North Philadelphia much as any other. Anibal Cintron and his wife Inez Cruz, and their three daughters–identical twins Alejandra (nicknamed "J") and Alexandra (nicknamed "X")–and younger sister Anna Maria, went to the Visitation Church at Lehigh and 9th Street and attended the 9:30 a.m. Spanish mass.

After mass, though, the difference–the huge importance–of this particular Sunday became evident. Inez began preparing lunch for the dozen-or-so people who were about to witness an extraordinary moment.

The girls began preparing for the day for which they had waited so long–the day they sometimes feared would never come: Graduation Day at Community College of Philadelphia.

Alejandra, Alexandra and Anna Maria are the first members of the Cintron family to earn a college degree

Graduation is a time of transition, and thus a rite of passage. The word *pride* and the word *joy* might have been coined to describe the perception that parents have of their children on graduation day. All of these factors were in play at the Cintron household.

Alejandra and Alexandra and Anna Maria were about to become the first members of the Cintron family to earn a college degree. That accomplishment made this Sunday a landmark day. It was as if a hinge had been placed in the family tree, and from here on, the descendants of Anibal and Inez would have the possibility of different lives and more choices.

The road that the Cintrons took to this destination was arduous and long, and every now and then, life exacted huge tolls. No matter, Anibal and Inez Cruz understood that education was a long-term strategy, and that forgoing luxuries to give their girls a Catholic school and college education would pay dividends that last a lifetime.

"I'm proud of myself and my sisters, because college is really hard to do well, and even harder for all of us," says Alexandra. "But I am proudest of my parents because they sent us to good schools and supported us. Without them, we couldn't have done it."

"Graduation felt good because I had studied and been through a lot of finals," Alejandra added. "I felt good too because of my parents and their support."

College became the Cintron family's daily business. Mom and Dad provided financial and emotional support. Relatives cheered their every success. Boyfriends willingly took second place to books. The girls gave up parties to stay home and study. When they ventured out, their books went with them so they could read in the car on the way.

The twins, who both pursued associate in arts degrees in radiologic technology, were inseparable.

They took every single one of

their college courses together, and in the process became one another's mentors, teachers, and loving critics.

Hospital internships, coupled with demanding science courses, prompted the twins to take fewer classes each semester, so it took them four years to graduate. Anna Maria enrolled in business at Community College of Philadelphia a year later than the twins, and graduated in three years.

That is how on May 16, an entire family happened to graduate and to make history at the same time.

Each of the girls had been given six tickets to the graduation, which would not be held on campus but rather in the huge Mann Music Center, across the Schuylkill River. The invitees began arriving for lunch.

Eventually, all 18 of them, in a cavalcade of cars, would make their way into the relatively unfamiliar territory across the river. After graduation, the proud, exuberant, happy 18 went back to the Cintrons. Neighbors and other friends came by for the dinner of salads, barbecued chicken, roast pork with garlic, and *arroz con gandules*. Afterwards, a cake for the graduates, a lot of laughing, some dancing.

There comes a point, however, when life will divide sisters and spin them in many directions. So it is with the Cintrons. In September, Alexandra will marry her fiance, Luis, and move to New Jersey, where Luis currently works as a computer programmer. Alexandra plans to take the Radiologic Technician Certificate examination in that state.

Alejandra is working half-days in a radiology clinic now, and will take her certification exam in July, and then begin looking for a full-time job with a hospital.

College became the Cintron family's daily business. Mom and Dad provided financial and emotional support. Boyfriends willingly took second place to books.

Anna Maria will be pursuing a baccalaureate in business administration at Temple University–just up the street from Community College of Philadelphia.

But the ceremony marking one family's remarkable strength and commitment, and reflecting the achievement of three young women who saw college as a collective destiny, is etched in the memories of those attending Commen-cement 1999.

UNITY COL
OF
PHILADELPHIA

Community College of Philadelphia building

The three sisters who had gone to school with each other all of their lives–graduating from John S. Hallahan Catholic Girls High School in Philadelphia–were graduated one after another, in reverse order of birth, Anna Maria, J, then X.

The cluster of 15 family members and friends, sitting together, was like a cheering section for the girls. By the time Alexandra's name was called–the last of the three to graduate–someone sitting behind the Cintrons yelled, "What is this, the whole family graduating?"

"I couldn't see them, but I heard them screaming," says Alexandra.

Community College of Philadelphia, committed to providing "Education for a Changing World," is the third largest degree-granting institution in the Pennsylvania city, enrolling more than 40,000 students annually, more than half of them in transfer or general studies courses. Classes are conducted at more than 60 locations throughout Philadelphia, thanks to a concerted effort to make college as accessible as possible. Toward that end, the College also offers English classes on the Internet and TV courses on cable.

Hispanics do not represent a large portion of the city's population, but the College has a very commendable record of recruiting those who are eligible to attend, at ages ranging from teens to senior citizens. As of several years ago, the high school dropout rate for Philadelphia's Latinos was at a disheartening 55 percent.

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1475

Latinas Getting Elected

Making Tremendous Strides, Says NALEO

BY INÉS PINTO ALICEA

In 1969, women held four percent of all state legislative seats in the country. Today, women hold nearly 23 percent of all seats. But Latinas have not made the same progress. They are just starting to make strides in the political realm.

"Latinas will get there," said Larry Gonzalez, director of the Washington office of the National Association of Latino Elected and Appointed Officials (NALEO). "We have a lot of up-and-comers. Latinas, in general, have made tremendous strides in the last five years, particularly in state Houses."

Indeed, the strides that Latinas have made in politics have been tremendous in recent years.

The first Latina to seek national office was Adelina Otero-Warren, a New Mexico Republican who ran for the U.S. House of Representatives in 1921 and lost, according to the National Women's History Project. It would be another 68 years before a Latina actually won a seat in Congress.

In 1989, Ileana Ros-Lehtinen, a Republican from Florida, became the first Hispanic woman elected to the U.S. House of Representatives. Ros-Lehtinen has since been joined by four other Latinas, including U.S. Rep. Lucille Roybal Allard, a Democrat from California, who recently became head of the Congressional Hispanic Caucus, a group of 17 Latino House members who study issues affecting the Latino community and develop legislation to address those issues. According to Gonzalez, that position makes Roybal Allard the highest ranking elected Latina in the country.

An estimated 1,652 women serve in state legislatures—nearly one-fourth of all state lawmakers. But, Latina numbers in state legislatures are minuscule: 15 are state senators and 36 serve as House members in different legislatures nationwide, and most are Democrats, according to Gonzalez. Some states have set records for the number of women in their legislatures. For example, in Washington, 40.8 percent of the lawmakers are women, the highest percentage of women in any state legislature in the nation's history.

Gilda Morales

There are 89 women in top state positions nationwide, four of whom are Latina, and Arizona in November 1998 became the first state in the country to elect women to all five of its top spots—governor, secretary of state, treasurer, superintendent of public instruction, and attorney general. The state does not have a lieutenant governor.

Important progress has been made at the national level as well. More women serve in the U.S. Congress today than ever before. There are 65 women serving in the U.S. House of Representatives and U.S. Senate. Of the 100 Senators, nine are women and none is a Latina, and of the 435 House members, 56 are women and five are Latinas.

But the number of women serving in Congress is still low. Women comprise 50 percent of the population but only about 12 percent of the U.S. Congress. Moreover, of the 486 people who have served in the president's cabinet throughout our country's history, only 22 of them have been women.

Seven women currently hold Cabinet-level positions in the Clinton Administration. None is a Latina. However, Aida Alvarez heads the U.S. Small Business Administration, and Ida L. Castro is at the helm of the U.S. Equal Employment Opportunity Commission, two important federal agencies.

"While we are seeing increases for all women of color in politics, you can see that the numbers are still small," said Debbie Walsh, associate director of the Center for the American Woman and Politics of the Eagleton Institute of Politics at Rutgers University in New Brunswick, New Jersey. "That's disturbing."

Christine Sierra, an associate professor of political science at the University of New Mexico in Albuquerque, has a somewhat different take on the numbers. Sierra said that even though Latinos still are underrepresented in politics, as a percentage of all Hispanic elected officials, Latinas are not doing so bad. Latinas represent 31 percent of all elected Hispanic officials. Women in general comprise just 21 percent of all elected officials.

"Sexism, gender discrimination, and male dominance are alive and well in various aspects of our lives, but given the stereotypes of cultural machismo [in the Latino community], this [finding] might be surprising," Sierra said. "It is important to point out that Hispanic women are doing pretty well."

Still, Sierra said that many Latino political officeholders are elected to local offices and have not moved beyond those seats, even though more Latinas in general are running for a variety of offices. Sierra said that researchers are unsure why more Latinas have been seeking office in recent years, a phenomenon she said she and other researchers hope to study further in the near future. Perhaps, she said, the increase can be linked to electoral reforms in the 1980s and the 1965 Voting Rights Act, which was designed to give minorities more of a voice in the political arena.

"We don't know much about women of color in elected politics," said Sierra. "Women of color are little studied and underrecognized. We should know more about them because they are increasingly becoming part of the profile of the new leadership [in politics]. We will see them move up the ladder."

Sierra said another area that also has to be studied is "how responsive and accountable the representative is."

"Does it make a difference in the Latino community?" she asked. "**How** does it make a difference in the Latino community?"

Gonzalez said that female candidates tend to take a very gradual approach to politics, which might explain why Latinas are just starting to blossom therein. Women candidates usually begin their political careers at the level of Parent-Teacher Association or school board, where they learn the political process and gradually move up through the different political positions available.

Male candidates tend to jump in and run for higher elected positions such as state House, U.S. House, or even higher without getting years of political experience, he said. Latinas also might have gotten off to a slower start than have their Anglo counterparts because they have had few role models in politics, but Gonzalez said that is changing and more Latinas are joining the bandwagon.

Gilda Morales, information services coordinator for the Center for the American Woman and Politics, said that women candidates often enter politics for a different reason than do male candidates. Women candidates will get hooked if they are trying to resolve an issue and cannot get resolution.

"If they don't get results, they run for office," said Morales. "Women will look at an issue to get results. Men will tend to run for an office to see how it will benefit them [personally]. It's not as altruistic for them."

While no national studies have been conducted profiling Latinas in elected office across the country, the Center for the American Woman and Politics has studied women of color in politics and had some interesting insights into these candidates in general. Women of color in politics tend to have more advanced degrees than do their male colleagues, have grown children, have experience working in other campaigns, have held one or more appointed government positions, and worked on the staff of an elected official.

Once Latinas decide to enter politics, one of the biggest barriers many of them face is fund-raising.

Women candidates often enter politics for a different reason than do male candidates. Women candidates will get hooked if they are trying to resolve an issue and can not get resolution.

"A lot of the old macho stereotypes still exist," said Gonzalez. "They are not being taken seriously. It's a tough barrier to break."

Walsh said that the fund-raising hampers many women candidates.

"You have to put yourself out there and ask for money for yourself," she said. "It's different from asking for money for your kids [parent-teacher organization]. [Women candidates] also tend to have to create an alternative support system because the party structure often is not supportive of people coming in."

But Gonzalez, who has run several campaigns, said that Latinas, particularly when faced with a male challenger, tend not to have to deal with a negative campaign. The public tends to disapprove of male candidates who launch negative attacks against women candidates, he said.

Moreover, women candidates tend to benefit from the growing electorate among females, Gonzalez said. Women voters relate better to women who express concerns for issues that are dear to them, like education, day care, and health care, issues on which some male candidates do not focus. In fact, Latina candidates often cite education as their No. 1 priority in their candidacy, he said. Sierra said that Latinas and women candidates in general are very interested in "community empowerment and delivering resources to the areas from which they come."

Morales said that many of the issues commonly seen as "women's issues"–like education, child care, and health care–are suddenly in vogue and all political candidates are becoming more in tune with them.

Morales said that more and more Latinas are seeking political office suddenly and they need the support of the Latino community. Morales said that in 1998, for example, five new Latinas were elected to the California Senate, which showed what Latino voters can do.

"These are good signs because two years prior to that election, we weren't even getting candidates," said Morales, adding that many of the Latinas who decided to run felt that their time had come after working in party politics for several years.

The Southwest Voter Registration Education Project estimates that there are 6.6 million Hispanic voters. Even though voter participation has increased 66 percent over the past two years, Hispanics represented just five percent of the total votes cast in 1998, according to exit polls conducted by the League of United Latin American Citizens.

"There is still apathy," said Morales. "Latinos showed in California in the last election that they can make a difference. But the low percentage of Latinos voting is hurting the strength of Latino candidates."

Still, interest in the electoral process among Latino candidates is growing.

"Latinos [across the country] are hungry for the nuts and bolts of how to run a campaign," said Gonzalez, whose organization has provided training on running campaigns.

Another organization that wants to see more Latinas elected to office recently held its own "Elección Latina" Conference on June 25-26 at DePaul University in Chicago. The conference was designed to encourage Latina women to come forward, learn about the political process, and get elected, said Ellie Jurado, executive director of the Hispanic National Bar Association, which sponsored the conference. The conference was for any Latina thinking of running for office or for any Latina who wanted to work on a campaign. Topics that were addressed included how to run a political campaign, political fund-raising, and media relations. Participants had an opportunity to develop a personal plan for a political campaign in their state.

"We need to know how to communicate not only with our population but other populations as well," said Jurado. "We hope to encourage more Latinas to run for political office."

Driving El Paso's Future UTEP

UTEP Expands Doctoral Programs

BY CHRISTIAN CLARKE AND WALLI HALEY
UTEP News and Publications Office

In 1996 when Stella Quiñones crossed the stage to receive her doctoral degree in materials science and engineering from UTEP, she doubled the national total of Hispanic women who earned a Ph.D. in her field that year. In fact, of the more than 2,100 students nationally who earned bachelor's, master's and doctoral degrees in that specialty during the 1996-97 academic year, only 58 were Hispanic. More than half received their degrees from UTEP.

As the nation's shifting demographics make employers increasingly concerned about workforce diversity, UTEP has achieved national recognition as a leader in creating educational opportunities for members of minority groups and first-generation college students, reflecting the realities and needs of the border region.

During the past six years, UTEP has aggressively expanded doctoral education–adding seven new programs to the single existing program in geological sciences. As of spring, 1998, these new programs have produced 18 doctoral graduates, of whom six are Hispanic and five are from Mexico.

The success of these graduates demonstrates the wealth of untapped intellectual talent that exists in this region. But the numbers also point to the contribution that UTEP is making to encourage diversity in doctoral programs nationally, at a time when, regrettably, already small minority enrollments are stagnating or declining. As proof of its commitment to furthering educational opportunities for the people of the El Paso border region, UTEP has implemented the following doctoral degree programs in the last decade:

- **Computer engineering** (1990) builds on the strengths of the university's computer science and engineering programs to prepare students for teaching and research careers in this expanding field.
- **Materials science and engineering** (1993) prepares students to discover and recover natural resources and develop new

During the past six years, UTEP has aggressively expanded doctoral education–adding seven new programs to the single existing program in geological sciences.

UTEP graduates celebrated the university's 100th commencement ceremony last May.

1478

BEST COPY AVAILABLE

resources to replace scarce materials. Nearly half of the first 22 students who enrolled in the program were Hispanic–six were women. This is a remarkable achievement when compared to enrollments in engineering and science doctoral programs throughout the nation.

- **Psychology** (1993) prepares students to work in an applied setting with bilingual populations. Doctoral candidates, who are required to demonstrate competence in both English and Spanish, gain extensive experience in bicultural field placements in business, government agencies, and mental health programs.
- **Environmental Science and Engineering** (1995) offers an interdisciplinary program that trains students to solve problems that require experience from a number of fields.
- **Educational Leadership** (1996) prepares students to implement innovative reform measures throughout the region. Doctoral candidates understand the importance of unifying diverse populations to achieve academic excellence.
- **Biology** (1997) uses the El Paso-Juarez area as a living laboratory for studying disease-causing infectious agents and environmental pollutants.
- **Nursing** (1998) offered in conjunction with the UT Health Science Center in Houston will pave the way to produce doctorally prepared nurses who will collaborate with other health professionals to provide and evaluate innovative health care, and who will teach the next generations of advanced practice nurses.

The newest doctoral program to be approved by the Texas Higher Education Coordinating Board is a Ph.D. in Borderlands History.

Spotlight on Results

The awarding of degrees last May to the first graduates of the environmental science and engineering doctoral program represented more than the creation of opportunity for these individual students. The development of this program, as with all the doctoral programs, involves the creation of a significant research initiative in which students conduct original research on the critical environmental challenges that face this region.

The first students in the new doctoral program in educational leadership are now selecting research topics that will advance knowledge of fundamental issues regarding the education of children in the El Paso-Juarez region. The program is expected to graduate its first doctoral candidate this month.

UTEP's new Ph.D. program in biological sciences and the newly created cooperative doctoral nursing degree program open up research opportunities that can address the unique health concerns of the region.

El Paso is on its way to getting the pharmacists it desperately needs, thanks to a cooperative program now under way between UTEP and the UT-Austin College of Pharmacy. The unique program, begun in 1994, allows UTEP undergraduate students and UT-Austin doctoral pharmacy students to receive experiential pharmacy training in El Paso under the guidance of a regional director and three practicum coordinators.

The cooperative pharmacy program already is reaping rewards for El Paso. Nine UT-Austin pharmacy students received instruction in El Paso in 1996. Eight of them chose to stay in El Paso after graduation to be employed as pharmacists. This year, 17 pharmacy students are receiving experiential training in El Paso.

The latest doctoral degree program, in borderlands history, is expected to enroll its first students next fall. "This unique degree program emphasizes borderland studies in a region where the border is a persistent reminder of a unique geographic location," says Emma Perez, associate professor of history and assistant vice president for graduate studies.

She adds that UTEP's graduate programs are growing, "attracting students from around the nation who are becoming more intrigued with our university as the place to examine the border both politically and geographically."

Pride and Prosperity

Charles Ambler, associate vice president for graduate studies, announced the ceremonial hooding of each of the seven doctoral graduates during UTEP's 100th commencement ceremony in 1998.

"I observed how this ritual evoked a sense of shared pride and accomplishment in a suddenly quiet audience. That pride is well placed, because all of us should feel a sense of accomplishment that we have built a university that supports education at the highest levels in a wide range of fields," Ambler said. That pride reflects the dramatic development of UTEP into a comprehensive research university, where a talented faculty works with students in internationally recognized research.

But the development of graduate and doctoral programs at UTEP is much more than a matter of pride. It is an absolute necessity for the economic and social development of this region and for accomplishing the national goals of diversity that will ensure competitiveness and prosperity in the next century.

"At the graduate level, we have focused on areas that are crucial to the people of this region–including engineering, education, health, the environment, and business," Ambler said.

By addressing regional concerns to explore national and international issues, UTEP will continue to ensure that students are able to pursue meaningful careers both locally and beyond.

> ***Nearly half of the first 22 students who enrolled in material science and engineering were Hispanic–six were women.***

People-Places-Publications-Conferences

PEOPLE

Schutte New University of South Florida Women's Studies Chair

Dr. Ofelia Schutte, a University of Florida philosophy professor, will chair the department of women's studies, as of August 7.

"USF's women's studies program is one of four or five of the oldest in the United States," said Schutte. "One of the things I want to do is keep the memories of founders Judy Ochshorn and Juanita Williams alive for the students."

Ochshorn and Williams, who died several years ago, began teaching courses in 1972; the undergraduate program was founded in 1987. Since then, it has blossomed into a full-fledged department complete with a graduate program and courses in feminist theory and cultural/gender issues.

Hernández Named Student Trustee

Manuela Hernández, senior at Saint Mary's College (Ind.), began a one-year term as a student trustee on the college's board of trustees. One senior is appointed each year to provide student representation.

A psychology major, Hernández is a member of the psychology club, vice president of the Saint Mary's College Psi Chi (National Honor Society in Psychology) chapter, and an active member of the National Honor Society.

Desiring to increase diversity and enrollment at Saint Mary's, Hernández has worked closely with the office of multicultural affairs and has won the Outstanding Hispanic Student award.

Franco Speaks at California-San Diego

Jean Franco, professor emerita of Spanish at Columbia University, gave the annual Robert C. Elliott Memorial Lecture at the University of California-San Diego (UCSD). Her topic was "Latin American Culture and the Cold War."

An authority on literature, culture, and politics in Latin America, Franco has written extensively on nationalism, post-nationalism, and gender issues, and was a pioneer in the study of popular culture and mass media in the Americas.

Elliott, a UCSD professor, was a founding member of the UCSD department of literature.

Five Middle-School Teachers Awarded Fellowship

Five teachers from Alamo Middle School in Texas, Gilbert Gomez, Linda Soto, Selma Barrera, Lydia Gomez, and Iris Mendoza, were awarded a $10,000 AACTE-Metlife Fellowship, sponsored by the American Association of Colleges for Teacher Education and the Metropolitan Life Foundation in collaboration with the University of Texas-Pan American (UTPA).

"The goal of the program is to open the window so others might see how to best teach Hispanic children who are culturally and linguistically diverse, not deficient," said Dr. Hilda Medrano, dean of UTPA's School of Education. "It is our hope to generate a guide that will include the best practices, strategies, materials, information packets, transparencies, and information necessary for teachers of other cultures to learn how to bridge the gap for Hispanic children to be academically successful."

Valdéz Joins ACT, West Region

ACT, Inc., of Iowa, appointed Ernest Valdéz assistant vice president, west region. Valdéz will plan, direct, and control all operations, finances, and personnel for the educational services division, west region office.

ACT, Inc. is an independent, nonprofit organization that provides educational and workforce development services to students and their parents, high schools and colleges, professional associations and government agencies, and business and industry.

Valdéz, a U.S. Army veteran, has an associate's degree from Monterey Peninsula Junior College, bachelor's from California State University-Fresno, and master's from CSU.

Latina Leadership Grant to Cortéz

De Anza College (Calif.) counselor Alicia Cortéz (pictured) was awarded the 1999 Latina Leadership Network Employee Grant for "The Chicana/Latina History Project." The $500 award will enable Cortéz to hold a one-day conference in the fall of 1999 for students from several community colleges who are interested in learning more about the historical contributions of women, particularly in the U.S. The conference will highlight the work of Vicki L. Ruiz, renowned Chicana historian.

Counselor Cortéz also teaches courses in career life planning, college orientation, and an introduction to Chicano/Chicana studies.

Delacruz Promotes Kindness at Seattle University Commencement

If his fellow graduates have learned anything during their years of study, commencement speaker Chris Delacruz, a soft-spoken young man of Philippine descent, hopes it was kindness and the need to make sacrifices. Delacruz gave the speech at Seattle University in June.

"He listens to people, and he cares for them deeply," said Father Joseph McGowan, a counselor in the university's minority student affairs office. "He is an exciting speaker, a formidable competitor, and a gracious human being."

Delacruz, who earned a bachelor's degree, entered the university in 1995 as a Trustee's Scholar, held leadership positions in several student organizations, and won a multicultural awareness award.

Reynoso Realizes Dream at Siena

Francisco Reynoso, who recently received a bachelor's degree in marketing/management from Siena College, moved from Guadalajara, Mexico, to Upstate New York–near Albany, the state capital–when he was 18. Now 24 and still living in the area, Reynoso will be involved with marketing plans, trade shows, and eventually sales at his new job.

"It was my dream to go to Siena," said Reynoso, citing the proximity of the college and its Catholic tradition. "It's a great school, a great environment. I feel it has prepared me well for a career."

While persistent in his business coursework, Reynoso was involved and responsive in many activities, including visiting an elementary school Spanish class as a native Spanish speaker.

Rodriguez to Lead UTSA Science Center

Dr. Charles G. Rodriguez has become executive director of development and public affairs at the University of Texas Health Science Center at San Antonio.

Rodriguez initially joined the Health Science Center from the Hispanic Association of Colleges and Universities, where he served as vice president of development and interim president.

Presently a lieutenant colonel and commander of the 136th Signal Battalion with the Texas Army National Guard, he had served eight years as an active duty commissioned U.S. Army officer with the 101st Air Assault Division and the 1st Armored Division.

Rodriguez has a bachelor's degree from the U.S. Military Academy, two master's, one from Wheaton College and one from Keller Graduate School, and doctorate from the Union Institute.

Martin Wins Phi Kappa Phi Fellowship

California State University-Los Angeles biology senior Rosalinda Martin was one of 50 national winners of the prestigious $7,000 Phi Kappa Phi Graduate Fellowship.

Martin, who earned a 3.7 GPA, has been accepted by medical schools at Harvard, the University of California-Los Angeles, the University of Southern California (USC), the University of California-San Diego, and Stanford University, among others.

She has volunteered at the Los Angeles County-USC Hospital, and was an active volunteer at Saint Elizabeth's Convalescent Home.

"She could go into anything she wants and be successful," said Cal State-L.A. biochemistry professor and Phi Kappa Phi President Raymond Garcia.

Rivoli among Cal State-L.A. Early Entrance Grads

Photo© by Stan Carstensen

Nineteen-year-old Robert Rivoli III was among the largest-ever group of graduating California State University-Los Angeles Early Entrance Program students.

Joining Rivoli, a biology major, were Pankit Doshi (political science), Mark Gordon (anthropology), Edward Hsieh and Lin Jin (biochemistry), Haley Leung and Kyle Nakamoto (psychology), Sumanta Pal (biology), Reena Ved (computer information systems), Joann Wang (business administration), and Sherry Wasef (English).

Metke to Lead Lake Washington Technical College

Dr. L. Michael Metke, the author of *Students Who Persist: Factors Associated with the Persistence of Mexican American Students at a Two-Year Technical College*, will begin as president of Lake Washington Technical College on Sept. 1.

Metke is nationally recognized for his sponsorship and mentoring program linking influential community members with high school students graduating in the top five percent who could not otherwise afford college.

Certified by Fox Valley Technical College as a police academy graduate, Metke has bachelor's and master's degrees from the University of Wisconsin-Oshkosh and a doctorate from the University of Houston in Texas.

Estefan Awards Degree to Cruz at University of Miami Commencement

In Florida, singer Gloria Estefan, a graduate and trustee of the University of Miami (UM), personally awarded renowned salsa performer Celia Cruz an honorary doctor of music degree during UM's commencement ceremony.

Other honorary degree recipients included Colombian artist Fernando Botero, political columnist David S. Broder, author Ernest J. Gaines, Nobel laureate Alfred G. Gilman, music impresario Quincy Jones, religious studies scholar Martin E. Marty, and social activist Eunice Kennedy Shriver.

Pictured left to right: Estefan, UM President Edward T. Foote II, and UM board of trustees chairman Carlos De la Cruz.

Fulbrights for Marasco and Harmon

Two Colorado Mountain College professors who have been working in Nicaragua, Laura Marasco and Dave Harmon, were chosen as Fulbright-Hayes Scholars to develop curricula that can be replicated by two- and four-year colleges anywhere.

Harmon is a professor of sociology, and Marasco, an assistant professor and director of international education.

Both are studying how years of civil war and adapting to peace are changing the culture, politics, economics, and religious lives of the people of Nicaragua.

Harmon said that the goal is to get information to community colleges around the country about the potential for service learning in Third-World countries.

California-Los Angeles' Loza Releases Bio on Puente

Noted scholar and performer Steven Loza (pictured), a University of California-Los Angeles professor of ethnomusicology, released the first authorized biography of Tito Puente, known throughout the music world as the "King of Latin Music." *Tito Puente and the Making of Latin Music* is the first in-depth, historical, musical, and cultural study to trace the career and influence of this giant of Latin music.

Said Loza, who was approached by Puente to author the biography: "Puente's popularity has crossed the English- and Spanish-speaking worlds to include Africa, Asia, and Europe. As a personal friend of Tito's for more than 15 years, I've tried to provide the reader with a unique, multifaceted portrait of the artist never before revealed."

PLACES

Grant Helps Bilingual, Bicultural Nurses at Northern Essex

Northern Essex Community College (Mass.) received a $50,000 grant from the Helene Fuld Health Trust's "Educational Mobility Initiative" to help bilingual, bicultural, licensed practical nurses earn their registered nursing (RN) degrees.

The grant provides eight students currently enrolled in the college's day and evening RN programs with $5,000 living stipends and access to a nurse mentor.

Shown l. to r. are Dr. Sylvia Hallsworth, director of nursing, student Philip Eyssallenne, Francesca Fay of the college's RN faculty, and student Leyda Tejeda.

Hispanic Scholarship Recipients to Attend Colorado Mountain College

Seven recent high school graduates from Colorado have received an Alpine Bank Hispanic Scholarship.

Eugenia Lopez, Alejandro Sánchez (pictured, bottom right, with Tony Thompson, Alpine Bank vice president), Martha Menchaca, Marissa Aguirre, Amanda Diaz (top), Ricardo Hernández (middle), and Ricardo Montes received the scholarship, which provides higher education access to ambitious Latino high school graduates who otherwise could not go to college because of their economic situations. They will receive the cost of tuition for a full-time schedule of classes at Colorado Mountain College, student fees, and books for two years.

J. Robert Young, chairman of the bank's board, said that Alpine Bank is excited about the number of scholarship recipients who are the first in their families to go to college.

City-Inspired Art Exhibit at New York University

Five artists of color–professors at historically Black colleges and universities and scholars-in-residence at New York University (NYU)–held an exhibition at Soho's Cinque Gallery to celebrate the 15th anniversary of the Faculty Resource Network, the NYU-based program that afforded them studio and study time in New York City. The exhibit, "Artists in the City: The Legacy of the Faculty Resource Network," included some 20 works.

Photo© by James Leavitt

Arthur L. Bacon, of Talladega College; Louis Delsarte, of Morris Brown College; Arturo Lindsay, of Spelman College; Marcelo Novo, formerly at Benedict College; and Charles Rogers, of Johnson C. Smith University, all had their work showcased.

New Mexico State Child-Care Course Taught in Spanish

Education faculty at New Mexico State University (NMSU) who identified a critical need for trained child-care and preschool professionals have developed a certificate course in Spanish to help fill the gap.

The New Mexico Entry-Level Certificate Course for Early Care and Education Personnel, developed by Nancy Baptiste and other NMSU colleagues, is an outgrowth of a needs assessment conducted in southern New Mexico and the El Paso, Texas, area.

Offered in English throughout the state for two years, the Spanish version is being taught at sites in southern New Mexico and West Texas by Loui Reyes of NMSU and Cristina González of El Paso Community College (pictured).

University of Houston-Downtown Installs Supercomputer

The University of Houston-Downtown (UHD) in Texas received an IBM RS/6000 SP supercomputer as part of an IBM Shared University Research grant.

This system is based on an updated version of the technology known as Deep Blue, the supercomputer that beat grand master chess champion Garry Kasparov in 1997. Today, RS/6000 SP systems are running many of the world's largest Web sites, helping find new sources of oil, developing designs that lead to safer cars and aircraft, and producing ever more detailed atmospheric models for the National Weather Service.

Dr. Max Castillo (pictured), UHD president, said, "IBM's grant marks a significant milestone for the university."

Latino Awareness Conference at Western Oregon

The Multicultural Student Union at Western Oregon University held "Voces de la Raza," its third annual Latino Awareness Conference. Discussions included "Our Culture, Our Backgrounds, Our History," "Who We Are in Today's World," and "Confronting Present Challenges."

Keynote speaker Jesús "Chuy" Negrete spoke on "500 Years of Chicano History."

Rio Hondo Sponsors Latina Leadership Conference

Rio Hondo College (RHC), which has a Hispanic student population of 69 percent and a large Hispanic employee base, sponsored this year's conference of the Latina Leadership Network (LLN) of California's Community Colleges, themed "Mas Caras: The Many Faces of Latina Leadership."

"RHC is blessed with many women leaders who, through effective leadership styles, effect positive change at the college every day," said Superintendent/President Jesus "Jess" Carreon.

Ten workshops were presented by RHC faculty, staff, and managers. "We are on the cutting edge of online classroom technology, high school and community outreach, leadership development, and vocational training," said RHC faculty member and LLN conference co-chair Martha Carreon. Pictured here are RHC staff members and other Latina leaders at the College-sponsored reception.

College Board Conference in Mexico

Photo© by The College Board

The University of Mayab in Mérida, Mexico, hosted "Assessment and Educational Excellence: Challenges for the New Millennium," a Latin American conference sponsored by The College Board's Puerto Rico and Latin American Activities office. Approximately 200 admissions officers and education professionals from 53 universities and high schools in Mexico, Bolivia, Costa Rica, Guatemala, Puerto Rico, and the United States attended.

Pictured is Alejandro Montano, Universidad Regiomontano, Mexico, who led one of the more than 30 sessions at the conference.

The College Board is an organization dedicated to the principle of equal opportunity, and its programs, services, and employment policies are guided by that principle.

N.J. Performing Arts Center Schedules Upcoming Events

NJPAC The New Jersey Performing Arts Center (NJPAC) has included the following in its Bell Atlantic Passport to Culture Family Time Series Performance Schedule for 1999-2000:

- "Festival Caribeño"–Musicians and dancers of AsaDifé, who specialize in the African-derived traditions of the Dominican Republic, join forces with Viento de Agua, who combine traditional Puerto Rican bomba and plena with modern jazz; and Conjunto Folklûrico de la Alianza Dominicana, a New York-based group. (October 9)
- "Navidad Flamenca"–Musicians and Flamenco dancers take audiences on a journey to southern Spain for a gypsy Christmas celebration. (December 11)
- "Los Tres Reyes: The Three Kings"–This Three Kings Day pageant, in English and Spanish, features dance, theater, music, and giant-sized puppets. (January 8,9)

Northern Arizona Provides Students Academic, Mentoring Experience

Roughly 150 ethnically diverse high school students from around the state came to Northern Arizona University (NAU) in June for activities aimed at preparing them for college. The program specifically targets students who are less likely to attend college without the intensive academic, mentoring, leadership, and life-skill training they can get at NAU's Center for Excellence in Education (CEE).

"The Summer Enrichment Program represents a long-term commitment and collaboration between education, business, and community members," said Regina Serrano (pictured), director, special projects in CEE.

Cleveland State Conference Targets Latin American Trade

Cleveland State University (CSU) hosted the Ohio trade conference "Market Vision 2020: Focus on Latin America," which attracted business professionals with an interest in discovering the best market opportunities. Trade experts, speakers, and panelists with direct experience in Latin America discussed banking and financing, strategic alliances and market entry, documentation and transportation, safety and security, credit, and the business, social, and cultural environments.

Jorge F. Quiroga Ramirez (pictured), vice president of the Republic of Bolivia and president of the congress, was one of many conference speakers.

Palo Alto Festival Benefits Tejeda Scholarship Fund

Palo Alto College (Texas) and Sam's Club, a wholesale membership organization, recently held the third annual fund-raiser benefiting the Frank M. Tejeda/Palo Alto College Scholarship Fund. Musical guests included David Natividad, Juanito Castillo, and the Palo Alto College Mariachi Palomino.

The scholarship fund was established in honor of U.S. Congressman Frank M. Tejeda (pictured) in April 1996.

Santa Monica Students in Nation's Capital

Five outstanding Santa Monica College (SMC) students were selected for the Dale Ride Internship program and are serving in legislative and other offices in the nation's capital this summer.

Danny Aguilar, Rosa Ramirez, Lisa Rael, Shelley Henderson, and Nehasi Lee are in the program, which was established in 1991 in memory of Ride, a distinguished educator and administrator at the California school.

Aguilar, president of the SMC Associated Students, is a history and political science major interning with the Hispanic Association of Colleges & Universities in the government relations office. Journalism major Ramirez, editor-in-chief of the campus newspaper, is serving in the office of the National Foundation for Women Legislators.

Pictured here (l. to r.) are Kait Scott (granddaughter of Dale Ride), Bear Ride (daughter of Dale Ride), SMC Trustee Dorothy Ehrhart-Morrison, Henderson, Lee, Rael, SMC Trustee Nancy Cattell, Ramirez, SMC President Piedad Robertson, and Aguilar.

Loyola-Chicago Holds Colloquium on Bible and Spanish Renaissance

Loyola University-Chicago (Ill.) held a four-day international colloquium, "The Bible and the Spanish Renaissance: Cardinal Ximénez de Cisneros and the *Complutensian Polyglot*," probing three interrelated topics critical to understanding the cultural importance of the Spanish Renaissance.

Lectures and discussions on the *Complutensian Polyglot*, Cardinal Ximenez de Cisneros (1436-1517) (whose seal is pictured here), and the University of Alcalá took place in June at the Walter Tower Campus.

The *Complutensian Polyglot* is a 16th-century publication commissioned to revive "the dormant study of Scriptures"; Cisneros was a moving force behind the Spanish Renaissance, and the University of Alcalá, founded in 1499 in Alcalá de Henares, served as a model for the first Latin American universities.

Pima Honors Diversity Advocates

For the past five years, the Chancellor's Equity and Diversity Awards have recognized a Pima Community College (Ariz.) student, instructor, staff member, and administrator who have helped promote diversity and equity issues.

This year's awards went to student Scott Mealer, Phi Theta Kappa president; staff member Constance Strickland (pictured at left), student activities coordinator; sociology instructor Rosalia Solorzano (at right); and Dr. Sylvia Lee, dean of student development.

The winners helped "promote and prove that diversity is very much alive in this college," said Joe Toro, acting director of the college's equal opportunity employment/affirmative action office.

Houston Community College Receives EPA Grant

The U.S. Environmental Protection Agency (EPA) awarded Houston Community College (HCC) in Texas a $200,000 grant to establish environmental technician training for 100 students over a two-year period.

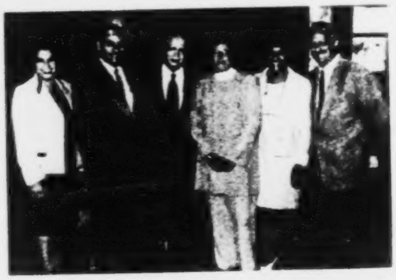
HCC Chancellor Ruth Burgos-Sasscer believes the Brownfield Environmental Training Programs will provide jobs for many under-employed Houstonians.

According to Burgos, although Houston's economy is good, the program will help develop skills that will take unemployed Houstonians from "poverty to self-sufficiency."

Burgos attributed HCC's successful efforts to HCC staff and to HCC's Southeast College and its president, Dr. Sylvia Ramos (pictured here).

City College Hosts "Excelencia en Educación" Conferences

The City College of New York recently hosted "Excelencia en Educación," a series of national conferences, part of an effort by the White House Initiative on Educational Excellence for Hispanic Americans to connect local communities and organizations with state and federal resources that can develop partnerships with Latino parents to increase their children's level of educational attainment.



Pictured l. to r. are Gloria Rodriguez,

President's Advisory Commission on Educational Excellence for Hispanic Americans; Guillermo Linares, New York City Council member and vice chair of the President's Advisory Commission; Secretary of Education Richard W. Riley; Ana Guzman, chair, President's Advisory Commission; City College President Yolanda T. Moses; and CCNY Vice President for Student Affairs Thomas D. Morales.

Alamo Community College District Co-Sponsors International Conference

Forty presidents from universities across Mexico and Central and South America gathered in San Antonio, Texas, in June to explore ways to implement technological education in their systems. The conference was sponsored by the Alamo Community College District (ACCD), Southwest Research Institute, and Partnership for Environmental Technology Education.

Dr. Eduardo Conrado (pictured), ACCD director of international programs and a conference coordinator, said that Latin American universities do not offer technical courses as part of their curricula, but are interested in learning how such education works in the United States.

Survey Offers Insight into Diversity in Corporate America

Ph.D

African American, Hispanic American, and Native American MBAs in corporate America say they still lag far behind non-minorities in getting hired, promoted, and reaching their companies' upper levels, a survey by The Ph.D Project reveals. But looking five years ahead, most of the group expect opportunities for new MBAs to improve or hold steady.

The Ph.D Project is a comprehensive, long-range effort to substantially increase minority faculty and, ultimately, minority student representation in the nation's business schools. The project aims to advance this goal by acting as a catalyst for more minorities to pursue doctorates in business and become professors. For further information, visit <www.phdproject.com>

New Mexico State Celebrates Hispanic Achievements

The Hispanic Faculty and Staff Caucus at New Mexico State University (NMSU) celebrated the achievements of several outstanding Hispanics.

Spring 1999 graduate Cy Salazar was recognized for his year as president of the Associated Students of New Mexico State University (ASNMSU), the student body government. He was the first Hispanic in the post since 1988.

Former Chicano programs associate director Narcisa Zarate (pictured) was acknowledged for her dedication to the educational achievement of Hispanic students at NMSU.

NMSU and Doña Ana Branch Community College faculty who received tenure in 1998 include Elba Serrano, Antonio Lara, Enedina Vázquez, Luis A. Vázquez, Robert Paz, Daniel Villa, Milagros Pena, Ana Huerta Macías, and E. Ann Gutiérrez.

N.J. Performing Arts Center News

NJPAC

The New Jersey Performing Arts Center (NJPAC) just wrapped up "Sounds of the City," a 10-week series of free outdoor concerts designed to showcase talented New Jersey-based artists. The after-work series, which included Latin jazz, Portuguese fado music, and Haitian troubadour, was the brainchild of NJPAC's Community Partnership Committee, a group of young people, students, and artists interested in promoting the arts within and throughout New Jersey's urban communities.

NJPAC's "World Festival II: A Festival of Pan African America" culminated with three separate weekend performances by Baba Olatunji and Hugh Masekela; Isaac Hayes and Sam Moore; and long-reigning queen of Latin music Celia Cruz, special guest Johnny Pacheco, and legendary bassist and composer Israel López "Cachao."

Coors Hispanic Employee Network Awards Scholarships

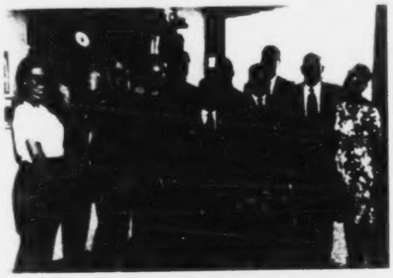
The Coors Hispanic Employee Network (CHEN) awarded eight college scholarships to Colorado high school seniors.

Hugo Patiño (pictured top, third from r.), Coors vice president of quality, research, and development, and sponsor for CHEN, presented the scholarships to (top, l. to r.) Melkon DomBourian, Kimberly Sánchez, and Rebecca Christian, and (bottom, l. to r.) Joshua Morse, Jaylin Ruiz, Rudionna Garza, and Kimberly García. Jennifer Brumage also received a scholarship.

CHEN's mission is to advance the success of Hispanic employees at Coors, act as a resource to the company and to each other, and to support and enhance the efforts of the company within the Hispanic community.

Miami-Dade Aviation Students Receive Scholarships

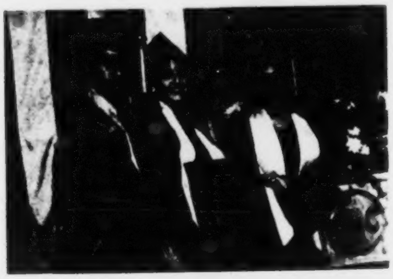
Eig-Watson aviation scholarships were awarded to 10 students in Miami-Dade Community College's (Fla.) Homestead Campus Professional Piloting program. The $4,500 scholarships were presented to (pictured l. to r.) Jennifer Clements, Joseph Gutiérrez, Cherie Sturges, Ossie Brown, Inga Wuerges, Matthew Scott, Randall Garro, Nawaf Hafidh, Damian Rodriguez, and Gregory Tirado.



The scholarship program was established in 1998 by Harvey Watson and Lois Eig-Watson (pictured far r.) in memory of her late husband, Saul Eig. The largest aviation scholarship in the country, the program has presented 107 awards to outstanding students to help defray costs of any additional flight training necessary to achieve their next certificate or rating.

Crafton Hills Awards Scholarships

During the recent Honors Celebration at Crafton Hills College (CHC) in Yucaipa, Calif., student leaders who received Latino Faculty and Staff Association Scholarships were Mayda Gómez, transferring to the University of California, and Victor Sotelo, transferring to California State University-San Bernardino.

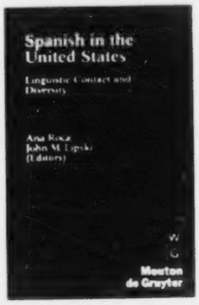


Mathematics Achievement Scholarships were awarded to (pictured l. to r.) David Cardoza, Linda Cardoza, and Parkash K Gurm. Other winners were Patrick Joe Balasta and Hamarz Aryafar.

PUBLICATIONS

Spanish in the United States: Linguistic Contact and Diversity

Ana Roca and John M. Lipski, eds.

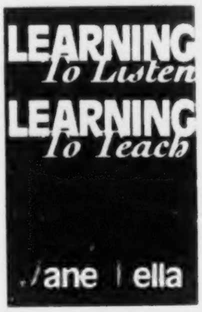

Spanish in the United States
Linguistic Contact and Diversity
Ana Roca
John M. Lipski
(Editors)
Mouton de Gruyter

This collection of original papers presents research on linguistic aspects of Spanish as used in the United States today. The authors examine such topics as language maintenance and language shift, language choice, the bilingual's discourse patterns, varieties of Spanish used in the United States, and oral proficiency testing of bilingual speakers.

1993
212 pgs.
ISBN 3-11-016572-4
$24.95 paper
Mouton de Gruyter
(914) 747-0110

Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults

by Jane Vella

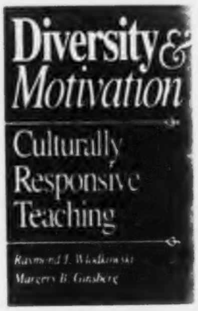

LEARNING To Listen
LEARNING To Teach
Jane Vella

This book offers a practical, proven, universally applicable approach to adult education. The 12 basic principles of adult learning given transcend cultural differences.

1994
202 pgs.
ISBN 0-7879-3963-3
$19.95 paper
Jossey-Bass Inc
(888) 378-2537

Diversity and Motivation: Culturally Responsive Teaching

by Raymond J. Wlodkowski and Margery B. Ginsberg

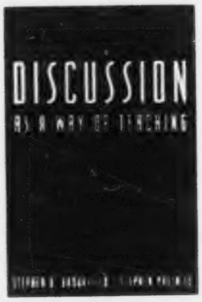

Diversity & Motivation
Culturally Responsive Teaching
Raymond J. Wlodkowski
Margery B. Ginsberg

This book provides teachers and trainers with sensitive and practical help in working effectively with groups of culturally diverse learners.

1995
364 pgs.
ISBN 0-7879-0126-1
$34.95 cloth
Jossey-Bass Inc
(888) 378-2537

Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms

by Stephen D. Brookfield and Stephen Preskill


DISCUSSION
AS A WAY OF TEACHING

This book emphasizes how classroom discussion fosters democratic participation and enhances learning. The authors review how to balance the voices of students and teachers, while still preserving the moral, political, and pedagogic integrity of discussion.

1999
248 pgs.
ISBN 0-7879-4458-0
$32.95 cloth
Jossey-Bass Inc
(888) 378-2537

True to Ourselves: A Celebration of Women Making a Difference

Nancy M. Neuman, ed.

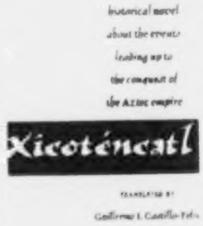
TRUE TO OURSELVES
NANCY M. NEUMAN

Here is a celebration of passionate, heroic women who represent the expanding power and influence of women in American public life. In this collection, 22 extraordinary leaders share inspiring personal stories that reflect the universal desire to effect change in the world.

1998
246 pgs.
ISBN 0-7879-4175-1
$22.00 cloth
Jossey-Bass Inc
(888) 378-2537

Xicoténcatl: An anonymous historical novel about the events leading up to the conquest of the Aztec empire

translated by Guillermo I. Castillo-Feliú


An anonymous historical novel about the events leading up to the conquest of the Aztec empire
Xicoténcatl
Translated by
Guillermo I. Castillo-Feliú

As Spain's New World colonies fought for their independence in the early 19th Century, an anonymous author looked back on the earlier struggles of Native Americans against the Spanish conquistadores and penned this novel. This book stands out as a beautiful exposition of an idealized New World about to undergo the tremendous changes wrought by the Spanish Conquest

May 1999

166 pgs.

ISBN 0-292-71214-6

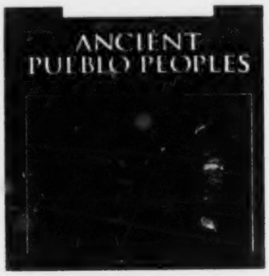
$13.95 paper

University of Texas Press

(800) 252-3206

Ancient Pueblo Peoples

by Linda S. Cordell



This book illustrates clearly how recent archaeological advances have provided new insights into the long, rich development of Pueblo culture in the American Southwest and the continuities and discontinuities between the prehistoric past and the vibrant Pueblo culture of the modern age.

1994

176 pgs.

ISBN 0-89599-038-5

$2.99 cloth

Smithsonian Books

(202) 357-1784

Multicultural Aspects of Disabilities: A Guide to Understanding and Assisting Minorities in the Rehabilitation Process

by Willie V. Bryan

MULTICULTURAL ASPECTS OF DISABILITIES
WILLIE V. BRYAN, Ed.D

The most diverse minority group and the largest minority group is persons with disabilities. This book discusses the need for rehabilitation-helping professionals as well as other helping professionals to understand and consider cultural diversity as a factor in the rehabilitation process.

1999

288 pgs.

ISBN 0-398-06942-5

$45.95 paper

Thomas Books

(800) 258-8980

Mexicanos: A History of Mexicans in the United States

by Manuel G. Gonzales

MEXICANOS
MANUEL G. GONZALES

Combining the best of the new studies by Chicana/Chicano revisionists with insights gained through rigorous grounding in European, Latin American, and Mexican American history, author Manuel G. Gonzales, in this book, offers a "non-movement" interpretation of the evolution of the growing Mexican communities in this country.

May 1999

336 pgs.

ISBN 0-253-33520-5

$29.95 cloth

Indiana University Press

(800) 842-6796

The Latino Guide to Personal Money Management ¡Para Nosotros!

by Laura Castañeda and Laura Castellanos

THE LATINO GUIDE TO PERSONAL MONEY MANAGEMENT
¡Para Nosotros!
LAURA CASTAÑEDA
AND
LAURA CASTELLANOS

This is the first personal finance guide by Latinos for Latinos. More than 250 tips–*consejos, avisos*, and *acciones*–explain financial terms (including their Spanish equivalents), offer solutions to special problems Latinos encounter, and point to hundreds of sources with valuable inside information, tailored to individual needs.

1999

311 pgs.

ISBN 1-57660-058-0

$16.95 paper

Bloomberg Press

(888) 417-9597

Bridging the Atlantic: Toward a Reassessment of Iberian and Latin American Cultural Ties

Marina Pérez de Mendiola, ed.

BRIDGING THE ATLANTIC
MARINA PÉREZ DE MENDIOLA, EDITOR

This book provides broad coverage of the most significant intellectual influences between the Iberian Peninsula and Latin America. It treats each case study with interdisciplinary depth.

1996

227 pgs.

ISBN 0-7914-2918-0

$15.95 paper

SUNY Press

(800) 666-2211

Allegories of Transgression and Transformation: Experimental Fiction by Women Writing under Dictatorship

by Mary Beth Tierney-Tello

At the nexus of politics and sexuality, this book examines how women's writing, produced in the wake of authoritarian regimes in several South American countries, simultaneously challenges both the effects of dictatorship and restrictive gender codes. The author examines the experimental fiction of Diamela Eltit, Nélida Piñon, Reina Roffé, and Cristina Peri Rossi.

1996

286 pgs.

ISBN 0-7914-3036-7

$18.95 paper

SUNY Press

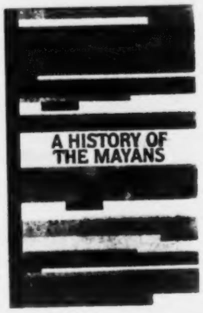
(800) 666-2211

VIDEOS AND CD-ROMS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053

A History of the Mayans



This program traces the history of Mayan civilization from its roots in Central America, to its glory days in Palenque, to its pointless destruction by Spanish missionaries in their quest to promote Christianity.

(45 min., color)
Item #FFH 8336

Carlos Fuentes: Man of Two Worlds

Carlos Fuentes

Man of Two Worlds

In this video, Carlos Fuentes, a major figure on the contemporary Latin American and world literary scene, talks about the influence of Latin American writers on his writing, notably Sor Juana, Rubén Darío, and Pablo Neruda, and of his own experiences growing up in the United States and teaching here.

(35 min., color)
Item #FFH 2149

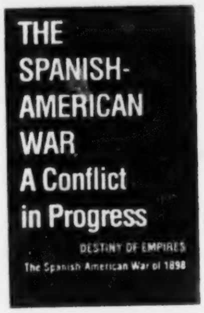
Hispanic Americans: The Second Generation

Hispanic Americans
The Second Generation

This program examines how second-generation Hispanics are adapting to American society, and how they are maintaining their Latino roots while assimilating into the American cultural mainstream.

(44 min. color)
Item #FFH 7992

The Spanish-American War: A Conflict in Progress



This program examines the conduct of the Spanish-American War, from Theodore Roosevelt's Rough Riders, to the defeatist attitude of Spanish commander Admiral Cerveras, to Cuban General Gomez and his decision to side with the Americans. Photos, sketches, and firsthand accounts support excellent historical commentary.

(52 min., color)
Item #FFH 8335

CONFERENCES

Popular Culture Association and American Culture Association—Latin American Congress

September 29-October 2
In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010, e-mail, <rich@hoover.stanford.edu>; Web site, <http://fenix.puc.udlap.mx/congress>

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e- mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogue between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600, e-mail, <kivaexpo@mindspring.com>.

SACNAS—National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170, e-mail, <<info@sacnas.org>; Web site, <www.sacnas.org>

University of South Carolina—"The Minority Student Today"

October 10-13

Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education, in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260; e-mail, <confs@gwm.sc.edu>; Web site, <www.sc.edu/conted/mst.htm>.

Austin Community College—Telelearning '99

October 10-13

Telelearning '99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (302) 436-1773; e-mail, <pretty_f@email.msn.com>; Web site, <www.sinclair.edu/community/itc>

Book Review

by Martha García

***Tiempo Artesano*, by Mireya Robles.** 85 pages. Barcelona, Spain: Editorial Campos, 1973. Déposito Legal: B.12.758. Distributed by Ediciones del Norte, U.S.A., (800) 782-5422. $6.00 paperback.

Tiempo Artesano is a compilation of poems in which the author, Mireya Robles, creates a fusion of time and space during her exile from Cuba. Manuel Durán, in the prologue, and Fernand Verhesen, in the introduction, both praise Robles' style and lyricism and empathize with the feelings of loneliness expressed throughout the work.

In *Tiempo Artesano*, Mireya Robles condenses the feelings of a woman in exile and translates those emotions into poetry. The metaphysical and abstract concepts of time and space are approached in a symbolic way.

TIEMPO
ARTESANO
Mireya Robles

The book is divided into four sections: "Poemas de España," "Poemas del tiempo," "Ciclo cerrado," and "Poemas de la muerte"– poems of Spain, of time, and of death. While these segments do not present a visible coherence, they are a constant reflection of the feelings of loneliness and alienation of this female author banished from her native land.

A common denominator of these poems is the pain, metaphorically expressed, experienced as a result of isolation in foreign territories. "Poemas de España" describe the poet's deep sorrow as she travels through foreign lands, illustrate her silent screams in an unknown country, her experience of abandonment, then reflect some submission to the situation, while noting the unlivable burden of existing in an alien territory. The poet declares bitterly that in Spain she was only "una sombra invisible." Robles states her desire to return to her homeland, explaining that even dying could not end this suffering.

Most of the poems were written in major cities of Spain, among them Madrid, Córdoba, Barcelona, and Zaragoza. Others originated in such places as Lisboa, Roma, and Albany.

"Soy el San Juan de Salomé" invokes mythologic details–"la doncella," for example, who surrenders to the "unicornio." Another is written in both Italian and Spanish, and asks "Quo vadis? Dove vai?" French scenarios are mentioned. In the last poem of this section, English and Spanish culminate in a mixture of elements allusive to different countries.

"Poemas del tiempo" use distance as a temporal factor between two spaces or territories. Their metaphysical topics include concepts of eternity and universe.

In "Verona in USA, 1971," found in "Ciclo cerrado," Robles uses allegory to describe her experiences in North America.

In "A Federico García Lorca," which exalts the writer's sensibility, Robles calls herself the "Yerma," the protagonist of one of his theatrical plays, trapped in a childless marriage. Yerma's one ambition is to become a mother, and she spends a good deal of her time throughout three acts lamenting her barrenness. Divorce is not an available solution. Adoption will not suffice because what Yerma craves is self-realization in the form of maternity, not simply a child to care for. She indignantly rejects the idea of adultery. This affirms her belief in the sacrament of marriage.

Robles also identifies with Lorca and his search for the "Escencia de la vida," this "*escencia*" being the highest ideal that a person can aspire to.

"Trilogía en punto final" expresses the cycle of existence where *cero* is the beginning and end, presented lyrically in a mathematical language.

The last section, "Poemas de la Muerte," won the award, Concurso Internacional of ***XILOTE Magazine*** in Mexico, 1971. Topics such as death, eternity, and the universe culminate in these "Tres Poemas." The experience of the deceased is increasingly presented. The final strophe concludes with the word *hora*, implying the last hour of life and the fear of the unknown after death.

This book would be an excellent source of study in Hispanic and culture courses. It explains the consequences of the Cuban exile through the poetry of this female author banished from her native land. Also, it could be used in women's studies courses as supportive material because these poems express the conflicts and experience of a woman out of her homeland as a result of emigration.

Martha García teaches Spanish courses at the University of Central Florida and is currently coordinator's assistant with the Spanish Master Program. García has published book reviews in a variety of academic journals and participates in literature and language conference.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

BEST COPY AVAILABLE

University of Pittsburgh

The University of Pittsburgh is searching for an outstanding scholar to assume the leadership of the Center for Minority Health at the Graduate School of Public Health (GSPH). The Mission of the Center is to address health needs of minority populations through research, education and training, and community service.

The Center carries out its mission in close association with the academic programs of GSPH, the other Schools of the Health Sciences at the University, and other University units concerned with health and policy issues related to the mission of the Center. The Center's mission includes research on the improvement of conditions affecting health status and health disparities of racial and ethnic minorities, culturally or otherwise diverse groups, and undeserved populations; and addressing underrepresentation of such groups in the health professions.

The Center Director must qualify for a tenured or tenure stream professorship or associate professorship in one or more of the departments of GSPH according to area of expertise, i.e.: Biostatistics, Epidemiology, Environmental and Occupational Health, Health Services Administration, Human Genetics, and Infectious Diseases and Microbiology. These departments include a wide variety of concentrations, programs, and research interests. Very high quality laboratory support, excellent statistical and computer resources, and population bases are available. More information about GSPH and its programs may be found at **http://www.pitt.edu/~gsphhome/**.

The Director will be responsible for the overall operation and management of the Center and supervision of the Center's staff and will report directly to the Dean of GSPH. The Director will establish the processes by which the Center's mission and goals are realized. The development and implementation of the agenda of the Center are the prime responsibility of the Director in collaboration with an Advisory Board.

The individual selected must have a demonstrated record of research/scholarship along with experience in course development, teaching and training and mentoring of graduate students with relevancy to minority health. He or she must be able to work cooperatively in broad-based and multi-disciplinary endeavors through linkages between GSPH, University and external professionals, and community representatives. A proven track record in developing and obtaining private and public resources is essential.

The position is available immediately. The initial review of candidates will begin as soon as applications are received. The goal is to fill the position by September 1, 1999 but applications may be submitted until the position is filled. Please send curriculum vitae, summary of research activities and interests, statement of interest in this position, and three references to:

Edgar N. Duncan, PhD, MSHyg
University of Pittsburgh
Graduate School of Public Health
Center for Minority Health
125 Parran Hall
130 DeSoto Street
Pittsburgh, PA 15261
Phone: 412-383-9774
Fax: 412-624-8679
email:edgar@vms.cis.pitt.edu

The University is an Equal Opportunity, Affirmative Action Employer

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NORTHERN ILLINOIS
UNIVERSITY

Director of Diversity Resources

The Director of Diversity Resources reports to the Associate Vice President, Administration and Human Resources. Responsibilities: In furtherance of the University's Mission Statement, supervise and coordinate a comprehensive and integrated University approach to general cultural diversity in the University workforce, utilizing appropriate affirmative action as needed; create and maintain innovative programs designed to foster a climate of fairness on campus with emphasis on recruitment, retention and balanced treatment of all members of the university workforce; represent the Diversity Resources program and HRS in a positive and proactive manner, and demonstrate the interpersonal skills required to facilitate consensus and effective communication across a wide-range of campus constituencies and personnel; supervise the Center for Diversity Resources and related staff members, and work closely with other managerial staff in HRS, with college and divisional administrators, related university committees and commissions, and staff responsible for the coordination of program services, activities, and events. Required: Excellent interpersonal, verbal, and writing skills to effectively represent the Diversity Resources Program across a wide range of campus constituencies; demonstrated strong competence in presentation and writing skills; computer literacy; demonstrated strong level of individual motivation and productivity; ability to participate in a wide variety of meetings and other forums, which may occur at various points throughout the day and on weekends or evenings; minimum of three years of experience at the level of program director or above in a human resources role with principal responsibility and demonstrated accomplishment in the areas of strategic diversity enhancement and competency, training and development, affirmative action or human relations; and a related master's degree. Application Deadline: For full consideration, complete applications must be postmarked by August 23, 1999. Submit: Letter of application, resume, and the names and phone numbers of three references to: **Director of Diversity Resources Search Committee, Human Resource Services, Northern Illinois University, 1515 W. Lincoln Highway, Dekalb, Illinois 60115**.

Northern Illinois University is an Affirmative Action/
Equal Employment Opportunity Institution

UNIVERSITY OF NEW HAMPSHIRE

ASSISTANT PROFESSOR WATER RESOURCES

Academic Year Appointment/Search Re-opened

The Department of Natural Resources, University of New Hampshire, is seeking an Assistant Professor in WATER RESOURCES MANAGEMENT (academic year appointment). The Department offers undergraduate degrees in water resources, soils, wildlife, forestry, and environmental conservation as well as a M.S. degree in Natural Resources. There is a strong interdisciplinary, University-wide Ph.D. program in Natural Resources. Additional information about the department can be obtained from our web page (http://www.unh.edu/natural-resources/index.html).

Initial teaching responsibilities include 1) Introduction to Water Resources Management and 2) Watershed Hydrology. Two additional courses such as Wetland Management, Contaminant Biogeochemistry, or advanced courses in the candidate's area of expertise will be taught on a staggered, every other year basis for a total of 3 courses (12 credits) per year. Candidates will be expected to interact with colleagues whose interest include ecosystem ecology, stream ecology, biogeochemistry, and soil science; develop a strong, extramurally funded research program; and be actively involved in graduate education. The position is available spring semester 2000. Candidates must have completed all requirements for the Ph.D.

Review of Applications begins September 15, 1999. To apply, send a cover letter, CV, statement of teaching and research interests, and 3 reference letters to:
Dr. William H. McDowell, Chair, Water Resources Search Committee, Department of Natural Resources, UNH, Durham, NH 03824

UNH is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nomination of women, persons of color, and members of other underrepresented groups, including the disabled.

HAMLINE
UNIVERSITY
Saint Paul, Minnesota

Chief Financial Officer and Treasurer

Hamline University, a high-quality, nationally ranked university located in Saint Paul, Minnesota invites nominations and expressions of interest for the position of Chief Financial Officer and Treasurer, of the University.

Founded in 1854, Hamline University is Minnesota's first university. A comprehensive university, Hamline enrolls more than 3,000 degree-seeking students in the College of Liberal Arts, the School of Law, the Graduate School of Education and the Graduate School of Public Administration and Management. Hamline is a pioneer in preparing students to become ethical leaders and applying rigor to real-world careers.

Reporting directly to the President, the Chief Financial Officer and Treasurer shares in University-wide leadership and in policy formulation and management. With an annual budget of $48 million and an endowment of almost $43 million, the challenge facing the successful candidate is to maximize the financial systems and investments in order to further the University's academic priorities.

The University seeks a strong leader with excellent financial, budgetary, and analytical skills. Charged with overall fiscal stewardship of the University, this position supervises the offices of budget and controller, institutional planning and research, and will work closely with the Board of Trustees, especially the Audit, Investment, Budget and Finance Committees.

The successful candidate must posses the ability to participate in the vision for the University and identify financial strategies best suited to advancing the University as well as demonstrated ability in financial planning, budgeting, and financial investments, including the endowment. Most importantly, he or she must possess a collaborative management style, strong inter-personal skills, and the ability to work with a team. The candidate should have at least seven years of successful management experience in a complex institutional environment, preferably in higher education or in a not-for-profit organization.

Credential review will begin immediately and continue until the position is filled. Applications and expressions of interest should be submitted in confidence to:

Hamline University
c/o Educational Management Network
A division of Witt/Kieffer
98 Old South Road
Nantucket, MA 02554

Hamline University is an affirmative action/equal opportunity employer

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WILLIAM PATERSON UNIVERSITY

A comprehensive public university, William Paterson University comprises an intellectually engaged and diverse faculty, state-of-the-art information and communications technology, and cultural resources of national renown. Committed to student success, academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student faculty ratio (12:1) and small class size (21:3). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Faculty Positions

College of Humanities and Social Sciences
Department of English

Director of the University Writing Center and Assistant Professor. Ph.D. required with specialization in rhetoric/composition and/ or linguistics. Successful candidate will teach half time in the Department of English and supervise the University Writing Center, within the Department. Reporting to the Chair of the Department as Director of the Writing Center, the individual will work closely with the Director of Freshman English, Writing-Across-the-Curriculum Coordinator, and others to provide programmatic leadership, coordinate tutoring, and supervise academic support activities centered in the department.

University Director of Assessment and Assistant or Associate Professor. Area of expertise in the field of English is open, but experience in the teaching of writing is preferred; experience and knowledge in matters of the assessment of student learning, program review and the coordination of Programs and Ph.D. is required. Successful candidate will teach half-time in the Department of English and devote half-time to development and implementation of the University's Assessment Programs. As Director of Assessment, the individual will report to the Office of the Provost and work closely with the Associate Provost, the Director of the Office of Planning, Research, and Evaluation, Deans and Department Chairs.

Candidates should send letter of application, CV and three references to ***Catarina Edinger, Chair, Department of English, William Paterson University, Wayne, NJ 07470.*** Both positions commence September 1, 1999. Applications will be considered on an ongoing basis until the positions are filled.

Staff Positions

College of Humanities and Social Sciences
Department of Languages and Cultures

Coordinator of Foreign Language Multimedia Center. Ph.D. or Ed.D. in foreign languages or foreign language pedagogy preferred; ABD required. Professional Services Specialist to provide department faculty with expertise in applications of new multimedia technologies and use in pedagogy, develop and implement maintenance and improvement plans for equipment and software. Knowledge of information systems sufficient to provide first stage analysis and to trouble-shoot hardware and software problems; excellent communication, organizational, and management skills required. Ability to assist in preparation of educational grants and to work flexible hours preferred.

Candidates should send letter of application, CV and three references to: ***William Rosa, Chair, Department of Languages and Cultures, William Paterson University, Wayne, New Jersey 07470.*** Applications will be considered on an ongoing basis until the position is filled.

College of Education

Technology Coordinator B.A./B.S. with interest and experience in the use of educational technology required. Program Assistant to coordinate educational software inventory, purchases, and daily operations, lab acquisitions, repairs, and trouble-shooting; to provide supervision and scheduling for use of College technology budget and assist in planning; to serve as liaison to support staff in Information and Research Technology unit and faculty on the College of Education Technology Committee.

Candidates should send letter of application, CV and three references to: ***Leslie Agard-Jones, Dean, College of Education, Drawer HO, William Paterson University, Wayne, New Jersey 07470.*** Applications will be considered on an ongoing basis until the position is filled. The salary for each position is commensurate with experience. A comprehensive benefits package is included.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wpunj.edu
An Equal Opportunity Institution Committed to Diversity

ANNOUNCEMENT OF FACULTY POSITIONS
Peter F. Drucker Graduate School of Management

The Peter F. Drucker Graduate School of Management at Claremont Graduate University is dedicated to advancing the theory and practice of management. It offers MBA, Executive MBA and Ph.D. programs as well as non-degree Executive Education programs. Appointment at the rank of associate or full professor is likely, but senior assistant professors with the requisite experience may be considered. To accommodate future growth, nominations and applications are sought for four faculty positions from among the following areas:

- *Accounting and Cost Management*, with particular emphasis on financial accounting and/or cost management, and the strategic challenges faced by chief financial officers
- *Marketing*, with special emphasis on consumer behavior, innovation, and research methodology as they relate to marketing strategy formulation
- *Finance*, with a focus on financial management, the interface between strategy and finance, the use of derivatives in a managerial context, or real options
- *Strategy*, with emphasis on strategy formation and/or global strategy issues
- *Organization Theory*, with a focus on strategic organizational design and development applications
- *Operations Management*, with special emphasis on systems simulation, process modeling, and/or strategic risk management, with applications in technology integration and/or service operations

Candidates must have a doctoral degree, a strong record of scholarship, an interest in diverse approaches, students and populations, and a demonstrated ability to make their intellectual contributions accessible to experienced managers through teaching and published work. Candidates also should have an interest in supervising the research of diverse students with considerable management experience. Executive level management or consulting experience is desirable.

These positions will remain open until filled. Review of nominations and applications, however, will commence on October 1, 1999. Please direct nominations, applications and inquiries to:

Office of the Dean
Peter F. Drucker Graduate School of Management
Claremont Graduate University
1021 North Dartmouth Avenue
Claremont, CA 91711

Located 35 miles east of Los Angeles in the foothills of the San Gabriel Mountains, Claremont Graduate University is enriched by its proximity to a diverse, multicultural business environment. It benefits from the resources it shares with the five undergraduate institutions in the Claremont cluster: Claremont McKenna, Harvey Mudd, Pitzer, Pomona, and Scripps Colleges, and the Keck Graduate Institute of Applied Life Sciences. Claremont Graduate University prepares a diverse group of outstanding individuals to assume leadership roles in the worldwide community through teaching, research, and practice in selected fields.

Claremont Graduate University is an Affirmative Action and Equal Opportunity Employer and actively seeks applications from women and members of minority groups.

For further information about the Peter F. Drucker Graduate School of Management, visit our website at **www.cgu.edu/drucker**.

Claremont
GRADUATE UNIVERSITY

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

PRESIDENT
(99239)

St. Philip's College, one of four colleges in the Alamo Community College District, invites candidates for this executive position. Located near downtown San Antonio, Texas, St. Philip's College offers strong programs in health, business and industrial careers and other vocational fields. Through articulation agreements, this community college also offers arts and sciences course work that directly transfers to four-year educational institutions. SPC has established a national reputation in instructional and learning resource technology and is the site of one of ten national Technology Transfer Centers supported by IBM and the League for Innovation in the Community College. For more information, visit our web site at www.accd.edu

The President is expected to serve as a team leader in concert with the District Chancellor, Executive Vice Chancellor, other college presidents, faculty and staff. The successful candidate will have the vision and energy to address the educational/technical demands of the 21st century, and possess at least:

- five years administrative experience at the Dean level or above
- an earned Doctorate degree
- three years full-time faculty post-secondary experience preferred
- a demonstrated/successful record of increasing responsibility

Must submit the following: (1) letter of interest reflecting your views on the role of a president and how your background can serve as a positive influence for a diverse student population, (2) comprehensive resume/vitae, (3) three letters of recommendation, and (4) photocopies of transcripts. Selectee subject to criminal history check. Incomplete packages may not be considered.

Deliver or postmark materials by September 3, 1999 to:

Trina Diehl, Interim Employment/EEO Manager
Alamo Community College District • Human Resources Department
201 W. Sheridan • San Antonio, Texas 78204
www.accd.edu/accd/hr/hr.htm • emresume@accd.edu
(210) 208-8051 • Fax: (210) 208-8052 • EEO Employer

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Mathematical Sciences

One-year appointment beginning Fall, 1999

This position is being posted
jointly with the
Five Colleges of Ohio Consortium
For complete job description, please see
www.wooster.edu,
click on **Inside Wooster**,
click on **Employment Opportunities**
or call or e-mail Linda Farmer
330-263-2133--lfarmer@acs.wooster.edu

1492

LAREDO COMMUNITY COLLEGE

Must meet entry level standards as set by the Southern Association of Colleges and Schools, the Texas Higher Education Coordinating Board and any other applicable certification or accreditation standards

HEALTH OCCUPATIONS LAB INSTRUCTOR

Non-Tenure Track

MINIMUM QUALIFICATIONS:

- Licensed Vocational Nursing Certificate-LVN
- Knowledge and vocational-technical skills training in the Health field
- Three years recent clinical work experience

SALARY RANGE: $26,203- $31,630 (Commensurate with Degree and experience)
APPLICATION DEADLINE: Applications will be accepted until position is filled

RADIOLOGY TECHNOLOGY INSTRUCTOR/PROGRAM DIRECTOR

Tenure-Track

MINIMUM QUALIFICATIONS:

- Bachelor's Degree. Degree should include components in radiologic technology (Masters Degree in vocational education or related clinical field, preferred)
- Three years full-time clinical work experience in teaching field
- Minimum of two years teaching experience required to meet JRCERT Standards
- American Registry of Radiologic Technology (ARRT) active certification or active registration in the pertinent discipline

SALARY RANGE: $21,443-$39,610 (Commensurate with Degree and experience)
APPLICATION DEADLINE: Applications will be accepted until position is filled

NURSING INSTRUCTOR

Tenure-Track

MINIMUM QUALIFICATIONS:
- Masters Degree with a major in nursing
- Current Texas RN License, or eligible for RN License in the state of Texas
- Three years experience in Nursing Practice (three years teaching experience in an Associate Degree Nursing Program, preferred)

APPLICATION DEADLINE: Applications will be accepted until position is filled
SALARY RANGE: $30,633-$39,610, PLUS A $20,000 stipend subject to annual approval

OCCUPATIONAL THERAPY ASSISTANT INSTRUCTOR

Tenure-Track

MINIMUM QUALIFICATIONS:

- Associates in Applied Sciences in Occupational Therapist Assistant
- Three years of clinical experience within the past five years
- Currently licensed by the Texas Board of Occupational Therapy Examiners (TBOTE)

SALARY RANGE: $28,866-$33,610 (Commensurate with Degree and experience)
APPLICATION DEADLINE: Applications will be accepted until position is filled

LCC OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS

Please request position description and application packet from:

Laredo Community College
Department of Human Resources
West End Washington St; Laredo, Texas 78040
Tel: (956) 721-5138; Fax: (956) 721-5367

Laredo Community College is an Equal Opportunity AA Employer M/F/V/D

COLUMBIA UNIVERSITY

EXECUTIVE DIRECTOR
250th Anniversary Celebration

Columbia University in the City of New York seeks an Executive Director to manage the execution of the University's 250th Anniversary Celebration coming up in the year 2004. The 250th Anniversary Celebration will highlight the University's past as well as its plans for the future in a wide variety of scholarly, commemorative, and celebratory activities and events. The 250th offers a special opportunity to promote, both among Columbia's friends and the public at large, a richer understanding of Columbia's distinguished contributions to education, to the creation of knowledge, and to the communities it serves. The Celebration will emphasize the special character and values of Columbia, including the centrality of undergraduate education in the life of the institution, a deep engagement with New York City and the University's neighboring communities, and a commitment to strengthen an already vital international dimension.

Anniversary activities will engage and acknowledge a diverse audience, including faculty, students, staff, alumni, neighbors, and friends. The 250th will illuminate significant contributions of the University to the world of knowledge and reinforce its place among leading national and international institutions of higher education. The effort will rely heavily on volunteer efforts from trustees, alumni, and other friends of the University, as well as the support of faculty, staff, and students.

Reporting to the Secretary of the University and working closely with the volunteer steering committee and its co-chairs, the Executive Director will coordinate Celebration planning, execution, and promotion, and will be accountable for adherence to budget.

The successful candidate will have an outstanding track record overseeing highly visible, multiyear, multimillion-dollar projects, with many diverse component parts and involving a wide range of participants and audiences. The Executive Director will have a powerful intellect and a deep appreciation of academia, and will ideally bring some prior familiarity, or association, with Columbia. S/he will have experience in orchestrating successful promotional and celebratory programs and events, and will be comfortable with, and have talent for, interacting with a wide variety of people, including the most senior and notable. The Executive Director will combine superb judgment and a creative spirit with a firm administrative grasp.

Inquiries, applications, and nominations should be directed to Lisa Savereid at Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116-3805. Fax (617) 262-6509. E-mail: lsavereid@imsearch.com

Columbia University takes affirmative action toward equal employment opportunity.

MCTC MANCHESTER

Manchester Community-Technical College is the largest of Connecticut's Community-Technical Colleges. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000. MCTC is seeking candidates for the position of

DIRECTOR OF COMMUNICATIONS

The Director of Communications is responsible for internal and external communications, as well as the marketing and promotion of MCTC. For further information, please visit our website at **www.mctc.commnet.edu/per**, or call (860) 647-6153.

Send a letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than August 31, 1999

EOE/AA/M/F

HARVARD UNIVERSITY

GRADUATE SCHOOL OF BUSINESS ADMINISTRATION FACULTY OPENINGS

Harvard Business School announces faculty positions beginning July 1, 2000, for assistant professorships (possibly also at the associate professor level) in the following areas

Accounting and Control: financial accounting and analysis, management accounting, and management control. Closing date: December 31, 1999

Business, Government & International Economy: comparative politics, international political economy, business-government relations, applied macroeconomics, and business history. Closing date: November 5, 1999

Competition and Strategy: business unit and corporate strategy, global strategy, competitive dynamics, boundaries and organization of the firm, technology and strategy, and economic reasoning. Closing date: December 17, 1999

Entrepreneurial and Service Management: creativity and organization, entrepreneurial management, entrepreneurial finance. In addition to academic qualifications, demonstrated involvement and understanding of business practice is required. Closing date: December 1, 1999

Finance: corporate finance, capital markets, investments, and financial institutions. Closing date: December 17, 1999

General Management: international management, organizations and markets, strategic management. Closing date: December 1, 1999

Law and Management: legal aspects of entrepreneurship or global management. In addition to academic qualifications, demonstration of practical experience and knowledge of law as it relates to entrepreneurship and/or corporate management. Two positions available. Closing date: November 19, 1999

Marketing: international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. Closing date: September 30, 1999

Negotiation, Organizations and Markets: prescriptive approaches to negotiation and conflict resolution, especially from strategic and psychological viewpoints, and empirical and theoretical exploration of economic, psychological, and sociological aspects of the management of organizations. Possible positions also at the senior level. Closing date: December 31, 1999

Organizational Behavior: organizational behavior and organization theory. December 1, 1999

Technology and Operations Management: management of processes for producing goods and services, management of technology, operations strategy, transportation and logistics, productivity, and quality. Closing date: December 17, 1999

Positions entail case method teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DBA programs, and strong potential and interest to do research and to develop teaching materials at the forefront of their fields. Salaries and fringe benefits are fully competitive. Candidates should submit current CV, full transcripts of undergraduate and graduate work, a list of awards and honors received, copies of publications and current working papers, description of courses taught, and three letters of recommendation. Applications must be received by the closing date of the position. If applying for more than one position, please submit the appropriate number of complete packages to:

Tara M. O'Shea
Harvard Business School
Soldiers Field Road
Boston, Massachusetts 02163

Equal Opportunity/Affirmative Action Employer

Director of Academic Support for Student Athletes

Temple University is seeking an individual to be responsible for the ongoing development and coordination of an academic program designed to support the academic achievement and personal development of approximately 500 Temple University student-athletes. Duties include supervising counseling staff; counseling student-athletes; developing study hall, tutoring services and training programs; continuously evaluating program effectiveness; representing the program at various recruitment and orientation events; performing campus outreach on behalf of the department.

Master's degree, preferably in education administration, counseling, psychology, student personnel, or related education field, required. Minimum of 5 years experience in a university academic support setting, preferably one with considerable interaction with student-athletes, necessary. Earned doctoral degree and/or working knowledge of NCAA guidelines preferred. Experience with program evaluation and grant-writing an asset.

We offer a competitive salary and comprehensive benefits package including 100% tuition remission for you and your family. For immediate consideration, please send/fax/e-mail your resume with salary requirements to: **Harry A. Young, TEMPLE UNIVERSITY, 203 USB, 1601 N. Broad St., Phila., PA 19122. FAX: (215) 204-5921; e-mail: jobs@vm.temple.edu (no attachments please).** Resume review will begin August 15 and continue until position is filled. An equal opportunity/affirmative action employer, M/F/D/V

Visit us at our Web site http://careers.temple.edu

MIT

HOUSE MANAGERS

Residence Life and Student Life Programs, has two openings. **These are not live-in positions.** Will act as a house resource for students and faculty residents by managing financial, human resource, and facility maintenance in support of faculty and student programs. Will schedule, assign, train, and manage house employees; create and implement standards for housekeeping, security, and maintenance programs; coordinate room assignment programs for academic year and summer; update and control house database network; develop operating budget to assist in managing expenditures and produce the most effective services at the lowest cost; work with department head designees and other MIT departments; and participate in and support MIT affirmative action program. Will be on call twenty-four hours to respond to emergency situations.

Requirements: excellent interpersonal skills and a minimum of three years experience in facility and services management. Must possess a professional attitude and be committed to helping students. Ability to balance resident privacy and operational demands and procedures important. Must be familiar with Mac/PC computers and have a working knowledge of Microsoft Word, Excel, and FileMaker Pro. Knowledge of electronic mail and World Wide Web helpful.

Interested candidates should submit a resume and cover letter referencing **Job No. 99-0521 or Job No. 99-0522** to: **Valerie Chu Stone, MIT Personnel, PO Box 391229, Cambridge, MA 02139-0013. To apply on-line: web.mit.edu/personnel/www/resume.htm**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

UNIVERSITY OF NEW HAMPSHIRE

Computing and Information Services

The University of New Hampshire (UNH) invites applications for the following three positions. All include the responsibility for providing information technology (IT) leadership to the University System of New Hampshire (USNH) including UNH, UNH Manchester, Keene State College, Plymouth State College, and the College for Lifelong Learning. The CIS organization has approximately 165 professional and operating staff and annual operating budgets of over $20 million.

CIS IT units include: Enterprise Computing, Client Services and Telecommunications, AcademicTechnology, Printing and Mail, and Planning and Operations. Together these CIS units provide a comprehensive, integrated suite of IT services to the campus and the System user constituencies.

The University of New Hampshire in Durham is located in new Hampshire's beautiful seacoast area, just minutes from the coastal beaches and within an hour's drive from museums and theaters of Boston or the peaks of the White Mountain National Forest.

Assistant Vice President/CIO

The AVP is responsible for providing information technology (IT) services to the University System of New Hampshire (USNH). As the University of New Hampshire's (UNH) Chief Information Officer, the AVP will provide leadership, coordination and strategic planning for academic and administrative computing, telecommunications, networking, and the delivery of key strategic technology outcomes. Reporting to the UNH Vice President for Finance and Administration the AVP will work closely with senior officers of both UNH and USNH. He or she will have direct responsibility for Systemwide administrative computing and telecommunications and for academic computing, media, printing, mail services, and computer sales on the UNH campus. Directing a CIS senior management team and an organization of approximately 165 professional and operating staff the AVP will manage annual operating budgets of over $20 million.

Major initial projects will be to lead a transformation of CIS into a more integrated and responsive service organization and to coordinate IT resources to meet the needs of Systemwide finance and human resource replacement project scheduled to begin in the Fall of 1999. The AVP will also be the senior University contact with major vendors of computing hardware and software, participating in major contract negotiations and coordinating major technology purchases, site licenses, and volume purchase agreements.

Working with various committees within UNH and USNH, the AVP will recommend and communicate policies and actions related to information technology. In this leadership role, the AVP must have excellent interpersonal, communication, and team building skills as well as the ability to set direction and build consensus among various constituencies within the University and University System.

Requirements for the position include: documented success in managing a large, complex service organization; experience in organizational transformation; familiarity with major IT equipment vendors, products, and technologies; and a minimum of a bachelor's degree (master's preferred) with at least five years experience in a significant management role in an IT service environment. The successful candidate should demonstrate creative vision, technical competence, and sensitivity to the multi-faceted nature of IT's role in a complex organizational environment. *Job Code # 00015*

Director of Enterprise Computing

The Director of Enterprise Computing is responsible for providing integrated, campuswide information technology (IT) services to UNH and Systemwide administrative enterprise services for the University System of New Hampshire. Reporting to the Assistant Vice President (AVP) for CIS and working with the CIS senior management team, this new position will have responsibility for directing the development and delivery of integrated UNH campuswide and USNH Systemwide IT services. The CIS Enterprise Computing unit is comprised of central application servers, computer operations, database administration, central Vax and Unix system management, central LAN applications; central Web services; enterprise Web R&D; Systemwide finance and human resource information systems, and UNH, UNH-Manchester, and CLL student information systems. The Enterprise Computing services unit has approximately 41 professional and operating staff.

The Director of Enterprise Computing will join the CIS management team made up of the Directors of Planning and Operations; Client Services and Telecommunications; Academic Technology; Printing, Mail Services, and Computer Sales. Together these CIS units provide a comprehensive, integrated suite of services to campus and System users. USNH is about to begin an eight-project Long Range Technology Plan implementation; the first LRTP project undertaken will be a system-wide human resource and finance application system replacement. The Enterprise Computing Director will play a key technology leadership role in supporting IT requirements for that implementation scheduled for Fall, 1999.

Requirements for the position include: documented success in directing an integrated technology-based IT service unit, implementing organizational change, and doing project management; a bachelor's degree in an appropriate discipline; a minimum of five years of progressive experience in information systems preferably in higher education including at least three years in a significant management role; familiarity with major IT computer equipment vendors, products, and technologies; experience with analysis, design, creation, implementation and production management of contemporary enterprise management systems; technical experience should include modern languages, SQL, RDBMs, client/server and web systems. Creative vision, technical competence, team orientation, project management skills and sensitivity to the multi-faceted nature of computing in a complex IT environment are essential attributes for the position. Job # 00016

Director of Planning & Operations

The Director of Planning and Operations is responsible for providing planning, operations, and resource management support to CIS. Reporting to the Assistant Vice President (AVP) for CIS and working with a CIS senior management team, this new position will oversee CIS-wide planning efforts, including annual operating plans, and will provide financial, human resource , and communication planning support to new initiatives. The Director will evaluate resource requirements and feasibility of major CIS projects. The Director will draft planning documents, coordinate planning communication and meetings, and track progress. The Director will have responsibility for CIS-wide financial management (including annual budgeting process, financial reporting, and operations) and human resource management. Working across the Division, the position will be responsible for developing and implementing a CIS-wide communications strategy. The Director will oversee a complement of approximately eight professional and classified staff.

This position will join the CIS senior management team made up of the Directors of Enterprise Computing; Client Services and Telecommunications; Academic Technology; Printing, Mail Services, and Computer Sales. Together these CIS units provide an integrated suite of services to campus and system users.

Requirements for the position include a minimum of a bachelor's degree in appropriate discipline and **five or more years** of professional experience in planning and management. Outstanding communications and interpersonal skills demonstrated in a fast-paced, complex environment with a broad range of constituencies. Demonstrated planning experience in a large, complex institutional setting with significant project management experience and a demonstrated record of project accomplishments. Experience in financial management, planning, and budgeting, preferably in a university setting. *Job Code # 00017*

Starting salary for each position is negotiable and will be commensurate with experience and qualifications. Please indicate job code # in cover letter.

Letters of application and resume will be reviewed beginning August 13, 1999 and should be sent to:

David Butler, Assistant Vice President for Human Resources
University of New Hampshire
2 Leavitt Lane •
Durham, NH 03824

UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans.

Kansas State University

Webmaster

Kansas State University-Salina Instructional Technology Department invites applications for a regular full time position with responsibilities defined as webmaster. Call 785-826-2656 or email **(simmonds@sal.ksu.edu)** for information packet. For an online description URL link:

http://www.sal.ksu.edu/faculty/simmonds/IT/webmaster.html

Screening of applications begins July 23, 1999 and continues until position is filled.

KSU is an affirmative action/equal opportunity employer.
KSU actively seeks diversity among its employees.

IRCC

INDIAN RIVER COMMUNITY COLLEGE

Fort Pierce, Florida

Full-Time English Instructor

Master's degree in English required; Doctorate in English preferred. Please contact (561) 462-4806 or e-mail: **jrussaki@ircc.cc.fl.us** to request job description and employment application. Open until filled.

EEO/ADA/DFWP.

CSU

Cleveland State University

Dean

James J. Nance College Of Business Administration

Cleveland State University announces a national search for Dean of the James J. Nance College of Business Administration and invites applications and nominations of individuals who have the interest, ability and qualifications to lead the College into the 21st Century. Candidates must possess vision, a record of direct linkage to the business world, and determination to provide academic and administrative leadership of the College that will enhance its ongoing programs and resources, new program initiatives, and relationships with the community, industry and other units of the University. The Dean reports to the Provost and Senior Vice President for Academic and Student Affairs.

The successful candidate will have an advanced degree, a proven record of accomplishments relative to the business world and academia, and will qualify for the rank of professor in one of the College's academic departments. He or she must also possess demonstrable administrative and entrepreneurial skills in a variety of settings, including:

- leadership in multicultural academic institutions with an appreciation of the mission of public urban universities;
- experience in fund-raising and development;
- knowledge relating to obtaining and/or maintaining AACSB accreditation;
- achievements in internationalizing business programs and positioning graduates to be competitive in the global economy;
- ability to team build and expand relationships with alumni, corporations and government.

Cleveland State University is the preeminent public urban University serving Cleveland and the Northeast Ohio region, with an enrollment of approximately 16,000 students in six academic colleges and a Graduate College. The College of Business Administration is fully accredited by AACSB and positioned to become a nationally recognized business school presently offering doctoral, master's and bachelor's degrees in business disciplines. The College has approximately 70 faculty members and 3,000 students. The new state-of-the-art business school building was dedicated in Spring 1996.

The Cleveland metropolitan area approximates two million people and is one of the top business centers in the United States. It includes 21 Fortune 500 corporations, a growing "high tech" manufacturing sector, large regional banks, accounting and law firms, and nationally recognized health care organizations. The Greater Cleveland area has been enjoying the early stages of a renaissance and offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

Applicants who see themselves on the forefront of educating future business leaders in preparation for the next decade should send a letter of application, resume, and a list of five references to: **Business Dean Search Advisory Committee, Office of the Provost and Senior Vice President, Cleveland State University, Cleveland, OH 44115.** The committee will begin to review completed applications September 30, 1999. The position will remain open until filled. The salary and starting date for this position are negotiable, with January 2000 as the preferred start date. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

University of Minnesota
Morris, Minnesota

Head of West Central Research & Outreach Center

The Minnesota Agricultural Experiment Station is requesting applications for a administrative position as Head of the West Central Research & Outreach Center (WCROC) with academic rank and tenure in a relevant discipline. The Head is the chief administrative officer of WCROC and is responsible for the personnel and fiscal administration plus the research and educational programs and public relations activities of the WCROC. Requirements include a Ph.D. in an agricultural or related science with a minimum of 8 years experience in research. Desired preparation includes documented research, education and administrative experience and demonstrated capability in fiscal and personnel management. Experience with agricultural production systems is desired. It is desired that the candidate demonstrate a commitment to equal opportunity and affirmative action. Send a letter of application that includes: a statement of interest related to this position, vita, college transcripts, two selected reprints and 5 letters of reference including names and addresses of the individuals providing letters of reference by October 15, 1999 to **Dr. Frank Pfleger c/o Terry Beseman, West Central Research & Outreach Center, State Hwy 329, P.O. Box 471, Morris, MN 56267.** Inquiries should be directed to Dr. Frank Pfleger at 612-625-9736 email: **francisp@puccini.crl.umn.edu**. The University of Minnesota is an equal opportunity employer. Additional information on the WCROC and the College of Agricultural, Food and Environmental Sciences can be obtained at the following websites: **http://www.wces.agri.umn.edu** & **http://www.maes.umn.edu.**

VACANCY ANNOUNCEMENT

New Jersey City University invites applications for the position of Assistant Director for Academic Advisement and Testing, in the Department of Academic Career Planning and Placement. The University is a four year urban liberal arts institution, located in the New York/New Jersey metropolitan area. The University enrolls 8,000 students and has 248 faculty.

Assistant Director

for Academic Advisement and Testing, Department of Academic Career Planning and Placement

Responsibilities: Under the daily supervision of the Associate Director for Academic Advisement and Testing, the Assistant Director advises non-declared majors, provides academic and career counseling; assists students in making adequate progress toward degree requirements; interprets advisement regulations and policies; prepares reports; maintains accurate student records. Additional responsibilities may include veterans counseling and certification.

Qualifications: Master's Degree in Counseling or a related field, experience in higher education with a minimum of two years experience in advisement counseling; excellent organizational, interpersonal and writing skills; experience with on-line advising registration preferred.

Salary: $37,196 - $55,786

Applications: *Please forward a resume and three letters of recommendation to the following address no later than August 24, 1999.*

Dr. Jennifer Jones, Director of Academic
Career Planning and Placement Office
New Jersey City University
2039 Kennedy Blvd., Jersey City, New Jersey 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

Elmhurst
College

Dean of Admission

Elmhurst College seeks applications for the position of Dean of Admission. As the senior officer of the College for enrollment management, the Dean supervises the recruitment and selection of students in all programs, as well as the financial aid operations of the College. The Dean must share in a vision of higher education that embraces life-long learning, and a commitment to academic excellence, student development, and cultural diversity. Located in the western suburbs of Chicago, Elmhurst College's mission focuses on integrating liberal arts education and professional preparation.

The review of candidates will continue until the position is filled. Letters of application should include a statement of educational and management philosophy, a curriculum vitae, and the names of five references. Send applications to:

Dr. James Kulich
Special Assistant to the President
Elmhurst College
190 Prospect Avenue
Elmhurst, Illinois 60126-3296

Elmhurst College is an equal opportunity employer committed to being a diverse community of learners.

PBCC

DEANS OF STUDENT SERVICES

PBCC, Florida's first public community college, is a four-campus institution that serves a large and diverse population in South Florida. We are the ninth largest of 28 community colleges in the Florida Community College System, serving approximately 45,000 students per year. We are a premier teaching and learning institution in a highly desirable location to live. We invite applications for the two positions of Dean of Student Services who have a strong commitment to the personal development of students for our Lake Worth Campus and Palm Beach Gardens Campus.

Positions report directly to the Vice President of Student Services. Responsibilities include coordinating and integrating the following areas: student activities, counseling/advising, testing, career services, registration/admissions and financial aid. Positions require working collaboratively with Campus Provosts, faculty and student groups.

A Master's degree with a minimum of five years of relevant student services and supervisory/management experience is required. Candidates must demonstrate a strong working knowledge of co-curricular programming in a rapidly changing marketplace. Review of applications will begin August 3, 1999. Submit resumes, letters of intent and copy of transcripts to:

Dr. Ellen Grace, Director of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461

An Affirmative Action/Equal Opportunity/ADA Employer

UB **University at Buffalo**
STATE UNIVERSITY OF NEW YORK

Director of Recruitment/Recruitment Specialist for The University at Buffalo Law School

Duties: Under the supervision of the Associate Dean, Director of Admissions and Financial Aid, the Director of Recruitment/Recruitment Specialist is responsible for providing direct support for The University at Buffalo Law School recruitment program. **Specific duties include:** extensive travel in defined markets, representing UB Law at Grad/Prof School Recruiting Events and national Law School Forums, coordinating Open House and Career Day recruiting events on UB's campus, identifying and directing Student Ambassadors, coordinating prospective student campus visits, coordinating telemarketing and direct mail programs, and supporting computer data bases. The development and maintenance of relationships with pre-law advisors, students, faculty, staff, alumni and others influential in the law school selection process are important responsibilities.

Qualifications: A Bachelor's degree is required, a JD or other advanced degree is preferred. Prior admissions recruiting experience is desirable, knowledge of the law school admissions market is preferred. Word processing and data base program experience in Microsoft Word, Excel and Access is also desirable. A valid driver's license is essential. The ability and willingness to travel extensively and work weekends is required. The position requires excellent written and oral communication skills. The ability to work independently and accountably, yet as part of the Admissions team, is essential.

This is a twelve-month, renewable term appointment. Salary and benefits are competitive and based upon experience. Send cover letter, resume and contact information for three references to: Jack D. Cox, Jr., Associate Dean, Director of Admissions and Financial Aid, University at Buffalo Law School, 313 O'Brian Hall, Buffalo, NY 14260-1100.

The University at Buffalo Law School is an Equal Opportunity Affirmative Action Employer and encourages minorities, women, and persons with disabilities to apply.

WAYNE STATE UNIVERSITY

DEAN

COLLEGE OF URBAN LABOR AND METROPOLITAN AFFAIRS

Wayne State University invites applications and nominations for the position of Dean of the College of Urban, Labor and Metropolitan Affairs (CULMA). Created in 1985 by the Board of Governors of the University, this College holds a campus-wide position at the University, responsible for encouraging the involvement and prominence of the institution regarding urban and labor issues.

The College consists of the academic department of Geography and Urban Planning, master degree programs in Dispute Resolution, Industrial Relations and Urban Planning, Centers for Chicano-Boricua Studies, Labor Studies, Peace and Conflict Studies and Urban Studies. Also in the college are the Skillman Center for Children, the Douglas A. Fraser Center for Workplace Issues, a State Policy Center and the Archives of Labor and Urban Affairs at the Walter P. Reuther Library, the largest and most comprehensive such archives in the U.S. In addition to the faculty and staff of the areas listed above there are ten senior research faculty with appointments in CULMA, and 18 faculty from other Schools and Colleges who are coordinate faculty with instructional and or research responsibilities to CULMA.

Wayne State University is a Carnegie Research University I with a strong commitment to its urban mission. It has an enrollment of approximately 30,000 students, 30% of whom are members of minority groups. 40% are enrolled in graduate and professional programs. Located in the Cultural Center of Detroit, the University's neighbors include the Detroit Institute of Arts, the Museum of African American History, the Detroit Historical Museum, the Detroit Science Center, the Detroit Symphony Orchestra and the Detroit Medical Center. CULMA and the University are actively engaged in the current Detroit cultural and economic renaissance.

The University is seeking a strong leader with an appreciation of urban and labor issues, who can articulate a vision for the College's future and continue the development of the College and University as effective and highly visible contributors to urban policy. CULMA plays a prominent role in all the three areas of emphasis designated by President Irvin D. Reid: technology, an urban agenda, and global programs.

Qualifications include:

- Nationally recognized scholarship in urban or labor fields (broadly defined) appropriate to the awarding of tenure at the level of professor
- Administrative experience in complex settings
- Evidence of success in working collaboratively across Schools and Colleges within a University
- Experience in collaborative engagement with the community
- Record of involvement in professional organization

Proposed starting date is on or before May 1, 2000. Formal review of applications and nominations will begin September 15th, and will continue until the position is filled. Early inquiries are welcome. Applications from women and minorities are actively sought. Applications should include a full curriculum vitae and names, postal and electronic addresses, and telephone numbers for at least three references.

Correspondence should be addressed to:

Dr. Paula C. Wood
Dean, College of Education and
Search Committee Chair
Room 441 Office of the Dean
Wayne State University
Detroit, MI 48202
PWood@coe.wayne.edu

Wayne State University is an equal opportunity affirmative action employer.

Wayne State University website **www.wayne.edu/**
CULMA website **www.culma.wayne.edu/**

ROWAN
UNIVERSITY

DIRECTOR OF THE OFFICE OF FIELD EXPERIENCES/COORDINATOR OF SCHOOL/UNIVERSITY PARTNERSHIPS

Responsible for planning, organizing and implementing all academic field experiences offered by the College of Education, including student teaching, practicum, internships and externships. This involves undergraduate and graduate students who must complete a field experience for graduation and/or certification. Coordinates and responds to inquiries from K-12 schools regarding collaborative/partnership activities (including Professional Development Schools). Doctorate in Education or a related field required. Successful experience as a K-12 administrator, teacher or equivalent (at least five years). Familiarity with the region and with New Jersey public school regulations is a plus. START: 9/1/99. SALARY: Competitive. For a complete job description see the world-wide web (www.rowan.edu/jobs). Send application and supportive material by August 6 to: **Dr. Burton Sisco, Dean, College of Education, Rowan University, Glassboro, NJ 08028.**

Staff Assistant

FEINSTEIN FAMINE CENTER

Performs administrative duties, greets visitors, coordinates conferences, schedules appointments and makes travel arrangements. BA/BS with 1-3 yrs. related experience required. Ability to handle multiple and concurrent tasks. Possess excellent communication, interpersonal and organizational skills. Familiarity with WordPerfect, Microsoft Office Suite, and the Internet. *Job #M99-600.*

Send 2 copies of resume and cover letter, indicating job #, to ***Emmanuela Maurice, Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144.*** *For more details on this position and other exciting job opportunities, please visit our website. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

WWW.TUFTS.EDU

Tufts *University*

ILLINOIS
1867
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

VICE CHANCELLOR FOR RESEARCH

Nominations and applications are invited for the position of Vice Chancellor for Research at the University of Illinois at Urbana-Champaign. This official is one of four Vice Chancellors reporting to the Chancellor.

The University of Illinois at Urbana-Champaign, a comprehensive land-grant institution, has long been one of the nation's leading research universities. The campus has 16 colleges, schools and institutes. Faculty members secure more than $190 million in state and federal grants and contracts annually. Units performing research in engineering, agriculture and the physical and life sciences alone contain more than 90 laboratories and groups with sponsored research.

The Vice Chancellor for Research fosters activity and promotes excellence in research and scholarship across the full range of academic disciplines and interdisciplinary activities. The Vice Chancellor works closely with the Chancellor and Provost in the development and implementation of policies and practices relating to all aspects of the research mission of the campus; interacts with public and private sources of support for university research activities; formulates, implements, and administers policies regarding patents, copyrights, and intellectual property rights in research agreements with private sponsors; oversees policies and creates mechanisms that encourage the commercialization of research; and administers federal and state regulations relating to research activities.

The university seeks candidates with a record of involvement in the promotion and attainment of excellence in research and scholarship, and an appreciation of the diversity of forms and circumstances of research and scholarship conducted at a comprehensive research university. Candidates should have demonstrated leadership and administrative ability, and the ability to work with agencies that support research, both within and outside the university. The capability to work with administrative units and faculty to maintain and strengthen the university as a major center of the highest quality of research is a major requirement of the position. Candidates must be eligible for a tenured faculty appointment in an academic unit and have a strong record in research.

Salary open. Starting date negotiable. To be assured of full consideration, nominations or applications (including resume) should be submitted by September 15, 1999. The search will continue until the position is filled. Nominations and/or letters of application should be submitted to:

Professor Jiri Jonas, Chair
Search Committee for Vice Chancellor Research
University of Illinois at Urbana-Champaign
c/o Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
Telephone: (217) 333-6394
FAX: (217) 244-4121
email: chancellor@uiuc.edu

We are being assisted in this search by Shelly Weiss Storbeck of A. T. Kearney, Inc., who can be contacted at (703) 739-4613 (phone), (703) 518-1782 (fax), or *lesley.boyd@atkearney.com* (email).

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

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SUFFOLK UNIVERSITY

ASSOCIATE DIRECTOR
STUDENT ACTIVITIES

Responsibilities include planning and coordinating new student orientation and first year/out reach programs, developing and enhancing service learning and other community service programs and initiatives including alternative spring break, one time initiatives and a service day, advising clubs and organizations. Requires 3 to 5 years professional experience in student activities in a higher education setting and a masters degree. A review of resumes will begin August 2, 1999.

Submit resumes to: **Human Resources, Suffolk University, 8 Ashburton Place, Boston, MA 02108.** An equal opportunity employer

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Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

WILLIAM PATERSON UNIVERSITY

A comprehensive public university, William Paterson University comprises an intelectually engaged and diverse faculty, state-of-the-art information and communications technology, and cultural resources of national renown. Committed to student success: academic excellence, diversity, and community outreach, the University offers 29 undergraduate and 17 graduate degree programs in five colleges. William Paterson University maintains a low student faculty ratio (12:1) and small class size (21:3). The University is situated on a suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Manager Custodial Services and Logistical Support
Search Extended

Manages custodial, logistical and special event support personnel and operations, planning, scheduling and directing work of custodial and cleaning operations and services program. Provides leadership in the management of custodial and cleaning operations and services. Develops, communicates and implements service and performance standards, work routines, schedules and procedures. Performs and organizes inspections, develops and administers department budget and controls, administers department personnel activities records, materials and services acquisitions, quality assurance and coordinates services with other University departments.

Qualifications: Bachelors degree in a related field and a minimum of three years progressively responsible successful experience in the management of custodial operations in a large complex environment, preferably in a higher education setting. Must have knowledge and skills necessary to develop short and long term cleaning programs. Demonstrated strengths in technica knowledge, methods, application and operation of equipment and materials in custodial and cleaning operations. Strong leadership, supervisory, team building, planning, assessment, human relations, budgeting and organizing skills. Understanding of and appreciation for the current trends in management, the nature of the academic community, a multi-cultural environment and shared governance. Knowledge of and familiarity with sanitation and staffing standards and practices, applicable codes, and information management applications. Strong commitment to customer service, employee development and quality improvements essential. Must possess stron interpersonal and communication skills, with proven ability to work collaboratively with diverse groups and individuals.

Applicants who do not possess the required degree may be considered if they document equivalent education, training and experience and possess an employment record demonstrative of the skills, talents, knowledge necessary to fulfill the responsibilities of the position in an exceptional manner.

Applications will be accepted and reviewed until position is filled. Please forward letter of application, resume and salary history to ***Mr. Timothy W. Fanning, Associate Vice President, Administration and Finance, Drawer HO, William Paterson University, College Hal P. 0. Box 913, Wayne, NJ 07474-0913.***

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
www.wpunj.edu
An Equal Opportunity Institution Committed to Diversity

THE
GRADUATE
SCHOOL
UNIVERSITY OF WISCONSIN-MADISON

Working Title: Graduate Degree Coordinator
Official Title: Student Services Coordinator
Position Vacancy Listing #31980

The Graduate School invites applications for the position of Graduate Degree Coordinator to coordinate the degree conferral process for the more than 1500 masters and 750 Ph.D. degrees awarded annually. In addition to analyzing and streamlining current processes, the successful candidate will: 1) provide counsel to department/program faculty, staff, and students in interpreting Graduate School regulations and procedures; 2) assist in the development of Graduate School policies and procedures as they pertain to all degree candidates; 3) apprize the Graduate School deans of varying department/program policies as they affect graduate students; 4) develop and provide ongoing assessment for all degree related processes; and 5) maintain a full understanding of the services offered by the Office Academic Services and Fellowships and provide back-up to colleagues as necessary.

Qualifications: Bachelor's degree required (in any field); master's preferred. Minimum two years of work experience, preferably in higher education administration working with graduate students. Must be comfortable with changing technologies. Must have experience with mark-up language formats and integrated student information systems. Strong analytical abilities preferred, especially systems thinking combined with a desire to streamline and revise degree granting processes. Demonstrated excellence in student services highly desired.

Competitive Salary

For a complete job description contact:

Julie Karpelenia
University of Wisconsin-Madison
Room 307 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706-1380
608.262.8389
karpelenia@bascom.wisc.edu

or see the web posting at:
http://info.gradsch.wisc.edu/jobs/degreecoordinator

To insure consideration, applications must be received by August 8, 1999.

University of Wisconsin-Madison is an Equal Opportunity/Affirmative Action Employer

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Assistant Controller
Financial Services & Accounting

Under the direction of the Controller, the Assistant Controller is responsible for the Accounting and Financial Services Department in addition to coordination of activity among other departments within the institution. Working in partnership with Information Technology, the Assistant Controller will organize, plan and direct the accounting practices of the University to facilitate financial reporting. The Assistant Controller will be responsible for preparation of audit schedules and reconciliation from all department that prepare the audit schedules. In addition, the Assistant Controller will assist the Controller in the supervision of the Bursar and Collection department as it relates to the maximization of the financial reporting system, internal controls, development of monthly reports and reconciliation.

Qualifications: A BS degree in accounting with 5+ years of experience supervising accounting personnel. A Master's degree in business or a CPA license is a plus.

Send letter and resume (include V-#) **to**: Louis Anderson, Student Center 4000, Montclair State University, Box C316—V#32/HO, Upper Montclair, NJ 07043. Review of applications will begin immediately and continue until position is filled.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

LAREDO COMMUNITY COLLEGE

INSTRUCTOR POSITIONS

Minimum Qualifications: Must meet entry level standards as set by the Southern Association of Colleges and Schools, the Texas Higher Education Coordinating Board and any other applicable certification or accreditation standards

Air Conditioning & Refrigeration
Automotive Technology
Child Development
Criminal Justice
Mathematics
Occupational Therapy Assistant
Nursing Instructor for Special Projects
Nursing (ADN)
Radiology Technology/Program Director
Health Occupations Lab
Computer Information Systems
Music/Percussion

ADMINISTRATIVE/PROFESSIONAL POSITION

GRANT DEVELOPER

MINIMUM QUALIFICATIONS:

- Master's Degree in Education, Business Administration or related field
- Three years work experience in the development and administration of proposals and related contracts for local, state, and federal levels and the private sector
- Experience in grant development and writing, grant management and administration, and post-secondary teaching/management/administration
- (Prefer experience working with college faculty and staff in developing grant applications)

LCC OFFERS COMPETITIVE SALARIES AND EXCELLENT FRINGE BENEFITS

Please request position description and application packet from:

Laredo Community College
Department of Human Resources
West End Washington St; Laredo, Texas 78040
Tel: (956) 721-5138; Fax: (956) 721-5367

Laredo Community College is an Equal Opportunity/AA Employer M/F/V/D

Temple University

Resident Director

Temple University, a Commonwealth of Pennsylvania University with three residential campuses in the greater Philadelphia area, is seeking candidates for 12-month, full-time, live-in Resident Director positions. Individuals are responsible for residential life program in a facility ranging from 150 to 680 students. Includes supervision of undergraduate staff and depending upon location may supervise graduate staff and/or full-time secretarial staff. Also responsible for summer projects, Summer School and/or Summer Conference groups; day-to-day operations; staff training; crisis intervention; advising groups; student discipline and departmental duties. Furnished apartment provided. Master's degree in Student Personnel or related field preferred. Bachelor's degree with Residential Life experience will be considered.

We offer a competitive salary and comprehensive benefits package, including 100% tuition remission. Qualified candidates should send/fax resume to: **Carol Wilson, Employment Rep., Temple University, 1601 N. Broad St., 203 USB, Phila., PA 19122. FAX: (215) 204-5921.** EOE, M/F/D/V.

Visit our Employment Web site at:
http://careers.temple.edu.

COLLEGE LABORATORY TECHNICIAN

Full-Time

DUTIES: Oversee the audio, video, and computer systems of the Music Department, located in classrooms, sound synthesis studios, recital and rehearsal halls, offices, and other spaces. Research, requisition, procure, and install equipment as needed. Maintain and supervise use of Department's acoustical instruments (including pianos, cared for by an outside technician). Assist faculty with course needs and production of events (including set-up of sound systems and other equipment). Oversee the recording of department concerts. Supervise the Assistant Technician and other technical assistants.

QUALIFICATIONS: High School diploma required: Bachelor's Degree preferred with background in music or performing arts, and a minimum of two years experience in audio engineering. Knowledge of sound synthesis equipment and software, musical instruments, and computer programming preferred.

SALARY: $24,849-$40,864

Send resumes by August 19, 1999 to: Professor George B. Stauffer, Chair, Department of Music, Hunter College, CUNY, 695 Park Avenue, New York, NY 10021.

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, [illegible]

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

CAL POLY POMONA

www.csupomona.edu/~hrs

RESIDENCE LIFE

COORDINATOR FOR RESIDENCE LIFE AND MULTICULTURAL EDUCATION

$2,870-$3,870 per month

FT position for 12 mos. to coordinate the multicultural education efforts, program development, & staff training for University Housing; serve as advisor to student leadership groups. Requires the equiv. to Bachelor's (Master's preferred) in one of behavioral sciences, public or business admin. or job related field AND 2 yrs professional exp. in one of the student services program areas or related field. ***Refer to Job# 99-SA-040.***

AREA COORDINATOR

$2,530-$3,394 per month

Student affairs professional with commitment to diversity and student-centered philosophy. Responsible for: 1) leading 2-3 professional staff, and five resident advisors, 2) development a co-ed educational community with 200 students, 3) front desk, 4) conduct, 5) program council, 6) administrative and operational functions, 7) student development programming, 8) safety, and 9) special projects. Bachelors degree in related field PLUS 2 yrs professional exp. in one of the student services program areas or related field. Position includes an on-campus, furnished apt. & reduced meal plan. ***Refer to Job#99-SA-039.***

APPLICATION DEADLINE: 8/01/99. Call (909) 869-3733 to request application package. AA/EOE/ADA

Director
Health and Wellness Center

Under the supervision of the dean of students, the director of the Health and Wellness Services provides leadership, management and supervision for three components of wellness services: Health services, counseling and psychological services, and emergency medical services. The director works closely with other administrative departments, faculty members and students to create a wellness-oriented community that supports the academic mission of Montclair State University. The campus Health and Wellness Services focus on educating the community to maintain healthy habits while also providing clinical services to students, support to faculty and staff, and assistance to students who are in need of these services.

Qualifications: Three to five years administrative and supervisory experience in college health, counseling or psychological services, or related department. Current license and appropriate certification in a wellness-related primary practice discipline, either a licensed registered practitioner or a licensed psychologist with a terminal degree preferred.

Salary Range: $56,013 - $84,048

Starting Date: September 15, 1999

Apply by: August 11, 1999

Send letter and resume (include V-number) **to:**

Dr. Helen Matusow-Ayres
Dean of Students
Montclair State University
Box C316-V#033/HO
Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Black Studies/ African American Literature

One-year Fellow beginning Fall, 1999

The position is being posted jointly with the **Five Colleges of Ohio Consortium**. For complete job description, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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Assistant Dean
(Search Re-opened)

Eugene Lang College, the undergraduate liberal arts division of New School University, seeks an Assistant Dean, an administrative entry-level position, responsible for overseeing faculty and peer advising; developing training and orientation programs; supervising the senior work independent study program; acting as interdivisional coordinator for dual degree programs; and developing new programs to address academic issues that confront students of color. Qualifications: Ph.D in a liberal arts discipline preferred; 3 years combined administrative and teaching experience; ability to communicate effectively with diverse students, faculty, and staff. Applications should be sent no later than August 13, 1999 to: Toni H. Oliviero, Associate Dean, Eugene Lang College, **NEW SCHOOL UNIVERSITY**, 65 West 11th Street, New York, NY 10011. Affirmative action/equal opportunity employer.

New School University

Bronx Community College of The City University of New York serves a multicultural student body of approximately 7,200 students. The primary mission of the College is to provide a strong academic foundation for students of diverse backgrounds, to further their success in their chosen vocations, and in their future education by maintaining high standards of instruction.

Assistant Dean of Academic Affairs

Reporting directly to the V.P. of Academic Affairs serves as Academic Affairs Liaison to all academic depts. Serves as college's chief liaison to University Office of Academic Affairs on all program and curricular matters. Serves as key assistant to the V.P. on all matters relating to academic program planning, strategic planning, budget management, tuition waivers, self studies, site evaluations, affiliation agreements, etc.

Qualifications: Masters degree req., doctorate preferred, college teaching experience desired. Proven record of progressively responsible administrative experience including minimum of 5 yrs. in Academic Affairs or comparable area. Knowledge of contemporary methods of instructional delivery, curricula development, program planning and principles of general education in a Community College environment. Thorough knowledge of accreditation, assessment, articulation and academic advisement. Excellent writing, interpersonal and computer skills. (Complete job description available @ WWW.BCC.CUNY.EDU.)

Salary: $61,988-$84,973 commensurate with qualifications and experience. Closing date: 9/7/99. Send cover letter and resume to **Dean Alice Fuller, Bronx Community College, University Ave. and West 181st St., LH11, Bronx, NY 10453-3102**

NOT READING

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1501

Come **GROW** with us at... OWENS COMMUNITY COLLEGE

Owens Community College is a public, state-assisted, two-year institution of higher education. On its two campuses in Toledo and Findlay, Ohio, Owens Community College serves nearly 16,000 students with over **100 career-oriented** degrees and majors in Agriculture, Business, Public Service, Health, Industrial and Engineering Technologies, as well as the first two years of a bachelor's degree. In addition, Owens Community College offers a variety of specialized credit and non-credit programs through the Center for Development and Training.

We currently are seeking applicants for the Executive Director, Student Development, Toledo-area Campus.

Master's Degree in Administration, Higher Education or Student Development. Ph.D. preferred. Five (5) years progressively responsible supervisory experience required. Previous community college experience preferred. Computer literacy and knowledge of degree audit systems helpful. Ability to manage multiple projects simultaneously.

Deadline for applications is August 17, 1999.

To request application materials, please contact: Human Resources Office, Owens Community College, P. O. Box 10,000, Toledo, OH 43699-1947, (419) 661-7292. Please specify position.

Affirmative Action/Equal Opportunity Employer

COLUMBIA UNIVERSITY
ASSOCIATE DIRECTOR
CENTER FOR CAREER SERVICES

Candidate will be responsible for job development efforts for all populations served by CCS, job fairs, industry/employer events, and content for the employer section of the CCS Web site. Must be able to manage all aspects of annual events, including budgeting, designing materials for employers and students, follow-up telemarketing, staffing, collecting/depositing fees, and creating, distributing, and collecting employer evaluations. Analyze student information and identify employers in corresponding fields. Develop job development strategy including printed mailings, phone calls, and employer site visits to market Columbia student and CCS programs. Create materials describing University populations for outreach efforts. Minorities are especially encouraged to apply. Salary commensurate with experience.

QUALIFICATIONS: Bachelor's degree or equivalent required/master's preferred or 4 years' related experience. Must have excellent written and oral communication as well as interpersonal skills. Experience organizing large events required. Proficiency in MS Word, Excel, desktop publishing software, desktop database, e.g., Paradox, Access, and familiarity with Symantec ACT! highly desirable. Qualified applicants should send a resume to Center for Career Services, Columbia University, Mail Code 5727, 2960 Broadway, New York, NY 10027, attention: Linda Mithaug.

Columbia University is an affirmative action/equal opportunity employer

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FLORIDA GULF COAST UNIVERSITY

COLLEGE OF BUSINESS

FGCU is located between Ft. Myers and Naples, Florida. It is the state's tenth public university. The College of Business is committed to implementing, supporting and rewarding new and innovative approaches to business learning. Successful candidates will be part of a team environment and the creation of undergraduate and graduate academic programs in the appropriate discipline and related areas.

ACCOUNTING
Position # 11252. **Deadline 9/30/99.** *Require:* Earned Doctorate or ABD with doctorate expected January 2000 from an accredited institution, successful experience in teaching undergraduate and graduate accounting and finance related courses appropriate to academic rank. 9-month multi-year appointment basis at an Asst./Assoc. Professor rank. Available January 2000.

MANAGEMENT
Position #12008. **Deadline 12/1/99.** *Require:* Earned Doctorate or ABD with doctorate expected Summer 2000 from an accredited institution, successful experience in teaching undergraduate and graduate courses. Experience in teaching business strategy and general management courses with a secondary emphasis preferred in entrepreneurship. 9-month multi-year appointment basis at an Asst./Assoc./Full Professor rank. Available August 2000.

APPLICATION PROCESS: To apply submit two packages (**one original and one photocopy**) for each position. Each package must include a letter of interest, curriculum vita, and list of five references **postmarked by the deadline date** for the position. Additional information about the above positions can be obtained by calling our 24-hr jobline at 941-590-1111 or visiting our website at http://admin.fgcu.edu/hr/index.html. Mail materials to FGCU, HR Dept. Pos. # (state the position # for which you are applying) 10501 FGCU Blvd. South, Ft. Myers, FL 33965-6565.

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

Vice President for Human Resource Management

Loyola University Chicago, a Catholic and Jesuit urban institution serving approximately 14,000 students on three campuses in the Chicagoland area, is seeking applications for the position of Vice President for Human Resource Management.

Candidates should demonstrate the capacity to articulate innovative human resource programs to support the Jesuit and Catholic mission of the University and indicate the experience and skills they have that will advance the University mission.

For more information about Loyola University Chicago, please visit our website at **www.luc.edu**

LOYOLA
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CHICAGO

Loyola University is an equal opportunity educator/employer

Dallas County Community College District

EXECUTIVE DEAN COMMUNICATIONS/MATH

(Pos. No. 059811049) $52,404/Minimum Annual Salary. FT. Responsible for overall planning, staffing, budgeting and supervision of full-time/part-time personnel in the division; responsible for administrative and supervisory work in planning, coordinating, and directing the functions of division student support services areas. Instructional areas include: English, Speech, Foreign Languages, Mathematics, Developmental Reading/Writing/Math, ESL, Human Development and Educational Personnel. Student support services areas include: Counseling, Advising, Learning Center, and the Assessment Center. REQUIREMENTS: Ability to utilize computer technology; demonstrated teaching competency in one of the disciplines offered by the division; excellent organizational, management and interpersonal skills, advanced communication skills, working knowledge of the student support services areas supervised is necessary, but specialized know-how in each area is not required. Master's degree plus four years of college teaching and/or administrative experience or a combination of both. Transcripts required. Deadline 09/03/99. For more information call **El Centro College (214) 860-2261** or mail application information to: **Human Resources Office, Main & Lamar Streets, Dallas, Texas 75202-3604.**

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East Stroudsburg
University of Pennsylvania

PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

East Stroudsburg University of Pennsylvania invites applications and nominations for the position of Provost & Vice President for Academic Affairs.

Founded in 1893, East Stroudsburg University is one of 14 universities in the Pennsylvania State System of Higher Education. Located on a 187 acre campus in the foothills of the scenic Pocono Mountains of Northeastern Pennsylvania, the University is 80 miles west of New York City and 85 miles north of Philadelphia. ESU provides quality undergraduate and graduate programs in the Arts and Sciences, Professional Studies, and Health Sciences and Human Performance.

RESPONSIBILITIES: The Provost & Vice President for Academic Affairs is responsible for providing leadership in the following areas: administration and development of academic programs, policies and standards; maintenance of quality instruction through faculty recruitment, retention and professional development; grant development, scholarly activities, and research initiatives among faculty, staff, and students.

The Provost & Vice President for Academic Affairs is also responsible for: developing and managing the academic affairs budget and provides a regular and systematic evaluation of all academic programs; serving as liaison between the Administration and the Faculty in administering the collective bargaining agreement; working to establish an environment that is supportive of social equity and affirmative action; Representing Academic Affairs at the State System of Higher Education and the Council of Trustees; working with community organizations and business groups to develop programs and projects of mutual benefit. The following divisions report to the Provost & Vice President for Academic Affairs: Arts and Sciences, Graduate Studies and Research, Health Sciences and Human Performance, Professional Studies, Admission, Institutional Research, Library, Programs for Academic Support, and the Registrar.

QUALIFICATIONS:

- An earned doctorate
- A minimum of five years of full-time teaching in accredited institution of higher education
- A minimum of five years experience in academic higher education administration, preferably in a public institution

CANDIDATE SHOULD PROVIDE EVIDENCE OF THE FOLLOWING:

- Experience in budgeting, funding and allocation of resources
- Experience in program planning, development and evaluation
- Commitment to cultural diversity and equal opportunity
- Collaboration with other major divisions of a university and other institutions of higher education
- Strong interpersonal, oral and written communication skills
- Advocacy for academic programs and faculty development
- Experience in shared governance and implementation of a collective bargaining agreement
- Experience in strategic planning
- Scholarly activity and service
- Knowledge of and experience in successful grant writing

SALARY: Competitive, commensurate with qualifications and experience.

Candidates must submit a letter of interest, resume, official transcripts and three current professional letters of recommendation with **position #1A-99-1HO** to: **Ms. Renee Bebla, Human Resources, East Stroudsburg University, 200 Prospect Street, East Stroudsburg, PA 18301-2999.** Nominations must include the name and address of the nominee and a supportive statement. All materials must be recieved by August 20, 1999.

ESU is an equal opportunity employer. Minorities and women are strongly encouraged to apply.

CAZENOVIA COLLEGE

Assistant Director of HEOP

Cazenovia College is accepting applications for the Assistant Director of HEOP. This position reports to the Director of the Program.

Responsibilities: coordinate and help implement the recruitment of HEOP students; provide academic, financial and career counseling to program students; assist in the preparation of periodic and state reports and assist in the coordination of program services with the Director of HEOP.

Qualifications: Bachelor's degree (Master's preferred) with a minimum of two years experience in academic support programs for underrepresented students in higher education.

Please send resume with cover letter to:

Cazenovia College
Assistant Director of HEOP - Search
10 Seminary Street
Cazenovia, NY 13035
AA/EOE

SHORTER COLLEGE

Assistant Professor of Middle Grades Education

Fall, 1999. Doctorate required. Public school teaching experience expected. Will teach methods courses leading to GA teacher certification in middle grades education, and supervise student teachers. Also may teach other professional education courses. Shorter is a four-year liberal arts institution affiliated with the GA Baptist Convention. Submit a letter of application, resume, transcripts, at least three professional references, and statements of teaching and religious philosophy to:

Human Resources
Shorter College Box 2119
315 Shorter Avenue
Rome, Georgia 30165-4398
or Fax 706/236-1515
EOE

CHEMEKETA COMMUNITY COLLEGE

VICE-PRESIDENT OF ACADEMIC SERVICES

Chemeketa Community College is a comprehensive, two year, fully accredited public educational institution located in the heart of Oregons beautiful Willamette Valley. The Vice-President of Academic Services provides direction and leadership for all academic and student services programs and staff, including all credit and non-credit instruction, community education, and instructional support programs and services. The Vice-President plans and develops standards and priorities for Academic Services, and prepares and administers the Academic Services budget. A full job announcement can be seen on Chemeketa's WEB SITE **http://www.chemeketa.edu**

MINIMUM QUALIFICATIONS: Master's degree or equivalent; 6 years' broad-based experience as an academic or student services administrator in an accredited community college or college district, including a record of accomplishments in innovative educational leadership, planning, budgeting, & managing personnel; demonstrated success in teaching. Active participant/leader in statewide educational reform activities and broad based experience in building collaborative community partnerships. Experience in providing leadership in an environment of shared governance, effectively planning, developing, directing, and evaluating higher education programs and effectively delegating responsibility. Extensive knowledge of current community college laws, regulations, policies, and procedures. Excellent human and interpersonal communication skills.

APPLICATION PROCESS: Please call (503) 399-5000/TDD for application and job announcement. Submit Chemeketa application, resume, transcripts, three recent reference letters, a one page statement describing what you believe are the most important trends/issues affecting the future of community colleges, and a one page statement describing your leadership style and what you think your particular strengths and weaknesses as a leader are, to Chemeketa Community College, Personnel & Payroll Department, PO Box 14007, Salem, OR 97309. Electronic inquiries will be accepted; however, to apply, submit original application documents by **4:30 p.m. on September 17, 1999** or postmarked by midnight of that date. **Only complete packets will be reviewed by the screening committee.** Chemeketa is an equal opportunity institution, values diversity in its workforce, and is committed to affirmative action; we encourage minorities, women, and persons with disabilities to apply.

NPEAT

EXECUTIVE DIRECTOR

The National Partnership for Excellence and Accountability in Teaching invites nominations and applications for the position of Executive Director. NPEAT is a collaborative venture of 29 national partners and scholars at more than two dozen research universities and educational organizations that are working to improve teaching and learning in Americas public schools and funded by the U.S. Department of Education. The Executive Director, working with the NPEAT Policy Board, OERI, and the University of Maryland, will be responsible for providing leadership and direction for NPEAT to accomplish its mission and goals, including sustaining and expanding the work of the partnership. The Executive Director will be responsible for all aspects of the organization and management of NPEAT.

• **QUALIFICATIONS:** Strong preference will be given to candidates with an advanced degree or credential and high-level management experience in education, research, or non-profit organization. Nominees or applicants should have knowledge and experience in managing large and complex government contracts and possess outstanding communication skills. They should have experience with mobilization and coalition building, including experience with obtaining grants from diverse sources. Applicants should have knowledge of the national education policy community and understanding of education research, and appreciation and knowledge of how to make research findings accessible and usable by policymakers and practitioners, and knowledge of and a commitment to issues of diversity.

• **SALARY AND AN APPOINTMENT** at the University of Maryland will be commensurate with the candidates experience. The position is a 12-month appointment as an academic administrator, renewable on an annual basis. The Univ. of MD is an affirmative action, equal opportunity employer and seeks applications from women and men of all racial and ethnic groups. To review the job description, please visit the website: **http://www.npeat.org**

• **APPLICATION PROCEDURE:** Review of applications will begin August 15 and continue until the position is filled. For consideration, a vita, a letter of application or nomination explaining how the candidate's previous experience relates to the goals of NPEAT, and the names of three references, to be contacted only with the applicant's permission, should be forwarded to:

The NPEAT Executive Directorship Search Com., 1307 New York Ave.,
NW, Ste. 200, Washington, DC 20005-4701.

Questions should be directed to Monica Martinez @ (202) 463-0771,
at the NPEAT Central Office

DIRECTOR OF ATHLETICS

DEPT. OF INTERCOLLEGIATE ATHLETICS

Loyola University Chicago, a Catholic and Jesuit urban institution serving approximately 14,000 students, is seeking applications for the position of Director of Athletics. Loyola currently has 15 Division I sports (softball, basketball, cross-country, golf, soccer, track and volleyball) and competes in the Midwestern Collegiate Conference. Loyola is seeking an individual with the energy and experience to lead its intercollegiate athletics program forward. The Director of Athletics reports directly to the Senior Vice President for Administrative Services and has full responsibility for the University's intercollegiate athletics program.

Required qualifications include a Master's degree plus a minimum of 10 years of experience in coaching and/or athletic administration in higher education. An equivalent combination of education and significant related experience is also acceptable. Demonstrated leadership in athletic department budgeting, marketing and personnel administration is required. The candidate must have a working knowledge of NCAA regulations and a thorough knowledge of the role of intercollegiate athletics, and the role of the athletic department in a university structure. Extensive experience in fund raising and community relations are essential.

The successful candidate must also have a personal philosophy that supports the Jesuit and Catholic mission of Loyola and a thorough knowledge of the Chicagoland area.

Loyola University Chicago offers a competitive salary and a comprehensive benefits package. Interested candidates should submit a letter of application outlining interest, a resume, and the name, address, and phone number of four current professional references to **Director of Athletics Search**, **Department of Human Resources**, **Loyola University Chicago**, **820 N. Michigan Avenue**, **Chicago, IL 60611**

Review of applications will continue until the position is filled. The desired appointment date is August 30, 1999.

LOYOLA
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CHICAGO

Loyola University Chicago is an Equal Opportunity Educator/Employer

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Bergen COMMUNITY COLLEGE

ACADEMIC VICE PRESIDENT

Bergen Community College is seeking applicants for the position of Academic Vice President. The position reports to the College President and provides leadership and support for credit and non-credit programs, supplemental instruction and library services. Qualified applicants must have an earned doctorate and higher education experience, including full time college teaching and 5 years increasing administrative responsibility in a community college. Salary is commensurate with qualifications. Search Committee will begin reviewing applications September 1, 1999. Application materials received after September 24, 1999 may not be considered. Interested individuals should request a copy of the search profile from:

Office of the Executive Vice President,
Room A-330, Bergen Community College,
400 Paramus Road, Paramus, New Jersey
07652-1595 **AA/EOE**

1504

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EDUCATIONAL OPPORTUNITIES

GOVERNORS STATE UNIVERSITY

Associate Director of Budget Planning: The Office of Budget Planning is responsible for coordinating the University's $50 million budget, overseeing and managing strategic planning meeting institutional research needs, serving as the primary liaison to the Board of Trustees and providing legislative analysis and support. This new position will serve to bridge the research, planning and budgeting functions. The key responsibilities of the Associate Director of Budget Planning include: managing the strategic planning process; collecting relevant data designing strategies and providing analytical support for on-going reporting; providing policy economic, program evaluation and other analysis. Minimum requirements: Master's degree in public policy, or related field; experience with public higher education and/or the public policy-making process; ability to work with various computer systems and software packages, such as Microsoft Office, Lotus, SPSS, SAS, SQL; an ability to conduct statistical analysis and present data in a user-friendly format to non-technical staff; excellent writing and presentation skills.

Review of applications will begin immediately and continue until position is filled. To apply, interested candidates should send a letter of interest, current resume and writing sample to: Ginger Ostro, Director of Budget Planning.

Director of Communications Services (CELCS) We are seeking an innovative, flexible and creative individual with keen awareness of trends in higher education production and delivery, to serve as Director of Communications Services. Our ideal candidate will have 8-10 years media related production experience; a consensus-building management style; commitment to higher education and particularly, the multifaceted delivery of education to the "adult learner"; a commitment to diversity and multicultural education and a strong record of attracting, developing and retaining staff. As director the successful candidate will oversee the day-to-day operations of a team of professionals, who are employed in the production of audio, video, photography, graphics, engineering and instructional design, computer-based and on-line instructional materials. The position requires a bachelor's degree plus experience in a related area with a minimum of 5 years management experience, preferably in academia. Master's degree preferred.

Send a letter of interest addressing qualifications, current resumé and 3 references to: Suzanne Oliver, Communications Services, email: S-Oliver@govst.edu. The position is available immediately. Review of applications will begin August 14, 1999 and will continue until position is filled.

Governors State University is an Equal Opportunity, Affirmative Action Employer committed to a diverse workforce. M/F/D/V.

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University

UNIVERSITY PARK, IL 60466-0975

REGIONAL DIRECTOR

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Regional Director is responsible for leadership and coordination in the planning, execution and evaluation of University of Illinois Extension programs in Southern Illinois, and for the administrative management of all personnel and field operations within that administrative area. The position is housed in Mt. Vernon, Illinois. An earned doctorate degree and five years of professional experience in an appropriate extension education field are required.

Salary negotiable. The closing date for this full-time academic professional position is September 15, 1999 or until a suitable candidate is identified. Position available January 1, 2000 or soon thereafter. Send application to:

Search Committee for Regional Director, c/o Dr. John C. van Es, University of Illinois Extension
214 Mumford Hall, 1301 W. Gregory Drive, Urbana, IL 61801

For more information call **217-333-9025**
email **e-van1@uiuc.edu** or check the web at **http://www.ag.uiuc.edu/regionaldir.html**

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ADVERTISING INDEX

POSITIONS	
CALIFORNIA	
California State University, Pomona	46
Claremont Graduate University	38
University of San Francisco	2
CONNECTICUT	
Manchester Community-Technical College	39
DC	
The National Partnership for Excellence and Accountability in Teaching	50
FLORIDA	
Florida Gulf Coast University	48
Indian River Community College	41
Palm Beach Community College	43
GEORGIA	
Shorter College	49
ILLINOIS	
Elmhurst College	42
Governors State University	51
Loyola University Chicago	49, 50
Northern Illinois University	36
University of Illinois at Urbana-Champaign	44, 51
KANSAS	
Kansas State University	41
MASSACHUSETTS	
Harvard Business School	40
Massachusetts Institute of Technology	40
Suffolk University	44
Tufts University	44
MICHIGAN	
Wayne State University	43
MINNESOTA	
Hamline University	37
University of Minnesota	42
NEW HAMPSHIRE	
University of New Hampshire	36, 41
NEW JERSEY	
Bergen Community College	50
Montclair State University	45, 47
New Jersey City University	42
Rowan University	44
William Paterson University	37, 45
NEW YORK	
Bronx Community College/CUNY	47
Cazenovia College	49
Columbia University	39, 48
Hunter College/CUNY	46
New School University	47
SUNY University at Buffalo	43
OHIO	
Cleveland State University	42
Owens Community College	48
The College of Wooster	38, 47
OREGON	
Chemeketa Community College	50
PENNSYLVANIA	
East Stroudsburg University	49
Temple University	40, 46
University of Pittsburgh	36
TEXAS	
Dallas County Community College District	49
Laredo Community College	39, 46
St. Philip's College	38
WISCONSIN	
University of Wisconsin-Madison	45

¡PUNTO FINAL!

COUNSELING HISPANICS: ADVICE FOR HELPERS

Dr. Morris Jackson, frequent author and speaker on multicultural counseling, holds a B.S. and M.Ed. from the University of Hartford and an Ed.D. from George Washington University. Currently he is community programs officer at American University and adjunct professor of counseling at George Mason University.

In spite of the fact that the Hispanic population constitutes one of the largest subgroups in the United States, many professional therapy providers are at a loss on how best to communicate with and assist young Hispanics in high school and college to become fully contributing members of American society. There is a pressing need to improve the quality of counseling and advice given to Hispanic youth. Cultural differences, language barriers, substantial diversity of national origin within the Hispanic population, and counselor anxiety are no excuse for insufficient or inappropriate counseling.

Hispanic youth in junior high and high school have not been advised to register for school curricula that would allow them to compete for admission to higher education. This has to change in order for Hispanic youth to compete in a global society. Parents and teachers need to be informed of the significant role they can play in the education of Hispanic youth.

Counselors prepared for the 21st Century understand well that this is one of their tasks. Changing demographics demand that counselors shed their traditional role, which restricted advisement primarily to the school setting. It might be important and necessary for the counselor to visit the home of the Hispanic youth. Working with and informing the Hispanic families at an early stage in the development of their children allows them to have an active role in the success or failure of their offspring. There is a higher probability of success for Hispanic youth if the counselors, teachers, and parents work together as a team.

High school counselors need to build on the good work of their junior high counterparts by alerting Hispanic youth to the advantages of studying in the academy. Counselors should advise their students–prior to their senior year in high school–of the requirements for admission to the academy. An early orientation in the sophomore or junior year of high school can also teach Hispanic students what they can do in academics and extracurricular activities to prepare for college. This would increase the number of Hispanic youth who enter higher education.

Those Hispanic youth who overcome the obstacles and barriers to success in high school find that they once again have to turn to their inner strength to meet the challenges of university study. Feelings of loneliness, isolation, and stress are common among Hispanics in higher education. These feelings are known to have a negative impact on academic performance. Culturally competent college counselors are needed to counsel youth.

Historically, counseling centers in colleges and universities across the country have not had staff who are experienced in counseling Hispanic students. In addition, Hispanic youth have tended to underutilize services offered by counseling centers. As a consequence, many institutions of higher education have established an office of multicultural affairs to address concerns specific to minority students of Hispanic, African, Asian, and Native American heritage. Such offices have created outreach programs to reach populations not benefitting from traditional counseling centers.

Often, however, there is no Spanish-speaking member of the staff to address the concerns of the Hispanic student. There is an advantage to having their concerns addressed in their mother language. This is especially important when there is a need to discuss emotionally laden problems. For example, how would you like to be bilingual in English and Arabic with your mother language being English but your counselor can only communicate to you in Arabic? As any well-trained bilingual professional knows, most individuals have a larger feeling-level vocabulary with which to express themselves in their first language. The rate of success in the counseling relationship is likely to be increased if the client wants to speak in Spanish and has that as a viable option. Administrators in higher education need to be culturally sensitive and hire staff in counseling centers and the offices of multicultural affairs who are competent to counsel Hispanic students.

Hispanic students in colleges and universities in the United States have to encounter on a daily basis the normal problems that every student in higher education experiences as well as issues of discrimination and prejudice. Counselors from the dominant group might not feel comfortable counseling clients with minority-related problems. On the other hand, counselors need to examine their own attitudes toward race, discrimination, and prejudice if they want to be therapeutic helping clients who endure such problems. If the counselors do not deal with their own race-related issues, their clients will perceive of them as being conflicted and look elsewhere for counseling and guidance.

Hispanic community/university community partnerships can go a long way in providing guidance and role models for Spanish-heritage students on American campuses. Hispanic leaders can also be significant consultants to university leaders who plan counseling and guidance programs for students.

The Hispanic Outlook in Higher Education

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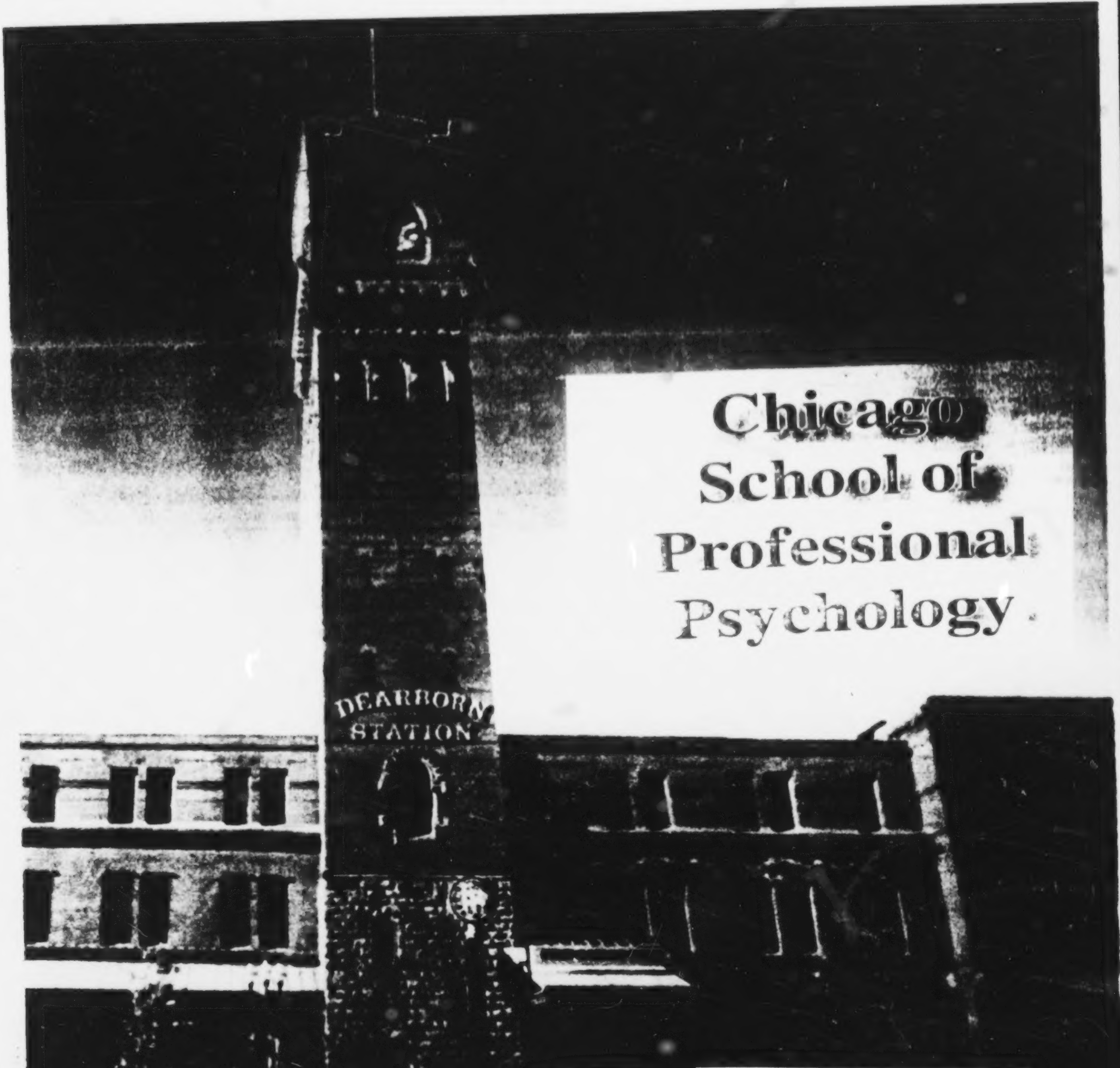
THE HISPANIC Outlook IN HIGHER EDUCATION

UNDERSTANDING DIVERSITY



Chicago School of Professional Psychology

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ITHACA

ASSOCIATE PROVOST/DEAN OF GRADUATE STUDIES

Ithaca College invites applications and nominations for the position of Associate Provost/Dean of Graduate Studies

The Associate Provost/Dean of Graduate Studies reports to and assists the Provost in academic planning and gives direction to new faculty development programs, provides leadership to graduate chairs and those deans with graduate programs, chairs the graduate committee, and represents graduate programs in various policy making groups. The Associate Provost/Dean of Graduate Studies works directly with the deans and faculty on new program development, supervises the College's program review process, and provides staff support to the Provost as needed. In carrying out these responsibilities, the Associate Provost serves as a member of the Dean's Council (provost and deans), as ex-officio member of the Academic Policies Committee (the all-college academic policy and curriculum review body) and the all-college budget committee.

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Long Beach City College
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Salary will be based on qualifications and experience. All correspondence should be directed to and additional information can be obtained by contacting: Dr. Y.H. Schukken, Director, Quality Milk Promotion Services Cornell University, 22Thornwood Drive, Ithaca, New York 14850 EOE/AA

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CONTENTS

FEATURES

Cultural Diversity and Mental Health

The Chicago School of Professional Psychology addresses the reality that today's graduates will encounter diverse caseloads. 6

Alma Students Help in Honduras

ALMA
COLLEGE

Rebuilding homes in the aftermath of Hurricane Mitch students discover a new world and world view. 8

AU Professors Look at Cuban Baseball

American University observers reflect on the Cuba-Baltimore Orioles baseball games. 11

Opportunities for Hispanics in Communications

FDU
Fairleigh Dickinson University

Media veteran at Fairleigh Dickinson University describes what it takes to work and succeed in TV and radio. 14

Latino Studies Journal

The Latino Studies Journal, founded by Long Island University's Dr Felix M. Padilla, highlights "our struggles to be recognized." 19

National Urban/Rural Fellowship Program

A vast network of tomorrow's leaders. 22

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

First-Generation Students 5

Honor Roll: Indiana University at Bloomington

The site is beautiful, the cybernetics are cutting-edge, and campus organizations roll out the welcome mat to Latinos. 16

People, Places, Publications, Conferences

25

Book Review: ***Longtime Favorite Books: Recent Spanish Renditions for Adolescents***

34

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Ending Student Segregation back cover

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A CAPITOL VIEW

First-Generation Students

BY GUSTAVO A. MELLANDER

Persons go to college for many reasons. These include intellectual, economic, and social considerations. For those privileged in our society, i.e., those whose parents did so, going to college is a foregone conclusion. It is not a matter of if–it is merely a question of where to go.

It is different for most Hispanic college students. They are first-generation college students.

First-generation students' parents never attended college, and they often have family and background characteristics that are associated with risk for attrition. For example, they are more likely to be from low-income families and have lower academic achievements as well as lower overall degree aspirations.

The Study

The National Center for Educational Statistics has issued a hefty hundred-page volume, with clear and precise charts, that analyzes the college experiences, successes and failures, and subsequent employment of first-generation college students.

Heavy in statistical analysis to the point of distraction, the report nevertheless is a lodestone of information. Taken as a whole, it can counsel, encourage, motivate, and guide students through the shoals of academic reality.

Highlights

The report, although recently published, is outdated. But its truths and insights are ageless. It uses data from the *1989-90 Beginning Postsecondary Students Longitudinal Study* and the *1993 Baccalaureate and Beyond Longitudinal Study* to examine the postsecondary experiences and outcomes of first-generation students relative to their peers.

It is a detailed overview of the demographic, aspirational, and enrollment characteristics of first-generation and non-first-generation students. The report also compares the persistence and attainment rates of each of these two groups. It then examines the labor market opportunities that these students face upon graduation. The further postsecondary or graduate school experiences of those who persisted beyond the baccalaureate are also chronicled.

Even when controlling for many of the characteristics that distinguished them from their peers, such as socioeconomic status, institution type, and attendance status, first-generation student status still had a negative effect on persistence and attainment.

Major Findings

- First-generation students were more likely to be older. Many postponed higher education. Some because they did not think they were college material. Others because they fled high school as quickly as they could to what seemed at the time well-paying jobs. But with the passage of time and the benefits of maturing, they grew to understand that they needed more formal education if they wanted to succeed and not just survive. Others came from financially strapped families and, while in high school, dared not hope to go to college.

Once they finally arrived at a variety of colleges, they had lower incomes, were usually married, and had dependents. Many found it necessary to work part-time.

- First-generation students were more likely to enroll in postsecondary education on a part-time basis, tentatively exposing themselves to higher education at their local community college. They also attended private two-year institutions and a dizzying variety of for-profit institutions. Fewer went directly to four-year institutions than did their non-first-generation counterparts.

- First-generation students, surprisingly to some, were equally as likely to take remedial classes as non-first-generation students when they began their postsecondary education. However, there were differences by sector on this measure. At private, not-for-profit four-year institutions, first-generation students were more likely to take remedial courses than were their counterparts. At the same time, the proportions of the two groups at public four-year and public two-year institutions taking remedial coursework did not differ significantly.

- First-generation students were more likely than others to say that being very well-off financially and providing their children with better opportunities than they had were very important to them personally.

- First-generation students were also more likely to say that obtaining the amount of financial aid they needed, being able to complete coursework more quickly, and being able to live at home were very important to them. Indicative of their financial circumstances, the ability to work while attending college was also very important in their decision to attend their particular college.

- First-generation students persisted in college education and attained credentials at lower rates than did their non-first-generation counterparts. This finding held true for students at four-year institutions as well as at public two-year institutions.

Graduation Results

The best news in the report is the fact that finishing college is worth all the sacrifices. When first-generation students attain their bachelor's or associate's degrees, they earn comparable salaries and are employed in occupations similar to those of their non-first-generation peers.

In order for colleges and universities to better understand the unique needs of these first generation students, more must be known about who they are and their particular enrollment experiences. The purpose of this report was to provide that useful information.

The full report (NCES 9808two) can be purchased from the Government Printing Office for $950.

Dr. Mellander is a professor at George Mason University.

Cultural Diversity and Mental Health Training

Reality-Based Training at Chicago School

BY AMALIA DUARTE

Amalia is an editor in public relations at Lucent Technologies.

After the murder of a mother and her two children at a Chicago housing project, Dietra Hawkins, a doctoral candidate in psychology, visited a local playground to help youngsters talk about the tragedy. "I went up there with a crisis intervention team from a community outreach organization. We hung out with the children and helped them try to express their feelings about the murders through drawings," remembered Hawkins. "A lot of them hadn't had the opportunity to talk about it before, so they were grateful. It was a really good experience for them. But it was kind of strange for me because as we were doing this, there were police cars circling around."

It was a difficult situation, but for Hawkins, it offered an invaluable, front-line lesson in how to deliver mental health care to members of minority communities. And this is exactly why she chose to complete her Ph.D. at the Chicago School of Professional Psychology, which offers one of the few psychology training programs in the country with a focus on ethno-cultural variables.

Over the past decade, the Chicago School has become a magnet for students like Hawkins, who are eager to delve into the area of diversity in mental health care. "The school I attended for my master's was also located in a diverse, urban setting, but it did not have this type of program," said Hawkins. "And it was really frustrating for me. The attitude there was, 'Well, you can do your own work in this area, but we're not going to spend too much time on it.'"

At the Chicago School, however, Hawkins and other students find they can't avoid learning about cultural diversity. Issues of diversity are infused throughout the curriculum, and training opportunities emphasize the need to understand cultural diversity and the importance of working with underserved populations. In addition, students who are especially interested in addressing the mental health issues of ethnic minorities are offered a proficiency in multicultural clinical /community psychology. Students obtain this knowledge through the school's Center for Intercultural Clinical Psychology, founded in 1987.

Another plus is the school's diverse student population, which helps keep these issues on the table. "Our student body is about 20 percent minority, but this means 80 percent of the people we train are students who might have had limited exposure to underserved and minority populations," said Dr. Rashad Saafir, the school's academic dean. "We are giving them the kind of training where they are sensitive to issues of culture, race, ethnicity, gender, and sexual orientation."

If that weren't enough exposure, every other year, the school hosts a two-day Cultural Impact Conference at which mental health care, social services, and human resources professionals gather for workshops, speakers, and networking. Last year's conference, entitled "Gender and Culture: Contemporary Struggles in Mental Health," brought together academics and psychologists from all over the country and included a special talk by Judge Ruben Castillo, who in 1994 became the first Latino U.S.

Chicago School of Professional Psychology is one of the few psychology training programs in the country with a focus on ethno-cultural variables.

Anderson J. Franklin, Ph.D. and Nancy Boyd-Franklin, Ph.D. of Rutgers and City University of New York

1512

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District Court judge in Illinois' northern district.

Other topics at the 1998 conference included Substance Abuse and AIDS; Cultural and Gender Issues in the Puerto Rican Community; Changing Regulation and Perception of Immigration: Clinical and Personal Implications; and the Impact of Racism on Mental Health.

The school devotes some of its research efforts to exploring the overall context of racism and sexism in society. One of last year's conference speakers, for example, Dr. Ray Winbush, of Nashville's Fisk University, made a case for why racism itself should be deemed a mental health problem. During his workshop called Close Encounters of the Worst Kind: Race, Racism, and Black Mental Health, Dr. Winbush spoke about the inequitable mental health treatment afforded African Americans, and how the group tends to be prescribed medication instead of given counseling.

The biennial conference and other initiatives recently earned the Chicago School an award from the National Council of School and Programs of Professional Psychology, which each year honors a school for its work in the area of cultural diversity. "Frankly, we were not surprised," said Dr. Saafir. "We have been on the forefront of this movement."

Ahmad Saafir PhD, addresses the sixth biennial Cultural Impact Conference

The movement toward addressing cultural issues in mental health has picked up speed as more people of color have entered the field of psychology and the country's demographics have undergone rapid change due to immigration from Latin America and Asia. Odds are that the newly graduated psychologist of today will work with at least some non-White clients. But if psychologists lack an awareness of cultural differences when dealing with clients from diverse backgrounds, the results can be devastating.

"When psychologists don't have the understanding of cultural difference, there is a tendency to operate out of stereotypes that, of course, are typically inaccurate," said Dr. Saafir. "I think there's also the tendency to over-pathologize the client. In other words, to really look for weaknesses to a fault and not understand the cultural context where there might be strength and resilience. From the perspective of a middle-class, White American, poor people are seen as deviant in regard to the norm. Instead of being helped, this perspective can serve to further undermine that person's sense of well-being."

The importance of examining cultural issues in psychology is not limited to actual therapy. The potential impact can run the gamut from the initial assessment of a client to figuring out what is the best approach for delivering therapy, said Professor Hector Machabanski, who has been with the Chicago School since 1988. In fact, you need to start with the question of what mental health means, he said. "What does healing mean to people in different cultures? How do we intervene? For example, how would people from Guatemala respond to therapy?" asked Machabanski.

Then there is the whole question of language, both in regard to assessment and psychological testing and therapy. There is a whole line of research that says early experiences, for example, are coded in the primary language and that the best way to tap into those experiences is through that first language. So you might have an English-speaking Latino who would be best treated in Spanish."

Right from the start at the Chicago School, students are sensitized to issues of cultural diversity. The very first semester, they go through an orientation experience in which they are required to go out and immerse themselves in minority communities and settings that are different from their own. They might eat meals at a local restaurant that caters to Latinos or spend time at an African American festival. The students keep journals and later share that information as part of their training. "Many of them come back from these experiences and talk about feeling like a 'minority' for the first time in their lives," said Dr. Saafir. "It can be a real eye-opening experience. It forces students who are White to reflect on their Whiteness, perhaps for the first time ever."

Also during their first semester, students take a course called Diversity and Clinical Psychology that introduces them to issues of general cultural diversity and racism. Saafir added, "It also challenges them in regards to where they are coming from. It can bring out their own perceptions and perhaps biases."

Later, when it comes to completing their clinical practicum, many students choose to work in Chicago communities where they get the opportunity to treat minority clients. To help students gain experience in working with minorities, in 1993, the Chicago School received a grant from the U.S. Department of Education to develop a partnership with four community-based agencies. Students and faculty from the school provide services through these organizations to members of underserved communities. Two of these agencies serve primarily African American clients, while the other two are focused on Latinos.

Judge Ruben Castillo Northern District of Illinois

The grant allowed the school to hire faculty members to work part-time at the school and at the agencies. Dr. LaPearl Logan Winfrey, who served as project director for the grant, said, "The difficulty we were finding is that there were lots of agencies out there willing to work with us, but they had no psychologists on staff to supervise our students."

At different milestones in their training, students are evaluated on issues of diversity. "If you are not getting it, you could get a poor professional performance evaluation," said Dr. Saafir. "It's not something that slips by."

Students like doctoral candidate Dietra Hawkins certainly get it. "Wherever you go in this country to practice psychology, your population is going to be diverse," she said. "It's not what the textbooks have been based upon. So, this is not just an issue for people of color. It's an issue for everyone."

Alma Students Help in Honduras

Expand Awareness of the Human Condition

BY SKIP TRAYNOR

Skip Traynor is a writer and photographer at Alma College.

ALMA
COLLEGE

The class, designed to help the people of Honduras rebuild their storm-ravaged land, sent 24 students, college employees, and parents for two weeks of humanitarian projects in May.

When Alma College students Kathleen McCrudden and Danielle Guillot saw that a middle-aged Honduran woman was digging a foundation for a home by herself, the students grabbed a pickax and a shovel and helped Ponchita start a new life after the devastation wreaked in Honduras by Hurricane Mitch.

While swinging a pick into the hard rock and red clay, Ponchita told her story of terror on the October 1998 night when Mitch ripped the roof off her house in Tegucigalpa and wrenched her husband and a son from her life. Ponchita and her remaining two sons narrowly escaped before a wall of water from the rain-swollen Choluteca River collapsed the adobe walls and tin roofs of an entire neighborhood.

The story turned the students' educational commitment to an Alma College Spring term class into a mission. The class, designed to help the people of Honduras rebuild their storm-ravaged land, sent 24 students, college employees, and parents for two weeks of humanitarian projects in May. While the knowledge of Spanish varied amongst the group, the visitors understanding of the language led to a truly unique and rewarding cultural experience.

Most of the students found the experience transformative.

"I can't believe how much this changed me," said McCrudden. "We went there thinking that the work was important, but Honduras changed me more than I changed Honduras. I found myself challenged to learn and grow outside the comfort of a classroom or campus."

As she toured temporary housing built for people left homeless by the hurricane, the sophomore from Troy, Mich., said "I watched as classmates realized there is poverty, hunger, devastation, and it has a name and a face. Locals told me how Hurricane Mitch changed their lives. I felt a little four-year-old hand reach up and hold mine, and that's how I met Daniel. Daniel quickly began to trust me and was in piggy-back mode in no time. As we continued past the temporary housing, he leaned forward and said, 'This is where God puts people whose homes are broken.'" The educational experience and service learning project was the brainchild of Alma Spanish professor Dr. Deborah Dougherty, who was trying to find an alternative to an annual four-week class in Madrid, Spain. She combined Alma resources and some national grants to fund the class and to buy tools and medical supplies for the Honduran people.

Freshman Scott Baker of Macomb, MI, in a Honduran housing project called Nueva Esperanza.

The right connections to ensure a successful trip existed in the small college town in the middle of Michigan's lower peninsula.

The College's physical plant director, Duane Knecht, founded Hands to Honduras, a private nonprofit outreach ministry, several years ago to effect social change in the Western Hemisphere's second poorest nation. Hands to Honduras has been arranging transportation, meals, lodging, and specific projects in various parts of Honduras for church and school work crews for several years.

Before the hurricane, Knecht was working with Sociedad Amigos de los Niños, a Honduran social justice organization dedicat

998 Alma College graduate Alicia Sanchez working with Sociedad Amigos de los Ninos

ed to improving the living conditions for orphans and single mothers and their children. Sociedad was started by Sister Maria Rosa Leggol, a member of the Order of Saint Francis for 50 years. One of the first nonprofit organizations in Honduras when founded 34 years ago, Sociedad had as its original mission to care for orphans, abandoned children, and children of imprisoned women.

Ten years ago, Sociedad built the 3000-acre Nuevo Paraíso. Sister Maria Rosa's vision of a self-sustaining community that trains and educates single mothers and their children. Nuevo Paraíso provided the Alma students with meals and lodging and a tremendously challenging opportunity to help rebuild shattered lives.

"It's very different life circumstances that you will encounter coming from the States. And it is a population that was devastated and lost everything," Maria Guadalupe Viada de Rodriguez, Sociedad's coordinator of programs, told students during orientation. "It's people who have endured terribly challenging circumstances, a lot of pain. Emotionally, they have gone through a lot that still has not given them a time to recuperate. They are plunging into the construction because their houses are the priority."

Following the hurricane, Sociedad donated land to Our Little Brothers and Sisters, another nonprofit organization, to build temporary housing for some of the 1.4 million people left homeless by Mitch. Sociedad's and Our Little Brothers' goal is to build 250 permanent homes before the rainy season, and eventually 3,000 homes in the project they call Nueva Esperanza.

Translated into English, the project provided the theme for the students' mission: Spring Term '99, Serving Project New Hope. The official course title was Understanding Relief Efforts in the Local and Global Communities.

Due to the country's extreme poverty, no heavy construction equipment was available, so the students assigned to the construction crew dove into the back-breaking work like union laborers. The students dug 24-inch-deep foundations in clay and rock with picks and shovels. They hauled cement blocks, and they mixed cement with buckets of water and shovels.

"When we left Alma, I had envisioned that we would be pounding nails into wood and putting straw roofs on houses," Scott Baker said. "Nowhere in the back of my mind did I ever imagine that I would be digging three-foot-deep footings into hard-packed rock and clay. I discovered muscles on my body that I never knew I had before. After the first day of work, all those visions of what I would be doing had been washed out of my head. The soil conditions would have been manageable if we had used a backhoe or other mechanized tool, but we were limited to shovels and pickaxes."

No houses were totally finished in the students' two weeks, but the Honduran families were grateful for the construction time saved. When every phase of building a 24-by-24-foot, three-room home has to be done by hand, any help the students provided put the completion date weeks ahead.

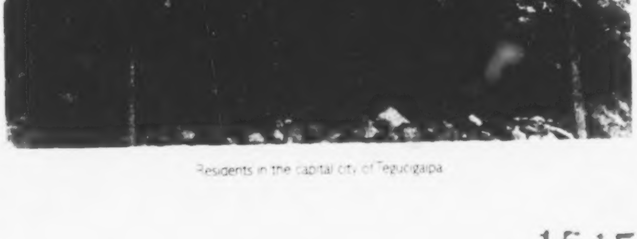
"I was not prepared for what was to come when I stepped onto the worksite that first day," said Guillot, a first-year student from Sylvania, Ohio. "From the start, I knew that this was going to try my strength, endurance, patience, and emotions. The most unrewarding work that we did was haul cement blocks. The blocks were heavy, and there seemed to be an endless supply of them. I had to remind myself that every block that we delivered was one less block someone else had to carry and one more block to finishing a house."

Chuck Amman of Grayling, Mich., father of Alma junior Sarah, kept spirits high on the reforestation crew by proclaiming the group to be the elite squad of the project. After stringing recycled barbed wire fencing to build a temporary tree nursery, the students, and especially Amman, looked like losers of a sword fight. Brandishing machetes and axes against hardwood stakes in 100-degree weather, the crew amazed the Peace Corps worker in charge by finishing their tasks hours before expected.

"The hardest thing we had to do with these students was to get them to stop," Knecht said. "At the end of our first day, they wanted to start an hour earlier in the morning. Even the last day as we were trying to wind things down, a group of them came to me and asked if they could haul one more large load of concrete block to the construction site."

Since the students left the States during Michigan's early spring weather, Dr. Dougherty had to caution them about working in the tropical heat. "You don't need to feel compelled to keep up some break-neck pace. There is a reason that Latin Americans in general have this stereotypical reputation of being laid-back and slow-moving. It's because you cannot keep up the sort of pace in this climate that you can in our climate. It's not that the people here don't work as hard; it's just that they are smarter about it. They have made concessions to the climate. We are here to help the people, but we are not going to be able to fix Honduras in two weeks," she said.

A medical brigade organized by Sociedad gave the students a break



Residents in the capital city of Tegucigalpa from physical work. The students, two doctors, two nurses, and administrative aides accompanied a truck full of medical supplies, food, and clothing to a remote village south of the capital city over roads better suited for oxen and burros. When the brigade arrived, more than 100 people were waiting for the health care.

High in the mountains, immersed in clouds, members of the brigade administered treatment mostly for parasites, rashes, malnutrition, and high blood pressure. Dispensing medicine donated by Canadian companies, pre-medical students and Honduran doctors worked together to bring a small measure of relief to a populace that might not see a health care worker again for many months.

After the required health screen, Hondurans–some of whom had walked 10 kilometers–lined up for boxed milk, high-protein drinks, cereal, rice, beans, and textured soy protein. Students distributed a complete set of clothes donated by American agencies to every man, woman, and child.

Dougherty told of the woman who thanked them for coming to the village. "One of the ladies told me Jesus sent us and that it is so wonderful because the people here are so poor."

Prior to the hurricane, the Honduran government had built a small clinic in the village, a luxury in most of the areas that Sociedad serves. But even though the cement-block building provided shelter from the elements, the medicine shelves were bare.

A visit to the best children's hospital in Tegucigalpa to bring stuffed animals to patients was even more overwhelming to American sensibilities than was the medical brigade. The students saw more evidence of an impoverished health care system working on pure faith.

Sophomore Kathleen McCrudden and her new friend Ponchita.

Junior Heather Hillier of Maple City, Mich., said, "Our group went to the wing where children with kidney problems resided. I think this is when the reality of the effects of a poor nation hit me the hardest. There were 30 children admitted for kidney problems, and there were only two dialysis machines. While we were there, one small child went into arrest, and the doctors weren't able to help her because both machines were being used.

"I talked to a doctor about one baby who had had two surgeries, and he felt that this little girl was going to be a strong woman when she gets older. I was moved by the fact that this man sees so many children who might not make it out of the hospital and he still feels that they will live to see the world outside."

The opportunities for interaction between cultures, besides working side-by-side, were numerous during the students' stay. Working in the project's schools and socializing during the evening hours formed a special bond between students and residents, especially children.

Baker of Macomb, Justin Fritz of Gaylord, and Jacob Swidorski of Hemlock, Mich., brought soccer balls and organized games with the community children. Soap bubbles and bubble blowers were a big hit with both Alma students and Honduran children. Don Carlos Ardon, Nuevo Paraiso driver, spent two evenings with Swidorski and Judith Moore of Neenah, Wisc., broadening the students' knowledge of Honduran language.

On the night before Mother's Day, one of the country's most important holidays, Nuevo Paraiso residents invited the students to a fiesta where children sang songs and acted out skits honoring the mothers. When the children were finished, the mothers and children danced Honduran and North American dances with the Alma students.

Gabriella Olgine of Chesaning, Mich., when she wasn't swinging a pickax, always had a baby or a child in her arms. "Little Gabriella [a one-year-old resident] was always running around our living areas looking for somebody to play with. She always had the biggest smile on her face! Alejandro is only one of the many little friends I made down in Honduras, but he will never be forgotten. I took the time to reach out to him, share my life, and he shared his. Somehow I touched this boy's life with my caring, and he has promised to pray for me daily, his big sis in the States. And I know he will. We took toothbrushes that were donated by our dentists and brought them down to the schools, teaching them to brush their teeth twice a day, AND DON'T EAT THE TOOTHPASTE!

Spanish professor Deborah Dougherty writes her new address for her new Honduran pen pal.

Baker added, "Manual labor was only half of our accomplishments. The other half–and I feel more important–was the impact on the people there, especially the children. "I took a special liking to several of the kids, many of whom also took a liking to me. A little girl named Luz told me that I couldn't dance and called me Cesar. A very small and cute boy named Alejandro loved for me to pick him up. More so than the work, I feel that I made an impact on those children's lives, just being there and playing with them meant so much to them. I had a hard time saying goodbye to them when it was time to go."

Honduran customs and mores were a discussion item at the nightly reflection sessions conducted by Dougherty after evening meal. Students talked about observations made during the day of cultural differences: Honduran drivers' habits of ignoring double yellow lines and passing on curves, a constant and heavily armed police presence, street beggars, the prolific trash, and lack of potable water.

Despite the differences, many of the students are looking for ways to return to Honduras. Kathleen McCrudden found the opportunity to return and check on her friend Ponchita. Fluent in Spanish, she has become a volunteer for Hands to Honduras, leading work groups like the Alma College Spring Term.

American University Professors Look at Cuban Baseball

BY ED BRENNEN

Louis Goodman, Dean of the School of International Service; Paula Pettavino, Assistant Professor of Public Affairs in the School of Public Affairs and William Leo Grande, Professor of Political Science in the School of Public Affairs

He might have been watching history play out before him, but truth be told, Louis Goodman just wanted to go home.

Goodman, dean of the School of International Service at American University in Washington, D.C., was one of 47,940 people in attendance on May 3rd when the Cuban National baseball team paid a visit to the Baltimore Orioles for the second game of their unprecedented home-and-home series.

As one of five AU deans and professors observing the game, Goodman certainly appreciated the historical significance of what was going on around him at Baltimore's Camden Yards. But as a baseball fan, Goodman wasn't having the best of nights. Not only had rain delayed the highly anticipated game by almost two hours, but once play got underway under dreary and raw conditions, Goodman's beloved O's were playing like a bunch of bush leaguers against their invited guests.

"I was sort of wishing they would end all of the suffering after the fifth inning or so," admits Goodman, who, like most fans do when their team falls hopelessly behind, began to let his eyes wander around the stadium. They soon trained in on the Cuban players, both on the field and in the dugout. What Goodman began to notice more than made up for the game's outcome.

"The Cuban players were so happy with what was going on that it was rather remarkable," recalls Goodman. "Here I thought it was going to be just two skilled teams playing each other, and it was really sort of fun to watch how thrilled the Cubans were. And then I realized–here they were in the Big Leagues. Not only were they a Big League team, but they were playing very well. And it's always fun to watch people who are joyous about something."

None was more joyous than Cuba's Andy Morales, who in the ninth inning put an exclamation mark on his team's 12-5 victory with a three-run home run. "When he hit the home run in the ninth inning," says Goodman, "I mean....I've never seen a baseball player so thrilled

Photo© by Jerry Watcher Photography Ltd

Photo(s) by Jerry Watcher Photography Ltd

with what's going on.

"I was very happy that I stayed for the whole game."

The games themselves were the brainchild of Scott Armstrong, a Washington author and critic of U.S. policy toward Cuba, who had worked behind the scenes since 1995 to organize the baseball exchange. The U.S. government, which maintains a 37-year-old economic embargo on Cuba, this year authorized the Orioles to visit the island and negotiate playing the games with Cuba in an exception to the sanctions, which were imposed in 1962 after the 1959 revolution that brought President Fidel Castro to power.

With negotiations successful, the two teams first met on Cuban soil back on March 18, when the Orioles scratched out a 3-2 win in 11 innings. The game, played before an invitation-only crowd for approximately 50,000 in Havana's Latin American stadium, marked the first time a Major League team for the U.S. had played in Cuba since 1959.

"There's been a number of people who have been trying to organize some kind of baseball exchange between the U.S. and Cuba for a number of years, and it just so happens the timing for this was right," says William LeoGrande, acting dean of the School of Public Affairs at AU and one of the five in attendance in Baltimore. "The Cubans were willing to do it, the Orioles were willing to do it, [Orioles owner] Peter Angelos was willing to take a chance on this, and then the U.S. government was willing to let it happen."

The fact that the game of baseball would be able to scale the invisible 40-year-old wall standing between the neighboring nations does not surprise Paula Pettavino, assistant professor of Public Affairs at AU who co-authored the book *Sports in Cuba: The Diamond in the Rough* in 1994. Pettavino analyzes in her book how and why sports are given such a priority in Cuba.

"I think baseball is the perfect vehicle because it's something that we all love," says Pettavino, who points out that the now 72-year-old Castro was a pitcher for a team of ex-rebels known as "Los Barbudos" (The Bearded Ones) in the 1960s. "And we clearly, despite 40 years of isolation from each other in terms of the game itself, have kept the standards up. And because Cuba's the little guy, the David in all of this, there's also a whole lot of pride in there that 'we can beat those who are supposedly the masters of the sport.'"

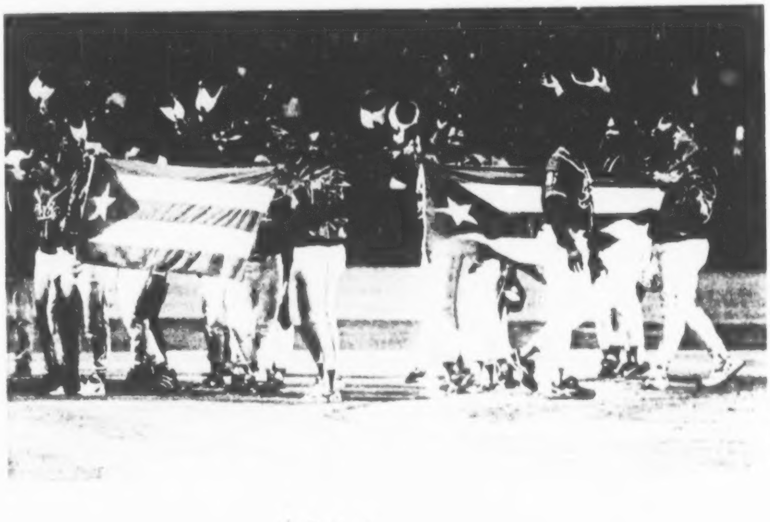
"Sports are a venue that the U.S. has used in many contexts to try to open things up," adds Goodman, who is an authority on the economic, military, social, and political issues of Latin America. "We used ping-pong with China, volleyball with Iran, and I think that that was a non-threatening, positive way of moving things along."

While many frowned upon Castro's invitation-only policy for the game in Cuba, Pettavino says that things were really not much different for the game in Baltimore. Shortly after she acquired a block of 20 seats through a contact (which led to the invitation to her fellow AU faculty members), ticket sales were limited to groups of two or three in an effort to limit large groups of protesters from sitting together.

"There were those who took [the ticket restriction in Cuba] as more manipulation by Castro, and I didn't quite see it like that," says Pettavino, who watched the first game on television with a group of Cuban Americans at the Cuban Interest Section in Washington. "It wasn't much different than the Orioles' manipulation of how many seats in a block could be distributed because they wanted to prevent certain political statements being made. "A lot of people did legitimately want to sit together, and there were some cases where they indeed wanted to protest. So the claim was that it was a First Amendment issue. It really created some flurries."

Indeed, many took issue with the Orioles' decision to ban all flags, banners, and signs at the May 3 contest. Bob Menendez, a Cuban American congressman from New Jersey (D), said in a statement prior to the game at Camden Yards, "I cannot believe that this is happening here in America. The Orioles and Cuba attempted to fool the world once during the carefully orchestrated March 28 game in Havana. I'm afraid that this is a second attempt to do the same, but this time the game will be held in a place where democracy permits us to expose Castro's brutal regime."

The ban might have prevented visible signs of protest inside the stadium, but it could not stop groups from demonstrating outside. The New Jersey-based United Cuban Organization sent 20 busloads of protesters to the stadium–including members of the Miami-based exile group Cuban American National Foundation–where they rallied around the nearby statue of Cuban



Photo(s) by Jerry Watcher Photography Ltd

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independence hero Jose Marti.

"When we were pulling into a parking garage, there were lots of New York and New Jersey plates," Pettavino says. "And in fact, the car in front of us had the signs in the back, and they were clearly coming from New Jersey to protest.

"But I actually expected, as far as outside the stadium, to see bigger crowds of protesters than I did," she adds. "Aside from people throwing and thrusting fliers in my face, which of course I took gladly to see what they had to say, I did not see the hostility that I might have expected. Since I do teach other courses about Cuba, I am accustomed to hearing about academic forums that have been actually shut down because protesters would threaten those who escorted the Cubans, and the Cubans themselves. And it sometimes brought some of this to a screeching halt–and that was just academic exchange. But maybe there was less hostility because of the venue and because this situation was sports."

Which is not to say that the night was completely devoid of altercation. *The Associated Press* photo that ran in most newspapers the following day was of the second base umpire, who happened to be Cuban, carrying away a protester who had run out onto the field. Along with Morales' jubilant home run trot in the ninth inning, this was perhaps the lasting image of the game. It's one that LeoGrande, the dean of the School of Public Affairs, says could have been avoided had demonstrators been allowed to simply hold up signs at the game.

"It's a tough tradeoff, isn't it, really, between the right of people to express themselves, but on the other hand the right of people who came to see the game without its being disrupted," he says. "I think it would have been almost better in some ways to let people bring in signs if they were going to hold them up peacefully–certainly better than having people running across the field and getting in fights with the umpire and disrupting the game."

Photo© by Jerry Watcher Photography Ltd

Just as the two-game series proved to be an even split for the teams, with each side winning on foreign soil, the AU observers say that neither country won out politically. "I think the whole thing, in a way, was overrated politically because it wasn't a revolutionary opening in relations," Pettavino says. "It is possible that it was a first step....It's taken a long time to do it, but does it mean it's going to be immediate relaxation of hostility? No. I don't think so."

"The way the Cubans played in that second game, it looked very good," she adds. "Although you certainly can't extrapolate–gee, they've got a good baseball team, [so] they must have a great political system. But that is still the impression and the use that sport is put to by a political regime–whether theirs or ours."

While in Baltimore, Cuba did avoid a rash of player defections (only one person from its 335-member traveling party, pitching coach Rigoberto Betancourt Herrera, defected), while the U.S. showed it was willing to extend its "ping-pong diplomacy" created with China in the '70s to Cuba today. This loosening of relations alone was reason enough to hold the games, say the AU observers.

"I'm not very happy with the authoritarian style of government that the regime in Cuba has, and the increasing power of the armed forces and the continuing power of the communist party and the lack of democratic politics," Goodman says. "But I think it's very important to maintain any contacts that are possible with demarcated forces, and show people inside Cuba what democracy is all about. I think the openness, the way the baseball game was handled, showed that. "And it's too important an issue not to keep trying to generate openness and interaction."

Photo© by Jerry Watcher Photography Ltd

"I don't know that there are any deep meanings to the games, but it's an indication that Cuba and the United States can't escape their geography," says LeoGrande, whose latest book, *Our Own Backyard: The United States in Central America, 1977-1992*, was released in 1998. "We're 90 miles apart; we're always going to be 90 miles apart whether the governments get along or not. There is the destiny of geography that makes our two countries close neighbors, and we have to find a way to live with one another. I think baseball diplomacy is one small step in that direction, and as far as I'm concerned, any small step in that direction is a good one."

And, as Pettavino points out, "If the intended outcome of our policy for the last 40 years was to bring down the Castro government, our policy has not worked. So we might as well try something else."

HO

Opportunities for Hispanics in Communications

Strong Preparation a Must

BY CARL J. KRAUS

FDU
Fairleigh Dickinson
University

The recent explosive growth in the communications industry has led to remarkable opportunities for college and university graduates. New cable programming and internetcasting as well as regular radio and television broadcasting have created a broad spectrum of opportunity for those who are well prepared.

Within the industry, most major cities have witnessed the dramatic rise of Spanish-language radio and television outlets. These facilities have responded to the unique cultural, news, advertising, and entertainment needs of the Hispanic community. Hispanic students who are drawn to communications because of its glamour really have two opportunities in one and should consider preparing for work in either or both the Spanish- and English-language media.

> ***Hispanic students who wish to work in Spanish should seek further development of their language presentation skills through customized coursework.***

Carl J. Kraus, director of Telecommunications at Fairleigh Dickinson University, Teaneck, N.J., has been part of the New York region's broadcast community for more than 25 years.

Both Hispanic and Anglo students are drawn to communications programs because of employment opportunities and the perceived ease of the major. But in truth, communications programs of integrity and value demand a high level of performance from students in the classroom and in the studio or media lab.

There is, in fact, a performance profile that broadcasters in both languages seek. For program producers and on-air talent, it is absolutely necessary to reason clearly and write skillfully and quickly. The importance of these skills cannot be overemphasized.

In many cases, especially news, copy must be written minutes before broadcast in a crisp journalistic style. In radio, the copy must tell the entire story. Pictures and graphics help tell the tale in television, but the main story is still told in words. An understanding of political and governmental systems, along with an awareness of current events, supports the ability to craft copy and deliver the story.

There is no industry in which time is more important than broadcasting. The clock rules life down to the second. Copy must be written and delivered to conform to an inflexible schedule. Stories must be completed on deadline.

There are several opportunities for those who might not be attracted to the "public" face of broadcasting. Technical positions such as camera person, editor, director and technical director, lighting and sound person, and graphics designer are critical to routine operations. Other more sophisticated technical positions usually require specific training in electrical or computer engineering.

Usually, a quality communications program produces graduates who meet the essential performance profile and also possess several basic technical skills that are exceedingly helpful in entry-level positions. It is not uncommon for small cable systems–a place where many new graduates begin their careers–to require a person to find, produce, write, shoot, and edit a story without any assistance.

In seeking a quality communications program, students should consider curriculum, faculty, facilities, internship affiliations, and reputation.

Curriculum

The curriculum should be a course of study that emphasizes strong written and oral skills

For program producers and on-air talent, it is absolutely necessary to reason clearly and write skillfully and quickly. The importance of these skills cannot be overemphasized.

Hispanic students who wish to work in Spanish should seek further development of their language presentation skills through customized coursework.

Training in production techniques is integral to professional development. Essentially, there is no difference, except language, in recording or editing programming in an English or Spanish environment. Students who develop a number of technical production proficiencies are generally more attractive to the prospective employer.

Coursework

Coursework that develops a basic understanding of government, politics, science, business, and the arts is essential for the development of a basic cultural literacy. This is not necessarily a direct part of the communications program. Students must develop the habit of reading several newspapers a day. In the case of those who seek to work in the Spanish environment, it is essential that the local Spanish-language dailies be consumed with vigor.

Faculty

It is clearly impossible for those who have never been in the pressurized, deadline-a-minute world of commercial broadcasting to instill in students the sense of urgency needed for success. The communications faculty should be balanced between those with strictly academic preparation and those with a combination of industry experience and academic background. In many cases, programs retain local broadcasters as adjunct faculty.

Facilities

Equipment should be viewed as an essential laboratory in which students can learn the art and craft of communications. Departmental facilities should reflect the current industry standards. In the broadcast area, students should be able to access equipment early on in their academic program and not be forced to wait until their senior year to learn critical skills such as editing.

On-campus Opportunities

Students need to actively seek out positions at the campus radio and TV facilities in order to refine skills taught in class. Participation in campus media can accurately replicate the performance pressure experienced in the commercial world. Further, a student will be able to present a prospective employer with a "demonstration reel" of air performance or production prowess. Many successful broadcasters today directly credit experience gained in campus media with success in the industry.

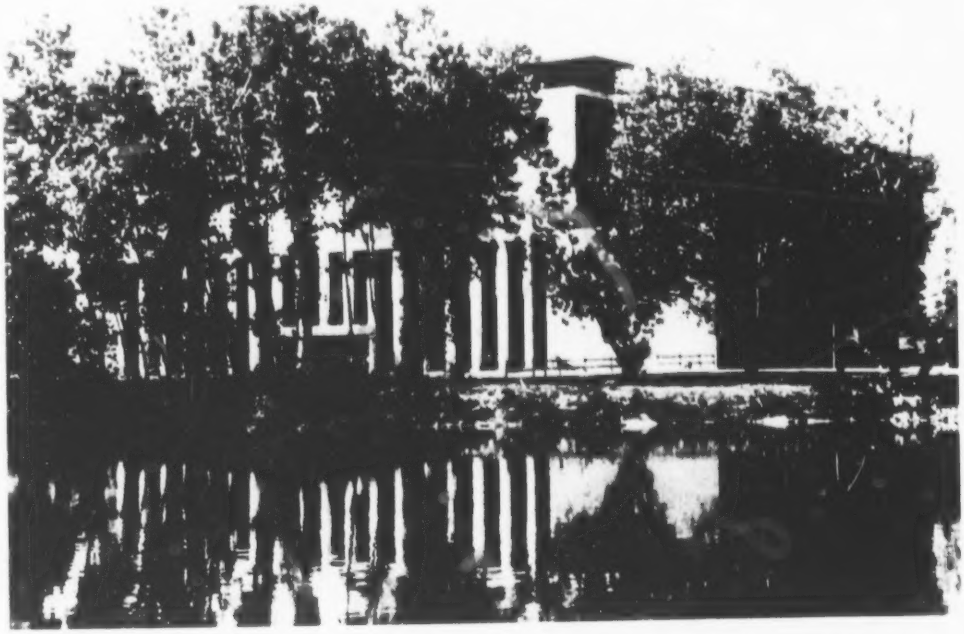
Internships

Internships are often the most direct pathway for learning and employment. Carefully monitored internships give students the personal experience in the industry as well as an opportunity to demonstrate their newly acquired skills to a prospective employer. In some cases it is possible for students to complete one or more internships during a course of study. For those who seek a career in the Spanish media, and the non-native speaker, an internship can be particularly valuable for perfecting writing and speaking skills.

Program Reputation

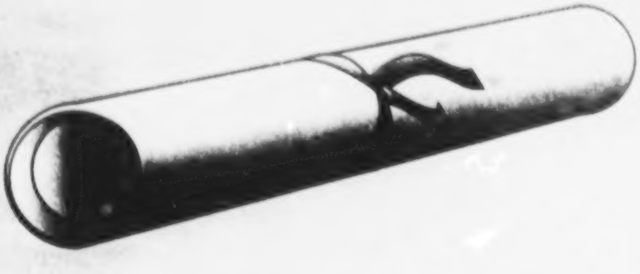
Finally, the reputation of a program must be evaluated. What have friends and acquaintances reported? Are graduates placed in industry positions? Are the students and staff friendly? Is there evidence of meaningful student production in the campus media? Is there opportunity to train in both languages?

Broadcasting is a business. It depends on time sales to generate revenue and bring a profit. Although not generally emphasized in communications programs, the sales and marketing component of the broadcast industry can provide the ambitious with lucrative and transportable careers.



The extraordinary growth of the Hispanic marketplace has provided the groundwork for successful Spanish-language media. And that media's success has created wonderful opportunities in this last year before the turn of the century for students who are willing to pursue higher education and work hard.

The Honor Roll



Indiana University at Bloomington

Pact with IBM Reinforces Hi-Tech Prominence

BY ROGER DEITZ

Indiana University at Bloomington again has been ranked as one of the nation's "most wired" universities. Before you equate the term "most wired" with rambunctious extracurricular student activities, think again. In today's world of computer-based education, "most wired" is actually a good thing. For the third year in a row, Indiana University at Bloomington is ranked second in *Yahoo! Internet Life* magazine's survey of the nation's "most wired" universities. This year IUB is ranked ninth overall.

The survey categories included computer availability and description, undergraduate personal computer use, e-mail use and access, Web space use and access, networking, degree and distance learning, and educational and administrative use.

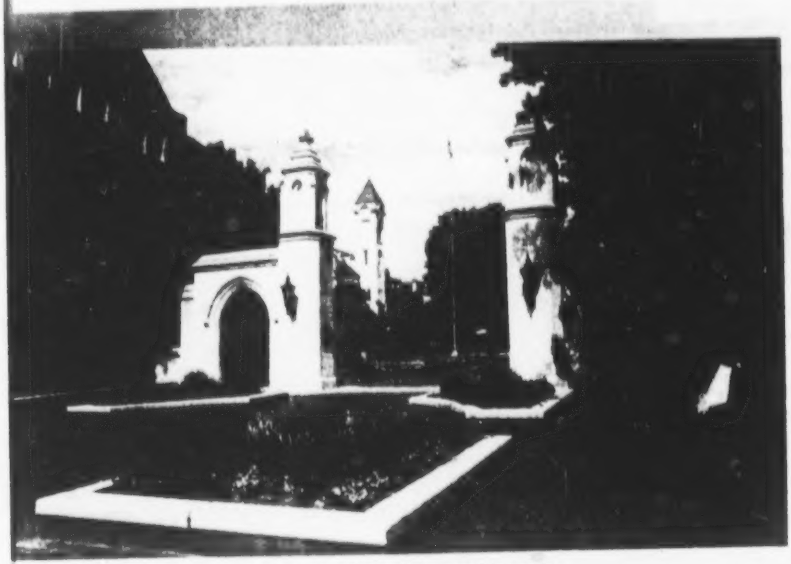
IUB President Myles Brand puts the highest priority on all aspects of Indiana University at Bloomington's computer preparedness. "Since the inception of the *Yahoo!* survey," says Brand, "Indiana University has consistently been ranked among the very top of the nation's public universities."

"This recognition is a matter of great pride for the University," he says. "But more importantly, it sends a message to IUB students that their technology environment is among the best in the nation."

IUB Vice President for Information Technology and Chief Information Officer Michael McRobbie adds, "These consistently top rankings assure us that year after year IUB's technology landscape remains at the forefront." McRobbie agrees with President Brand that the continuing changes the school is making to IUB's information technology environment keeps IUB at the very top of the academic institutions in the nation. "When students graduate from IUB, they will be among the nation's most technologically savvy graduates, prepared to compete in an increasingly technological world," he says.

For giving university students every technological advantage in a computer-driven world that continues to become more and more complex, *The Hispanic Outlook* honors Indiana University, and its campus IU-Bloomington, for its cutting-edge efforts.

That's only the beginning. In May, Indiana University at Bloomington and IBM announced a far-reaching agreement to upgrade IU's information technology infrastructure and collaborate on joint research projects. As part of the agreement, IUB will make significant acquisitions of IBM hardware and software. The agreement applies to three areas identified in IUB's Information Technology Strategic Plan as critical to the University's future technology and research capabilities: massive data storage, supercomputing, and the platform for IUB's central information systems.



The Sample Gates at Indiana University

Myles Brand. Indiana University president

The agreement "will make a major contribution to our goal of leadership in information technology," observes President Brand. "We believe that the ability to manage and store information assets, whether for research or administration, as effectively and efficiently as possible will be vital to the leading universities of the future, and IUB's relationship with IBM will ensure that we lead in the crucial areas."

Mark Elliott, general manager, Marketing, Engagement and Business Development, IBM Global Services, says that from his perspective, "universities are moving from business as usual to e-business. IBM is looking forward to working with IUB, one of the country's great research universities, to help it manage its information assets effectively for competitive advantage."

Last year, Indiana University at Bloomington was chosen as the home for the Abilene network operations center. Unveiled by Vice President Gore, Abilene is an Internet2 backbone network for research and education, developed by the University Corporation for Advanced Internet Development (UCAID). The center will provide comprehensive network management services for all physical and operational aspects of the Abilene network. A state-of-the-art center will be critical to the deployment of the advanced networking initiatives and services that are the focus of the Internet2 project.

"UCAID is excited to have the expert team at Indiana University providing the operational support crucial to the success of the Abilene network," said Terry Rogers, Abilene project director. He also noted that "IUB is superbly qualified to lead the day-to-day operations of a network supporting University researchers and educators as they develop and deploy advanced applications and services."

Indiana University at Bloomington is one of the oldest state universities in the Midwest. Founded in 1820, only four years after Indiana achieved statehood, it has grown to include eight campuses. The residential campus at Bloomington and the urban campus at Indianapolis are the largest. Others are located at South Bend, Gary, Fort Wayne, Kokomo, Richmond, and New Albany. Courses are offered in Columbus and Elkhart, and at many other sites.

Honor Roll Facts in Brief

INSTITUTION
Indiana University at Bloomington

LOCATION
Undergraduate Admissions
300 North Jordan Avenue
Bloomington, IN 47408
(812) 855-0661

ESTABLISHED
1820

ENROLLMENT
35,600

HISPANIC ENROLLMENT
510 undergraduates

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate
Professional

TUITION AND FEES
$2,106 per semester for residents
(fees include Activity, Health Center, and Technology)

FACULTY
1,614 (36 are Hispanic)

SEVERAL DEGREE PROGRAMS
Business
Journalism
Library and Information Science
Music
Optometry
Public and Environmental Affairs

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latinos Unidos
Latino Law Student Association
IDIOMA

INTERNET ADDRESS
www.indiana.edu

More than 80 percent of Indiana's population lives within a 50-mile radius of a campus. With an enrollment of 86,352 students taking 938,186.5 credit hours last spring on its eight campuses, Indiana University ranks as one of the largest institutions of higher education in the United States. Bloomington is the oldest and is considered the flagship residential campus.

Known for its physical beauty, the 1,850-acre Bloomington campus is set in the rolling hills of southern Indiana. Cultural and social activities abound. There are hundreds of student-run clubs to choose from, and more than 900 musical events are held each year. An outstanding faculty recruited from all corners of the globe has developed a reputation for great research discoveries that have broadened knowledge in many areas. The University libraries, with 25 million holdings, support the work of distinguished faculty in areas such as the humanities, foreign languages, and the social sciences as well as all the sciences. In laboratories where the focus is biology, chemistry and physics as well as other science departments, researchers are engaged in working at the frontiers of knowledge. Guggenheim Fellowships have been awarded to 155 Bloomington faculty members. Total full-time faculty at Bloomington for the academic year 1998-1999 numbers 1,614. Of this number, 478 are female. Of the total group of faculty, 36 are Hispanic, 57 are African American, 80 are Asian, and 3, Native American.

More than 5,000 course offerings provide a wealth of academic opportunity while an extraordinary variety of lectures and seminars complement classroom, laboratory, and studio activity. The University Theatre, the Art Museum, and the Musical Arts Center serve as major resources for the University's programs in performing and fine arts. *U.S. News and World Report* has ranked Indiana University-Bloomington among the top 15 public universities in academic reputation. In 1996, Johns Hopkins University Press rated IUB eighth in the nation among public universities, based upon the research and scholarly achievements of its faculty. In other studies, 55 of the University's undergraduate and graduate programs have been ranked among the top 20 in their respective disciplines. The schools of Business, Journalism, Library and Information Science, Music, Optometry, and Public and Environmental Affairs at IU-Bloomington are ranked among the top five in the nation in their respective disciplines.

The total number of undergraduates at IU-Bloomington is 27,826 with graduate students adding 7,774 for a total of 35,600. Among degree-seeking undergraduates, there are 510 Hispanics, 1,052 African Americans, 77 Native American or Alaskan Native, 786 Asian or Pacific Islander, and 757 nonresident aliens.

A number of student associations represent Hispanic students on campus. Latinos Unidos of Indiana University (LUIU) was established in 1979 by a group of IUB students with the purpose "to promote the identity and unity of Latino students through intellectual, cultural, and social growth and to increase Latino visibility and involvement in campus and community activities." The group is open to all students enrolled at IUB and includes up to 60 Latino and non-Latino members a year. The members attend biweekly meetings at the La Casa/Latino Cultural Center. Members vote on issues, promote and coordinate events, participate in annual conferences, and help with fund-raisers. Latinos Unidos' annual events include Parents Weekend, Sportfest, and Taste of La Casa.

There is also a Puerto Rican Student Association founded to promote academic achievement and social and cultural enrichment and to educate the community about Puerto Rico. Gamma Phi Omega is a sorority founded in 1991 at IU-Bloomington. It is Indiana's first national Hispanic-oriented sorority. The Alpha Chapter is based upon the principles of "cultural awareness, academic excellence, sisterhood, and community service." The group has dedicated itself to "fostering Latino pride and excellence."

A Latino Law Student Association (LLSA) represents Hispanics at Indiana University Law School and provides a forum for the exchange of ideas and peer support. LLSA activities include the representation of Latino law school interest in the Law School administration and the University, recruitment of Latino law applicants from various parts of the country, and annual attendance at the national Hispanic Bar Association. LLSA also works toward the retention of Latino law students through tutorial sessions and through the presentation of speakers providing insights into the present and future role of Latino attorneys.

The Theta chapter of Sigma Lambda Beta, based upon "brotherhood, scholarship, service, and cultural awareness," was colonized at IU-Bloomington in 1989. Sigma Lambda Gamma sorority promotes "the standards of excellence in morality, ethics, and education," and works to serve the needs of all people by distributing information about the diverse culture we all share. IDIOMA was founded to bring together students of all ethnicities, genders, and ages under a common language. Meetings provide an opportunity for members to get together biweekly to build upon their Spanish-speaking abilities in an informal setting–by talking Spanish. All levels of Spanish are welcome. IDIOMA encourages peer support and assistance in strengthening oral skills.

IU-Bloomington, a Big Ten member, has a varsity basketball coach, Bob Knight, who is noted for enthusiastic leadership of his hardworking players. President Myles Brand displays the same enthusiasm in leading his university to excellence in every area–from computer use to encouraging participation by students of all backgrounds. He sums up the IUB experience: "At Indiana University, our commitment to excellence is at the heart of all that we do. Whether in the classroom, where students are exposed to the finest faculty in the world, in the laboratory, where we are pushing forward the frontiers of knowledge, or in creative endeavors of all forms, good enough will never be good enough. At IU, we open wide the doors of opportunity and encourage our students and faculty to be the very best that they can be."

Latino Studies Journal

Seeks to Tell Latino/a Success Stories

BY TED OVIATT

Dr. Félix M. Padilla, a Long Island University professor of sociology, founded the journal in the fall of 1988 as part of what he calls "our struggle to be recognized."

Not long ago, I read a disturbing story about two Puerto Rican students who are going through their educational experience with very little support from the system. The author's point was that these two young women, because of their circumstances, have had to redefine what it is to "be successful." Endowed with considerable advantages both in intellect and courage, they nevertheless faced some intimidating obstacles in the academic world. They have achieved success in school, but they are especially proud of what they have accomplished in their lives outside of school–without much help from the rest of us.

For the past eighteen years, most of my students have been Latino, and I warm to success stories, especially those of Spanish-speaking youngsters who have triumphed over any combination of restrictions, including poverty, dysfunctional families, monolithic educational bureaucracies, and cultural conflict. What shocked me as a teacher was that the first young woman, a college student, can name no teacher from her high school whom she considered helpful; and the other–still in high school–has found only one, her tenth grade math teacher, considered "mean" because of high expectations. This "mean" teacher continues to tutor the student, who is no longer in her class.

Is it possible that a school system, knowing that minority students feel abandoned by the adults therein, turns a deaf ear to their pain?

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Dr. Felix M. Padilla

It is much more likely that the faculty, the administration, and the electorate in such a situation are all equally unaware of their failure to serve these students from differing backgrounds and with differing values.

The story of the two young women who have "made it" despite some of us, written by Elizabeth Capifali, a doctoral student at the University of Massachusetts, appears in a special winter edition of the *Latino Studies Journal*, which comes from the C.W. Post Campus of the Long Island University. Dr. Félix M. Padilla, a Post professor of sociology, founded the journal in the fall of 1988 as part of what he calls "our struggle to be recognized."

The plight of the two Puerto Rican students is just one example of an issue that needs to be recognized by all of our schools and communities. Not the kind of story often found in mainstream journals, it is, however, typical of the humane and personalized style of the journal's founder.

This winter edition, under the guidance of guest editor Dr. Carol Mullen of Auburn University, is devoted to the theme, "Remembering to Tell Success Stories of Latino/a Identity," at the same time exploring the possibility of different definitions of success for students with differing values. It is clear to see, in the spring issue also, the commonality of topics that are all elements of the Latino struggle to see special concerns recognized and then addressed. The reader will find there thoughtful articles about "future prospects of the Latino population in the United States," measuring the "cultural awareness" of a school, the role of "social activism" in the determination of ethnic identity, strategies Mexican mothers use in instructing their children, and an innovative approach to the teaching of Mexican history and culture.

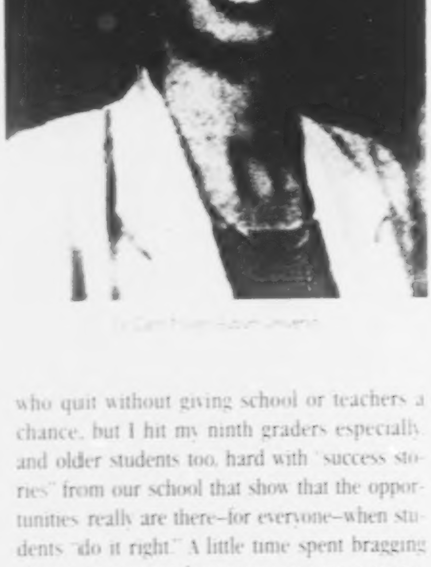
Most mainstream journals, Dr. Padilla found during the '80s, simply did not emphasize the Latino experience, or when they did, the focus was placed on the academic rather than the human aspects. One revealing incident gave Dr. Padilla and his colleagues an extra push to launch the fledgling journal. A colleague whom Padilla considered an outstanding sociologist and a particularly caring individual, had an article rejected, presumably because its topic, which bore directly upon the "Latino experience," would not appeal to the mainstream readers. Feeling discouraged and humiliated, the writer declared that he "would never again submit for publication."

Padilla charged forward "so as not to lose the richness" such a man could bring to those who need to hear the message. He wanted to create an instrument that would serve both as a forum for important ideas and as an opportunity for voices to be heard that might otherwise be lost. It would be a greater effort, Padilla says, "to give a legitimacy to our work."

Padilla himself knows something about not being heard. Coming to the States from Puerto Rico at age 13 with his working-class parents, he was not seen as a college prospect by his teachers. He lived what he calls a "life of silence" throughout much of high school because he didn't understand what was being said around him. There were neither bilingual nor ESL classes. His motivation came from a dream of playing high school baseball and then being discovered at age 18 by major league scouts. Since that did not happen, he turned his high school education into a college experience and ended up as a high school teacher. Concerned that very little real learning was taking place there, he took on a task, the difficulty of which only those who have done it–and their spouses–can know: while teaching full-time, he went for his Ph.D. so that he could teach in college, where hopefully learning would be valued more than what he had observed at the secondary level. His father died before Padilla became a professor but nevertheless took pride in introducing his son as *licensiado*.

Thus the journal's founder is himself a success story, and it is important that such stories be passed on to Latino youth. In selecting "success stories" as the theme of her guest-editor edition of the journal, Mullen tells us that stories of Latino success are "only on the verge of being heard." Latino culture has been "neglected until recently." Typically, Mullen contends, both Latino studies and scholarly research emphasize struggle, challenge, and failure–not success. Although it is true that "drug and alcohol use is overrepresented within ill-educated, impoverished Latino/a urban communities," Mullen nevertheless reminds us of the need for hope to balance young Latinos'/as' view of the world.

After eighteen years at an inner-city, predominantly Latino high school, on my first day each year, I set about the task of dispelling the myth of limitations that holds so many of our students back. I don't fudge the huge number of dropouts who quit without giving school or teachers a chance, but I hit my ninth graders especially, and older students too, hard with "success stories" from our school that show that the opportunities really are there–for everyone–when students "do it right." A little time spent bragging about our perennial successes in cross-country, soccer, Academic Decathlon, forensics, band, drill team, ROTC competitions, college acceptances, and scholarship awards is well worth it if we can point the rookies toward success instead of the more stereotypical dropping out.



One of my first assignments each July (we're a twelve-month school) is to read an article I wrote (*Hispanic Outlook*, Jan. '97, "America the Beautiful") about seven of our graduates who triumphed over obstacles. After discussion, my students write about someone they know who similarly beat the odds.

Like Padilla, Mullen did not travel an easy road to the Ph.D. American Indian/Irish women are rare in our graduate schools! Immigrating to the U.S. from Canada, she went through her own "phase of alienation," drawing support from Latinas and other "politically disenfranchised females" with whom she was working. Characterizing herself as "a bicultural female from a low socioeconomic background who is the first in her family to have a formal education past grade twelve," she is keenly aware of the struggle to have one's voice and story heard, "particularly in higher education."

Mullen's articles show that adults as well as teenagers need to experience the hope that is rooted in a belief in themselves, their unique ability to contribute, the richness of their heritage, and even their ability to change. Her first article in the journal pursued paths of success with a much more difficult population than our high school students. She reports on her work with Latina inmates in a rural Florida correctional facility via an arts-based educational program. Having declared her interest in "the politically disenfranchised, who have a powerful story to tell of human struggle and growth," she writes, "Artistic development was aimed at an intensive process of self-expression, community participation, and identity transformation." The hoped-for change would produce "a new evolving self immersed in forces of creativity, community, and well-being." This incarcerated female population, she points out, is new territory for the researcher. Mullen believes in and draws from "the storytelling and therapeutic powers of Latinos/as and their potential to transform politically disenfranchised elements in society and organizations."

Because Mullen's subject group was generally from "barrio underclass families," her findings have implications for drug use and gang participation as well. For example, she found that gang lineage often produces a certain stability that can promote "its lifestyle into the second generation." This is, of course, not the kind of stability that will be useful to society, so we must entice our young people with stories that show there is a better way.

Another contributor to this special issue, Patricia Gándara, is an associate professor at the University of California-Davis, and author of a book entitled *Over the Ivy Walls: The*

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Educational Mobility of Low-Income Chicanos (SUNY Press, 1995). Of success stories, she writes that they "...provide not only models of people who have made it, but they also engender in children a sense of hopefulness which might otherwise be absent in their lives....The most critical intervention a parent can make to break a cycle of low achievement is the alteration of aspirations and the introduction of a sense of hopefulness based on tangible evidence of 'people like us' who make it."

Supporting Mullen's point that research on success among Latinos is in its infancy, Gándara writes, "Very little is known about strategies that families use to promote high achievement among Latino children because so much of the literature has focused on academic failure among this population."

More is known about the stumbling blocks to a family's dreams for its children. Gándara reports that teens from groups that "find themselves in the U.S. through slavery, conquest, or colonization" often regard high achievement in school as "acting White" and therefore undermine their own chances through negative behavior. "Latino students who 'choose' to join gangs, drop out of school, and otherwise reject the social norms of White society are a classic example of oppositional behavior....In this way they cooperate in creating their own dismal situation as an act of defiance against a culture they perceive as oppressive." Others whose backgrounds reflect the family's historic arrival by choice are more likely to take advantage of the opportunities to improve their lot through schooling in spite of "discrimination and other barriers facing newcomers."

As evidenced by the struggles of the two Puerto Rican students mentioned at the start of this piece, some barriers facing darker- skinned minorities are erected, wittingly or unwittingly, by school systems themselves. One such barrier can be the policy of tracking, the values of which have long been debated with or without discrimination. Gándara cites an article by Hugh Mehan in the *Harvard Educational Review* (1978) describing what happens when the practice of tracking is combined with discrimination. She explains, "Low income and minority students, because they come to school without the status characteristics of the middle and upper classes, are assigned to the lower tracks and groups in school where they can be 'remediated.' Higher status students are placed in the upper tracks and the faster reading groups where they can fulfill the prophecy of their more moneyed and educated heritage."

The idea throughout–from Padilla's initial concept to the highly relevant issues presented in the 1999 winter and spring publications–has been to remove or break down these barriers through the sharing of information: informing students, identifying needs, and occasionally making changes in "the system."

> ***"We have asked the people of our urban ghettos [and our barrios] to the breakfast of hope, but the supper of fulfillment we eat without them."***
>
> ROBERT F. KENNEDY

Emilio Rendón, a doctoral candidate at Texas A&M University, contributed a study in "Creating Successful Opportunities for Latinos/as in Academia." He advocates cooperation as a *sine qua non* of Latino success, especially because "the Latino/a persona...often favors a cooperative rather than a competitive modus operandi." I contend that if Latinos'/as' educational opportunities are to multiply, in both quantity and quality, simply marching and proclaiming "Viva la raza," or dancing the wonderful cumbias, polkas, and salsas so precious to our culture is not enough. Substantial steps need to be undertaken to become one another's advocates for personal, professional, and academic development, rather than behaving as though academic achievers succeed entirely on their own.

Rendón's research contains some revealing responses from Latinos regarding important factors in their doctorate completion: one, urgency to finish due to having opportunities denied other family members; two, a mentor who awakened an intellectual potential and curiosity within the respondent; three, a mentor who helped the respondent deal with academic insecurities; four, a mentor who acted as a guide into a new and often alien environment at predominantly White universities; five, respondents who took risks in choosing non-traditional areas of study; six, respondents who believed a doctorate was essential for an academic career to later assist other Latinos/as to earn their own doctorates; and seven, friends, family, and peers who encouraged and supported respondents toward the doctorate.

Note the absence of money as a goal, and the frequent recognition of the role of people who helped–friends, family, and mentors.

Rendón urges Latinos and Latinas to go where others have not ventured before, and he asks those who guard so jealously the gates to opportunity to cooperate in opening up the possibilities that will develop talent otherwise lost to our nation. He quotes the late Robert F. Kennedy, speaking at an NAACP meeting in 1966: "We have asked the people of our urban ghettos [and our barrios] to the breakfast of hope, but the supper of fulfillment we eat without them. Breakfast has long ago been eaten, and hunger walks the streets. It is time to make room at the table."

Hopefully the powers that be at the universities of Texas and California will read the right journals and make room at their table in spite of the absence of affirmative action as a facilitator. Hopefully, too, the work of Dr. Padilla and contributors to his *Latino Studies Journal* will influence all our schools to make room at their table–for everyone.

1527

National Urban/Rural Fellowship Program

A Vast Network of Tomorrow's Leaders

BY JEFF SIMMONS

"What I find particularly rewarding is the vast network of individuals who are highly successful."

LUIS ALVAREZ, PRESIDENT AND GRADUATE OF THE PROGRAM

It's a display that brings Luis Alvarez much pride: twenty-nine framed photographs that adorn a hallway wall around the corner from his high-rise office in midtown Manhattan. In each one stand about two dozen or so men and women, many minority, most in their early 30s.

Alvarez points to one class picture, from 1972. His finger aims toward one young man, and he nonchalantly says, "That's me." Then his eyes quickly dart to another wallhanging. Like a proud father, he describes the accomplishments of many of the assembled, all graduates of a program over which he has presided for 25 years.

"You really should come to graduation," says the 65-year-old grandfather. "It's very, very moving. You see this real transformation of individuals. And that, for me, is the real payoff."

Alvarez continues: "What I find particularly rewarding is the vast network of individuals who are highly successful. You get a young person who comes in and has some basic leadership skills and has a commitment but is unsure about where they want to go, what they want to do." He pauses, then adds, "and you see them blossom almost virtually before your eyes."

This transformation has been taking place for three decades through the National Urban/Rural Fellowship Program, which has awarded diplomas to close to 800 prospective leaders since its inception. It's a program that matches fellows with mentors who already have become leaders in their fields and have a wealth of experience to share.

"These mentors are leaders in their own right," he says. "They're running huge governmental agencies; they're running large foundations and community-based organizations."

Armed with funding from the Ford Foundation and Yale University, the National League of Cities and U.S. Conference of Mayors founded the nonprofit National Urban Fellows Inc. in 1969, aiming to become the "premier" national leadership development program in the nation. Its offspring now serve in top executive positions in the United States, Puerto Rico, Africa, and Europe.

Alvarez isn't just a cheerleader by virtue of his position as president of National Urban Fellows Inc. He's also a graduate of the program.

"I was actually the first federal placement in 1971," he says, sitting behind his desk. He confides: "I thought I was a hot shot Puerto Rican. I was going to go up to Washington and make it. It was a revelation because I never had experience, nor did I understand the enormous power of the legislative process."

Over the subsequent year, Alvarez toiled long hours with his mentor, Dan Davies. It was a hands-on education that he hasn't forgotten, one that hundreds of fellows have since undergone.

Like Alvarez, each fellow spends 14 months gaining academic and professional experience. Fellows Inc. distributes close to 3,000 applications annually, and usually receives a few hundred back from applicants seeking to enroll in the full-time program. From there, about 60 are brought in for interviews.

Candidates must possess strong leadership and academic prowess, fine interpersonal and problem-solving skills, and a strong work ethic. The pool is winnowed if applicants don't also possess at least three years of management and administrative experience in the private or public sector, are not U.S. citizens, or lack a bachelor's degree.

Eventually between 25 and 30 fellows are chosen and then must be matched with mentors, who are senior executives and accom-

Edwin D. Acevedo, Director of Program

plished administrators from local, state, and federal governmental agencies, and public and private institutions.

Mentors are not chosen just for their availability but also because they are willing to dip into their wallets. They are charged $49,000, which pays a fellow's $21,000 salary, and defrays academic, travel, and relocation expenses.

Mentors pore through resume books detailing each applicant's background and qualifications and then note their top seven choices. After a round of interviews, mentors make their final recommendations.

"We do this through a very rigorous selection process," Alvarez says. "Fellows are interviewed, they are screened, and we have structured mentorships in which an individual, a mayor, a city manager applies to us for a fellow and then we match the fellow up with the job description."

Fernando Ferrer, the borough president of The Bronx in New York City for the last dozen years, became a mentor after receiving a phone call from a former mentor of his, Luis Alvarez.

"Luis called me up and said I have this program with some very, very smart young people," Ferrer recalls. "I thought it was an exciting idea."

That was in 1989. Ferrer, a mayoral candidate in New York City in 1997, has since mentored several fellows. "I think it is important to get a break," he says, "to have someone who is established in the fields that they are thinking about sit down with them and talk, give them hands-on experience and insight."

"It's very hard for people, especially young people. Very few people want to take a minute and explain what this is all about."

The program commences each spring (this year's started on June 7) with a summer academic session. That is followed by a nine-month assignment to a mentor, starting in early September. During that time, fellows are expected to complete academic coursework to receive a Master of Public Administration when the fellowship ends.

During their assignments, fellows are required to complete additional coursework off-campus and attend a mid-year conference. They follow a curriculum that focuses on teaching administrative management, public budget administration, policy research, and computer methodology, as well as the politics of public administration and public policy.

After the nine months, mentors return their assignees across the nation to New York City for a second summer session and eventually to receive their degree from the Bernard M. Baruch College of the City University of New York system in Manhattan.

Ferrer has watched his charges move into jobs as budget experts and legislative aides. "This was an opportunity to pay back a little for opportunities that I've been given," Ferrer says. "Were it not for encouraging people in my life, like Luis Alvarez, I might not be where I am today."

National Urban/Rural Fellows Class of 1997

The program pays particular attention to recruiting Latino and African American candidates, striving to address long-standing gaps in minority representation in leadership positions. Alvarez says that the number of minority applicants appear to rise each year.

Adds Ferrer: "We are training a cadre of young people to take their place in public service. We should encourage more minorities and women as municipalities, states, counties, towns, and villages become increasingly more minority. These are the faces of the future of government."

According to the most recent Fellows Inc. demographic study, African American males accounted for the largest group of students in the program. Between 1969 and 1997, they represented 35 percent (366 fellows) of all graduates. Latinos followed closely behind, with 33 percent (215 fellows). Then there was a significant drop: Whites accounted for five percent (36 fellows).

Statistics show that the median age of fellows is 34, and that men represent just over 50 percent of all graduates since 1969. Most hail from New York. Since 1969, 105 have resided in New York, 80 in California, and 38 from the District of Columbia. Six graduates have come from Puerto Rico.

Richard Rivera, who traces his heritage to Puerto Rico, Spain, and Venezuela, had wanted to serve his fellowship with someone of similar roots. His fellowship landed him in Los Angeles working with the Annenberg Project in 1995, but then his father's illness drew him back prematurely to New York City.

It was then that he landed with United Way of New York City, and with mentor Alex Betancourt, its president now for the last 10 years.

"I really wanted to work with a male who understood the community and could be a role model on a personal and professional level," Rivera says. "When I first met with Alex, I shared with him that my primary concern was my father and that I needed the flexibility and understanding that my father and my family came first.

"He clearly let me have that leeway. My job became a point of stability where I could come into work and it would be extremely supportive."

Rivera previously had taught social studies in the New York City school system and worked with the national Teach for America teacher-recruitment program.

"I wanted an MPA and a new experience. At the time, I thought what I wanted to do was to step out of education and that a program like this would offer me a different light...."

Under the program, mentors are required to guide fellows through all facets of their job. Fellows–called "special assistants"–must have full access to policy and budget meetings. The

Alex Betancourt, vice president of Educational Services
United Way of New York City

fellowship program requires that mentors ensure that the assistant's job have a "beginning, a middle, and an end."

"The fellow not only must have access to the mentor but also must be invited into cabinet meetings and policy sessions so that the fellow then gets insight," Alvarez says. "You must have empathy for what young people must be going through, and must believe in the concept of mentoring. It's hard because you've got to invest time and energy."

With his background in education, the now 31-year-old Rivera seemed to fit into his position snuggly. He handled an assessment of all schools that dealt with the United Way's Community Achievement Project in Schools, or CAPS.

The program helped to forge partnerships between community-based organizations and schools to assist "at-risk" students, mainly those who had poor attendance and were at high-risk of dropping out. The CAPS program worked at building links between the public and private sectors.

Rivera found that many of the schools in which they operated had higher poverty and lower literacy rates. The research was able to expose how students in many of these schools were facing "multiple" problems, and this research could help shape better programs in the future.

That type of work is pivotal to the fellowship. The "students" must perform project-oriented work, have analyzed aviation and transportation policies, performed engineering operations audits to design a city's reorganization plan, served as liaisons to mayors' offices, and spearheaded special project initiatives.

Rivera spearheaded the United Way's bus caravan to Albany for its annual "Public Information Day," a movement that prompted legislation to support its efforts. After graduating, Rivera, like 80 percent of the other fellows, landed a job with his mentor's agency.

Now he is designing an elementary school, one that could open its doors in New York City in the year 2000.

"The program exposed me to experiences that I might not have had in a traditional job. When you get hired, it's usually to do a particular job, but this is also a learning experience," he says.

"Alex let me tackle challenges; he let me give input with my ideas. If I had an idea, I would talk to him, and he would give me feedback and understanding. He was a good mentor. If I made a mistake, I'd walk in and let him know. He would say, 'Let's talk about what went wrong here and how we might correct it.'"

Betancourt is equally laudatory about the program and its benefits.

Being a mentor, he says, "is the mantle of leadership. That's how I see it. It's taking someone like Richard and opening doors for him and showing him what my experiences have been, trying to create a context for him where his professional development doesn't have to be as painful as mine was, and learning from our mistakes.

"I really didn't have any mentors in the business of nonprofits in education. I had to negotiate all of these systems by myself. It would have helped if someone had taken hold of me 15 years ago. I know what it was like to negotiate those systems absent a mentor.

"Richard presented a unique challenge because of the various skills he brought to the table, along with a sense of passion and commitment toward working with the community," Betancourt says.

Betancourt agrees that minority mentors are a necessary component of the program. The number of women, African American, and Latino mentors is rising. They serve not only as experts in their fields but as role models as well.

"These are populations that are traditionally underrepresented in positions of leadership and authority," Betancourt says. "There are a lot of African Americans and Latinos who are young professionals who make it to mid-level management but never make it to higher positions and higher degrees of power. It's almost like a glass ceiling."

He adds about Rivera: "Richard has proven himself to be equal to whatever the challenge might be and dogged in his determination to make a difference for his community."

Fellows Inc. also looks to elevate more minorities into corporate offices and environmental roles. The Environmental Science and Management Fellowship, which also uses mentors, recruits candidates with at least five years of environmental experience. Twelve percent of its graduates have been Hispanic.

The Corporate Executive Fellows program is fashioned to expand the roles of minority executives in upper-level management positions. The program, which began in 1985, lasts 24 to 30 months. Fifty-four percent of its graduates have been Hispanic.

Overall, the programs cost about $2 million annually to run. Fellows Inc. receives funding from the public and private sectors, such as the Ford Foundation. A grant from the federal Environmental Protection Agency is earmarked for the science and management program.

"Our objective here is to train for leadership, not just for ethnic minorities but for the whole society," Alvarez says. "We really wish they would assume leadership roles in their respective communities either through an elective or administrative process."

Many graduates have since become mayors, council members, county administrators, and heads of governmental agencies, foundations, and community-based organizations. Others have returned as mentors and to serve on Fellows Inc.'s Board of Directors.

That might be where Alvarez lands next year. After watching the 30th class graduate, he is planning to retire but still wants to help the organization.

"It's a tough job," he says. "It's constantly raising money, and I think it's important that we begin an orderly transfer to a new leadership, a younger leadership."

"I think we now have a foundation, an infrastructure," he says. Perhaps, Alvarez believes, his successor will not only be an astute fund-raiser but also a graduate of the program, a person who will then surely follow in his footsteps.

Says Alvarez: "I think it's time to move on and hand over the mantle of leadership to a new generation."

People-Places-Publications-Conferences

PEOPLE

UCLA Senior Praises Chicano Studies Research

The Chicano/Chicana Studies Program at the University of California-Los Angeles (UCLA) offered senior James Burkhardt an academic mirror that brought his Mexican American cultural identity into sharper focus. Coursework in history lent context to the confusing whirl of coexistence, conflict, and convergence that marks the interaction of the Mexican and American cultures today. And public policy studies gave him insight into how inequities and conflict between the cultures might be addressed and the best of each celebrated.

Research conducted under the direction of Raymond Rocco, a UCLA political science professor of Mexican descent, combined the three study areas.

"These research opportunities made me a stronger student and will make me a better policy-maker," said Burkhardt, who plans to pursue a graduate degree in public policy and then enter politics.

Blanco, Reyes, and Roldán Graduate from Cal State-Northridge

After 13 years as a teacher's assistant in a special education classroom, Alonso Blanco decided it was time to get his degree and become a special education teacher. Having already "lost too much time," he wanted to start teaching as soon as possible.

Computer science student Jaime Reyes at one point didn't think he was going to make it. Being the sole support of his family, a father-figure to his three siblings, working four jobs, and going to school full time was just too much. But he persisted.

Fernando Roldán, aspiring journalist, was born with arthrogryposis, a rare disorder that causes his joints to bend and inhibits the growth of his muscles. But he doesn't think his disability will get in the way of his career.

Blanco, Reyes, and Roldán each received a bachelor's degree from California State University-Northridge in June.

Cardona Attends Graduate History Seminar

Debra Cardona, Texas A&M University-Kingsville history graduate student, has been attending the month-long Oaxaca Summer Seminar, designed for graduate history students working on their master's or doctoral degrees.

"The seminar was started because there are good graduate students all over the United States and Canada who don't have an opportunity to interact with each other," said seminar director Dr. William Beezley, professor at the University of Arizona. "It also provides a way for faculty [like the students, principal faculty are from different colleges and universities] to interact with each other."

Gonzáles Gives Address at De Anza

San Jose Mayor Ron Gonzáles, who studied liberal arts at De Anza College (Calif.) from 1969 to 1971, gave the commencement keynote address at his alma mater in June.

Gonzáles has several strong ties to De Anza. His oldest daughter, Miranda Gonzáles, is part of De Anza's Class of 1999 and earned her associate's degree; and his youngest daughter, Alejandra Gonzáles, is currently studying liberal arts at the college. Two years ago, De Anza President Martha Kanter granted the mayor an honorary associate's degree.

Gonzáles earned a bachelor's degree from the University of California-Santa Barbara. As San Jose's mayor, he is especially proud to be founder of The Role Model Program, an effort that recruits adult role models to regularly visit local middle schools.

Calderón-Salin Chosen as Hispanic Fellow

Dr. Delmy Calderón-Salin, assistant professor of agribusiness for the agronomy and resource science department at Texas A&M University-Kingsville, was named a Policy Fellow for a partnership between the Hispanic Association of Colleges and Universities and the Educational Testing Service.

Calderón-Salin was one of 15 chosen nationwide to participate in this prestigious, successful, and sought-after leadership development initiative for Hispanics in the field of higher education.

As a policy fellow, Calderón-Salin will participate in forums, workshops, and conferences dealing with the challenges and opportunities for enhancing Hispanic higher education policy.

Alegría Saluted at Trinity College

Scholar Ricardo E. Alegría (pictured) was celebrated during a commencement luncheon at Trinity College (Conn.).

Alegría, an esteemed authority on Puerto Rican culture, was presented too with a Doctor of Humane Letters, honoris causa, at Trinity's 173rd Commencement. Alegría is the director of the Center of Advanced Studies of Puerto Rico and founder of the Institute of Puerto Rican Culture. He is a scholar of pre-Hispanic indigenous Caribbean history and the author of more than 25 books.

Durán Named to Alamo Community College Board

In Texas, Tino Durán–owner and publisher of *La Prensa*, San Antonio's only bilingual newspaper, and *La Prensita*, a weekly home

edition of *La Prensa*–has been named to a three-year term on the Alamo Community College District's (ACCD) Foundation Board, a charitable corporation that solicits, receives, and administers contributions to the district.

The president of Durán Durán Industries and former San Antonio College student, Durán was selected one of SAC's "Outstanding Former Students" in 1997. He has a bachelor's degree and a master's from St. Mary's University.

Flores Receives Friedman Award

Marciano Flores III, a father of four who returned to school for his college degree, received this year's Jeremy D. Friedman Memorial Award from the University of California-Santa Barbara (UCSB). The award is presented annually to one graduating senior who contributed significantly in an innovative and creative way to the quality of undergraduate life on campus.

Flores took part in many projects that provided support to UCSB students and adapted outreach programs and support services to better serve prospective students such as Chicano/Latino men and women, parents, those returning to school, or those transferring from community colleges.

Flores wants to be a Chicano studies professor.

He is pictured here with his children, (l. to r.) MathewPaul, Michah, Marciano IV, and Briana.

Núñez New Provost

Dr. Elsa Núñez was appointed provost and vice president for academic affairs at Lesley College (Mass.). Núñez brings to her new position a range of faculty and administrative experience spanning 30 years.

"My former teaching experience has enhanced my effectiveness as an administrator," said Núñez. "By working directly with students and developing curricula, I learned how important it is for faculty to continuously improve and create courses and programs both for the liberal arts and for professional studies. And I believe that these areas of study need to be integrated."

The author of *Pursuing Diversity: College Minority Student Recruitment* (George Washington Press), Núñez work in progress is on the high school dropout phenomenon in the Hispanic student community.

Ortíz Heading St. Louis Campus

Dr. Gustavo Valadéz Ortíz has been named president of the Florissant Valley campus of St. Louis Community College (Mo.). He leaves a position as executive director for partnership programs for the City Colleges of Chicago system in Illinois. Ortíz also has been vice president for instruction and student development for Daley College, one of the City Colleges of Chicago.

Ortíz has a bachelor's degree from St. Mary's University in Winona, Minn.

Alarcón Addresses Cal State-Northridge

California State Sen. Richard Alarcón addressed the California State University-Northridge College of Humanities during the College's commencement ceremonies in June.

Alarcón is a lifelong resident of the San Fernando Valley, with roots dating back to the 1920s. As a champion of the Valley, Alarcón believes in involving the community and building consensus in finding solutions to problems.

A Senate Majority Whip, Alarcón chairs the Senate Housing and Community Development Committee, and the Subcommittee on Environmental Justice. He also serves on the Senate Energy, Utilities and Communications, Education, Environmental Quality, and Industrial Relations Committees.

Robles and Becerra Receive Scholarships

Maria Socorro Becerra, Maria Isabel Robles, and Valerie Thompson received $200 scholarships from Mt. San Antonio College (SAC) in California.

Becerra, a student in the New Horizons program (associated with the Single Parent Academy) and the HAGASE (Single Parent Academy for Spanish speakers) club, received the César Chávez Scholarship, sponsored by the Mt. SAC Latino Faculty and Staff Association.

Robles, a student in the CARE program (offered through Mt. SAC's Extended Opportunity Programs and Services office), received a Kay Ragan Re-Entry Scholarship, as did Thompson, a New Horizons student.

Nieto Joins DePaul Board

Ernesto Nieto, founder and president of the National Hispanic Institute (NHI), is one of four new members of DePaul University's (Ill.) board of trustees.

Nieto founded the NHI in 1979. The private, Texas-based nonprofit organization is dedicated to helping Latino youth develop leadership skills, prepare for higher education, and achieve. NHI sponsors the Lorenzo de Zavala Youth Legislative Sessions, a program coordinated by Nieto and his wife Gloria de Leon to expose Latino high school juniors and seniors to community leadership opportunities.

DePaul is a member institution of the College Register, a consortium of universities that work with NHI to reach out to Latino, college-bound high school students.

Martínez Earns Student Affairs Fellowship

Isidro Martínez, of United States International University (Calif.), has been selected for the Minority Undergraduate

Fellows Program of NASPA, National Association of Student Personnel Administrators, Student Affairs Administrators in Higher Education.

The honor is awarded to a select few throughout the U.S. who are interested in studying higher education and in pursuing student affairs as a profession.

The two-year program provides fellows with knowledge, insight, and understanding of opportunities in student affairs and higher education; opportunities to engage in mentoring and networking experiences; and hands-on experience in student affairs and higher education.

Martinez' fellowship runs through June 2000.

Castro New Cal State-Dominguez Hills VP

Dr. Donald S. Castro recently became vice president for academic affairs at California State University (CSU)-Dominguez Hills.

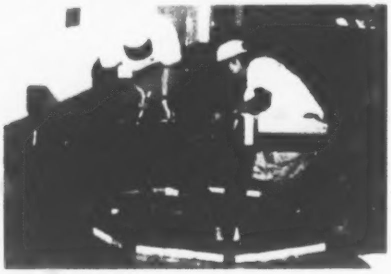
Castro is the former dean of CSU-Fullerton's School of Humanities and Social Sciences, where he was responsible for Fullerton's Social Science Research Center, its Center for Demographic Research, its Center for Twins Research, and its Ruby Gerontology Center. Active in campus planning and development, he helped create its new mission and goals policy.

Castro earned his bachelor's, master's, and doctoral degrees at UCLA. He is a member of the Golden Key National Honor Society and is active in the Academy of Political Science, the American Historical Association, and the American Popular Culture Association.

Vásquez a Winner at Bosch Future Tech Challenge

José Vásquez, South Florida Community College (SFCC) building trades student, won $1,000 in cash and $2,000 in Bosch Tools at the 1998-99 Bosch Future Tech Challenge in Florida. SFCC received $1000 in tools.

Students in the competition were given blue prints for an octagonal picnic table. The tables they built were then judged on safety, use of tools, quality of workmanship, materials management, and cleanliness of work area. Vásquez, who finished fourth, called it "a great learning experience."



Vásquez is pictured here (at r.) working with Randy Geiger.

Limón Receives California-Santa Barbara's Highest Academic Award

Gladys Limón Pérez, who dedicated countless hours to steering fellow students through the financial aid process, won the Thomas More Storke Award, the University of California-Santa Barbara's top graduation honor.

Photo© by Kurt Rhody

"I'm very proud to be the first Chicana to receive this award," said Limón. "Yet, I do not consider it just 'my' award as this award is representative of our student communities of struggle."

Limón and other students prompted the formation of the chancellor's Financial Aid Task Force to protect financial aid for those most in need. She mastered an understanding of the complex financial aid system and then translated that knowledge into a student manual.

Encouraging others to pursue higher education, Limón is a role model to many.

PLACES

Desmangles Promotes Sensitivity to Religious Traditions

Trinity College (Conn.) Professor Leslie G. Desmangles wants his students to be aware of the spiritual dimension of themselves as human beings. A professor of religion and international studies, Desmangles teaches

courses in Caribbean, African, Hindu, and Buddhist religions from the anthropological perspective of how the religious traditions exist within a culture's political, economic, and social structure.

Students have praised him for his contagious enthusiasm and his dynamic and entertaining lectures. They say that his anecdotes make the material seem "real."

Desmangles, who has a doctorate from Temple University, hopes that his teaching "helps them become more sensitive to religious traditions of other parts of the world...."

Eastern Washington Chicano Program Awards

Several students from the State of Washington received awards at the Eastern Washington University Chicano Education Program's first annual Chicano/Latino Alumni and Scholarship Reception.

Ana Solorzano, Rosa Maria Diaz, Margarita Moreno, Hector Cruz, and Nancy Vargas received $2,000 scholarships; Brenda Rubio and Maribel Oronia Carpenter, $1,500; Sophia Pacheco, $1,000; Anabel Villa, $700; Melissa Piceno, Elizabeth Nunez, Rita Miranda, Lucia Ramos, and Bertha Villa, $500; Jessica Raigoza, $250; and Angelica Rodriguez, $200.

Student Aid Alliance Launches Web Site

The newly formed Student Aid Alliance, a coalition of 58 higher education associations, including the American Council on Education, has established a Web site urging students and campus administrators to get involved in this year's federal budget process by contacting Congress to express support for increased funding for student aid programs.

The Web site <www.StudentAidAlliance.

org> is a key component of the Alliance's campaign to ensure that federal student aid programs receive adequate funding not only in the upcoming budget year, but in the years that follow.

Bristol Community Honors Student Tutors

Sixteen Bristol Community College (Conn.) students were recognized at the Third Annual Certification Ceremony for their commitment and hard work as peer tutors in the college's Tutoring and Academic Support Center (TASC).

Fernanda Jiménez-Labora, Tutor Club president this year, said that the TASC work had not only made her a better person but a better student.

Jiménez-Labora, Jeffrey Costa, Stacey Barreira, Ameur Belmedani, Michael Boudria, Kathryn Mui Pong, and Robyn Worthington were named master tutors.

Lori López, Sandra Núñes, Tracy Penha, Chana Ferreira, Lori Lockwood, Steve Breault, and Ken Burt received advanced certification. Denise Farias and Lee Ann Freitas received regular certification.

El Paso Community to Open Child Care Centers

Dr. William J. Campion, president of El Paso Community College (EPCC) in Texas, plans to open child-care facilities at each of the college's five campuses by the spring of the year 2000.

"Surveys in California have shown that schools that have childcare facilities on campus increase student attention and retention," said Isela Castañón-Williams, EPCC child-care instructor and program coordinator who is working with Campion on the project. She also said the facilities would provide learning opportunities for students in the child development, nursing, dental hygiene, and optometry programs.

San Antonio College Newsmakers

San Antonio College (Texas) student Robert Cortner is one of 20 students in the country picked for the All-USA Community and Junior College Academic Team, selected from 1,390 applicants by a panel of educators convened by the Phi Theta Kappa international honors society.

Community relations specialist Marinella Garcia-Murillo was named a 1998-1999 Outstanding Former Student of San Antonio College. Community relations and involvement specialist with the U.S. Department of Housing and Urban Development, she helps public housing communities throughout South Texas to strengthen and support their residents by encouraging economic opportunities and personal growth.

Palo Alto Awarded Upward Bound Grant

The U.S. Department of Education awarded Palo Alto College (Texas) an Upward Bound Program grant totaling $800,000 over a four-year period.

"This program will improve opportunities for students in the outlying areas of San Antonio to achieve their educational goals," said Palo Alto President Dr. Enrique Solis.

Beginning in the fall of 1999, the program will help low-income, first-generation-in-college students complete high school and enter postsecondary education.

Dan Rodriguez (pictured), chairperson of Palo Alto's Counseling Department, said the grant "will certainly enhance our efforts to serve an even greater number of students."

Indigenous Venezuelans Visit California-Santa Barbara

Jaime Turon, mayor of the politically troubled Venezuelan State of Amazonas and a member of its indigenous Ye'kwana people, spoke about the struggles of his homeland at the University of California-Santa Barbara (UCSB).

Amazonas, recently created and bordering Brazil and Colombia, is mostly populated by native Ye'kwana and Yanomamo people and is facing multiple crises posed by disease, cocaine smuggling, renegade mining and logging, and political strife that could erupt into guerrilla war.

Turon and six associates made a week-long visit to the campus as guests of Napoleon Chagnon, UCSB professor of anthropology, who has studied the people of the region for 35 years.

Reyes New Director of Academic Development

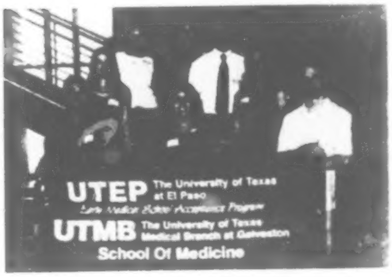
Saul Reyes recently became the director of academic development at Jacksonville University (Fla.).

Dr. Catherine Morgan, vice president for enrollment services, said: "Saul has a rich experience here and at his previous position in providing comprehensive career development services to students. The level of services provided to Jacksonville University has advanced in each of his three years here."

Reyes will continue to provide leadership in career services.

Texas-El Paso Provides Early Medical Acceptance Program

A partner program of the University of Texas-El Paso (UTEP) and the University of Texas Medical Branch (UTMB)-Galveston has enabled eight students to enter into a new Early Medical School Acceptance Program (EMSAP).


UTEP The University of Texas at El Paso
Early Medical School Acceptance Program
UTMB The University of Texas Medical Branch at Galveston
School Of Medicine

One of several UTEP programs aimed at addressing the shortage of minority medical professionals, EMSAP guarantees disadvantaged students slots at UTMB upon graduation from UTEP. Students are required to maintain a 3.2 GPA and must score a minimum of 24 on the Medical College Admissions Test while at UTEP.

The eight EMSAP students are Adriana Martinez, Ruby Navarro, Belen Romero, Chris Butler, Kieron Dillingham, Karina Franco, Sylvia Marrufo, and Krishna Reddy.

According to a Pew Health Professions Commission report issued in December, Hispanics make up nine-percent of the U.S. population, but account for only 4.6 percent of physicians. UTEP is helping to improve those statistics.

St. Thomas Announces Cuban Oral History Project

St. Thomas University (Fla.) announced the official unveiling of the Cuban Oral History Project at an on-campus reception that included the premiere of a short documentary on the history of the Universidad de Santo Tomas de Villanueva, the precursor of St. Thomas in Havana, Cuba. This film was produced and directed by well-known Cuban filmmaker Alex Anton. Alumni of Villanueva attended the reception.

The project will collect and catalogue a permanent collection of oral histories of Cuban exiles living throughout the United States and overseas. The collection will include never-before-recorded experiences and will be available for research to scholars, writers, students, and the community at large.

Our Lady of the Lake Honors Vaquiax-Alvarado

Two professors took home prestigious awards during Our Lady of the Lake University's (Texas) annual Faculty Appreciation Dinner.

In honor of his many contributions to future educators, Dr. Alfredo Vaquiax-Alvarado, associate professor of mathematics, took home the Stell-Ball Award. The award is given by teacher education students to an outstanding faculty member of the School of Arts and Sciences.

The George Fleming Award for Exemplary Faculty Service went to Sister Ann Petrus, chair of the department of mathematics. This award recognizes a faculty member for both teaching excellence and outstanding service to an academic department and to the university.

Law School Admission Council Awards Research Grants

The Grants Subcommittee of the Law School Admission Council (LSAC), located in Pennsylvania, awarded two new grants and continued funding a third project.

Stephen Meinhold, University of North Carolina-Wilmington, and Dennis Gleiber, University of New Orleans, received funding to continue their pilot study, which aims to provide insight into the research question, "What explains undergraduate students' intentions of going to law school?"

Jean Wallace, University of Calgary, received an award for the project "Juggling it All: Examining Work, Home and Family Demands, Coping Strategies and Lawyers' Career Satisfaction and Commitment."

The third funded project, submitted by Dorothy Evensen, Pennsylvania State University, is "Group Learning Contexts and Processes Within Law Schools."

Cuban Museum Donates Collection to University of Miami

The Cuban Museum of the Americas has donated its entire collection of more than 500 original artworks and historical memorabilia to the University of Miami (UM) in Florida. The collection will become part of the permanent collection at the university's Lowe Art Museum.

UM board of trustees member Carlos Saladrigas helped spearhead the effort to bring the Cuban Museum collection to the university.

Highlight pieces from the collection include the only photograph of poet and patriot José Martí in military uniform, and the General Calixto Garcia flag flown during Cuba's War of Independence. Considered priceless, the flag has been kept in a vault to keep it away from humidity, light, and other destructive natural elements.

National Council of La Raza Holds Annual Conference

The National Council of La Raza (NCLR), the largest constituency-based Hispanic organization in the country, held its 1999 Annual Conference at the George R. Brown Convention Center in Houston, Texas.

The NCLR Annual Conference regularly attracts over 15,000 participants, bringing together some of the nation's foremost business and community leaders, government officials, and entertainers. This year's theme, "Launching a New Millennium," focused on the critical role Hispanics will play in America's social, political, and economic future, and the especially important role of Texas, home to America's second largest Hispanic community.

Texas-Brownsville and Texas Southmost Honor Alumni

Miguel Angel Méndez, Adelbert H. Sweet professor of law at Stanford University, and Dr. Rolando Hinojosa-Smith, Ellen Clayton Garwood Professor of English at the University of Texas-Austin, were honored with the Distinguished Alumnus Award by the University of Texas-Brownsville and Texas Southmost College (UTB/TSC).

Méndez teaches criminal law, evidence, and trial advocacy. He is the author of numerous legal articles and has published several books on evidence.

Hinojosa-Smith has published more than 13 novels. His works have been widely translated in Europe.

Pictured here (l. to r.): Texas Southmost College board of trustees chair Mary Rose Cardenas, Hinojosa-Smith, Méndez, and UTB/TSC President Dr. Juliet V. García.

California-Riverside and Cal State-San Marcos Develop Pilot Program

In an effort to improve college instruction, a pilot program is bringing doctoral candidates from a research university to a teaching institution for a year of training in teaching, mentoring, and advising undergraduates.

Four doctoral students from the University of California-Riverside (UCR) will spend the 1999-2000 academic year as visiting teaching fellows at California State University-San Marcos, assuming regular duties similar to those assigned new assistant professors, which include teaching three courses per semester, advising students, and working with colleagues in a yearlong seminar to refine instructional skills.

"I see this as a fantastic program that will provide key training for outstanding doctors who seek university careers," said Carlos Vélez-Ibáñez (pictured), dean of the UCR College of Humanities, Arts and Social Sciences.

Texas-San Antonio Reading Program Recognized

The University of Texas-San Antonio (UTSA) reading program is serving as an outstanding model in a national study that aims to improve how America's reading teachers are trained. The International Reading Association chose UTSA to serve on its new National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction. Professor of education Miriam Martinez is representing UTSA on the commission and serves on the commission subcommittee designing a survey of reading teacher education programs nationwide. The commission will use data from that survey and from the exemplary programs to develop practical goals and guidelines for teacher education programs.

Latino Engineering Enrollment Holding Steady

NACME According to new figures released by the National Action Council for Minorities in Engineering (NACME), Inc., Latino first-year-student engineering enrollment remained essentially flat in 1998, despite increases in first-year-student minority engineering enrollment for the second year in a row.

Latino first-year-student enrollment increased minutely in 1998, from 5,858 to 5,888—a negligible 0.5 percent. Latino men increased by a slight 0.8 percent, from 4,596 to 4,635, while Latinas dropped by 0.7 percent, from 1,262 to 1,253. Although these numbers are disappointing, schools that historically have enrolled large numbers of Latino students continue to provide access. Latino enrollments at the University of Texas-El Paso and Texas A&M University—two of the nation's largest producers of Latino engineers—are up by 70 and 55 students, respectively.

Overall, first-year-student minority enrollment increased by 5.1 percent.

Summer Cultural Camp at Texas Woman's University

Dr. Lisa Garza, assistant visiting professor in the Texas Woman's University (TWU) department of sociology, has designed a summer cultural camp that educates at-risk Mexican American seventh grade girls about their heritage and, she hopes, influences their academic lives. The first camp was held in June.

"The camp is something I've always had in the back of my mind," said Garza, who teaches race relations at TWU. "The Freedom schools of the '60s had such an impact on young black people, and they sparked my interest in setting up a similar program."

Garza immerses students in history, heritage, and culture by exposing them to an impressive group of speakers and performers in diverse areas, including Latinas in politics, Meshica dancing, Latino art, and activism.

PUBLICATIONS

Jim Bunning: Baseball and Beyond

by Frank Dolson

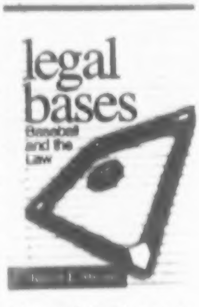
Jim Bunning
Baseball and Beyond
Frank Dolson

In this new biography of Congressman Jim Bunning, author Frank Dolson follows this proud and intensely competitive man through his incredible baseball years to his present day race for the Senate.

1998
320 pgs.
ISBN 1-56639-636-0
$27.95 cloth
Temple University Press
(800) 447-1656

Legal Bases: Baseball and the Law

by Roger I. Abrams



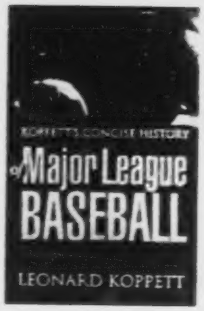
The relationship between baseball and the law continues to influence the ever-evolving nature of the game. In this book, author Roger I. Abrams has assembled an all-star lineup of stories that combines trenchant analysis of legal controversies with delightful anecdotes about both legendary cases and lesser-known tales of key players in the legal web of baseball history.

1998
240 pgs.
ISBN 1-56639-599-2
$27.95 cloth
Temple University Press
(800) 447-1656

Koppett's Concise History of Major League Baseball

by Leonard Koppett

This book, written by Hall of Fame baseball writer Leonard Koppett. provides an overview and explanation of all the major events and personalities that have made baseball America's national game. A major portion of each chapter is devoted to Koppett's lively narratives of the shape and significance of each season from 1892 through 1997.



1998

536 pgs.

ISBN 1-56639-638-7

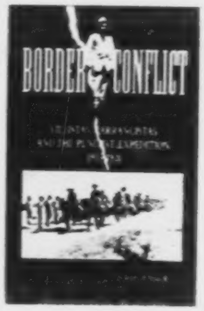
$34.95 cloth

Temple University Press

(800) 447-1656

Border Conflict: Villistas, Carrancistas and the Punitive Expedition, 1915-1920

by Joseph A. Stout, Jr.



In this book, the author explores Mexico's difficult revolutionary period and its clashes with the United States as seen through the eyes of Mexican soldiers and statesmen.

1999

216 pgs.

ISBN 0-87565-200-X

$24.95 cloth

TCU Press

(800) 826-8911

The Fence and the River: Culture and Politics at the U.S.-Mexico Border

by Claire F. Fox

This book offers an extensively illustrated study that asks how the art produced about the U.S.-Mexico border–from picture postcards to films and performances–reflects political and economic transformations occurring worldwide.

May 1999

224 pgs.

ISBN 0-8166-2999-4

$18.95 paper

University of Minnesota Press

(773) 568-1550

Sculpture in the Ancient Maya Plaza: The Early Classic Period

by Flora Simmons Clancy

The freestanding relief sculptures, or stelae, carved by the ancient Maya between A.D. 278 and 514 are the subject of this book. Art historian Flora Clancy explores the artistry revealed in the stelae, their aesthetic values, carving techniques, imagery, and text.

April 1999

169 pgs.

ISBN 0-8263-1787-1

$65.00 cloth

University of New Mexico Press

(800) 249-7737

Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences

by Laurent A. Daloz

This book offers strategies for helping adults who enter educational programs and are surprised to find themselves confronting challenges they had never anticipated.

1986

256 pgs.

ISBN 1-55542-001-X

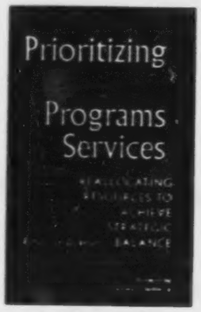
$36.95 cloth

Jossey-Bass Inc.

(888) 378-2537

Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance

by Robert C. Dickeson



Written in clear, straightforward language, this book outlines a step-by-step method for effectively reallocating resources. Academic leaders are guided through the process of ranking programs according to such critical factors as enrollment size and relevance to institutional mission.

April 1999

176 pgs.

ISBN 0-7879-4816-0

$26.95 cloth

Jossey-Bass Inc.

(888) 378-2537

Latin American Princeton/Princeton Latinoamericano

by Apoyo/Princeton Immigrant Rights League and the Students of Sociology/Latin American Studies 338, Princeton University, Spring 1997

This book (174 pgs., 1999) presents the lives of Latin Americans in Princeton, N.J. through oral histories, interviews with public leaders, and official statistics. It is a printed record of experiences for the rapidly growing Latin American community of Princeton and an invitation to those outside the community to learn more about it.

To get a free copy of this book in an electronic format on the World Wide Web, go to <www.princeton.edu/plasweb/apoyo/>.

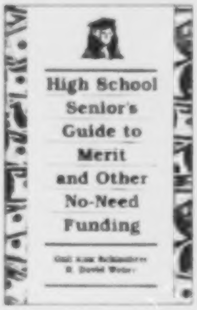
Photos from the book can be downloaded from <www.princeton.edu/pr/pictures/99/latin/>.

To order by mail, a $10 donation, made payable to "Apoyo/Princeton Immigrant Rights League," is suggested. Mail to Apoyo c/o Community House, Third World Center, Princeton University, 86 Olden St. Princeton, NJ 08544.

BEST COPY AVAILABLE

High School Senior's Guide to Merit and Other No-Need Funding 1998-2000

by Gail Ann Schlachter and R. David Weber

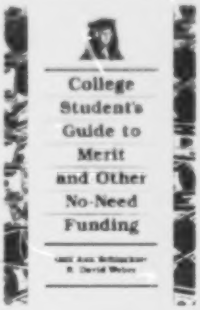

High School Senior's Guide to Merit and Other No-Need Funding
Gail Ann Schlachter
R. David Weber

This guide to 1,100 merit scholarships and other no-need college funding applies to high school seniors only. Not one of the programs covered here requires financial need.

1998
380 pgs.
ISBN 0-918276-67-5
$27.95 cloth
Reference Service Press
(916) 939-9620

College Student's Guide to Merit and Other No-Need Funding 1998-2000

by Gail Ann Schlachter and R. David Weber


College Student's Guide to Merit and Other No-Need Funding
Gail Ann Schlachter
R. David Weber

This unique directory describes more than 1,300 merit scholarships and other no-need funding programs available specifically to students already in college or students thinking about returning to college.

1998
472 pgs.
ISBN 0-918276-62-4
$32.00 cloth
Reference Service Press
(916) 939-9620

Financial Aid For Hispanic Americans 1999-2001

by Gail Ann Schlachter and R. David Weber

Financial Aid for
$
Hispanic Americans

This new edition identifies nearly 1,400 scholarships, loans, fellowships, grants, awards, and internships available to people of Latin American origin.

1999
486 pgs.
ISBN 0-918276-78-0
$55.00 cloth
Reference Service Press
(916) 939-9620

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053

The Changing Role of Hispanic Women

The Changing Role of Hispanic Women
ANIC
ANS

In this program, several prominent Latinas, including author Isabel Allende, discuss their changing role within the context of Hispanic family values, male machismo, and the traditional role of females as the center of family and community life.

(44 min., color)
Item #FFH 7990

Hispanics in the Media

Hispanics in the Media
ANIC
ANS

From news anchors to editors, from actors to filmmakers—Hispanics are making their presence known. In this program, Hispanics who have made it describe how they did it, the problems they encountered along the way, and the hurdles that remain.

(44 min., color)
Item #FFH 7991

Hispanic Entrepreneurs: Against All Odds

Hispanic Entrepreneurs Against All Odds
ANIC
ANS

In this program, Geraldo Rivera and a host of Hispanic American executives discuss how they overcame racial and financial discrimination to turn their fledgling businesses into million-dollar corporations.

(44 min., color)
Item #FFH 7993

Latin and African Americans: Friends or Foes?

Latin and African Americans Friends or Foes?
ANIC
ANS

Hispanics and African Americans from politicians to poets to everyday people speak candidly about the tensions between their communities. Maya Angelou, Al Sharpton, Herman Badillo, Philicia Rashad, and others suggest solutions that emphasize cultural understanding.

(44 min., color)
Item #FFH 7988

CONFERENCES

Elon College: Challenge Response

September 23-25

This national multidisciplinary conference focuses on rethinking key issues in college learning: The Role of the Academic Major, The Impact of Technology on Teaching and Learning, The Challenge of Connected Learning, and The Changing Role of Students and Faculty.

At Elon College in Elon College, N.C.
Contact: Web site, <www.elon.edu/c&r99>.

Popular Culture Association and American Culture Association—Latin American Congress

September 29-October 2

In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010; e-mail, <rich@hoover.stanford.edu>; Web site, <http://fenix.pue.udlap.mx/congress>.

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>.

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogs between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600; e-mail, <kivaexpo@mindspring.com>.

SACNAS—National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170; e-mail, <<info@sacnas.org>; Web site, <www.sacnas.org>.

CHANCELLOR

VANDERBILT UNIVERSITY

After providing Vanderbilt University with exemplary leadership over the past twenty years, Chancellor Joe B. Wyatt has announced his intention to retire July 1, 2000. The Vanderbilt University Board of Trust is initiating a national search to recruit the next Chancellor and invites nominations and applications.

Founded in 1873, Vanderbilt is recognized as one of the nation's finest independent, privately supported universities. Located on a beautiful 316 acre campus in vibrant Nashville, Tennessee, the University enrolls nearly 6,000 undergraduate and more than 4,000 graduate and professional students. An Association of American Universities (AAU) and Carnegie I Research institution, Vanderbilt comprises ten schools and colleges: College of Arts and Science; the Schools of Divinity, Engineering, Law, Medicine, and Nursing; Blair School of Music; Owen Graduate School of Management; Peabody College; and, the Graduate School. Vanderbilt employs 1,800 full-time and 1,200 part-time faculty and has an annual operating budget of $1.3 billion.

The Chancellor reports directly to the Board of Trust and is responsible for the effective management of the University. The Board seeks candidates who have unquestioned integrity, national/international stature, exemplary leadership abilities, and strategic vision.

Please send applications and letters of nomination to the address below. Review of candidate materials will begin immediately and will continue until the next Chancellor is selected.

Professor David F. Partlett
Chief of Staff
Office of the Chancellor Search
Vanderbilt University
Nashville, Tennessee 37240

Vanderbilt is an Affirmative Action/Equal Opportunity Employer

The Board and Search Committee is being assisted by R. William (Bill) Funk
Managing Director of Korn/Ferry International's Education Practice...

Pima Community College

Tucson, Arizona

DEAN OF STUDENT DEVELOPMENT

Community Campus

Pima Community College is the fourth largest multi-campus community college in the nation and opens its doors to more than 65,300 credit and non-credit students each year. Five campuses offer university transfer programs, occupational, developmental and general education and corporate training and community education courses.

Tucson is located in a lush desert valley surrounded by four mountain ranges. A multicultural, southwestern city with more than 850,000 people in the greater metropolitan area, it is renowned for its rich heritage and superb weather.

PCC is committed to hiring employees who are creative, open to change and new methods, or work practices, have a passion for continuous learning and self-improvement and are willing to promote the College's mission as a learning institution. The Community Campus conducts credit and non-credit classes at its campus and in more than 145 facilities throughout Southern Arizona, including the Northwest Learning Center, Davis-Monthan Air Force Base, and at various public facilities in greater Tucson, Green Valley, Nogales, Santa Cruz and Sells. Customer driven programs and classes are offered to nearly 30,000 credit and non-credit students every year. The Community Campus is a team oriented organization responsible for district-wide telecommunications, business and industry training, research and development for innovative and core curriculum, exploratory site development and instructional community needs assessment. The campus flexible and innovative delivery of educational services, including distance learning through the Internet, cable television and interactive video, short term classes, business and industry training, workshops and seminars, is tailored to promote life-long learning and meet the educational and training requirements of the local and global marketplace. Career training services are provided by the Center for Training and Development. Adult basic education classes are coordinated by the Pima County Adult Education division. Community Education non-credit programs and services include senior and general interest classes, summer classes for K-12 students, workshops, seminars, and study tours throughout the Southwest, Mexico and abroad.

If you are interested in applying for this position, please contact the Human Resources Employment Office at the address or access numbers listed below or via the Web for a discipline-specific job announcement, required application materials, and instructions on how to complete the application process.

CLOSING DATE: AUGUST 30, 1999

Pima County Community College District
Human Resources, Employment Office
4905-D East Broadway, Suite 102
Tucson, AZ 85709-1190

Toll Free 1-877-PIMAJOB, Phone (520) 206-4624, **TTY** (520) 206-4852, **Fax** (520) 206-4879, or
Web Address http://www.pima.edu/~humres/hrhome.html

Pima Community College is an Equal Opportunity/Affirmative Action Employer.
Women, minorities and other protected classes are encouraged to apply.

Book Review

by Isabel Schon, Ph.D.

***Editor's Note:** This is "Part One: Longtime Favorite Books: Recent Spanish Renditions for Adolescents" of a special, invited submission.*

Spanish speakers around the world have always been avid readers of some of the world's best literature. The following recent Spanish renditions of popular and beloved works are sure to please lovers of fantasy, adventure, and science fiction. (Teachers and professors should note that even though I have indicated a tentative grade for each book, the individual student's Spanish reading ability, interest, taste, and purpose should be the main criteria for determining the true level of each book.)

Me llamo Drácula (My Name Is Drácula), by Olivier Cohen. Illustrated by Rocío Martínez. Translated by Susana Vázquez Jiménez. Zaragoza: Edelvives, 1997. 77 pages. ISBN# 84-263-3736-8. $9.95 paper. Grades 5-8.

Count Drácula is furious because Bram Stoker has just written a book accusing the Drácula family of being vampires. To clear his name, the Count writes his memoirs that abound in broken mirrors, unexplained nausea, an unresolved murder, and a fortunate escape. This fast-paced novel was written by the author so that his children would not be afraid of vampires or ghosts. The appropriately spooky, slightly cartoonish, earthtone illustrations make this novel even more appealing to lovers of the fantastic.

El Ultimo Mohicano (The Last of the Mohicans), by James Fenimore Cooper. 424 pages. Madrid: Editorial Espasa Calpe, 1998. ISBN# 84-239-9031-1. $10.95 paper. Grades 9-adult.

Cooper's best-known work is now available in this dramatic Spanish rendition that definitely captures the exciting and tragic adventures of Cora and Alicia Munro as they travel through the rugged terrain from Fort Edward to join their father, the British commander at Fort William Henry. Set in 1757, this fast-paced historical novel with lots of action and adventure amid love, loyalty, and courage among all peoples is just right to interest Spanish-speaking adolescents in the bloody French and Indian War and its struggle for control of North America.

Colmillo Blanco (White Fang), by Jack London. Translated by José Novo Cerro. Madrid: 257 pages. Editorial Espasa Calpe, 1998. ISBN# 84-239-9030-4. $10.95 paper. Grades 9-adult.

Jack London's "other" dog story, first published in 1905, is now smoothly rendered in Spanish. It follows the adventures of Colmillo Blanco (White Fang), who, as the lone survivor of his litter, must learn to live on his own in the primal world of the frozen wilds of northwest Canada–and Spanish-speaking adolescents will empathize with Colmillo Blanco, the wild half-wolf half-dog that must adapt to being a domesticated house dog in California after having survived as a wild creature on his own. Background information about the author and the novel is provided in a well-done appendix.

La Isla del Tesoro (Treasure Island), by Robert Louis Stevenson. Translated by José Torroba. 268 pages. Madrid: Editorial Espasa Calpe, 1998. ISBN# 84-239-9029-X. $9.95 paper. Grades 9-12.

This fluid new Spanish rendition of the great pirate saga of John Silver "el Largo" and Jim Hawkins, the cabin boy who befriends him and then learns about the duplicitous and dark nature of some human hearts, will be especially appealing to Spanish-speaking adolescents. An appendix provides just the right amount of background information about the author and this now classic tale.

Roverandom (Roverandom), by J. R. R. Tolkien. Illustrated by the author. Translated by Ramón Ibero and Luis Domènech. Barcelona: 115 pages. Ediciones Minotauro, 1998. ISBN# 84-450-7297-8. $16.95 hard cover. Grades 6-9.

Written for his young son Michael upon the loss of his favorite dog toy, Rover, this little-known Tolkien story tells about Rover, a real dog, who is turned into a toy by a wizard. Numerous fantastic characters–dragons, a wise, old whale, the king of the sea, the Man of the Moon–amid fanciful settings and Tolkien's original illustrations will appeal to Tolkien devotees. This luxury edition, with an informative introduction, is beautifully rendered in Spanish.

Antología: Los Mejores Relatos de Ciencia Ficción (Anthology: The Best Science Fiction Short Stories), by H.G. Wells and others. 195 pages. Madrid: Santillana, 1998. ISBN# 84-204-4494-4. $12.95 paper. Grades 8-12.

According to the compiler, this anthology includes nine of the best science fiction short stories ever written. Considered classics by lovers of the genre, these well-translated stories are sure to please science fiction fans.

Be sure to visit the Center for the Study of Books in Spanish for Children and Adolescents' Web site at <http://www.csusm.edu/campus_centers/csb/>.

Dr. Isabel Schon directs the Center for the Study of Books in Spanish for Children and Adolescents and is among the founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model in Education Award presented by the U.S.-México Foundation, 1992 Denali Press Award from the American Library Association, and 1987 Women's National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Princeton University

DIRECTOR OF THE FRIST CAMPUS CENTER

Princeton University invites applications and nominations for the position of director of the Frist Campus Center. The Frist Center, currently under construction, will open in fall 2000. This $45 million facility (approximately 100,000 square feet) will include student activities and organization areas, a multipurpose room and performance space, two academic departments, academic and cultural centers, a library and reading room, classrooms and meeting spaces, lounges and spacious common areas, food services, a convenience store, student mail boxes, and other services. Reporting to the dean of student life, the director of the Frist Campus Center will direct the daily operations of the facility in the areas of scheduling, event management, maintenance, custodial support, programming, activities, and marketing for the center; administer budgets, personnel evaluations, staff development and develop strategic planning for center; develop and monitor policies and procedures for areas of responsibilities; work with student organizations, faculty, staff, and administrative colleagues in programming for the center and student life. Qualifications include a record of progressively responsible administrative experience (minimum 5 years) in a college or university setting with significant experience in student affairs, student life, student centers, auxiliary services, or comparable complex operations; strong organizational and management skills, including financial analysis, budgeting and facilities management, strategic planning, contract negotiation, staff supervision, writing and communication skills; demonstrated ability to work with students, faculty, staff, alumni, and campus visitors and commitment to the academic mission of institutions of higher education; a master s degree in an appropriate academic or professional discipline is strongly preferred and a doctoral degree is desired.

Review of resumes and application materials will start immediately, and interviews will take place early in the fall. Applications and nominations will be accepted until position is filled. The successful applicant will start on January 1, 2000. Salary is competitive and commensurate with qualifications and experience. Applicants should submit a scannable (plain white paper with standard 12pt. font) letter of intent, resumes, and the names, addresses, and telephone numbers of four references to: **Human Resources, Clio Hall/99-0425HHE Princeton University, Princeton, NJ 08544-5264.** For more information on how to apply, please see our Web site at: http://webware.princeton.edu/hr/howtoapply.htm or call our Employment Opportunities Hotline at (609) 258-6130.

An equal opportunity employer.

DIRECTOR GERIATRIC PSYCHIATRY

The Division of Geriatric Psychiatry, University of Medicine and Dentistry of New Jersey - Robert Wood Johnson Medical School and Carrier Foundation, one of the nation's preeminent behavioral healthcare providers, seek an experienced, academically-oriented BC psychiatrist with added qualifications in geriatrics to oversee our collaborative clinical, training, and research programs in geriatric psychiatry. The successful candidate will provide some clinical care while directing geriatric inpatient, outpatient and emerging partial hospitalization services at Carrier Foundation in Belle Mead, New Jersey. In addition, the Director will be expected to supervise other faculty and staff, geriatric psychiatry and medicine fellows, residents, and medical students who are assigned to Carrier.The Director will work closely with senior administrative staff at Carrier in the development of a full continuum of geriatric services in close partnership with the Department of Psychiatry at the medical school. Belle Mead is located in very close proximity to the Princeton, NJ area. Salary is competitive and negotiable depending on rank, qualifications, and experience.

Interested individuals should send their CV to: **William E. Reichman, M.D., Director, Division of Geriatric Psychiatry-RWJMS, 667 Hoes Lane, Piscataway, NJ 08855-1392.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Visit our website at: **http://www.umdnj.edu**

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

CHANCELLOR

The Board of Trustees of the North Orange County Community College District invites nominations and applications for the position of Chancellor The Board seeks a visionary leader with experience and ability to continue the District's tradition of high quality programs, both credit and non-credit, while serving as a catalyst for change in a dynamic educational environment

Located approximately 40 miles southeast of Los Angeles, California, the North Orange County Community College District is the 12th largest in the nation, serving approximately 60,000 students each semester

The position offers a competitive salary and benefits package, including participation in the California State Teachers Retirement System

Earned doctorate from an accredited institution preferred, qualified candidates with a master's degree will be considered

To obtain an application brochure, contact

Connie Thomas, Search Liaison
Office of Human Resources
Telephone (714) 578-8413
email: thomasc@nocccd.cc.ca.us

For confidential telephone inquiries about the position, contact

Dr. Al Fernandez
Search Consultant
Telephone (805) 650-2546
email: alfdfhec@msn.com

Paper Screening Will Begin the 3rd Week in October, 1999

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www.nocccd.cc.ca.us

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1541

Chicago State University

Dean, College of Business

Applications and nominations are invited for the position of Dean of the College of Business. Reporting directly to the Provost and Vice President for Academic Affairs, the Dean is the chief academic, fiscal and administrative officer of the College with three academic departments, 34 full-time faculty and over 1,300 students. The Dean provides leadership and management for the College which offers four-year programs leading to a Bachelor of Science degree in Business with concentrations in Accounting, Finance, Information Systems, Management, Marketing and Hospitality Management. The Dean will provide the vision and strategy to develop a graduate program and to further improve, develop and grow a high quality, student centered undergraduate program.

Chicago State University is a fully accredited, public, urban, commuter institution offering graduate programs in arts and sciences, and education, and undergraduate programs in health sciences, arts and sciences, business and education. Chicago State University has:

- Over 8,000 students, four colleges, 36 undergraduate and 16 graduate degree granting programs, and a division of continuing education and non-traditional programs.

Qualifications include earned doctorate or equivalent terminal degree in business or a business related field, a proven record of leadership and management experience in higher education, ability to forge partnerships with the corporate sector, record of demonstrated excellence in grantsmanship, teaching and creative/scholarly activity, a track record of effectiveness in recruiting, selecting and developing faculty, a strong appreciation for and understanding of the mission of a large urban multi-cultural institution, and the stamina, drive, creativity, vision and commitment to aggressively lead the College to AACSB accreditation.

Salary is competitive and commensurate with experience and qualifications, excellent benefits. The search will continue until the position is filled. Applicants should submit a cover letter describing their relevant experiences and background and a curriculum vitae to the contact listed below. Applicants determined for further review and consideration will be contacted.

Nelvia M. Brady, Ph.D.
Carrington & Carrington, Ltd.
Executive Search
39 S. LaSalle, Suite 700
Chicago, IL 60603-1557
Fax 312-606-0501
Nbrady@cclltd.com

Chicago State University is an Equal Opportunity/Affirmative Action Employer

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✝USF
UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

RELIGIOUS STUDIES

Pending approval and funding, the Department of Theology and Religious Studies at the University of San Francisco invites applications for a tenure-track position in *Religious Studies* at the Assistant Professor level, anticipated to begin in the Fall 2000. Preference will be given to candidates who specialize in East Asian Religions and Cultures.

Teaching responsibilities may include inter alia at the undergraduate level: Introduction to World Religions, East Asian Religions, Religious Issues, Religions in Dialogue, and other courses according to the candidate's specialty. At the Master's level, applicants may teach courses in the MA program in the Theology and in Pacific Rim Studies. Preference will be given to candidates demonstrating a flexible interdisciplinary approach.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations and three letters of recommendation to:

Lois Ann Lorentzen, Chair
Religious Studies Search Committee
Department of Theology and Religious Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by *November 1, 1999* in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

UNIVERSITY OF MARYLAND
College of Library and Information Services

Assistant, Associate or Full Professor in School Library Media

•••Search Extended•••

The College is seeking a full-time, tenure-track faculty who will have responsibility primarily in the College's School Library Media Program and will also have opportunities and responsibilities in other programmatic areas in the College. A doctorate in library/information science, instructional and experience as a practicing school library media specialist will be considered advantages.

The College is an ALA-accredited institution that offers a highly regarded programs at the M.L.S. and Ph.D. levels. At the M.L.S. level, the School Library Media Program is fully accredited by the National Council for the Accreditation of Teacher Education (through a joint arrangement with the College of Education) and the Maryland State Department of Education. Graduates are qualified to assume a full range of positions in public and private schools.

Candidates should have an extensive understanding of the issues involved in designing, conducting, and managing school library media programs for the information age. They should have knowledge and expertise in the concepts and processes of "teaching and learning, information access and delivery, and program administration" (Information Power: Building Partnerships for Learning).

The appointee will be expected to develop and maintain an active research program, to teach courses in a variety of topics related to the field, particularly the management of school library media programs, to advise Ph.D. and M.L.S. students, to have a commitment to professional service, and to work with students in their practicum experience.

The appointment covers 9-1/2 months each year with the opportunity for summer teaching. Rank and salary at appointment will be commensurate with qualifications and experience.

Applications will be accepted until appropriate candidates have been identified. Inquiries and applications should be sent to the Search Committee Chair:

Dr. Delia Neuman
College of Library and Information Services
4105 Hornbake Library Building
University of Maryland
College Park, MD 20742-4345
(301) 405-2054
mn9@umail.umd.edu

The University of Maryland is located in a suburb of Washington, D.C., about 30 miles from Baltimore, MD. Further information about the College is available at **www.clis.umd.edu.**

The University of Maryland has a policy of being responsive to the needs of dual career couples.

The University of Maryland is an affirmative action and equal opportunity employer.

UNIVERSITY OF MARYLAND

1542

COMMUNITY COLLEGES OF SPOKANE

PRESIDENT

Spokane Falls Community College
Spokane, Washington

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The Board of Trustees of Washington State Community College District 17 invites applications and nominations for the position of **President of Spokane Falls Community College** (SFCC), one of three publicly funded education institutions comprising Community Colleges of Spokane.

At SFCC, the President is the chief executive officer and reports to the District Chancellor/chief executive officer. The Chancellor reports to a five-member board of trustees appointed by the governor for five-year terms.

The board, along with the Chancellor and SFCC administrators, seeks an authentic, visionary and resourceful leader who will guide the college in meeting the challenges of an era of changing expectations about community colleges and the nature of higher education.

SFCC serves approximately 5,100 students each quarter, the majority enrolled in the college's well-regarded A.A. liberal arts transfer programs. About 25 percent of SFCC students are enrolled in professional/technical programs.

Application Information

Applicants may request a presidential search brochure which includes details about Spokane Falls Community College, opportunities and challenges at the college, a presidential profile, and application instructions, by contacting: Ms. Mary Ann Sanger, chair, SFCC Presidential Search Committee, c/o Ms. Karen Brown, search liaison, Spokane Falls Community College, MS 3010, 3410 W. Fort George Wright Dr., Spokane, WA 99224-5288

Telephone: (509)533-3535 Fax: (509)533-3225
E-mail: karenb@sfcc.spokane.cc.wa.us

The Internet address for Spokane Falls Community College is: www.sfcc.spokane.cc.wa.us
For additional information, contact: Del M. Anderson, search consultant, Association of Community College Trustees (ACCT), 4100-10 Redwood Rd., #251, Oakland, CA 94619

Telephone: (510)638-5288 Fax: (510)382-9637 E-mail: Delmanderson@webtv.net
All inquiries, nominations and applications will be held in strictest confidence. Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the district's diversity are welcome.

Nominations and applications will be accepted until the position is filled. However, the SFCC Presidential Search Committee will begin reviewing applications Sept. 20,1999. The SFCC President will be appointed by the Chancellor/CEO in consultation with the CCS Board of Trustees.

SUL ROSS STATE UNIVERSITY

invites applications for the following Faculty and Staff positions:

Acquisition/Technical Services Librarian
Assistant/Associate Professor of Biology
Circulation Services Librarian
Assistant/Associate Professor of Education
Museum Director
Part time instructor of Music
Physical Education Faculty and Baseball/Football Coach
Physical Education Faculty and Head Football Coach
Upward Bound Curriculum Coordinator
Upward Bound Grant Director
Visiting Professor of Zoology

The following faculty positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant Professor of Criminal Justice
Assistant Professor of Education/Chair

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058**. To view complete announcements and information regarding Sul Ross State University visit our website at **http://www.sulross.edu**. Sul Ross is a member of the Texas State University System. EEO/AAE.

MILLERSVILLE
UNIVERSITY

ASSISTANT PROFESSOR ECONOMICS

Full-time, tenure-track beginning August 2000. REQUIRED: Ph.D. in Economics by 1/30/01 for reappointment to a second year. Primary fields include labor economics and/or transition economies/comparative economic systems: one of the fields must be the dissertation area with evidence of training in other field; evidence of college teaching experience and ability; active record of quality scholarship in specialty areas; and a successful on-campus interview and teaching demonstration. Preliminary interviews will take place at the ASSA meeting in Boston in January. Full consideration given to applications received by 11/15/99. Send letter of application, vita, copy of all college transcripts, three current letters of recommendation, evidence of college teaching experience and ability, and a copy of publication(s) or working papers showing an active record of Ph.D. level scholarship in specialty areas. Send to **Dr. M. K. Hamid, Search Committee Chair, Dept. Of Economics/HI0813, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**
An EO/AA Institution.

http://www.millersv.edu

Miami-Dade
COMMUNITY COLLEGE

Miami Dade Community College, South Florida's largest community college has the following opportunity available.

DEPARTMENT CHAIRPERSON, SOCIAL SCIENCES

ID# 1-34831 - The Department Chairperson is responsible for the running of the department including hiring, supervising and evaluating personnel; implementing instructional programs; preparing and managing budgets, labs and equipment; and resolving issues and problems that may arise with faculty, staff and students. The Chairperson is also responsible for supervising the development and/or revision of curricula, developing course schedules and faculty advancing process, providing program information and ensuring the availability of advisement services for students and performs other related duties as assigned. Req: Master's degree in Social Science. Salary: $73,000 Flat-rate. Closing Date: Open until filled.

Formal application is required. Call: (305) 237-2050 for application and instructions. For special accommodations, call the FL Relay Service TDD 1-800-955-8771. M-DCC hires individuals authorized for employment under the IRCA guidelines. EA/EO Employer.

THE 2000-2001 ACE FELLOWS PROGRAM

Strengthening Higher Education through Leadership Development

ACE Fellows Program has strengthened colleges and universities by providing comprehensive leadership development for senior faculty and administrators.

Application deadline: November 1, 1999

For information and application materials contact:

ACE Fellows Program,
American Council on Education
One Dupont Circle, Washington, DC 20036-1193
Tel: (202) 939-9412 ■ Fax: (202) 785-8056
E-mail: fellows@ace.nche.edu
Web site: http://www.acenet.edu

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E-mail: uncover@carlorg
TEL: 1-800-787-7979
FAX: 303-758-5946

Search UnCover

SUNY Alfred State College of Technology
VICE PRESIDENT FOR ACADEMIC AFFAIRS

The College: Alfred State College of Technology is one of five Colleges of Technology in the 64 unit State University of New York (SUNY). The College is located in the foothills of the Allegheny Mountains in Southwestern New York State. Alfred State is in transition from being primarily two-year to both two-year and four-year. It offers a full range of technical programs spanning from the vocational technologies through engineering technologies; allied health, business, agriculture, and liberal studies. Approximately 2000 of the college's 3000 students reside in residence halls.

The Position: Reporting directly to the President, along with the Vice Presidents for Student Affairs, Administrative Affairs, and Institutional Advancement, the Vice President for Academic Affairs is the chief academic officer responsible for creating and sustaining outstanding academic programs and a campus environment conducive to students' total development. In pursuit of these goals, this officer is responsible for three academic schools (Arts & Sciences, Management & Engineering Technology, and Vocational Technology) offering 70 different programs of study. Also reporting to the position are the offices of continuing education, learning assistance, academic records, institutional research, information technology, and the libraries. The Vice President is responsible for a staff of about 250, of whom 125 are faculty, and a budget of over $10 million.

Requirements: Qualified candidates will hold an earned doctorate, have a record of increasing responsibility for academic leadership including experience as dean, the equivalent, or above, have college teaching experience and a record of professional activity. Candidates should demonstrate achievement in fostering diversity and sustaining a progressive campus environment. They should also demonstrate excellence in leading significant numbers of people and managing extensive financial resources.

A collaborative environment exists at Alfred State. The successful candidate will have experience in cooperative team building, conflict resolution, and a history of implementing organizational improvement. The College seeks someone who can build consensus, successfully guide change, and who is committed to promoting educational excellence. The Vice President will also have superior skills in written and spoken communication, knowledge and understanding of modern technology, and the ability to develop good working relationships on and beyond the campus. Of particular importance is the ability to foster the development and implementation of new academic programs that meet the needs of students and employers of the 21st Century, particularly at the baccalaureate level; and to participate in a consortium of the five SUNY Colleges of Technology.

Application Process: To apply, a letter of interest, resume, and names, addresses, and telephone numbers of five references, must be submitted to: Ms. Carol John, Secretary to the Vice President for Academic Affairs Search Committee, Alfred State College of Technology, Alfred, NY 14802. Nominations are encouraged. Review of credentials will begin on September 1, 1999 and continue until the position is filled. Anticipated start date is January 1, 2000.

Alfred State

SUNY College of Technology

Alfred State College is building a diverse academic community and encourages minorities, women, and persons with disabilities to apply. The College is an affirmative action, equal opportunity employer.

THE UNIVERSITY OF UTAH

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EXPERIMENTAL COSMIC RAY PHYSICS

The Physics Department at the University of Utah is seeking qualified candidates for a tenure track position in experimental cosmic ray physics at the associate professor or full professor level. We seek candidates with strong commitments to both teaching and research. Successful candidates will be expected to take a leadership role in the work of the High Resolution Fly's Eye (HiRes) experiement and allied efforts as well as teach undergraduate and graduate courses in Physics.

Candidates should submit their curriculum vitae, list of publications and three letters of recommendation by October 15, 1999 to:

Cosmic Ray Faculty Search Committee
Department of Physics
University of Utah
115 S. 1400 East, #201
Salt Lake City, UT 84112

The University of Utah is an Affirmative Action Equal Opportunity Employer. It encourages applications from women and minorities and provides reasonable accommodations to the known disabilities of applicants and employees.

Mott Community College
PRESIDENT

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

The Board of Trustees of Mott Community College invites applications and nominations for the position of President of the College. The President is the chief executive officer and reports to an elected Board of seven trustees.

Application Process: The Profile Brochure which contains details on the presidential search, the Challenges and Opportunities and the Preferred Professional and Personal Qualifications should be requested by contacting: Ms. Carol Andrus, Search Liaison, Charles Stewart Mott Community College, 1401 East Court Street, Flint, MI 48503.

For additional information, contact Elizabeth Rocklin, Association of Community College Trustees (ACCT) 1740 "N" Street NW, Washington, DC 20036; telephone: 202-775-4667; fax: 202-223-1297; or email: erocklin@acct.org.

Mott Community College is an equal opportunity/affirmative action institution. Applications and nominations of individuals who would increase the richness of the College's diversity are welcomed.

Mott Community College's website is www.mcc.edu

FOOTHILL

Faculty Vacancies
Foothill College

Biology Instructor
Full-time, tenure track position beginning January 2000. Primary areas of teaching include cell biology, microbiology, and biotechnology.

Economics Instructor
Full-time, tenure track position beginning January 2000. The principal responsibility of this position is to teach a variety of college-level economics courses.

For application materials, contact

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

VICE-PRESIDENT OF EDUCATIONAL SERVICES

LAKE-SUMTER COMMUNITY COLLEGE invites applications and nominations for the position of Vice-President of Educational Services. As the chief academic officer of the institution, the Vice-President reports directly to the President and is responsible for instructional programs, educational policy, academic planning, academic resources and faculty personnel actions. Additional responsibilities include assisting the President with formulating policy, and strengthening and developing partnerships between academic programs and the community.

The Vice-President is responsible for the academic leadership of the college including, but not limited to, academic planning and evaluation, enhancement of programs and curriculum, accreditation, recruitment, development and evaluation of faculty. The successful candidate will possess an earned Doctorate Degree from an accredited institution with a record of scholarship, research and teaching suitable for appointment as a tenured full professor. The individual shall have demonstrated collaborative intellectual leadership as well as strong academic vision and a capacity for motivation. Significant experience as a senior administrator in higher education is required, including strategic planning, fiscal management, resource allocation, ability to relate to varied internal and external constituencies, preferably in a community college environment.

Lake-Sumter Community College is a fast growing community college in the Central Florida area opening its third campus next Fall.

Review of candidates will begin immediately. The search committee will accept nominations until the position is filled. The committee encourages applications and nominations of women and other minorities.

SOCIAL SCIENCE (HISTORY/SOCIOLOGY) INSTRUCTOR

Will teach minimum of 15 credit hours and 6-classroom contact hour schedule during summer term. Ability to evaluate and develop curriculum related to area of expertise. Ability to teach a broad array of college level History and Sociology courses. Previous community college teaching experience highly desired. Master's degree in social science with a minimum of 18 graduate semester hours in History and Sociology.

Applications, with cover letter stating qualifications and interest should be sent to

Manager Human Resources/Equity
Lake-Sumter Community College
9501 US Hwy. 441
Leesburg, FL 34788
(352) 365-3557
(352) 365-3501 (FAX)
or at humrsrc@lscc.cc.fl.us

We are an Equal Access/Equal Opportunity Institution

MIT

FACULTY SEARCH

The Program in Science, Technology and Society invites applications for a junior tenure-track position. The position is competitively open to all fields. Applications should be received by October 15, 1999, but the search will remain open until we find the right candidate.

Nominations and applications, with a complete resume and three letters of recommendation, should be sent to: **Office of the Director, Program in Science, Technology and Society, E51-185, Massachusetts Institute of Technology 77 Massachusetts Avenue, Cambridge, MA 02139-4307; fax: (617) 258-8118; e-mail: stsprogram@mit.edu**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/
Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

Director – EOF

College of Nursing, Rutgers Newark

Reporting to the Associate Dean for Academic Affairs and Research, primary authority responsible for the development, direction, and evaluation of the College of Nursing EOF program as well as supplementing the University recruitment of EOF eligible students. Develops new programs to enhance leadership development and encourage graduate level study with EOF-CN students. Writes grants and annual funding proposals. Develops and manages EOF budget and supervises EOF academic and administrative staff.

Requires a Master's degree in Nursing, a minimum of 3 years baccalaureate nursing education teaching experience, and at least one year developing baccalaureate nursing curricula and student service management. Must possess a current NJ registered professional nursing license. A doctorate degree and experience in program grant writing preferred.

Salary $45,895 - $61,467, plus excellent benefits. Qualified candidates please send resumes to:

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
NEWARK

Department of Personnel
249 University Avenue, Newark, NJ 07102

Rutgers University is an affirmative action/equal opportunity employer

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UNIVERSITY OF NEBRASKA-LINCOLN

DEAN, COLLEGE OF HUMAN RESOURCES AND FAMILY SCIENCES

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Human Resources and Family Sciences.

The University of Nebraska is an AAU, Research I, land-grant institution with a distinguished tradition of teaching and research in the major disciplines. With a current enrollment of approximately 23,000 undergraduate and graduate students, it is designated as the principal research and graduate institution in the state.

The College of Human Resources and Family Sciences has three departments: Family and Consumer Sciences; Nutritional Science and Dietetics, and Textiles, Clothing and Design. The College includes 50 faculty, 850 undergraduate and 100 graduate students, housed on two campuses.

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and spokesperson who is interested in building local and national linkages and a national reputation for excellence for the College. Applicants must hold the doctorate or other appropriate terminal degree. The successful candidate must have strong experience in teaching, research and/or outreach/extension and administrative experience in budget, planning, and personnel issues. A comprehensive position announcement is available on the Web site or from the address listed below.

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Dean Richard Durst at 402/472-9339 for assistance.

The position begins as soon after January 1, 2000 as the appointee's schedule permits. The committee will begin screening applications on October 4, 1999, and will continue until an appointment is made. Nominations are welcomed and applications, including letter of interest, vita, and contact information for at least three references who can speak to the candidates current expertise, should be sent to:

HRFS Dean Search Committee
Dean Richard Durst, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

CONTACT INFORMATION

Tel: 402-472-9339
Fax: 402-472-4929

EMAIL: jgudel@unl.edu

WEB SITE:
http://www.unl.edu/svcaa/Activities/HRFSdean.html

AMHERST COLLEGE

DIRECTOR OF FOUNDATION RELATIONS

Founded in 1821 and located in the beautiful Pioneer Valley of Western Massachusetts, Amherst College is regarded by many as the premier liberal arts college in the nation. The Office of Development, Alumni & Parent Programs, and Public Affairs have a strong record of managing programs that enable alumni, parents, and friends of Amherst to understand and support the educational mission of the College. Amherst is in the final years of a successful $200 million comprehensive campaign and offers opportunities to join an Advancement team of experienced professionals.

Amherst College seeks a Director of Foundation Relations to work closely with faculty, the Dean of the Faculty, and colleagues throughout Advancement. Reporting to the Chief Advancement Officer and working closely with the Dean of the Faculty, the Director of Foundation Relations will be a senior member of the campus community who leads Amherst's efforts to secure financial support from institutional funding sources, primarily foundations. The two principal objectives of the Director and his/her staff will be support for faculty research and scholarship and support for institution-wide initiatives from national foundations.

The successful candidate will possess a Bachelor's degree (advanced degree preferred), three to five years of experience in higher education with experience in the development of major foundation proposals, strong interpersonal skills within a community of scholars, and extraordinary writing abilities. The candidate will also understand the principles and preoccupations of a dynamic Advancement team responsible for all the external affairs of an institution. An existing commitment to the power and value of a liberal arts education is highly desirable.

Inquiries, nominations, and applications (which should include a current resume and the names and addresses of three references) should be sent to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000**. Applications will be considered until the position is filled, with appointment as soon as possible.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

COLUMBIA UNIVERSITY

DIRECTOR OF DINING SERVICES

Columbia University in the City of New York seeks a new Director of Dining Services. Reporting to the Executive Director of Business Services, the Director is responsible for the ongoing operations and continuous improvement of dining services at Columbia. Dining Services serves approximately fourteen thousand customers a day at six self-operated venues staffed with approximately 125 employees, and generates approximately $11 million in annual revenues.

As part of the University's commitment to upgrade student quality of life, Columbia's dining services operation has made great improvements in recent years. The central challenge for the new Director is to sustain the pace of improvement, optimizing both service and financial performance. Specifically, the Director will be responsible for the success of two brand new dining venues in Columbia's recently opened 225,000-square-foot student center—Alfred Lerner Hall. S/he will be expected to take advantage of catering opportunities at Lerner Hall, and will work closely with the Executive Director of Business Services in an ongoing assessment of the structure of the board plan, including consideration of a continuous meal plan option.

Qualifications: The successful candidate will possess eight or more years of related experience. Significant management experience and service improvement with responsibility for a comparable budget and ambitious revenue targets is required. Strong customer service orientation and a proven track record of providing excellent service to demanding customers are required. A retail orientation and talent for marketing are desired. Experience working in an urban setting with a unionized work force is a plus. Bachelor's degree required.

Please send resume and cover letter with salary requirements to Lisa: Savereid or Rohini Sabikhi, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116-3805. Fax: 617-262-6509. Email: lsavereid@imsearch.com or rsabikhi@imsearch.com.

Minorities are especially encouraged to apply.

Columbia University is an equal opportunity/affirmative action employer.

GRAND VALLEY
STATE UNIVERSITY

ADMISSIONS COUNSELOR

Grand Valley State University invites nominations and applications for the position of Admissions Counselor. **QUALIFICATIONS:** Understanding of demographic, social, economic factors influencing student recruitment, enrollment and retention. Bachelor's degree required. College/University admissions experience preferred. Conversational Spanish language skills preferred.

RESPONSIBILITIES: Implement recruitment and outreach activities to Latino populations. Travel throughout the region to visit high schools and attend recruitment events, interviewing, corresponding, and initiating contact with prospective students. Review admission applications. Evening and weekend hours required. Possible projects include management of student telecounseling program and compilation of admissions research data. **SALARY:** $25,000-$31,000

Send letter of application that specifically addresses how skills, education, and experience relate to the position description. Include a resume and a list of three references to: **Andrea Marks, Grand Valley State University, Admissions-300 Student Services Building, Allendale, MI 49401**. The review process begins immediately and the search will remain open until Position is filled. EEO/AA Institution.

Mental Health

SR. PROJECT SPECIALIST

The University of Medicine and Dentistry of New Jersey is seeking a Senior Project Specialist who, under the direction of the Clinician Administrator for Training and Consultation Resources, provides technical assistance, training, consultation, organizational and program planning/development/evaluation services to support the operations and mission of the University Behavioral HealthCare Institute for Quality, Research and Training. Ph.D., Psy.D or Ed.D in a mental health discipline with appropriate training in a clinical area that includes some aspect of professional education, training, consultation, and/or program development/evaluation activities. Applicants with a Master's degree are required to have two (2) years of related experience, and applicants with a Bachelor's degree are required to have an additional four (4) years of related experience.

Competitive salary and traditional or noncontributory HMO'S available with this position. Please send resume to: **HR Dept. (99PS9354), UMDNJ, Liberty Plaza, 335 George Street, P.O. Box 2688, New Brunswick, NJ 08903-2688**. UMDNJ. is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview. To learn more about us, visit our website: http://www.umdnj.edu/hrweb/

UMD
NEW JERSEY

The Colorado College

SEARCH RE-OPENED

DIRECTOR OF CHORAL ACTIVITIES

Colorado College again invites applications for a previously unfilled tenure-track appointment as Director of Choral Activities at the Assistant Professor level beginning in August, 2000. Primary professional responsibilities include directing and conducting the Colorado College Choir in major performances with orchestra; directing and conducting the Chamber Choir, whose repertoire includes various kinds of music such as classical, popular (jazz and gospel), and contemporary; teaching a course in conducting; and teaching one or two additional courses such as Introduction to Music, American Music, Interdisciplinary Topics, African American Music, Popular Musics, Gender Studies in Music, or an area of the candidate's interest. Further responsibilities include conductor for official College convocations, coordinator of department vocal activities, and informal departmental liaison to student-led vocal groups. Qualifications include a doctorate and choral conducting experience; some classroom experience is also desirable. Colorado College, founded in 1874, is a selective, private, undergraduate liberal arts college with an enrollment of 1900. The College is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area.

Please send a cover letter with *curriculum vitae*, undergraduate and graduate transcripts, three written letters of reference, and the names, addresses, and phone numbers of two additional references to: **Chair, Choral Music Search Committee, Music Department, Colorado College, 14 E. Cache la Poudre, Colorado Springs, CO 80903. The deadline for receipt of complete applications is Wednesday, 1 December 1999.**

EOE-Colorado College is an equal opportunity employer that does not discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation, or disability in its educational programs, activities, or employment policies. Women and minorities are particularly urged to apply.

Plattsburgh

State University of New York

ASSISTANT ATHLETIC TRAINER AND ASSISTANT DIRECTOR OF THE FITNESS CENTER

Plattsburgh State's Department of Sport and Wellness seeks qualified candidates to fill a full-time, ten-month professional appointment (Staff Assistant, SL-2) as assistant athletic trainer and assistant director of the fitness center. Plattsburgh State sponsors a high quality, competitive intercollegiate athletic program that is consistent with the NCAA Division III philosophy. It includes nineteen varsity sports for men and women. The college is a member of the State University of New York Athletic Conference (SUNYAC) and the Eastern College Athletic Conference (ECAC). The College's fitness center is a state-of-the-art facility of 6,000 square feet with over 3,000 members per semester.

Athletic Training Responsibilities: Assisting the head athletic trainer in screening athletes in pre-participation physicals; prevention and care of athletic injuries; designing and implementing strength and conditioning programs; travel with teams; overseeing athletic interns; record keeping; inventory; and ordering supplies.

Fitness Center Responsibilities: Assisting the fitness center director with all aspects of the center's operation including: staff hiring, training and supervision, budgeting, marketing, design and implementation of fitness/wellness programs, record keeping and ordering of supplies.

Qualifications: Relevant college baccalaureate degree and NATA certification with a Master's degree preferred; experience in athletic training in a collegiate setting is preferred; certification from a national organization involved in fitness/wellness is preferred; adult CPR and standard first aid required.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $24,000; excellent benefits. Review of applications begins immediately and continues until position is filled. Please send or fax letter of application, resume and three reference to:

Chair, Search Committee (PJ#2319-808), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax (518) 564-5060.

Wheelock College

Wheelock College Graduate School Tenure-Track Faculty Positions

September 1, 2000
Summer Employment Possible

Founded in 1888, Wheelock College is a premier higher-education institution preparing students for careers in education, social work, and child life, enrolling approximately 500 students in its graduate degree programs. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

Elementary Education Responsibilities to include teaching courses in elementary education at on- and/or off-campus sites, supervising the student teaching experience, advising graduate students, and assisting in curriculum renewal and program development in collaboration with an extensive network of professional development sites. Requirements include an earned doctorate in education and successful teaching experiences at the elementary level. Expertise in literacy and/or mathematics education and/or science education as well as previous college teaching experience preferred.

Teaching Students with Special Needs: Responsibilities include a lead role in program coordination, evaluation, curriculum renewal, and program development for approximately 45 full-time students who work towards a dual certification in elementary education and special education and complete a full-time teaching internship within 14 months. These responsibilities are carried out in collaboration with an extensive network of public and private professional development sites. Teaching areas include the impact of special needs, curriculum, assessment, and research, as well as supervision and advising of students. Requirements include an earned doctorate in special needs or related field, successful college teaching experience, and evidence of scholarship in an area of special needs or inclusive education. Previous K-12 teaching preferred.

Please send 1) cover letter, 2) curriculum vitae, 3) samples of scholarly work, 4) statement of professional experience and suitability for the position, and 5) three references that may be contacted, to: Dean of the Graduate School, Wheelock College, 200 The Riverway, Boston, MA 02215. Review of applications will begin September 15 and continue until each position is filled.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a member of the Colleges of the Fenway Consortium.

www.wheelock.edu

WAGNON DISTINGUISHED CHAIR IN FINANCE
SCHOOL OF BUSINESS
UNIVERSITY OF KANSAS

Full time, tenured appointment to Chair position beginning August, 2000

Duties: Teach Finance courses in the undergraduate, masters, and doctoral programs, conduct scholarly research and publish in appropriate journals and serve on appropriate committees and teams in the School and university

Required Qualifications: Earned doctorate or equivalent, demonstrated history of high quality teaching and student support, an active research program and capability of stimulating research in the School, demonstrated record of active service in department and university administration, a record of leadership and teamwork in development of scholarship, teaching, and academic program excellence, and a successful record of mentorship and support of colleagues and doctoral students and interaction with professionals in the business community

Preferred qualifications: Ability and willingness to teach Finance courses at all levels, especially undergraduate and masters, a research record recognized as outstanding, produced on a regular and ongoing basis, and published in the top ranked journals, demonstrated record of active service to the department, university and profession at the national and international level, be truly distinguished as a scholar in Finance and possess a national and international reputation

Salary range: $150,000-$200,000 (9 months)

Application procedures: Review of applications begins October 15, 1999 and continues until position is filled or May 15, 2000. Please send application letter, and curriculum vitae to

Professor Henry N. Butler,
Wagnon Chair Search Committee,
School of Business,
University of Kansas,
Summerfield Hall,
Lawrence, KS 66045-2003.

For additional information, contact Ms Denny Brown (785) 864-4480

EO/AA Employer

Columbia University

The Department of Middle East and Asian Languages and Cultures at Columbia University invites applications for a full-time position in Turkish Culture and History of the Ottoman and/or modern periods at the level of Assistant Professor to begin July 1, 2000. The field of research is open, but preference will be given to candidates specifically engaged in literary and/or intellectual history and who possess a strong theoretical background. The successful candidate must have an excellent command of both Ottoman and modern Turkish and must demonstrate the ability to teach courses in English and Turkish at both the undergraduate and graduate levels. Ph.D. degree is required. S/he should be able to integrate course offerings within the general program offered by the Department, and participate in the core curriculum. The candidate may be expected to teach courses in Turkish language. Send C.V. and three letters of recommendation to

Professor H. Dabashi, Chair
Turkish Search Committee
602 Kent Hall
Mail Code 3928
Columbia University
New York, NY 10027

Applications will be reviewed starting October 1, 1999

Columbia University is an equal opportunity affirmative action employer and is especially interested in receiving applications from qualified women and minorities

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UNIVERSITY OF FLORIDA

University of Florida/Public Relations Assistant Vice President/ Public Relations and Lecturer

QUALIFICATIONS:

Masters degree required, Ph.D. preferred, with more than 10 years experience in government and/or industry public relations or advanced accreditation required. Experience with creating and directing new public relations programs required. University-level teaching experience in public relations is required. Extensive communications knowledge and skills to include demonstrated experience in business presentations, executive media training, writing for multi-media, presentations of research to academic and regulatory audiences, awards and evaluation programs administration, and knowledge of standard business and academic institutional policies and procedures regarding pubic relations programs are highly preferred.

SEND RESUME AND REFERENCES TO:

Ms. Laura Hunt, Office of Public Relations, 207 Tigert, P.O. Box 113156, University of Florida, Gainesville, FL 32611

FTE: 100 percent **Salary Class:** Negotiable
Position Number: 845180 **Application Deadline:** 09/10/99

New Position-not previously listed.

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

DIRECTOR OF HUMAN RESOURCES

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Director of Human Resources. The Director of Human Resources reports to the Provost and Vice Chancellor of the University.

The Director will supervise over twenty professional staff, is expected to collaborate with a variety of administrators and governance groups and commit to UWM as a learning community. We seek a strong leader with a track record in forming strong partnerships with campus units to infuse and make effective the management of Human Resources at all levels. Must have strong interpersonal and organizational skills, demonstrated ability to lead a comprehensive transformation of human resources function, and the ability to work well in a fast-paced, team environment. The successful candidate will be an experienced leader with cutting-edge human resource knowledge who enables the university to successfully master change, attain high quality, and increase our customer responsiveness.

The University:

The University of Wisconsin-Milwaukee, located in the City of Milwaukee in an attractive setting near the shores of Lake Michigan, offers baccalaureate, masters and doctoral degrees in twelve colleges and schools serving more than 23,000 students, including 4,000 at the graduate level. The campus also maintains vigorous outreach, extension and continuing education programs.

Qualifications:

A Masters degree is required. Five or more years senior Human Resources management experience required. Human Resources experience in higher education desirable, to include professional development (training), solid working knowledge of and experience in diverse HR specializations (e.g., compensation, training/development, employment functions), collaborative HR endeavors with a variety of constituents, and a working knowledge of information technology applications for HR functions.

Application Procedure:

Screening of all candidates will begin June 11, 1999 and continue until a qualified candidate is chosen. Salary is competitive, dependent on qualifications. Please send a letter of application, resume, and three current references to:

Dr. Nancy L. Zimpher
Chancellor
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201-0413

Phone: 414.229.4503
FAX: 414.229.2481
WEB:www.uwm.edu/Dept/HR

UWM is an AA/EO employer strongly committed to maintaining a climate supporting equality of opportunity and respect for difference based on gender, culture, ethnicity, disability and sexual orientation. We particularly encourage applications from individuals who would enhance and diversify our workforce.

OPPORTUNITY

When it knocks,
will you be ready?

THIS FALL

Montgomery College, one of the nation's most dynamic community colleges with three campuses located in suburban Washington D.C. will be recruiting for three positions this fall: Vice President for Academic and Student Services, Provost (Rockville Campus) and Provost (Takoma Park Campus). The College is seeking to expand an already outstanding administrative team. We're recruiting several new senior leaders who are committed to assuring that Montgomery College continues to be a premier learning environment. Salary ranges are competitive with excellent benefits.

About Montgomery College

www.montgomerycollege.com

- Teaching, learning, and student success are the highest priorities
- More than 41,000 credit and noncredit students
- Maryland's most ethnically and culturally diverse community college
- Dynamic work environment
- Located in a highly educated county that values education
- Outstanding financial support from community and county government
- Nationally recognized professors, programs, and institutes
- Innovative and highly successful transfer programs
- Strong partnerships with the business community
- Expanding physical plant
- Leading-edge technology supporting one of the nation's fastest-growing technology centers

Look for our ads starting in September.

Montgomery College is an equal opportunity employer committed to fostering a diverse academic community among its student body, faculty, and staff

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THE UNIVERSITY OF TEXAS AT DALLAS
SCHOOL OF MANAGEMENT

FACULTY POSITION IN ORGANIZATIONS & STRATEGY

The School is recruiting to fill a tenure track position in the area of organizational behavior, organization development and change management, or organization theory. The position will be filled at the Assistant Professor or Senior Assistant Professor level, depending upon the qualifications of the candidate. Appointee must have a Ph.D. degree and demonstrate evidence of teaching ability. Candidates should have competence in either **(a)** organizational behavior with strong interests in organizational justice, organizations as systems, work teams and group dynamics, or organizational leadership, or **(b)** organization development with strong interests in intervention methodology, organizational transformation, organizational learning, or organization design. Candidates must present a significant record of research and scholarly publication in refereed journals. Appointment will be effective September 1, 2000. Applicants should send a complete curriculum vitae, teaching evaluations for classes taught, and the names, addresses, and telephone numbers of three references to: **Academic Search #4067, The University of Texas at Dallas, PO Box 830688, M/S AD23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Review of applicant materials will commence on October 15, 1999 and will continue until the position is filled or the search closed.

The University of Texas At Dallas is an Equal Opportunity Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration.

BENTLEY COLLEGE

THE BUSINESS SCHOOL FOR THE INFORMATION AGE.

Bentley College is located on a picturesque 110-acre campus 10 miles west of downtown Boston and offers primarily business programs through the Undergraduate College, the Graduate School of Business, and the Division of Continuing Education. Approximately 900 B.S. degrees in business-related disciplines and 640 graduate business degrees were conferred in 1998. The College's 200 current full-time faculty members are appointed in 16 departments of business and arts and sciences. Faculty and students are able to take advantage of one of the most comprehensive business offerings in the country while fully enjoying the advantages of a small college community.

TENURE TRACK POSITIONS IN COMPUTER INFORMATION SYSTEMS

The Department of Computer Information Systems at Bentley College invites applicants to fill tenure track positions (rank open) in the Fall of 2000. The department is seeking individuals with a terminal degree in Information Systems or related field with teaching and research interest in Information Systems.

Established in 1917, Bentley College is a private academic institution accredited by the American Assembly of Collegiate Schools of Business with approximately 8,300 students, and is located ten miles from downtown Boston on Route 128 (Technology Highway) in Waltham. As a leading institution in the integration of Information Technology in Business curricula, Bentley offers excellent opportunities for substantive research and innovative teaching. All students are provided with direct access to the Internet through a campus-wide fiber-optic network, and all undergraduate students are required to have their own personal computers. The IS Department offers an MS degree in CIS, an MBA with an MIS concentration, a BS in CIS, as well as a CIS minor and CIS Certificate Program. The CIS Department has 21 full-time faculty members and plays a pivotal role in the mission of the college.

Interested candidates should submit an up-to-date resume to: Dr. John T. Gorgone, Chair, CIS Faculty Search, Bentley College, 175 Forest Street, Waltham, MA 02452-4705; Phone: (781) 891-2908; Fax: (781) 891-2949.
E-mail: jgorgone@bentley.edu

Screening will begin in September 1999 and applications will be accepted until the positions are filled. Bentley is an equal opportunity employer building strength through diversity, and all candidates who are legally authorized to work in the US are encouraged to apply.

Visit our website at: **www.bentley.edu**

Bentley College is an equal opportunity employer building strength through diversity and welcome applications for under-represented groups.

1917

BENTLEY

For other employment opportunities, call our 24-hour Job Hotline at (781) 891-2889.

RIO HONDO COLLEGE

Whittier, CA, has the following positions available

- *Dean, Communications & Languages*
Closing Date: 9-15-99 $6,536. - $7,964./mo.
- *Dean, Instructional & Student Services Support*
Closing Date: TBD $6,866. - $8,369./mo.
- *Dean, Public Service*
Closing Date: 9-17-99 $6,536. - $7,964./mo.
- *Dean, Social Sciences, Humanities & Philosophy*
Closing Date: 9-13-99 $6,536. - $7,964./mo.
- *Director, EOPS*
Closing Date: 9-10-99 $5,365. - $6,536./mo.
- *Director, Contract Management & Vendor Services*
Closing Date: 9-8-99 $4,861. - $5,922./mo.

INSTRUCTORS F-T

- *History Instructor F-T- Tenure Track*
Closing Date: 9-14-99
- *Humanities Instructor F-T Tenure Track*
Closing Date: 9-10-99

ANTICIPATED INSTRUCTORS F-T

- *Economics Instructor*
- *ESL Instructor*
- *Environmental Technology Instructor*
- *Math Instructor*
- *Spanish Instructor*

Salary dependent upon academic background & educ. exp.

Call Job Line (562) 692-3677
or (562) 908-3405 H.R.

EEO

Training Coordinator

HUMAN RESOURCES

Successful candidate will create and produce educational materials for the Organizational & Training unit, as well as coordinate logistics for programs and events. Additional responsibilities include management of unit's budget, answering phones, scheduling meetings, and ordering supplies. This position is an integral member of the OD&T team and participates in team meetings. Candidate must have excellent computer skills and knowledge of Microsoft Word, Desktop Publishing, PowerPoint, Excel, and Access. In addition the candidate must have excellent interpersonal skills, be well organized, flexible and be customer-focused. The environment requires a high energy team player, who can work with little supervision.

Send two copies of resume and cover letter to: ***Tufts Human Resources, 169 Holland St., Somerville, MA 02144.*** *For more information on this and other exciting job opportunities, please visit our web site. Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

WWW.TUFTS.EDU

Tufts *University*

UNIVERSITY OF NORTH CAROLINA

SENIOR VICE PRESIDENT, ACADEMIC AFFAIRS

The University of North Carolina invites applications for the position of Senior Vice President, Academic Affairs. The University of North Carolina, comprises 16 public constituent institutions, and is one of the leading university systems in the nation. The University system, strongly supported by the state for over 200 years, is entering a period of rapid growth, significant challenges, and great opportunity. For more general information about the University system, please consult the web site at: **www.ga.unc.edu**

The Senior Vice President, Academic Affairs reports to the President and is the senior member of the President's administrative cabinet. The position is number two in the system, and is charged with leading the development and implementation of the academic mission of the University. Among the challenging roles of the Senior Vice President are: (1) advising the President, providing leadership for the President's cabinet and advising the Board of Governors on academic affairs issues that have a system-wide import; (2) leading strategic academic planning and the implementation of resulting policies affecting the system; (3) working closely with campus chancellors and chief academic officers on university-wide academic initiatives; (4) representing the University system on a broad array of related boards and councils; and (5) assisting the President in providing leadership to the University in building partnerships with business and other educational institutions.

In light of the complex and multi-campus responsibilities associated with this position, the successful candidate is expected to have:

... An earned doctorate in an academic field and credentials for appointment as a full professor with tenure in one of the 16 constituent institutions

... A history of increasingly more responsible administrative leadership positions involving the management of complex campus environments or a multi-campus system

... Experience with and commitment to strategic planning in a complex environment

... Understanding of the research mission of a public university, and familiarity with the role of health affairs in such a university

... Demonstrated support for academic excellence

... Experience in representing a university or multi-campus system effectively, with attention to its varied constituents, governing boards, legislatures, and other external bodies

... Understanding of and experience with technologically mediated learning and distance education

... A thorough understanding of budgeting and funding processes

... A successful record of and commitment to promoting diversity

The search committee will begin reviewing materials September 15 and will continue until the position is filled. If possible, the position will be filled by November 1999, and the successful candidate will begin duties in January, 2000.

The search is being assisted by A.T.Kearney, Inc. Nominations and applications should be directed to **Ms. Shelly Storbeck, Managing Director, Education Practice, A.T. Kearney, Inc., 333 John Carlyle Street, Alexandria, VA 22314. Phone: 703-739-4627. Fax: 703-518-1782. Email: shelly.storbeck@atkearney.com**

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Interested applicants should forward a letter of intention and current resume to: **Dr. Aaron Nurick, Chair of the Management Department, AGC Room 308, Bentley College, 175 Forest Street, Waltham, MA 02452-4705.**

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1917

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Vice President for Information Services

West Chester University

West Chester University of Pennsylvania invites applications and nominations for the newly established position of Vice President for Information Services to serve as the Chief Information Technology Officer of the University.

West Chester University is a comprehensive University of nearly 12,000 students with 1,400 faculty and staff operating under collective bargaining agreements. WCU is located at the western edge of the Philadelphia metropolitan area. Information Services supports a mainframe, a campus-wide LAN with over 1,700 nodes, and networked PC, NT, Mac, and UNIX workstations. The campus is moving to a client/server environment and all campus buildings are connected via a fiber optic backbone. The Vice President for Information Services reports directly to the President of the University as an integral part of the University executive management team. A Master's degree is required. Ph.D. in a suitable discipline is preferred. To be considered as a finalist, candidates must successfully complete the interview process.

The entrance salary is in the range of $90,000+, depending on qualifications and is negotiable. Excellent fringe benefits. Applicants must submit a letter of interest describing relevant professional accomplishments, a current resume, and names and addresses and telephone numbers of at least three references to: Ms. Valerie Dudley, Employment Manager, c/o Vice President for Information Services Search, Human Resource Services, 201 Carter Drive, West Chester University, West Chester, PA 19383; Phone: 610-436-2800, Fax: 610-436-3464. Applications will be handled confidentially. Review of applications will begin on September 17, 1999 and will continue until the position is filled.

West Chester University is actively building a culturally diverse academic community, which fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color and people with disabilities to apply. For more information about the University and to see a more detailed description of the position, visit our web site at www.wcupa.edu/vacancies

CHAIRPERSON, DEPARTMENT OF ECONOMICS AND FINANCE

COLLEGE OF BUSINESS ADMINISTRATION

St. John's University in New York, invites nominations and applications for Chair of the Department of Economics and Finance in the College of Business Administration. The position will be available Fall 2000.

We are seeking a dynamic individual with excellent leadership skills who will:

1) Develop and effectively implement a departmental strategic focus,
2) Facilitate faculty development and curriculum innovation,
3) Encourage faculty involvement in grantsmanship and in distance learning, and
4) Enhance the department's position with the College, University and business communities.

Candidates must have an earned doctorate in finance and/or an excellent research publication record in the field, administrative experience and an academic record of teaching and service sufficient to qualify for the rank of professor of finance in the College of Business Administration. Salary and tenure possibilities depend on the candidate's credentials.

ST. JOHN'S
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Review of applications will begin immediately and continue until the position is filled. Please send a letter, curriculum vitae and the names of three references to:

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- **Director of Instructional Design**
  Master's degree. Three years' experience integrating technology into the learning/teaching process. Demonstrated knowledge of multimedia instructional technologies (especially the web), distance education, and instructional design and assessment methodologies. Demonstrated ability to design, create and deliver instructional materials using appropriate development tools, and to train and lead faculty in these endeavors.

BCC applications/resumes accepted until finalists have been identified.
Send to: Human Resources • BCC • 1519 Clearlake Road •
Box H • Cocoa, FL 32922 • 407/632-1111, ext. 63150
http://www.brevard.cc.fl.us/HR

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1551

FLORIDA
GULF COAST
UNIVERSITY

ALICO CHAIRED PROFESSORSHIPS IN BUSINESS

The College of Business at Florida Gulf Coast University, America's newest public university, invites applications for three chaired professorships in: **OPERATIONS MANAGEMENT, FINANCE, AND MARKETING.** Funded with support from the Alico Corporation, these three faculty positions will be important additions to a rapidly growing business school which opened for classes in Southwest Florida in 1997 as part of Florida's tenth state university. The College has 30 faculty members and offers a full range of undergraduate business degrees and an MBA, MS in Information Systems, and MS in Accounting & Tax degrees at the graduate level. Alico, Inc. is one of Southwest Florida's largest and most successful corporations, with interest in agribusiness and land development. The three professorships are open to associate and full professors, with renewable 12-month multi-year contracts, in the following areas:

The Alico, Inc. Chair in Operations Management & Strategy, in honor of Ben Hill Griffin, Jr. **REQUIRED:** Earned Doctorate in Operations Management, or a related field, such as Decision Sciences or Information Systems. The ideal candidate will have interdisciplinary interests in agribusiness research areas (for example, operations strategy, information systems, production planning and control, resource-allocation, value-chain analysis, application of OM/IT techniques, statistical analysis, quantitative methods, among others). **Position #30190**

The Alico, Inc. Chair in Financial Management & Planning, in honor of Ben Hill Griffin III. **REQUIRED:** Earned Doctorate in Finance, or related field. The ideal candidate will have experience creating Finance courses and program initiatives; interdisciplinary scholarship initiatives; enhance the College's reputation for research and programs linking the academic and business communities with an emphasis in resource management. Strength in the use of technology as a financial management tool and in instructional activities is valued. Interest in national and international agribusiness issues is an asset. **Position #30189**

The Alico, Inc. Chair in Market Development & Analysis, in honor of Dr. W. Bernard Lester. **REQUIRED:** Earned Doctorate in Marketing or a related field. The ideal candidate will focus on evaluating and pursuing market opportunities with interests in research and teaching areas such as marketing strategy, market research, demand estimation, market planning development, among others. Interest in agribusiness issues is considered an asset. The ideal candidate will have experience or a commitment to inter-disciplinary business education and research, and experience in the use of technology as a pedagogical and professional decision-making tool. **Position #30191**

Recruiting for each of the chaired positions will begin immediately and be coordinated by the respective departments of Computer Information Systems and Decision Sciences, Finance, and Marketing. Further information about the individual professorships is available from the College at 941/590-7300.
The University's web page is located at **http://www.fgcu.edu**.

APPLICATION PROCESS: To apply submit two packages (one original and one photocopy) for each position. Each package must include a letter of interest, curriculum vita, and list of five references postmarked by December 3, 1999 for the position. Additional information about the above positions can be obtained by visiting our website at **http://admin.fgcu.edu/hr/index.html** or calling our 24-hr jobline at **941-590-1111**. Mail materials to **FGCU, HR Dept, Position. # (state the position # for which you are applying), 10501 FGCU Blvd. South, Ft. Myers, FL, 33965-6565.**

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

Education

Executive Director - GMAT
(Graduate Management Admissions Test)
Princeton, New Jersey Office

Educational Testing Service, the world's largest private nonprofit educational assessment and measurement institution, has an excellent opportunity for an Executive Director-GMAT to join our team at our corporate office located in Princeton, NJ.

The Executive Director serves as the principal ETS liaison to the Graduate Management Admission Council (GMAC), an independent nonprofit organization that provides graduate management education services worldwide. One of these services is the GMAT, which ETS administers under contract with the Council. The Executive Director manages all ETS staff and oversees all ongoing ETS services involved with the GMAT.

Leading candidates will be familiar with issues in graduate management education and have experience in managing client relationships, staff, and large, complex projects. This position reports to the ETS Vice President for Graduate and Professional Education and supervises 15-20 staff.

Korn/Ferry International, which is assisting ETS with this search, invites confidential inquiries. Nominations, applications, and requests for additional information should be directed in total confidence to: **John Kubale-Managing Director, Korn/Ferry International, 900 19th St., NW, Suite 800, Washington, DC 20006. Tel: (202) 955-0919; Fax: (202) 822-8127; E-mail: anne.reich@kornferry.com.**

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Sr. Extension Associate I
POULTRY EXTENSION VETERINARIAN

The New York State Diagnostic Laboratory at Cornell University seeks a veterinarian with experience in quantitative epidemiology, poultry health and poultry biosecurity.

Position Description: Serve as the liaison between the NYS poultry industry, the NYS Department of Agriculture and Markets and Cornell University on poultry health matters.

Duties: Manage the operation of the following established poultry health programs: 1.New York State Egg Quality Assurance Program (NYSEQAP)-An integrated management based program designed to detect, control and eliminate Salmonella enteritidis in commercial layer flocks. The applicant will be required to evaluate the effectiveness of the program and adjust program interventions as new technology and information becomes available. 2. Avian Influenza Surveillance and Control Program: Designed to monitor the avian influenza status of poultry supply flocks and other fowl that contribute to a viable live-poultry market industry. The applicant will be required to assess the risk posed by circulating viral subtypes and to institute appropriate control measures to protect the health of the New York poultry industry. In addition, the applicant will be required to evaluate emerging health issues that threaten the poultry industry and develop and implement appropriate measures to mitigate those risks.

Qualifications: A Master's degree and a DVM (VMD) or equivalent degree is preferred. Advanced training and experience in epidemiology or poultry infectious disease is desired. The applicant must possess strong communicative skills and be adept at formal and informal presentations. Participation in the development and evaluation of national poultry health programs will be required.

Salary will be based on qualifications and experience. All correspondence should be directed to and additional information can be obtained by contacting Dr. Donald Lein, Chairman of the Department of Population Medicine and Diagnostic Science, Cornell University, PO Box 5786, Ithaca, NY 14853-5786-phone (607)253-3903 EOE/AA

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http://www.cornell.edu

DEAN
COLLEGE OF EDUCATION
THE OHIO STATE UNIVERSITY
SEARCH CONTINUING

The Ohio State University invites nominations and applications for the position of Dean of the College of Education. The Dean is the chief administrative and budgetary officer of the College and reports directly to the Senior Vice President and Provost. The College has approximately 135 regular faculty members in three schools. There are also several interdisciplinary centers associated with the College. In addition to instructional programs on the Columbus Campus, the College has teacher education programs on the four regional campuses of the University.

The College of Education is an innovator in community/school and university partnerships, teacher education reform, urban education, and educational policy studies. Peer institutions and professional organizations recognize the College's standards of excellence, and its graduate programs have been among the top tier of the *U.S. News and World Report* surveys for the past five years. The Ohio State University is a major research institution and the flagship university of the state's higher education system. It is located in the state capital. Columbus a growing but highly affordable metropolitan area of about 1.5 million people. Columbus has been ranked as one of the country's best places to live and work.

The new dean must have excellent vision for the future, a strong commitment to scholarship and research, outstanding leadership skills and a drive to move the College forward. Qualifications for the position include a distinguished record in research, teaching, and service, demonstrated excellence in leadership and administration, and a clear record of effective commitment to and support of cultural and ethnic diversity. Candidates' records should provide evidence of strong abilities to relate to and work effectively and collaboratively with the faculty of the College, the University administration, and other constituent groups both within and outside the University. Candidates should be qualified for appointment as Professor in one of the units of the College.

The position will be available January 1, 2000 or as soon thereafter as possible. Salary and other considerations will be consistent with the commitment of The Ohio State University to recruit the best qualified individual. To assure full consideration, applications and nominations should be received by September 22, 1999. The Search Committee has begun screening dossiers and will continue to review applications until the Dean is selected. Applicants should e-mail a letter, a curriculum vitae, and the names and addresses of at least three references to our new search partner:

Jan Greenwood, Ph.D.
Heidrick & Struggles
e-mail: axr@h-s.com

The Ohio State University is an Equal Opportunity/ Affirmative Action Employer. Qualified women, minorities, Vietnam-era Veterans, disabled veterans and the disabled are encouraged to apply.

THE OHIO STATE UNIVERSITY

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ASSISTANT/ASSOCIATE DEAN FOR UNDERGRADUATE STUDIES*

(SECOND POSITION)

The University of Maryland at College Park invites applications and nominations for the position of Assistant/Associate Dean for Undergraduate Studies. The Assistant/Associate Dean reports directly to the Associate Provost for Academic Affairs and Dean for Undergraduate Studies and works closely with the Dean and with other program directors, assistant deans, and with the faculty. The successful candidate must be able to function effectively as a member of a team that works to advance the mission of Undergraduate Studies.

Candidates should have demonstrated commitment to undergraduate education, leadership abilities and proven management skills. Candidates must have: **(1)** An earned doctorate or other terminal degree, **(2)** an ability to communicate effectively with students, faculty, staff, and parents, **(3)** teaching experience at the undergraduate level, and **(4)** demonstrate an understanding of and a commitment to the philosophy and mission of Undergraduate Studies. Salary and rank will be commensurate with experience. The appointment is a full-time, five-year renewable appointment. The position will be available after September 1, 1999. Application package should include resume or vita, letter of application addressing qualifications and interest for the position, and list of names, addresses and phone numbers for at least three references.

For best consideration, all materials should reach the committee by August 19, 1999. Send application material to:

Assistant/Associate Dean for
Undergraduate Studies--Search Committee
Office of Undergraduate Studies
2130 Mitchell Building
College Park, MD 20742

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*Rank will be determined by successful candidate's qualification in accordance with University Regulations regarding Assistant/Associate Deans.

UNIVERSITY OF MARYLAND

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http://www.brandeis.edu/heller/aboutheller.html

The Florence Heller Graduate School for Advanced Studies in Social Welfare

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Director of the Family and Child Policy Center

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- Strong commitment to teaching and mentoring graduate students

Candidates must hold a doctorate degree (or the equivalent) and demonstrate evidence of strong scholarly productivity in child and family policy. Level of faculty appointment, option for tenure track, and compensation will be determined by qualifications and experience.

Applicants will be considered from a broad range of disciplines, including (but not limited to) psychology, sociology, political science, education, economics, and social policy. Submit a letter of intent and curriculum vitae to: **Miguelina Hernandez, Heller Graduate School, Brandeis University, PO Box 9110-MS 035, Waltham MA 02454-9110**

UNIVERSITY OF FLORIDA

ASSISTANT PROFESSOR AGRONOMY

The University of Florida, Everglades Research and Education Center (EREC) in Belle Glade seeks applicants for a tenure-track, 12-month faculty position that is 50% research and 50% extension. Tenure will accrue in the Agronomy Department. The primary emphasis of this position will be to assist in the development and testing of sugarcane varieties. The agronomist will be responsible for a specific stage of testing in the cooperative sugarcane breeding program at the USDA Sugarcane Field Station at Canal Point, FL. Additional research and extension activities will include field evaluation and demonstration of sugarcane cultivars for various environment-influenced responses including maturity, chemical ripening and adaptation to soil types. The EREC is located 30 miles west of West Palm Beach in the Everglades Agricultural Area (EAA), which is an extensive area of organic soils and the largest sugarcane-growing region in the U.S. Applicants must have a Ph.D. in agronomy or related field. To apply, send a letter of application and curriculum vitae, official transcripts of all college work, and three letters of reference (sent directly from references to the Search and Screen Committee Chairman). **Refer to Position#916280. C.W. Deren, Chairman, Search and Screen Committee, EREC, P.O. Box 8003, Belle Glade, FL 33430-8003. E-mail: cwd@gnv.ifas.ufl.edu; phone 561-993-1533; FAX 996-1655.** Application deadline is September 15, 1999. The University of Florida is an EEO/EA/AA employer.

ADVERTISING INDEX

POSITIONS

ARIZONA

Pima County Community College District 33

CALIFORNIA

Foothill-De Anza Community College District 38
Long Beach City College 2
North Orange Community College District 35
Rio Hondo College 43
University of San Francisco 36

COLORADO

The Colorado College 41

FLORIDA

Brevard Community College 45
Florida Gulf Coast University 45
Lake-Sumter Community College 39
Miami Dade Community College 37
University of Florida 42, 47

ILLINOIS

Chicago State University 36

KANSAS

University of Kansas 41

MARYLAND

Montgomery College 42
University of Maryland, College Park 36, 47

MASSACHUSETTS

Amherst College 40
Bentley College 43, 44
Brandeis Univeristy 47
Massachusetts Institute of Technology 39
Tufts University 43
Wheelock College 41

MICHIGAN

Grand Valley State University 42
Mott Community College 38

NEBRASKA

University of Nebraska-Lincoln 39

NEVADA

University of Nevada 2

NEW JERSEY

Educational Testing Services 46
Princeton University 35
Rutgers University 39
UMD of New Jersey 35, 40

NEW YORK

Columbia University 40, 42
Cornell University 2, 46
Ithaca College 2
St. John's University 45
SUNY Alfred State College of Technology 38
SUNY Plattsburgh 41

NORTH CAROLINA

University of North Carolina 44

OHIO

The Ohio State University 46

PENNSYLVANIA

Millersville University 37
West Chester University of Pennsylvania 44

TENNESSEE

Vanderbilt University 33

TEXAS

Sul Ross State University 37
The University of Texas at Dallas 42

UTAH

The University of Utah 38

WASHINGTON

Spokane Falls Community College 37

WISCONSIN

University of Wisconsin-Milwaukee 42

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

ACE Fellows Program DC 37

1553

¡PUNTO FINAL!

ENDING STUDENT SEGREGATION

Denys Blell is assistant vice president for diversity initiatives in the Office of the Provost and Executive Vice President at the University of South Florida in Tampa.

I once interviewed at one of the most diverse universities in the U.S. for the post of assistant VP for minority programs.

The job reported to the student affairs VP, who told me that he was the architect of most of the structures intended to "integrate" the university; that the assistant VP would supervise the directors of several exclusive programs, services, and events designed for each of the campus minority groups; and that they sought someone with experience in managing a racially and ethnically diverse collection of directors and someone who could articulate, both in speech and in writing, the importance of these "multicultural programs" to the university community. I was convinced that his efforts to "integrate" the university were sincere.

I met, too, with the new provost/executive VP, who expressed the university's interest in promoting "diversity and multiculturalism," expressed a deep desire for a day when intergroup competition for recognition and resources would end, and, finally, spoke of his personal desire for improved intergroup relations on campus. "The key," he said, "is for you to convince the search committee that you can be trusted with minority interests." The student affairs VP, he said, was under a lot of pressure from minority interest groups to hire the "right person" for the job.

My interview with the search committee, a mix of faculty, staff, and students representing the racial and ethnic associations on campus, was remarkable because it revealed to me the level of coercive power that minority advocacy groups have over senior administrators. The interview focused on my relevant experience and then on my ability to treat all the groups equally and fairly.

It would not be difficult for me to be open and fair, I said, because I had no allegiances to any racial, ethnic, or religious group. Pressed to explain, I told them I was a nonracial person with no particular ethnic, political, or religious identity. Several committee members were visibly angry. Others seemed puzzled. One declared that "there is no such person in America" and suggested I was in denial. This interview did not go well. Later I was told I had alienated almost everyone on the committee.

My interview with the president was the most remarkable of all because it revealed the most about diversity efforts in contemporary academia. We toured the campus. As we walked, he pointed out what he called the "self-segregation" of students to the extent that, he said, even Latinos were fragmenting into "black, brown, and white" subgroups. He asked what I thought was promoting this phenomenon. Our exchange went something like this:

"Why do you think," he asked, "there is so much self-segregation on campus, and what do you think can be done to reverse this trend?"

"Please explain to me how your faculty and staff behave on campus," I asked.

"Just like the students," he replied. "In fact, we have the student equivalent of all the racial and ethnic associations of the faculty and staff. And they jointly plan and develop all of the programs, services, and events for minorities on our campus."

Realizing what I was getting at, he asked, "Do you mean to suggest that our faculty and staff are responsible for the segregation of our campus?" He paused, and then said, "But of course–they create all of the structures in the form of programs, services, and events that you are suggesting fragment and segregate the campus."

As we walked, he pointed out faculty and staff segregation on campus, including many examples of the segregation of Whites.

"Who are the role models on campus?" I asked. "Faculty and staff," he replied. "So you are suggesting that changing faculty and staff behaviors to reflect the desired goal of integration will change the students' behavior?" he asked. "Yes, isn't that the way it's supposed to work?" I said. "That makes sense," he remarked.

Then he dropped a bombshell. "Say, do you think that faculty and staff themselves do not feel comfortable in diverse settings and that they design these programs for their own comfort?"

"Why else?" I replied. "Isn't that the reason why many departments in the university remain all-White?"

"Well, it's going to be very difficult to change the current situation on campus," he mused. "The interest groups are very entrenched and will fight any attempts to change the status quo. I wouldn't know where to begin."

"It requires visionary and courageous leadership in order to begin the conversations that will eventually lead to change," I concluded.

His last words were, "I'd like to see you become president of a state university one day just to see how you do it and how long you'd survive in the job."

I did not get the job. But the experience helped convince me that "self-segregation" among our students will end only when all faculty and staff model the appropriate behaviors for students to emulate. And that the persistence of this phenomenon can be linked to the lack of visionary and courageous leadership in our universities and colleges.

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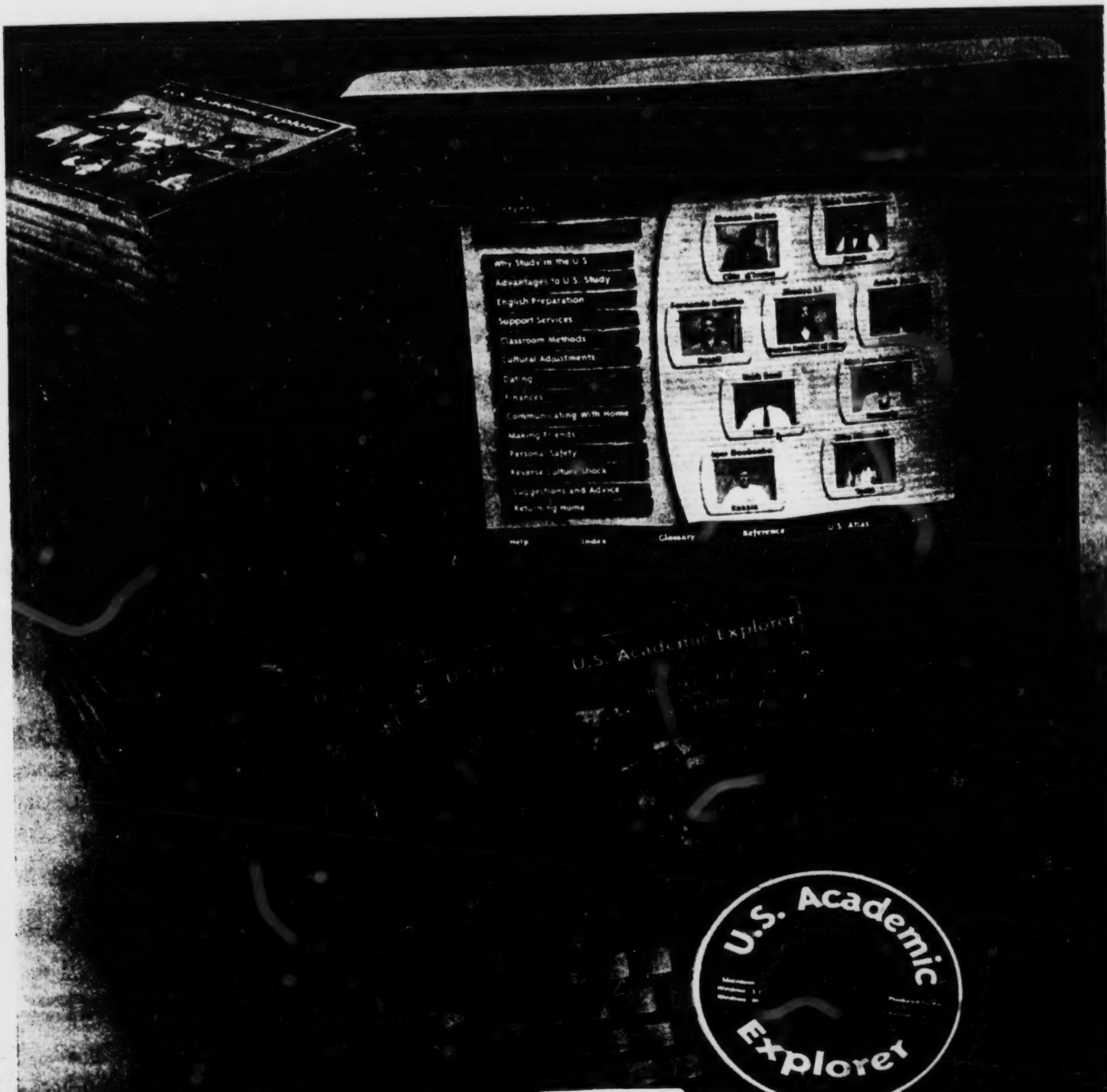
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English Preparation
Support Services
Classroom Methods
Cultural Adjustments
Dating
Finances
Communicating With Home
Making Friends
Personal Safety
Reverse Culture Shock
Suggestions and Advice
Returning Home
Help
Index
Glossary
Reference
U.S. Atlas
U.S. Academic Explorer
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1555

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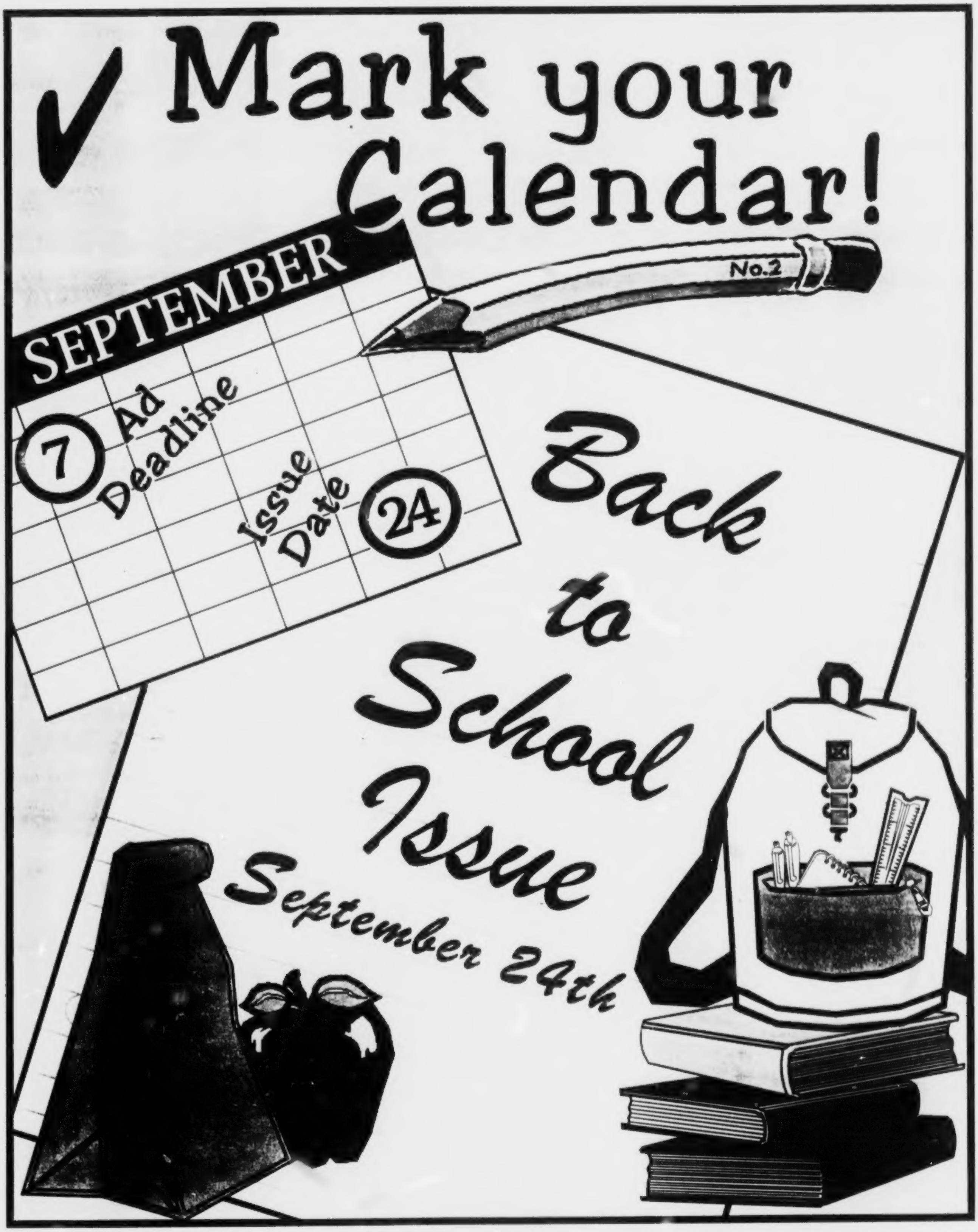
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Back to School Issue
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C O N T E N T S

FEATURES

USIA: Opportunities for Hispanics?

The agency that offers Fulbrights and more is reaching out to Hispanics and other minorities. 6

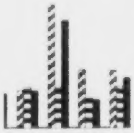
St. Augustine College: Pioneer in Bilingualism

This institution goes all out to make college possible for its population, which is 92 percent Hispanic and 75 percent female. 9

The Dream: Deferred or Betrayed?

Many of California State University-Monterey Bay's original founders fear that the dream is being destroyed by the administration. 12

Prop. 227 Decimates Bilingual Ed in California



Both sides are grousing over its implementation, but one district is reporting elevated test scores since its demise. 20

Motivating the Disengaged Students:

Educator offers practical suggestions for overcoming passivity and resistance to learning in the classroom. 24

Carrasco's "Existential Oomph" at Princeton

Cross-disciplinary collaboration—initiated by David Carrasco, professor of religion—brings Mesoamerican potsherds and ruins to life. 27

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

America's love affair with science 5

Honor Roll: California State University-San Marcos

At age 10, CSUSM demonstrates growth, optimism and verve. 17

People, Places, Publications, Conferences

29

Book Review: *Part Two: Hispanics and Books: Recent Books for Adolescents*

37

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A CAPITOL VIEW

America's Love Affair with Science

BY GUSTAVO A. MELLANDER

This remarkable twentieth century of the Christian era has been influenced by many factors. Progress has invariably been linked with the American Century. People differ when asked to identify the three most important characteristics of this century. But on just about everybody's list will appear the importance of science.

America and Science

The National Science Foundation reports that while America's interest in science continues to grow, our actual understanding of scientific terms and concepts still lags.

Americans say they are more interested in and more aware than ever of scientific discoveries, inventions and new technologies. However, they still score low on their actual understanding of basic scientific terms and concepts, such as the definition of molecules and DNA, and how frequently the earth revolves around the sun.

The public also seems divided intellectually and emotionally over the impact of some technological developments. Many still have a childlike faith in the majesty of science. Others are more circumspect and know that scientists are no better qualified to lead us in the twenty-first century than the rest of us.

The latest survey measuring public attitudes and understanding of science, engineering, and technology has been published in the National Science Board's (NSB) biennial report to Congress.

The report, a large volume of vital statistics on the state of science, engineering, and technology in the United States, is written so that the lay person can understand. It provides hours on end of fascinating data.

Questions

American adults were asked nine basic questions. On a zero-to-100 scale, their mean score was 55. Survey-takers scored worst on a question about their understanding of what a molecule is. They scored best on their understanding of how the continents are moving slowly about on the face of the earth.

"The American public believes that science and technology improve the quality of life, but its concern over specific technologies, such as nuclear power for electricity and genetic engineering, indicates that the public has not given science a blank check. And the scientific community needs to communicate its work more clearly and effectively because only one in four Americans understands the process of scientific discovery," said Neal Lane, outgoing NSF director.

Other Findings

Nearly 70 percent of Americans surveyed said they are interested in science and technology, the highest level ever. Clearly science remains a growth area for those seeking a productive and fulfilling career. Sadly, Hispanics, as a group, lag in their rate of participation.

Meanwhile, the number of Americans who think they are well-informed about new scientific discoveries and the use of new inventions and technologies is one in five. Many academicians feel that the "watering down" of our hard science courses in high schools and colleges is to blame. But these scores, low they might be, are actually an improvement compared to those of earlier years.

American adults appear to understand basic scientific concepts as well as or better than adults in other industrialized nations, in contrast to results produced by some American students in the Third International Mathematics and Science Study (TIMSS).

Computers and Progress

The marvel of computers and the World Wide Web has facilitated a wealth of information only dreamed of by previous generations. Many have joyfully proclaimed that by the easy sharing of knowledge, all people will benefit. But has that been the case?

This report notes that while there is a continuing rise in the use of computers in the workplace or at home across the general population, the biggest increase by far over the last two years has been among those with at least a bachelor's degree.

We did not need this report to know that Hispanics are not as yet "plugged in." As always, the poor and the yet-to-be educated in our society have not personally benefited from this scientific revolution. The failure has dashed the hopes of many who truly believed that computers would equalize learning opportunities. That might yet come to pass, but so far only the most privileged in our society are benefiting–not every one.

Still, the impact of information technologies on the economy and education and on private citizens is now so vast that a new chapter was written to assess the issue. The report finds that the use of these technologies in the workplace is pervasive but that there are significant inequities in access to computers and the Internet in schools. The suburbs are doing okay. It's the low-income areas that languish.

"We should be concerned about these inequities in our schools," said Shirley Malcom, chair of NSB's education and human resources committee. "It is crucial that our schools have consistently modern tools together with quality content, and that teachers get the training needed to instruct students using these technologies."

See <http://www.nsf.gov/sbe/srs/seind98/start.htm> for the full report.

Dr. Mellander is a professor at George Mason University.

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USIA: Opportunities for Hispanics?

Fulbrights, Visiting Professionals, and More

BY
GUSTAVO A. MELLANDER

Support included a broad cross-section of Agency activities, including 32 Fulbright students and senior scholars in a wide range of subject fields going to or coming from HSIs.

Adventure, education, hosting professionals from overseas, and foreign travel! What more could anyone ask for? What person in higher education would not be interested?

The United States Information Agency, commonly recognized by its initials USIA, offers those opportunities and more.

The Agency

Thousands have benefited from the hundreds of programs it has sponsored. It has served as a conduit for academicians from throughout the world to reach goals and ambitions that many did not even know they had until they were introduced to the wide variety of available programs.

The best known are probably the various Fulbright programs. Not only do they provide a variety of useful educational experiences, but for the recipient, being awarded a Fulbright is perceived as a prestigious achievement.

With all the opportunities that seem to exist, many persons are surprised to discover that many of USIA's programs are specifically designed for and offered to populations outside the United States.

The Agency's *raison d'être* tells it all. It is committed to two goals–to present America's culture, people, and policies to other countries and to increase America's understanding of foreign cultures and peoples.

Exchange Programs

The United States started its international cultural and exchange programs in 1938, a few years before America's entry into the Second World War and its initiation as a major player in world affairs.

But its real impact on practitioners and scholars exploded after the war.

One of the memorable early post-war programs still in existence is the Fulbright program, named after the former president of the University of Arkansas and well-known United States Senator J. William Fulbright.

Senator J William Fulbright sponsored the legislation in 1946 that created the Fulbright Educational Exchange Program

Fulbright had a consuming conviction that all Americans and others throughout the world would benefit if they knew and appreciated one another better than they had in years past. Buffeted by the carnage and economic devastation that was the Second World War, and given his faith in education, Senator Fulbright created a program that presently operates in more than 125 countries.

USIA operates like a two-way street–Americans go overseas, and foreigners come to the United States. Each year more than 2,400 foreign leaders and professionals come to the U.S. at USIA's invitation as International Visitors. In addition, some 1,800 to 2,000 Voluntary Visitors come under private auspices for up to thirty days of professional appointments arranged by the USIA.

The planning and logistics of such a program are a mammoth undertaking. The ability to accommodate such a number of exchanges to and from other countries of the world has been possible through the aid of numerous partners.

The higher education academic community, U.S. private organizations, foreign governments, and American volunteers have facilitated what the master of Oxford's Pembroke College called "the largest and most significant movement of scholars across the face of the earth" since the fifteenth century.

Support for Hispanic-Serving institutions

Several sections of USIA have been pro-actively seeking ways to reach out to Hispanics in this country. For FY 1998, USIA provided more than $1.7 million to Hispanic-serving institutions. Support included a broad cross-section of agency activities:

- 32 Fulbright students and senior scholars in a wide range of subject fields going to or coming from HSIs;
- mini-grants for 11 other visit-

USIA-sponsored exchange students from Honduras visit the Lincoln Memorial

ing Fulbright senior scholars to spend short stints lecturing and consulting on HSI campuses and in surrounding communities;

- a three-year grant linking California State University-Fresno with the International Institute of Labor and Social Relations in Belarus to foster faculty and curriculum development;
- a grant to the Pima County Community College District to continue to bring individuals to Arizona to experience American business, local governance, and American culture through meetings, internships, and job shadowing;
- a grant to El Paso Community College to conduct a three-week training program in the El Paso region for eight civic educators from Latin America;
- support to New Mexico State University to continue operating a United States-Mexico Conflict Resolution Center, in association with the Universidad Autonoma de Ciudad Juarez; and
- grants to a number of specialists from Hispanic-serving institutions to conduct short-term speaking programs abroad.

In addition, under USIA's International Visitor programming, more than 500 made professional visits to Hispanic-serving institutions during FY 1998. More than 20 HSIs in Arizona, California, Florida, Illinois, New Mexico, and Texas hosted these grantees, who came from all over the world and represented a wide range of fields.

As a further outreach to higher education and Hispanics, USIA participated in the American Council on Education's "Educating One-Third of a Nation" conference, talking with college and university presidents and program directors in a plenary session about the Agency's interest in seeing greater minority participation in grant programs and other activities.

Discussions took place with representatives from the Hispanic Association of Colleges and Universities to determine ways to reach out to its membership regarding grant opportunities and recruiting college interns from HSIs.

Internally, a Diversity Working Group is active at USIA to determine how the Agency can collaborate more successfully with America's minority-serving audiences, including HSIs. So more than ever before, there is a host of programs that U.S. Hispanics can seek out.

The Fulbright Program

Among the best known are the Fulbright programs. But others, such the International Visitor program, Youth Exchange, and Citizen Exchanges provide academic and enrichment opportunities as well.

The Fulbright itself is the major component of USIA's exchange activities. Its fields of study include the arts and humanities, social sciences, and physical sciences. In addition to the exchange of students and scholars, the program includes professional exchanges in journalism, law, management, banking, and public administration. Participants undertake degree or non-degree programs, self-study courses, internships, and professional seminars.

Approximately 5,000 grants are awarded annually to American and foreign students, teachers, and scholars to study, teach, lecture, and conduct research abroad and in the U.S. Individuals are selected based on academic or professional qualifications and potential. But the ability and willingness to share ideas and experiences with people of diverse cultures are also important criteria.

Two Categories

The U.S. Scholar Program sends more than 1,000 U.S. scholars and professionals each year to more than 100 countries, where they lecture or conduct research in a wide variety of academic and professional fields, ranging from journalism and urban planning to music, philosophy, and American studies.

Pre-doctoral Fellowships are offered both to U.S. and foreign graduate students. Each year, USIA funds approximately 1,400 new awards to foreign graduate students for support at U.S. universities, while renewing for an additional year another 1,800 existing awards.

The awards are competitive but not impossible to achieve. *Hispanic Outlook* was told that, invariably, the successful applicants have worked closely with their local university grants officer who is very knowledgeable about Fulbrights. Staff from USIA also frequently visit U.S. universities with ideas and suggestions.

Broadcasting

The well-known *Voice of America* (VOA), *Radio* and *TV Marti*, and the *WORLDNET* television actively tell America's story around the clock to virtually all corners of the world. VOA, for example, broadcasts 660 hours of programming weekly in 53 languages, including English, to an international audience. *Radio Marti*, established in 1985, broadcasts 24 hours a day in Spanish to Cuba. *TV Marti* telecasts some five hours a day. *WORLDNET*, USIA's satellite television network, transmits news, educational, and cultural programming 24 hours a day to millions of foreign viewers through American embassies, USIA posts, and foreign television and cable networks.

Cyberworld

USIA has plunged headlong into the electronic revolution. Now scholars throughout the world can access a wide variety of useful information from their individual campuses or home computers. USIA has been aggressively establishing itself in the world of cybervision. Its Web site at <http://www.usia.gov> contains information on virtually any aspect of the Agency's activities. Included are:

The Hartford Ballet toured nine countries in Latin America through USIA's Cultural Programs office.

- academic, cultural, and exchange programs,
- the "Washington File" texts, transcripts, and analyses,
- agency publications and research findings,
- Voice of America correspondent and media reaction reports;
- background on international conferences;
- thematic and policy sections;
- information on USIA Foreign Press Centers;
- current events and hot topics;
- links to Internet resources and databases; and
- overseas-post home pages and background on USIA.

That Web site is an excellent place for all of us to begin. It provides useful data to understand all of the opportunities that exist at USIA.

Recently USIA developed its first CD-ROM, ***The U.S. Academic Explorer: A Guide to Higher Education in the United States.*** It offers foreign students and those who advise them practical information on visas, qualifications, costs, application procedures, and other useful information on American higher education.

Much of this material might be available in booklet form, but this CD-ROM portrays the American college experience in photographs, sound, and video. There are, for example, video interviews with foreign students talking about their experiences in this country. Included is a photo essay on a day in the life of a student. A map of a typical U.S. college campus where the viewer can click on such typical buildings as the library, student union, or classroom building provides easy links to those sites. Beyond those introductory segments, useful first-hand information about their role as a student in university life is explored.

USIA International Visitors in the United States on a pr
fessional study tour explore the pueblos of New Mex

Houston Baker III, a Fulbright Distinguished Scholar in American Studies and USIA employees Vera Valdo Galante and Andrew Laktriz relax during a trip to Latin America.

Democracy in Action

American scholars, particularly those with an interest in Latin America, will be interested in one of USIA's most recent initiatives, which deals with presenting civic education to emerging democracies.

In 1996, USIA co-sponsored "Civitas Panamericano: Education for Democracy" in Buenos Aires, Argentina. It brought together, from throughout the Americas, leaders in civic education, nongovernmental and governmental organizations, and the private sector.

More than 300 participants came from 20 Western Hemisphere countries to the conference, which was designed to maximize interactions and open discussion among participants. Small-group sessions as well as plenary sessions of speakers and panelists provided a variety of experiences.

Central issues and themes included, among others, Promoting Democracy in the 1990s: The Challenges Facing Civic Educators; The Role of Media in Building a Civil Society, and Economic Development and Democracy.

A Civitas-planned spin-off was to develop civic education curricula that would focus on reform projects. Presently, it is in progress in several countries. In that way, USIA achieved the primary purpose of its conference–to encourage an international network among the participants to strengthen democratic life in Latin America.

Educational and Cultural Programs

Aside from the Fulbright programs, USIA is also well known for its educational and cultural programs, which range from artistic performances to book translations to lectures about America to the teaching of English, all offered outside the United States.

These programs inform people about America's political, economic, and legal systems. Often they go one step further and assist their own democracy-building efforts.

The *Arts America* program enables people abroad to experience the vitality of the American arts and the diversity of our society. It provides specific information suited to an individual's professional or academic needs, and also introduces American literature and thought.

Many U.S. scholars have participated in *Arts America*. It showcases the creative arts through visual arts exhibitions, performing artists, performing arts groups, and speakers.

It is well to note that ***Arts America*** does not accept applications from U.S. individuals or institutions seeking financial assistance for overseas touring. Its arts programming is developed in response to requests from USIA offices overseas, not from requests made by American artists. Some would see a Catch 22 issue here, especially for an emerging group or artist.

The Future

USIA's involvement with the White House Initiative on Educational Excellence for Hispanic Americans will, it hopes, increase activities with America's Hispanic-serving institutions. To achieve its goals, the Agency will seek increased HSI dollar support in each of the next two fiscal years.

Special mailings were sent to HSI presidents and program directors encouraging them to apply to host Fulbright scholars from abroad. A USIA Washington, D.C., workshop on college and university linkage opportunities took place in September 1998, with a number of HSI institutions in attendance. Since September 1998, USIA staff have participated in ten statewide and regional community college conferences across the United States. They provided information and technical assistance regarding grant opportunities, including opportunities in the international education field.

Check out USIA's Webpage at <http://www.usia.gov>, or call or e-mail for more information. In collaboration with other colleges in your region, invite USIA to visit your campus and explain its programs. Volunteer to host international visitors. Talk to your campus' grants officers, and tell them of your interest in USIA programs.

Dr. Mellander is a professor at George Mason University.

St. Augustine College: Pioneer in Bilingualism

Student Population 92 Percent Hispanic

BY
MARILYN GILROY

Pioneer in Bilingualism
New Perspectives in Education
St. Augustine College

Nineteen years ago in the city of Chicago, Dr. Carlos Plazas had a radical idea: why not create a bilingual college that would graduate professionals who would be fluent in English and Spanish? In other words, how about offering higher education in dual languages that allow Spanish-speaking students to become proficient in English and English-speaking students to become proficient in Spanish as they study liberal arts, business, social work, and computer science? That radical idea was authorized by the Illinois Board of Higher Education on October 7, 1980, and St. Augustine College opened its doors to the first 240 part-time students. Today, the college has four sites serving 1,600 full-time students through its academic, occupational, and college preparatory programs.

Dr. Plazas, the college's founding and current president, was instrumental in lobbying for the support and initial legislation that would create it. A psychologist by training, at that time executive director of a mental health clinic in Chicago, Plazas began to document the numbers of Hispanic individuals who showed up at the clinic, not, as he says, "because they were mentally ill" but because they needed help getting education and adjusting to life in the United States.

Plazas knew from demographic projections that this population would continue to grow and would have to be educated in order to lead better lives and become productive workers. He was deeply concerned that statistics showed Hispanic Americans to have the lowest rate of educational persistence on every step of the educational ladder. Plazas and other founders of the college recognized that Hispanics needed an opportunity to acquire the skills, knowledge, and values that would enable them to become active participants in the workforce. They began to approach state officials, who listened to the idea for a new college and asked Plazas for a written proposal. The result was St. Augustine's, the country's only college chartered as a bilingual institution of higher education.

Pioneer in Bilingualism
New Perspectives in Education
ST. AUGUSTINE
COLLEGE

Today, St. Augustine's still holds a unique position among the thousands of institutions now offering English-as-a-second-language (ESL) programs or other bilingual studies. Unlike colleges wherein non-English-speaking students must pass several semesters of ESL before they enroll in credit courses, St. Augustine students are taking introductory college courses taught in Spanish while they are learning English. There are no language bar-

St. Augustine students are taking introductory college courses taught in Spanish while they are learning English.

riers or time delays in the process of earning a degree.

But there were other obstacles that had to be overcome before the local Hispanic population could embrace higher education–one of those obstacles was transportation. The fact was that many students could not get to the college because they had neither a car nor money for the commute. St. Augustine's met that challenge head-on by creating three satellite sites where students can study, all located in neighborhoods heavily populated with Hispanics.

"We had to make education very accessible to students. After all, many of our students had jobs and families and also had transportation concerns," explains Plazas. "But they were highly motivated to learn. So we created satellite centers close to their homes where they could begin their studies."

And the strategy worked. When the opportunity was put in people's back yards, they were more willing to try it. However, as Melba Rodriguez, director of development and public relations at St. Augustine, says, the ultimate goal is to ensure that students transfer to the main campus for a more traditional college experience.

"We want them to get a sense of what higher education in the United States is like...a large college campus with additional services and programs," says Rodriguez.

After tackling the transportation issue, the college also examined the need for additional support services. With an enrollment that is 92 percent Hispanic and 75 percent female, many of whom are parents, it was obvious that childcare was a must. So while parents are attending classes, the college provides childcare to approximately 800 children. But this is childcare with a special emphasis. In addition to providing an important service to parents, St. Augustine College is committed to enhancing the children's learning attitudes and to fostering new attitudes toward education. With this early educational intervention, the college expects to prevent school failure, to decrease dropout rates, and to improve school persistence and completion among children of Hispanic descent.

With an enrollment that is 92 percent Hispanic and 75 percent female...., the college provides childcare to approximately 800 children.

All of this attention to special services was an attempt on the part of St. Augustine officials to carry out a recruitment philosophy that boldly challenges individuals with the slogan, "We give you no excuses not to get an education."

That doesn't mean that academic standards or requirements are lax. The faculty and administration also know that they must instill the discipline in students that they need to succeed; therefore, attendance in class is mandatory.

"We believe that students need discipline in order to learn, and we are very much a 'learning institution,'" says Plazas. "Students must understand that there is a relationship between how much they learn and their attendance at class."

There are consequences for those who do not heed the attendance policies, and students are forewarned that cutting class could result in a loss of scholarships or financial aid.

"Our students must learn that it takes discipline to succeed," says Plazas.

If the success of this approach can be measured in numbers, then St. Augustine's has much to brag about. Each year, about 20 percent of the total enrollment cohort graduates, far more than the national average of 8-9 percent. Since its inception, 30 of its graduates have continued on for master's degrees and 18 graduates have received Ph.D.s.

"What is so amazing and unique about St. Augustine," says Rodriguez, "is that we take a primarily adult, female population with children and help them become wage earners. We say to them, 'You can get an education, and we will show you how.'"

"These are not people on welfare. They are either improving their current job status or going into the workforce," she adds.

Some of their success stories read like a page from the American dream. For example, Hilda Salaksana, mother of three, who came to St. Augustine's to get a degree, even though she had minimal English language skills. Salaksana completed her studies and eventually went into the real estate business. Last year, she sold $8 million of real estate.

"Doors can open for anyone," says Salaksana, "but sometimes you have to knock to get them open.

"Look at me. I'm not on welfare, and I don't need any help from public assistance. As a matter of fact, I now have to pay BIG taxes to the IRS. But I am able to give my children a good education and make sure that they get a degree and accomplish something in life."

Salaksana's outlook is representative of the motivation and hope that students bring when they enroll in St. Augustine's.

"Our students look very seriously at their future. They want better opportunities for themselves and to have their families in a better situation," said Plazas.

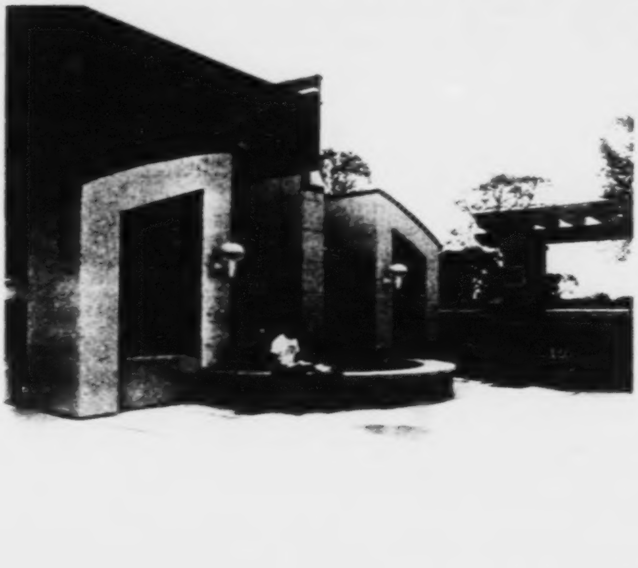
St. Augustine now has served more than 20,000 students during its 18 years. Because it considers itself "independent and nonsectarian," St. Augustine's welcomes all students. The college is a member of Association of Episcopal Colleges and International Consortium of Colleges and Universities of the Anglican Communion and gets its funding from federal and state sources, private donors, the city of Chicago, the Episcopal diocese, and tuition. It is accredited by the North Central Association's Commission on Institutions of Higher Education and has been visited by a team of evaluators who have recommended extending its accreditation for eight more years.

There are 15 members of the board of directors who handle the traditional policy-making and budget-oversight duties traditional for higher education governing boards. But St. Augustine also is registered as a not-for-profit corporation and has a corporate board that meets once per year to ensure that the corporate guidelines are maintained.

Although St. Augustine was founded as a two-year institution, last year it instituted a bilingual bachelor's degree program in social work. It will soon offer a bilingual baccalaureate program in early childhood education. Each program has a general education core curriculum requirement and a computer literacy requirement, essential for today's workforce. Speaking of the curriculum, Plazas notes, "We are not traditional in some ways, but in others, especially academics, we are very traditional."

There are 30 full-time faculty and 125 part-time faculty who work to meet the instructional needs of students. The bilingual teaching approach is so unique that sometimes professors, like Dr. Rafael Tapia, chair of the languages and literature department, create their own materials, such as when he wrote a grammar book for classes.

St. Augustine officials carry out a recruitment philosophy that boldly challenges individuals with the slogan, "We give you no excuses not to get an education."



The educational approach works for the students and fills a need for business and industry in the Chicago area. It is a need that will continue in the next 20 years. The Census shows that a large number of traditional workers of the U.S. labor force are retiring and that many of them are expected to be replaced by Hispanic Americans.

These demographics make St. Augustine even more enthusiastic and aggressive in carrying out its mission, which calls for the college "to build a bridge to fill cultural, educational, and socioeconomic gaps."

"We must make education accessible to minorities and help them become part of a well-trained workforce," says Margarita Perez, CPA, president of Fortaleza Asset Management and a St. Augustine board member.

It seems that this attitude of determination and persistence has rubbed off on students, giving them the boost they need to reach their goals.

As Alex Orozco, another St. Augustine graduate who now does commercial planning for the city of Chicago, says, "I never thought I'd end up doing what I am doing today. St. Augustine's gave me the confidence and the skills to do these things."

1565

The Dream: Deferred or Betrayed?

Latino Struggles at Monterey Bay

BY MICHELLE ADAM

On several occasions, this magazine has cited a saying attributed to Abraham Lincoln that no matter how narrow a plank might be, it still has two sides. Conflicts involving a university no doubt have even more. Michelle Adam's interviews with current and former faculty and staff of CSUMB offer some but not all perspectives on events at the budding university, which this spring proudly graduated its pioneer class.

Stop
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When California State University-Monterey Bay opened its doors on August 24, 1995, its curriculum, based on social service, social justice, and technology-rich, multidisciplinary, multilingual and outcome-based education, had barely been developed. Staff were still rolling in. The extremely diverse founding faculty and staff were excited but exhausted after a mere eight months in preparation time. President Clinton was there for the inauguration.

Clinton and Leon Panetta, then his chief of staff, had wanted to create one of the largest, most effective, and most socially conscious-based conversions ever, replacing Fort Ord's soldiers with students at the new California State University at Monterey Bay.

California's legislators, in the midst of systemwide economic hardships, agreed to open a 21st CSU on the basis that it provide an alternative education for the underrepresented.

Across the country, all eyes were on CSUMB to see if it would succeed. Some of those eyes watched to see if the former Fort Ord could be converted rapidly into a different kind of education institution, one capable of generating equivalent income for the surrounding communities. Other eyes watched to see if CSUMB would deliver the dream of diversity that had drawn so many minority faculty and staff to and through its doors.

But what began as a dream became for some a nightmare. After sustaining silence and fear for several years, they have begun to speak up in reaction to an administration that has been described as racist, dictatorial, arbitrary in decision-making, and divisive within a system that espouses diversity, social justice, and cooperation. Many of its original founders fear that the dream of a forwarding-thinking university is being destroyed by an administration that has no understanding of its constituents and vision statement.

A Critical Juncture

There are many who tell this story, and the basic elements remain the same. In January 1995, nearly a year after Peter Smith, former Republican congressman from Vermont, took the helm as CSUMB president, he cleared Steve Arvizu from his position as Provost. "He was trying to neutralize any legacy that Steve had built in founding the campus," said faculty member Ruben Mendoza.

Arvizu, holder of a Ph.D. from Stanford, a post-doctorate from Harvard and University of Michigan, and 30 years in the field, had left his post as dean of graduate study and research at CSU at Bakersfield in 1993 to form CSUMB.

"I helped create something that most people thought was impossible," said Arvizu, who is now president of Oxnard College. "But he [Smith] came into this environment purposefully deciding he was going to wipe away alternative voices. The first person he began wiping away was me-and the people around me."

Dr. Maria De La Luz Reyes

"A lot of people paid accolade to Steve, and I think Peter Smith wanted to be known as the founder," said founding faculty member Maria Reyes, one of the top Latinas nationwide in the field of elementary education, now gone from CSUMB, citing health reasons. Concerned by the president's actions, Reyes organized faculty to support Arvizu, but according to her, Smith bought the support of many minority deans whom he had previously attempted to fire.

When Arvizu was demoted, Smith, and Dell Felder, who was hired in the summer of '96, received veto power in the hiring and firing of faculty. That's when, said Arvizu, "fewer diverse faculty were hired, and we began losing tenured faculty. There's a long list of people."

In 1995, eight of 16 key administrators were Latino. Now only two of 25 are, according to Mendoza. He and several other faculty also verified at least 70 staff and faculty demotions, resignations, or firings since 1995. The survival of several centers has been threatened as well.

Los Desaparecidos

"This is a CSUMB concern. Our numbers are diminishing. We jokingly call ourselves 'los desaparecidos,'" said Donaldo Urioste, one of the few minority tenured faculty remaining at CSUMB. Director of World Languages and Culture, and a member of the Chicano/Latino Faculty Staff and Association, he has been pinpointed by the president as one of the few troublemakers. But Urioste is quick to say that there are many as concerned as he is by what is occurring at CSUMB.

Donaldo Urioste

"We have just said 'enough.' Many of the people who left have been Latino and African American, and as people leave, they are not being replaced," he said.

"Many of us have been struggling for that goal since the '60s. Now we are having to fight the same battle we fought some 30 years ago. This is supposed to be our university, and we shouldn't have to struggle," he concluded.

Jim May, the first dean recruited at CSUMB, and a Native American, told *HO* he was demoted without review in 1996, then made assistant to the president, who then, May said, "never met with me." Smith broke the two-year-assistantship agreement after one year, said May, and now May's title is "general teaching," which means he gets no funding for his classes, he explained, adding that while senior White faculty have been given senior classes, he has been redirected to teaching beginning classes at full capacity. May is now president of the faculty union chapter.

Dr. James A. May

May believes he was demoted because he was associated with the demoted provost, Steve Arvizu. Transferred to a small room without windows, which he described as a cell, May's office has been moved 12 times in five years. During his inactive position as assistant to the president, his office was moved to an isolated area a mile from campus, in a building where other American Indians and Latinos were placed, he told *HO*.

"I was the first Indian to get a Harvard MBA. I was the third Indian to attend Stanford," he said. And first in his family of Cherokee roots to attend high school. Vice-chairman of the board of Native American Public Telecommunications, May has met with the chairman of the FCC and with Vice President Al Gore to talk about race, technology, and the future of the U.S. Yet when he received a grant from Pacific Bell to help hook up local high schools to the Internet, and a check was written out to him, reporters were steered to the president's office where a White representative accepted the money. Media relations policy or a deliberate snub?

THE DIVISION

President Claims Treatment Equal

While Smith agreed that there has been a lot of shifting of faculty and staff, he said there has been no difference between its effects on minorities and Whites, and that everyone who has been reassigned or demoted is still receiving pay.

While Smith could not officially comment on personnel matters, he did say that when it comes to complaints of unjust treatment of minorities, he "can't find what the problem is. The deeper issue is that these folks want me gone."

"Too many Italians"

According to Arvizu, Academic Personnel Officer Sarah Brothers filed a $10 million lawsuit claiming racial discrimination and harassment, a case settled out of court. Arvizu gave a deposition on the case, citing incidents in which Smith putatively remarked that there were "too many Italians [a pseudonym for minorities] on campus," a statement others have also quoted.

Dr. Steven Arvizu

The Vision Statement

George Baldwin, Native American, another of the original faculty members, is proud of CSUMB's vision statement, which includes teaching students how to become aware of social injustices.

"We were banging away for a perfect model, the eyes of the nation were on us, and the demands and timelines were absolutely nuts!" said Baldwin. "We turned it on ourselves and saw it in the president's office," he said.

In February, 1996, Smith announced his intent to change parts of the vision statement, especially that which committed CSUMB to serve underrepresented communities, according to several faculty members. His choice, they said, was to replace this with the phrase, "More, Better, Faster," meaning to give students more and better learning in less time.

"He tried to change the vision statement as soon as he got here," recalled Arvizu.

Faculty were in an uproar, and since they had no union or protection, they quickly formed an academic senate, and successfully protected the vision statement. And the Social and Behavioral Center, which, *HO* was told, Smith also intended to dismantle.

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A month later, affirmative action officer Ron Cisneros, acknowledged to be concerned over campus politics and, like most others, overworked, hanged himself in his office.

"I am the vision statement," wrote graduated senior and student president Sarah Lerma to the campus community. "I am a Chicana. I am from Gilroy, which is part of the tri-county area....I am part of a family that is considered low-income and I am part of the first generation in my family to attend college. And it hurts me deeply that I am under attack.

"I have witnessed the increasing gap between administration, faculty, staff, and students," Lerma continued. "I'm so sorry that you came here believing you would count. I'm sorry that this university's administration has let you down."

Smith disagrees with the accusation levied against him by some that he is attempting to dismantle the foundation that has attracted attention to his school.

"I believe in the vision statement. Why else would I have come across the country?" said Smith. "What's ironic is that I'm an activist in education, politics, and in giving to those who don't have economic power."

Arts vs. Administration

One of the nation's leading muralists, Judy Baca, then at UCLA, came to CSUMB as a founding faculty member to establish the Institute of Visual and Public Art, an opportunity to weave community and social issues and raw artistic production into the arts of academia, and teach art in alternative ways.

"In the planning of the university, the arts were central," said Baca, but "when Peter Smith came, the arts were marginalized."

"What I felt," said Baca," was a lack of acknowledgement [of] the intellectual community available on the campus." She said that everything she did was undone based on what Peter Smith's wife, Sally, wanted. "I'm a leading expert in the country, and all of a sudden Sally was negotiating everything. It was as if Sally were decorating the president's room."

At one point, she recalled, Smith–"who didn't know the difference between a Puerto Rican and a Mexican"–called her into his office and asked her to do his portrait. Had he known anything about her work, she felt, he would never have asked.

Baca received neither budget nor building from which to effectively develop her program. Although Smith saw this as par for the course in establishing a new university, Baca experienced it more as an effort on his part to pit faculty against one another. After Steve Arvizu was marginalized, she took a leave of absence back to UCLA, and eventually stayed there.

Judy Baca

Breaking the Silence

Octavio Villalpando, who has a national reputation for assessment of underrepresented groups, arrived just after Arvizu was replaced, to work directly with Peter Smith as director of university planning and assessment. He considered Smith's presidency as helpful in improving the university's autonomy. From outside the campus, Villalpando recalled others calling CSUMB "Taco Tech," as there were more Latinos in positions of power than elsewhere.

It was Texan Dell Felder who concerned him most. "The first thing she said when I met her was, 'What are your credentials?' She told me I was engaged in an ambitious enterprise and doubted my abilities," said Villalpando. She didn't believe he would be able to secure the funds to develop an innovative self-assessment program for the university. "I saw the same relationship between her and other Latinos," he said. When she came in, he said, the issues of "serving underrepresented minorities fell off the radar." Student support programs were being moved to various departments, which allocated the funds for other purposes, he said.

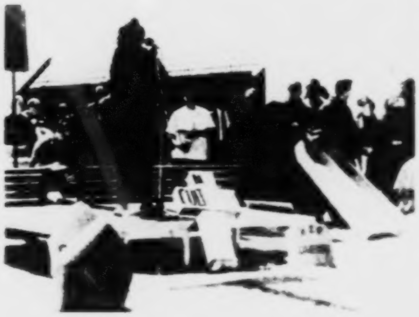
As part of the top administration, Villalpando saw how publicly the senior team was good at saying the right thing, but privately had a different discourse going on. "He [Smith] didn't understand how important multiculturalism was to the faculty," said Villalpando. "And whenever a person of color made a recommendation, it was automatically dismissed, when those of non-color were immediately adopted."

"I always thought this guy [Smith] could turn it around," said Villalpando. But a year ago he changed his mind when he saw how Smith treated Bert Rivas, vice president for student affairs. Smith tried to demote him, reduce his budget, and reassign him to a different department, he said. "The motivation was unfounded. Smith was motivated by Felder's lack of confidence in a person of color."

It was Villalpando who finally broke the silence that had been brewing resentment throughout CSUMB. In March, his co-worker Cecilia Bursiaga, the highest-ranking Latina, who served as executive assistant to the president, was asked by Smith to be reassigned. She was told her performance was terrific, but not a fit for the organization. The following day, Smith told Villalpando that Bursiaga had asked to be reassigned, which he knew not to be the case, then broached the subject of a reassignment for Villalpando as well.

"It really angered me that in one swoop he was going to get rid of all people of color," he said. Villalpando asked 15 faculty members to join him in a conference with Smith, at which he gave his many reasons for his resignation. He was soon locked out of his office and was asked to leave campus housing in order to quell controversy.

Faculty had formed the Chicano/Latino Faculty and Staff Association (CLFSA) of CSUMB in the spring of 1998, announcing its concern over ethnic cleansing on campus. In March of this year, more than 100 students rallied for change and asked for Smith's resignation. Many students flooded Smith's e-mail, demanding answers. Rey Martinez, MEChA Chair wrote, "I want you to know that I and others expect a reply explaining what is going to be done about our community's systematic loss of great role models and mentors."



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Students had held earlier rallies in protest of racism on campus. One of the incidents involved an e-mail telling all "niggers" to return to Africa. "It took days for President Smith to send out a pansy e-mail saying that it is 'bad,'" wrote Lerma. "I've also read other statements, and no stance has been taken by our administrators. How can a university ask me, as a student, to question reality, question how power dynamics work, question society, when our top administrators are not asked to do the same?" wrote Lerma, who thought it was necessary to speak up because of the fear she also felt from faculty. "People were being black-balled left and right," she said. "I cannot idly stand by and watch my faculty of color forced to leave because of racial tensions. I cannot idly stand by as my faculty are fearful of losing their jobs due to being 'too pro-student.'"

CLFSA asked for Smith's resignation as well, while 13 other groups sent resolutions to Smith demanding a recommitment to the vision. Members of CLFSA and other faculty, staff, and students also sent issues of complaint to the chancellor's office and to members of the legislature.

Maria Santos of the chancellor's office came to CSUMB to conduct a report of these complaints, which faculty and staff were promised they would see, but have not. Santos said they are giving Smith an opportunity to take care of the issues of concern internally.

Dell Felder recently announced she was leaving in August to accept a post in Saudi Arabia.

Hoping for a Solution

Dorothy Lloyd, an African American who is one of a few original deans remaining, represents a group that hopes for a solution to the problems without resignation of the president.

"I've acknowledged that people are not here...that they [the jobs vacated] have not been filled with people like them," she said. "We've had a crisis here, but we'll work through it."

Since the resignation requests in May, Lloyd said there has been a kind of death on campus. "People have cried on so many occasions. It's the most uncomfortable thing I've experienced."

"Here is a place [where] we can look at what higher education has not been. I believe in this institution. I believe this can happen. This is a chance of a lifetime to work with people coming from across the country to build and develop what could and should be higher education for the 21st century," said Lloyd, who believes racism is part of the course and needs to be dealt with. "If we can't do it here, then it can't be done."

Former California Assemblyman Ray Gonzales, now a teacher of Latin American history, described the university as having two doors–one in the front that represents Monterey, Pebble Beach, and Carmel, and one in the back, for the agricultural communities of Salinas, Soledad, and Pajaro Valley.

Gonzales

"Most of the students come through the back gate," said Gonzales, who was one of the writers of the vision statement. "Most of the students are migrant, first-generation students," he said, and added, "but the university is doing nothing to help them succeed. This is why we decided to fight."

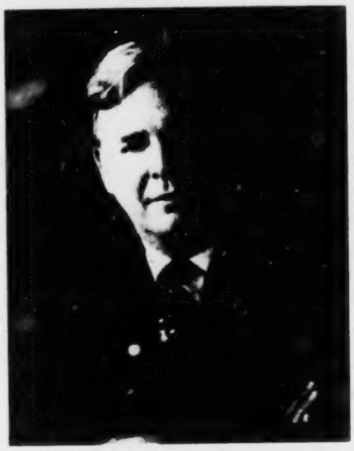
Gonzales is also concerned that the Latinos lost to the university will not be replaced because, as part of a small Latino academic community, he can't think of any who would want to walk into the present climate.

But Ruben Mendoza, already hospitalized six times with asthma attacks since joining CSUMB, stays there against the odds because "we've set a mandate for ourselves."

Ruben Mendoza

"I've seen kids who have never gotten close to a computer....a number that had difficulty writing. I've seen them leave with advanced skills. I really do believe that the vision statement will serve the underrepresented. It's a vision whose time has come."

Postscript



In a recent letter from President Peter Smith to campus colleagues about Dell's departure and the search for a replacement, he praises her contributions as "heroic and of an exceptionally high quality," but speaks as well of the tumultous year.

"We've been through a lot this year. And that comes on top of the hard work it took simply to survive during the first three years of our existence.

"As I have attended professional meetings this summer, however, I have been powerfully reinforced on one main point. The programs we have in place to educate learners and the strategies we have developed to support those programs are unparalleled in American higher education. There is simply no other place like CSUMB. Our commitments in service learning, cross-disciplinary curriculum, multiculturalism, technology, outcomes-based education, and relationships with the communities around us are not to be found anywhere else. And the record that our students and graduates are compiling as a result of their education with us is remarkable.

"There is a reason for this success. And that is you, the people who have chosen to commit their professional lives to the development of this university. Throughout this past spring, in the state of strike and during the protests, one thing remained constant: students were served and served well. The university ran like a university, and its purpose was preserved even as we engaged in robust debate about difficult issues. That discussion must and will continue, because it is why the university is here.

"I have the deepest confidence that, together, we will continue the successful development of this extraordinary hope in higher education. We have controlled our own destiny and development to date, and we will continue to do so. We created the "bones" of this place using our own wits, experience, and commitment, and we will flesh them out the same way; trusting and working together."

The year has shown something else as well–the fallacy of the following concept, which appeared in *Social Education*, the official journal of the National Council for the Social Studies, May 1970, Vol. 34, No. 5, author Dell Felder:

"Anglos believe they can control the future; they strive to manipulate the environment to suit their needs. The Mexican American is more likely to be fatalistic, disposed to believe that altering the present will have little effect on the future."

HO

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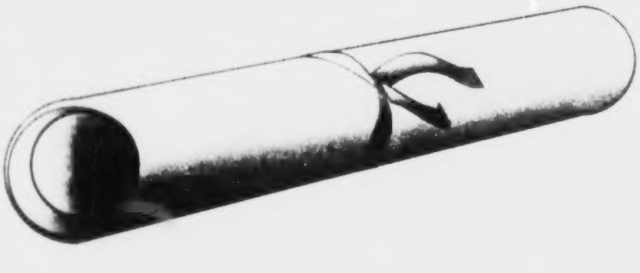
The Honor Roll



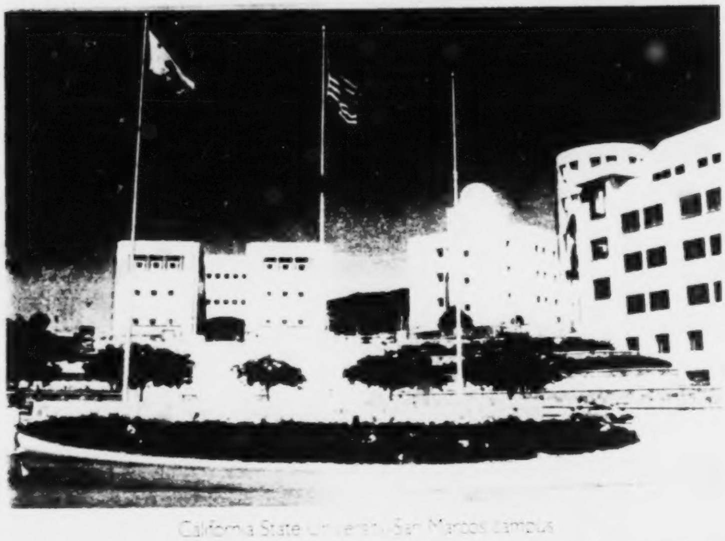
California State University-San Marcos

Growth with Distinction and "Good Fortune"

BY ROGER DEITZ

Founded in 1989, California State University at San Marcos began operations in the fall of 1990 offering courses for upper-division and graduate students. First-year students began in Fall 1995. Today more than 5,000 students attend the 304-acre campus in the foothills of San Diego County, a site some 30 miles north of the city of San Diego. The university is composed of the College of Arts and Sciences, the College of Business Administration, and the College of Education.

Last December, Marlo Rivera was among the first of the inaugural first-year students to graduate. She, along with classmates Tammie Pontsler and Nichale VanScoy, fulfilled degree requirements by taking additional courses each semester while maintaining honor grades with B-plus averages.



California State University-San Marcos campus

"My first two years are kind of a blur, but overall things were a blast!" said Rivera, a graduate of Rancho Buena Vista High School in Vista. Rivera earned a degree in business administration and has begun work as a systems analyst with Pacific Bell. While attending Cal State-San Marcos, Rivera worked part-time as a peer advisor and as a student advisor for the College of Business Administration. She was president of the InterVarsity Christian Fellowship and a member of the board of directors of the Sigma Iota Epsilon Honors Management Fraternity. Rivera returned to campus in May to walk side-by-side with her classmates during the annual commencement ceremony.

Rivera, we are told, does not regret any of her hard work and accelerated schedule, and was proud to be a trailblazer, and among the first alumni/nae at Cal State-San Marcos.

"Kind of a blur..." "A blast!" That pretty much describes the rapid growth of CSUSM, the 20th campus of the 23-campus California State University system. University President Alexander Gonzalez says that what makes Cal State-San Marcos different from other public universities in California is obvious. "We're the one that isn't finished." He sees his campus as a work in progress.

"Look around," he says. "You'll see new buildings going up and faculty and staff on the move. Listen to the conversations, you'll hear creative, challenging teaching from a young, enthusiastic faculty eager to share their expertise." He adds that at CSUSM, students will experience a "hands on education."

Gonzalez points out that the newness means that the institution abounds in "state-of-the-art multimedia, cutting-edge science labs, and community-based experience" as part of coursework. "We're a campus that isn't complete," he observes, and reminds us that students too are works in progress.

For growing with distinction and for building with the

Alexander Gonzalez, Cal State University-San Marcos president

Honor Roll Facts in Brief

INSTITUTION
California State University at San Marcos

LOCATION
Admissions
San Marcos, CA 92096
(760) 750-4000

ESTABLISHED
1989

ENROLLMENT
5,035

HISPANIC ENROLLMENT
875

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
$1,712 per year, in-state

FACULTY
177 tenured or tenure-track,
(18 Mexican American and 8 other Hispanic)

SEVERAL DEGREE PROGRAMS
Business Administration
Computer Science
Human Development
Visual and Performing Arts
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Inter-Varsity Christian Fellowship
MEChA

INTERNET ADDRESS
www.csusm.edu

CALIFORNIA STATE UNIVERSITY SAN MARCOS

support of enthusiastic students, faculty, administration, staff and donors, Cal State-San Marcos can add another rapidly realized distinction, entry on the *Hispanic Outlook* Honor Roll.

Funding and friends are helping to catalyze the growth of this institution. A $1.2-million gift from longtime Oceanside resident Helene Clarke will enable Cal State University-San Marcos to begin building a much-needed field house to anchor its growing athletics program. The completed structure will be named the M. Gordon Clarke Field House in honor of Mrs. Clarke's late husband, an active sports enthusiast. Using the gift, the University has begun detailed design and construction planning. Another $1.5 million will be raised from private donors, with the remaining cost of the $5.5-million structure coming from the CSU system funds. The field house will be completed in spring 2001. With more than 23,000 gross square feet, the building will be the first of several planned for an athletic complex.

A $1-million track and soccer field is already nearing completion west of the planned field house. M. Gordon Clarke, a longtime Hughes Tool Co. executive, had an abiding love of athletics. "And that's why I decided to donate for the field house—because athletics was Gordon's life in so many ways," said Mrs. Clarke. "The field house is a fine way to honor him and to help so many young adults."

Then there is the scholarship fund that has been established at CSUSM in honor of William A. Craven, the former state senator who led the effort to establish the campus in 1989. Craven's family gave the University $250,000 last March to endow scholarships for athletes who require financial assistance.

"CSU-San Marcos was the pinnacle of the senator's career," said Dan Worley, a Craven family spokesman. "He's extremely proud to be associated with the campus and with the thousands of students that it has served and will serve in the future." The funds were donated from unused campaign money raised during Craven's long political career, which included five terms as a state senator from the 38th district encompassing the San Marcos area. At a ceremony to honor the donation, President Gonzalez presented to Mimi Craven, the senator's

Gonzalez points out that the newness means that the institution abounds in "state-of-the-art multimedia, cutting-edge science labs, and community-based experience" as part of coursework.

wife, a copy of the University's first yearbook, which the graduating class dedicated to the senator.

Quoting from yearbook notes written by Senator Craven, President Gonzalez read, "The senator said the words 'good fortune' came to mind when thinking about San Marcos. The students who will benefit from the family's generosity in setting up these scholarships will have reason to share those words for years to come."

Last year a $14.5 million University Hall opened on schedule for fall classes. The first new classroom building for CSUSM since 1992, it officially opened to the music of a marching band in August 1998, just in time for the first day of the semester. Named University Hall, the 71,000-square-foot building provides 23 instructional rooms, including classrooms, computer labs, and foreign language laboratories. The building also houses 69 faculty offices for the College of Education, and the departments of computer sciences, foreign languages, and psychology. Funding for the building was made possible through passage of the Proposition 203 bond issue in 1996. Three more buildings, including a science hall and arts and humanities complex, are slated to be built.

When asked about his university as a work in progress, President Gonzalez observes, "CSUSM is an unfinished campus, and how many people get a chance to build a university? That's exciting! I don't just mean for me as the president but for all of us: faculty, administrators, and students. For example, the initiative the students took last year in passing the proposal to build the track and field. Eighty-two percent of the students who took part in the election voted yes."

The president continues that a lot of decisions about the future are determined by financial resources. "We can have all the ideas in the world, but if we don't have resources, how are we going to execute the decisions?"

Thanks to generous donations, and the passage last November of Proposition 1A, which allocated millions in construction funds for three new buildings, the campus will be changing over the next several years. Science Hall II and the Arts Building will be completed for January 2002 occupancy at a construction cost of $26,879,000 for both facilities and outfitted for an additional $3,119,000. Together they will provide for 424 classroom seats for 990 students; 129 teaching laboratory stations for 299 students; 127 graduate research laboratory stations; 32 faculty offices and related support space.

A Library/Information Center will be completed at a construction cost of $34,010,000 and equipment cost of $3,120,000 to be ready for the year 2003. It will provide 140,000 square feet for conventional book stacks, automated storage retrieval, special library materials, reading stations, 60 self-instructional computer lab stations, historic archival document restoration, media/radio and television studios, special instructional interactive classrooms, and storage.

The academic community for fall of 1998 totaled 5,035, of whom 3,345 were female and 97 percent state residents. There were 4,113 undergraduates and 922 graduate students. Hispanics numbered 875 or 17.4 percent. There were 81 Native Americans, 151 African Americans, and 440 Asians. Approximately 2,500 students, or half the student body, received financial aid for the 1998-1999 school year. This includes scholarships, grants, and student loans. Two years back, the average financial aid received per student was $5,566. Enrollment is projected to grow to 6,493 by the year 2000-01, to 12,283 by 2010-11, and to 18,056 by 2020-21. At this point, there are 4,100 alumni.

Of the 177 tenured and tenure-track faculty members, 163 have Ph.D. or Ed.D. degrees, and 14 have master's degrees, 13 of which are terminal degrees. The student to faculty ratio is 17:1. By ethnicity, there are 18 Mexican American full-time or tenure-track faculty, and 8 other Hispanics. Added to this, there are 10 African American, 21 Asian, 4 Native American, 2 Filipino, and 1 Pacific Islander faculty. The 177 include 88 males and 89 females.

The most recent commencement included approximately 1,300 students. Graduates received roughly 770 bachelor's degrees, 150 master's degrees, and 380 teaching credentials.

Of course, when a community helps build a university through its donations and bond issues, there are other benefits besides meeting the educational goals. Builders employ workers to complete the projects, and area businesses benefit from institutional purchases. Cal State-San Marcos' 1998-1999 budget of all funds was $70,334,331. The school employs 656 staff, faculty, and administrators who themselves spend money in the community. CSUSM's estimated economic impact on the community for 1996-97 was $92.7 million, including the direct effects of $40.1 million and indirect expenditures of $52.6 million. The direct figure breaks down to $15.1 million in student expenditures, $14.9 million in employee expenditures, $4.5 million for supplies and $5.8 million for capital expenditures.

Cal State University San Marcos campus

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Prop. 227 Decimates Bilingual Ed in California

But One District Shows Improved Test Scores

BY
AMALIA DUARTE

Amalia is an editor in public relations at Lucent Technologies.

The complex–and in some ways vague–law called for LEP children to complete one year of 'sheltered English immersion,' and then go into mainstream classes.

When California voters approved an anti-bilingual education referendum last year, Mercedes de la Riva, a Mexican immigrant with school-age children, was scared about the future. "My two young daughters, Alejandra and Mercedes, who are now in second and fourth grade, had always been in bilingual education programs," said de la Riva in Spanish. "I was very worried about what would happen to them."

The passage of Proposition 227 turned de la Riva into an activist. She joined a parents' committee and closely watched how her district in Carlsbad would implement the referendum. Confirming her worst fears, both children were placed in English-language immersion programs. But de la Riva stayed involved. At home, she worked with her daughters to help them learn English, even though she is still learning English herself. And she met with the girls' teachers to keep a close eye on their progress.

As the school year came to a close last June, de la Riva found her fears had subsided, and her feelings about bilingual education had changed. She is not pushing for a return to bilingual education for her daughters. "No matter what happens at school, I will teach my daughters Spanish at home," she said. "They don't need the school for that."

De la Riva's newfound opinions reflect a sea change that has occurred in California in the battle over bilingual education. A year after passage of Prop. 227, it is clear that bilingual education in California–and possibly the nation–will never be the same. The number of Limited English Proficiency (LEP) children enrolled in bilingual education programs in California has plummeted. And while supporters of bilingual education are fighting in court to overturn the referendum, they also concede there is simply no turning back the clock. "I've tried to look at this as an opportunity to improve our services," said Santa Ana Unified School District Superintendent Al Mijares. "I don't think bilingual education is going to disappear completely. But it's definitely never going back to the way it was."

For districts like Santa Ana, which has a 90 percent Hispanic enrollment, this past school year has been chaotic. In California's public schools, some 1.4 million children are classified as LEP students, most of them native Spanish speakers. Prior to Prop. 227, only about one-third of those students were in bilingual education programs. But Ron Unz, the California millionaire who bankrolled Prop. 227, and his supporters argued that even 30 percent was too many children. Backers of the referendum claimed that young children have a tremendous capacity to learn a new language and that bilingual education wasn't serving their best interests or producing good results. Voters agreed. Proposition 227 was overwhelmingly approved in June 1998 and had to be implemented just a few months later in time for the 1998-99 school year.

The complex–and in some ways vague–law called for LEP children to complete one year of 'sheltered English immersion' and then go into mainstream classes. Parents could seek a waiver to get their child placed in bilingual education instead of English immersion. But the waiver process was arduous. Parents were required to personally visit the school to seek the waiver. And even then, schools could deny a waiver or approve a waiver but refuse to set up a bilingual education program. In the latter case, parents were told that their child would need to go to another school for bilingual education, not a very popular option.

Looking back on the first year under the new law's requirements, bilingual education advocates are saying its implementation in many districts was a disgrace. They say that in many schools, it has been a return to the old days of sink or swim, but in today's Information Age, that just isn't good enough.

"Our kids are entering the 21st Century, and the sweat of their brow is not going to get them much success," said Elena Soto-Chapa, Statewide Education Director for the Mexican-American Legal Defense and Education Fund (MALDEF). "It doesn't matter how entrepreneurial you are or how hard you work, if you don't have an education. You cannot sacrifice academics to learning English. And our kids shouldn't be asked to do that." In addition, bilingual education supporters worry that parents of LEP children were not adequately informed of their rights. And they are concerned about the proposi-

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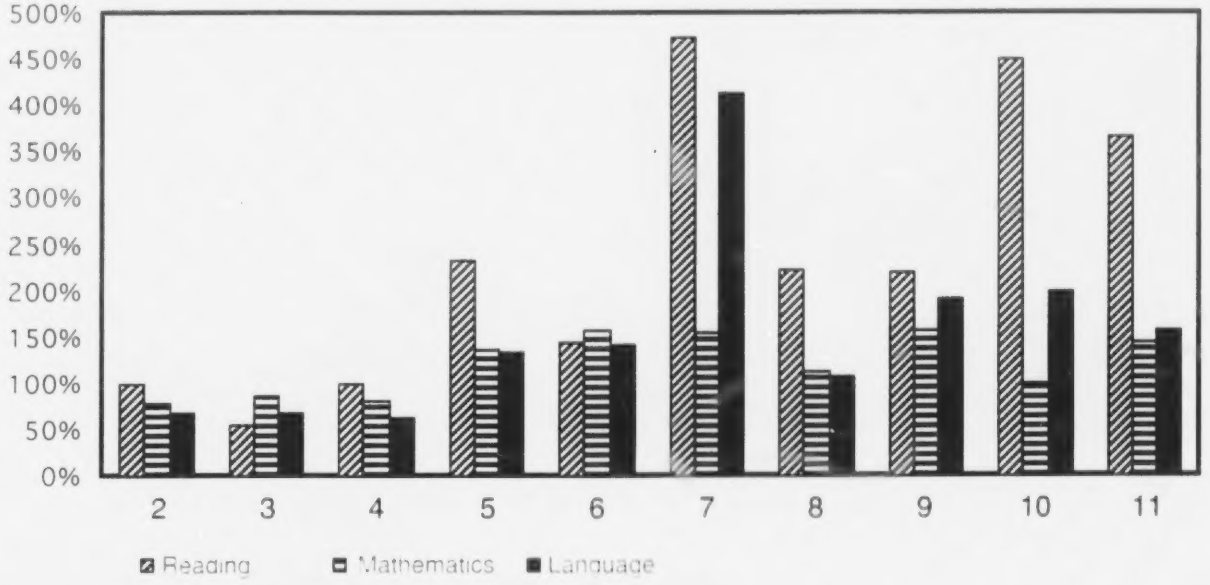
OCEANSIDE UNIFIED SCHOOL DISTRICT

English Language Learners

	Grade Level									
	2	3	4	5	6	7	8	9	10	11
Reading										
1998	12	9	8	6	9	4	9	5	2	3
1999	24	14	16	20	22	23	29	16	11	14
Gain	100%	56%	100%	233%	144%	475%	222%	220%	450%	367%
Mathematics										
1998	18	14	11	11	14	11	15	14	13	14
1999	32	26	20	26	36	28	32	36	26	34
Gain	78%	86%	82%	136%	157%	155%	113%	157%	100%	143%
Language										
1998	12	12	16	12	12	7	15	11	5	9
1999	20	20	26	28	29	36	31	32	15	23
Gain	67%	67%	63%	133%	142%	414%	107%	191%	200%	156%

Percentage Gains by English Language Learners



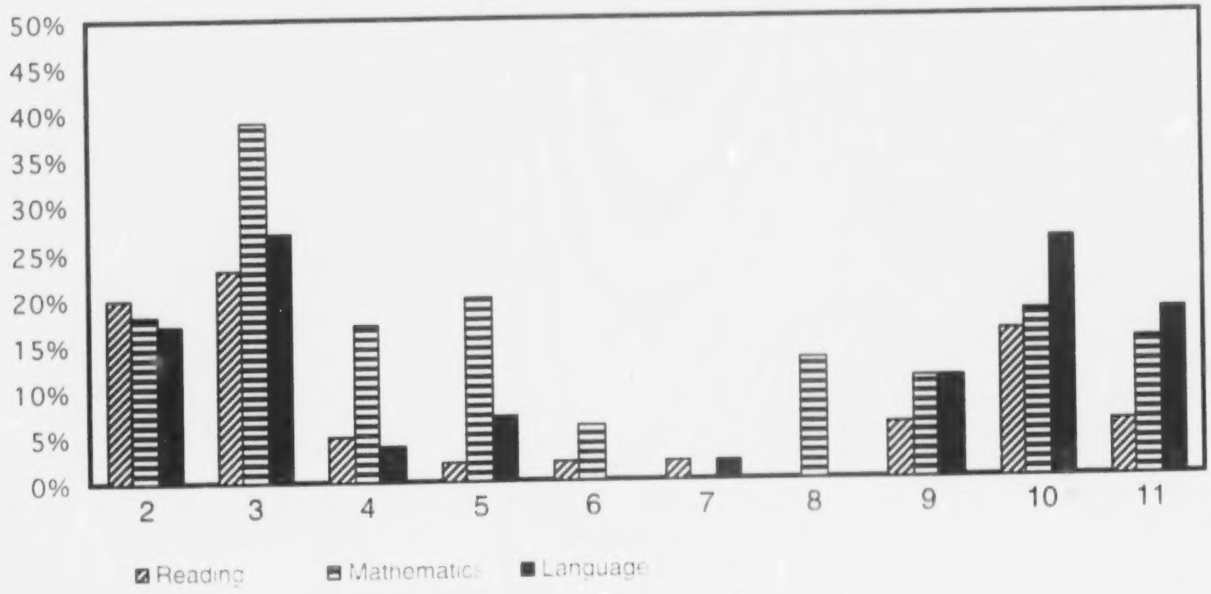
SAT-9 Scores Comparison: Spring 1998 to Spring 1999

*Data provided by OUSD Curriculum and Instruction Office, June 1999

OCEANSIDE UNIFIED SCHOOL DISTRICT
English Proficient students

	Grade Level									
	2	3	4	5	6	7	8	9	10	11
Reading										
1998	46	40	43	42	44	43	48	34	31	35
1999	55	49	45	43	45	44	48	36	36	37
Gain	20%	23%	5%	2%	2%	2%	0%	6%	16%	6%
Mathematics										
1998	50	41	41	40	47	41	40	47	39	41
1999	59	57	48	48	50	41	45	52	46	47
Gain	18%	39%	17%	20%	6%	0%	13%	11%	18%	15%
Language										
1998	46	41	47	45	48	51	51	46	34	40
1999	54	52	49	48	47	52	51	51	43	47
Gain	17%	27%	4%	7%	-2%	2%	0%	11%	26%	18%

Percentage Gains by English Proficient Students



SAT-9 Scores Comparison: Spring 1998 to Spring 1999

*Data provided by OUSD Curriculum and Instruction Office, June 1999 tion's lack of any formal method to monitor the success of the new immersion programs.

"It is always a disaster any time that educational policies are made without putting children first," said Silvina Rubinstein, executive director of the California Association for Bilingual Education (CABE). "The way Prop. 227 is being implemented is different from district to district and from school to school within the same district. And, of course, there is no clear mechanism to determine academic progress or language development."

Those who supported the proposition aren't happy with the results either. Unz claims that many districts are "dragging their feet" in implementing the law and that other districts are continuing to offer bilingual education under the guise of an immersion program. And they argue that districts are steering children back into bilingual education programs by coercing parents into seeking waivers.

Both sides have a point in that the implementation of Prop. 227 has been scattershot, with districts left to decide on their own how to enact the law's complicated provisions. In general, districts with strong bilingual education programs that enjoyed lots of parental support received requests for waivers, which were easily granted. The San Francisco Unified School District, for example, actually saw its bilingual education program grow after Prop. 227. About one-third of the district's 65,000 children are classified as LEP. The district, which has been under a federal court order to meet the needs of LEP students, asked parents to sign an authorization form saying they wanted their child to stay in bilingual education. In a nod to 227, the district renamed its programs English Only and English Plus.

At the same time, the district with the largest LEP population, the Los Angeles Unified School District (LAUSD), found itself scrambling to implement a program in the two months after the referendum passed. The vote took place on June 2, and LAUSD's next semester started on Aug. 3. "We worked weekends and nights to get ready for this," said district spokeswoman Socorro Serrano. "We set out to train our staff in how it would work, and then reached out to the parents in every school to explain their rights and how we would implement the new law."

In holding to the referendum's parameters, for the first 30 days of the new school year, all LEP students in LAUSD were placed in an English-only immersion program. The district then offered two options. Students who had been in bilingual education before were placed in an English-immersion program led by teachers who spoke no Spanish. A teaching assistant was on hand to get students through rough spots, but the focus was on English. Bilingual education teachers, who could revert to Spanish as needed, taught the second immersion track. This program was for students who had little or no understanding of English.

Many assumed that Hispanic parents would fight to keep their children in bilingual education. But at LAUSD, a groundswell of waivers never materialized. Only 11 percent of parents with LEP children sought waivers to get their youngsters back in bilingual education. The vast majority—89 percent—went along with the new system. In just one year, the district's massive bilingual education program, which included more than 100,000 children, shrank to about 11,000.

To the surprise of many bilingual education supporters, a similar scenario played out in the Santa Ana Unified School District, where 76 percent of children are LEP students. School officials, backed by the local board of education, undertook a huge educational campaign aimed at parents. "We wanted each and every parent to understand their rights and to understand they could opt out of this immersion program," said Superintendent Mijares.

Again, parents didn't respond as expected. Despite such diligent outreach efforts, the district also saw its bilingual program greatly reduced in size. In the 1997-98 school year, 38,381 Santa Ana students were in a bilingual education program. This past school year, only 5,800 children were enrolled in bilingual education through the waiver process.

Santa Ana Superintendent Mijares was surprised by the small number of parents who sought to keep their children in bilingual education. But he understood as well. "The rhetoric about this proposition was so strong that many parents became convinced bilingual education was bad for their child," said Mijares. "Then, because we were scaling back and collapsing programs, parents were faced with having to send their child to an unfamiliar school or classroom for bilingual ed. Many just didn't want to do that."

Other districts took a much stricter interpretation of the law. In San Diego County, the Oceanside Unified School District completely eliminated its bilingual education program. The prior year, the district had roughly 3,000 children in a bilingual education or transitional program in some 120 classrooms. District Superintendent Ken Noonan, who is of Hispanic descent and a former bilingual education teacher himself, decided that the safest and most appropriate course of action was to implement the law literally.

Of the thousands of eligible LEP children in Oceanside, only about 120 applied for waivers, and of those, just a handful were granted by the district. For Noonan, it was a troubling situation. "I was against Proposition 227 and really concerned about its effects," said Noonan. "But once it passed, I saw no other choice."

At the end of the school year, however, Noonan's trepidation turned to elation when standardized test scores for LEP students came in. The LEP students had scored better in every category at every grade level tested on the Stanford Achievement Test Ninth Edition, known popularly as SAT 9.

The test gains were simply off the charts. Scores in nearly all subject areas and grade levels doubled and even tripled in percentile terms. The top result was an incredible jump of 475 percent for seventh graders in reading. "These results are absolutely phenomenal," said Noonan. "It tells us that these children are prepared and ready to learn English much more quickly than we thought they could. And it says a lot about our teachers. These were people who had devoted their entire professional preparation and careers to this method of teaching. But they took this new policy and made it work."

As more test scores are reported and districts review their results, the debate over Prop. 227 will continue. But there is no question that in California, the context of the bilingual debate has dramatically shifted. Many point to fast-growing dual-immersion programs as the future. In these programs, Latino youngsters learn English alongside children who are eager to learn Spanish. "The only good thing about all this is that now LEP children are getting lots of attention," said MALDEF's Soto-Chapa. "Whether we use English immersion or bilingual education as a teaching method shouldn't be the debate. What we really need to focus on is the achievement gap between Limited English Proficiency students and other children."

Motivating the Disengaged Student:

Part One: Challenging Passivity and Resistance to Learning

BY
ANGELA PROVITERA
McGLYNN

> ***What is needed first is to capture students' attention, connect with them on a personal level, and have them connect with each other.***

Senior faculty members have personally observed what research findings confirm: students today are different from students of 30 years ago, of 20 years ago, or even of a decade ago. The student population is more diverse ethnically, culturally, and in terms of social class than ever before. The age range of college and university students is also wider than ever before. The diversity is seen too in academic preparedness, with many students underprepared or ill-prepared. Add to this heterogeneity the fact that so many of today's students are attempting to combine family and work responsibilities with their studies. With all that students are juggling in their lives, is it any wonder that many of them come to class tired, listless, sleepy, or unmotivated?

This article will focus on the classroom learning environment and pedagogical strategies that help motivate our diverse student body to learn. The topic of motivating and retaining students should be of particular interest to faculty members who are trying to help Hispanic students reach their potential. Although we have seen some improvement in the U.S. Hispanic socioeconomic picture, and many Hispanics have climbed the educational and career ladders in the last decade and a half, the overall educational attainment of Hispanics has been quite poor. Hispanics are the fastest growing minority group in America, and yet they have the lowest educational attainment. Their high school and college completion rates are the lowest of any racial/ethnic group in America. In a previous article, I addressed the myriad factors contributing to this low achievement and the many ways in which the community college could contribute to improving the educational plight for Hispanic Americans.[1]

To capture the interest of todays students while using the lecture format, faculty must use updated pedagogical strategies.

Here I will focus specifically on the classroom dynamic and on teaching strategies that contribute to motivating students to learn, to stay in school, and to achieve their goals.

The challenge to today's faculty in reaching students, particularly our tired and unmotivated students, is to add variety to their teaching strategies. The old-time lecture class might capture some of today's students—but probably a small percentage of them. Many lecturers, facing the "glazed over" eyes of their students, try to create more engaging lectures or make attempts at a more dazzling lecture style. While this effort is admirable, it will probably prove ineffective. I once read an intriguing definition of the term "insanity." Insanity: doing the same thing over and over and expecting different results. If we, faculty, want different results with students who are not responding to the lecture format, the prescription is clear: We must change.

So many scholars in academia, following the work of John Dewey and Jean Piaget, have espoused the idea that students learn more when they are actively involved, when they are "doing" rather than when they are passively receiving information.

Faculty who protest by saying that they have too much material to cover to allow student participation, dialogue, or group work would be saddened to discover how few students are covering the material with them. And how much of what we faculty "cover" will students retain after our examinations? How much of this material will they actually use in their lives? Of course, this depends on the discipline of study. We desperately want the medical personnel assist-

Strategies involving the classroom design can also enhance student involvement and participation. Students who are facing each other rather than the back of someone's head are more likely to participate in a class discussion.

ing us in our times of need, and the pilots who are flying us to our destinations, to have retained what they learned and practiced in school. However, much of the academic information we have learned in school, particularly if it is not used in our lives, is forgotten within several years of graduation. So, as important as the body of information we would like students to learn is, equally important for our students to learn are the abilities to think critically, to write effectively, to speak clearly, to make ethical decisions in life, and to celebrate the richness of the diverse culture America has become.

Clearly, the body of information we impart, if students take it in, might accomplish some of these goals some of the time, but the lecture format falls short much of the time. As James Eison states, "....one way faculty can increase student involvement and learning is to lecture less and have students do more."[2] The lecture format is part of most courses, though, and it is a necessary part. It is possible to make lectures more interactional and therefore more effective. One way to get students to do more, even within the lecture format, is to lecture for a period of 15 minutes and then pause. During a two-minute pause, students are asked to work in pairs to compare and re-work their notes. Usually this is done without student-teacher interaction. However, a variation could involve the instructor's asking for a summary of the lecture up to that point. This would allow for clarification of the material. The lecture would then continue until the next pause. Bonwell and Eison (1991) showed that the "pause" procedure significantly improved student retention, both short-term and long-term.[3] Additionally, the pause technique serves as a motivator for students to stay tuned in to the lecture and to take notes.

The "One-Minute Paper" is another technique that can be used within the lecture format to assess student learning and help keep students engaged. Again, following a lecture, ask students to respond in writing to two questions: What is the most important thing you have learned in today's class? What is it that you still have questions about? The instructor can collect these one-minute papers and respond to them on the spot or in the next class session.

Keeping students engaged in learning involves periodically asking questions and having students respond in writing and discussing their responses

In any class session where the lecture format is used, the instructor can periodically ask students questions. Even a lecture can be somewhat interactional if instructors pepper their lectures with questions such as: How many people believe that...? By a show of hands, has anyone ever...? How many people agree that it is possible to...?

Other strategies are even more interactional, so faculty-student and student-student rapport will be crucial. What is needed first is to capture students' attention, connect with them on a personal level, and have them connect with each other. The classroom must become a safe place. Within this atmosphere, faculty can try a variety of pedagogical strategies to get students involved with the course material.

Since the tone of the course is set in the first few class sessions, it is necessary to begin to create a positive classroom atmosphere from day one. In that first class, try some "ice-breakers" to get students engaged with you and with their classmates. If students are going to take the risks necessary to learn in an active way, they need to connect with the professor and their classmates. The classroom dynamic must involve trust. The beginning class sessions should include techniques for learning students' names.

In informal focus groups that I have run with students over the years, I have discovered how important it is to students to have their teachers know their names. In fact, students claim that one of the most significant factors affecting their learning in a course is the rapport they feel with their teacher.

Once a dynamic of trust and familiarity has been established, there are many techniques that facilitate learning and active participation. Since one of the biggest stumbling blocks to students' active participation in class is that they have not read the assignment, there are ways to encourage this reading. One such method is to have students respond in writing at home to questions that accompany the reading. Their questions and responses could be used in the next class session as a kick-off for discussion. They could also be collected and read by the instructor without reference to the students' names, and responded to by the rest of the class. The instructor could then credit the students' work in some way.

Elizabeth Paul, associate professor of psychology at The College of New Jersey, suggested a close variation of this technique. Dr. Paul asks her students to do "idea sheets" at home. When they read the assignment, they are to write their own comments or questions on a slip of paper and bring them to class. She asks them to sign them so she can give them credit for them. She then flips through them in class, commenting on what they have written without identifying them by name. When a student hears his/her question read, and Dr. Paul says, "Yes, that is a very interesting question!" the student perks up. This introduction to the reading, based on their questions and comments, leads to a livelier and more participatory discussion. Getting students to read their assignments is a first step in promoting active engagement within the classroom.

Regarding strategies to combat student resistance to learning, Dr. Paul suggests some ideas that have to do with classroom dynamics. She involves students in the process of breaking down their own resistance to learning. We can empower our students by asking them, "What can we do to foster your learning?" Dr. Paul says that your students might look at you blankly at first. However, eventually, students start to look at themselves as learners. This technique opens the door for communication with them. Sometimes, Dr. Paul tries what she calls a "content to process shift." This involves stopping class and saying, "Let's notice what is happening here: some of you appear uninvolved, some of you appear to be talking to each other on another topic, etc. What do you think we should do to get things back on track?" By the use of this method, students get to identify resistance to learning in themselves and to take responsibility for their own learning.[4]

Strategies involving the classroom design can also enhance student involvement and participation. The instructor can move away from the front of the class. In large classes of 35 or more students where a circle would be cumbersome, instructors can divide the room down the center aisle and ask students on both sides to face the center (and each other). Students who are facing each other rather than the back of someone's head are more likely to participate in a class discussion. This setup also allows the instructor greater freedom of movement. The teacher can now walk down the center aisle to get closer to the students who prefer to sit in the back. From this center position, it is easier for the instructor to establish eye contact with more students, as well as greater proximity. Another advantage of this classroom setup is that the instructor can use the overhead transparency and talk with the students about the course material from the back of the room.

Another technique involving classroom design is for the instructor to mentally divide the room into quadrants, and then try to involve the students in all four parts of the room. Walking to the different sections and addressing questions to particular sections of the room can engage more students. Too often, instructors end up talking to the few students who sit up front and who are often already engaged.

Running an effective classroom discussion is a powerful tool to engage students with the course material; how to engage students through discussion will be the topic of my next article.

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Carrasco's "Existential Oomph" at Princeton

Cross-disciplinary collaboration brings Mesoamerican potsherds and ruins to life

BY
STEVEN SCHULTZ

Reprinted with permission from The Princeton University Weekly Bulletin, *May 10 1999.*

> ***Collaboration is the essence of Carrasco's approach, and "the result has been an engaging and phenomenally productive exchange, with concrete results," said William Fash, chair of anthropology at Harvard.***

Step into David Carrasco's grand Victorian house, and one of the first things he'll show you is a photo of himself and 30 prominent archeologists, historians, and other scholars–all wearing cardboard 3-D glasses.

It's not the academic stereotype, but neither is Carrasco's approach to studying Mesoamerica, the portion of Central America that developed one of the world's first clusters of great cities, the Aztec and Mayan civilizations. Carrasco, professor of religion, has developed an imaginative way of looking at these cultures that breathes life into pottery shards and ancient ruins. According to other scholars in the field, this vision could change the way that U.S. and European societies view Mexican and Hispanic cultures today.

"David has done a tremendous job of making people aware of these cultures," says Charles Long, who was Carrasco's thesis adviser at the University of Chicago. According to Long, Carrasco has done more to improve understanding of Mesoamerican culture than many museums. Those institutions, Long says, tend to present artifacts as historical objects, without the active meaning that is part of Carrasco's work. "They don't have that existential oomph."

Carrasco's appointment is in the Religion Department, but he has devoted his career to cutting across traditional barriers between academic disciplines and helping colleagues in many fields work together. He is the director of the Mesoamerican Archive and Research Project, an affiliation of archeologists, anthropologists, ethnographers, historians, religious scholars, and even astronomers. They are the subjects of the 3-D photo from a 1989 conference at the Great Aztec Temple of Tenochtitlan, where the scholars were comparing modern stereographic pictures of Mayan temples similar to pictures taken 100 years earlier. The 3-D glasses made for an amusing moment, but the real wonder was that all those people were in the same room. Collaboration is the essence of Carrasco's approach, and "the result has been an engaging and phenomenally productive exchange with concrete results," said William Fash, chair of anthropology at Harvard.

The archive's work also benefits from collaborations with researchers in Mexico. "American scholars are always going to someone else's land and digging up stuff and rarely talking to anyone there," says Long. "David has brought together a tremendous collaboration between U.S. and Mexican scholars." Among those collaborators is archeologist Eduardo Matos Moctezuma, whom Carrasco calls a "national treasure of Mexico."

Emotional Response

Carrasco grew up in Washington, D.C., where his father David was the first Mexican American to coach basketball at a major university, American University. When his father became a sports goodwill ambassador to Mexico as part of the 1968 Olympic games, the family moved to Mexico City, where Carrasco spent his teenage years. It was a trip to a Mexico City museum that started him thinking about the way Mesoamerican culture was portrayed.

"I remember coming out of the museum and having a strong emotional response, and a strong ambivalence," he says. "I had been indoctrinated by U.S. culture to feel ashamed of Mexican civilization compared to European civilization. I felt that was a lie; there was something to be understood, there were intellectual issues."

That personal feeling for the subject helps Carrasco show how Mesoamerican cities, monuments, and objects were interwoven in real lives, says Long, who is now retired from Duke and the University of North

Carolina-Chapel Hill. "It's a problem of knowledge, but it's also a question of existential meaning and identity."

Understanding Sacred Places

Later, at the University of Chicago, Carrasco became interested in the Spanish Conquest, which he describes as "one of the great dramas in history." He also began to think about the role that religion played in the formation of cities and the way a culture's religion can be revealed through an understanding of its sacred places.

Carrasco points out that there are only seven places in the world where village populations independently coalesced into cities: Mesopotamia, Egypt, Northern China, the Indus Valley, Southwest Nigeria, Peru, and Mesoamerica. What are the economic, intellectual, and social changes that had to take place for the cities to develop? "It was the religious ideas that really integrated all these things," Carrasco says, noting that the people at the top were always priest-kings. "That cosmological vision was needed to bring their calendars, their architects, their artists, their warriors into an integrated system."

The hearts of many of these cities were magnificent ceremonial monuments, such as the temples of the sun and moon at Teotihuacan and the Great Temple in Mexico City. Recently Carrasco has been developing a way of looking at these cities not just as fixed ceremonial centers but as fluid locales that export power and rituals to the surrounding countryside, which, in turn, helps shape the city itself.

Order in Flux

In a 1991 article, "The Sacrifice of Tezcatlipoca: To Change Place," Carrasco looked at one important Aztec ritual of human sacrifice and showed how it transcended conventional notions of place. In this ritual, the community leaders selected a prisoner warrior and anointed him as a god for a year. The man was chosen for his good looks, dressed in luxurious clothes, and treated like royalty. He was paraded through the city and around the surrounding country, and at then at the end of the year, he was sacrificed on a nearby mountaintop. Carrasco says that such rituals, with their movement through space and time, help answer a basic question: How do human beings in the flux of life find order and stability?

David Carrasco (l)

When Carrasco asks questions, he's good at getting others to think hard about the answers. A tall, solid man with a full beard and a mane of curly hair that reaches to his shoulders from the edge of a bald crown, he approaches conversations with a gregarious intensity. He has been master of Mathey College since 1994.

Graduate student Scott Sessions followed Carrasco to Princeton after studying with him in Colorado. "His approach to religion—and scholarship in general—is fascinating," says Sessions, who plans to finish his dissertation this year on the Spanish missionary project in the Americas. Sessions' research reflects Carrasco's goal of integrating a variety of intellectual questions in a single subject. Like much of the archive's work, it is relevant to understanding current issues, Sessions says. "The complex cultural situation we now face in the United States, in fact throughout the Americas, is rooted in the powerful and painful encounters between Africans, Europeans, and indigenous peoples. The colonial period had a profound influence on the way the world is today."

Star of First Magnitude

Some of the ideas generated within the archive are beginning to attract interest in other areas of research. For example, Philip Arnold, who studied under Carrasco at Colorado and is now an assistant professor of religion at Syracuse University, says he is working with the archive and scholars in Japan to gain a better understanding of "the meaning of urban space in the Pacific Rim."

Carrasco started the archive in 1984 when he was at the University of Colorado and brought it with him to Princeton in 1993. The archive provides funding for some archeological work in Mexico and maintains a collection of 12,000 slides of artifacts and ceremonial sites, as well as a library of 3,000 books, articles, and conference papers. In addition, the archive hosts regular conferences. The most recent, "ReImagining Mesoamerica: Archive, Community and Interpretation," was held at Princeton on April 9 and 10 and featured two presentations on new archeological finds at Teotihuacan and the Great Temple. The archive also produces numerous books and papers. "Judged by the standard of its publication record, it has shown like a star of the first magnitude," archeoastronomer Anthony Aveni told participants in the April conference.

Carrasco is involved in a number of projects, including a screenplay about the conquest of Mexico with actor Edward Olmos and director Robert Young. He was recently asked to be editor in chief of the forthcoming *Oxford Encyclopedia of Mesoamerican Cultures*, which will contain more than 500 articles from authors around the world.

In all of these publications, the real power of Carrasco's work seems to be in inspiring new ways of thinking. Says Fash, "This is precisely the kind of collaborative, crossfields perspective essential to real progress in our understanding of a time and place that are in many ways quite distant from our own but have much to teach us about humankind and the power of ideas, in a universal sense."

People-Places-Publications-Conferences

PEOPLE

Rhode Island College Newsmakers

Flor de Maria Ribezzo was awarded the Katherine Murray Prize in educational studies at Rhode Island College (RIC) for demonstrating "excellence in preparatory teaching, a commitment to the profession, a strong academic record, and a commitment to fostering intercultural understanding and promoting greater equity" during her years of study at RIC. Ribezzo also has attended the University of San de Carlos in Guatemala, where she completed all her course requirements in a five-year program of study.

Hector J. Cardona, a native of Colombia, is a co-winner of the James Houston Award, given to the outstanding student(s) in geography for the year. Cardona, who as a U.S. Marine served in Operation Desert Storm and Operation Desert Shield, will be doing archeological research for the state after he graduates.

Bush Appoints Miami-Dade Trustees

Florida Governor Jeb Bush appointed seven prominent Miamians to the Miami-Dade Community College District Board of Trustees: Armando Bucelo, Jr. (1st photo), Carolina Calderín (2nd photo); T. Willard Fair; Helen Aguirre Ferré (3rd photo); Hank Klein; Roberto Martínez (4th photo); and Denise Mincey-Mills, who will help lead the college as it moves forward into the next century. Martínez and Klein were elected chair and vice-chair of the board, respectively.

Bucelo is an attorney in private practice. Calderín is chief executive officer of Pan American Hospital. Ferré is the editorial editor of *Diario Las Americas*, and Martínez is an attorney with the law firm Colson, Hicks & Eidson.

Benavides Receives Sprague Scholarship

Lee Sprague (pictured at l.), who with her family established the $25,000 Lucy Sprague Scholarship in memory of her daughter, congratulates 1999 winner, Marcel Benavides (second from l.), as he graduates from the John Marshall School of Law in Chicago, Ill. With him are his parents, Roselie and Luis Benavides of Detroit.

Benavides was selected as the second Sprague Scholarship recipient for his academic standing, his commitment to helping others, and his willingness to do public interest law. He has accepted a position with the Cook County State's Attorney's Office.

While at the University of Michigan, there were times that, as a Hispanic, Benavides felt out of place. But when he wanted to turn back, it was his neighborhood buddies who encouraged him to go on. "They'd say, 'You're the only one that's going to be somebody,' so I continued," said Benavides.

Guerra Chairs Music Department

Dr. Dahlia Guerra, director and founder of the University of Texas-Pan American's (UTPA's) award-winning Mariachi, became chair of the UTPA department of music in June.

Guerra has spent time visiting area high schools and meeting with music directors. "There is a vast potential of untapped students that we need to reach out to," she said. "I also want to work closer with the cities."

She plans to propose a master's degree program in music at UTPA in response to requests from local public school band directors, many of whom hold a bachelor's degree in music and wish to continue their education.

International Journalists Cover Special Olympics

An unprecedented international journalist program brought reporters and broadcasters from around the world to cover the 1999 Special Olympics World Games and the Special Olympics Movement.

Welco... Media

The 14 participating journalists, representatives of established media outlets, came from Chile, Croatia, Brazil, Estonia, Jamaica, Jordan, Kazakhstan, Latvia, Lebanon, Lithuania, the Palestinian Authority, Russia, South Africa, and Zimbabwe–countries where information about mental retardation is not widespread.

The program is part of a United States Information Agency $1.25 million grant to Special Olympics Inc.

Martinez-Fayette Directing Human Resources

Theresa L. Martinez-Fayette recently became the director of human resources for the Alamo Community College District (ACCD) in Texas.

"Not only is Ms. Martinez-Fayette highly qualified for the position," said ACCD executive vice chancellor Dr. Ernest A. Martinez, "the search committee was also quite impressed with her 'people skills' and her understanding of the need for human resources departments to be 'customer friendly.'"

Martinez-Fayette has a bachelor's degree from Our Lady of the Lake University and is currently working on her master's.

Sequin a Triple-Award Winner

"I'm so glad I came here," said Amanda M. Sequin, who graduated from Rhode Island College (RIC) with degrees in early childhood education and Spanish, and plans to become a teacher.

Sequin won the Eleanor M. McMahon Award as the outstanding graduate of the RIC honors program, the Elementary Education Faculty Award, and the Nelson A. Guertin Memorial Award.

In addition, Sequin registered a "first" at RIC. As a non-native Spanish speaker, she wrote her senior honors thesis in Spanish, the first in the history of the honors program to be written in a language other than English.

Among many other jobs and activities, Sequin performed with the Spanish Theatre of RIC and served as its treasurer.

Rodríguez and Vásquez Win Awards

Writer Luis J. Rodríguez (pictured), author of the acclaimed *Always Running, La Vida Loca Gang Days in L.A.*, and artist Carlos Vásquez won three honors for their children's book *America Is Her Name*–The Skipping Stones Honor Award, the Paterson Prize for Books for Young People, and inclusion in the Bank Street List of Best Children's Books for 1998.

America Is Her Name, published in both Spanish and English editions by Curbstone Press, emphasizes the power of individual creativity in overcoming a difficult environment and establishing self-worth and identity through the young girl America's desire and determination to be a writer.

Garza-Roberts Heads Public Affairs at Health Science Center

Cyndy Garza-Roberts is the new associate vice president for public affairs at the University of Texas (UT)-Houston Health Science Center. "I am honored to have been selected," said Garza-Roberts. "I am very excited to serve not only UT-Houston but also the Hispanic community."

Garza-Roberts is fluent in Spanish and a founder and past president of the Houston Association of Hispanic Media Professionals. She was named to the YWCA Hispanic Women's Hall of Fame in 1991 and selected as the Hispanic Chamber of Commerce's Media Person of the Year in 1989.

She has a bachelor's degree from UT-Austin, and she completed the executive management program at Simmons College in Boston.

Vargas New DePaul University Dean

Quintin Vargas recently became the dean of the DePaul University School of Education.

A graduate advisor of doctoral studies for the University of Texas-San Antonio's Educational Leadership program since 1994, Vargas was instrumental in recruiting the program's faculty, overseeing staffing and training initiatives, and managing a $1.4 million federal grant.

He has penned numerous scholarly works on bilingual education, cognitive development and verbal fluency, and teacher preparation and teacher training.

Vargas has a master's degree from the University of Texas and a doctorate from the University of Michigan. He also completed the post-doctoral training program at Harvard University's Institute for Educational Management.

Cortes Participates in INROADS

St. Joseph College (N.Y.) accounting major Hector Cortes participated in the INROADS/New York City, Inc., summer program for the second year in a row.

Founded 29 years ago, INROADS is a nationwide program that matches talented minority students with Fortune 500 companies. Students are provided with an ongoing working relationship with a corporation, including coaching, advisement, and free tutorial support.

Cortes trained in the PricewaterhouseCoopers audit department in Toronto, Canada.

Gonzales Wins National Award

Dr. Beatriz Gonzales Robinson, a Barry University (Fla.) graduate, won the 1999 National Career Development Association Graduate Student Research Award (NCDAGSR) for her Ph.D. dissertation on career counseling. The NCDAGSR is a division of the American Counseling Association.

Gonzales, 35, examined Hispanic women's career development, focusing on work habits that have helped Hispanic women succeed, rather than concentrating on the obstacles. Ten in-depth interviews of Hispanic women employed in managerial positions or above at major U.S. corporations were conducted.

Her research revealed that successful

women were aggressive about their career paths, were constantly in preparation, and were heavily influenced by family ties.

Miguel Participates in America Reads Project

Nubia Miguel, who works with students at City Terrace Elementary School in California, is part of California State University-Los Angeles' federally funded America Reads project–a response to President Clinton's challenge to every child in America to be reading at grade level by the year 2000. The collaborative reading program trains, monitors, and places Cal State-L.A. student "readers" with kindergarten to third grade children at seven inner-city schools.

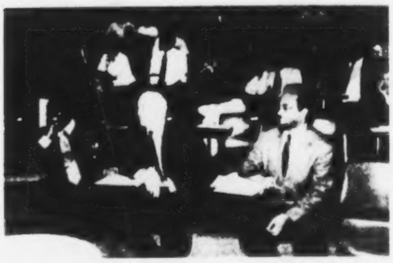
Photo© by Guy Fadollone

Pictured here during the *Los Angeles Times'* Reading by 9 Campaign Launch, Miguel (l.) welcomes Governor Gray Davis to Cal State-L.A. as Jorge Uranga, America Reads project coordinator, and Chi Un Kim, project field specialist, look on.

PLACES

U.S. Migration Legislation Discussion at N.Y. City College

Bernardo Vega (pictured, center), Dominican ambassador to the United States, lectured at City University of New York's (CUNY's) City College during an event sponsored by Alianza Dominicana, Dominicans 2000, and the CUNY Dominican Studies Institute.



Photo© by Eduardo Hoepelman

"Recent U.S. Migration Legislation: Negative Impact on the Dominican Community" featured remarks and comments by Silvio Torres-Saillant (r.), of Hostos Community College/City College; U.S. Rep. Charles Rangel (l.); Moisés Pérez, executive director of Alianza Dominicana; and Ydanis Rodriguez, of the Dominican Youth Union and Dominicans 2000.

New Citizens Sworn in at South Mountain

A ceremony celebrating the acquisition of citizenship by 350 immigrants was held during the 11th Annual Fiesta of Independence at South Mountain Community College in Arizona.

The Fiesta of Independence is the home-grown effort of community groups in the South Mountain Village, who developed the program to celebrate the positive aspects of the community. The program has become so popular that many immigrants request to be part of this particular ceremony because of the significance of the national holiday. This year's group of new citizens originated from 47 countries.

The Fiesta of Independence is sponsored by the South Mountain Interfaith Council, South Mountain Community College, and the South Mountain Chamber of Commerce.

In the News at Texas A&M-Kingsville

- Arturo Castilleja, a senior Texas A&M University-Kingsville chemical engineering student, has been working on a climate control system for the university's serpentarium that will simulate the natural environment of snakes. Using real time climate conditions downloaded continuously from the Internet, the system will provide the proper temperature, lighting, and humidity, reflective of each individual snake's habitat, to enable the snakes to reproduce in captivity. Biology professor Dr. John Perez and Dr. William Heenan, professor in chemical and natural gas engineering, have been working with Castilleja.

- The South Texas Children's Art Colony, under the direction of Santa Barraza, assistant art professor and department chair at Kingsville, was held this summer to give at-risk children a chance to participate in positive, creative self-esteem enhancing activities. According to Ino Alvarez, executive director of the South Texas Youth Development Council, part of the program included the reading of culturally relevant children's books with illustrations by renowned artists of color.

Life University Graduate to Practice Chiropractic in Costa Rica

Dr. Yolanda Comacho Kortman, a recent graduate of Life University's (Ga.) Doctor of Chiropractic program, made history when she returned to her native Costa Rica. She is the first native Costa Rican in more than a generation to earn a Doctor of Chiropractic degree and return to her country to practice.

"It is an honor to graduate from Life University, and to return home to be involved in establishing chiropractic in my country," said Kortman.

In addition to opening her own practice in the city of Alajuela, she plans to work as a liaison between Life University and Costa Rica's educational and governmental agencies. She will also teach chiropractic principles and spinal hygiene to students at the University of Costa Rica.

Mt. San Antonio Students Awarded Scholarships

Six Mt. San Antonio College (Calif.) students received Herbert Hafif scholarships. Claudia Lopez received a $1,000 scholarship. Dominic Sanchez and Irene Tamayo received $875 scholarships. Karen Battle and John Rojas received $750 scholarships, and Sandy Apodaca was awarded a $500 scholarship.

The scholarships, first donated by attorney Herbert Hafif in 1994, are available to needy first-time community college students to help them with the cost of college. Hafif has donated $25,000 in scholarships to the college each year for the past four years.

Florida A&M Establishes Program in Dominican Republic

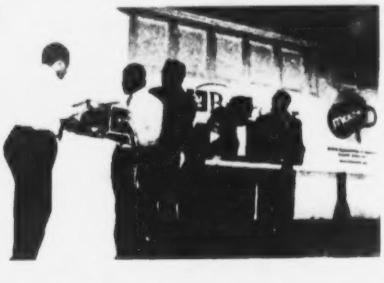
Florida A&M University has established a collaborative arrangement with the Pontificia Universidad Catolica Madre y Maestra, the largest private university in the Dominican Republic, to conduct classes and provide services.

As part of the Study Abroad Program, the university will establish an administrative office in the Caribbean capital to monitor 10-week student internships, and organize language seminars and cultural excursions for small groups.

Under the direction of the university's Office of International Services and Summer Sessions, the program will serve university students and personnel, and community-based organizations.

General Motors Promotes Internet

General Motors (GM) and its partner MOUSE (Making Opportunities for Upgrading Schools & Education), a nonprofit organization providing volunteer workforce and technical support to New York City's public schools, recently wired actor Jimmy Smits' Brooklyn alma mater, Thomas Jefferson High School, for Internet access. GM helped MOUSE furnish the high school with Internet capabilities in honor of the March 10, 1999, launch of GM BuyPower, its benchmark online vehicle shopping and buying service.



Pictured here, Smits (third from l.) helps Thomas Jefferson students Andy Gonzalez (l.) and Richard Daley "plug in" to the Internet. Looking on are Ann Blakney, national director of GM BuyPower, Thomas Jefferson principal Lena Medley, and Andrew Rasiej, president of BuyPower.

Florida International Discusses Cuban Baseball

Florida International University (FIU) held a discussion of the history of baseball in Cuba along with a presentation for González Echevarría's new book, *The Pride of Havana: A History of Cuban Baseball.*

FIU Cuban Research Institute director Lisandro Pérez believes the book is about much more than baseball. "Baseball is woven throughout different parts of Cubans' day-to-day lives," said Pérez. "It intertwines with the economic, social, and cultural aspects of the lives of Cubans, and has for decades."

Echevarría is a Sterling professor of Hispanic and comparative literature at Yale University.

Calvin's Entrada Scholars Program Back for Ninth Year

For the ninth year, Calvin College (Mich.) held its Entrada Scholars Program, designed to prepare ethnic high school students for life after high school.

The three-week summer school course that Entrada students take with Calvin students is a true college immersion program. The high school students not only take a regular class but also live in the residence hall, study in the library, shoot hoops in the gym, order late-night pizzas, do a service project, and get a heavy dose of computer skills, a typical college experience.

This year's 34 ethnic minority students represented many cultures, including Hispanic, African American, Asian, and Native American.

Colorado State Sponsors Youth Legislative Session

Latino high school students from around the country had a chance to experience the complex world of government as they participated in the 10th annual Lorenzo de Zavala Legislative Session, sponsored by Colorado State University and the National Hispanic Institute.

The Lorenzo de Zavala Youth Legislative Session is a week-long conference where students engage in mock legislative and Supreme Court sessions exploring critical issues affecting the Latino community today. The event gives high school sophomores and juniors a better understanding of government and a chance to improve their skills in public speaking, organizational management, and constituency-building.

Colorado State assistant director of admissions Varo Maldonado (pictured) was the conference coordinator.

La Raza Council Examines Retirement Survey

National Council of La Raza President Raul Yzaguirre, commenting on a new survey of Hispanic workers, said: "There is a wide gap between Hispanics who are doing well in terms of retirement planning and knowledge, and those who are not preparing sufficiently for their later years."

According to findings from the 1999 Retirement Confidence Survey released by the Employee Benefits Research Institute, while more than half of (55 percent) Hispanic workers polled said they are either very or somewhat confident in personally having enough money to live comfortably in retirement, results indicate that Hispanic workers are less likely than others both to have calculated how much they will need for retirement and to have actually saved for retirement within their households.

All Americans should be concerned about this, given the projected growth of Latinos and their importance to the U.S. economy, said Yzaguirre.

Florida Legislators Promote Affordable Legal Education

Senators Betty Holzendorf and Mario Diaz-Balart (pictured) joined forces with other Florida legislators to fully support the efforts of Florida International University and Florida A&M University to establish law schools at their respective institutions. Members of the legislature believe that it is important for communities served by these universities to have access to a quality and affordable education.

Presently, Hispanics comprise about 14 percent of Florida's population; African Americans comprise just over 15 percent. These groups represent only six percent and two percent of the Florida Bar's membership, respectively.

Other supporters of the joint initiative include: Senators Jim Hargrett, Kendrick Meek, and Daryl Jones; and Reps. Willie Logan, Rudy Garcia, Gaston Cantens, Carlos Lacasa, Frederica Wilson, Alex Villalobos, Al Lawson, and Alzo Reddick.

News from University of South Florida

USF • University of South Florida (USF) professor and director Kathleen de la Peña McCook received a Distinguished Award of Merit from the Hispanic Library Education Foundation for organizing the Library Institute for Youth of Hispanic Heritage.

- Professor Harry Vanden observed the Venezuelan presidential election with President Jimmy Carter and Chilean President Patricio Aylwin.
- Professor Maria Esformes won a Fulbright Fellowship. She is writing a book on the Spanish Jews of Greece.
- Professor Alejandro de la Fuente moderated a seminar in Cuba, "Nationality, Race, and Citizenship in Cuba, 1860-1920."
- Patsy Feliciano became assistant director of admissions.
- Nationally, USF ranks 28th among colleges and universities in the number of bachelor's degrees awarded to Hispanics.
- This year, the Office of Latin American & Caribbean Studies hosted 53 Brazilians for three weeks of intensive studies, and awarded seven Passport Scholarships for formal study in Costa Rica, Panama, and Brazil.

United States International-Mexico Holds Summer Tours

USIU The Mexico City campus of United States International University offered two academic tours this summer.

The Sacred Landscapes of Mexico tour included visits to the Cacaxtla Pyramid and murals, and the Huejotzingo Franciscan church and convent. In Pueblo, participants visited the Zocalo (town square), cathedral, and Amparo Museum. Trips also were taken to Oaxaca and Mitla.

The Mayan Myths, Moons, and Minds tour provided an in-depth look at the Mayan culture, a foundation of present-day Mexico. Participants explored Merida, Yaxcopil, Temozon, and Uxmal; visited sites of Kabah, Sayil, and the Cave of Loltun; and enjoyed a trip to Dzibilchaltun and Puerto Progreso.

Hispana Leadership Institute to Hold Fellowship Program

NATIONAL HISPANA LEADERSHIP INSTITUTE The National Hispana Leadership Institute will be holding its Year 2000 Leadership Program, beginning in February and ending in September 2000. The intensive leadership program provides candidates with training in public policy, leadership skills, strategic management, and race, class, and gender issues. The sessions will be held for four weeks–one week at a time at Harvard University, San Juan Bautista, the Center of Creative Leadership, and in Washington, D.C.

The program is for Hispanic women–at least 26 years old–of integrity who have demonstrated the potential to move into greater leadership roles, and are interested in impacting local and national issues.

Mt. San Antonio Theater Students Honored

Mt. San Antonio College (Calif.) theater students were honored by the Kennedy Center/American College Theater Festival for the Mt. San Antonio College theater production of *Terra Nova*.

Laurel Sayler and Marcel Tjioe received meritorious achievement awards. Andrew Grombacher, Eddie Rojas, and Jin Suh were nominated to participate in the Irene Ryan Acting Competition that will be held in February at the University of Las Vegas.

El Salvador Consulate Honors Rancho Santiago

The Consulate of El Salvador in Santa Ana, Calif., honored the Rancho Santiago Community College District's partnership with Don Bosco University in El Salvador.

Spanning three years, the college district's relationship with Don Bosco University ranged from providing technical assistance to cultural and sport team exchanges. Beginning in 1995, when a nine-member team from the college district visited the university in the city of Soyapango, El Salvador, the project achieved its goal to establish formal ties between the institutions for mutual benefit.

"The assistance provided by the Rancho Santiago Community College District has been critically important to the university and to our country," said Ana Coralia de Morot-Gaudry, consul for El Salvador.

Texas-El Paso Helps Change Face of Medical Workforce

With one of the highest Hispanic student acceptance rates in medical schools throughout Texas, the University of Texas-El Paso

(UTEP) is helping to improve the medical workforce's poor record of keeping up with growing racial and ethnic diversity in the United States, by taking students who might not have the means and giving them the boost they need.

For 1999 high school graduate Ruby Navarro, who decided to pursue a career as a medical researcher in either forensics or pathology, going to med school once seemed like an impossible dream. UTEP is making the dream a reality.

"Many people don't realize that UTEP offers these kinds of educational opportunities," said Ray Jones, lab instructor for UTEP's Hispanic Center of Excellence pre-med program and a member of the interviewing committee for the UTEP-UT Medical Branch at Galveston Early Medical School Acceptance Program.

Brazilian Executives Study at American University

The Kogod School of Business at American University in Washington, D.C., hosted 30 mid-level Brazilian executives and MBA students during a three-week intensive study program in July. The program gave students an opportunity to experience learning in an international setting.

Participants completed 72 hours of study in four areas: international marketing, electronic commerce, portfolio management, and international finance. Field trips included visits to the U.S. Senate, the Department of Commerce, the International Monetary Fund, the World Bank, and the Brazilian Embassy.

PUBLICATIONS

Tropical Town and Other Poems

by Salomón de la Selva

Tropical Town and Other Poems

Lovers of poetry have considered long-lost poet Salomón de la Selva to be a master whose lyrical verse made him a poet for all the Americas. This, de la Selva's little-known first collection, written entirely in English, employs traditional rhyme, meter, and forms.

March 1999
160 pgs.
ISBN 1-5585-235-2
$12.95 paper
Arte Público Press
(800) 633-ARTE

Nuevos Senderos: Reflections on Hispanics and Philanthropy

Diana Campoamor, William A. Díaz, and Henry A.J. Ramos, eds.

Nuevos Senderos

The essays in this book provide historical studies, sociological surveys, and analyses of policies and practices in the philanthropic sector not only in the United States but, for comparison's sake, in Mexico and Argentina as well.

March 1999
294 pgs.
ISBN 1-55885-263-8
$19.95 paper
Arte Público Press
(800) 633-ARTE

Spanish Romanticism in Context: Of Subversion, Contradiction and Politics (Espronceda, Larra, Rivas, Zorrilla)

by Donald E. Schurlknight

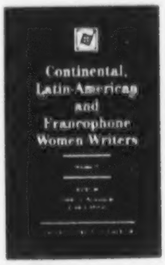
This book investigates the elements of contradiction, subversion, and ambiguity inhabiting major works of Espronceda, Larra, Rivas, and Zorrilla, and reveals the politics of their literature through an examination of the cultural context.

Spanish Romanticism in Context

1998
192 pgs.
ISBN 0-7618-0974-0
$32.00 cloth
University Press of America
(800) 462-6420

Continental, Latin-American and Francophone Women Writers, Volume IV

Ginette Adamson and Eunice D. Myers, eds.

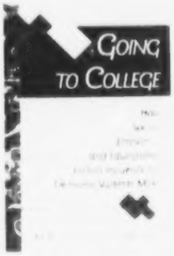


This volume comprises a scholarly collection of essays of an international and interdisciplinary nature, encompassing literary, sociological, historical, and structural approaches to works by women.

1997
300 pgs.
ISBN 0-7618-0869-8
$52.00 cloth
University Press of America
(800) 462-6420

Going to College: How Social, Economic, and Educational Factors Influence the Decisions Students Make

by Don Hossler, Jack Schmit, and Nick Vesper



This book tells the story of how high school students make choices about postsecondary education, a complex process that has a lasting impact on individual careers, livelihoods, and lifestyles.

January 1999
173 pgs.
ISBN 0-8018-6001-6
$18.95 paper
The Johns Hopkins University Press
(800) 537-5487

Disidentifications: Queers of Color and the Performance of Politics

by José Esteban Muñoz

In this book, author José Esteban Muñoz looks at how those outside the racial and sexual mainstream negotiate majority culture—not by aligning themselves with or against exclusionary works but by transforming these works for their own cultural purposes. Muñoz calls this process "disidentification."

June 1999
192 pgs.
ISBN 0-8166-3015-1
$19.95 paper
University of Minnesota Press
(773) 568-1550

Writing Paris: Urban Topographies of Desire in Contemporary Latin American Fiction

by Marcy E. Schwartz

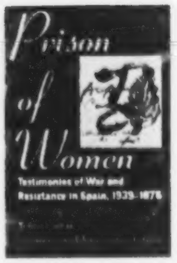
Writing Paris

Exploring Paris as a desired and imagined place in Latin American post-colonial identity, author Marcy E. Schwartz examines fiction by Julio Cortázar, Manuel Scorza, Alfredo Bryce Echenique, and Luisa Futoransky as she uncovers the city's class, gender, political, and aesthetic resonances for Latin America.

June 1999
182 pgs.
ISBN 0-7914-4152-0
$18.95 paper
SUNY Press
(800) 666-2211

Prison of Women: Testimonies of War and Resistance in Spain, 1939-1975

by Tomasa Cuevas

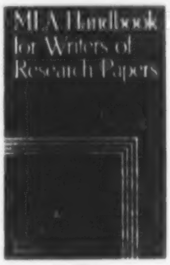


This book—translated and edited by Mary E. Giles—presents oral testimonies of women incarcerated following the Spanish Civil War. The primary voice in the collection, Tomasa Cuevas, spent many years in prisons throughout Spain as a political prisoner. After the death of Franco in 1975, Cuevas began to collect oral testimonies from women she had known in prison as she traveled throughout Spain recording their stories.

1998
247 pgs.
ISBN 0-7914-3858-9
$21.95 paper
SUNY Press
(800) 666-2211

MLA Handbook for Writers of Research Papers, Fifth Edition

by Joseph Gibaldi



This book is designed to introduce you to the customs of a community of writers who greatly value scrupulous scholarship and the careful documentation, or recording, of research. It provides a comprehensive picture of how research papers are created, and can be used as a reference tool.

1999
332 pgs.
ISBN 0-87352-975-8
$14.50 paper
Modern Language Association
(212) 614-6382

Historical Dictionary of Inter-American Organizations

by Larman C. Wilson and David W. Dent

This book provides a balanced and up-to-date analysis of inter-American organizations with more than 400 entries covering all of the regional economic, political, and security organizations along with the major leaders, key historical events, and significant trends in inter-American relations.

1997
400 pgs.
ISBN 0-8108-3381-6
$68.00 cloth
Scarecrow Press
(800) 462-6420

Historical Dictionary of the United States-Mexican War

by Edward H. Moseley and Paul C. Clark, Jr.

The first reference work of its kind, this volume on the United States-Mexican War encompasses the decade of the 1840s, focusing on the war years of 1846-1848.

1997
408 pgs.
ISBN 0-8108-3334-4
$59.00 cloth
Scarecrow Press
(800) 462-6420

Caribbean Literature: A Bibliography

by Marian Goslinga

The 3,500 entries in this bibliography create a vital resource for those who are interested in a general introduction to the literature available from the Caribbean.

1998
544 pgs.
ISBN 0-8108-3452-9
$95.00 cloth
Scarecrow Press
(800) 462-6420

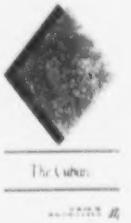
VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

The Cubans

This documentary takes a look at Cuba and the daily life of Cubans 30 years after the Revolution. Away from Havana, as removed as possible from the promoters of the official Party line on the one hand and the dissidents on the other, the program seeks to show how ordinary people live out ordinary lives so close to the United States and yet so far.



(Spanish with English subtitles, 52 min., color)
Item #FFH 2251

Bilingualism: A True Advantage

This program looks at a nationally recognized bilingual education program at a San Antonio elementary school; it follows a group of college students who are realizing the professional and personal benefits of being able to speak two languages; and it concludes with actor Cheech Marin sharing his views on the importance of cultural identity.

BILINGUALISM
A TRUE ADVANTAGE

(28 min., color)
Item #FFH 4023

Ernesto Cardenal: Cantico Cosmico

This program uses computer imagery and on-screen Spanish text to explore Cardenal's mystical masterwork of political cosmology. Rare interviews with the Nicaraguan poet are interwoven with excerpts from the legendary poem "Cantico Cosmico".

ERNESTO
CARDENAL
Cantico
Cosmico

(Spanish, 30 min., color)
Item #FFH 6807

The JFK Tapes: Inside the Cuban Missile Crisis

This program, using tapes made during the Cuban missile crisis, lets us listen in as top U.S. officials grapple with the dilemma of how to get the Russians to withdraw from Cuba or, failing that, how the United States should proceed. The actual conversations are a chilling reminder of how close the world once came to nuclear war in 1962.

THE JFK TAPES

(22 min., color)
Item #FFH 7615

CONFERENCES

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>

Education Connections '99

October 4-5

Study USA-Mexico '99

October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogs between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600, e-mail, <kivaexpo@mindspring.com>.

University of South Carolina–"The Minority Student Today"

October 10-13

Conference on recruitment, retention, and success of the minority student today. Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education, in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260; e-mail, <confs@gwm.sc.edu>; Web site, <www.sc.edu/conted/mst.htm>.

Online Learning '99 International Conference and Performance Support '99 Exposition

October 17-20

The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion events sponsored by Lakewood Publications. At the Los Angeles Convention Center.

Contact: Tom Reidy or Walter Speer, (212) 966-0024; Web site, <www.lakewoodconferences.com>.

National MultiCultural Institute–Annual National Conference

October 21-24

The 14th annual national conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>

Book Review

by Isabel Schon, Ph.D.

***Editor's Note:** This is "Part Two: Hispanics and Books: Recent Books for Adolescents" of a special, invited submission. See the August 13th issue for "Part One: Longtime Favorite Books: Recent Spanish Renditions for Adolescents."*

Books in English about Hispanics/Latinos for adolescents vary tremendously in literary quality and reader appeal. The following is a wonderful selection of recent books that will appeal to adolescents searching for deeply moving personal reflections; honest coming-of-age novels or memoirs; touching poems about love, friendship, and death; or a well-designed ready-reference guide as well as an informative annotated chronology about wars, battles, and hostilities in the Americas.

The Year of Our Revolution: New and Selected Stories and Poems, by Judith Ortiz Cofer. 101 pages. Houston: Arte Público Press/Piñata, 1998. ISBN# 1-55885-224-7. $16.95 paper. Grades 9-12.

Much more mature and intense than Cofer's previous *An Island Like You: Stories of the Barrio*, this collection of fifteen stories and poems reflects on such personal topics as her parents' marriage, her father's "demeaning" night job and his unexpected death, her Catholic-school education, her first love, and the ever-present tensions with her mother. These are not lighthearted coming-of-age stories and poems; rather, they are interconnected deeply moving reflections focusing on the tensions between Puerto Rican immigrant parents and an American-influenced adolescent heavily affected by the trends of the late 1960s.

Delia's Way, by Olga Berrocal Essex. 186 pages. Houston: Arte Público Press, 1998. ISBN# 1-55885-232-8. $12.95 paper. Grades 9-adult.

Set in Panama in the 1950s amid the prevailing machismo in which "women live their lives under the thumb of one man or another. The father, the lover, the husband, the son. The priest that won't marry you...," this evocative, coming-of-age novel tells about nine-year-old Delia, who is constantly bullied and dominated by her older sister, María Elena. In her quiet, resourceful manner, Delia manages to piece together family secrets that explain her mother's sudden anger and her sister's close relationship with their mother. This is indeed a touching Latino family saga with the added flavor of Panamanian politics, "carnaval"-time exuberance, and sibling rivalry.

Puerto Rico Past and Present: An Encyclopedia, by Ronald Fernandez and others. 375 pages. Westport, CT: Greenwood, 1998. ISBN# 0-313-29822-X. $59.95. Grades 8-adult.

More than 300 entries emphasizing the history, achievements, and creations of Puerto Rican people in the 19th and, particularly, the 20th centuries are included in this ready-reference guide. Beginning with an historical introduction and a chronology of important events, readers will find such high-interest topics as "Nuyorican," "salsa," and "machismo" as well as the political leaders, poets, novelists, painters, and musicians who are, according to the authors, at the core of Puerto Rican culture.

Wars of the Americas: A Chronology of Armed Conflict in The New World, 1492 to the Present, by David F. Marley. 722 pages. Santa Barbara: ABC-CLIO, 1998. ISBN# 0-8736-837-5. $99.00. Grades 9-adult.

From the discovery and conquest of Latin America, including the occupation of Puerto Rico in 1508, the conquest of Cuba in 1511, and the Cholula Massacre in 1519, to the Panama campaign (1989) and Haitian operation (1994), to the Chilean General Pinochet's retirement in 1998, this annotated chronology provides a quick overview of past conflicts in the New World. Numerous black-and-white engravings, paintings, drawings, and maps provide additional information about the wars, battles, and hostilities in the Americas. Key historical events such as the Albóndiga de Granaditas, Mexico, (1810), the Alamo (1836), "Cinco de Mayo" (1862), and others are succinctly described, providing readers with basic information about the military conflicts since the arrival of Columbus. The only caveat in this well-designed chronology is the insufficient index that includes names of individuals but lacks countries, battles, and others.

Versos Sencillos/Simple Verses, by José Martí. Translated into English by Manuel A. Tellechea. 123 pages. Houston: Arte Público Press, 1997. ISBN# 1-55885-204-2. $12.95 paper. Grades 9-adult.

Revered by many as the national hero and cultural icon of Cuba, José Martí's bilingual collection includes excellent English renditions in facing pages of what is described as Martí's spiritual autobiography. A well-done introduction by the translator explains that each "poem captures an experience, a sensation, or a moment which shaped the poet and the man." From Martí's patriotic verses, to his famous love poems, to his poems about friendship and death, this collection is a wonderful testament to Martí's literary genius and political leadership.

Almost a Woman, by Esmeralda Santiago. 313 pages. Reading, MA: Perseus/Merloyd, 1998. ISBN# 0-7382-0043-3. $24.00. Grades 9-adult.

Following her engrossing life story, ***When I Was Puerto Rican*** (1993), Santiago's new coming-of-age memoir begins with her family's arrival in Brooklyn in 1961 and recounts her mother's objections to her children's "Americanized" interests, the junior high school gang that made her life a terrible nightmare, her grandmother's drinking, her mother's constant pregnancies, the embarrassing visits to the welfare office, and her own successes at the Performing Arts High School as well as her first boyfriends and sexual experiences. Especially touching are Santiago's feelings toward her strict mother, who, despite adolescent quarrels, she loves and understands. This is indeed a wonderful memoir about an immigrant family's experiences in New York amid the perils of poverty and the love of family and Puerto Rican culture.

Dr. Isabel Schon directs the Center for the Study of Books in Spanish for Children and Adolescents and is among the founding faculty at California State University-San Marcos. Her honors include the 1992 U.S. Role Model in Education Award presented by the U.S.-México Foundation, 1992 Denali Press Award from the American Library Association, and 1987 Women's National Book Award.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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UNIVERSITY *of*
SAN FRANCISCO

SOCIOLOGY OF GENDER

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position in Gender at the Assistant Professor level, anticipated to begin in the Fall 2000. Additional expertise in one or more of the following areas would be desirable: family, race and ethnicity, or research methods.

Teaching responsibilities: may include inter alia: Sociology of Gender, Sociology of the Family, Race and Ethnicity, and Research Methods. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

GLOBALIZATION

Pending approval and funding, the Department of Sociology at the University of San Francisco invites applications for a tenure-track position at the Assistant Professor level, anticipated to begin in the Fall 2000. We are interested in candidates who specialize in any aspect of globalization, including global environmental issues, international migration, development/underdevelopment, border studies, multinationals and the international division of labor, women in development, cultural globalization, inequality, etc.

Teaching responsibilities: may include inter alia: Globalization, Global Population and Consumption, Environmental Sociology, Global Inequality, Women in Development, Environmental Racism as well as general Sociology courses. Normal teaching load is three courses per semester. The Department contributes to the Women's Studies, Latin American Studies, Ethnic Studies, Peace and Justice and Legal Studies certificate programs as well as the social science course offerings in the General Education Curriculum.

Qualifications: Candidates must have university teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate in Sociology by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Michael J. Webber, Chair, Sociology Search Committee, Department of Sociology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

PUBLIC RELATIONS

Pending approval and funding, the University of San Francisco invites applications for a tenure-track position in Public Relations at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia: Public Relations Writing, Public Relations Theory, Public Relations Research and Campaigns, Public Speaking, and other courses according to the candidate's specialty. Competency in related areas, such as advertising and organizational communication is also desirable. The faculty member will assist in building a public relations program, develop and advise the PRSSA chapter, and assist with Public Relations internships. Because the University of San Francisco is a Jesuit institution situated in a culturally diverse region, the new program will emphasize nonprofit and international PR; professional public relations experience in either of these areas is extremely desirable.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Rhonda Parker, Chair, Public Relations Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

COORDINATOR OF EXPOSITORY WRITING

Pending approval and funding, the Department of Communication Studies at the University of San Francisco invites applications for a full time tenure-track position in Expository Writing at the Assistant or Associate Professor level, anticipated to begin in the Fall 2000. The Department of Communication Studies incorporates English as a Second Language, Expository Writing, and Speech/Rhetoric.

Responsibilities include: Coordinating the undergraduate Expository Writing program, teaching two to three expository writing courses per year and collaborating with other Communication Studies faculty to advance curriculum development and to integrate speech and writing as communication skills.

Qualifications: University teaching experience, a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, academic program administrative experience, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Send applications to: **Stephanie Vandrick, Chair, Expository Writing Search Committee, Department of Communication Studies, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.**

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco presently serves 8000 students in the arts and sciences, business, education, nursing, law and professional studies. The University is a private, Catholic and Jesuit Institution and particularly welcomes candidates who will positively contribute to such an environment.

INTERNATIONAL MEDIA/VIDEO OR MULTIMEDIA PRODUCTION

Pending approval and funding, the Media Studies Program at the University of San Francisco invites applications for a tenure-track position in International Media with a second specialization in Production, at the Assistant Professor level, anticipated to begin in the Fall 2000.

Teaching responsibilities: may include inter alia International Media, Media and Globalization, Media and New Technology and/or Video or Multimedia Production, and other courses according to the candidate's specialty. Competency in one or more of the following core courses is also necessary: Media and Society, Media Institutions, Media Law and Policy, Media Theory, Media Audience.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned docforate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required.

Send applications to: **Bernadette Barker-Plummer, Chair, International Media Search Committee, Department of Media Studies, University of San Francisco, 2130 Fulton Street, Harney 243, San Francisco, CA 94117-1080.**

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation. Applications must be received by October 15, 1999, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution
and particularly welcomes candidates
who will positively contribute to such an environment.
USF is an Equal Opportunity and Affirmative Action Employer, and will provide
reasonable accommodations to individuals with disabilities upon request.
We particularly encourage minority and women applicants for all positions.

VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:

Can demonstrate a deep interest in pursuing a career in biomedical research;

Can demonstrate being from a disadvantaged background;

Have a GPA of 3.5 or better or are in the top 5 percent of your class;

Are a U.S. citizen, national, or permanent resident;

Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

This is a special opportunity for special students.

For more information, contact: UGSP
http://ugsp.info.nih.gov
e-mail: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

Vanderbilt University

Peabody College of Education and Human Development

CHAIR, DEPARTMENT OF TEACHING AND LEARNING

Peabody College, Vanderbilt University, invites applications for the position of Department Chair in the Department of Teaching and Learning. We are seeking a senior scholar with demonstrable accomplishments in teacher education and a strong record of research on teaching, learning, or teaching education who can be an effective department advocate. This individual will lead the department in building on our strengths in graduate and undergraduate programs, research on teaching and learning in literacy, mathematics, and science, collaborative partnerships with schools, uses of technology to support teacher education, and commitment to the goals of diversity and multicultural understanding.

The Department, with 28 full-time faculty, has a significant record of external funding and offers graduate and undergraduate teacher certification programs in early childhood, elementary and secondary education. Graduate program areas include Curriculum and Instructional Leadership, Language and Literacy, Mathematics Education, Science Education, and Early Childhood Education.

Qualifications: Earned doctorate in education or related field, a strong record of scholarship and leadership sufficient to warrant appointment at the rank of professor, and administrative experience.

Candidates are asked to submit a letter of application, statement of educational philosophy, curriculum vitae, and three letters of recommendation to **Pat Thompson, Chair, Department Search Committee; Box 330 Peabody College; Vanderbilt University, Nashville, TN 37203**. Telephone (615) 322-8100; email: Pat.Thompson@Vanderbilt.edu. Review of applications will began December 1, 1999 and continue until the position if filled. For additional information visit us at **www.peabody.vanderbilt.edu**

Vanderbilt University is an affirmative action, equal opportunity employer committed to enhancing diversity throughout the university. Members of minority groups, women, and people with disabilities are strongly encouraged to apply.

PORTLAND STATE UNIVERSITY

ASSISTANT/ASSOCIATE PROFESSOR IN STRATEGY

SCHOOL OF BUSINESS ADMINISTRATION

http://www.sba.pdx.edu

The School of Business Administration at Portland State University seeks candidates for a tenure track in business policy/strategy beginning Fall 2000. Desirable candidates will also be able to teach business and society courses.

QUALIFICATIONS INCLUDE: (1) An earned doctorate in Business Administration at the time of appointment from an AACSB accredited college or university; 2) Demonstrated ability to teach courses in business policy/strategy; and 3) Demonstrated research proficiency in business policy/strategy or related fields. Industry experience is desirable.

The School of Business has 2,000 students enrolled in eight undergraduate options, and over 400 students enrolled in MBA and other programs at the graduate level. Natural beauty and a vibrant economy make Portland one of America's most livable cities.

Portland State University promotes equal opportunity for all individuals without regard to race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. Send a letter of application accompanied by a resume and three references to: **Professor Steven Brenner, School of Business Administration, Portland State University P.O. Box 751, Portland, OR 97207-0751, SteveB@sba.pdx.edu**

Initial review of applications begins July 21, 1999. The search will continue until the position is filled.

People of Color in Predominantly White Institutions

Beyond Diversity 101: Accountability, Implementation, Responsibility and Action

A two-day conference featuring:

Carlos Muñoz, Jr. "Diversity and the New American Identity"
Lena Wright Myers "African American Women and the Academy"
Molly Tovar and **Wayne Powell** "Building Diversity in Graduate and Professional Schools in Predominantly White Institutions"

This interdisciplinary conference is the fourth in an award-winning series exploring issues surrounding people of color in predominantly white institutions. It features nationally known keynote speakers, over 50 presentations representing more than 20 states and a number of other exciting activities.

October 15-16, 1999

Clifford Hardin Nebraska Center for Continuing Education,
33rd & Holdrege Streets, Lincoln, Nebraska

Direct inquiries to:

Academic Conferences and Professional Programs
Division of Continuing Studies • University of Nebraska–Lincoln
33rd & Holdrege Streets • Lincoln, NE 68583-9600
Phone (402)472-2844 • Fax (402)472-9688 • E-mail: acpp1@unl.edu
Web: http://www.unl.edu/conted/acpp/people99

Nebraska
UNIVERSITY OF NEBRASKA–LINCOLN
Academic Conferences and Professional Programs

The University of Nebraska is an affirmative action/equal opportunity institution.

USC

UNIVERSITY
OF SOUTHERN
CALIFORNIA

USC ROSSIER SCHOOL OF EDUCATION

DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Rossier School of Education. This School is one of the University's seventeen professional schools. The School's primary mission is to redefine excellence in urban education through its focus on the educational needs of students from kindergarten through graduate school. In September, 1998, the School received a $ 20 million endowment grant to support its urban educational mission, one of the largest gifts ever given to a school of education.

More than 940 students are presently enrolled in the Rossier School of Education. Programs offered include an undergraduate minor and graduate-level degrees of Master of Science, Doctor of Education, and Doctor of Philosophy in three academic divisions: Learning and Instruction; Counseling and Psychology; and Educational Policy, Planning, and Administration. The School has approximately 45 full-time faculty.

The University seeks a visionary leader with a strong background in and a demonstrated commitment to urban education. As the academic leader and chief administrative officer of the Rossier School of Education, the Dean reports directly to the Provost of the University. The responsibilities of this position include: fostering excellence in the School's education and research programs; fiscal planning and management; short-term and strategic planning; faculty development and recruitment; and leading the School's fundraising efforts.

Nominations and applications should include: a letter describing the candidate's qualifications for this position; a curriculum vita; and names, addresses and telephone numbers of three references. These materials should be addressed to **Dr. Marilyn S. Flynn, Chair, USC Rossier School of Education Dean Search Committee, c/o Office of the Provost, ADM 202, MC 4019, University of Southern California, Los Angeles, Ca 90089-4019.** The Materials can also be sent by **fax to: 213-740-1782** or by **e-mail to strippol@usc.edu.** Review of applications and nominations will begin immediately and will continue until the position is filled. USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications for qualified individuals from the broadest possibility community. (AA/EOE)

PRESIDENT
COUNCIL OF GRADUATE SCHOOLS
WASHINGTON, D.C.

Nominations and applications are being sought for the position of President of the Council of Graduate Schools (CGS). The President serves as full-time chief executive officer of the Council, whose 435 member institutions confer 99 percent of the doctoral degrees and nearly 80 percent of the master's degrees annually in the United States. The President reports to the Board of Directors, serves as an ex officio member of the board, and is responsible for the organization's fiscal and administrative affairs. S/he represents CGS among the other higher education associations and at national and international meetings; is principal spokesperson for CGS with appropriate federal, state, and private organizations; and recommends to the Board of Directors for its approval policies for the general direction and operation of CGS.

QUALIFICATIONS

The candidate should have demonstrated successful experience as a graduate dean and as a visionary leader with knowledge of all aspects of graduate education, including the role of research. The Board expects the successful candidate will lead the organization in enhancing project funding, broadening partnerships, and expanding the public relations capacity of CGS.

DETAILS

The appointment is to be effective July 1, 2000 although in special circumstances this date may be flexible. Salary terms will be competitive. Applications will be accepted until the position is filled. However, for full consideration, nominations or letters expressing interest in the position should be received by October 1, 1999. Letters of interest with curriculum vitae or nominations should be submitted to:

CGS Presidential Search Committee
Leonard K. Peters, Chair
Vice Provost, Research and Dean, Graduate School
Research and Graduate Studies
301 Burruss Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061-0244

CGS is committed to an inclusive graduate community and to diversity in its staff.
CGS is an affirmative action/equal opportunity employer.

SWT

SOUTHWEST TEXAS STATE UNIVERSITY

DIRECTOR OF BUSINESS SERVICES

Southwest Texas State University invites applications and nominations for the position of Director of Business Services. SWT, a unit of the Texas State University System, is the seventh largest public university in Texas, with enrollment of over 21,000 and an annual budget of $153 million. SWT is located in the scenic Texas hill country at the headwaters of the San Marcos River in the community of San Marcos between Austin and San Antonio. Visit SWT at **http://www.swt.edu.**

The Director of Business Services reports to the Vice President for Finance and Support Services. The Director administers the university's transportation services program and provides administrative oversight, which includes financial statement preparation, supervision and strategic planning, for the areas of mail services, university press, duplicating, central supply, and telephone services. It is contemplated that the areas of oversight could be expanded at a later date based on the success of the new director.

Requirements: B.S. in Accounting, Finance, or Business Administration required. MBA and/or CPA preferred. Minimum of five years of increasingly responsible financial administrative experience, preferably in an institution of higher education, required. Excellent oral and written communication skills are required. Experience in the administration of service provider contracts preferred. A demonstrated commitment to quality, customer service, staff development, diversity and the ability to work in a collaborative manner among such varied constituencies as administrators, faculty, staff, students and the community are required qualities. The candidate mush possess strong and demonstrated skills in spreadsheet-based analysas and have a high degree of computer literacy. Salary for this position is $4,674.00-$5,428.00 monthly, commensurate with qualifications and experience.

For Consideration: Applicants should send a completed SWT application, a comprehensive resume, names and contact information for three references, and a cover letter discussing qualifications for the position to:

Southwest Texas State University Personnel Office
J.C. Kellam Building, Suite 340
601 University Drive
San Marcos, Texas 78666

Review of applications will begin August 19, 1999, and continue until the position is filled. Job Number 417. For an application, call (512) 245-2557. Resume alone will not be considered.

SWT is committed to increasing the number of women and minorities in administrative and professional positions.
SWT is an AA/EOE Employer.

Arizona State University West School of Management (SOM) is currently seeking tenure-track faculty members to teach at the undergraduate and MBA levels.

The SOM provides an excellent environment for high quality research and teaching. We offer state-of-the-art facilities and a standard teaching load of four courses per academic year. The SOM is especially attractive to scholars with an interest in interdisciplinary research and teaching.

A Bachelor's in Accountancy as well as a Postbaccalaureate Certificate in Accountancy are offered through the SOM. The Accountancy program is separately accredited by the AACSB. The B.S. in Global Business degree provides students with an opportunity to concentrate in information systems, marketing, financial management, human resource management, or international studies. Quality MBA students are attracted to the on-campus evening MBA program, as well as off-campus MBA programs such as The Scottsdale MBA, those offered at local corporations, and the weekend, web-based MBA. MBA students have the opportunity to participate in a dual degree program with Thunderbird (The American Graduate School of International Management) that allows them to graduate with both an MBA and MIM. The baccalaureate and MBA programs are accredited by the AACSB.

As part of the multi-campus vision of Arizona State University, ASU West serves nearly 5,000 junior, senior and graduate students in its modern, growing campus in northwest Phoenix. The full-service campus features a large resource library, state-of-the-art computer-linked classrooms and labs, and a full array of student services.

ASU West faculty are expected to be interested in integrating teaching and scholarship, interdisciplinary collaboration (joint appointments are encouraged), establishing community partnerships, and demonstrating a commitment to the importance of diversity.

ASSISTANT/ASSOCIATE PROFESSORS OF ACCOUNTANCY

MANAGERIAL & FINANCIAL ACCOUNTING
ACCOUNTING INFORMATION SYSTEMS

Required Qualifications: Doctorate in Accountancy or related field by August 16, 2000; evidence of teaching effectiveness in accounting commensurate with level of appointment; evidence of experience in teaching financial or managerial accounting or accounting information systems; achievement in scholarship commensurate with level of appointment. **Desired:** Evidence of experience in and desire to teach a second area of accounting or managerial or systems accounting; evidence of funded research; experience in consulting/industry; evidence of web-based or on-line teaching.

Deadline: September 30, 1999 or the 30th of every month until the positions are filled.

ASSISTANT/ASSOCIATE PROFESSORS OF FINANCE

FINANCE & RELATED COURSES

Required Qualifications: Doctorate in Finance, Economics or related field by August 16, 2000; evidence of teaching effectiveness in finance commensurate with level of appointment; achievement in scholarship commensurate with level of appointment. **Desired:** Evidence of global/international focus in teaching and research or work or consulting; evidence of consulting/industry experience; funded research; MBA teaching; and web-based or on-line teaching.

Deadline: November 30, 1999 or the 30th of every month until the positions are filled.

For all positions, send the following to the address below: Two complete copies of a letter of interest, including course preference, vita, names, addresses and phone numbers of three professional references, and evidence of teaching and research performance and of meeting desired qualifications.

ASU West School of Management.
P.O. Box 37100, MC 2451, Phoenix, AZ 85069-7100.

For Accountancy positions, **Attn: William A. Duncan, Accountancy Search Chair, E-mail: william.duncan@asu.edu**

For Finance position, **Attn: Finance Search Chair**

AA/EOE

ASU ARIZONA STATE UNIVERSITY WEST

California State University Monterey Bay

California State University Monterey Bay is committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The University's Vision embraces cultural and linguistic diversity and gender equity; ethical reflection and practice; technologies as catalysts for learning; cross-disciplinary innovative instruction, and service learning. The curriculum is organized around student learning outcomes, is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

ADMINISTRATIVE POSITION

Assistant Vice President for Academic Personnel Services

(Administrator IV, Job #MBAPS-9916)

Under the direction of the Provost and Vice President for Academic Affairs, the Assistant Vice President for Academic Personnel Services has primary responsibility for planning and coordinating academic personnel matters; supervises recruitment, appointment, and promotion process for faculty; administers the faculty collective bargaining agreement; trains faculty and deans on personnel matters; serves as campus liaison from administration to various faculty committees, CSU Chancellor's Office and other CSU campuses; and directs staff in the Office of Academic Personnel. **Qualifications:** Masters degree and 5 years experience in academic/administrative personnel; comprehensive knowledge of principles and practices of academic personnel services; ability to develop, interpret, implement, and articulate complex personnel policies. Experience in conflict resolution/consultative decision/implementation of collective bargaining agreements preferred. Professional preparation beyond Masters degree also preferred.

FACULTY POSITION

Democratic Participation and U.S. Cultures

(Assistant Professor - tenure track, Job #MBDPC-9917)

The Institute for Human Communication, an integrated Humanities department seeks an innovative faculty member for Spring 2000. **Responsibilities** include teaching, developing, and supervising multiple sections of lower division courses in Democratic Participation and American Cultural Heritages; designing and teaching upper division courses in the Human Communication major, including Proseminar and Capstone; mentoring and advising students; contributing to outcomes-based curriculum; conducting innovative scholarly research; linking with surrounding communities; and serving on various committees and task forces. **Minimum Qualifications:** earned doctorate or equiv. in American Studies or Political Science combining: U.S. politics and culture, U.S. Constitution, citizenship and democracy studies, social movement theories and histories, ethnic studies, feminist theory, and critical race theory; university teaching experience beyond T.A.; success in teaching working class, historically under-served, and low income students; excellence in innovative teaching, pedagogy, and scholarly research and publication; success in consensus-building leadership. (See complete position announcement for additional qualifications and expertise.)

Priority Filing Date for both positions: Friday, October 1, 1999. Positions open until filled. For complete position descriptions & application information contact CSUMB Academic Personnel Services web site via http://jobs.monterey.edu, email: faculty_recruitment_II@monterey.edu, or by writing to: Recruitment/Academic Personnel, CSUMB, 100 Campus Center, Seaside, CA 93955-8001. Telephone: 831-582-3569

CSU Monterey Bay is an Equal Opportunity Employer

ASSISTANT/ASSOCIATE PROFESSOR OF INFORMATION SYSTEMS

Arizona State University West School of Management (SOM) is currently seeking an Assistant/Associate Professor of Information Systems. As a tenure-track faculty member, you will teach information systems courses at the undergraduate and MBA levels.

The SOM provides an excellent environment for high quality research and teaching. We offer state-of-the-art facilities and a standard teaching load of four courses per academic year. The SOM is especially attractive to scholars with an interest in interdisciplinary research and teaching.

The B.S. in Global Business degree provides students with an opportunity to concentrate in information systems, marketing, financial management, human resource management, or international studies. A Bachelor's in Accountancy and Postbaccalaureate Certificate in Accountancy are also available. Quality MBA students are attracted to the on-campus evening MBA program, as well as off-campus MBA programs such as The Scottsdale MBA, those offered at local corporations, and the weekend, web-based MBA. MBA students have the opportunity to participate in a dual degree program with Thunderbird (The American Graduate School of International Management) that allows them to graduate with both an MBA and MIM. The baccalaureate and MBA programs are accredited by the AACSB, however the Accountancy Program has separate AACSB accounting accreditation.

As part of the multi-campus vision of Arizona State University, ASU West serves nearly 5,000 junior, senior and graduate students in its modern, growing campus in northwest Phoenix. The full-service campus features a large resource library, state-of-the-art computer-linked classrooms and labs, and a full array of student services.

ASU West faculty are expected to be interested in integrating teaching and scholarship, interdisciplinary collaboration (joint appointments are encouraged), establishing community partnerships, and demonstrating a commitment to the importance of diversity.

Required Qualifications: Doctorate in information systems or related field; evidence of teaching effectiveness in information systems commensurate with level of appointment; evidence of achievement in scholarship commensurate with level of appointment. **Desired**: Evidence of: MBA teaching experience, global/international focus in teaching and research or consulting, funded research, experience with consulting/industry, evidence of web-based or on-line teaching.

Deadline: September 30, 1999 or the 30th of every month until the position is filled.

Send: Two complete copies of a letter of interest, vita, names of three professional references, evidence of teaching and research performance and of meeting desired qualifications to: **IS Search Chair,**
ASU West School of Management,
P.O. Box 37100, MC 2451, Phoenix,
AZ 85069-7100
AA/EOE

ASU ARIZONA STATE UNIVERSITY WEST

PHYSICS INSTRUCTOR

Physical Science/History of Science

Eugene Lang College, a division of New School University seeks candidates for a full-time position starting Fall 2000 teaching Physical Sciences/Mathematics to a broad range of undergraduate non-science majors. All teaching is conducted in small sized classes using an interactive discussion format that incorporates historical, economic, political and cultural perspectives. All applicants must be engaged, innovating, and enthusiastic science educators and willing to develop and expand the natural sciences program. Computer technology and a small teaching lab are available for courses and summers are free for research. Ph.D in Physics or the History of Science required.

Review of applications will begin October 1, 1999 and will continue until the position is filled. Applications should include c.v., 3 letters of reference, 3 course descriptions, and a statement of teaching philosophy. Send to: Katayoun Chamany, Eugene Lang College, 65 West 11th Street, New York, NY 10011. Because we are committed to an educational environment reflective of the multi-cultural world in which we live, women and scholars of color are particularly encouraged to apply. AA/EOE

New School University

SDSU

Division of Student Affairs

San Diego State University seeks nominations and applications for the position of Associate Vice President, Enrollment Management. The Associate Vice President position demands a dynamic educational leader with strong administrative abilities, distinguished management record, skill in collaborative governance within a complex organization, and a clear record of effective commitment to and support of increased student academic excellence, and diversity. This management position, under the general direction of the Vice President for Student Affairs, is delegated the authority and responsibility to oversee and direct the enrollment-related operational functions of those Student Affairs departments involved in recruitment, admissions, and retention, including: the Offices of Admissions and Records, Student Outreach Services, the Educational Opportunity Program, Student Resource Center, Testing and International Student Affairs.

San Diego State University is the largest of twenty-three campuses in the California State University system with a diverse student population of over 30,000 and over 2,000 faculty. SDSU is currently designated a Doctoral University II by the Carnegie Foundation and anticipates meeting the criteria for Research University II status in the near future. Having just celebrated its centennial year, SDSU offers bachelor degrees in 76 areas, master's in 54 and the doctorate in 10. (Additional information about the University is available at **http://www.sdsu.edu**)

The Associate Vice President insures the management of the cross-divisional tasks necessary for carrying out the major components of the Provost's enrollment plan, to improve quality contact with students, to coordinate and implement enrollment management activities campus-wide, and to increase efficiency of operations. The incumbent has the authority and responsibility to monitor and evaluate the effectiveness of the overall enrollment management plan.

The successful candidate must demonstrate previous successful recruitment and enrollment management initiatives; possess excellent analytical abilities and significant operational and financial management experience; demonstrate strong written, oral, and interpersonal communication skills; demonstrate the ability to initiate and manage change; possesses a high commitment to quality student service; have the ability to plan, organize, and direct student services programs in a complex higher education environment; be skilled in the interpretation and application of complex laws, regulations, policies and procedures; and be able to establish and maintain cooperative working relationships with a variety of internal and external constituents. The incumbent must have the ability to assess and recommend policy alternatives, work well in a system of shared governance, and have experience with, awareness of, and sensitivity to the educational goals of a multi-cultural community. The successful candidate must possess a Master's degree. Doctorate preferred, with extensive experience in higher education student services administration as well as knowledge of enrollment management principles and practices; organizational development; personnel, fiscal and project management; technical and computer systems.

APPLICATIONS/NOMINATIONS: Nominations are welcome. Candidates may apply directly by sending a letter addressing qualifications and interest, resume, and names, current addresses and telephone numbers of five references. Review of applications will begin August 16, 1999 and will continue until the position is filled.

APPLICATION PROCEDURE: Mail or Fax materials to the **Office of the Vice President for Student Affairs, Search Committee for the Associate Vice President, Enrollment Management, San Diego State University, 5500 Campanile Dr., San Diego, CA 92182-7430; Fax: (619) 594-7089). TDD number (619) 594-8075.**

SDSU is an Equal Opportunity, Title IX Employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability.

CAREER ADVISORS FOR GRADUATE STUDENTS

Career and Placement Services at The University of Chicago seeks Career Advisors to collaborate with departmental and divisional staff to develop specialized panels and workshops and advise students on career paths within and outside academia. M.A. in arts and sciences required; Ph.D. preferred (any discipline); minimum 2 years in academic advising experience or comparable master's and doctoral experience; demonstrated understanding of career development issues as they relate to master's and doctoral students in the arts and sciences; junior faculty experience and experience in the business world strongly preferred. Send resume and cover letter, along with salary history to: **The University of Chicago, Employment Search, DPCA0707, 956 E. 58th St., Chicago, IL 60637**.

THE UNIVERSITY OF CHICAGO

An Affirmative Action/
Equal Opportunity Employer

THE LAKE
OUR LADY OF THE LAKE
UNIVERSITY

DIRECTOR OF ADMISSIONS/ ACADEMIC ADVISEMENT

Our Lady of the Lake University, with over 3600 students, of which 55 % are Hispanic, located in San Antonio, seeks qualified applicant to direct marketing, recruitment, and retention of undergraduate and graduate students. Supervises 12. Requires minimum of 3 years supervisory experience of recruitment and admissions in a university. Bachelor's degree required; Master's preferred.

DIRECTOR OF FINANCIAL AID

OLLU seeks qualified applicant to plan and lead the University's comprehensive financial aid program for 3 campus sites. Administers grants & ensures compliance with federal and state programs. Knowledge of computer systems essential. Supervises 8. Must have 3 years supervisory experience in a university setting. Requires Bachelor's Degree; Master's preferred.

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See Web Site at **www.ollusa.edu <http://www.ollusa.edu>** for full descriptions on both positions. Salary is commensurate with experience and qualifications. Excellent benefits. OLLU is committed to the Values of Catholic Higher Education, and is an Equal Opportunity Employer. The University is committed to Diversity and strongly encourages applications from women and minorities. **FAX resumes to (210) 431-4073.**

Search Reopened

DEAN
COLLEGE OF ARTS AND SCIENCE

RESPONSIBILITIES: The Dean is responsible for the academic leadership of the College including but not limited to academic planning, enhancement of programs and curriculum, accreditation, recruitment of faculty, faculty development and evaluation, student recruitment, advising and placement, improvement of physical facilities and equipment, and allocation of resources. The Dean is responsible for fundraising, for fostering diversity, and support of university-wide goals.

QUALIFICATIONS: Miami University will consider candidates who have demonstrated excellence in leadership in either an academic or professional setting. Candidates must be able to provide evidence of ability to relate well to students, faculty, staff and alumni, and to the leadership of the larger community. Desirable qualifications include earned doctorate in one of the disciplines represented in the College, excellence in teaching, excellence in scholarship or creative activities, demonstrated commitment to diversity, significant administrative experience and proven ability to attract external support. Successful candidate must qualify for appointment at rank of Professor in one of the departments in the College.

COLLEGE OF ARTS AND SCIENCE: The College has over 400 FTE faculty and more than 100 staff organized into 20 departments and several interdisciplinary programs on the Oxford Campus. There are 60 additional FTE faculty assigned to nearby regional campuses in Hamilton and Middletown, Ohio. The College enrolls approximately 5,700 undergraduate majors and 700 graduate students and is the largest of the University's six instructional divisions. Graduate degrees are awarded in most departments and eight departments offer the Ph.D. All departments and programs are on a six-year program review cycle. The College supports major research facilities and instrumentation, museums, and an environmental research center. The Dean of the College reports directly to the Provost.

APPLICATION: Applications should include a letter of application and a resume addressing the qualifications stated above. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number(s), if available. Please also provide five references whom the committee may choose to contact. All nominations and applications should be sent to:

Prof. Karen K. Shaffer
Secretary of the University
101 Roudebush Hall
Miami University
Oxford, Ohio 45056
Phone: (513) 529-3610; FAX (513) 529-1737

To ensure full consideration, applications should be received by October 1, 1999. The search will remain open until a well-qualified appointee is identified. The starting date is negotiable. Miami University offers equal opportunity in employment and education. For more information, visit our Home Page: **http://www.muohio.edu**

MIAMI
MIAMI UNIVERSITY

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

FACULTY POSITIONS IN MANAGEMENT

A tenure-track, Assistant or Associate Professor position in the Management and Marketing Department is anticipated to be available for fall, 2000. Rank and salary dependent on qualifications. We are looking for faculty with expertise in one or more of the following areas:

1. General Management/Principles;
2. Small Business/Entrepreneurship;
3. Business Policy and Strategy.

Both AACSB and NASPAA accredit the School of Business and Public Administration's programs. Candidates shall hold an appropriate doctorate from an AACSB accredited university. ABD will be considered if completion date is prior to beginning of appointment. The successful candidate will have university teaching experience and a commitment to research. Interest in distance learning is encouraged. Duties will include teaching, scholarly activities, as well as department, university and community service. To apply, send a letter, your resume, and names and addresses of three references to the address below. For earliest consideration complete applications should be received by October 15, 1999. Position will remain open until filled.

Dr. Curt Stiles
Chair, Management and Marketing Department
School of Business and Public Administration
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

CSUB is an EEO/AA employer. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

Environmental

CSU Cleveland State University

Visiting Research Director

The Center for Environmental Science, Technology and Policy (CESTP) at Cleveland State University is seeking applicants for the position of Visiting Research Director/Visiting Professor for a term of one year to eighteen months. ***The position is not guaranteed at this point and is contingent on identification of funding from existing budgets.*** This individual would be responsible for bringing together research teams and producing successful proposals for significant research funding in one or two focused areas. The areas under consideration include, but are not limited to, Brownfield remediation, urban revitalization and sustainability, urban ecology, environmental education (K-12), environmental health and toxicology, urban environmental planning and environmental risk assessment. A major portion of the responsibilities of this individual will be to bring researchers together and lead larger teams. As such, it is an excellent opportunity for an experienced academic or researcher who would like to explore the possibilities of moving more into administration. **MINIMUM REQUIREMENTS:** Ph.D. in any environmental field, tenure granted at a 4-year institution, a record of publication in peer-reviewed journals and a track record of attracting research funds in at least one focus area. The successful applicant must have excellent oral and written communication skills. **PREFERRED QUALIFICATIONS:** Experience leading large, interdisciplinary research teams and knowledge of and some experience in environmental policy at the national level.

Applicants should send a resume and letter of interest to: **Mark A. Tumeo, Director, CESTP, Cleveland State University, 1899 E. 22nd St., MC-219, Cleveland, Ohio 44114. APPLICATION DEADLINE:** Open until filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

TVI COMMUNITY COLLEGE

Albuquerque Technical Vocational Institute

VICE PRESIDENT FOR INSTRUCTION

The Albuquerque Technical Vocational Institute (TVI), New Mexico's largest and most comprehensive community college, is seeking a dynamic, creative and sensitive educational leader to serve as its chief instructional officer.

TVI is a North Central-accredited institution with an enrollment of 23,000 (16,000 credit students) at four metro-area campuses. The student body represents the district's ethnic diversity: Anglo 46%, Hispanic 37%, Native American 5%, Black 3% and Asian 2%. The budget is $93.7 million.

The Vice President for Instruction reports to and works with the president to assure that TVI meets the Governing Board's mission of promoting and providing higher education, skill development and workforce training programs relevant to contemporary needs within the district and the state. The Vice President leads an instructional team that includes 750 full- and part-time faculty to sustain TVI's position as a progressive community college where students achieve goals and meet change.

Requirements for the position include:

- earned doctorate in education, administration or other appropriate discipline
- minimum of seven years of progressively responsible experience in higher education instructional administration, three years of which must be recent experience with a community or technical college
- teaching experience, preferably at a community or technical college
- demonstrated expertise in curriculum design—vocational, adult basic education, developmental studies and liberal arts
- experience in planning and budgeting as well as in assessing academic personnel and programs
- proven commitment to multi-culturalism and gender equity
- experience in implementing faculty development and appraisal programs
- commitment to forging educational and business partnerships to meet the learning needs of the community
- excellent communication and interpersonal skills

The following qualifications are preferred:

- demonstrated commitment to innovative learning and teaching, including the use of technology
- administrative experience in a unionized environment, particularly with a unionized faculty
- administrative experience in a multi-campus-college environment

Minimum salary is $100,000; negotiable, depending on qualifications. Application deadline is September 20, 1999. Anticipated start date is January 3, 2000.

Candidates should submit a detailed resume, cover letter (not to exceed five pages) which specifically addresses the qualifications sought, plus the names, titles, institutions, and business and home telephone numbers of five references to: Annette Chavez y de la Cruz, Human Resources Department, Albuquerque Technical Vocational Institute, 525 Buena Vista Dr. SE, Albuquerque, New Mexico 87106-4096; phone: 505-224-4600; fax: 505-224-4611; web site: http://www.tvi.cc.nm.us

Inquiries about the position should be directed to Therese G. Pauly, The Pauly Group, 2925 S. Meadowbrook Road, Suite B, Springfield, IL 62707; phone 217-241-5400, fax 217-241-5401, http://www.paulygroup.com

TVI is an equal opportunity institution.
Minorities and women are encouraged to apply.

FULLERTON

DIRECTOR OF INTERNAL AUDIT

POSITION SUMMARY

Reporting to the University President, the Director of Internal Audit is responsible for planning, implementing, and administering a comprehensive University internal audit program. Major responsibilities include:

1) Create, manage and provide oversight to an internal audit program at CSUF performed in conformity with the "Standards for Professional Practice of Internal Auditing" as published by the Institute of Internal Auditors. **2)** Act as liaison for audits conducted by external auditors, including auditors from the offices of the State Controller, State Auditor, CSU Chancellor's office (University Auditor), other governmental agencies, and external auditors (GAAP auditors). Assist University personnel in responding to external audit reports, and coordinate follow-up resolutions. **3)** In consultation with University administration and the Audit Committee, perform a periodic risk assessment of University internal controls and operations. Develop appropriate annual and long-range work plans for the Internal Audit department. **4)** Plan and execute audits which determine the effectiveness of accounting controls, integrity of financial records and soundness of business operating practices. **5)** Analyze and evaluate audit results. Audit findings are to include recommendations to resolve internal financial system control weaknesses, improving operations and maximizing revenues and reducing cost. **6)** Provide written and verbal communication, as appropriate, of audit findings and recommendation to various levels of management, including the President and other administrators. Provide appropriate communications to the Audit Committee. **7)** Review audit conclusions with the President and other senior administrators as appropriate. **8)** Review auditee implementation plans for effectiveness and efficiency. Provide appropriate follow-up assistance in implementation. Verify resolutions. **9)** Provide counsel to management regarding audits, internal controls, business systems, tax issues, and other accounting and financial issues. **10)** Perform fraud investigations. **11)** Serve on the President's Administrative Board.

QUALIFICATIONS

Bachelor's degree from an accredited four-year college or university is required. Possession of an appropriate advanced degree is preferred. Possession of either a valid certificate as a Certified Public Accountant or a certificate as a Certified Internal Auditor issued by the Institute of Internal Auditors (obtained by written examination). Minimum of five years of relevant professional experience with increasing responsibility in auditing management systems, which has included: developing, coordinating and managing internal audits; and analyzing, reviewing, evaluating, and developing management and financial procedures.

Additional Knowledge, Skills, and Abilities required for this position:

- Knowledge of the principals and practices of internal auditing (as included in the Standards for the Professional Practices of Internal Auditing adopted by the Institute of Internal Auditors). Ability to plan audits, including conducting surveys, developing audit objectives and writing audit programs. Experience in organizational risk assessment and development of an overall audit plan for the organization. Demonstrated ability to apply principles and practices of internal auditing and to manage an internal audit function in a complex organization.
- Knowledge of governmental accounting standards (GASB) and accounting standards for not-for-profit organizations (FASB)
- Knowledge of internal control systems. Experience in evaluating internal control systems and providing recommendations for improvements.
- Ability to acquire quickly knowledge of applicable federal and state laws as well as policies and directives of the CSU Office of the Chancellor
- Knowledge of modern accounting systems software, including familiarity with current auditing software packages; demonstrated personal computer skills using spreadsheet and word processing packages
- Ability to plan, organize, and direct the work of others, and to establish effective working relationships
- Ability to communicate effectively, both orally and in writing and to interact successfully with administrators, constituents, and employees at all levels
- Knowledge of data information security practices is highly desirable
- Experience in general business consulting. Ability to review and analyze business systems and procedures to provide recommendations and alternatives for stronger internal controls, revenue enhancements, cost cutting, system improvements, etc.
- Experience in investigations of financial fraud and asset misappropriation. Knowledge of investigative theory and methods
- General Knowledge of tax issues affecting governmental and not-for-profit institutions

APPOINTMENT INFORMATION

Salary and benefits are competitive and are commensurate with experience and qualifications.

APPLICATION PROCEDURE

To ensure full consideration, applications must be postmarked by ***September 15, 1999***. Applications must include a letter of intent summarizing qualifications and relevant experience, a current resume and contact information for five references. Application should be sent to: **Dr. Willie Hagan, Chair, Search Committee for Director of Internal Audit - LH-900 - California State University, Fullerton - P.O. Box 6810 - Fullerton, California 92834-6810**

California State University, Fullerton is an Affirmative Action/Equal Opportunity Title IX, ADA Employer

CSU Cleveland State University

Vice President for University Relations and Development and Executive Director of the CSU Foundation

Cleveland State University invites nominations and applications for the position of Vice President of University Relations and Development and Executive Director of the CSU Foundation. This officer, reporting directly to the President and serving on the President's Senior Staff, is primarily responsible for institutional advancement and for implementing policies and guidelines for fundraising and university relations matters. Responsibilities include the cultivation, solicitation and stewardship of major donors, and the design, coordination, and fiscal oversight of fundraising and public relations initiatives. Development, Publications, Graphics, Public Relations, and Alumni Relations report to the Vice President. The University seeks a seasoned individual who understands the culture of the community, its institutions and traditions; the core mission, financial needs and priorities of the university; and who can function effectively as part of a management team.

Requires bachelor's degree, minimum of eight years of progressively responsible experience with an established record of success and accomplishment in directing annual and planned giving programs, comprehensive campaigns and major gift solicitations, building and maintaining relationships with foundation board members and supporting activities related to marketing plans. Strong organizational, communication, supervisory and interpersonal skills are required along with a team-based approach to work. Graduate degree and higher education experience preferred.

Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 800 faculty and more than 1,200 staff. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live.

Applications should include a letter of interest, *curriculum vitae* and the names, addresses (including e-mail) and phone numbers of three references. Send nominations and applications to: **Ms. Christine Jackson, Chair, Vice President Search Committee c/o Office of the President, Cleveland State University, Cleveland, OH 44115.** Deadline for applications is September 15, 1999. Salary is commensurate with experience. The position will be available November 1, 1999. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

VACANCY ANNOUNCEMENT

Search Extended

New Jersey City University is a culturally diverse public urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

COLLEGE OF EDUCATION-Yiping Wan, Ph.D., Dean

Assistant Dean

Assists Dean in the management of the College by aiding in the determination and formulation of policies and providing overall direction for the College. Assists in planning, directing, and coordinating instructional programs, faculty development activities, research, and overseeing grants.

Qualifications: an earned Doctorate in Education; demonstrated excellence in teaching, scholarship and professional service, direct involvement in K-12 educational settings and in the pre-service and in-service preparation of teachers; knowledge of current reform efforts in teacher education; experience in academic program development, enrollment management, distance learning and educational technology, and effective interpersonal, verbal, and written communication.

Cut off date for Applications: September 30, 1999

NEW JERSEY
CITY
UNIVERSITY

New Jersey City University
2039 Kennedy Blvd., Jersey City, NJ 07305

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates

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Director, Division of Neuroscience and Basic Behavioral Science
National Institute of Mental Health
National Institutes of Health

The National Institute of Mental Health (NIMH) is seeking applications for the position of **DIRECTOR, DIVISION OF NEUROSCIENCE AND BASIC BEHAVIORAL SCIENCE**, a major component of the Extramural Program.

The Director of the Division of Neuroscience and Basic Behavioral Science (DNBBS) will provide leadership in the overall scientific administration of a comprehensive extramural research program in mental health; stimulate the expansion of resources for mental health research both nationally and internationally; and actively participate in determining program priorities and funding levels. The Director, DNBBS, will oversee a budget of approximately $250 million per year and a staff of 50 employees.

As Director, DNBBS, the incumbent will be responsible for the development, direction, coordination and evaluation of grant programs and activities of the Division. The Division supports a wide range of basic and clinical neuroscience research, genetics and therapeutics research, basic behavioral research, research training, resource development, and research dissemination, to further understand the etiology, treatment and prevention of brain disorders.

The ideal candidate should possess: leadership and management experience in a basic, clinical, or behavioral research program of national standing; a M.D. or Ph.D. degree in Psychiatry, Psychology, Neuroscience, Psychobiology, or related field (or equivalent training); extensive knowledge of and experience in the neurosciences, behavioral sciences, or psychobiology and their relationship to mental illness and related brain disorders. Applicants should provide written documentation of how they meet the following requirements: 1) Knowledge and ability to lead a scientific program of national and international scope involving neuroscience and basic behavioral science; 2) Ability to provide leadership/management and vision to a large multi-disciplinary research program of national scope and complexity with extensive managerial and executive level responsibilities.

This position is located in the Headquarters of NIMH in Bethesda, Maryland, and is a tenured/permanent position in the Senior Executive Service (SES). Annual salary range is $110,351 to $125,900 per annum, depending on qualifications. Physicians may be eligible for a Physicians Comparability Allowance of up to $20,000 per year. A recruitment bonus of up to 25% may be available to a non-Federal candidate selected for this position OR a relocation bonus of up to 25% may be available to a permanent Federal employee who must relocate to accept this position, subject to individual approval. The full range of generous Federal benefits, retirement, and vacation are included.

HOW TO APPLY: Applicants must submit a curriculum vitae, resume, Application for Federal Employment, OF-612, or any other equivalent written format that address the requirements AND a bibliography. Application procedures and qualification requirements may be accessed on the NIH Web site at: **http://www1.od.nih.gov/ohrm/hrinfo/ses/vacancy**.

SEND APPLICATIONS TO: Ms. Margot Darby, NIMH Personnel Management Branch, 6001 Executive Boulevard, Room 8154, MSC 9661, Bethesda, Maryland 20892-9661 (domestic U.S. Mail); OR Rockville, Maryland 20852 (FedEx, UPS, etc.). Applications will also be accepted via e-mail and may be sent to **mdarby@mail.nih.gov.** If you need further information about this position you may contact Ms. Darby at 301-443-9094.

Selection for this position will be based solely on merit, with no discrimination for non-merit reasons such as race, color, religion, gender, national origin, political affiliation, marital status, disability, age, sexual orientation or membership or non-membership in an employee organization.

APPLICATIONS WILL BE ACCEPTED THROUGH SEPTEMBER 30, 1999.

NIH is an Equal Opportunity Employer

ONONDAGA
COMMUNITY
COLLEGE

DIRECTOR
Institutional Research and Planning

The Office of the Vice President of Administrative Services and Finance invites applications for Director of Institutional Research and Planning.

Under the general direction of the Vice President, The Director manages the Office of Institutional Research and Planning and is responsible for coordinating support for decision making for the President and Vice Presidents through research, policy analysis, and planning assistance.

TYPICAL ACTIVITIES INCLUDE:

- Submission of official statistics to the State University of New York.
- Provides leadership in the coordination or preparation of analytical studies and special projects requiring an institutional-wide perspective.
- Assists in the development and coordination of budget materials.
- Acts as College liaison with Middle States Association of Colleges and Schools.
- Serves in a policy advising capacity to the President's cabinet;
- Serves on various college-wide committees.

MINIMUM QUALIFICATIONS: Master's degree with progressive work experience required in statistical and analytical research; strategic planning and computing systems, including experience in the design, conduct and supervision of research projects and analytical studies; experience with computer applications (such as SPSS, SAS, Microsoft products) demonstrated expertise in research design, survey methods, descriptive and inferential statistics; institutional research for administration in higher education preferred; experience in some of the following areas is highly desirable: planning policy development and analysis and program evaluation; excellent written and verbal communication skills, including technical writing, are essential; excellent organizational and interpersonal skills are essential; coordination of research activity and special projects requires the Director to work cooperatively with administrators and faculty in conceptualization, strategy development, and implementation of projects.

SALARY: Negotiable

APPLICATION REVIEW: Begins August 31,1999 and will continue until the position is filled.

TO APPLY: Interested candidates should submit a cover letter, resume, and the telephone numbers of three (3) references to the **Office of Human Resources, Room #114, Service and Maintenance Building, Onondaga Community College, 4941 Onondaga Road, Syracuse, NY 13215-2099** (attn: Director of Institutional Research and Planning search).

OCC is an Affirmative Action/Equal Opportunity employer. Women, people of color, individuals with a disability, veterans, and other protected class members are urged to apply.

RESEARCH ASSOCIATE:
CENTER FOR PUERTO RICAN STUDIES

DUTIES: The Research Associate will be required to focus work in any one of the following areas: (1) political economy with specific relation to the Puerto Rican labor migration experience, (2) health, education, social welfare, criminal justice and other issues of relevance to Puerto Ricans in mainland communities. The Research Associate's work will contribute to fulfilling the Center's short and long range research agenda goals. He/she will be a full-time member of the Center's Researchers Group. QUALIFICATIONS: Ph.D required at time of appointment and demonstrated research ability. Bilingual (Spanish/English language skills) highly recommended and fundraising experience desirable. SALARY: $27,575 to mid $50's based on qualifications and experience. Availability: 1/1/00. Non-tenure track position. Employment is from year to year up to a maximum of 2-3 years, depending upon financial availability. No regular teaching responsibilities will be assigned. SEND COVER LETTER AND RESUME BY October 15, 1999 TO: Jose deJesus, Center for Puerto Rican Studies, Hunter College, 695 Park Avenue, New York, NY 10021.

Hunter College is an Affirmative Action/Equal Opportunity/Americans with Disabilities Act Employer. Minorities, Women, Disabled persons, and veterans are encouraged to apply for this positions.

HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

UMASS
University of Massachusetts

DIRECTOR, MINORITY ENGINEERING PROGRAM
COLLEGE OF ENGINEERING

The College is seeking a dynamic individual for the position of Director of the Minority Engineering Program (MEP). The Director is responsible for a program that identifies, recruits, retains, and graduates traditionally underrepresented minority students in the field of engineering (African American, Cape Verdean, Hispanic, and Native American). **Duties include:** administering summer programs, one for pre-college high school students and the other a bridge program for incoming first year students; administering and developing a mentor program; working with the College development office to develop strategies to raise funds for support of the program; and working with the program's industrial advisory board. **Minimum Qualifications:** Bachelor's degree required with MS preferred. 4-6 years of increasingly responsible experience in administration of student programs at the college level, including recruitment and retention programs for minority students; ability to relate to students in counseling situations; computer literate; excellent oral and written communication skills; demonstrated managerial leadership skills; experience with fundraising or proposal writing preferred; travel and some evening and weekend work. **Salary Hiring Range:** $39,000-$48,800. **Normal Starting Range:** $39,000-$43,900. Submit cover letter, resume, and the names, addresses, and phone numbers of three references by September 21, 1999 to **Search R09143, Employment Office, 167 Whitmore Administration Building, University of Massachusetts, Amherst MA 01003-8170.**

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employee. Women and members of minority groups are encouraged to apply.

ST.LAWRENCE
UNIVERSITY

FACULTY POSITIONS IN GLOBAL STUDIES

St. Lawrence University, a liberal arts college with a strong record in international and interdisciplinary studies, is launching its program in Global Studies with five new tenure-track faculty positions. We anticipate hiring at the assistant level, but exceptional candidates at the associate level will be considered. A completed Ph.D. by the time of appointment is expected. Applicants may have degrees in the arts, humanities, natural sciences, or social sciences. Candidates must present evidence of excellence in teaching. Teaching load is three courses per semester. The new faculty will work together with current Global Studies faculty to create and teach core courses in Global Studies. As comparativists, they will be expected to support and build bridges between area studies programs, including African Studies, Asian Studies, Canadian Studies, Caribbean and Latin American Studies, European Studies, Native American Studies, and a nascent program in United States Studies. Applications are encouraged from people who enjoy working at the boundaries of disciplines, area studies, and interdisciplinary studies.

Global Studies is a cross-divisional, interdisciplinary program drawing its depth from area studies and its theory and methods from political economy, cultural studies, and the sciences. The major includes core courses in global processes, intercultural studies, comparative methods, cultural studies, theories of political economy, and a senior seminar which will ask students to complete a comparative research project on their two areas of concentration.

SUCCESSFUL CANDIDATES MUST HAVE

- Expertise in one or more cultures or geographic regions
- Relevant language competence and/or expertise in Geographic Information Systems (GIS)
- Familiarity with the theoretical debates surrounding area, global, development, or post-colonial studies
- Significant experience in comparative analysis

The Search Committee will begin to review applications on October 1. **TO APPLY,** candidates should send a detailed letter of application explaining their qualifications for and interest in the position, with particular attention to teaching in an interdisciplinary program at a liberal arts college. Candidates should also include a cv and three letters of reference. Applications should be addressed to **Eve W. Stoddard, Chair, Global Studies Search Committee, Center for International and Intercultural Studies, St. Lawrence University, Canton, NY 13617 U.S.A. esto@ccmaillink.stlawu.edu FAX: 315-229-5989**

St. Lawrence University is an independent, private, non-denominational university firmly committed to undergraduate liberal arts education and cross-cultural opportunities. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada in Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities. The University offers a unique learning environment with 160 faculty providing 31 majors, 30 minors, and numerous interdepartmental programs, including a nationally recognized First Year Program.

SLU is an AA/EEO employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

http://www.stlawu.edu

VICE PRESIDENT FOR STUDENT AFFAIRS

Community College of Philadelphia

Community College of Philadelphia invites applications and nominations for the position of Vice President for Student Affairs. Founded in 1965, the College enrolls more than 18,500 FTEs with an annual budget of approximately $79,000,000. The Community College of Philadelphia is seeking a highly qualified, experienced administrator to assume responsibility for all student services, including:

- **Counseling**
- **Admissions**
- **Financial Aid**
- **Records and Registration**
- **Intercollegiate athletics**
- **Extra and co-curricular programs**
- **Career planning and placement**
- **Testing and assessment**
- **Student health**
- **Adult and International Student programs**

The successful candidate must be results-oriented and demonstrate strong initiative and student advocacy. The job is demanding, challenging and requires forceful leadership and effective management skills in a complex organization. Other personal qualifications include vision, creativity, a collaborative style, strong interpersonal skills, and a commitment to a diverse campus environment. A doctorate is preferred; master's degree required. Community college experience is strongly preferred.

The position is available on or after January 1, 2000. A highly competitive salary and a complete fringe benefits package are offered. In making application, candidate must be responsive to the listed experience and requirements shown above. Interested candidates should forward their resume, three letters of recommendation and letter of application including salary history, postmarked by September 15, 1999, to:

Community College
of Philadelphia

Chair, Search Committee
Vice President for Student Affairs
c/o Human Resources Office
Community College
of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Applications will be accepted until position is filled.

As an affirmative action/equal opportunity employer, Community College of Philadelphia eagerly encourages applications from women and minority candidates.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Community College of Philadelphia

Community College of Philadelphia invites applications and nominations for the position of Vice President for Academic Affairs. Founded in 1965, the College enrolls more than 18,500 FTEs with an annual budget of approximately $79,000,000. The Vice President for Academic Affairs is the College's senior academic officer and has responsibility for academic leadership in a unionized environment, fiscal management and supervision of all academic operations of the College.

The successful applicant should demonstrate ability to provide leadership in the following areas:

- **Curriculum development**
- **Innovative pedagogy**
- **Instructional technology and distance-learning strategies**
- **Academic planning**
- **Budget planning and management**
- **Policy development**
- **Management and development of a large professional/ non-professional staff**
- **Information and management system utilization**
- **Facilities development**
- **Partnerships with schools and community organizations**
- **Business and industry programming**

Personal qualifications include vision, creativity, a collaborative style, strong leadership and interpersonal skills, and a commitment to a diverse campus environment. An earned doctorate and community college or university teaching experience are required.

The position is available on or after January 1, 2000. A highly competitive salary and a complete fringe benefits package are offered. In making application, candidates must be responsive to the listed experience and requirements shown above. Interested candidates should forward their resume, three letters of recommendation, and letter of application including salary history, postmarked by September 15, 1999, to:

Community College
of Philadelphia

Chair, Search Committee
Vice President for Academic Affairs
c/o Human Resources Office
Community College
of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Applications will be accepted until position is filled.

As an affirmative action/equal opportunity employer, Community College of Philadelphia eagerly encourages applications from women and minority candidates.

University of Illinois at Urbana-Champaign

The Department of Sociology, University of Illinois at Urbana-Champaign, seeks a full-time, tenure-track faculty member with an ability to teach **social theory**. In exceptional cases, we well consider a tenured appointment. Substantive field is open, although we prefer someone who can augment our programmatic strengths in race and inequality, comparative and transnational studies, or environmental/science studies. A Ph.D. in Sociology is required. The appointment will begin August 21, 2000. Salary will be dependent upon credentials. Please send a cover letter, CV, copies of major publications, and three letters of reference to: **John Lie, Social Theory Search, Department of Sociology, UIUC, 702 S. Wright St., Urbana, IL 61801 (Telephone 217-333-1950; FAX 217-333-5225)**. For full consideration, applications must be received by October 15, 1999. The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

EDITOR FOR PHILOSOPHY AND PUBLIC POLICY RESEARCH INSTITUTE

First-rate writing and editing skills essential. B.A. required, graduate training in humanities or social sciences desirable. Responsibilities include writing, editing, and soliciting articles for quarterly report, and handling all phases of its production, assisting in preparation of grant proposals, books, and articles, helping make scholarly work available to wider public. **Apply to Carroll Linkins, 3111 Van Munching Hall, University of Maryland, College Park, MD 20742** by October 30 for assured consideration.

The University of Maryland is an EEO/AA employer and encourages applications from women and minorities.

UNIVERSITY OF
MARYLAND

University of Rhode Island

ASSISTANT PROFESSOR, SPANISH

Ph.D. in 19th century peninsular Spanish literature required with a preference for some background in 19th century Latin American literature. The following are also required: native or near-native fluency in Spanish; evidence of strong teaching skills, research potential, exposure and commitment to interdisciplinary work and cross-cultural studies. This is a tenure-track position beginning in the fall of 2000. Submit a resume, cover letter and three letters of recommendation by 9-30-99 to: **Joseph Morello, Search Committee Chair, (Log # 021371-0), University of Rhode Island, P.O. Box G, Kingston, RI 02881.** The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. Persons from under-represented groups are encouraged to apply.

BEST COPY AVAILABLE

CSU Cleveland State University

Director of Auxiliary Services

Cleveland State University invites applications and nominations for a Director of Auxiliary Services who is responsible for directing operations of food services, bookstore, parking, campus housing, a 12,000 seat multipurpose arena and a campus smart-card program. Reporting to the Vice President for Finance and Administration, the Director has responsibility for developing annual budgets, goals and performance measures for each auxiliary operation that contributes to the quality of campus life. Requires bachelor's degree; minimum of eight years of progressively responsible management experience in a related, complex, self-supporting or for-profit environment; track record of cost effective financial management; commitment to excellent customer service; ability to work at all levels with administrators and other employees in a diverse university community; skill in resolution of complex issues; prior experience in contract development and negotiation; strong leadership skills including a team-based approach to work; excellent interpersonal skills; proficiency in database, spreadsheet and word processing software; and good analytical skills. Master's degree and university auxiliary operations experience preferred.

Cleveland State University is a large, public, comprehensive urban university serving Cleveland and the Northeast Ohio region and enrolling approximately 16,500 students in six academic colleges. The greater Cleveland area with a population approximating two million offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

Salary in mid/high $70s. Interested applicants should submit a resume, letter of application and three references by September 27, 1999, to: **Director of Auxiliary Services Search Committee, CSU, Rhodes Tower Room 1204, 1983 East 24th Street, Cleveland, OH 44114-2440.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

OHSU

Where Healing, Teaching and Discovery Come Together

Director of Multicultural Programs

Oregon Health Sciences University

OHSU seeks a visionary leader to undertake a creative and unique opportunity in the Pacific Northwest. Reporting directly to the Provost, the Director for Multicultural Programs will help the institution reach its goals for diversity, including helping to ensure the success and retention of multicultural students, faculty and staff. This position will have primary responsibility for the development, administration, and coordination of the University's multicultural student recruitment and retention programs. The Director will also participate in the efforts of academic and administrative units in the recruitment of a diverse faculty and staff.

Candidates should possess at least 5 years of direct experience working in the area of Multicultural/Minority Affairs, a doctoral degree or combination of formal education and experience equivalent to at least a masters degree, strong communication skills including strong grant writing capabilities, and the ability to marshal both institutional and community support to help ensure the success of students, faculty and staff. Salary and benefits depend upon educational background and experience. An academic appointment at an appropriate rank at OHSU is possible with appropriate qualifications.

Review of applications will begin September 30, 1999. The position will remain open until filled. Nominations and applications (including a resume curriculum vitae and a letter of intent) should be sent to **Office of Multicultural Programs: Attention Pattric Parris, L601, 3181 S.W. Sam Jackson Park Road, Portland, OR 97201-3098. (503) 494-1125.**

OHSU is an Equal Opportunities/Affirmative Action employer. Minorities, women and individuals from other protected classes are strongly encouraged to apply.

View our website for a more complete job announcement.
http://www.ohsu.edu/hr/

FLORIDA GULF COAST UNIVERSITY

COLLEGE OF BUSINESS

FGCU is located between Ft. Myers and Naples, Florida. It is the state's tenth public university. The College of Business is committed to implementing, supporting and rewarding new and innovative approaches to business learning. Successful candidates will be part of a team environment and the creation of undergraduate and graduate academic programs in the appropriate discipline and related areas.

ACCOUNTING, Pos. # 11252. Deadline 9/30/99. Requires: Earned Doctorate or ABD with doctorate expected January 2000 from an accredited institution, successful experience in teaching undergraduate and graduate accounting and finance related courses appropriate to academic rank. 9-month multi-year appointment basis at an Asst/Assoc Professor rank. Available January 2000.

COMPUTER INFORMATION SYSTEMS. Pos. #10159. Deadline 1/15/2000. Requires: Earned Doct or ABD w/Doct expected Summer 2000 from accredited institution, successful exp in teaching undergraduate/graduate information systems, programming, telecommunications, and/or networking courses. 9-mo multi-year appmt basis at Asst/Assoc Professor rank. Available August 2000.

APPLICATION PROCESS: To apply submit **two** packages (one original and one photocopy) for each position. Each package must include a letter of interest, curriculum vita, and list of five references postmarked by the deadline date for the position. Additional information about the above positions can be obtained by calling our 24-hr jobline at **941-590-1111** or visiting our website at **http://admin.fgcu.edu/hr/index.html.** Mail materials to **FGCU, HR Dept. Pos. # (state the position # for which you are applying), 10501 FGCU Blvd. South, Ft. Myers, FL., 33965-6565.**

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution
which has a commitment to cultural, racial, and ethnic communities
and encourages women and minorities to apply.
It is expected that successful candidates share in this commitment.

FOOTHILL COLLEGE

Vice President

Student Development & Instruction

Foothill College, located in the San Francisco Bay Area, is a community college serving a student body of approximately 15,000. Foothill College is exceptional, diverse, multicultural and exciting.

Currently, Foothill College is accepting applications for the position of Vice President, Student Development and Instruction.

The Vice President provides vision and administrative leadership for student services in several areas: (1) student support services including counseling, matriculation, admissions and records, and financial aid; (2) Student Activities/Government and Judicial Affairs; (3) high school relations, student outreach, and recruitment; and (4) student retention and success/equity.

For application materials, contact:

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

First Review Date: September 10, 1999

George Mason University

GEORGE MASON UNIVERSITY LIBRARIES LIBRARIAN POSITIONS

ARLINGTON CAMPUS
Reference and Instruction Librarian
(2 Positions-Social Sciences, Technology concentrations preferred)

FAIRFAX CAMPUS, FENWICK LIBRARY
Humanities Reference/Liaison Librarian
Performing and Fine Arts Reference/Liaison Librarian
Science Reference/Liaison Librarian

FAIRFAX CAMPUS, JOHNSON CENTER LIBRARY
Reference and Instruction Librarian
(Science/Technology concentration preferred)

QUALIFICATIONS: All positions require an ALA-accredited MLS degree; advanced graduate degree in relevant subject area highly desirable. Other specific requirements for each of the positions are available by visiting "Employment Opportunities" on the GMU Libraries' Website: **http://library.gmu.edu/.**

APPOINTMENT/BENEFITS: 12 month administrative faculty appointment. Salary: commensurate with qualifications and experience- $34,000 minimum. Excellent benefits: health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waiver for self.

THE UNIVERSITY: George Mason University is a doctoral-level, state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William Counties, with an enrollment of more than 24,000 students and 1,300 faculty. The University Libraries is an active participant in VIVA-the Virtual Library of Virginia Project, the Washington Research Library Consortium, the Association of Southeaster Research Libraries, and is an associate member of the Center for Research Libraries. For more information about the University and its libraries visit: **http://www.gmu.edu**

APPLICATION: Review of applications will begin on September 20, 1999. Send letter of application, resume, and names, addresses (including e-mail), and phone numbers of three current references to:

Chair, <Position Title> Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

AA/EEO

TEACHING-CIS TENURE TRACK

Bryant College in Smithfield, RI, located 15 minutes from Providence and one hour from Boston, seeks two Assistant Professor level positions in Computer Information Systems. Ph.D in CIS/MIS/CS, or ABD close to completion, teaching experience and a demonstrated record of continuing publications in refereed journals required.

Ranked among the top three national business specialty schools by *US News and World Report*, Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. Letters of interest indicating position applied for, and a curriculum vita should be sent to the **Human Resources Office-H, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917-1284 or e-mail to Dr. Hal Records, Chair, CIS Dept. at hrecords@bryant.edu.**

Excellent benefits, and AACSB-competitive salaries.

Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty.

Olivet College

Resident Educator

LISTING: Seeking a mature, energetic, creative professional who is willing to work as part of a team to build viable living-learning centers. This team collaborates with the entire campus community to craft innovative approaches to residence life and residence education. This permanent position is designed to provide essential services and multiple learning opportunities that help integrate all aspects of the curriculum.

Required: Master's degree in a student affairs related discipline, experience in residence life on a college or university campus, a strong desire to work as a live-in Resident Educator, and a strong commitment to the values of Olivet College. Position includes voting privileges as a member of the faculty, and an opportunity to teach one course each semester in the Olivet Plan. Starting date is September 1, 1999 or sooner, if possible. Salary and benefits are very competitive.

To apply, please send a letter of interest and a resume to:

Olivet College
c/o Kevin Rabineau
Dean of Community Life
208 Mott Hall
Olivet, Michigan 49076
Fax (616) 749-7178
E-mail krabineau@olivetnet.edu

Olivet College is an equal opportunity employer, and does take affirmative steps to employ women and minorities.
Education for Individual and Social Responsibility

UWM
UNIVERSITY of WISCONSIN
MILWAUKEE

VICE CHANCELLOR FOR ACADEMIC AFFAIRS AND PROVOST

The University of Wisconsin-Milwaukee invites nominations and applications for the position of Vice Chancellor for Academic Affairs and Provost. The Vice Chancellor for Academic Affairs and Provost serves as the chief academic officer of the institution, is directly accountable to the Chancellor and serves as chief executive officer of the University during the absence of the Chancellor.

THE UNIVERSITY:

The University of Wisconsin-Milwaukee, Wisconsin's major public urban research university, is located in an attractive setting near the shores of Lake Michigan, and only minutes from the center of metropolitan Milwaukee. UWM offers baccalaureate, masters and doctoral degrees in twelve colleges and schools serving more than 23,000 students, including 4,500 at the graduate level. The campus also maintains vigorous outreach, extension and continuing education programs. Based a on solid foundation of quality instruction, distinguished graduates, outstanding research and outreach endeavors, UW-Milwaukee has received increased recognition nationwide as a Research II university. Under new leadership, it is strategically poised to become a truly eminent public university, strongly committed to the pursuit of excellence in teaching, research and outreach services.

QUALIFICATIONS:

The Vice Chancellor for Academic Affairs and Provost is charged with the overall administration of all academic units, including academic support units and technology support units. Candidates should have a distinguished record of academic achievement and should qualify for appointment to a tenured full professorship within one of the university's academic units. Also, candidates should possess a commitment to scholarship, and to graduate and undergraduate education, and should have a proven record of successful administrative experience and an understanding of the importance of cultural diversity in higher education. Candidates should possess superior communication and interpersonal skills to provide strong leadership to a large and diversified educational program and should be prepared to lead the institution in appropriate applications of technology. Finally, candidates should demonstrate experience in strategic institutional planning and budgeting that is responsive to such planning.

APPLICATION PROCEDURE:

Screening of all candidates begins July 15, 1999, and will continue until a qualified candidate is chosen. Salary is competitive, dependent on qualifications. Please send a letter of application or nomination, curriculum vitae, and the names of three current references who may be contacted at a later time to:

Sherry Ahrentzen
Chair, Search & Screen Committee
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201-0413

Phone: 414.229.6559
FAX: 414.229.6976
Internet: vcpssc@uwm.edu
WEB:www.uwm.edu/Dept/HR

UWM is an AA/EO employer strongly committed to maintaining a climate supporting equality of opportunity and respect for difference based on gender, culture, ethnicity, disability and sexual orientation. We particularly encourage applications from individuals who would enhance and diversify our workforce.

Assistant/Associate Professor Restorative Dentistry

Temple University has a Presidential and 2 Dean appointments for full-time faculty positions in the Department of Restorative Dentistry, available July 1, 1999. Responsibilities include didactic and clinical teaching of predoctoral and postgraduate (AEGD) students in the disciplines of restorative dentistry, dental materials and/or general dentistry. Research/creative activity is encouraged. Applicants should have a strong background in teaching and clinical practice, with evidence of academic accomplishment. Preference will be given to candidates with postgraduate training in dental materials, general dentistry, prosthodontics and operative dentistry. DMD or DDS degree and Pennsylvania dental license are required. Salary and academic rank commensurate with experience and qualifications. Interested applicants should send a cover letter and curriculum vitae to **Temple University School of Dentistry, Room 415-LP, 3223 North Broad Street, Philadelphia, PA 19140.** Minority and female applicants are encouraged to apply. An equal opportunity/affirmative action employer.

OFFICE OF GRADUATE STUDIES

ASSISTANT DEAN

Dartmouth College invites applications for the position of Assistant Dean of Graduate Studies. This position requires a Master's degree and at least five years of relevant experience in higher education, or the equivalent. The successful candidate will possess excellent verbal/written communication skills, have experience in advising students, preparing/monitoring budgets, be adept at articulating policies, have strong supervisory skills, and be a forceful advocate for quality education at the graduate level. The Assistant Dean of Graduate Studies coordinates and manages all aspects of the graduate programs in Arts and Sciences, Engineering, and the Medical School offering the Master's and Ph.D. This individual will manage the Graduate Studies office, control graduate program budgets, administer financial aid, implement orientation programs, supervise registration, administer graduate minority fellowship programs, and manage various student databases from which reports are prepared, etc.

Interested individuals should submit a letter of application outlining experience and qualifications, a curriculum vitae, and the names, addresses, e-mail addresses and phone numbers of three individuals whom the search committee can contact for candid comments on the suitability of the candidate for this position to: Assistant Dean Search, Dean of the Faculty Office, 6065 Wentworth Hall, Dartmouth College, Hanover, NH 03755.

Candidates interested in a more complete description of this position may obtain one by submitting a request via e-mail to gradst-search@mac.dartmouth.edu. Please include the words "Assistant Dean Search" in the subject field, otherwise your message will not be acknowledged. This address will not respond to other requests. Application review will begin on September 15, 1999 and continue until the position is filled.

Dartmouth is proud of the College's record in and strong support of Equal Opportunity/Affirmative Action recruitment at all levels of the university. Thus, applications from women and members of minority groups are strongly encouraged.

Dartmouth College

Georgia Department of Technical and Adult Education

PRESIDENT OF SAVANNAH TECHNICAL INSTITUTE

QUALIFICATIONS: Applicant must possess a mater's degree from a nationally or regionally accredited college or university in business, educational leadership or a closely related field. An earned doctorate is desirable. Must have five years of senior administrative experience in postsecondary education or its equivalent with at least three years of full-time, professional level postsecondary teaching, student services, or equivalent experience within the past seven years. Must have demonstrated knowledge and successful experience in forming and directing a management team, demonstrated skills in strategic planning, and demonstrated ability in budget development, distribution of funds and accountability in management of funds. Must possess and demonstrate excellent written and verbal communication skills.

RESPONSIBILITIES: The President of Savannah Technical Institute is the Chief Executive Officer of the institute and is responsible to the Commissioner, Georgia Department of Technical and Adult Education, for carrying out the policies and initiatives of the State and local boards. The President is responsible for leadership and management in the human resource development, strategic and operational planning, fiscal planning and control, physical resources, instructional programs, institutional marketing/advancement, economic development, and workforce development.

SALARY: Established by the Commissioner of the Georgia Department of Technical and Adult Education.

APPLICATION REQUIREMENTS: For information regarding the position and a complete application package, contact **Debi Younginer, Director of Human Resources, Georgia Department of Technical and Adult Education, 1800 Century Place, N.E., Suite 550, Atlanta, Georgia 30345-4304, 404-327-6927, Fax 404-679-1780, email: dyounginer@dtae.org, or visit our Website at http://www.dtae.org.** Deadline for receipt of application is September 30, 1999. All completed applications will be screened and forwarded to a local search committee.

Plattsburgh
State University of New York

INSTRUCTIONAL TECHNOLOGY SPECIALIST

The Division of Library and Information Services of Plattsburgh State University of New York seeks a motivated, service-oriented professional for the position of **Instructional Technology Specialist.**

Responsibilities: working with faculty and staff in the design and production of presentations and web materials to support instruction, serving as a consultant to faculty and staff in the Instructional Technology Resource Center; offering workshops on the creation and effective use of technology-assisted presentations and web sites; assisting the Instructional Technology Coordinator in the production of help sheets and online documentation; reporting on the campus's ongoing technology projects; and working with divisional programmatic groups in the planning and implementation of initiatives.

The person in this position reports to the Instructional Technology Coordinator. This position is a twelve-month renewable appointment.

Qualifications: Master's degree, at least one year of relevant experience in the creation or support of technology-enhanced learning resources and materials, teaching experience; familiarity with a broad range of PC-based software, demonstrated proficiency in oral and written communication, and exceptional interpersonal skills. Preferred qualifications: Journalism or Education background, knowledge of Javascript, DHTML, and SGML. University or college level teaching experience is desirable. The successful candidate must be able to work in a team-oriented environment that serves a diverse population.

Salary: Beginning at $32,000, based on experience. Excellent benefit package.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University is an affirmative action, equal opportunity employer.

Plattsburgh State University is a comprehensive institution with 270 faculty and 5500 students. The college is located in the northeast corner of upstate New York in the historic and beautiful Lake Champlain Valley, nestled between the Adirondack Mountains of New York and the Green Mountains of Vermont. Accessible by air, rail, and car. Plattsburgh is a one-hour drive from Lake Placid, NY; Burlington, VT; and Montreal, Quebec.

Plattsburgh State has an active commitment to teaching and learning with technology. The campus's technology infrastructure includes numerous PC-based computer and multimedia classrooms, a newly opened high-tech Instructional Technology Resource Center, and fully wired offices and dorms.

Review of applications will continue until position is filled. Please send letter of application, resume, names and addresses of three references to Chair, Search Committee (PJ # 2322-808), c/o Human Resources Office, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

AAHE

American Association for Higher Education
2000 National Conference on Higher Education

To Form a More Perfect Union…
Diversity & Learning

March 29–April 2, 2000
Hilton Anaheim Hotel
Anaheim, California

Call for Proposals Now Available
Submit your proposal online at
www.aahe.org/nche
or request your copy by calling the AAHE meetings department at (202) 293-6440, ext. 793.

Deadline for Proposals: October 15, 1999

AAHE
One Dupont Circle, NW, Suite 360
Washington, DC 20036
www.aahe.org
Phone:(202) 293-6440 Fax: (202) 293-0073
Email: info@aahe.org

Olivet College
Director of Campus Programs and Events

LISTING: The Director of Campus Programs and Events is responsible for the administration of the student activities program. This program involves advising/supervising the joint student government and programming body called the Student Alliance Council (S.A.C.), supervising the student organizations program and the operation of the Clubhouse, production of various publications, including "the OLIVET PLANner" student handbook, and supervision of the campus scheduling process called "The Great Chart." The Director is responsible for developing interest in and programs for student activities through supervision of and cooperation with student staff, faculty and staff, and the Community Life Office.

This is a full-time position with regular overtime as required. Duties will be performed in a diverse and challenging environment. This job description is not all inclusive as other tasks or responsibilities may be assigned. This position to begin on September 1, 1999.

To apply, please send a letter of interest and a resume to:

Olivet College
c/o Kevin Rabineau
Dean of Community Life
208 Mott Hall
Olivet, Michigan 49076
Fax (616) 749-7178; E-mail krabineau@olivetnet.edu

Olivet College is an equal opportunity employer, and does take affirmative steps to employ women and minorities.
Education for Individual and Social Responsibility

STATE UNIVERSITY OF NEW YORK

CHANCELLOR

The Board of Trustees of the State University of New York invites nominations and applications for the position of Chancellor, the chief executive officer of the nation's largest and most comprehensive university system.

The State University of New York is a unified statewide system of 64 campuses committed to serving New York with pride and academic excellence. It includes 30 community colleges, 5 residential colleges of technology, 5 specialized colleges, 5 statutory colleges (4 at Cornell University and 1 at Alfred University), 13 arts and sciences colleges, 4 research universities and 4 academic health centers. The University enrolls over 375,000 students, employs 75,000 faculty, administrators and staff and has 1.6 million alumni and an all funds budget in excess of $6 billion.

Reporting directly to the Board of Trustees, the Chancellor is responsible for the effective management of this complex organization and ensuring that State University students receive an education of the highest quality with the broadest access. This individual will provide the vision and the leadership to take the State University into the next millennium. The Trustees seek a collaborative executive to continue the process of change that is rapidly making the system one of the nation's finest public universities.

The Board of Trustees seeks an outstanding individual to be the Chancellor who has the highest qualities of intellect and character, an established reputation and the credentials appropriate to the leadership of a large public educational system.

The State University of New York System Administration is an EEO/AA employer. Applications from women, minority persons, disabled workers and/or Vietnam era veterans are welcome. Review of applications will begin immediately and continue until a new chancellor is named. Nominations and applications should be sent to:

Nancy L. Cook
Korn/Ferry International
200 Park Avenue
37th Floor
New York, New York 10166
212-984-9451
e-mail: nancy.cook@kornferry.com

EXECUTIVE ASSISTANT

"Earn A HIGHER DEGREE of Satisfaction"

Pacific Oaks College provides you with superior resource and support in a pleasant, professional setting. We are currently seeking an **Executive Assistant** to report and work closely with the Academic VP and Dean of Faculty. You will be responsible for all aspects of academic personnel, planning and operations including policy and implementation; budget management; institutional research; managing/coordinating events/WASC visits, administrative management; trouble shooting for faculty; writing reports, speeches and maintaining the official minutes of all academic meetings.

Requirements: Bachelor's degree (Master's strongly preferred) with significant high level management experience (5+ years); superior communication, organizational, writing and editorial skills, expertise in research design, data analysis and financial management; knowledge of higher education and academic governance; ability to manage, prioritize and accomplish multiple tasks; sensitivity and commitment to diversity issues; ability to establish and maintain effective working relationships with staff; computer skills; and email/Internet proficiency.

For immediate consideration, please submit letter of intent, a current resume, three brief writing samples, and the name and telephone number of at least three references by August 27, to: **Deborah Owens, Dean of Academic Services, Pacific Oaks College & Children's School, 5 Westmoreland Place, Pasadena, CA 91103-3592.** No telephone calls please. EOE

PACIFIC OAKS COLLEGE
Pasadena • Northwest • Northern California

UNIVERSITY OF
WISCONSIN
MADISON

DEAN OF THE SCHOOL OF NURSING

The University of Wisconsin-Madison, one of the top ranked research universities in the United States, invites nominations and applications for the position of Dean of the School of Nursing. The university seeks a talented and visionary leader who will lead the school in its mission to meet the research, instructional, and practice challenges of the 21st century.

The School of Nursing has a rich and varied history, dating back to 1924. It is located in Madison, WI, which has received national recognition for its quality of life. The school enjoys excellent collaborative relationships with the other members of a renowned academic health center, including University of Wisconsin Hospital and Clinics, UW Children's Hospital, University Health Service, UW School of Pharmacy, UW Medical School, Wisconsin State Laboratory of Hygiene, and UW Comprehensive Cancer Center. In addition, a new Health Sciences Learning Center providing interdisciplinary instructional facilities will be completed in 2003. The school has state-of-the-art research and instructional facilities, excellent resources for research and teaching, a federal grant supporting predoctoral and postdoctoral training, and a number of endowed faculty chairs. Academic offerings include postdoctoral, doctoral, master's, and baccalaureate programs for approximately 180 graduate and 400 undergraduate students, as well as technologically sophisticated outreach instruction. More comprehensive information about the School of Nursing can be accessed at: http://www.son.wisc.edu/~son/index.html

The dean provides leadership to the school in fulfilling its mission to generate and transmit knowledge basic to nursing practice, to provide quality education that prepares tomorrow's leaders in basic and advanced professional practice, and to apply knowledge to current professional practice through continuing education, consultation, and research. This mission is congruent with the Wisconsin Idea of service to the state as well as with national and international health priorities. As chief academic and executive officer of the school, the dean reports to the chancellor and the provost and leads a tenure track faculty of about 20, an instructional staff of approximately 36, and support staff of 46.

Major qualifications for this position include: a proven record of administrative skills and successful leadership in higher education, nationally recognized academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment as full professor at the University of Wisconsin-Madison, strong communication and fund raising skills, the capacity to relate effectively to the university administration, faculty, staff, students, and related university units, a commitment to maintain and improve the quality of undergraduate and graduate instruction, research, practice, outreach education, and public service, and a demonstrated commitment to diversity. The successful candidate will be expected to represent the school through interactions with external groups such as alumni, professional nursing groups, and other health professions.

The position will be available 1 January 2000. Applications and nominations must be received by 8 October 1999 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of individuals from underrepresented groups. Applicants should include a current curriculum vita and cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Patricia Becker, PhD, MN, FAAN
Helen Denne Schulte Professor
Dean Search and Screen Committee for the School of Nursing
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728

The University of Wisconsin-Madison is an Equal Opportunity/
Affirmative Action Employer

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We are looking for an experienced fundraiser to cultivate and solicit major capital gifts from alumni, parents and friends on behalf of the College of Arts and Sciences. To qualify, you must have a Bachelor's degree, preferably in Humanities, 3 years' successful development or sales experience and a thorough understanding of how to cultivate prospects. Familiarity with Windows 98, a willingness to travel and excellent interpersonal and organizational skills required. Graduate degree, experience in educational fundraising and knowledge of planned giving highly desirable. **Job #M99-658**

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Comprehensive benefits package; salary commensurate with experience. Please send two copies of cover letter, resume, and references to: ***Shelly Ruocco, Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144. Visit our website at http://www.tufts.edu.*** *Tufts is an Affirmative Action/Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.*

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

DIRECTOR OF CREATIVE SERVICES

Agnes Scott College seeks a Director of Creative Services to manage a creative team producing a wide variety of communication products for a rapidly growing institution. Responsibilities include production of the alumnae magazine and newspaper, advertising campaigns, photography, audio visual, and Web based products. Qualifications include senior level experience (a minimum of five years) in a similar position supervising editorial, design and freelance staff, expert knowledge of design and print production, a BA/BS in an appropriate discipline and demonstrated ability to work with multiple constituencies. Experience in higher education is preferred.

A highly selective, independent, national liberal arts college located in metropolitan Atlanta, Agnes Scott offers its students and employees a vibrant and intellectually challenging environment as well as a rich and active cultural life. Ranking third nationally in per capita higher education enrollment, degrees and expenditures, Atlanta is a national center for collegiate student life and learning.

Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application designating position of interest, resume and professional references to the Office of Human Resources, 141 E. College Avenue, Decatur, Georgia 30030. Work samples will be requested at the time of a scheduled interview.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.

Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply. An Equal Opportunity Employer.

www. AgnesScott.edu

1606

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COLUMBIA

PRESIDENT

COLUMBIA COLLEGE CHICAGO

Chicago, Illinois

The Board of Trustees and the Presidential Search and Nominating Committee invite nominations for and expressions of interest in the position of the next President of Columbia College Chicago.

Columbia College is an independent institution focused on providing education in the arts, media, and communications within a solid liberal arts environment. Offering programs at the undergraduate and master's level, Columbia College educates students to communicate creatively, shape the public's perceptions of issues and events, and aspire to author the culture of their times. Located in downtown Chicago, its students reflect the economic, racial, cultural and educational diversity of urban America. Columbia's purpose is to educate students for creative occupations in the arts, media and communications and to extend educational opportunity without reservation at the undergraduate level to students with creative ability and desire, while at the graduate level to provide distinguished programs for select students.

The College, founded in 1890 as the Columbia School of Oratory, has grown in the last three decades from fewer than 500 to more than 9,000 students, rapidly adding facilities to accommodate them. At present, the College's campus consists of eleven buildings with over 1.25 million square feet. The College serves as a key resource to its community, providing not only credit and non-credit programs but also gallery and performance spaces for student and faculty works and extensive public programming for the residents of Chicago.

The new President will lead an institution with a clear and distinctive mission. He or she will be expected to provide strong leadership to the College as it continues to build on its traditions and responds to the challenges of the twenty-first century. The ten year reaccredidation by the North Central Association was completed in the spring. Accordingly, the President will have the opportunity to shape a long range, strategic plan building on the gains represented by the College's extraordinary growth, expanding and strengthening the academic programs, and developing new and creative ways to address student and societal needs. The President will be Columbia's chief executive officer with responsibility for all aspects of the College's operations. He or she will be charged with maintaining the College's fiscal strength and fostering and expanding fund raising initiatives. Under the President's leadership, local and national awareness of the College should expand. The budget of Columbia College in fiscal year 1999 was $75 million, its endowment is $40 million.

The successful candidate will bring to Columbia a strong commitment to its arts-related mission, solid senior level management experience, proven fund-raising ability, and a clear vision of Columbia's future course. Ideally, the candidate will possess a terminal degree. Superb communication skills and a collegial approach to reaching decisions are essential. An appreciation of the complex nature and needs of an independent college with an inclusive and creative mission will be highly valued.

Screening of background information will begin immediately. Please submit nominations and expressions of interest in confidence to:

Columbia College Chicago
c/o Educational Management Network/Witt/Kieffer
3 Park Avenue, 29th floor
New York, New York 10016

For further information, please contact **Nancy A. Martin or Mary Elizabeth Taylor at 212 686-2676 or at ColumbiaChicago@emnemn.com.**

The College is an equal opportunity, affirmative action employer, as is EMN/Witt/Kieffer.

Plattsburgh OFFICE OF INSTITUTIONAL ADVANCEMENT

Plattsburgh State University of New York is seeking successful professionals for openings in the Office of Institutional Advancement. The openings are for a **full-time Publications and Graphic Designer** and a **full-time Staff Assistant**.

◆ PUBLICATIONS AND GRAPHIC DESIGNER (PJ#2328-808) ◆

Responsibilities: The full-time Publications and Graphic Designer will manage and execute multiple projects with varying deadlines in an active news and publications office. The Designer will be responsible for producing Office of Institutional Advancement publications and other printed materials, including invitations, flyers, campus newsletters and the quarterly alumni magazine. The position involves producing web pages for Institutional Advancement and service to other areas of the College on a time-available basis. The Designer will guide projects from initial design to completion and work with printers from both the campus and general communities. The Designer will also be responsible for ensuring a consistent image in publications and maintaining the photographic library and database.

Qualifications: Bachelor's degree in graphic design or comparable field of study and a minimum of two years professional experience in art, graphic design or related field preferred. Applicant should have demonstrated proficiency in page layout (PageMaker), illustration, scanning, photo manipulation (PhotoShop), web design (FrontPage) and word processing (Microsoft Word) in a network environment. Knowledge of printing and pre-print processes, strong written and oral communication, and time management skills essential. Ability to use both PCs and Macintosh computers highly regarded.

Salary Range: $26,383-$35,000

◆ STAFF ASSISTANT (PJ#2327-808) ◆

Responsibilities: The full-time Staff Assistant will assist the Director of Communications in coordinating the College's media relations program to obtain recognition for the College on the local, state, national and international levels. The Staff Assistant will write feature articles about students, faculty, staff, and university departments and programs for various campus publications; develop news releases and take photographs. The Assistant will also work with the Plattsburgh College Foundation and the Alumni Affairs Office in promoting events and development activities. The successful candidate will be expected to work some evenings and weekends throughout the year.

Qualifications: A Bachelor's degree in print journalism or English (writing) and a minimum of two years professional experience working with news media preferred. Demonstrated proficiency in written and verbal communication, interviewing and time management skills essential. Proficiency in word processing on a PC or Macintosh and photography highly regarded.

Salary Range: $26,383-$35,000

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications for both positions begins immediately and continues until the positions are filled. Please mail or fax resume, writing samples (for the Staff Assistant position), and three letters of reference to **Chair, Search Committee (PJ #________)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

FERRIS STATE UNIVERSITY

Big Rapids, MI

Coordinator, Socio-Cultural Holistic Learning and Recreation (Scholar) Program

Responsibilities: Work with other units in University College to develop a comprehensive retention program for under-prepared and under-represented students, oversee an academic mentor program and a student advisory committee for these students, evaluate student academic, social, and cultural progress, serve as liaison with academic and student affairs offices to ensure effective participant utilization, other duties as assigned by the dean. **Required Qualifications:** Master's degree in higher education, counseling, or student personnel administration, at least two years of experience working with students in a higher education setting (e.g., counseling, teaching, academic advising, student affairs), experience in program development and implementation. **Preferred Qualifications:** Prior experience administering a similar program. Review of applications will begin 08/30/99 and continue until position is filled. Interested individuals must submit a resume, letter of application, names and phone numbers of three current references, and copies of college transcripts to **JOB CODE HO-004015, Human Resource Development, Ferris State University, 420 Oak Street, Prakken 150, Big Rapids, MI 49307** For more information about Ferris State University please visit our website at **http://www.ferris.edu.**

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DIVERSITY PROGRAM DIRECTOR

Full-time, admin-New position begin Jan. 2000. Reports to president. Responsible for development & maintenance of ongoing, results-oriented program to achieve goal of composition of faculty & staff reflect representative labor pool. Identify representative labor pools, expand efforts to recruit & hire minorities, assist in development of teaching & administrative internships in cooperation with college & universities serving large minority populations. **Requires:** Bachelor's degree, significant, successful exp. in areas such as diversity programming, employee relations, human relations & human resources, comprehensive understanding of higher ed. culture & complex issues related to diversity. **Preferred:** Master's degree & exp. in higher ed. Hiring salary up to $44,291 depending on exp. & qualifications. Excellent benefits. Postmark deadline for applications is 9/15/99. Call 301-846-2672 for application materials. **Frederick Community College**, **Frederick, MD 21702. Web site: www.fcc.cc.md.us.**

FOE

University of Illinois at Urbana-Champaign

The Department of Sociology, University of Illinois at Urbana-Champaign, seeks a full-time, tenure-track faculty member with an ability to teach **social statistics**. In exceptional cases, we well consider a tenured appointment. Substantive field is open, although we prefer someone who can augment our programmatic strengths in race and inequality, comparative and transnational studies, or environmental/science studies. A Ph.D. in Sociology is required. The appointment will begin August 21, 2000. Salary will be dependent upon credentials. Please send a cover letter, CV, copies of major publications, and three letters of reference to **John Lie, Statistics Search, Department of Sociology, UIUC, 702 S. Wright St., Urbana, IL 61801 (Telephone 217-333-1950; FAX 217-333-5225).** For full consideration, applications must be received by October 15, 1999. The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

1607

University of Minnesota, Morris
Morris, Minnesota

CHANCELLOR

The Chancellor Search Committee of the University of Minnesota, Morris (UMM) seeks nominations and expressions of interest for the position of Chancellor, the chief executive officer of the institution. The new Chancellor is expected to assume duties in the summer of 2000.

A public liberal arts college of 1900 students and 125 faculty, UMM was established as a baccalaureate-granting institution in 1959. Its original guiding principles of selective admission, controlled growth, and academic excellence have never changed. The college is recognized for its distinctive mission and its excellent faculty and student body. One of seven public institutions listed by the Carnegie Foundation as a national public liberal arts college, UMM is a solely undergraduate institution and, as an integral part of the University of Minnesota, shares in its aspirations and its strengths. Situated on 130 tree-shaded acres in western Minnesota, the campus is located in the small (5,600) rural community of Morris 160 road miles west of Minneapolis.

The UMM student body is diverse and talented. About half of incoming freshmen have graduated in the top ten percent of their high school class, the average ACT is 25, and 12 percent of last year's class were either valedictorians or salutatorians. Sixteen percent of the students are from underrepresented populations. The UMM faculty, an exceptional gathering of individuals from a broad spectrum of backgrounds, cultures, and geographic locations, is dedicated to achieving excellence in both teaching and research. Of the 125 faculty members, 55 percent are tenured and over 90 percent hold terminal degrees in their disciplines.

As the chief administrative officer of UMM, the Chancellor reports directly to the President of the University of Minnesota and is responsible for carrying out campus and University policies, procedures, and campus planning, and for providing academic leadership. The Chancellor also represents UMM to the community, region, Minnesota Legislature, and other governmental groups.

Candidates for the position should possess the following:

- a substantial record of intellectual achievement and commitment to research, scholarship, and artistic activity
- the ability—and the passion—to persuasively articulate the importance and value of a public liberal arts college
- the ability to interact effectively and persuasively with a diverse external constituency that includes local farmers, educators and business people, central administration officers, legislators, University Regents, and potential donors
- a commitment to a diverse student body, faculty, and staff, and a record of practicing the principles of affirmative action and equal opportunity
- a record as a successful fund-raiser with alumni, major donors, and foundations
- a sensitivity to all aspects of institutional marketing that will enable the candidate to provide the vision to strengthen enrollment management, enhance community relations, and work effectively with the regional and national media
- a proven record as an entrepreneurial academic leader and fiscal manager
- the proclivity to be open and accessible to faculty, staff, and students, and the ability to work effectively within the framework of shared governance
- an earned doctorate or requisite terminal degree in the applicant's area of study

Nominations, expressions of interest, and applications should be sent to:

Dr. Eric Klinger, Chair
Chancellor Search Committee
University of Minnesota, Morris
600 East Fourth Street
Morris, Minnesota 56267

Applications should include a letter addressing the search criteria noted above, a resume, and a list of references. The search committee will begin the review of candidates on October 1, 1999. Dr. Edward T. Lewis of the Academic Search Consultation Service is assisting with the search. Inquiries may be directed to him at 603-756-3937.

For more information visit our web site at **www.mrs.umn.edu**

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

To request disability accommodations, please contact Arden Granger, Chancellor Search Committee, (320) 589-6342.

UNIVERSITY OF
WISCONSIN
MADISON

DEAN OF STUDENTS

The Dean of Students (DOS) at the University of Wisconsin-Madison has a leadership role in fostering the creation and maintenance of a multicultural and diverse institution that addresses the concerns of individual students in a compassionate manner, honors and celebrates the diversity of the student population (e.g., different abilities, age, class, gender, sexual orientation, religious affiliation, race, and ethnicity) and assists students to realize their academic potential. The dean provides leadership in strategic planning for each of the DOS units and is responsible for the direction, content, budgeting, and delivery of a variety of programs designed to support student academic success. These include information and ombuds services, welcome and orientation programs, support for students with disabilities, assistance to students with non-immigrant visa status, programs for historically underrepresented American ethnic minority students, information and assistance for student organizations, and assistance to gay, lesbian, bisexual and transgendered students.

Reporting to the Vice Chancellor for Student Affairs, the dean continuously re-examines the priorities and effectiveness of the various DOS programs. The dean supervises, mentors, and designs professional development opportunities for DOS staff, facilitates the relationship among student affairs services, students, academic programs, faculty, and staff, collaborates with other campus units to provide effective student orientation, advising and registration processes as well as programming to enhance the freshman experience on campus. The dean advocates for students' needs, and provides logistical and strategic support for student leaders and student organizations, with particular attention to the needs of the student government association including providing administrative support for the collection, expenditure, and budgeting of student fees, coordinates student conduct and discipline procedures, facilitates internal communication between DOS units with student and academic affairs services across campus, designs, implements, and evaluates programs that improve the campus climate. The dean has an important collaborative role with many campus units including University Health Services, University Housing, the Wisconsin Union, the Division of Recreational Sports and others.

Major requirements for this position include demonstrated ability to respond to students needs effectively and compassionately, the ability to work effectively with individuals and groups from a variety of cultures as well as personal and social orientations. Candidates should possess a proven record in program development, strategic planning, administration, and the supervision of professional staff, have the ability and commitment to maintain and improve the quality of undergraduate and graduate student services, have completed a master's degree in educational administration, counseling, or other related field (Ph.D. in a related subject area is desired), and have a minimum of seven years of progressively responsible administrative experience in student affairs, student services, academic affairs, or related area.

Applications and nominations must be received by 1 October 1999 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Hardin Coleman
Dean of Students Search and Screen Committee
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-5728

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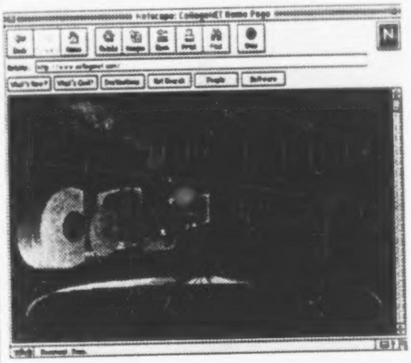
Tel.: (201) 587-1260   FAX: (201) 368-0433



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ADVERTISING INDEX

POSITIONS

ARIZONA	
Arizona State University West	41, 42
CALIFORNIA	
California State University, Bakersfield	43
California State University, Fullerton	44
California State University, Monterey Bay	41
Foothill-De Anza Community College District	48
Pacific Oaks College	51
San Diego State University	42
University of San Francisco	38
University of Southern California	40
DC	
Council of Graduate Schools	40
FLORIDA	
Florida Gulf Coast University	48
GEORGIA	
Agnes Scott College	52
Georgia Department of Technical and Adult Education	50
ILLINOIS	
Columbia College Chicago	53
The University of Chicago	43
University of Illinois at Urbana-Champaign	47, 53
MARYLAND	
Frederick Community College	53
National Institutes of Health	45
University of Maryland	47
MASSACHUSETTS	
Tufts University	52
University of Massachusetts Amherst	46
MICHIGAN	
Ferris State University	53
Olivet College	49, 51
MINNESOTA	
University of Minnesota, Morris	54
NEW HAMPSHIRE	
Dartmouth College	50
NEW JERSEY	
New Jersey City University	45
NEW MEXICO	
Albuquerque Technical Vocational Institute	44
NEW YORK	
Hunter College/CUNY	46
New School University	42
Onondaga Community College	46
St. Lawrence University	46
SUNY Albany	51
SUNY Plattsburgh	50, 53
OHIO	
Cleveland State University	43, 45, 48
Miami University	43
OREGON	
Oregon Health Sciences University	48
Portland State University	39
PENNSYLVANIA	
Community College of Philadelphia	47
Temple University	50
RHODE ISLAND	
Bryant College	49
University of Rhode Island	47
TENNESSEE	
Vanderbilt University	39
TEXAS	
Our Lady of the Lake University	43
Southwest Texas State University	40
VIRGINIA	
George Mason University	49
WISCONSIN	
University of Wisconsin-Madison	52, 54
University of Wisconsin-Milwaukee	49

RECRUITMENT

Center for International Studies	NJ	55

CONFERENCES

American Association for Higher Education	DC	51
University of Nebraska-Lincoln	NE	39

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

National Institutes of Health	MD	39

¡PUNTO FINAL!

HONDURAS- CRISIS AND OPPORTUNITY

Arthur Chickering is Visiting Distinguished Professor at Vermont College, Norwich University, and Research Professor at the University of Massachusetts, Boston. He has chaired the Boards of the American Association for Higher Education and the Council for Adult and Experiential Education.

The Chinese symbol for crisis also signifies opportunity. Hurricane Mitch has created a crisis in Honduras, one that presents an extremely powerful educational opportunity for mutually beneficial partnerships between Hispanic-serving institutions and diverse Honduran institutions and organizations. More than 6,000 persons have been killed, many others are missing, and 1,400,000 are homeless. Others live in temporary shelters. An estimated 200,000 houses must be constructed. This year's banana crop is completely lost. It will take years to know how extensively the plantations and agriculture in general have been damaged. Factories that make clothes for export, mainly to the U. S., have been flooded. Two-thirds of the bridges and many highways are destroyed and must be rebuilt.

On the positive side, emergency aid from charitable gifts is pouring in. According to John Chater, Coordinator of Partners for the Americas and founder of the Mexican and Honduran Conservation Corps, "Most people have access to good clothing and basic food. Most people are picking themselves up and starting to work rebuilding their lives." But Charles Krause said on the *Jim Lehrer News Hour*, "...Honduras has been stabilized. But the internal injuries are so great and the twin opportunistic infections of incompetence and corruption are so prevalent in situations like this one–especially in Central America–that rebuilding the country might prove even more difficult than the initial relief effort."

According to Peter Heffron, assistant country director for CARE-Honduras, "The displaced people I spoke with are very frustrated. However, action is being taken to identify land, plan low-cost communities, organize self-help housing, and establish mechanisms for payment by the displaced in order to become homeowners. The problem is that all this activity is not being communicated to the people in the shelters and they are not being sufficiently involved in all the planning....The next priority is income-generation and agricultural production so that people can survive on their own as soon as possible. Lastly–and these are all concurrent in real life–water, sanitation, and basic health services need to be restored."

Honduras faces an enormous crisis–immediate challenges and perhaps 15 to 20 years of rebuilding. Chater says that rebuilding is under way. "Contrary to popular belief, and the publicity campaigns of relief organizations, people are very good at taking care of themselves. Local leaders are emerging and local people are working together to solve their problems....a vivid example of what happens naturally in a community when 'professionals' stand back and are not present and people take charge."

The challenges, and the local leadership, offer major opportunities for service and learning for Hispanics and others in U.S. colleges and universities. The wide-ranging social, economic, and political problems cut across many curricula and courses, departments, schools, and colleges. A few leap to mind: engineering schools can help redesign infrastructures; nursing and public health schools can address sanitation, nutrition, and basic health care; human, social, and psychological services programs can help address feelings of hopelessness, frustration, and anomie. Education schools can help make the education system a key player in economic and social recovery. Architectural schools and departments can help design low-cost buildings, parks and public spaces. Political science and public policy programs can help strengthen citizen involvement in decision making. Computer science programs can help business, government, schools, nonprofits, and others make sound judgments about appropriate technologies and provide the assistance required for their effective use.

A good first step would be to have students themselves search for information about how they could help. They could start by using the internet and the Web. They could contact nonprofits currently involved in relief efforts–the American Friends Service Committee, CARE, Partners for the Americas, OXFAM.

The Universidad Autonoma de Honduras, in Tegucigalpa, can provide useful information and provide a focus for creating on-going collaborative activities. Its students are now required to do community service–helping clean up debris, counsel hurricane victims, and so forth. A faculty member and a small group of students could travel there, with institutional support or their own money, to assess needs appropriate to their interests, expertise, and learning objectives, or to make connections and explore potential arrangements.

But it is critical that service learning students understand a basic perspective. Says Chater, "An important role for foreign volunteers is to let people know that they care and that they are there to support and share ideas, but initiative, directions, and leadership must come from the community. Tragically, past volunteers from the Peace Corps and other organizations often lacked this understanding. They tended to take charge and the community became followers. Such projects often fail when the volunteers leave. Hispanic volunteers can play an important role in a variety of situations. They can make great contributions, if they learn, before coming, that people–even those suffering from a devastating hurricane–can solve problems and become leaders."

Heffron makes a similar point. "The simple act of working side-by-side with people who are rebuilding their homes, water systems, and so forth, might in fact be more than enough for U.S. Hispanic faculty, staff, and students. The focus should be on empathizing, sharing, and physical work, not on technical expertise, organizing, or otherwise 'saving' poor Honduras. By joining the effort in this way, Hondurans will feel a sense of empowerment and camaraderie rather than paternalism, which is already becoming too prevalent in the aftermath Mitch."

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A YEAR IN REVIEW

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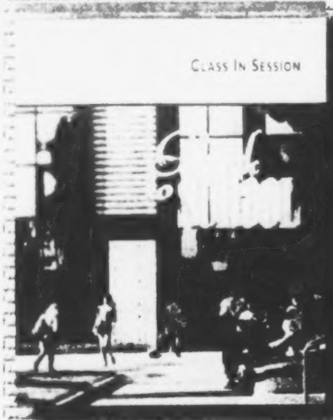
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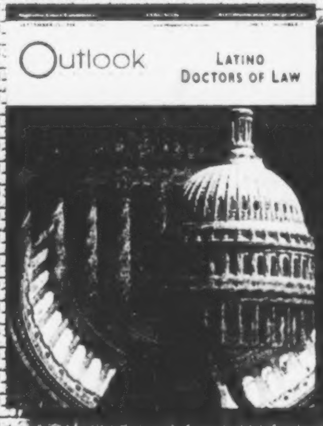
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LATINO DOCTORS OF LAW

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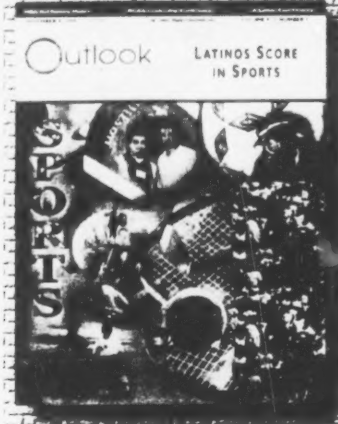
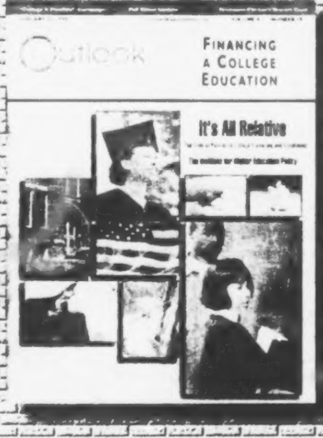

Outlook
LATINOS SCORE IN SPORTS
SPORTS


Outlook
FINANCING A COLLEGE EDUCATION
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LATIN WOMEN CHAMPION HIGHER EDUCATION
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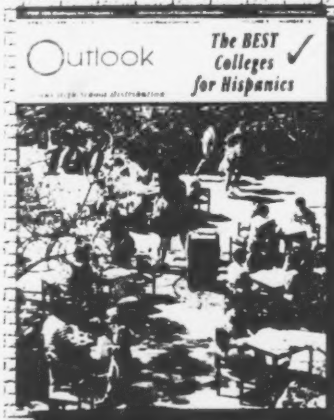
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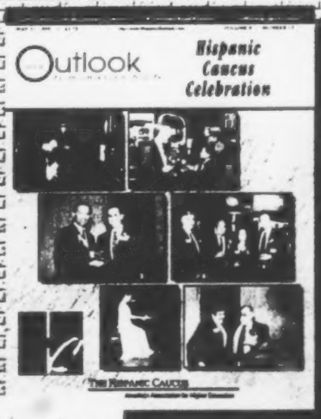
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Hispanic Caucus Celebration
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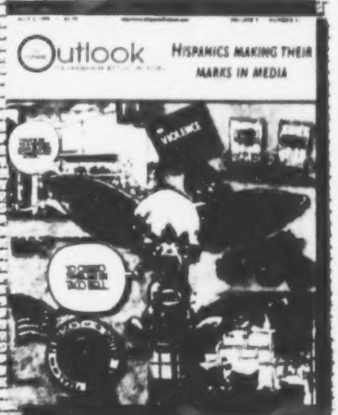
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CONTENTS

FEATURES

Index to *The Hispanic Outlook in Higher Education*, Volume IX

A topical index of all articles appearing in The Hispanic Outlook *from Sept. 1998 through Sept. 10, 1999.* **6**

Community College Transfers: A California Perspective

Grossmont-Cuyamaca CCD Chancellor Omero Suarez reports on innovative TAG agreement with SDSU. **13**

Summer Institute at University of Houston-Downtown

Project Grad–an educational reform effort is showing a growing record of success. **15**

Initiative on Race Reaches Out

San Jose State University initiative aims to create a nurturing climate for diverse student populations. **20**

Motivating the Disengaged Students

Part II: Educator offers practical suggestions for engaging students through effective classroom discussion. **23**

The Community College: Quality, Affordability, and Receptivity

An OCC perspective on why and how our two-year institutions serve Hispanics and others very well indeed. **26**

DEPARTMENTS

OUTLOOK ON WASHINGTON: A CAPITOL VIEW

Abysmal gap among the races in Internet access. **5**

Honor Roll: University of Rhode Island

Designated a land, sea, and urban institution, URI outlines its process and progress toward building a multicultural community. **17**

People, Places, Publications, Conferences

28

Book Review: *Latino Cultural Citizenship: Claiming Identity, Space and Rights*

37

¡PUNTO FINAL!
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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Inequality Even in the Computer Age

BY GUSTAVO A. MELLANDER

"Fourteen of North America's largest research universities plan to work together to market their distance-education efforts through a central directory of the World Wide Web listing all of their on-line programs."

"As the Class of 1999 enters the real world, graduates are getting a lesson in economics that is putting smiles on many of their faces. The demand for college graduates with degrees in computer science, electrical engineering, and other technical fields is outpacing the supply."

Thus began two feature articles recently in the respected *Chronicle of Higher Education*. The message in both was clear and identical: technology is part and parcel of higher education, and those who master it can tap into superior education, and those who major in its arcane realities will be well rewarded by our society.

Not much of a surprise to any of us. We have known that those students of ours who have earned competency with computer technology have been sought after. Even those entering staid academic professions find it useful to be computer literate. And many have done just that. That's the good news.

The Bad?

There has been for quite some time a lingering concern among Washington policy wonks that minorities, Hispanics and others, were being left out of the computer revolution. And to be left out of that revolution condemns you to second- or even third-class citizenship.

Given the Digital Divide, several concerned government agencies have been studying that issue for years.

A new federal study conducted by the Commerce Department shows that while minority groups are gaining access to computers and the internet, a dramatic separation exists nonetheless.

Blacks and Hispanics are at a definite disadvantage. Data show that they are less than half as likely as Whites to feel comfortable with computers or to have access to them. Thus very few log on to the net from home, work, or school either for work or for pleasure.

The study, the third and most comprehensive to be conducted by the Commerce Department over the past three years, reinforces a grim reality. It is a stark one: minority groups are increasingly at a disadvantage in competing for the best entry-level jobs in the country. Those jobs are defined by the marketplace and reserved for those who have a knowledge of computers and a comfort-level with and an eagerness to explore the mysteries of the internet.

New Findings

The study also contained some new findings that add considerable complexity to the ongoing debate about how race, income level, and location affect access to the technology. It also provides a road map of what might be expected for the early decades of the next century.

Among the Findings

- **Ethnic realities**. Among families earning $15,000 to $35,000 per year, more than 32 percent of Whites owned computers. But only 19 percent of Blacks and Hispanics at comparable income levels had computers at home.

Adding injury to insult, that gap of 13 percentage points has actually widened from eight points five years ago. And this all transpired at a time when the price of entry-level personal computers plunged. So "cost" of computers cannot be pegged as the predominant reason for the disparity.

- **Societal realities**. Children in single-parent households have far less access to computers and the internet than do those in two-parent households.

The chasm becomes deeper for children from broken homes, and its effects multiply in minority households.

A child in a two-parent White household is nearly twice as likely to have internet access as a child in a one-parent White household; the disparity is even greater between single-parent and two-parent minority households.

- **Geographic realities**. Does it make any difference where one lives? Strangely enough, it does. And there are a few surprises.

The highest distribution of computers in households in the United States is found in largely rural, cold-weather states. A tip-off–many of these areas have pockets of high-technology industries and jobs.

The lowest distribution is in southern states where poverty and education troubles still reign. A breakdown of western or Southwestern states that would have given us insight into Hispanic areas was not available.

Strangely enough, outside of the south and Appalachia, New York State was at the bottom of the list.

Bottom Line

For Hispanics to succeed, they must feel comfortable with and be knowledgeable about computers, the internet, and all of the mysteries that lie within.

The study was directed by Larry Irving, the Assistant Secretary of Commerce for communications and information. He noted, "It is positive that we doubled the number of computers and internet access for African Americans and Hispanics over the past four years, and it's great that we have seen an increase of 50 percent in one year for use of the Net" by minorities.

But he added that "it is abysmal that we still have a gap of three to one among the races" in internet access, "and that's what we have to work on."

Well said. Now what can each of us do at our college to move toward equal access?

And on a personal level, what would be a good Christmas present for us to buy our children?

Dr Mellander is a professor at George Mason University.

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1615

A Guide to *The Hispanic Outlook* Volume IX

COMPILED BY MIA ANDERSON
SENIOR EDITOR

Whether your area of interest is the arts or community colleges or health, or whether you are simply looking for a good book to read of special interest to Hispanics, or are in the mood for a provocative "opinion piece," or want to "catch up" on what's been happening at Hispanic-oriented conferences, or want to be inspired by Hispanic success stories, or are looking for resources for your students who are in need of financial aid, or are hoping to adopt new teaching strategies in your classroom.... Whatever you might be looking for, we believe you will find something of value in the pages of The Hispanic Outlook in Higher Education.

We recommend that you begin by quickly perusing all of the subject headings to familiarize yourself with the index organization. Then zero in on a particular category, where you will then find articles listed in chronological order.

Outlook
COMMUNITY COLLEGE ISSUE
Outlook
NATIONAL RESEARCH COUNCIL
Excellence Through Diversity
Outlook
LATINOS SCORE IN SPORTS
Outlook
LATIN WOMEN CHAMPION HIGHER EDUCATION

ADMISSIONS

LSAC (Law School Admissions Council) Study Confirms Success of Minority Law Graduates: Landmark Research Refutes Myths.
09/25/98. Pp. 5-7.

A Law School (Case Western Reserve University) Admission Primer: For Students and Faculty.
09/25/98. Pp. 8-11.

The Impact of Computerization on the GMAT (Graduate Management Admissions Test).
02/12/99. Pp. 5-7.

AFFIRMATIVE ACTION

Affirmative Action: An Anachronism in Higher Education? (José J. Soto, Southeast Community College).
10/23/98. P. 23.

The Chill Is On: Conservatives Attack Race-Based Admissions.
05/21/99. Pp. 10-15.

THE ARTS

Righteous Anger and Spanish Harlem: Two Latino Art Exhibitions at Rutgers (University, New Jersey).
10/09/98. P. 33.

Investing in the Power of Words: Graduates Praise University of Oregon Writing Program.
12/18/98. Pp. 5-8.

Chicano Art on the Move: (Simon) Silva Work Wraps ASU (Arizona State University-West).
02/12/99. Pp. 8-9.

Dominican College (of San Rafael) Celebrates Latino Art and Film: Rivera, Hidalgo, Valdéz, and More.
05/21/99. Pp. 29-31.

Diego Rivera: Art and Revolution: Cleveland Museum of Art Premieres Retrospective.
06/18/99. Pp. 6-9.

Grupo Teatro Tunanta Enriches Classrooms: Sparks Debate at University of Georgia.
06/18/99. Pp. 10-12.

Hispanics and the L.A. Opera: Plácido Domingo in Top Post Next Year.
06/18/99. Pp. 13-16.

El Greco AND a New Building: Meadows Museum at Southern Methodist University.
06/18/99. Pp. 20-23.

Laura Angélica Simón–Teacher and Filmmaker: First Documentary a Winner at Sundance.
06/18/99. Pp. 24-26.

Playgoing in Cuban: American Place Theatre, NY, NY.
06/18/99. Pp. 27-29.

AUTHORS

The Cuban Stories of Luis Martínez-Fernández: Rediscovers Own History while Researching Another.
10/09/98. Pp. 14-15.

Esther Madriz: Compassionate Criminologist: University of San Francisco Professor Interviewed by *HO*.
11/06/98. Pp. 5-7.

Ecology Textbook Breaking Publisher's Records: University of New Mexico Author (Manual C. Molles Jr.) Talks about His Work.
11/06/98. Pp. 20-21.

AWARDS

Adelfa Callejo: The Spirit of Excellence: Texas Lawyer Earns ABA (American Bar Association) Award.
09/25/98. P. 34.

First Annual *Hispanic Outlook* Scholarship Award Recipients Verónica García and Lourdes Rebeca Perdomo.
11/20/98. Pp. 28-29.

McGraw Prize to Maricopa's Alfredo G. de los Santos and Paul A. Elsner: Outstanding Partnership Cited.
12/18/98. Pp. 12-14.

BOOK REVIEWS

The Squatter and the Don by María Amparo Ruiz de Burton. Reviewed by John Wegner, Angelo State University.
12/04/98. P. 36.

Border Crossings: Mexican and Mexican-American Workers ed. by John Mason Hart. Reviewed by Mark Saad Saka, Sul Ross State University-Alpine.
12/18/98. P. 36.

Muddy Cup: A Dominican Family Comes of Age in a New America by Barbara Fischkin. Reviewed by Johnnie D. Spraggins, State University of New York-Genesco.
01/08/99. P. 34.

George Washington Gómez by Americo Paredes. Reviewed by John Wegner, Angelo State University.
01/29/99. P. 38.

The Life and Times of Pancho Villa by Friedrich Katz. Reviewed by Mark Saad Saka, Sul Ross State University-Alpine.
02/12/99. P. 32.

Books in Spanish for Adolescents. By Isabel Schon, California State University-San Marcos.
02/26/99. P. 32.

Books in Spanish for Children. By Isabel Schon, California State University-San Marcos.
03/12/99. P. 34.

Strangers Among Us: How Latino Immigration Is Transforming America by Roberto Suro. Reviewed by Eduardo Mendieta, University of San Francisco.
03/26/99. P. 39.

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04/09/99. P. 38.

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04/23/99. P. 54.

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05/07/99. P. 35.

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05/21/99. P. 41.

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06/04/99. P. 41.

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06/18/99. P. 41.

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07/02/99. P.38.

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07/16/99. P. 34.

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07/30/99. P. 35.

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08/13/99. P. 36.

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08/27/99. P. 38.

Latino Cultural Citizenship: Claiming Identity, Space and Rights edited by William V. Flores and Rina Benmayor. Reviewed by Eduardo Mendieta, University of San Francisco.
09/10/99. P. 37.

COMMUNITY COLLEGES

Hispanic Stats at Two-Year Colleges: No Surprises!
03/26/99. Pp. 7-9.

Improving the Future for Hispanic Americans: The Role of Community Colleges.
03/26/99. Pp. 23-25.

The Community College: Quality, Affordability and Receptivity.
09/10/99. Pp. 26-27.

CONFERENCES AND CONVENTIONS

Hispanic National Bar Association Hosts Annual Conference and Job Fair.
09/25/98. Pp. 32-33.

Diversity Alive and Well in Kansas: Garden City Community College Paves the Way.
02/12/99. Pp. 17-18.

Womens Leadership Conference Uplifting: Candid Discussions on Racism, Sexism, and Oppression.
05/21/99. Pp. 26-28.

CONTROVERSY

Tenure–the Impossible Dream? Be Prepared, Get Mentored, and Don't Rock the Boat.
07/16/99. Pp. 9-11.

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08/27/99. Pp. 12-16.

CORPORATIONS

Creating Parity Through Mentoring: Detroit Program Moving to Atlanta and Dallas (sponsors include Ford Motor Co., Comerica Bank, and Deloitte & Touche).
01/08/99. Pp. 18-19.

Amoco and Exxon Foundations Target Minority Engineers.
01/08/99. Pp. 24-25.

CURRICULUM

Toning up the Intellectual Muscle: St. John's College, Annapolis and Santa Fe.
04/09/99. Pp. 21-22.

DISTANCE EDUCATION/LEARNING

Telementoring the Young: One-on-One, Q&A, and Subject Data on Tap.
10/23/98. Pp. 20-22.

Distance Learning Closing In: Inescapable and Fraught with Potential.
12/18/98. Pp. 9-11.

DIVERSITY

How to Achieve Diversity on Our Campuses ("Outlook on Washington" commentary by Gustavo Mellander).
10/09/98. P. 4.

Diversity a Major Theme for College Board: Given Priority at Conference and Beyond.
10/23/98. Pp. 5-7.

Toward a Common Vision of Equity and Diversity: National Community College Hispanic Council.
10/23/98. Pp. 11- 12.

The Midwest's Uncommonly Diverse University (Northeastern Illinois).
12/18/98. Pp. 22-24.

Good News for the Friends of Diversity: The Leadership Alliance at Brown University.
07/02/99. Pp. 25-27.

Initiative on Race Reaches Out (at San Jose State University).
09/10/99. Pp. 20-22.

FACULTY

Improvement Inadequate but Outlook Promising: (National Council of La Raza) Reports on Latino Education.
09/11/98. Pp. 26-28.

Endowed Chairs to Five Hispanic Professors at Miami-Dade Community College: Cruz, García, Martelly, Meza, Montoya Among 13 Honored.
11/20/98. Pp. 18-19.

The Consummate Student: Faculty Profile: Luis Gómez, University of Michigan.
01/29/99. Pp. 28-29.

Subverting the Dominant Paradigm: Trinity's (College, Conn.) Luis Figueroa Challenges Assumptions.
02/12/99. Pp. 10-11.

Two of Four Winners Hispanic: Central Washington University Honors Teaching Excellence (Martinez de Velasco and Fuentes).
02/12/99. Pp. 21-22.

Honoring Teachers Who Honor Teaching: Maria Villar, Anthropologist (William Paterson University, N.J.).
04/09/99. Pp. 18-20.

Latinas Speak Out at Princeton University (N.J.) Roundtable.
04/23/99. Pp. 40-43.

(David) Carrasco's "Existential Oomph" at Princeton (University): Cross-disciplinary Collaboration Brings Mesoamerican Potsherds and Ruins to Life.
08/27/99. Pp. 27-28.

FELLOWSHIPS AND GRANTS

Pew Charitable Trusts: Five Decades of Giving.
05/07/99. Pp. 9-11.

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The Coalition of America's Colleges and Universities Says "College Is Possible".
01/29/99. Pp. 11-12.

Who Will Pay? New Reports Center on Parents and Pell Grants.
01/29/99. Pp. 13-15.

College Board Covers Education Loan Borrowing.
02/12/99. Pp. 15-16.

GRADUATE SCHOOL

Driving El Paso's Future: UTEP Expands Doctoral Programs.
07/30/99. Pp. 24-25.

HEALTH

Salud! Body, Mind, Spirit: User-Friendly Health Book By and For Women.
09/11/98. Pp. 21-22.

The Triple Whammy: Hispanics in Allied Health Careers: Remedies from Southwest Texas State.
06/04/99. P. 6-9.

Minority Medical Students at Largest-Ever Symposium: High School Students Welcome as (National Medical Fellowships, Inc.) Fellows Discuss Careers (includes related interview with Alfredo Quiñones-Hinojosa).
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06/04/99. Pp. 26-27.

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08/13/99. Pp. 6-8.

HISTORY

Commemorating Hispanics Nationwide: Hispanic Heritage Month.
10/09/98. Pp. 12-13.

The Cuban Stories of Luis Martínez-Fernández: Rediscovers Own History while Researching Another.
10/09/98. Pp. 14-15.

THE HONOR ROLL

George Mason University: Where High Technology Meets Public Policy.
09/11/98. Pp. 17-19.

CUNY's (City University of New York's) John Jay College of Criminal Justice: Freeing the Mind and Arming the Spirit.
09/25/98. Pp. 18-20.

University of Texas at San Antonio: Youthful Vigor and Noble Vision.
10/09/98. Pp. 21-23.

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11/06/98. Pp. 17-19.

William Paterson University (New Jersey).
11/20/98. Pp. 20-22.

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12/04/98. Pp. 16-18.

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12/18/98. Pp. 15-17.

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01/29/99. Pp. 16-18.

Oswego State University, SUNY (State University of New York): Value, Equity, Opportunity.
02/12/99. Pp. 12-14.

Agnes Scott College (Georgia): Profoundly Committed to Educating Women.
02/26/99. Pp. 14-16.

Texas A&M University Enrollment 43,000…and Growing.
03/12/99. Pp. 15-18.

Rancho Santiago Community College District (Calif.): Rapid Growth Generates Change.
03/26/99. Pp. 17-19.

The University of South Florida: Latin Advisory Group Sparks Growth and Change.
04/09/99. Pp. 15-17.

San Diego State University: Comprehensive and Innovative.
04/23/99. Pp. 30-32.

Hunter College of the City University of New York: Irish Founder Stressed Equal Opportunity.
05/07/99. Pp. 15-17.

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05/21/99. Pp. 18-21.

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06/04/99. Pp. 15-17.

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06/18/99. Pp. 17-19.

University of New Mexico: Hispanic Students Earning Top Scholarships.
07/02/99. Pp. 17-19.

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07/16/99. Pp. 18-20.

The University of Texas at Brownsville and Texas Southmost College.
07/30/99. Pp. 17-19.

Indiana University at Bloomington: Pact with IBM Reinforces Hi-Tech Prominence.
08/13/99. Pp. 17-19.

California State University-San Marcos: Growth with Distinction and "Good Fortune".
08/27/99. Pp. 17-19.

University of Rhode Island: Building a Multicultural University.
09/10/99. Pp. 17-19.

INDEX

A Guide to *Hispanic Outlook*, Volume VIII (August 1997-August 1998).
09/25/98. Pp. 25-31.

Index to *Hispanic Outlook in Higher Education*, Volume IX (September 1998-September 1999).
09/10/99. Pp. 6-12.

INNOVATIONS

UT (University of Texas at El Paso) Telecampus–The Virtual University: Benefits Across the Board and Border.
12/18/98. Pp. 20-21.

Speaking of Plants: Cuyamaca College (Calif.) Pairs Horticulture and ESL.
03/26/99. Pp. 28-30.

An Arizona K-20 Consortium: Pooled Resources in a High-Need Region.
04/09/99. Pp. 26-28.

The Promising Practices of Arturo Pacheco: UTEP (University of Texas at El Paso) Dean Improves Teacher Education.
04/23/99. Pp. 28-29.

Grey Pinstripes with Green Ties: MBA (Master of Business Administration) Programs Where the Environment Matters.
05/07/99. Pp. 20-23.

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06/04/99. Pp. 30-31.

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07/16/99. Pp. 21-23.

Community College Transfers: A California Perspective (by Grossmont-Cuyamaca CCD Chancellor Omero Suarez).
09/10/99. Pp. 13-14.

The University of Houston-Downtown, El Paso Energy, and "Project Grad".
09/10/99. Pp. 15-16.

INTERNATIONAL

Strengthening International Ties: CSU (California State University)-Stanislaus Hosts Latin Americans.
11/20/98. Pp. 23-24.

Cuban (Research) Institute

Prepares for Thaw in Relations: Broad-based Florida International University Programs Building Bridges.

04/09/99. Pp. 12-14.

LANGUAGE

Language Program "Muy Caliente": Enhanced by Music, Dining, and Dance (at University of Miami).

05/21/99. Pp. 21-22.

St. Augustine College: Pioneer in Bilingualism: Student Population 92 Percent Hispanic.

08/27/99. Pp. 9-11.

Prop. 227 Decimates Bilingual Ed in California: But One District (Oceanside Unified) Shows Improved Test Scores.

08/27/99. Pp. 20-23.

LEADERSHIP

Changing the Trajectory of Life: Waldemar Rojas Is Raising Scores and Hopes.

09/11/98. Pp. 5-7.

Seeking a Supreme Court Seat: HNBA (Hispanic National Bar Association) Leads Drive for Representation.

09/25/98. Pp. 12-14.

Making a Profound Contribution (Claudio Grossman, Dean, Washington College of Law, American University): "Más importante es el camino que la posada" (Don Quixote).

09/25/98. Pp. 15-17.

The Heavy Hats of Ninfa Segarra: NYC (New York City) Deputy Mayor Serves Too on Board of Ed.

10/09/98. Pp. 5-8.

Jorge Klor de Alva: Changing the Rules: Anthropologist Turns Futurist at University of Phoenix.

10/09/98. Pp. 16-20.

Latina Community College Presidents: *HO* Talks with Five Women CEOs (Ramos, Martinez, Muñoz Richart, Romero, and Barrera).

03/26/99. Pp. 10-13.

Dolores Fernandez: Compassionate Catalyst: Heads Hostos Community College (NY) Renaissance.

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Hispanics on the Congressional Hill: In the Lead on Education.

05/21/99. Pp. 16-17.

On the Move with Dr. Martha Medrano: Outstanding Leader, Hispanic Center of Excellence.

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MEDIA/JOURNALISM/TELEVISION

Courageous, Comprehensive, and Compassionate Reporting: Columbia University Awards Cabot Prizes.

11/06/98. Pp. 14-16.

Training Tomorrow's Journalists.

07/02/99. Pp. 8-10.

Media: A Minority Perspective: On, In, and Behind the Scene.

07/02/99. Pp. 11-14.

Media Women on Women in Media.

07/02/99. Pp. 20-21.

Pulling No Punches: Editorial Cartoonist (Michael Ramirez) Hits Hard and Direct.

07/02/99. P. 6.

Americanos: Latino Life in the United States (exhibition cosponsored by Time Warner and Edward James Olmos; book co-authored by Olmos and Lea Ibarra) Debuts at Smithsonian.

07/02/99. Pp. 22-24.

Opportunities for Hispanics in Communications: Strong Preparation a Must.

08/13/99. Pp. 15-16.

ORGANIZATIONS

Carnegie Foundation Goes West: New President/New Location/New Agenda.

09/11/98. Pp. 8-10.

Diversity a Major Theme for College Board: Given Priority at Conference and Beyond.

10/23/98. Pp. 5-7.

Toward a Common Vision of Equity and Diversity: National Community College Hispanic Council.

10/23/98. Pp. 11- 12.

Juan Andrade: Sowing Power Seed by Seed: The U.S. Hispanic Leadership Institute.

11/06/98. Pp. 8-10.

Changing the Face of Business: Consortium for Graduate Study in Management.

01/08/99. Pp. 6-8.

K. Kellogg Foundation Funds Cultural Change: Catalytic Grant to CUNY (City University of New York) Fueling Research.

01/08/99. Pp. 12-14.

Diversity, Humanity, & Sisterhood: Charleston Conference Warm and Worthy (National Association of Women in Education).

02/26/99. Pp. 8-10.

Greeks Empowering Hispanics: Sororities and Fraternities.

02/26/99. Pp. 17-19.

The National Hispana Leadership Institute.

02/26/99. Pp. 20-21.

Ford Fellowships for Minorities: Major Role by National Research Council.

03/12/99. Pp. 5-7.

Association of Governing Boards of Colleges and Universities.

04/09/99. Pp. 5-7.

NSHMBA (National Society of Hispanic MBAs [Master of Business Administration]) Executive Pipeline: In Order to Better Society.

05/07/99. Pp. 12-14.

Showcasing the Best and Brightest: American Association for Higher Education's Hispanic Caucus at the Smithsonian.

05/21/99. Pp. 6-9.

Prescriptions for More Hispanic Doctors (National Hispanic Medical Association).

06/04/99. Pp. 10-11.

Good News for the Friends of Diversity: The Leadership Alliance at Brown University.

07/02/99. Pp. 25-27.

Latinas Getting Elected: Making Tremendous Strides, Says NALEO (National Association of Latino Elected and Appointed Officials).

07/30/99. Pp. 22-23.

OUTLOOK ON WASHINGTON

COMMENTARY BY GUSTAVO MELLANDER

Getting Children to Value Education.

09/11/98. P. 4.

Washington Honors Teacher Development Programs.

09/25/98. P. 4.

How to Achieve Diversity on Our Campuses.

10/09/98. P. 4.

Grants, Children, and Migrant Education.

10/23/98. P. 4.

ERIC Digests: Endless Fountain of Information.

11/06/98. P. 4.

College Education: The Ticket to the Middle Class.

11/20/98. P.4.

Schools, Computers, and the Internet: The Future Is Here.

12/04/98. P. 4.

Preventing Reading Difficulties.

12/18/98. P. 4.

Grants and Student Loans for FY'99.

01/08/99. Pp. 4-5.

Seminars and Institutes for Teachers.

01/29/99. Pp. 4-5.

Two Trends in Teacher Education.

02/12/99. P. 4.

Population Shifts and Strategies.

02/26/99. P. 4

College Opportunities for Everyone.

03/12/99. P. 4.

Data-Driven Change.

03/26/99. P. 4.

Financial Aid Guidance for College Students.

04/09/99. P. 4.

Sources (Web sites) You Can Access.

04/23/99. P. 4.

America's Mantra: "Blame the Teachers!"

05/07/99. P. 5

Serving Undergraduate Students.

05/21/99. P. 5.

Binge Drinking Must Be Stopped.

06/04/99. P.5.

State of American Education.

06/18/99. P. 5.

Information Unlimited (reference to reports from the National Center for Education Statistics).
07/02/99. P. 5.

Business Leaders Address Math & Science Deficiency.
07/16/99. P. 5.

Technology Solutions for Education Organizations (reference to the National Center for Education Statistics' Technology at your Fingertips).
7/30/99. P. 5.

First-Generation Students.
08/13/99. P. 5.

America's Love Affair with Science (reference to the National Science Foundation's biennial report to Congress).
08/27/99. P. 5.

Inequality Even in the Computer Age (reference to Commerce Department study).
09/10/99. P. 5.

PERSPECTIVE

The Biased Depiction of Dominicans: Director (Silvio Torres-Saillant, Dominican Studies Institute, City College of City University of New York) Denounces Press.
09/11/98. p. 23-25.

Bilingual Education: Some Reflections on Prop. 227.
10/09/98. p. 27-32.

An Afternoon with Edward James Olmos: Empowering the Young (Patricia Hanson).
01/08/99. p. 9-11.

Clinton's Record in Higher Education: Long-Term Lobbyist (Terry Hartle, ACE) Shares Views.
01/29/99. p. 24-27.

Latinos and the University of San Francisco: An Insider (Luis Murillo) Views Diversity Efforts, Shares Views.
02/12/99. Pp. 19-20.

It Is Time to Focus on Outcomes: Veteran Educator (Leo Chávez, Foothill-De Anza Community College District) Proposes New Emphases.
03/26/99. Pp. 26-27.

Graduate Education Past, Present, and Future: A Turn-of-the-Century Assessment (Gustavo A. Mellander, George Mason University).
05/07/99. Pp. 6-8

Choosing Between the Languages of Oppression and Liberation (David Abalos, Seton Hall University, N.J.)
05/07/99. Pp. 18-19.

PROGRAMS

Mexican Border Residents Attending UTEP (University of Texas at El Paso): Controversial but Effective Program.
03/12/99. Pp. 18-19.

University of Colorado-Boulder: Developing Latino Student Leadership: USHLI (United States Hispanic Leadership Institute) Program Under Way.
4/23/99. Pp. 33-36.

Culture, Collaboration, and Caring: Michigan State University and University of Guanajuato, Mexico: Partners in Nursing Education.
06/04/99. Pp. 28-29.

USIA (United States Information Agency): Opportunities for Hispanics? Fulbrights, Visiting Professionals, and More.
08/27/99. Pp. 6-8.

¡PUNTO FINAL!—appearing on each issue's back cover.

Answering the Call (Betty Castor, president, University of South Florida).
01/08/99.

Shaping Destiny Hands On (Juan Lopez Garriga, University of Puerto Rico-Mayaguez).
01/29/99.

How to Recruit and Retain Latino Faculty (Robert Davison Avelés, George Mason University).
02/12/99.

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02/26/99.

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03/12/99.

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09/10/99.

RANKINGS

The 1998 *HO* Publisher's Picks (colleges and universities offering outstanding opportunities to Hispanic students).
11/20/98. Pp. 5-12.

Hispanic Outlook's Top 50 Community Colleges for Hispanics.
03/26/99. Pp. 5-6.

Hispanic Outlook's Top 100 Colleges and Universities (overall bachelor's, master's, and doctoral degrees awarded to Hispanics; by academic program, bachelor's degrees awarded to Hispanics; and Puerto Rico rankings).
04/23/99. Pp.5-20.

RECRUITMENT

Texas Law Schools Back New Prep Institute: Designed to Increase Minority Enrollment.
10/23/98. Pp. 13-14.

Answering the Call: Edinboro's (Edinboro University of Pennsylvania) Blueprint for Hispanic Recruitment.
03/12/99. Pp. 20-22.

Awakening to the Dream: LA Works and UNM Collaborate to Inspire At-Risk Youth.
12/18/98. Pp. 18-19.

REPORTS

ACE (American Council on Education) Reports Gains in Minority Enrollment and Graduation: And Suggests New Variables for Student Assessment.
11/20/98. P. 13.

(ACE) VP Héctor Garza on Diversity.
11/20/98. Pp. 14-17.

Ups & Downs: Hispanic Enrollment: Many Small Schools Reporting Gains.
01/29/99. Pp. 19-20.

Latinos On and About Television: Second Report of the Tomás Rivera (Policy) Institute.
04/23/99. Pp. 37-39.

Women in Academic Medicine Leveling Off: Asians Lead Minority Numbers; Latinas Trail (reference to *Women in U.S. Academic Medicine*, Association of American Medical Colleges).
06/04/99. Pp. 20-22.

Hispanics Choosing by Price and Proximity: Early Search Less than Ideal (reference to *U.S. News & World Report's* annual "Best Colleges" rankings).
07/16/99. Pp. 15-17.

SCHOLARSHIP

Fannie Mae Sponsors MBAs at University of Florida.
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Wal-Mart Honing the Competitive Edge: With Vendors, Funds $20K Scholarships.

01/08/99. Pp. 22-23.

Paving the Road to Scholarships (*Cash for College: The Ultimate Guide to College Scholarships* by Cynthia Ruiz McKee and Phillip C. McKee, Jr.).

01/29/99. Pp. 6-10.

University of New Mexico Boasts Two Truman Scholars: Melendres and Montoya Garner Prestigious Awards.

03/12/99. Pp. 8-10.

Brooklyn (College, N.Y.) Scholars Program: Honors Academy Raises Hopes and Academic Levels.

03/26/99. Pp. 20-22.

SCIENCE

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10/23/98. Pp. 15-16.

Ecology Textbook Breaking Publisher's Records: University of New Mexico Author (Manual C.) Molles (Jr.) Talks about His Work.

11/06/98. Pp. 20-21.

Cornell Professor (Eloy) Rodriguez's Students Explore Rain Forests.

04/09/99. Pp. 24-25.

Landslide Win for NJIT (New Jersey Institute of Technology) Team at Academic Olympiad.

04/23/99. Pp. 44-45.

(David) Carrasco's "Existential Oomph" at Princeton (University): Cross-disciplinary Collaboration Brings Mesoamerican Potsherds and Ruins to Life.

08/27/99. Pp. 27-28.

SPECIAL FEATURE

Administrators' Salaries in Academia: CUPA (College and University Personnel Association) '97-'98 Survey Data.

09/11/98. Pp. 11-12.

Ethnic Studies: One Man's (Horacio D. Lewis) Retrospective.

09/11/98. Pp. 13-16.

How Three Top Colleges Appeal to Hispanics: Special Efforts at Florida International University, University of Texas-El Paso, and University of New Mexico Research Council.

04/23/99. Pp. 25-27.

Kids Look O.K., They Seem O.K., but Are They? Gustavo Mellander reflects on Patricia Hersch's *A Tribe Apart*.

06/04/99. Pp. 18-19.

Pulling No Punches: Editorial Cartoonist (Michael Ramirez) Hits Hard and Direct.

07/02/99. P. 6.

"How Much Poverty Can Democracy Endure?" (Oscar) Arias Speaks at Chapman University, Orange, Calif. (with comments on Arias by Vice President and Dean of Students Joseph Kertes).

07/30/99. Pp. 6-11.

SPORTS

Hispanic Influence on the Growth of Soccer: Ball Control, Touch, and the Beauty of the Game.

12/04/98. Pp. 5-8.

NCAA (National Collegiate Athletic Association) Leadership Conference: *HO* Interviews Hispanic Student-Athletes.

12/04/98. Pp. 9-11.

The Challenge of Hispanic Student Athletes: Family, Finances, Early Experience (California State Polytechnic University-Pomona, or "Cal Poly").

12/04/98. Pp. 12-13.

Tommy Nuñez National Hispanic Basketball Classic: A Great Time–A Great Cause.

12/04/98. Pp. 14-15.

Researchers (Vivian Acosta and Linda Jean Carpenter) Talk Women, Sports, and Academia: Participation Up, Role Models Down.

12/04/98. Pp. 19-22.

NCAA (National Collegiate Athletic Association): Not on the Court but in It (FairTest: The National Center for Fair & Open Testing).

12/04/98. P. 23.

Life Is More than a Sport: A Latino Athlete's (Liberto Mukul) Case History.

12/04/98. Pp. 24-25.

Latinos in Sports, A Case Study: Liberto Mukul Still Carving His Niche (C. Keith Harrison, Paul Robeson Research Center for Academic and Athletic Prowess, University of Michigan).

12/04/98. Pp. 26-27.

Orlando Brenes: The Coach with the Midas Touch (at Rio Hondo College).

05/21/99. Pp. 23-25.

The World Series of Cold War Diplomacy (Cuba vs. Baltimore Orioles viewed by American University observers).

08/13/99. Pp. 12-14.

STRATEGIES

Graduation Rates at Community Colleges: Six at the Top Explain Their Success (Miami-Dade CC, El Paso CC, Fiorella H. La Guardia CC, Borough of Manhattan CC, Laredo CC, and Hostos CC).

03/26/99. Pp. 14-16.

Latinos in Education: Where Do We Go from Here? Clifford Adelman (U.S. Department of Education) on Statistics and Action Awards.

04/23/99. Pp. 21-24.

Hispanic Education Action Plan (a White House initiative): Advocates Applaud Plan... But Propose Fine-Tuning.

07/02/99. Pp. 15-16.

Diversity in Health Administration: Summer Enrichment Program Opening Doors (at Florida Atlantic University).

07/30/99. Pp. 12-13.

Strategic Mentoring via HOSTS (Help One Student to Succeed): Dallas-based Program Now in 42 States.

07/30/99. Pp. 14-16.

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08/13/99. Pp. 9-11.

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08/13/99. Pp. 23-26.

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08/27/99. Pp. 24-26.

Motivating the Disengaged Student: Part Two: Facilitating Effective/Engaging Classroom Discussion.

09/10/99. Pp. 23-25.

SUCCESS STORIES

Top Team: Castillo and Moreno: Thomas Jefferson School of Law Students Achieve Distinction Nationwide.

09/25/98. Pp. 21-24.

Adolfo Gamez (Estrella Mountain Community College): Lion and Lamb: Untiring Activist on All Fronts.

10/09/98. Pp. 24-26.

Hispanic Headliners in Kansas: Families (Gabriela Amada Vega) and Faculty (Lydia González) at Garden City (Community College, Kansas).

11/06/98. Pp. 22-24.

Jeremy Valdéz: Engineer, Journalist, Comedian: Texas Aggie (Texas A&M University) Keeps Options Open.

11/20/98. Pp. 25-26.

Aaron Gutiérrez, First Student to Join Board of Trustees (Eastern Washington University).

11/20/98. P. 27.

Talented Latina (Aura Díaz) Thriving in Multimedia: Blends Old and New Arts at Orange Coast College.

12/18/98. Pp. 25-26.

New Teacher (Yazmin Perez) on a Mission: Dropout Gives Encouragement She Never Got.

02/26/99.

Building Teacher Diversity in the Schools: Portland (Teacher) Program Changing Classrooms.

03/12/99. Pp. 23-24.

Rosie Rodela: Compassionate Counselor (at University of Texas at El Paso).

05/07/99. Pp. 24-25.

Amazing Argelia-Scholar, Dancer, Activist: UCLA Honors Exceptional Student.

06/18/99. Pp. 30-31.

Latina (Myrna Vallejo) Takes Paris Prize: Houston CC Student Wins Design Contest.

06/18/99. P. 32.

Family History in the Making: Cintron Sisters at Community College of Philadelphia.

07/30/99. Pp. 20-21.

SURVEYS

Latino Attitudes More Liberal Than Most: UCLA's (University of

California at Los Angeles) 32nd Annual Poll Surveys a Quarter Million First-year College Students.
10/09/98. Pp. 9-11.

College Board Reviews SAT Trends among Ethnic Groups: A Recent College Board Survey Examines SAT Scores and Disparities.
10/23/98. Pp. 8-10.

Allied Health Survey Yields Useful Data: Rapid Placement in Many Fields (reference to the American Medical Association's 27th edition of *Health Professions Education Directory*)
06/04/99. Pp. 26-27.

TRENDS

Teaching Spanish to Hispanics: Good Programs Need Replicating.
11/06/98. Pp. 11-13.

TUITION

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01/29/99. Pp. 21-23.

WOMEN

Groundbreaking Research, Serendipitous Grants (American Association of University Women).
02/26/99. Pp. 5-7.

Latina Researchers (Perez, Arevado, Tinajero, Quiroz Gates, Trillo, and others) at UTEP (University of Texas at El Paso).
02/26/99. Pp. 11-13.

LISTED BELOW IN ALPHABETICAL ORDER ARE THOSE COLLEGES AND UNIVERSITIES SPECIFICALLY HIGHLIGHTED IN AN ARTICLE'S TITLE OR SUBTITLE:

Alma College
08/13/99. Pp. 9-11.
Alamo College
07/16/99. Pp. 12-14.
American University
09/25/98. Pp. 15-17.
08/13/99. Pp. 12-14.
Arizona State University-West
02/12/99. Pp. 8-9.
Barry University
06/04/99. Pp. 30-31.
Borough of Manhattan Community College
03/26/99. Pp. 14-16.
Brown University
07/02/99. Pp. 25-27.
California State Polytechnic University-Pomona
12/04/98. Pp. 12-13.
California State University-Monterey Bay
08/27/99. Pp. 12-16.
California State University-San Marcos
08/27/99. Pp. 17-19.
California State University-Stanislaus
11/20/98. Pp. 23-24.
Case Western Reserve University
09/25/98. Pp. 8-11.
Central Washington University
02/12/99. Pp. 21-22.
Chapman University
07/30/99. Pp. 6-11.
Chicago School of Professional Psychology
08/13/99. Pp. 6-8.
City University of New York
01/08/99. Pp. 12-14.
Columbia University
11/06/98. Pp. 14-16.
Community College of Philadelphia
07/30/99. Pp. 20-21.
Cornell University
04/09/99. Pp. 24-25.
Cuyamaca College
03/26/99. Pp. 28-30.
Dominican College (of San Rafael)
05/21/99. Pp. 29-31.
Edinboro University of Pennsylvania
03/12/99. Pp. 20-22.
El Paso Community College
03/26/99. Pp. 14-16.
Estrella Mountain Community College
10/09/98. Pp. 24-26.
Fairleigh Dickinson University-Teaneck
08/13/99. Pp. 15-16.
Fiorella H. La Guardia Community College
03/26/99. Pp. 14-16.
Florida International University
04/09/99. Pp. 12-14.
04/23/99. Pp. 25-27.
Garden City Community College
02/12/99. Pp. 17-18.
11/06/98. Pp. 22-24.
Grossmont-Cuyamaca Community College District
09/10/99. Pp. 13-14.
Hostos Community College
03/26/99. Pp. 14-16.
04/09/99. Pp. 8-11.
Houston Community College
06/18/99. P. 32.
Indiana University at Bloomington
08/13/99. Pp. 17-19.
Laredo Community College
03/26/99. Pp. 14-16.
Long Island University
02/26/99. Pp. XXX.
Miami-Dade Community College
11/20/98. Pp. 18-19.
03/26/99. Pp. 14-16.
Michigan State University
06/04/99. Pp. 28-29.
New Jersey Institute of Technology
04/23/99. Pp. 44-45.
New Mexico Tech's Energetic Materials Research and Testing Center
10/23/98. Pp. 15-16.
Northeastern Illinois University
12/18/98. Pp. 22-24.
Orange Coast College
12/18/98. Pp. 25-26.
Princeton University
04/23/99. Pp. 40-43.
08/27/99. Pp. 27-28.
Rio Hondo College
05/21/99. Pp. 23-25.
Rutgers University
10/09/98. P. 33.
San Jose State University
09/10/99. Pp. 20-22.
Southern Methodist University
06/18/99. Pp. 20-23.
Southwest Texas State University
06/04/99. P. 6-9.
St. Augustine College
08/27/99. Pp. 9-11.
St. John's College: Annapolis and Santa Fe
04/09/99. Pp. 21-22.
Texas A&M University
10/23/98. Pp. 15-16.
11/20/98. Pp. 25-26.
Texas Southmost College
07/30/99. Pp. 17-19.
Thomas Jefferson School of Law
09/25/98. Pp. 21-24.
Trinity College
02/12/99. Pp. 10-11.
University of California-L. A.
10/09/98. Pp. 9-11.
06/18/99. Pp. 30-31.
University of Colorado-Boulder
4/23/99. Pp. 33-36.
University of Florida
01/08/99. Pp. 20-21.
University of Georgia
06/18/99. Pp. 10-12.
University of Guanajuato
06/04/99. Pp. 28-29.
University of Miami
05/21/99. Pp. 21-22.
University of Michigan
10/23/98. Pp. 15-16.
12/04/98. Pp. 26-27.
01/29/99. Pp. 28-29.
University of New Mexico
03/12/99. Pp. 8-10.
11/06/98. Pp. 20-21.
12/18/98. Pp. 18-19.
04/23/99. Pp. 25-27.
University of Oregon
12/18/98/ Pp. 5-8.
University of Phoenix
10/09/98. Pp. 16-20.
University of San Francisco
11/06/98. Pp. 5-7.
University of Texas at Brownsville
07/30/99. Pp. 17-19.
University of Texas at El Paso
02/26/99. Pp. 11-13.
03/12/99. Pp. 18-19.
04/23/99. Pp. 28-29.
05/07/99. Pp. 24-25.
12/18/98. Pp. 20-21.
04/23/99. Pp. 25-27.
07/30/99. Pp. 24-25.
University of Texas-San Antonio
07/16/99. Pp. 6-8.
William Paterson University
04/09/99. Pp. 18-20.

Community College Transfers: A California Perspective

TAG Agreement to Start Bearing Fruit with SDSU

BY OMERO SUAREZ

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

The TAG's academic requirements include a declared major at the time of admission to SDSU, no remediation needs, a minimum of 60 transferable units, and a grade point average of at least 2.60 in those units.

With San Diego State University (SDSU) headed for overcrowding reminiscent of the late 1980s, SDSU President Stephen Weber and the region's community college leaders are taking action to ensure that SDSU growth will be consistent with available resources and that community college transfer students will be accommodated.

California's 106 community colleges, which already serve more than 1.5 million students, are also planning for growth and sympathize with SDSU's situation. An additional 350,000 students are projected to enroll in California's community colleges by 2005, a date that is literally just around the corner. Within the Grossmont-Cuyamaca Community College District, we'll continue to prepare our 30,000 students for transfer, basic skills acquisition, and new and enhanced careers, but our facilities will be stretched very thin.

SDSU, the largest of the California State University campuses, also has more than 30,000 students. It receives about 2,500 transfer students each year, with more than 60 percent coming from the local community colleges. Typically, a third of all baccalaureate degree recipients are transfer students from the eight San Diego County community colleges.

How will our growth affect SDSU? And what mechanisms will be in place for SDSU to accept local students who transfer from San Diego and Imperial County community colleges?

On June 10, community college chancellors and presidents and SDSU president Stephen Weber signed a TAG agreement (Transfer Admission Guarantee), effective Fall 2000, that will ensure access to SDSU for local community college students who meet the new requirements. The unprecedented agreement recognizes SDSU's "special responsibility to potential upper-division community college transfer students within its regional service areas."

Dr. Omero Suarez

The first San Diego or Imperial County community college students to be guaranteed admission under the new agreement will be those who sign the SDSU TAG agreement Fall 1999, complete at least two semesters of coursework meeting the requirements, designate an initial enrollment date at SDSU, and meet other specified requirements.

The TAG's academic requirements include a declared major at the time of admission to SDSU, no remediation needs, a minimum of 60 transferable units, and a grade point average of at least 2.60 in those units. Historically, students at Grossmont College and Cuyamaca College do as well as, or even better than, students who begin their college careers at SDSU. By the time they are ready to transfer, they have conquered deficiencies, have study habits in place and a solid educational foundation, and have developed their educational goals.

The SDSU agreement is similar to the guarantee already in place between our colleges and the University of California at San Diego. University of California President Richard Atkinson says that one of the best ways to enter UC is through a community college. The same is true for SDSU.

The TAG agreement is the second agreement between SDSU and the Grossmont-Cuyamaca Community College District.

Tracking Progress of Transfer Students

Two years ago, we signed a data-sharing contract that established a framework for exchanging information about our transfer students while protecting their privacy rights. The cooperative research was viewed as an opportunity to jointly monitor student outcomes. It was also encouraged by state and federal pressures for increased accountability at all levels of education, accountability that would rely heavily on accurate data and information. Ideally, this would include data across institutions, meaning that those sending students (community colleges) and those receiving students (four-year colleges and universities) would need to cooperate at a new level. In creating our data-sharing contract, we needed to overcome traditional impediments such as different computerized systems, mistrust, distinct institutional missions, and concerns about confidentiality. The anticipated benefits and the commitment of the Grossmont-Cuyamaca Community College District and SDSU successfully transcended these barriers.

The projected advantages of data-sharing included the ability to obtain accurate counts of transfers and to assess the level of preparation. Because there had been no systematic study, community college transfer students were subject to mistaken assumptions about their preparation and their performance after transfer. With data-sharing, we would be able to track the results of placement and assessment and to review articulation class by class.

We believed the data would assist both institutions in program review and would be helpful in complying with accountability and accreditation requirements. In short, the data-sharing would help us understand the potential consequences of various educational actions by providing insights not previously available.

The agreement enables SDSU and our college district to obtain information about our transfer students' performance in specific course work as they move through SDSU. We will know far more precisely than ever before how they perform, by specific courses, majors, and departments. We will know if they dropped out or changed majors.

With this information, we will be able to evaluate student progress and to assess ways in which the education we offer at both the community college level and the upper-division level at SDSU can be improved. Adjustments in our instructional programs are likely.

While we already know that our students generally maintain their approximate GPAs after they transfer to SDSU, more specific information has not been available. Now, after just one year under the data-sharing agreement, we are using the first round of information in our community college program review process in mathematics, English, philosophy, psychology, and economics.

> ***"After just one year under the data-sharing agreement, we are using the first round of information in our community college program review process in mathematics, English, philosophy, psychology, and economics." Omero Suarez, Chancellor, Grossmont-Cuyamaca CCD***

The data-sharing pioneered by our district is so encouraging in its usefulness that our local agreement is now being expanded to include all of the region's community colleges and other public and private four-year institutions. The Chancellor's office of the California Community Colleges has provided a grant to enable this expansion.

Confidentiality has been ensured from several angles. In keeping with federal restrictions, the data is used solely for educational purposes. Social Security numbers are encrypted by a methodology known only to two restricted parties at both institutions. This is true also for any matching data bases. These actions ensure that no data can be traced back to individual students.

Data-sharing is a clear indication of our commitment to constantly improve education and services.

Partnership for Excellence

Another example of such a commitment is the California community colleges compact known as The Partnership for Excellence. Governor Gray Davis has highlighted the Partnership as a model of educational accountability.

In exchange for additional funds over a three-year period, the community college system agreed to specific student and performance outcomes in the areas of transfer, degrees and certificates, course completion, workforce development, and basic skills.

In the Grossmont-Cuyamaca District, 1998-99 Partnership for Excellence funds are being used to improve math and English labs that support transfer preparation, expand tutoring opportunities, increase classroom and lab technical support, and develop more flexible curriculum options so that courses can be offered in formats such as open entry/open exit, very short term (1-5 days), or semester long. Measuring results, making modifications, and continuous improvement are challenges that will be addressed with additional Partnership funds.

According to California State University (CSU) Chancellor Charles Reed, admission of community college transfers is one of CSU's highest priorities. The SDSU TAG agreement takes positive action to recognize this. Data-sharing agreements will bring the two higher educational systems closer together. The Partnership for Excellence is our commitment to perform. All three elements–the TAG, data-sharing, and the Partnership–reflect our commitment to high standards, continuous improvement, and specific outcomes.

Dr. Omero Suarez, chancellor of the Grossmont-Cuyamaca Community College District, El Cajon, California, has served as deputy chancellor of the City Colleges of Chicago; president of East Los Angeles College; and founding president of the Valencia Campus of the University of New Mexico. He has held faculty positions in Oklahoma and Nebraska.

Dr. Suarez earned his Ph.D. from the University of Oklahoma in the administration of higher education.

The University of Houston-Downtown, El Paso Energy, and "Project GRAD"

BY JANE THIELEMANN

A faculty member of the Dept. of Urban Education at the University of Houston-Downtown

For the second consecutive year, the *U.S. News & World Report* has named the University of Houston-Downtown (UHD) as the most diverse regional liberal arts college in the western United States. With a student enrollment profile of 32 percent Hispanic, 28 percent African American, 12 percent Asian, 26 percent White, and two percent International, UHD has recognized that a university setting must be a place where all students are accepted and encouraged as they strive toward achieving a college degree. Recruitment and retention of an increasingly diverse student population is a constant challenge for an urban campus such as UHD. The demographic shift in the populations of many urban high schools in Houston has resulted in a large percentage of minority students who either drop out of high school or graduate underprepared for the academic demands of university course work. Many of these students are of Hispanic origin and live only a short distance from UHD.

The University has laid plans to meet the challenge of preparing these neighboring high school students for future university enrollment through its involvement in an innovative educational collaborative. This collaborative, Project GRAD (Graduation Really Achieves Dreams), has linked El Paso Energy, Houston Endowment, the University of Houston-Downtown, and the Houston Independent School District in an educational reform effort that has a growing record of success.

Created under the guidance of Houston's Jim Ketelsen, former chief executive of Tenneco, Project GRAD now stands as a promising model for the nation's urban schools. The program was designed to encourage students who attend Jefferson Davis High School, located in Houston's socioeconomically disadvantaged north-side neighborhood, to graduate from high school and attend college. Jefferson Davis High School, a predominantly Hispanic (80.6 percent) urban high school near downtown, was chosen for this project because it was one of the worst performing schools in the Houston Independent School District. The collaborative partners created a multifaceted program to change the educational achievement and expectations of the students, teachers, and community of Jeff Davis High by working with students from elementary school to college.

Project GRAD provides students with academic and social service support throughout their elementary, junior high, and high school years in order to enhance each student's academic growth. With the help of its collaborative partner, El Paso Energy, Project GRAD helps students move successfully through the educational pipeline to college by offering college scholarships of $4,000 for each graduate of Jefferson Davis High School. To date, the academic changes in the Project GRAD schools have been remarkable.

> ***This collaborative, Project GRAD, has linked El Paso Energy, Houston Endowment, the University of Houston-Downtown, and the Houston Independent School District in an educational reform effort that has a growing record of success.***

Positive Results

An evaluation of the collaborative efforts to date indicate success in achieving established long-term goals. Statistics indicate that Jefferson Davis High School has doubled the rate at which its graduating seniors pursue a college education. In addition, recent figures reveal a decline in the dropout rate at Davis High School from 17 percent in 1988 to 10.6 percent in 1994-95 and a further decline to 3.1 percent for the 1997-1998 school year. Last year, 273 students graduated from Jefferson Davis High School, a 57 percent increase over graduation rates from 1984-1989. Furthermore, the number of college-bound graduates from Davis High School receiving the scholarship has grown each year from 101 of the 199 Class of 1992 graduates to 174 of 273 graduates for the Class of 1998.

Results from the elementary and junior high schools, which feed into Jefferson Davis High School, are also positive. Test scores for students of Marshall Middle School revealed that 57 percent of the students passed grade-level math tests compared with 21 percent in 1995. And results from Ryan Elementary School revealed that 91 percent of the students passed the TAAS, the Texas State reading test, compared with 49 percent in 1995.

Years of Dedicated Collaboration

Such results have not been achieved quickly, though; the collaborative partners have remained involved for over a decade in order to change the dismal educational achievement once found at Davis. Just 10 years ago, the students of Jefferson Davis High School dropped out at a rate of almost 20 percent a year, fewer than 10 percent of the graduates went to college, and few, if any, actually completed college. In efforts to combat these conditions in 1989, Ketelsen, acting CEO of Tenneco, began a scholarship program and mentoring program for Davis students. The core of the partnership included the provision for adult mentors and tutors for the Davis students. The schools

proximity to Tenneco's corporate headquarters facilitated the volunteerism effort. The partnership established a set of primary goals to address student problems including:

- improving classroom attendance
- boosting academic achievement
- increasing graduation and college-bound rates
- providing training to facilitate workforce entry and
- encouraging parental involvement

In an attempt to respond to this persistent concern about poor academic preparation, the partnership soon expanded in 1990 to include the University of Houston-Downtown. The University established a summer academic enrichment program for Davis students that would boost the academic skills of students preparing to enter college.

University Involvement

During the summer, the collaborative program offers students the opportunity to attend the Jesse H. Jones Academic Institute on the University of Houston-Downtown campus. The Institute offers students intense academic training by faculty in a technologically enriched university setting. Attending the academic institution is an eligibility requirement for the $4,000 scholarship offered by El Paso Energy.

Students attending the academic institute at the University of Houston-Downtown take courses in reading, writing, math, physics, chemistry, or biology, and receive training in the use of computer software and science lab equipment not found on their high school campus. Math students work with graphing calculators and interactive math software programs. Writing students are taught computer word processing and editing. Physics students work with lasers and optical benches, air tracks, gliders, and sonar range finders. Biology students conduct labs in cellular transport, DNA replication, and protein synthesis; and chemistry students conduct labs that require the development and application of analytical reasoning skills. The program also offers science students a chance to take field trips to the botanical gardens and the science and space museums in the Houston area.

The university experience works to reduce apprehension about college by acculturating students to campus life. Students who successfully complete the Institute receive a $150 stipend from El Paso Energy and may then choose to spend the rest of the summer employed in the summer job component of the program sponsored by Communities in Schools. Eloy Montes, a Jefferson Davis High School graduate and Tenneco Presidential Scholarship recipient states that "The Jesse Jones [summer institute] program prepared me for college classes. The teachers expected a lot from you. They made you reach out and think. It gave me an opportunity to know what college is all about."

Program Expansion and Change

By 1992, further expansion and changes were needed. The scholarship program was not having an impact on the dropout rate of Jefferson Davis High School. Soon, Project GRAD began to add components to the program for elementary and middle school students in order to enhance the social and academic development of students before they reached high school. One of the most important components, "Communities in Schools," provided social services for students to help students seek affordable health care, substance abuse counseling, and/or job training. Other components, "Success for All Reading," a reading program that required an intense daily session of reading, and "Move It Math," a manipulative [interactive] math program, were added to enhance academic achievement of the elementary students who would eventually attend Davis High school. Another change occurred when Tenneco moved its corporate headquarters to Greenwich, Connecticut, ending its sixteen-year involvement with the collaborative group. However, a new sponsor, El Paso Energy, was quickly achieved–one that has announced its financial commitment to the scholarship program.

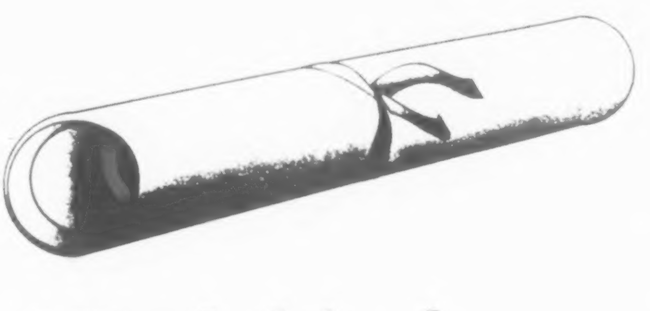
The University of Houston-Downtown also expanded its commitment to students of Davis High School in 1994 by offering a $1,000 per year matching scholarship to each of the El Paso Energy Scholars who chose to attend UHD. To date, a large majority of El Paso Energy Scholars attend the University of Houston-Downtown and receive the El Paso Energy Scholarship as well as the matching UHD scholarship. The academic success of Jefferson Davis students entering UHD as scholarship recipients is of central concern to the University. These students have been nurtured academically by the collaborative partners, and their graduation with a baccalaureate degree would be the capstone for the program. In a continuing effort to retain these students, UHD is now seeking funding for the development of a learners' community, an integrated campus support structure for entering students. Although the program will target Jefferson Davis scholars, opportunities will be extended to the larger UHD diverse first-year-student population as an initiative to improve academic services institutionally.

Establishing Future Success

The increasingly large number of minority students in urban high schools who drop out or arrive on college campuses underprepared will contribute to the growing disparity between the demands of a technologically driven workforce and the educational attainment of America's youth. In the 1998 President's Report to the Community, UHD President Dr. Max Castillo remarked, "Our ability to provide the educated workforce we will need to remain the world's top economic power will be determined by our success in expanding access to higher education."

UHD extends unique opportunities to the students of Jefferson Davis High School, whose future success will provide the foundation for the continued economic growth and cultural development of this expanding metropolitan Houston area. Dr. Arthur K. Smith, chancellor of the University of Houston System, remarked, "These types of partnerships are making a difference for our schools and our citizens, and I can think of no more important responsibility for our universities–particularly those of us in metropolitan areas." UHD is committed to providing students from the large and growing minority population with the opportunity to pursue the economic and intellectual advantages that only higher education can offer.

The Honor Roll



University of Rhode Island

Building a Multicultural University

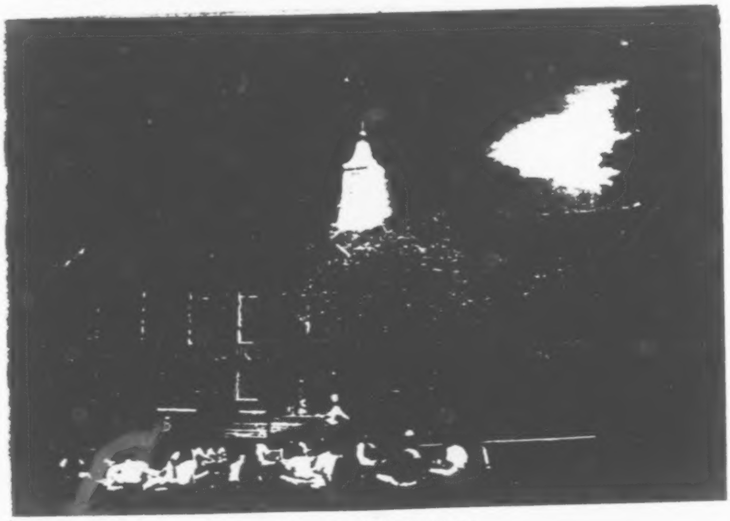
BY ROGER DEITZ

Enrolled in the University of Rhode Island's College of Nursing, master's degree candidate Cristiana Delossantos was awarded the $1,500 Robin Gaines Memorial Scholarship last April at the New England Regional Black Nurses 23rd Annual Spring Conference in Randolph, Massachusetts. "Cristina has good clinical experience, strong academic ability, and a commitment to serving disadvantaged people," says Norma Jean Schmieding, who nominated Delossantos for the award. This is a very special recognition for Delossantos, whose parents immigrated to the United States from the Dominican Republic never learning to speak English. "I want to work with disadvantaged people because I know how much support they need to better their situations," Delossantos reports.

A one-time high school dropout, Delossantos worked hard to turn her life around, first earning her general equivalency diploma. She went on to earn associate's and bachelor's degrees in nursing while accumulating impressive clinical experience. Of special merit is her work in addressing HIV infection and AIDS prevention. Delossantos works full-time at Women and Infants Hospital, where she provides nursing outreach services on the Providence Family Van. An isolated success story? Not at all. The University of Rhode Island (URI) is "building a multicultural university" – one success story at a time.

President Robert L. Carothers puts Cristiana's personal achievement into perspective, noting, "I say to every new class of freshmen coming into the university that they will have to learn to lead, manage, and even inspire people who are in profound ways unlike themselves. Our long range goal here is to build the skills among our students, faculty, and staff that individuals will need to help our community, our multicultural state, and our multicultural nation succeed in our global economy. There is no issue more critical to our future." For building multiculturalism one individual at a time, *The Hispanic Outlook* honors the University of Rhode Island, Dr. Carothers, Cristiana Delossantos, and every student, faculty, and staff member, who are essential in this building process.

URI knows full well that throughout the Northeast and the nation, public institutions of higher education have been grappling with the issue of how to bring greater diversity into their communities. Through various efforts focused on the recruitment and retention of students, faculty, and staff, and through program and curriculum development, and outreach into the Rhode Island public elementary and secondary schools, the University of Rhode Island has been working to build a more diverse community. For example, as part of this effort, since 1992 the University has responded to student-driven requests that the administration has found to be consistent with its overall goals to develop a more diverse community of educators and learners. Two student organizations–the Black Student Leadership Group in 1992,



University of Rhode Island

Robert L. Carothers University of Rhode Island president

and the Brothers United for Action in 1998–spearheaded these efforts. Since 1990, the university's multicultural undergraduate student population has increased by nearly 50 percent–from 6.6 percent in 1990 to 11.5 percent in 1998. In the 1998 first-year-student class, 20 percent of the students from Rhode Island are from multicultural backgrounds. Among these students are Centennial Scholars, athletes, and those enrolling in the Talent Development Program.

The URI undergraduate student body for fiscal year 1998 includes 354 Hispanics (3.3 percent), 387 African Americans (3.6 percent), 384 Asians (3.6 percent) and 50 Native Americans (0.5 percent). Since 1990, the number of multicultural faculty members has also grown, up from 9.5 percent to 13.8 percent, and in the current academic year, seven multicultural faculty members have been hired. (The previous year the percentage of minorities hired increased from 12.92 percent to 13.39 percent even though the minority aspirants in the applicant pool decreased from 11.07 percent to 8.32 percent). Approximately 2.6 percent of the faculty are African American, 1.7 percent Hispanic, 9.2 percent Asian, and 0.3 percent Native American. The university's 615 faculty members are drawn from across the country and throughout the world.

With a student-faculty ratio of 14 to 1, URI offers a student personal attention, as well as the resources of a large research university. While class size varies, two-thirds of all undergraduate courses are taught in classes of 25 students or less. Over the last two years, more than a dozen URI students and faculty have received prestigious Nobel, Fulbright, MacArthur, Truman, Goldwater, McNair, and other international awards, scholarships, and fellowships.

Building a multicultural university requires constructions of many forms. In April 1999, the University appointed former Civil Rights leader Dr. Bernard LaFayette as a Distinguished Scholar-in-Residence at URI. He is an authority on nonviolent social change and non-violence education. Currently president of the American Baptist College in Nashville, Dr. LaFayette will work with URI's proposed new Center for Nonviolence and Peace Studies, and help the Center and the University move into a leadership role in nonviolence education nationally and international-

Honor Roll Facts in Brief

INSTITUTION
University of Rhode Island

LOCATION
Undergraduate Admissions
Green Hall
8 Ranger Road
Kingston, RI 02881
(401) 874-7100

UNIVERSITY OF
RHODE ISLAND

ESTABLISHED
1892

ENROLLMENT
10,708 undergraduates, 3,611 graduate students

HISPANIC ENROLLMENT
3.3 percent undergraduate

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$4,752 In-state residents

FACULTY
665 (13.8 percent multicultural, 1.7 percent Hispanic)

SEVERAL DEGREE PROGRAMS
Business
Engineering
Natural Resources
Marine Science
Pharmacy

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Latin American Students Association
Multicultural Student Services
Señoritas Latinas Unidas Sigma Lambda Upsilon

INTERNET ADDRESS
www.uri.edu

ly. He arrived in June 1999 and will serve a three-year term at the University. In the fall of 1998, URI opened its new $1.55 million Multicultural Center in the heart of the Kingston Campus.

The Multicultural Student Services staff works on a broad range of issues that empower members of the community and nurture values such as mutual respect, cooperation, and teamwork. The staff offers counseling on academic, career, and social matters. The Multicultural Student Services staff sponsors programs and seminars for multicultural students. The Multicultural Student Center is also a gathering place for leisure, meetings, and workshops. Staff for the Center has been increased by two professional positions–a new coordinator has been hired, and an assistant director position is in the process of being filled.

Students of all backgrounds arrive at the University of Rhode Island to find more than 100 undergraduate and 85 graduate degree programs, a wide variety of clubs, expert faculty, and a beautiful seaside location. URI is located in the historic village of Kingston, near the ocean and only six miles from Narragansett Bay, and a host of major beaches in the southern part of the state. URI was founded in 1892 as a land-grant college. Because of its unique location, the University has developed a strong marine program and was named a Sea Grant college in 1971, and it also was designated an Urban Grant Institution in 1995. The University of Rhode Island is one of only eight institutions nationwide to have all three of these designations. In addition to strong marine programs, URI is also well known for its programs in pharmacy, engineering, business, nursing, physical therapy, and natural resources. The University was chartered as the state's agricultural school in 1888. The Oliver Watson farm was purchased as a site for the school, and the original farmhouse, now restored, still stands on the campus. The school became the Rhode Island College of Agriculture and Mechanic Arts in 1892, with the first class of 17 members graduating two years later. In 1909, the name of the college was changed to Rhode Island State College, and the program of study was revised and expanded. In 1951, the college became the University of Rhode Island, by an act of the General Assembly.

URI's 1,200-acre rural Kingston campus is a handsome mix of ivy-covered buildings and contemporary architecture. Just 30 miles south of Providence, URI is within easy reach of Newport, Boston, and New York City by automobile or public transportation. The 10,708 undergraduate students and 3,611 graduate students come from all over the world, contributing to a wealth of cultural and ethnic experiences on campus. More than 300 international students represent 47 different countries. Eighteen percent of the 1998 first-year-student class graduated in the top 10 percent of their high school class. Forty-two percent of undergraduates live on campus (36 percent in residence halls and six percent in Greek houses). Other students commute from home or nearby communities. There are 19 residence halls.

In addition to the Kingston campus, the Alan Shawn Feinstein College of Continuing Education is housed at the University's new Providence Campus. It provides continuing and professional education for adults by offering flexible hours and a wide variety of degree and certificate programs. At the W. Alton Jones Campus in West Greenwich, more than 10,000 school children each year learn about the environment on 2,300 acres of woods, streams, and ponds. Throughout the year, while environmental researchers use the campus as a natural "laboratory," corporate executives, professional organizations, and others take advantage of the location for conferences and training programs. The Narragansett Bay Campus is home to URI's highly acclaimed Graduate School of Oceanography, one of the top five oceanographic institutions in the country. Here too is the Ocean Technology Center that joins researchers with government and industry to promote development of ocean-related technologies. The University also provides outreach and education activities for teachers and school children at the Coastal Institute, also on campus. This is where one will find a nationally sponsored hands-on exhibit, "Living on the Edge", that brings an understanding of coastal ocean science and its social implications to broad audiences.

The University's library collection of 1,090,000 bound volumes and 1,510,000 microforms is housed in the University Library in Kingston, at the Alan Shawn Feinstein College of Continuing Education in Providence, and in the Pell Marine Science Library on the Narragansett Bay campus. The latter was designated a National Sea Grant Depository in 1971. Over the last decade, URI has invested more than $163 million in new facilities and major rehabilitation efforts. An additional $170 million in projects will get under way in the next five years. The university is planning to build an 8,000 seat, $43.6 million Convocation Center, and a separate $7.4 million ice skating facility. Financing for the Center will include $15 million in private gifts, $18 million in state funding, and $10.6 million in revenue bonds. The ice facility will be funded through revenue bonds. A $29-million-dollar five-year technology initiative has led to the installation of fiber-optic cable and other systems at URI. The initiative has provided high-speed data connections to every room in the residence halls. With a $350,000 federal grant, the University will be connected to the "next generation" internet by 2002.

One of the reasons that the region's top high school students are choosing URI is the Centennial Scholarship program, an initiative that rewards superior academic performance with four-year renewable scholarships, from $1000 up to full tuition. Since the Centennial Scholarship program was started by URI President Carothers during URI's Centennial year in 1992, hundreds of stellar students have been accepted to and have graduated as Centennial Scholars, building diversity as surely as the campus constructions build structures of bricks and mortar.

Initiative on Race Reaches Out

Promising Practice at San Jose State University

BY JEFF SIMMONS

San José State
UNIVERSITY

Called the Campus Climate Plan, the initiative focuses on creating a nurturing and effective climate for diverse student populations.

Gabe Reyes first stepped onto the grounds of San Jose State University 36 years ago as a budding first-year college student. In his first days as an undergraduate, he took notice of the environment, of the students who sat beside him in class each day. It was an observation that still resonates today.

"When I came here in 1963," Reyes says, "there was very little diversity. I left two years later to join the military, and when I came back in 1970, there was a lot more involvement with ethnic communities trying to gain access to San Jose State.

"I've seen a tremendous increase in the diversity of students, and not only of Latino students."

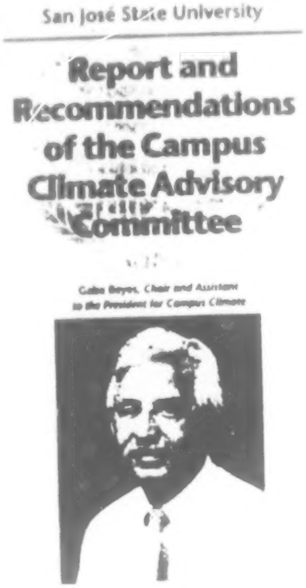
The scene continues to evolve, a portrait that shifts not only because of the increasing variety of faces of students but because of a new climate on the 154-acre campus in the heart of California's Silicon Valley. Much of that change is due to work that Reyes now oversees under the guiding hand and direction of San Jose's relatively new college president.

San Jose State was recently recognized for its comprehensive plan to reform the campus and unfold a welcoming mat of sorts to students of all ethnicities. Called the Campus Climate Plan, the initiative focuses on creating a nurturing and effective climate for diverse student populations.

President Clinton's Initiative on Race has cited the program as a Promising Practice, and it is now included on the initiative's Web site. Such practices include community-based and national efforts across the country that are orchestrated to improve race relations.

Judith Winston, executive director of the Initiative on Race, said in her letter to Gabe Reyes announcing the designation, "Your organization's contribution to advancing the President's vision of One America in the 21st century is highly commendable. It is important to share your ideas and strategies with others who are interested in bridging the gap.

"These efforts advance the President's vision of a stronger, more just, and more united American community, offering opportunity and fairness to all Americans."



San José State University

Report and Recommendations of the Campus Climate Advisory Committee

Gabe Reyes, Chair and Assistant to the President for Campus Climate

That is a goal to which Robert L. Caret ascribes. The plan was his brainchild, imagined when he first visited the campus more than four years ago after applying to become its new president.

"I was reading newsletters and newspaper articles and meeting people on campus during the interviews and trying to encapsulate what the campus needed, and it was creating a climate that gave people a real sense of opportunity and gave people a sense of belonging to a community," says Caret. "Being part of something they wanted to build was critical."

The seeds of an idea were planted. Shortly after unpacking his belongings in the president's office in January 1995, Caret started arranging mini-retreats with key players on campus and virtually anyone who wanted to sign up for five or ten or 15 minutes to talk about what they were doing and what they thought needed to be done.

Around this time, San Jose experienced several troubling incidents involving racism, episodes of racially derogatory flyers being distributed, physical confrontations, and name-calling. The school, officials readily concede, had not been adequately prepared to address the encounters, and so it has since sought a system to combat them more effectively.

Caret created the Campus Climate Office and assembled a 97-

1630

member committee, rather large as committees go but one that served simply to throw out ideas and compile a master list of ideas: what members felt could be done to improve the campus environment–in all corners of college life.

From there, the committee was whittled down to a core group of 20, including students, staff, faculty, and administrators. "We wanted to make sure we represented different perspectives," says Reyes, who had switched hats from a role as the director of the school's Educational Opportunity Program to become the group's chair and assistant to the president for Campus Climate.

"I had been doing a lot of work in the area of support services," he adds. "And providing access to students from disadvantaged communities. I saw a change in the climate and the growth in diversity on campus."

Over the next year and a half, the group developed strategies to make everyone feel a part of the institution, Reyes says. Members focused on everything from the curriculum, safety issues, staffing, and student life to job training, technology, and links to the community and to other schools.

The committee examined the school's atmosphere, its shifting enrollment demographics, and its needs. The type of student has changed dramatically since it was founded in 1857, the first institution of higher education on the West Coast. Then, it was designed to train teachers for the developing frontier, and for generations largely educated a White population.

> ***"...providing access to students from disadvantaged communities. I saw a change in the climate and the growth in diversity on campus."***
>
> GABE REYES

Today, the sprawling campus set in the heart of Silicon Valley is more than 50 percent non-White and offers 134 master's and bachelor's degrees. San Jose is predominantly a commuter campus, with only 3,200 beds for the more than 26,628 students enrolled as of the fall of 1998.

Students are mostly female, between 20 and 24 years old, and from Santa Clara County. Thirty-one percent of the students are White, 30.2 percent are Asian, 10.3 percent are Mexican American, 4.3 percent are African American, 6.6 percent are Filipino, and 5.7 percent are Hispanic. 159 are listed as other.

"First of all, I want to be an excellent educational institution," Caret says, "but also a place where people enjoy coming, whether they are students here or employees. I want them to feel good about what's happening during the day, to feel good about their experiences here."

Much of the work designed to achieve that goal can be found in a brochure produced by the committee, one that details the group's recommendations, policies, and guidelines on how to combat racial and ethnic discrimination and steps to stop harassment intimidation and threats.

The institution began to implement the recommendations in 1997, but not all at once. "We prioritized individual recommendations," Reyes says. "There are 10 goals all together, and numerous recommendations within each one. It will take up to three years to phase in all of the reforms."

The 10 key goals, which are spelled out on the school's Campus Climate Webpage at <www.sjsu.edu>, touch upon all facets of college life.

Goal One, for instance, seeks to "create a campus climate that values diversity." Goal Three opts to "recruit, hire, and retain culturally diverse employees across all levels and areas of the University, regardless of funding source." Goal Seven strives to "promote a user-friendly campus in which all citizens–students, as well as employees–feel welcomed and appreciated."

Yet it's the recommendations within each goal that give a clearer picture of the work ahead and reveal exactly how officials plan to attain each pursuit. For example, Goal Seven's top priority has been to "aggressively establish and promote a wide variety of activities which promote communication, student involvement, cultural appreciation and ease of use."

Robert L. Caret, San Jose State University president

San Jose has since sponsored two major campuswide seminars on race and diversity and annually sponsors about 10 to 15 symposia, presentations, performances, and panels. There is a Diversity Week, coordinated with the International Food Fair, and there are new activities designed to break down the barriers between the administration and the student body.

Activities such as a President's Roundtable, Coffee with Caret, Study Breaks with Caret, and Key Lunches.

"We usually get between 10 and 20 people," says Todd Brown, who becomes a senior this fall and has helped arrange the student get-togethers with Caret. They talk with the president, and ask any questions in a straightforward way.

Brown is one of the president's six student interns, positions created under the project to bring students closer to the administration.

"It's a positive that the students are able to talk to the president of the university about exactly what they feel," Brown says. "It opens up communication between the president and the student body, and it allows the students to actually meet him and shake hands, eat lunch, have some refreshments."

The encounters have been eye-opening for Caret as well. They give him a chance to learn what concerns his charges. "There is no way for me to get intimately involved with all of the students, but if we meet five times a semester, that could be 300 or 400 students. That keeps me going."

Work hasn't solely focused on making the climate more palatable based on ethnic con-

"The main focus here is to let communities know that we are sensitive to their issues and that we are responsive to their needs."

PRESIDENT ROBERT L. CARET

cerns, but has also looked at other forms of diversity, for example, students who are disabled, students who are gay or lesbian. There are "Access Tours" to assess accessibility for students with disabilities. And the Campus Climate Office has opened a multicultural center, which links different groups.

There has also been much greater attention paid to safety issues. University police, administration, staff, and students walk the campus and identify areas of concern: potential danger spots, areas that are poorly lighted, areas where students don't feel [illegible]

"Students stop a[illegible]ay. 'This is what we see. I was walking from [illegible]ght class the other night, and I felt very intimidated to walk down this one walkway because there's a lot of these bushes here. We don't know what's going on on the other side,'" Brown says.

"The president has been very receptive, he has been happy to answer any questions on current issues on the campus, and he doesn't give us the run-around."

Because of the earlier racial episodes, the school made anti-bias initiatives a top priority, and the Campus Climate program immediately appointed an Emergency Response Team and unveiled procedures that spell out supervisory personnel duties for responding to incidents.

No longer, according to university officials, would anyone on campus attempt to sweep things under the rug.

The university also has assembled several ethnic community advisory councils to improve communications with the major ethnic communities that San Jose serves. And it has provided more professional development so that faculty can promote a culturally sensitive education.

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Professor Gabriele Rico demonstrates "clustering," her method for jump-starting writing assignments and brainstorming and for tapping creativity.

For example, the University now provides workshops on instructional strategies for second-language and nontraditional learners and training on cooperative learning. It also offers training in people skills so that faculty can address difficult topics and hone their communication skills.

Administrators and students say that although the Campus Climate program still has a long way to go, they have witnessed tangible effects even in its infancy. There haven't been any more troubling racial confrontations on campus. Students communicate more with the faculty and administration. And more people of color now hold management roles.

Says Brown: "Students are getting along, there isn't a lot of racial tension. I have noticed a lot of change for the positive. I have learned how to interact with different types of students of different backgrounds."

That sentiment warms the architects of the plan. Reyes says the objective has basically been to welcome all and make all feel welcome. "The main focus here is to let communities know that we are sensitive to their issues and that we are responsive to their needs," he says.

Adds president Caret: "I remember when I arrived here, I would walk around campus and people were walking with their heads down and not talking to each other." Like a proud father, he then boasts that: "I walk around campus now and see people smiling, and they're saying 'Hello.'"

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Paseo de San Carlos Dedication

Motivating the Disengaged Student:

Part Two: Facilitating Effective Engaging Classroom Discussion

BY ANGELA PROVITERA McGLYNN

McGlynn is a professor of psychology at Mercer County Community College, where she has been teaching for 28 years.

> ***Students must feel that their instructor respects them as people and as students. We must convey that respect not only by what we say in class, but also by our tone of voice, by our facial expressions, our eye contact, our body language, and our posture.***

On many college campuses, faculty members are talking about how different students are today from decades ago. Usually, the conversation is a kind of complaint about unmotivated, under-prepared students who do not actively engage the course material or participate in class. This dialogue is relevant to an important part of a teacher's mission: getting students motivated to learn.

In a previous article (*Hispanic Outlook*, 8/27/99), I discussed the importance of motivating the disengaged student, and how the classroom learning environment, including classroom dynamics and design, can be used to motivate these students and to keep our already motivated students with us. Statistics show that many of our students do not complete the degrees they started out to earn. I am particularly concerned about Hispanic American students, who have the lowest completion rates of any minority group in America. However, the pedagogical strategies mentioned in Part I and in this article are aimed at capturing all students.

Of course, we worry less about students who are enthusiastic, read their assignments, sit up front in the classroom, participate, and are motivated to do well. We need to reach the students who, maybe for myriad reasons, are unmotivated, disinterested, and uninvolved. We often observe their disengagement in their absences and in their latenesses, in where they choose to sit in the classroom, in their lack of participation in class, and in their lack of preparation in terms of the readings for the course.

This article will focus on running an effective classroom discussion as a strategy to engage more students with the course material.

An effective classroom discussion can achieve so many of our goals. When students participate in classroom conversation, they become actively engaged with the course material. Through a process of listening, questioning, hypothesizing, and responding, students voice their struggles with the content. As Kay Herr Gillespie stated, "...Student confusion surfaces and is clarified. Problems are articulated and potential solutions generated. Students become engaged with the material, their interest and curiosity aroused. Opinions are challenged."[1]

And all of this contributes to the development of critical thinking skills, which is one of our major goals as educators. In response to the question of why use classroom discussion, Donna Munde offered a list that included: to clarify concepts, to promote critical thinking, to promote active listening skills, to help students develop the skills of formulating and exploring ideas and opinions, and to learn from our students.[2] McKeachie says that if we faculty expect students to integrate, apply, and think, we should give them the opportunity to practice these skills in the classroom.[3]

Professor engages students in a Mercer Community College classroom

Of course, we must also recognize that some students simply will not participate in class. Some of these students are excessively shy or might even suffer from social phobia. Students have a right not to participate verbally if they choose; we shouldn't assume that nonparticipation means that they are not engaged and are not learning.

Many instructors have discovered techniques that don't work in promoting effective discussions. Attempting to begin a rich discussion with the questions, "Are there any questions?" or "Do you understand?" is a strategy that will probably fail. The result is usually dead silence. I am reminded of the movie *Ferris Buebler's Day Off*, in which the high school teacher stands in the front of the room after posing such a question, and keeps repeating, "Anyone? ...Anyone?" In the movie this is met with the kind of lack of responsiveness that is one of our worst nightmares.

As discussed in Part I, classroom design and dynamics are critical variables affecting the level of responsiveness in our classes. Without an atmosphere of trust, safety, and connection, our attempts at leading rich classroom discussions are bound to fall short. There are very many ways, both verbal and nonverbal, to promote the kind of atmosphere in which students will be willing to participate. First and foremost, students must feel that their instructor respects them as people and as students. As instructors, we must convey that respect not only by what we say in class, but also by our tone of voice, by our facial expressions, our eye contact, our body language, and our posture. Even when students sometimes make ignorant remarks, we must be stellar diplomats. We must find ways to correct the information by re-framing it while not diminishing our students. We must help students maintain their dignity in front of their classmates even when we do not dignify their comments.

In one of my own graduate courses in a large lecture format, a student asked the professor a question. The professor responded, "Who cares?" No one, apart from the professor, ever spoke in that class again.

How can we foster a climate that promotes participation? When students speak in class, we can use numerous ways to reinforce their efforts. We can preface our response by saying, "Yes, that is the kind of question that has troubled the researchers." Or another reinforcing response would be "Good point," or "Interesting question!" You must vary your reinforcers, they must be used moderately, and they must be sincere, or they could be perceived as condescending.

Using students' names in class is also very reinforcing. For example, you might bring up a point or a question made by a student earlier in the class: "As Maria suggested earlier..." The emphasis on classroom atmosphere is based on the realization that students are people first and learners second. Their ability to learn is dependent on their levels of self-esteem and on how comfortable they feel in our classes.

Although some instructors are very good on their feet, and are able to facilitate an excellent discussion on the spot, most of us would benefit from some careful planning. Gillespie makes a distinction between a structured discussion with the instructor playing a strong leadership role and a less structured discussion with the instructor playing more of a facilitator role. The type of discussion depends on what the discussion is designed to do. Strong instructor leadership is needed if there are specific points that need to be addressed.

According to Gillespie, the language of our questions should stimulate higher levels of critical thinking such as comprehension, analysis, application, evaluation, and synthesis. Our questions would be quite directive: What are the distinguishing characteristics of...? What do you think would happen if...? On the other hand, if the goal of the discussion is problem solving, brainstorming, or to get students to share their opinions, the instructor would play the role of facilitator.[1]

Planning a discussion involves deciding what material you want to cover within the class session and what questions you could ask that would tap that material. Frederick offered some suggestions for starting a discussion. He proposed that we identify goals/values of the assignment and create relevant questions prior to or at the beginning of the class. He says we can sometimes break students into small groups for a discussion with clear instructions, a time limit, and some form of accountability.[2]

I believe it is also necessary for us to clarify what our objectives are for the class session so we can assess the quality of the discussion. Of course, one of the exciting aspects of a class discussion is that we are never really sure what turns it might take. Often, we need to be flexible enough to let go of our original agenda if what we see happening in class is worthwhile. Planning also involves deciding how to set up the room so that it is most conducive to conversation. It is also important to get your students prepared to discuss the material.

As mentioned earlier, one of our biggest dreads of running a discussion is that we will ask a question and no one will respond. Many of us are very uncomfortable with the silence. We need to accept the silence and not necessarily call on the first student with his or her hand up. Research has shown that

[illegible]

with each second we wait, there are more students who become prepared to speak. It is important to pull into the discussion the students who usually are not the first ones ready to respond. One way to insure that more students will be ready to respond is to ask students to write their responses to your question. Not only does this draw many more students into the discussion, but it gets everyone engaged with the material, and even improves the quality of the verbal responses in the discussion.

Once a discussion is under way, as the facilitator, we should try to get students responding to each other. The temptation is strong for us to respond to students' questions and comments, but that is a surefire way to limit student participation. Students are often more persuaded by their classmates' perceptions and opinions than by ours, and sometimes students do remarkably good jobs at correcting and challenging the ideas of their peers. Part of letting this happen involves changing our perceptions of our role in the classroom as the imparter of information to the facilitator of learning. As facilitators, we need to pay attention to nonverbal cues we are getting from students and to be responsive to them. For example, if one section of the class has been particularly quiet, we might say, "We haven't heard from this part of the class. Would anyone from this section like to address that point?"

If we see a side conversation taking place, we might try walking to that part of the room and standing close to the talkers. Maybe we even need to ask one of the talkers a question. Gillespie says that as facilitators of an effective discussion, we will be required to think quickly on our feet and sometimes to redirect the focus of the discussion. When it is necessary, we will have to find ways to have misinformation corrected, and to help students to more fully and accurately elaborate their ideas. She offers us the essential ingredients for success in using discussion as a strategy:[5] "...an acceptance of the importance of discussion opportunities for effective learning, a belief in the potential of all students to learn, and a willingness to give students some responsibility for their own learning."[6]

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CHAIR
Department of Mass Communication
Southwest Texas State University

Southwest Texas State University invites applications and nominations for the position of chair of the Department of Mass Communication to begin on or before August 1, 2000.

The chair provides leadership for a department of 17 faculty members who instruct 900 majors and 375 minors in five sequences of study leading to the Bachelor of Arts degree in advertising, broadcasting, print journalism, public relations, and general mass communication. A new master's program has been established and the department is currently exploring ACEJMC accreditation. Mass Communication is in the School of Fine Arts and Communication, which also houses the departments of Speech Communication, Art and Design, and Music and Theater.

Candidates should have an earned doctorate relevant to the programs offered by the department. The candidate should have an outstanding record of teaching, scholarship, and professional service consistent with appointment to the rank of full professor. A history of working collaboratively with faculty and other members of the academic and professional communities, fund raising, and previous administrative experience in higher education is desirable.

Review of applications will begin September 24, 1999, and will continue until the position is filled. Applicants should send a letter of application addressing their philosophy of mass communication education, vita, and names and phone numbers of three references to **Dr. Barbara Lyman, Chair of Search Committee, Department of Art & Design, Southwest Texas State University, 601 University Drive, San Marcos, TX, 78666 (BL01@swt.edu).**

Southwest Texas State University, founded in 1899, is a publicly supported coeducational university. With a student enrollment of over 21,000 and faculty exceeding 750, the University is the state's sixth largest institution of higher education. Southwest Texas State University consists of seven schools and thirty-four instructional departments offering a wide range of degrees at the bachelor and master's level.

Southwest Texas State University is an Equal Opportunity, Affirmative Action Employer.

Web Page Address: http://www.swt.edu

UIC

The Latin American Studies Program at the University of Illinois at Chicago invites applications and nominations for a Director, who will be jointly appointed in a social science or humanities department in the College of Liberal Arts and Sciences. The starting date is negotiable, but in any case will be no later than August 21, 2000. The Program has a dual focus on Latin American and Latinos in the U.S. A candidate should be eligible for appointment as a full professor and have a strong record in research and teaching, demonstrated leadership and organizational skills, the ability and desire to work in a multi-cultural, multi-racial environment, and a commitment to interdisciplinary program building in research and teaching.

Founded in 1973, the Latin American Studies Program offers an undergraduate major and minor and has recently introduced a graduate concentration in Latino/Latin American Studies. In addition, the Program has a full-time director and nine faculty members, some of whom hold joint appointments in other units. Further appointments are anticipated.

Located in the heart of Chicago, a city with a burgeoning Latino population drawn from diverse national origins, UIC is a Research I university serving 16,000 undergraduates and 8,000 graduate and professional students. Latinos make up approximately 15 percent of undergraduate students and a small but growing percentage of graduate students. Chicago offers exciting opportunities for research on Latinos and on Latin America from its Latino communities, rich in history, culture, and artistic life, to its museums, libraries, archival collections, and numerous universities.

Review of applications began on April 1, 1999 and is continuing. Send nominations or applications, including a full curriculum vitae and names, addresses, e-mail address, and phone numbers of four references to:

William Bridges
Co-Chair, Latin American Studies Search Committee
The University of Illinois at Chicago
College of Liberal Arts and Sciences (M/C 228)
601 S. Morgan Street
Chicago, IL 60607-7104

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The Community College: Quality, Affordability and Receptivity

An Owens Community College Perspective

BY GERALD BAZER

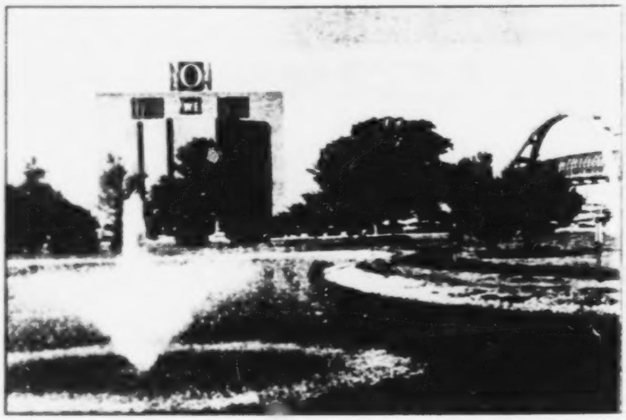
In essence, what the community colleges across the country provide is a vast number of opportunities for local citizens to better themselves.

How to afford to send our children to college remains a critical concern of all parents. Coupled with this is the demand that they receive a quality education. When the family is Hispanic, an additional concern is the receptivity of higher education institutions to minority groups.

What many parents might not realize is that there is a higher education institution that can provide affordability, quality, and receptivity. In fact, there are 1,400 of them within easy access of students across the country. That institution is the community college. And it is the community college each year that enrolls a far larger number of Hispanic students than does either the private or public four-year college and university sector.

Uniquely American, the 1,400 two-year, community colleges constitute one-third of our higher education institutions. Located in all 50 states, the community college often has been cited by American higher education experts as our most important contribution to the history of higher education. And as opposed to our taking from other countries' models for our four-year colleges and universities, the community college model has been adopted in countries from Canada to China.

As prolific as community colleges are and despite their presence since the early 1900s, many in the general public are unfamiliar with what a community college is and does. Some believe that the two-year college is in a holding pattern until it adds on the final two years to become "real good." (Regardless of my thirty years at several two-year colleges, even my own relatives ask when my present college will acquire the junior and senior years.) It is the purpose of this essay to familiarize the general public (and my relatives) with this vital American institution.



The fascinating aspects of community colleges center on the students and the types of programs and services provided, but first, consideration of the functions and structure of community colleges is needed together with some additional data.

Attending the 1,400 community colleges are more than five and one-half million students, more than one-third of all college students. Hispanic students number over 700,000 of the total enrollment. From 1985 to 1999, there was an increase of more than one million students. Projections into the 21st century depict continued growth while many four-year institutions remain flat or, in fact, lose enrollment.

That students are attracted in these numbers is testimony to the functions provided. For example, transfer programs equivalent to the first two years of a bachelor's degree and fully acceptable by four-year and paraprofessional careers in engineering, business and computers, public service, health, and industrial technologies; student services including counseling, advising, and athletics; training and retraining in partnerships with area business and industry for 21st-century jobs; a plethora of community services to enrich local communities; and developmental education for students requiring improvement in basic academic skills.

Community colleges enable students to enroll in small classes that are taught by faculty selected and rewarded for teaching excellence (the graduate teaching assistant is an unknown at community colleges). Students find at community colleges flexible instruction and scheduling with courses offered through a variety of approaches, including internet courses and telecourses, and scheduled around the clock, weekends as well as weekdays, to accommodate busy adults. They also find that faculty and staff are concerned with carefully assessing student learning and specific outcomes and with assuring that students seeking employment or transfer are successful. A growing number of community colleges even provide students a written guarantee that if not placed appropriately, or if they do not successfully transfer, they can take additional courses at no cost. Finally, while students benefit from open entry for any high school graduate, certified exit can only be achieved after a demonstration of academic excellence.

With reference to faculty, it should be noted that Hispanic faculty members constitute a larger percentage of the faculty at community colleges than at any other institution, although there still is room for improvement. Nevertheless, the structure of community colleges ensures each college meets the academic demands and needs of the surrounding community. This is generally achieved through mutual support from the community college governance body and the locally elected or appointed board of trustees entrusted with the interests and needs of their local constituents.

With the above as background, who is the community college student, and what is a sampling of programs and services found around the country?

A composite might be the best way to depict the community college student, yet we err if we do not recognize that open entry brings with it a vast diversity of students.

The composite community college student is close to thirty years old; works full- or part-time; has family responsibilities that could include care of children, a spouse, or parents; commutes to and from college; receives financial aid; attends part-time; belongs to a racial or ethnic minority group (more likely than at four-year colleges); and, despite many encumbrances affecting college study, is determined to be successful and reach a better position in life.

Student diversity can be depicted in several ways, but perhaps two will suffice. Attending class together are the eighteen-year-olds fresh from high school graduation and the sixty-year-olds wishing to learn anew. Attending college also is the student with the opportunity to have attended many more visible colleges taking advantage of honors programs and honor societies prevalent at most two-year colleges.

It is also valuable to consider a few of the many leaders who are alumni of community colleges: H. Ross Perot, C.E.O. and one-time presidential candidate; James McDivitt, astronaut; Ray Marshall, former Secretary of Labor; Robert Gibson, astronaut; Nolan Archbold, CEO at Black and Decker; Benjamin Cayetano, governor of Hawaii; Carole Guzy, Pulitzer Prize-winning photographer; Charles Fleming, U.N. ambassador; David Shine, director of East African Affairs for the U.S. State Department; Jim Lehrer, public television newsman and editor; Gwendolyn Brooks, poet laureate of Illinois, and Shawntel Smith, 1996 Miss America.

Turning to specific programs and services, the expected need not be emphasized here. Naturally, community colleges offer programs in accounting, electronics, dietetics, business, liberal arts, etc., and services such as counseling and advising. Instead, emphasis here is on what might not be expected–nursing programs across the country that educate greater numbers of registered nurses than does any other sector of education; a program in map reading; emergency Spanish for an inner city's taxi cab drivers; a collaborative to develop family histories with community college students, elementary school children, and senior citizens; automotive programs partnering with the big three auto makers where the degree awarded is in computers and electronics; the ability to earn an entire degree at home through internet courses and telecourses; training for firefighters transmitted interactively from a campus classroom directly to several fire stations, allowing firefighters to remain on duty; courses teaching American Sign Language for prospective interpreters for the deaf; Canadian Studies with an emphasis on international trade and business; and an architectural and building program with a final student project to plan and build a home for a urban poor family.

Community colleges also offer dental hygiene programs that provide the local community minimum cost dental care; the opportunity for high school seniors to earn their high school diploma while simultaneously enrolled in college for college-credit courses; lecture series, open to the public, bringing world leaders, including U.S. presidents, to campus; tutoring of fourth graders by community college honor students for the national "Read America" initiative; adopt-an-elementary school program that oversees the academic progress of elementary youngsters straight through to college; a variety of programs geared toward the preparation of women for professions formerly barred to them; a humanities program that produces a literary magazine on an interactive CD-ROM; and a "Small Satellite Project" that allowed one community college to fly experiments on one of NASA's space shuttles.

In essence, what the community college across the country provides is a vast number of opportunities for local citizens to better themselves. Hispanic parents, as they consider quality, affordability, and receptivity when assisting their children in choosing a college, should look seriously to the community colleges.

Gerald Bazer is dean of the Division of Arts and Sciences.

People-Places-Publications-Conferences

PEOPLE

Gorostiza to Lead Rutgers-Camden Rand Institute

Felipe J. Gorostiza was appointed director of the Walter Rand Institute for Public Affairs at Rutgers University's Camden campus.

The Rand Institute will use the intellectual resources of Rutgers-Camden to develop programs that support and improve the social, economic, and physical infrastructure of southern New Jersey.

Gorostiza intends to "build awareness of South Jersey as a place for growth."

He has a bachelor's degree from New York University, a master's from Brown University, and a doctorate from the University of Pennsylvania.

Ferrier at Our Lady of the Lake

Maria Hernandez Ferrier, executive director of City Year San Antonio, recently joined the Our Lady of the Lake University (Texas) Center for Leadership Studies faculty as a visiting distinguished professor. During her one-year appointment, Ferrier will teach, conduct research, write, and consult with graduate students in the leadership studies program.

"I am honored and humbled to serve my university," said Ferrier. "Our Lady of the Lake University represents academic excellence, personal support, and hope for the future."

Ferrier has a bachelor's degree and a master's from Our Lady of the Lake University, and a doctorate from Texas A&M University.

Diaz, Velez, and Bentch Named Fulbright Scholars

St. Mary's University (Texas) Professors Gwendolyn Diaz (l.), Alejandro Velez (r.), and

Sue Bentch were selected J. William Fulbright Scholars for international educational and cultural exchange during the 1999-2000 academic year.

Diaz will teach U.S./Latina literature at the Catholic University of Argentina and literary theory at the University of Buenos Aires; Velez will teach a course at the Universidad de la Sabana in Bogota, Colombia, focusing on economic aspects of interest to lawyers; Bentch will teach a legal ethics course at the Riga Graduate School of Law, a new school opening this fall in Riga, the capital of Latvia.

Goldsmith Receives National Award

Pima Community College (Ariz.) instructor Barclay C. Goldsmith received an Excellence Award from the National Institute for Staff and Organizational Development (NISOD).

Based at the University of Texas-Austin, NISOD emphasizes the importance of teaching excellence in community colleges. The Excellence Award recognizes professional educators across the country who teach to ensure maximum student learning.

Goldsmith is known for his passion, devotion, and endless creative energy in the theater arts. He has furthered the community's historic Hispanic roots through plays directed and produced in both Spanish and English.

He has extended community outreach and developed partnerships with the University of Arizona, Borderlands Theater, and Teatro Libertad.

Hinojosa Wins Salazar Award

Maria Hinojosa, host of *Latino USA*, a production partnership of the Center for Mexican American Studies and KUT-FM radio at the University of Texas-Austin, won the 1999 Ruben Salazar Award from the National Council of La Raza (NCLR). Hinojosa, a CNN correspondent, was presented the award at the NCLR Annual Conference in Houston.

Named in honor of a journalist killed by a policeman's tear gas projectile in 1970 while covering a Chicano march in East Los Angeles, Calif., the Ruben Salazar Award is given annually to an individual who has dedicated his or her life to promoting a positive portrayal of Latino historical, political, economic, and cultural contributors to U.S. society.

Hinojosa has hosted *Latino USA* since its debut in 1993.

Amador New President of California Community College CEOs

Dr. Sherrill Amador, president of Cuyamaca College, began a one-year term as president of the Chief Executive Officers of the California Community Colleges. Amador heads the 12-member board of directors elected by community college chancellors, superintendents, and presidents.

Photo © by John Dixon

Amador brings more than 20 years of administrative experience to her leadership role on the board. She recently completed her term as president of the Southern California Community College Chief Executive Officers, and is also vice president of the board of directors of the East

County Regional Chamber of Commerce.

Amador has a bachelor's degree from San Diego State University, a master's from Azusa Pacific College, and a doctorate from the University of San Diego.

Navarro Organizes Idea Exchange

A high-level delegation of Chicano/Latino academics, students, journalists, and civic leaders travelled to Cuba for a historic exchange of ideas organized by Armando Navarro, professor of ethnic studies at the University of California-Riverside.

Scholars from both countries met for an unprecedented three-day conference in July at the Centro de Estudios sobre Estados Unidos, located at the University of Havana. "The Chicano/Cubano Experiences: Yesterday, Today, and Tomorrow" examined the historical, cultural, sociological, and political differences and similarities between Cuban revolutionary experiences and those of Chicanos/Latinos in the United States.

"We have relations with Vietnam. We have relations with North Korea. We have relations with Communist China," Navarro said. "Where is the fairness in continuing to turn our backs on Cuba?"

Minority Medical Students Receive Fellowships

The Bristol-Myers Squibb Foundation and National Medical Fellowships, Inc., have selected 26 medical students as fellows in the Fellowship Program in Academic Medicine for Minority Students.

"These fellows are among the nation's most gifted minority medical students," said Vivian Manning Fox, president of National Medical Fellowships, a not-for-profit organization that administers the program. "By awarding these fellowships, we hope to provide these medical students with research experiences that encourage them to choose careers in academic medicine."

Among the fellows are Eduardo Avila (1), University of Iowa; Gilberto Hernandez, University of California; Jose Mata (2), University of California-San Francisco; Rene M. Ramirez-Lugo (3), Albany Medical College; Fidencio Saldana, Harvard University; Alejandro Sanchez (4), University of Southern California; and Sal S. Sandoval, University of Texas-Houston.

Gómez Retiring after 23 years

Dr. Luis S. Gómez, who began working for the San Bernardino Community College District (Calif.) in 1976 as a counselor and became president of Crafton Hills College (CHC) in 1990, retired in July.

Gómez became assistant dean of student services at CHC in 1987. At San Bernardino Valley College, he held various counseling positions and initiated a Minority Advancement Program for middle school students at risk of dropping out. He previously taught at California State University-San Bernardino and was a teacher and counselor at San Bernardino High School. In the mid-1970s, he taught math in Cal State's Upward Bound program.

Gómez has a bachelor's and master's degree from Cal State-San Bernardino and a doctorate from the University of Southern California.

Gutierrez and de los Santos Receive Awards

Awards were handed out by the Hispanic Caucus of the American Association for Higher Education (AAHE) during AAHE's annual conference. Among them:

Dr. Kris Gutierrez, associate professor in the Division of Urban Schooling: Curriculum & Teaching and Policy Studies at the University of California-Los Angeles, received the award for Outstanding Latino/a Faculty in Higher Education. Gutierrez researches the literary practices of urban schools.

A special tribute was awarded to Dr. Alfredo de los Santos, Jr., vice chancellor for student and educational development at Maricopa Community Colleges. He is responsible for articulation, curriculum, faculty, student, business and workforce development, international education, and external resource development.

Castaños Heading U.S. International University Teacher Education

Janet Castaños has become director of teacher education at United States International University (USIU) in California. An educator for 24 years at the elementary, secondary, and university levels, Castaños taught at USIU for seven years, becoming an associate professor of education.

As director of teacher education, she oversees USIU's teacher credentialing program as well as the Cross-Cultural Language and Academic Development emphasis, which prepares teachers for the multicultural-multilingual student population; and the university's teacher intern program, which encourages underrepresented minorities to enter the teaching profession.

Ramos Elected to National Community College Board

Dr. Sylvia Ramos, president of Houston Community College (HCC)-Southeast in Texas, was elected to a three-year term on the board of directors of the 1,200-member American Association of Community Colleges (AACC). HCC-Southeast is one of five regional colleges comprising the HCC System.

A national Kellogg Foundation Fellow,

Ramos is immediate past president of the National Community College Hispanic Council, an AACC affiliate organization. She has contributed to the Texas Association of Chicanos in Higher Education and the Mexican American Task Force on Higher Education, and is on the board of the Houston Hispanic Chamber of Commerce.

University Women Association Elects Gómez

The California American Association of University Women (AAUW) elected Sharon Gómez membership vice president at its state convention in San Diego.

Gómez, an educational administrator and counselor active in AAUW at local and state levels since 1991, in 1994 received a national AAUW award for her diversity program. For 20 years, Gómez has demonstrated her commitment to education issues through her work on university campuses and more recently with a U.S. Department of Education program (Upward Bound) emphasizing recruitment and preparation of East Los Angeles at-risk high school students and military veterans for college.

Camacho-Gingerich Recognized

Dr. Alina Camacho-Gingerich, chair, committee on Latin American and Caribbean studies, St. John's University (N.Y.), was selected as one of "The Many Faces of Queens Women," an exhibit sponsored by *Newsday* and also shown at the Jamaican Center for Arts and Learning. The exhibit celebrates women who have made outstanding contributions to the Borough of Queens.

Camacho-Gingerich is a leading scholar on Latin American literature and civilization and author of numerous scholarly articles and reviews.

PLACES

University of South Florida Newsmakers

In response to increasing faculty interest in Latin America, University of South Florida (USF) interim library director Derrie Perez has launched an initiative to better reflect this area of study in the library's collection, programs, and staff. Perez plans to start a librarian exchange program with the University of Puerto Rico, and to enhance the visibility of Hispanic culture and heritage through displays, publications, and programs.

Photo © by USF Photography 1999

Twelve USF medical students, accompanied by College of Medicine Professor Eduardo Gonzalez, spent their spring break in Cuba, delivering medical supplies, touring health care facilities, and seeing patients. Medical student Alex Paloma was amazed to witness the dedication and caring manner of doctors working under primitive circumstances.

San Antonio College Launches Bilingual Engineering Program

The National Hispanic Bilingual Engineering Program (NHBEP) was launched at San Antonio College (SAC) in Texas with engineering exhibits, a panel discussion featuring NHBEP Director Margaritz Benitez, and a national videoconference. The purpose of the organization is "to increase the number of Hispanic bilingual engineers in the United States and strengthen existing programs in mathematics, science, and bicultural engineering," said Henry Rosales, program representative at SAC.

Six SAC students had received scholarships to study in the program in Puerto Rico at the time.

Venta New Business Dean at Loyola

Loyola University-Chicago (Ill.) appointed Dr. Enrique R. "Henry" Venta dean of the School of Business Administration.

"Loyola has a rich tradition in Chicago's business community," said Venta. "I look forward to using our school's strength–faculty and research expertise–to offer specific academic programs that the market is currently demanding."

Venta's new responsibilities include fundraising and alumni relations; overseeing curriculum development, administrative services, and graduate programs; and developing corporate and community-based partnerships.

Venta has a bachelor's degree from the University of Puerto Rico, and a master's and doctorate from Northwestern University.

Portland Community Offers Small Business Development Program

Despite his eye for detail, talent for design, a master's degree in architecture, and a resumé bursting with a global list of accomplishments, interior design master Ernesto Garcia knew he needed help in packaging it all into a successful venture.

"When it came time to select a computer and the software that was best for my kind of business, I didn't know anything," said Garcia.

Last September, he turned to the Portland Community College (Ore.) Small Business Development Center, where he has been learning about the mechanics required to run a business.

Thanks to the program, Garcia, a native Argentinean, put himself in a position to open his first Ernesto Garcia Interiors store.

Minority Scholars Visit Penn State

Nine minority scholars visited Penn State University this summer as part of the university's Scholars in Residence Program for Minority Faculty.

The visiting scholars were Catherine Caston, Dillard University; Antonia Reyes Galbraith, School of Visual Arts; Carlos C. Rodriguez, University of Albany; writer Al Young; Brian H. Roberts, Clarion University of Pennsylvania; Mercedes Garcia Perez, University of Puerto Rico; Jose A. Gonzales, Puerto Rico's University of the Sacred Heart; C. Celeste Morales-Melendez, Pontifical Catholic University of Puerto Rico; and L. Erskine Sandiford, former prime minister of Barbados.

High School Researchers at Texas A&M-Kingsville

At Texas A&M University-Kingsville this summer, high school science teacher Thelma Quintanilla-Hernandez, who received her master's degree from Texas A&M University-Kingsville, worked with three Upward Bound high school students—Amanda Morgan, Lorinda González, and Karina Zepeda—on snake venom profiles in a project designed to provide an educational stepping-stone to make it easier for high school students to progress to a four-year university and on to post-baccalaureate programs in the health professions and health sciences.

The students were part of Project InterCon, a satellite program from the University of Texas-Houston Health Science Center. Project InterCon was supervised by Kingsville biology Professor Dr. John C. Pérez, who coordinated the activities with Dr. Gilbert A. Castro (pictured), of the University of Texas-Houston.

Instructors Immersed in Bicultural Literature at Texas-San Antonio

The University of Texas-San Antonio (UTSA) Mexican-American Studies Department presented "Derrumbando Fronteras/Breaking Boundaries: Summer Institute for the Inclusion of Mexican-American and Latino Literature and Culture in the Classroom" in July.

Funded by a National Endowment for the Humanities grant, 25 school teachers from across the nation had received fellowships to gather at UTSA for a month of intensive study. The institute immersed participants in bicultural literature and culture. They, in turn, will share their knowledge with their home classrooms.

Louis Mendoza and Ben Olguin were institute instructors. Mexican American authors Sandra Cisneros, Rudy Ayana, Pat Mora, Carmen Tafolla, and Luis Rodriguez gave presentations, as did Sheila Contreras, Angela de Hoyos, Nicolas Kanellos, and Cristina Garcia.

Brazilian Women's Soccer Team at Montclair

While preparing for the recent Women's World Cup soccer tournament in the United States—won by the U.S.A.—the national teams from Australia, Brazil, and Denmark held several practices on the campus of Montclair State University (MSU) in New Jersey.

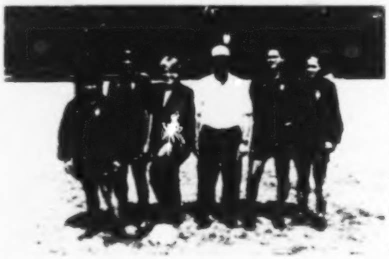


Photo © by Steve Hockstein/Harvard Studio

Pictured here, MSU President Dr. Susan A. Cole (third from l.) met with members of the Brazilian World Cup team and their coach before practice at the university's soccer stadium.

This year's Women's World Cup attracted the largest crowds ever to view a women's sporting event in the United States.

In the News at Madonna University

Adine Golemba, assistant professor of Spanish at Madonna University (Mich.), was among more than 4,200 faculty consultants from high schools and universities across North America who participated in the annual reading and scoring of the College Board's Advanced Placement Examinations. Golemba was selected to evaluate the Spanish discipline of the Advanced Placement reading.

Madonna University and Vasco de Quiroga University in Morelia, Mexico, have signed an agreement to facilitate a student and faculty exchange program between the two institutions. Pictured here are (l. to r.) Salvador Monroy, Mexican Consul, Detroit; Sr. M. Francilene, president, Madonna University; Raul Herrera Vega, rector, Vasco de Quiroga University.

News via LaGuardia Community College's *The Bridge*, by students

•LaGuardia Community College (N.Y.) business administration major Manuel Colon, former president of the social organization Latinos Unidos, was elected student governor. Colon, who hopes to start his own business one day, strives to get Latinos at LaGuardia to recognize one another.

•LaGuardia held Multi-Cultural Appreciation Week in recognition of the college community's many diverse cultures. The festival featured an international art exhibition, arts and crafts, ethnic foods, music, poetry, and dance.

•The Student Center for Women is currently looking for male and female students for ideas and discussions. Around since 1992, the center provides counseling, offers workshops, and welcomes men interested in women's issues.

University of North Texas Hosting Graduate/Professional School Day

The University of North Texas (UNT) will be hosting the annual Graduate/Professional School Day Oct. 5.

Located in Denton, Texas, 30 minutes north of the Dallas-Ft. Worth International

1641

Airport. UNT enrolled more than 25,000 students last fall, about 20,000 as undergraduates. UNT offers bachelor's and master's degrees and doctorates in multiple fields divided among the Colleges of Arts and Sciences, Business Administration, Community Service, Education, Library and Information Science, Music, Merchandising and Hospitality Management, and Visual Arts.

To register for Graduate/Professional School Day, call (940) 565-3945.

I-TEACH Program at Chapman

The federal DOE's Office of Bilingual and Minority Language Affairs funds a grant supporting Project I-TEACH at Chapman University in California. Chapman's I-TEACH, directed by Dr. Cheryl Valdez, moves paraprofessionals into the ranks of teachers, who make a difference in the lives of English Language Learners. As I-TEACH participants become teachers, program officials look to an intergenerational cadre of bilingual parents, community members, and secondary bilingual students, to "try on" teaching, first as volunteers, with some moving on to become paraprofessionals and eventually moving into coursework towards a teaching credential.

Language and Culture Center at East Tennessee State

ETSU The Language and Culture Research Center at East Tennessee State University (ETSU) is making an effort to help the region's growing Hispanic population with cultural and translation opportunities.

Upper-level students of the ETSU department of foreign languages who are fluent in Spanish recently offered a translation service to assist Hispanic agricultural workers with such seemingly simple tasks as filling out driver's license applications, understanding the phrases used to purchase a car, and finding a physician.

"We've started a dialogue between native Spanish speakers and native English speakers where the long-term effort will be to integrate Hispanics into the established community," said Dr. Ardis Nelson, chair of the foreign language department.

Columbia University Awards Cabot Prizes

Three journalists have been selected by Columbia University's (N.Y.) Graduate School of Journalism to receive the 1999 Maria Moors Cabot Prizes for courageous, comprehensive, and compassionate reporting on Latin America. Special citations will be presented to the founder of an independent Cuban news agency and an American newspaper publisher for their efforts to promote a free press.

Jorge Zepeda Patterson, editor-in-chief of the Mexican daily newspaper *Público*; Linda Robinson, Latin American bureau chief of *U.S. News & World Report*; and Juan Tamayo, Latin American correspondent for *The Miami Herald*, will be presented their prizes on Sept. 29.

James McClatchy, publisher of McClatchy newspapers; and Raul Rivero, founder and president of Cuba Press news agency, Havana, Cuba, will receive citations.

Texas-San Antonio Launching Young Scientists

The University of Texas-San Antonio Prefreshman Engineering Program (PREP) offers achieving students an educational jump-start on math and science careers. About 1,300 area junior and senior high school students are seizing the opportunity this year.

"PREP aims to promote students' interest in math, science, engineering, and technology and to provide students with the basic skills needed to pursue those careers in college," said Kathy Lewis, PREP assistant coordinator. "It's really a pipeline into math and science." The program recruits talented students and emphasizes offering opportunities to minorities.

Ivan Villegas, 20, completed PREP and spent time as a PREP assistant. He is to attend San Antonio College.

New York University Hosts Hispanic Physicians

New York University's Robert F. Wagner Graduate School of Public Service provided 20 Hispanic physicians from across the country with a week-long, intense learning experience about federal and state health policy. The conference was part of the year-long Leadership Fellowship program of the National Hispanic Medical Association, a nonprofit organization of licensed Hispanic physicians in the United States.

Will Leads Whittier College

Katherine Haley Will, former provost and professor of English at Kenyon College (Ohio), in July became Whittier College's (Calif.) 13th president. She is the first woman to lead Whittier College in its 112-year history.

Will has a bachelor's degree from Tufts University and a master's and doctorate from the University of Illinois-Champaign/Urbana.

More than 29 percent of Whittier's student body is Hispanic—one of the highest percentages among the 75 independent colleges in California.

Fernandez Presides over Hostos Community College

Dr. Dolores M. Fernandez, nationally recognized expert in bilingual education, teacher training, and curriculum development, became president of Hostos Community College (N.Y.) in July.

Fernandez graduated cum laude from Nassau Community College, has a bachelor's degree from the State University of New York-Old Westbury, a master's from Long Island University-C.W. Post College, and a doctorate from Hofstra University.

Eugenio Maria de Hostos Community College is the only City University of New York college to offer a bilingual approach to higher education. By the year 2003, Hostos will have established a fully articulated dual-language model in all of its degree programs.

Hispanic Scholarship Fund Receives $50 Million Grant

The Hispanic Scholarship Fund (HSF) has received a landmark $50 million grant from Lilly Endowment Inc., one of the nation's largest private foundations. The grant represents the single largest amount ever pledged to a Hispanic organization.

According to HSF President and CEO Sara Martinez Tucker, the grant will provide critical funding for both aspiring and existing Hispanic college students in all 50 states and Puerto Rico, dramatically increasing the number of Hispanics who earn college degrees. HSF, the oldest Hispanic scholarship organization in the United States, has a stated goal to double the percentage of Hispanics earning college degrees by early in the next century.

HSF has awarded more than 36,000 scholarships totaling $38 million since its founding in 1975. Under the leadership of Martinez Tucker, HSF has become one of the largest Hispanic organizations in the United States and is poised to become one of the most important forces in educating the country's youth.

Mestas to Become Michigan-Flint Chancellor

Juan E. Mestas, deputy chairman of the National Endowment for the Humanities, will be the University of Michigan-Flint's next chancellor, effective Sept. 20.

University of Michigan President Lee C. Bollinger said that Mestas "brings to the position of chancellor tremendous administrative skills, a strong sense of academic quality, and a deep commitment to higher education and its public purposes."

Mestas has a bachelor's degree from the Universidad de Puerto Rico, and a master's and doctorate from the State University of New York-Stony Brook.

PUBLICATIONS

Las aventuras de Don Chipote, o, cuando los pericos mamen

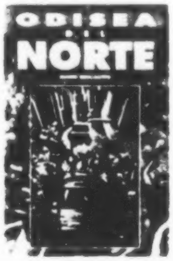
by Daniel Venegas

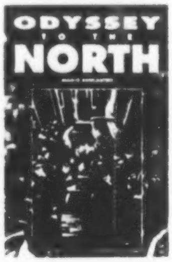
Originally published in 1928, this book weaves an entertaining story embodying the phenomenon that made this nation great–immigration. This little-known classic of American literature tells the tale of a greenhorn who abandons his plot of land (and a shack full of children) in Mexico to come to the United States and sweep the gold up from the streets.

March 1999
170 pgs.
ISBN 1-55885-252-2
$12.95 paper
Arte Público Press
(800) 633-ARTE

Odisea del Norte (Spanish version) Odyssey to the North (English version)

by Mario Bencastro





Showing both the heartbreak and the humor of life in a strange culture, award-winning author Mario Bencastro creates a caring portrait of a Central American immigrant, Calixto, as he seeks not only work, but safety from unjust persecution in his homeland. This book was translated to English by Susan Giersbach Rascon.

May 1999
195 pgs.
ISBN 1-55885-266-2 (Spanish)
ISBN 1-55885-256-5 (English)
$12.95 paper
Arte Público Press
(800) 633-ARTE

Misunderstood Caudillo: Miguel Ydigoras Fuentes and the Failure of Democracy in Guatemala

by Roland H. Ebel

This book deals with the period of Guatemalan history between the U.S.-backed overthrow of the Arbenz regime in 1954 and the establishment of the civil-military national-security state in 1970.

1998
376 pgs.
ISBN 0-7618-0888-4
$64.00 cloth
University Press of America
(800) 462-6420

Political Conflict and Constitutional Change in Puerto Rico: 1898-1952

by Alfredo Montalvo-Barbot

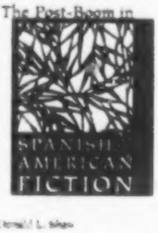
The analysis of the constitutional development of Puerto Rico has been dominated by two major perspectives: political gradualism and classic colonialism. This book provides an alternative view that recognizes the role of social conflicts and social contradictions in the development of the constitutional laws of Puerto Rico.

1997
176 pgs.
ISBN 0-7618-0901-5
$39.00 cloth
University Press of America
(800) 462-6420

The Post-Boom in Spanish American Fiction

by Donald L. Shaw

What happened in Spanish American fiction after the Boom? Can we define the Post-

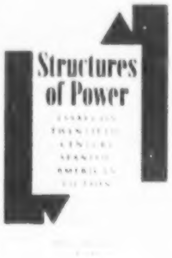


Boom? What are its characteristics? How does it relate to the Boom itself? Is Post-Boom the same as Postmodernism or something quite different? Author Donald Shaw traces the emergence of a different kind of writing that began to displace the Boom in the mid-1970s.

1998
217 pgs.
ISBN 0-7914-3826-0
$16.95 paper
SUNY Press
(800) 666-2211

Structures of Power: Essays on Twentieth-Century Spanish-American Fiction

Terry J. Peavler and Peter Standish, eds.

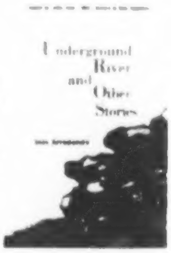


The many faces of power–political, personal, authorial–as revealed in literature are explored in these essays by specialists on modern Spanish American narrative. Because the authors reveal just how complex and diverse issues of power can be, they significantly broaden an already lively debate.

1996
193 pgs.
ISBN 0-7914-2840-0
$16.95 paper
SUNY Press
(800) 666-2211

Underground River and Other Stories

by Inés Arredondo

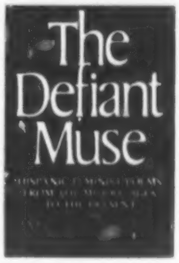


Set at the beginning of the 20th Century in the tropical northwestern Mexican state of Sinaloa, the stories collected in this book focus on female subjectivity. Author Inés Arredondo's stories are printed in English for the first time.

1996
129 pgs.
ISBN 0-8032-5927-1
$12.00 cloth
University of Nebraska Press
(800) 755-1105

The Defiant Muse: Hispanic Feminist Poems from the Middle Ages to the Present

Angel Flores and Kate Flores, eds.



This book offers 80 poems by Spanish and Latin American poets from 12 countries. The poems are presented in their original languages alongside a new English translation.

1986
147 pgs.
ISBN 0-935312-54-4
$11.95 paper
The Feminist Press
(212) 817-7915

Ella Price's Journal

by Dorothy Bryant

ELLA PRICE'S JOURNAL
DOROTHY BRYANT

This novel of women's consciousness unfolds as a series of entries in the journal of Ella Price, a suburban California mother and housewife who has decided to attend college for the first time at the age of 35. What she learns inside and outside of class will leave her irrevocably changed, and force her to make painful but empowering choices.

1997
265 pgs.
ISBN 1-55861-175-4
$14.95 paper
The Feminist Press
(212) 817-7915

Hispanics in Congress: A Historical and Political Survey

by Maurilio E. Vigil

This book is a concise overview of the presence, activities, and overall contribution of Hispanics in the U.S. Congress, the most important policy-making institution in American government.

1996
140 pgs.
ISBN 0-7618-0475-7
$25.50 paper
University Press of America
(800) 462-6420

Alvar Núñez Cabeza de Vaca: His Account, His Life, and the Expedition of Pánfilo de Narváez

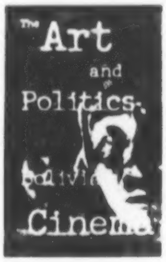
by Alvar Núñez Cabeza de Vaca

This three-volume boxed set–translated and edited by Rolena Adorno and Patrick Charles Pautz–presents Cabeza de Vaca's account of the doomed Narváez expedition during the early 1500s. It offers an isolated glimpse of areas of Gulf coastal Texas and northeastern Mexico that would not be visited again by Europeans for over 150 years as well as the earliest eyewitness description of the North American bison.

1999
Volume 1: 432 pgs.
Volume 2: 560 pgs.
Volume 3: 560 pgs.
ISBN 0-8032-1454-5
$275.00 cloth (boxed set)
University of Nebraska Press
(800) 755-1105

The Art and Politics of Bolivian Cinema

by José Sanchez-H.



In Bolivia, politics have always shaped art, particularly when it comes to film. This book presents Bolivia's most significant filmmakers largely in their own words.

1999
328 pgs.
ISBN 0-8108-3625-4
$55.00 cloth
Scarecrow Press
(800) 462-6420

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. Box 2053
Princeton, N.J. 08543-2053
(800) 257-5126

Improper Conduct: Castro's Cuba

Castro's Cuba

This program tells the stories of 28 Cuban exiles, from all walks of life–writers, dancers, painters, doctors, laborers, and students–all victims of their homeland's oppression. The program provides a history of Cuba under Fidel Castro's leadership, focusing on the regime's dissidents and free speech.

(112 min., color)
Item #FFH 6290

Isabel Allende: The Woman's Voice in Latin-American Literature

Isabel Allende

Isabel Allende, the most recent Latin American novelist to bestride the world literary stage–and the first Latin American woman –describes the emotions that inform her fiction and the events that set them in motion.

(56 min., color)
Item #FFH 4239

The Conquest of Mexico

The Conquest of Mexico

This program provides a portrait of Cortez and his world; of the New World as seen by a handful of Spaniards; and of the civilizations of Mesoamerica before they were "discovered"–the world of the Mayas and Aztecs, the nature of Aztec religion and politics. It describes the Battle of Mexico and how and why Montezuma lost–and why the descendants of the Aztecs speak Nahuatl today.

(35 min., color)
Item #FFH 2452

Victim of Two Cultures: Richard Rodriguez

In this program with Bill Moyers, Fulbright scholar Richard Rodriguez explains his opposition to bilingual education and talks about his experience growing up in America as the son of immigrants; he also discusses the differences between Mexican And American cultures.

(60 min., color)
Item #FFH 4989

CONFERENCES

Elon College: Challenge Response

September 23-25

This national multidisciplinary conference focuses on rethinking key issues in college learning: The Role of the Academic Major, The Impact of Teachnology on Teaching and Learning, The Challenge of Connected Learning, and The Changing Role of Students and Faculty.

At Elon College in Elon College, N.C.

Contact: Web site, <www.elon.edu/c&r99>.

Popular Culture Association and American Culture Association–Latin American Congress

September 29-October 2

In Puebla, Mexico.

Contact: Paul Rich, Hoover Institution, Stanford, CA 94305-6010; e-mail, <rich@hoover.stanford.edu>; Web site, <http://fenix.puc.udlap.mx/congress>.

CUPA National Conference and Expo '99

October 3-6

CUPA (College and University Personnel Association) will hold its national conference and expo for vice presidents, directors, and managers of human relations departments in colleges and universities. Topics relate to employee benefits and compensation, financial/retirement planning, health/life insurance, among many others. At the Westin Seattle Hotel in Seattle, Wash.

Contact: Rebecca Mangan, (202) 429-0311 ext. 387; e-mail, <mangan@cupainet.cupa.org>; Web site, <www.cupa.org>.

Education Connections '99

October 4-5
Study USA-Mexico '99
October 7-9

The U.S. Trade Center, Department of Commercial Service, and Kiva Expositions, Inc., are hosting the 2nd annual Study USA-Mexico '99 education fair in Mexico City. In addition, Kiva is offering Education Connections '99 in Guadalajara. This year's recruitment fairs not only focus on student recruitment but also promote dialogues between Mexican and American universities to initiate articulation agreements.

Contact: Charlotte Adams, (303) 751-9600; e-mail, <kivaexpo@mindspring.com>.

USHLI–National Conference

October 7-10

The 17th Annual United States Hispanic Leadership Conference (USHLC): "Taking Responsibility: Making Latinos Count in America's New Majority." Sponsored by the U.S. Hispanic Leadership Institute (USHLI), the USHLC program focuses on empowerment, unity, pride, diversity, and community. At the Hyatt Regency McCormick Place in Chicago, Ill.

Contact: USHLI, (800) 959-5151; e-mail, <ushli@aol.com>.

SACNAS–National Conference

October 7-10

Society for Advancement of Chicanos and Native Americans in Science presents "Bridging the Gaps in Education." In Portland, Oregon.

Contact: SACNAS, (408) 459-0170; e-mail, <info@sacnas.org>; Web site, <www.sacnas.org>.

University of South Carolina–"The Minority Student Today"

October 10-13

Conference on recruitment, retention, and success of the minority student today.

Sponsored by the University of South Carolina Division of Regional Campuses and Continuing Education: in cooperation with University of the Incarnate Word. In San Antonio, Texas.

Contact: (803) 777-9444 or -2260: e-mail, <confs@gwm.sc.edu>: Web site, <www.sc.edu/conted/mst.htm>.

Austin Community College –Telelearning '99

October 10-13

Telelearning '99: Education in Transition conference, hosted by Austin Community College; sponsored by The Telecourse People and Instructional Telecommunications Council; in cooperation with PBS Adult Learning Service. An annual conference to learn about the latest products and services in the growing field of distance education. In Austin, Texas.

Contact: Fran Pretty, (302) 436-1773; e-mail, <pretty_f@email.msn.com>; Web site, <www.sinclair.edu/community/itc>.

Online Learning '99 International Conference and Performance Support '99 Exposition

October 17-20

The most innovative ways to develop and deliver online learning will be presented and demonstrated at these companion events sponsored by Lakewood Publications. At the Los Angeles Convention Center.

Contact: Tom Reidy or Walter Speer, (212) 966-0024; Web site, <www.lakewoodconferences.com>.

National MultiCultural Institute –Annual National Conference

October 21-24

The 14th annual national conference of the National MultiCultural Institute: "Embracing an Inclusive Society: The Challenge for the New Millennium." Given the increasing diversity in the U.S., new skills and knowledge are required in such fields as workforce diversity, human resource management, education, and conflict resolution. At the Hyatt Regency Washington on Capitol Hill, Washington, D.C.

Contact: Institute, (202) 483-0700; e-mail, <nmci@nmci.org>; Web site, <www.nmci.org>.

National Higher Education Conference on Students of Color

October 27–31

"The Learning-Centered Environment. Students and Learning in the New Millennium." Featured guests include Dr. Alfredo G. de los Santos, Jr., The Maricopa Community Colleges (Ariz.). At the Minneapolis Hilton & Towers, Minneapolis, Minn.

Contact: phone, (850) 222-1087/385-1747; e-mail, <cnjford@aol.com>; Web site, <www.collegesurvival.hmco.com>.

ACE: Educating a Nation (VII)

October 28-30

The American Council on Education's Division of Access and Equity Programs Office of Minorities in Higher Education is sponsoring its 7th "Educating a Nation" national conference on diversity and improving the participation of students of color in postsecondary education.

Contact: phone, (202) 939-9395; e-mail, <lachone_fuquay@ace.nche.edu>; Web site, <www.acenet.edu>.

NSHMBA–National Conference and Career Expo

October 28-30

The National Society of Hispanic MBAs' 10th annual event, this year on the theme of "Elevate beyond Excellence: Face the Challenges." Closing plenary speaker: Ray Suárez, host of *Talk of the Nation*. At the Adam's Mark Hotel and Colorado Convention Center, Denver.

Contact: phone, (214) 267-1622; e-mail, <info@nshmba.org>; Web site, <www.nshmba.org>.

HACU–13th Annual Conference

October 30-November 2

The Hispanic Association of Colleges & Universities' 13th annual event, on the theme, "Championing Success in Higher Education: Current Issues, Best Practices, and Promising Initiatives." At Hotel Inter Continental in Miami.

Contact: phone, (210) 692-3805; Web site, <www.hacu.net>.

USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA

USC ROSSIER SCHOOL OF EDUCATION

DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Rossier School of Education. This School is one of the University's seventeen professional schools. The School's primary mission is to redefine excellence in urban education through its focus on the educational needs of students from kindergarten through graduate school. In September, 1998, the School received a $ 20 million endowment grant to support its urban educational mission, one of the largest gifts ever given to a school of education.

More than 940 students are presently enrolled in the Rossier School of Education. Programs offered include an undergraduate minor and graduate-level degrees of Master of Science, Doctor of Education, and Doctor of Philosophy in three academic divisions: Learning and Instruction; Counseling and Psychology; and Educational Policy, Planning, and Administration. The School has approximately 45 full-time faculty.

The University seeks a visionary leader with a strong background in and a demonstrated commitment to urban education. As the academic leader and chief administrative officer of the Rossier School of Education, the Dean reports directly to the Provost of the University. The responsibilities of this position include: fostering excellence in the School's education and research programs; fiscal planning and management; short-term and strategic planning; faculty development and recruitment; and leading the School's fundraising efforts.

Nominations and applications should include: a letter describing the candidate's qualifications for this position; a curriculum vita; and names, addresses and telephone numbers of three references. These materials should be addressed to **Dr. Marilyan S. Flynn, Chair, USC Rossier School of Education Dean Search Committee, c/o Office of the Provost, ADM 202, MC 4019, University of Southern California, Los Angeles, Ca 90089-4019.** The Materials can also be sent by **fax to: 213-740-1782** or by **e-mail to strippol@usc.edu.** Review of applications and nominations will begin immediately and will continue until the position is filled. USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications for qualified individuals from the broadest possibility community. (AA/EOE)

1646

BEST COPY AVAILABLE

Book Review

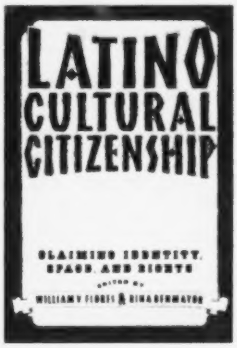
by Eduardo Mendieta

***Latino Cultural Citizenship: Claiming Identity, Space, and Rights*, edited by William V. Flores and Rina Benmayor.** 322 pages, including index. Boston: Beacon Press (1-800-733-3000), 1997. ISBN# 0-80704635-3. $15.00 paper.

Democracy, remarked the great U.S. social philosopher G.H. Mead, is institutionalized revolution. One could add that what makes democracy revolutionary is its core institution, citizenship. Citizenship makes possible the empowerment, nurturing, and growth of social agents capable of communal self-legislation. Without citizenship, social actors remain mere subjects to a supreme legislator, never citizens–equals before others, enactors of the law of the land.

As subjects under an external legislator, persons live under heteronomy. As citizens under a self-legislated lawfulness, persons live autonomously. This autonomy can never be impaired, lest democracy be betrayed.

At the same time, citizenship is what prevents democracies from imploding or from tearing themselves apart. For it is citizenship that mediates democracy's centripetal drive towards homogeneity, the drive to think that only those who are sufficiently alike can come to the same kinds of decisions. And it is citizenship that mediates democracy's centrifugal drive towards heterogeneity, the drive to think that it does not matter who you are as long as you participate in the process of forming a general will.



Democracies are threatened when people begin to think that only those like themselves can possibly live under the same law, and their primary directive becomes how to keep pure. A democracy remains creative, promising social hope, when what becomes important is how to empower persons to participate in resolving its problems and actualizing its goals, so their directive becomes how to be ever more inclusive. For the former, the primary goal is to remain the same, unchanged; for the latter, the primary goal is to become different, to change.

These are some of the lessons I learned from this outstanding book on citizenship. Flores and Benmayor have put together in this handsome volume (books are also aesthetic experiences) the results of more than a decade of engaged research within Latino communities across the U.S., from New York to California, the cooperative work of members of the Latino Cultural Studies Working Group.

I say "engaged research" because in all cases here reported, the writers were activists, participants, co-subjects in some of the activities here construed as a Latino cultural citizenship. By this term, the editors and working group members mean: that citizenship that emerges from the cultural activity of Latinos engaged in projects of identity-claiming and re-membering. Cultural citizenship is that unique type that emerges when culture is made to interpret and mediate citizenship, and when the living out, the enactment of citizenship, transforms self-images and imaging.

Claiming citizenship is a way of becoming both oneself and someone else whom one can then claim as one's own product and project. For the Working Group, cultural citizenship means that culture suffuses citizenship, while citizenship allows one to claim culture.

Citizenship, in this wonderfully written and lived meditation on human dignity, turns out to be more than an institution of rights. It is a form of life that serves as the hermeneutical horizon that makes the quest for rights at all thinkable. It is in this way that we can understand how it is that citizenship, as a right to community, is also a right to culture. This right to culture is fundamental to the very maintenance of citizenship. Without this culture, citizenship is a remote and unfathomable activity.

But this book is about a Latino cultural citizenship, by which the editors and working group whose research comprises most of this book mean that there is a unique type of Latino cultural activity that has informed their claiming of citizenship. Latinos do have a unique culture determined and mediated by language, religion, food, certain types of civic arrangements and praxis. Latino cultural practices, icons, furthermore, have been impacted by specific historical experiences with the U.S..

Latinos have diverse, yet unified, historical experiences of colonialism, imperialism, neo-colonialism, etc. Some crossed the border, and others were crossed by the border, in Anzalda's aphorism. Some were "americanized" before they ever dreamed of fleeing North, to the U.S., to use Alejandro Portes' expression. The bulk of the book, in fact, is devoted to chronicling, describing, recording, re-membering the many ways in which Chicanos, Mexicans, Puertoricans, Central American refugees have claimed citizenship through claiming civic and social space for their identities. Some struggles were labor struggles. Others were struggles for rights to their language, and thus literacy in their mother tongue.

The book is also a beautiful story about human struggle, solidarity, and social hope. This last point is particularly important. The book illustrates eloquently and without equivocation the ways in which suspect subjects empower themselves, claim recognition, thus transforming citizenship. The Latino modalities of being have determined significantly the ways in which they have reactivated while transforming citizenship. It is in this sense that this is truly a book about Latino citizenship.

At the same time, Latino cultural citizenship is a token of something to which all citizens can and must make a claim: cultural citizenship. We can also talk about an Asian cultural citizenship, and so on, that is, many ways of living out cultural citizenship.

In light of this, the book makes it almost impossible to hold the complementary beliefs that citizenship is impaired by culture and that culturally marked social agents are hindered to exercise citizenship.

A right to culture is a fundamental right in the calendar of the rights that make up citizenship, but it is this culture that prepares us for citizenship. This is not a contradiction, but a dialectical tension.

Eduardo Mendieta is assistant professor of philosophy and associate director of the Center for the Study of Latinos in the Americas (CELASA) at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Howard Hughes Medical Institute

Fellowships for Biological and Biomedical Sciences

The Howard Hughes Medical Institute announces the 2000 competitions for fellowship programs that support training in fundamental biological and biomedical research. Awards, based on international competitions, focus on research directed to understanding basic biological processes or disease mechanisms. Fellowships may be held at academic or nonprofit research institutions.

Predoctoral Fellowships in Biological Sciences

Up to five years of support for full-time graduate study toward a Ph.D. degree in cell or developmental biology, genetics or molecular biology, immunology or microbiology, mathematical biology or epidemiology, neuroscience or physiology, structural biology or biochemistry, or related fields. Applicants must not have completed the first year of postbaccalaureate graduate study in biology. *Application deadline: mid-November.*

Postdoctoral Research Fellowships for Physicians

Three years of support for training in fundamental research subsequent to at least two years of postgraduate clinical training and no more than two years of postdoctoral research training. *Application deadline: early December.*

Research Training Fellowships for Medical Students

An opportunity for medical students in the United States to explore a burgeoning interest in fundamental research. Support is awarded for one year of full-time fundamental research in a laboratory at the student's medical school or another institution (except NIH in Bethesda, Maryland). *Application deadline: early December.*

Research Scholars at the National Institutes of Health

Under this joint HHMI–NIH program, medical students in the United States spend an intensive year in research in the intramural program at NIH in Bethesda, Maryland. Residence is provided at the Cloister on the NIH campus. *Application deadline: early January.*

2000 Program Announcements and Applications

For Predoctoral Fellowships:

Hughes Fellowship Program
Fellowship Programs Unit
National Research Council
2101 Constitution Avenue
Washington, DC 20418
United States of America
Telephone (202) 334-2872
Fax (202) 334-3419
E-mail infofell@nas.edu
http://fellowships.nas.edu

For Other Programs:

Howard Hughes Medical Institute
Office of Grants and Special Programs
Department AJ00
4000 Jones Bridge Road
Chevy Chase, MD 20815-6789
United States of America
Telephone (301) 215-8889
Fax (301) 215-8888
E-mail fellows@hhmi.org
www.hhmi.org/fellowships

The Howard Hughes Medical Institute, an Equal Opportunity Employer, welcomes applications from all qualified candidates and encourages women and members of minority groups to apply.

1648

UtahState
UNIVERSITY

HEAD

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Applications are invited for the position of Head of the Department of Chemistry and Biochemistry at Utah State University. Qualified applicants will have a Ph.D. in Chemistry, Biochemistry, or a related area, and will currently hold the rank of Professor. In addition, applicants should have an internationally recognized research program with excellent teaching credentials at the undergraduate and graduate levels, and an established record of university and professional service. Excellent administrative and leadership skills as needed to promote the development of a dynamic department with diverse research, teaching, and service responsibilities and goals are also required. A strong commitment to support scholarly activity in all areas of Chemistry and Biochemistry research and teaching is necessary. Applications from qualified women and minorities are strongly encouraged.

Utah State University is a Land Grant institution with an enrollment of 16,000 undergraduates and 4,000 graduate students. The University is located in Cache Valley, 90 miles north of Salt Lake City, in the Wasatch Range of the Rocky Mountains. The Department of Chemistry and Biochemistry offers Ph.D. and M.S. degrees in Chemistry and Biochemistry and B.S. and B.A. degrees in Chemistry with several areas of emphasis. Over 130 classes are taught by faculty in the Department each year. The Department is currently composed of 18 tenure track faculty, one lecturer, 6 support staff, 54 graduate students, and 100 undergraduate majors.

The completion of a new $25 million teaching and research facility is anticipated in December of 1999, which will bring the total space for the Department to 124,000 square feet. The Department has a strong record of attracting extramural support (currently approximately $2 million per year). More information about the University and Department can be found at **www.usu.edu/** and **www.chem.usu.edu/**.

The search committee will begin reviewing applications on September 30, 1999 and will continue until the position is filled. Applications for the position should include a complete vita, and the names, mailing addresses, phone numbers, and e-mail addresses of five references and should be sent to: **Department Head Search Committee, Department of Chemistry and Biochemistry, Utah State University, 0300 Old Main Hill, Logan UT 84322-0300.**

Further inquires can be directed to Beth Blaser at **blaser@cc.usu.edu/** or 435 797 1618

Utah State University is an equal opportunity/affirmative action employer

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UMASS

EDUCATION AND ACCESS COORDINATOR (Staff Assistant)
New WORLD Theater
Fine Arts Center

The University of Massachusetts/Amherst's Fine Arts Center seeks an Education and Access Coordinator for New WORLD Theater. The individual appointed to this position is the primary coordinator of community-based projects and educational activities such as symposiums, talk-backs, workshops, and community-artist dialogues that compliment New WORLD Theater's season performances. New WORLD Theater's central focus is the presentation and production of works by playwrights of color.

Qualifications: A bachelor's degree in Arts Administration, arts, education, American or ethnic studies, or related field plus one to three years experience in arts administration, community organizing, and /or arts marketing. The position requires excellent communication and writing skills, and experience in organizing students and working with diverse populations.

Hiring salary range: $26,600 - $33,200. Normal hiring range: $26,600 - $29,900

Twenty-five percent of this position is grant-funded; continuation of 25% of the appointment beyond 6/30/2001 is contingent upon funding.

Please submit a cover letter, resume, and 3 letters of reference, no later than October 1, 1999 to: Search #06471, Employment Office, Room 167, Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003-8170.

VISIT OUR INTERNET SITE FOR ON-LINE APPLICATIONS

NIH Undergraduate Scholarship Program (UGSP)

If you would like to be trained and mentored at the cutting edge of biomedical research while receiving scholarship support, the UGSP may be for you!

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's leading biomedical research and research training agency, offering scholarships to qualified individuals to pursue undergraduate life sciences degrees.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

During each year of the award, scholars train for 10 weeks as paid employees in NIH research laboratories. They are assigned to mentors and participate in research seminars and developmental programs. Housing and transportation are provided. After graduation, 1 year of full time research employment at NIH is required for each year of scholarship support.

You Should Apply If You:

Can demonstrate a deep interest in pursuing a career in biomedical research;

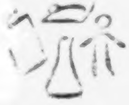
Can demonstrate being from a disadvantaged background;

Have a GPA of 3.5 or better or are in the top 5 percent of your class;

Are a U.S. citizen, national, or permanent resident;

Are enrolled or accepted for enrollment as a full time student at a qualified accredited institution.

This is a special opportunity for special students.



For more information, contact: UGSP
http://ugsp.info.nih.gov
e-mail: ugsp@nih.gov
Phone: 800-528-7689
TTY: 1-888-352-3001

INDIANA · SIGILLUM · UNIVERSITATIS · MDCCCXX

Indiana University invites applications for the Minority Faculty Fellowship Program for the summer 2000 and the academic year 2000-2001

Indiana University invites individuals nearing the completion of the doctorate or who have completed the Ph.D. (or comparable graduate degree) within the last four years to apply to the Minority Faculty Fellowship Program. The purpose of the program is to introduce African American, Latino/a and Native American scholars to the Bloomington campus. The program provides these fellows experience, professional diversity and the opportunity to teach and conduct research at one of the top universities in the country. Some fellows have subsequently been offered tenure track positions at the various Indiana University campuses.

Applicants can be considered for summer 2000 and/or 2000-2001 academic year fellowships. Summer fellows teach one class during the first (six week) or the second (eight week) summer sessions, and academic year fellows teach one or more classes during the fall and spring semesters. The fellowship package includes a $3500 stipend in addition to a salary equivalent to that of an Indiana University faculty member of the same rank.

Interested candidates should request an application by phone at **812-855-0542**, by electronic mail at **mffp@indiana.edu** or by writing to the **Minority Faculty Fellowship Program, Memorial Hall West 108, 1021 E. Third Street, Indiana University, Bloomington, IN 47405-6701.** Applications can be submitted electronically at **http://www.indiana.edu/~mffp.**

There are preferential consideration dates of October 15, 1999 for summer 2000 applicants and November 15, 1999 for 2000-2001 academic year applicants. These early deadlines are necessary in order to provide departments and schools ample opportunity to evaluate applications while delineating course schedules for the following year; however, applications for both programs are accepted all year.

ITHACA

ASSOCIATE PROVOST/DEAN OF GRADUATE STUDIES

Ithaca College invites applications and nominations for the position of Associate Provost/Dean of Graduate Studies

The Associate Provost/Dean of Graduate Studies reports to and assists the Provost in academic planning and gives direction to new faculty development programs, provides leadership to graduate chairs and those deans with graduate programs, chairs the graduate committee, and represents graduate programs in various policy making groups. The Associate Provost/Dean of Graduate Studies works directly with the deans and faculty on new program development, supervises the College's program review process, and provides staff support to the Provost as needed. In carrying out these responsibilities, the Associate Provost serves as a member of the Dean's Council (provost and deans), as ex-officio member of the Academic Policies Committee (the all-college academic policy and curriculum review body) and the all-college budget committee

Qualifications for the Associate Provost/Dean of Graduate Studies position include the ability to provide strong academic leadership, demonstrated administrative skill at the level of associate dean or above at either a comprehensive or more complex academic institution, experience with faculty development programs, knowledge of and experience related to graduate education, commitment to a "team" approach in administration, significant involvement in curriculum development, successful teaching and scholarly performance experience, an earned doctorate (or appropriate terminal degree), and well-developed interpersonal skills. The salary for the position is competitive and commensurate with credentials and experience

Ithaca College is a comprehensive, residential college in New York State, and serves approximately 5,600 undergraduate and 350 graduate students with a full-time faculty of 430. The institution is comprised of the schools of Business, Park School of Communications, Health Sciences and Human Performance, Humanities and Sciences (the largest unit), and Music (the oldest unit). Located in the culturally rich and scenically beautiful Finger Lakes region of central New York, the College offers an excellent selection of some 94 undergraduate and 17 graduate degree programs in a distinctive blend of liberal and professional education

Review of applications will begin immediately and continue until the position is filled. The successful candidate should be able to assume the position in January 2000 or as soon thereafter as possible. Please submit a letter of application, a complete and current vita and the names and addresses of three professional references to

Associate Provost/Dean of Graduate Studies Screening Committee
c/o William A. Scoones, Special Assistant to the Provost
Ithaca College
350 Job Hall
Ithaca, NY 14850-7012

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply

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RARITAN VALLEY COMMUNITY COLLEGE

President

The Board of Trustees of Raritan Valley Community College (RVCC) invites nominations for the position of President. The President is the Chief Executive Officer of the College and reports directly to its fourteen-member governing board

RVCC has garnered six national awards over the past five years for excellence in faculty instruction, innovative new courses, distinctive leadership, integrating technology into instruction and offering international resources to the business community. It has set national precedent by freezing tuition for five consecutive years including the '99 - '00 academic year. The College recently opened the Advanced Technology Communication Center, serving as a conduit between the college and the business community, and a new Science and Technology Laboratory Complex is set to open in early 2001

The College's 1999 – 2002 strategic plan focuses on establishing RVCC as a Regional Higher Education Center, collaborating with other colleges and universities to offer baccalaureate and graduate degree programs on campus

RVCC is a bi-county college in New Jersey, supporting both Somerset and Hunterdon counties. Somerset and Hunterdon counties continue to be identified in the top ten for the fastest growing and wealthiest areas in the country. Located in North Branch, New Jersey, the 240-acre suburban/rural campus is sixty minutes from both New York City and Philadelphia. It offers 73 associate degrees and certificates to a student body of over 6,000 and customized training programs and non-credit courses are taken by over 5,000 corporate employees. RVCC can be located on the web at **www.raritanval.edu.**

The position will remain open to nominations until a select list of candidates is put forward for final consideration by the Board of Trustees; however, the search committee, comprised of students, faculty, staff, community members and trustees, intends to begin its screening of candidate files by the end of October. Nominations should be addressed to

Dr. John McGuire
Vice Chairman, Board of Trustees
Chair, Presidential Search Committee
C/O College and Community Relations
Raritan Valley Community College
PO Box 3300
Somerville, NJ 08876

Robert Moran and Shelly Weiss Storbeck of the A.T. Kearney Education Practice are assisting the Board and Search Committee in this search, and interested parties are also invited to contact them. A.T. Kearney, Inc., Education Practice, 333 John Carlyle Street, Alexandria, VA 22314, Phone 703/739-4627, Fax 703/518-1782

Raritan Valley Community College is an affirmative action, equal opportunity employer. It actively seeks and encourages nominations from women and members of the underrepresented populations

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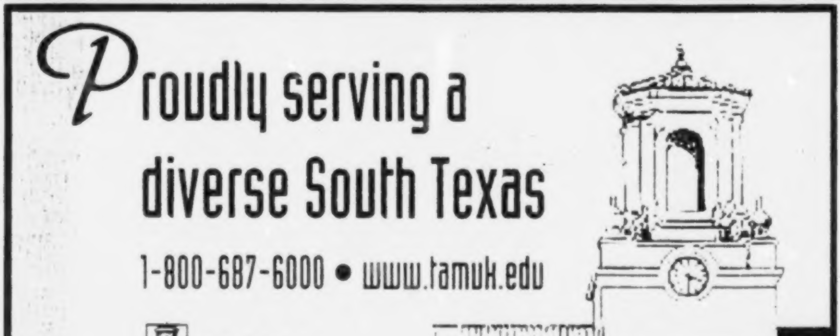

DIRECTOR OF STUDENT ACTIVITIES

Candidate will provide leadership for a comprehensive Student Activities program based on student personnel philosophy of student development. Reports to the campus Dean for Student Services and is responsible for developing and administering programs for new freshman and currently enrolled students.

Master's degree required; degree in Student Personnel Administration, Counseling, Student Development, Higher Education or a related field. Minimum of two years experience as a Director or Assistant Director of Student Activities in a college or university setting required. Experience with new student orientation program desired; additional experience in student services will be considered.

Strong managerial and supervisory skills with the capability to establish priorities and function as a leader; manage multiple budgets with excellent computer, communication and interpersonal skills; ability to relate to an ethnically diverse college community.

Salary: commensurate with education and experience with excellent benefits. Starting Date: ASAP. Application Deadline: 10/08/99

Applicants should reference position number (00-69) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses and telephone numbers) to:

Judy Chastonay
Department of Human Resources
Georgia Perimeter College
3251 Panthersville Road
Decatur, GA 30034

AA/EOE/ADA

Georgia Perimeter College.

For detailed information on each position, please visit our web site at www.gpc.peachnet.edu

GA IS AN OPEN RECORDS STATE An Associate Degree Granting College of the University System of Georgia

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USF UNIVERSITY of SAN FRANCISCO

COLLEGE OF ARTS AND SCIENCES

RELIGIOUS STUDIES

Pending approval and funding, the Department of Theology and Religious Studies at the University of San Francisco invites applications for a tenure-track position in *Religious Studies* at the Assistant Professor level, anticipated to begin in the Fall 2000. Preference will be given to candidates who specialize in East Asian Religions and Cultures.

Teaching responsibilities may include inter alia at the undergraduate level: Introduction to World Religions, East Asian Religions, Religious Issues, Religions in Dialogue, and other courses according to the candidate's specialty. At the Master's level, applicants may teach courses in the M.A. program in the Theology and in Pacific Rim Studies. Preference will be given to candidates demonstrating a flexible, interdisciplinary approach.

Qualifications: University teaching experience, evidence of a strong commitment to teaching, evidence of scholarship, an earned doctorate by Fall 2000, experience and willingness to work in a culturally diverse environment, and an understanding of and commitment to support the mission of the University are required. The candidate will be expected to develop an independent and ongoing research program.

Applicants should submit a letter of application, curriculum vitae, graduate transcripts, brief description of research plans, copies of recent research papers, statement of teaching philosophy, evidence of teaching ability including copies of teaching evaluations, and three letters of recommendation to:

Lois Ann Lorentzen, Chair
Religious Studies Search Committee
Department of Theology and Religious Studies
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Applications must be received by *November 1, 1999*, in order to ensure full consideration.

The University of San Francisco is a private, Catholic and Jesuit institution and particularly welcomes candidates who will positively contribute to such an environment. USF is an Equal Opportunity and Affirmative Action Employer and will provide reasonable accommodations to individuals with disabilities upon request. We particularly encourage minority and women applicants for all positions.

UNIVERSITY OF MARYLAND

Executive Director Distributed Learning

The Office of Continuing and Extended Education (OCEE) is seeking a team-oriented visionary with the technological expertise to excel in this important, newly created position. Under the general direction of the Associate Provost and Dean, the Executive Director, Distributed Learning (DL) will develop strategies to develop and expand faculty interest and participation in the use of DL programs which are consistent with the strategic mission of the university and its colleges. The Executive Director will be the primary contact in OCEE for developing the required technological links to provide continuing education (CE) programs at a distance and will interface with offices on campus that provide wed-related technical services, and other academic and administrative student support service units.

The Executive Director will lead the start-up development, course conversion, and management of credit and non-credit programs offered through a various media. Responsibilities include identifying strategic opportunities in DL, establishing and maintaining partnerships that increase electronically medicated CE, and coordinating web-based curriculum development and delivery across campus. The successful candidate must have demonstrated ability to build relationships with campus academic and administrative units, and with industry, government agency, and non-profit representatives.

As a senior executive within OCEE, the Executive Director is also expected to demonstrate leadership and a capacity for mentoring staff. This function is critical because the organization is creating a culture of excellence in program consultation, quality and access, and establishing a concrete expression of the University of Maryland's expanded CE mandate.

Required: a thorough understanding of computer and DL technologies with experience in both web based and satellite delivery start-ups, the ability to coordinate and negotiate with academic units; experience developing partnerships and working with DL vendors; knowledge of issues facing adult learners; experience with budgeting and financial management; superior organizational, interpersonal, analytical, planning, and written and oral communication skills. A master's degree, preferably in instructional design or a related field, and five years of progressively responsible experience in higher education are required; a doctorate is preferred. Success in obtaining external funding through grant proposals is desirable.

Send resume and letter of interest with names of three professional references to:

Rosemary Blunck
2103 Reckord Armory
University of Maryland
College Park, MD 20742-5321

For best consideration, submit application materials by September 15th, 1999.

The University of Maryland is an equal opportunity, affirmative action employer.

UNIVERSITY OF MARYLAND

DEAN
LOYOLA LAW SCHOOL

Loyola Law School, Los Angeles (ABA and AALS, 1937) invites applications and nominations for Dean of the Law School. The position commences July 1, 2000. Loyola is dedicated to excellence in teaching and legal scholarship. As a Jesuit institution, it seeks to produce lawyers who in their practice of law and commitment to public service demonstrate the highest standards of personal integrity and professional ethics. The Law School has approximately 1325 day and evening students (40% minorities) and 65 full-time faculty (46% women), of all backgrounds and faiths. Loyola has a strong commitment to public interest, including a mandatory pro bono service requirement. It hosts four on-campus centers — the Cancer Legal Resource Center, the Center for Conflict Resolution, the Disability Mediation Center, and the Western Law Center for Disability Rights. Loyola operates summer programs in Beijing, Bologna, and Costa Rica. It plans to offer a Master's in Taxation starting in Fall 2000. The Law School, located near downtown Los Angeles, has one of the largest private law library collections in the western United States and is situated on a stunning campus designed by internationally acclaimed architect Frank Gehry. The Law School is part of Loyola Marymount University. The Dean reports directly to the University President. Candidates should have strong academic credentials, be members of the bar, possess scholarly, administrative and leadership abilities, and have at least five years' experience on a law faculty. The Law School welcomes applications from minorities and women. Send an application consisting of a letter and resume (or nominations) to:

Prof. Christopher May, Chair
Dean Search Committee
Loyola Law School
919 S. Albany St.
Los Angeles, CA 90015-0019

Screening of applications begins in September. Applications will be accepted through October 15, 1999. For more information, visit the School's web site at

http://www.lls.edu.

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harrisburg area
community college

DIRECTOR, ADULT BASIC EDUCATION AND DEVELOPMENTAL STUDIES (ABED)

Reports to the Vice President for Instruction and Educational Services. Is responsible for the management/supervision of all ABED division operations. Provides leadership in planning, implementation, evaluation, and enhancement of the division; directly supervises division operations; provides guidance regarding adult education with focus on instructional strategies, program curriculum, student learning outcomes, academic support/assessment, GED testing, community outreach for ESL literacy, etc. Requires a related master's degree from a regionally accredited institution and four years of supervisory/administrative experience including two years of teaching experience. Some community college teaching/administrative experience preferred. Annual salary is between $53,200 and $59,850 based on experience. Excellent fringe benefit package. Submit letter of application and resume to Office of Human Resources, PIN 139, Harrisburg Area Community College, One HACC Drive, Harrisburg, PA 17110. AA/EOE.

SPEECH/LANGUAGE SPECIALIST

The A. Harry Moore School is a specialized academic and therapeutic school for the disabled which is affiliated with New Jersey City University. We offer all the advantages of working in a public school with additional work satisfaction of being connected to a large, urban state university, tuition reimbursement, competitive salaries and benefits, school hours and holidays, plus a dynamic team of special educators.

The A. Harry Moore School is located in Jersey City, New Jersey directly across from the New Jersey City University. The school is convenient by train, bus or auto from the local metropolitan area.

Duties: Makes assessments, analyses and classifications of students' communication competencies and characteristics. Plans, prepares and delivers treatment programs for children with speech and language deficiencies. Serves as a resource person in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team; and participates in the planning of educational programs for children with communication disabilities.

Required: A Master's Degree in Speech-Language Pathology from an accredited institution. New Jersey Speech-Language Specialist certification or licensure.

Application: Submit a letter of application, resume, official transcripts, certification, work experience, and names, addresses and telephone numbers of at least 3 professional references to:

Mr. Dennis Paporello, Principal
A. Harry Moore School
2078 Kennedy Blvd., Jersey City, NJ 07305
(201)200-3138

NEW JERSEY
CITY
UNIVERSITY

Applications must be received by September 27, 1999.

New Jersey City University is an equal opportunity, affirmative action employer who encourages diversity among its employees.

EXECUTIVE DIRECTOR
HOUSTON ALLIANCE FOR MINORITY PARTICIPATION (AMP)

Responsibilities: Develops, plans, coordinates activities of a 5-year multi-institutional NSF-sponsored program to increase numbers of baccalaureate degrees granted to underrepresented minorities in science, math, engineering and technology in the greater Houston and San Marcos areas. Maintains communication among institutions and committees, organizes meetings, oversees recruitment, database, website and Learning and Information Center maintenance, and coordinates fundraising. Promotes the program with the local school district, university faculty, corporate and institutional media representatives, and the public. Responsible for budget oversight and prepares reports as required. Writes educational grant proposals to support scholarships. Ensures thorough documentation, evaluation, and dissemination of AMP outcomes. Attends all meetings of the inter-institutional Steering Committee and the Governing Board. Occasional travel by car is necessary. Reports to the Project Director and Co-Director.

Requirements: An earned doctorate in one of the following disciplines: natural sciences, mathematics, engineering. Computer-literate, competent in database management. Knowledge of and sensitivity to issues relating to minority undergraduate education, at least five years experience in program management, excellent interpersonal, communications, public speaking, writing, and administrative skills. Demonstrated success in procuring funding through grant writing.

Review of applicants begins October 1, 1999 and will continue until filled. A letter of application, vitae, and contact information for three professional references should be sent to:

Dr. John Bear
Dean, College of Natural Sciences and Mathematics
University of Houston
4800 Calhoun
Houston, TX 77204-5502

The University of Houston is an equal opportunity, affirmative action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply. For more information about the University of Houston, refer to http://www.uh.edu

WICHITA STATE UNIVERSITY

SEDIMENTOLOGY/MICROBIAL GEOLOGY

The Department of Geology and Geography invites applications for a tenure-eligible position starting August, 2000, at the rank of assistant professor. The successful candidate will be expected to teach at both the undergraduate levels in Geology and graduate level programs in Geology and Environmental Science, supervise student theses, and to establish a productive research program in their field of expertise. The Department offers Bachelor of Arts and Bachelor of Science degrees in Geology, and Masters degrees in Geology and Environmental Science. Active participation in the University's interdisciplinary Masters program in environmental science is required. Candidate will be expected to foster interaction with ongoing research in paleobiology, carbonate sedimentology, geochemistry and structural geology. In addition to the general employment requirements defined above, the applicant will be expected to teach courses in their field of specialty and occasional courses in sedimentary geology, environmental geology, and computer applications.

An earned Ph.D. in the geosciences is required at the time of appointment. The successful applicant must have an emphasis in sedimentology with a focus on microbial processes and/or other biogenic interactions in the genesis of sediments or rocks, and must be strongly field oriented. Proficiency in the integration of these studies with the interpretation of the global sedimentology record and/or sedimentology processes is required. Qualified applicants must have demonstrated successful teaching experience, and excellent communication skills.

Applicants should submit letter of application addressing qualifications and experience, curriculum vita, description of teaching and research interests, selected copies of relevant publications, evidence of teaching excellence, transcripts of academic work, and the names of 3 professional references (include postal and E-mail addresses) to:

Dr. Collette Burke, Chair
Department of Geology
Wichita State University
1845 Fairmount
Wichita, Kansas 67260-0027

The department will begin evaluating applications as they arrive and continue until the position is filled. For full consideration, complete application packages must be received no later than November 1, 1999. The successful applicant will demonstrate a commitment to diversity and the diverse populations of Wichita State University.

Wichita State University is an AA/EOE. Women and minorities are encouraged to apply.

INDIANA UNIVERSITY SOUTH BEND

TENURE-TRACK NURSING FACULTY POSITION

Indiana University South Bend School of Nursing (part of the Indiana University School of Nursing) seeks applications for a tenure-track position beginning Spring 2000. The School of Nursing faculty teach across four programs: ASN, BSN, RN to BSN, and MSN. **Requirements** for the assistant professor position include an earned doctorate in nursing or health-related field, a master's degree in nursing, evidence of professional development and clinical experience in the care of adults with acute and chronic illnesses, evidence of (potential for) scholarship in teaching, research, and/or clinical practice, and eligibility for Indiana RN license. Preference will be given to applicants who are Certified Family Nurse practitioners for teaching in our new collaborative MSN/FNP program. Consideration will be given to persons who are ABD, starting at the lecturer rank until completion of the doctorate.

Please submit a curriculum vitae and three letters of reference to **Dr. Teresa Dobrzykowski, Co-chair Search and Screen Committee, IUSB School of Nursing, 1700 Mishawaka Avenue, South Bend, IN 46634.** E-mail: tdobrzyk@iusb.edu Phone number 219-237-4569. Position is open until filled with priority given to applications received by October 15, 1999.

Indiana University is committed to employing quality faculty who will enhance the rich diversity of our academic community.

Visit our website at:
http://www.iusb.edu/~nursing

Director, Division of Neuroscience and Basic Behavioral Science
National Institute of Mental Health
National Institutes of Health

The National Institute of Mental Health (NIMH) is seeking applications for the position of **DIRECTOR, DIVISION OF NEUROSCIENCE AND BASIC BEHAVIORAL SCIENCE**, a major component of the Extramural Program.

The Director of the Division of Neuroscience and Basic Behavioral Science (DNBBS) will provide leadership in the overall scientific administration of a comprehensive extramural research program in mental health; stimulate the expansion of resources for mental health research both nationally and internationally; and actively participate in determining program priorities and funding levels. The Director, DNBBS, will oversee a budget of approximately $250 million per year and a staff of 50 employees.

As Director, DNBBS, the incumbent will be responsible for the development, direction, coordination and evaluation of grant programs and activities of the Division. The Division supports a wide range of basic and clinical neuroscience research, genetics and therapeutics research, basic behavioral research, research training, resource development, and research dissemination, to further understand the etiology, treatment and prevention of brain disorders.

The ideal candidate should possess: leadership and management experience in a basic, clinical, or behavioral research program of national standing; a M.D. or Ph.D. degree in Psychiatry, Psychology, Neuroscience, Psychobiology, or related field (or equivalent training); extensive knowledge of and experience in the neurosciences, behavioral sciences, or psychobiology and their relationship to mental illness and related brain disorders. Applicants should provide written documentation of how they meet the following requirements: 1) Knowledge and ability to lead a scientific program of national and international scope involving neuroscience and basic behavioral science; 2) Ability to provide leadership/management and vision to a large multi-disciplinary research program of national scope and complexity with extensive managerial and executive level responsibilities.

This position is located in the Headquarters of NIMH in Bethesda, Maryland, and is a tenured/permanent position in the Senior Executive Service (SES). Annual salary range is $110,351 to $125,900 per annum, depending on qualifications. Physicians may be eligible for a Physicians Comparability Allowance of up to $20,000 per year. A recruitment bonus of up to 25% may be available to a non-Federal candidate selected for this position OR a relocation bonus of up to 25% may be available to a permanent Federal employee who must relocate to accept this position, subject to individual approval. The full range of generous Federal benefits, retirement, and vacation are included.

HOW TO APPLY: Applicants must submit a curriculum vitae, resume, Application for Federal Employment, OF-612, or any other equivalent written format that address the requirements AND a bibliography. Application procedures and qualification requirements may be accessed on the NIH Web site at: **http://www1.od.nih.gov/ohrm/hrinfo/ses/vacancy**.

SEND APPLICATIONS TO: Ms. Margot Darby, NIMH Personnel Management Branch, 6001 Executive Boulevard, Room 8154, MSC 9661, Bethesda, Maryland 20892-9661 (domestic U.S. Mail); OR Rockville, Maryland 20852 (FedEx, UPS, etc.). Applications will also be accepted via e-mail and may be sent to **mdarby@mail.nih.gov.** If you need further information about this position you may contact Ms. Darby at 301-443-9094.

Selection for this position will be based solely on merit, with no discrimination for non-merit reasons such as race, color, religion, gender, national origin, political affiliation, marital status, disability, age, sexual orientation or membership or non-membership in an employee organization.

APPLICATIONS WILL BE ACCEPTED THROUGH SEPTEMBER 30, 1999.

NIH is an Equal Opportunity Employer

BENTLEY COLLEGE

THE BUSINESS SCHOOL FOR THE INFORMATION AGE.

Bentley College is located on a picturesque 110-acre campus 10 miles west of downtown Boston and offers primarily business programs through the Undergraduate College, the Graduate School of Business, and the Division of Continuing Education. Approximately 900 B.S. degrees in business-related disciplines and 640 graduate business degrees were conferred in 1998. The College's 200 current full-time faculty members are appointed in 16 departments of business and arts and sciences. Faculty and students are able to take advantage of one of the most comprehensive business offerings in the country while fully enjoying the advantages of a small college community.

Bentley College, the Business School for the Information Age, is developing ground-breaking curriculum for the 21st century based on the full integration of information technology throughout our business curriculum, in support of the learning process and in course content. In Fall 1999, we will begin to matriculate students in our highly innovative Information Age MBA and other technology-focused degrees - in areas such as Accounting Information Systems, Information Age Marketing, Human Factors in Information Design, and Global Financial Analysis. Also, beginning in the Fall, our undergraduates will begin a sequential, cross disciplinary, and information technology intensive business core curriculum. Recently, the Trustees created special new tenured positions for faculty members able to provide leadership in continuing the development of pedagogically advanced information technology programs and centers.

We have information age facilities that complement our program offerings. At the Hughey Center for Financial Services, Bentley students hone their skills in one of the very few trading rooms in an academic setting in the nation. Hands-on, state-of-the-art opportunities will soon be available in our Marketing Technologies Showcase lab and in the College's new Accounting Center for Electronic Learning and Business Measurement. An additional high technology academic building is under contruction.

CONTINUING SEARCH TRUSTEE PROFESSORSHIP

Bentley has recently hired new Trustee Professors and seeks another to be appointed for Fall 2000. Recent articles in *Fortune* and *CIO Magazine* highlight Bentley's emergence as *the* technology-focused business school in the country. We seek an outstanding individual, poised to provide leadership in interdisciplinary information technology teaching and scholarship, who would thrive in our environment of continuing growth. Trustee Professors are asked to participate extensively in curriculum/program development. Their teaching load is one course per semester and they receive College resources such as summer grants and graduate assistant support.

We anticipate that candidates for this special position will currently be Assistant or Associate Professors who, if appointed, will enter Bentley with tenure. The initial term of appointment as Trustee Professor is for five years and is renewable. The Trustee Professor will be appointed in a traditional business department such as Accountancy, Computer Information Systems, Finance, Management, Operations Management, or Marketing. The ideal candidate will demonstrate scholarly interests in both information technology and one or more of these departments and disciplines.

For best consideration, apply by 11/15/99 to: Dr. H. Lee Schlorff, Vice President for Academic Affairs, Bentley College, 175 Forest Street, Waltham, MA 02452-4705. Candidates will be considered until the position is filled.

Visit our website at: **www.bentley.edu**

Bentley College is an equal opportunity employer building strength through diversity and welcome applications for under-represented groups.

1917

BENTLEY

For other employment opportunities, call our 24-hour Job Hotline at (781) 891-2889.

MCTC MANCHESTER
COMMUNITY TECHNICAL COLLEGE

Manchester Community-Technical College is the largest of Connecticut's Community Technical Colleges. MCTC is in the process of building a state-of-the-art 26 million dollar Learning Resource and Technology Center, scheduled for completion in the year 2000. MCTC is seeking candidates for the position of:

Instructor of Accounting/Finance

For a copy of the vacancy announcement, including minimum qualifications and salary, please visit our website at **www.mctc.commnet.edu/per**, or call (860) 647-6153.
Send letter of intent, resume, transcripts, and the names of three references to:

Deborah A. Wilson, Director of Personnel and Contract Administration
Manchester Community-Technical College
P.O. Box 1046, Manchester, CT 06045-1046

Must be postmarked no later than October 11, 1999

EOE/AA/M/F

NJC
NORTHEASTERN JUNIOR COLLEGE

Excellence in Education
Since 1941

100 College Drive
Sterling, Colorado 80751

Admissions Office
970-521-7000
Web Site: http://nejc.cc.co.us

BEST COPY AVAILABLE

PRESIDENT
Central Washington University

Central Washington University is poised to make major advancements in providing distinctive educational experiences that bring value and opportunity to a diverse student population. The University seeks a leader of exceptional academic credentials and experience who can provide the vision and energy to effectively mobilize the strengths and talents of the University community to create a future that is consistent with its academic purpose.

ACADEMIC PURPOSE: The University is committed to teaching as the means to facilitate learning. All members of the university community support a relationship between teacher and student which makes them both partners in learning, scholarship, research, creative expression and the application of knowledge to solve human and societal problems.

ACADEMIC CREDENTIALS AND EXPERIENCE: The minimum qualification is an earned doctorate from an accredited institution of higher education.

IDEALLY, LEADING CANDIDATES SHOULD DEMONSTRATE A STRONG RECORD OF: Teaching, scholarship and service in academic rank that is commensurate with a faculty appointment at the associate or full professor level; effective leadership at a level comparable to an academic dean or above; leadership based on consensus building and shared governance, commitment to undergraduate and graduate education at a student-centered institution.

KNOWLEDGE AND COMPETENCIES THAT ENCOMPASS: Academic planning and program development; current issues in public higher education; enrollment management; institutional strategic planning and budgeting; instructional technology; support for the value of diversity; securing resources to advance academic purpose.

LEADERSHIP CHARACTERISTICS: Personal and professional integrity; commitment to the academic purpose of the University; ability to establish and maintain effective student, faculty and staff relations; capacity to facilitate relations within the community, state and region; ability to promote the University through political processes; effective interpersonal and communication skills.

UNIVERSITY PROFILE: Central Washington University is one of six state-assisted, four-year institutions of higher education in Washington. A regional comprehensive university, CWU offers baccalaureate and graduate degrees in more than 90 academic programs. Throughout its history, the University has distinguished itself in many ways, most notably through its quality teaching and academic programs, its student-centered orientation, and its commitment to research, outreach, and provisions of lifelong learning opportunities to the citizens of Washington. The University is comprised of the College of Arts and Humanities, College of the Sciences, College of Education and Professional Studies, and School of Business and Economics. CWU's 383 faculty have compiled an impressive record of teaching, scholarship and service.

Current enrollment is approximately 8,100 students, about 92 percent of whom are undergraduates. Roughly 6,700 students attend classes on the Ellensburg campus with another 1,400 upper-division students enrolled at the University Centers located in Lynnwood, Moses Lake, SeaTac, Steilacoom, Wenatchee and Yakima. Through these centers, CWU has taken a leadership role in the state in providing educational opportunities for place-bound citizens.

CWU has been rated for three consecutive years in the top 100 "Best Buys" among colleges and universities in the United States. The University is governed by an eight-member board appointed by the Governor. The University budget is approximately $110M, and its current endowment is approximately $7.4M.

COMMUNITY PROFILE: The main campus is located in Ellensburg, a city of 15,000, situated east of the Cascade mountains in the Kittitas Valley, which is known as one of the finest living environments in the Pacific Northwest. Ellensburg's downtown, a thriving collection of restaurants, shops and galleries, is a national historic landmark recognized for its Victorian architecture. Ellensburg is accessible to a variety of outdoor recreational activities, cultural events and historical attractions from Yakima and the Columbia River basin to the south and to Wenatchee-Leavenworth and the northern Cascade mountains to the north. The city is a two-hour drive from Seattle, a major cultural center of the Pacific Northwest. For in-depth information about Ellensburg, see www.ellensburg-wa.com.

NOMINATION/APPLICATION INFORMATION

Applications and nominations should be directed to:

Dr. Roger Fouts, Chair
Presidential Search Committee
Office of the President
Central Washington University
400 E. 8th Avenue
Ellensburg, WA 98926-7501

Applications should include a letter of interest, detailed vita and the names, addresses and phone numbers of five references. Screening begins on October 1, 1999, and continues until the position is filled. See www.cwu.edu for more information.

CWU is an AA/EOE/Title IX Institution • TDD 509-963-3323

UNIVERSITY OF NEBRASKA-LINCOLN

DEAN
College of Human Resources and Family Sciences

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Human Resources and Family Sciences.

The University of Nebraska is an AAU, Research I, land-grant institution with a distinguished tradition of teaching and research in the major disciplines. With a current enrollment of approximately 23,000 undergraduate and graduate students, it is designated as the principal research and graduate institution in the state.

The College of Human Resources and Family Sciences has three departments: Family and Consumer Sciences; Nutritional Science and Dietetics; and Textiles, Clothing and Design. The College includes 50 faculty, 850 undergraduate and 100 graduate students, housed on two campuses.

The Dean is the chief academic and administrative officer of the College and should be a strong, visionary leader and spokesperson who is interested in building local and national linkages and a national reputation for excellence for the College. Applicants must hold the doctorate or other appropriate terminal degree. The successful candidate must have strong experience in teaching, research and/or outreach/extension and administrative experience in budget, planning, and personnel issues. A comprehensive position announcement is available on the Web site or from the address listed below.

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact Dean Richard Durst at 402/472-9339 for assistance.

The position begins as soon after January 1, 2000 as the appointee's schedule permits. The committee will begin screening applications on October 4, 1999, and will continue until an appointment is made. Nominations are welcomed and applications, including letter of interest, vita, and contact information for at least three references who can speak to the candidates current expertise, should be sent to:

HRFS Dean Search Committee
Dean Richard Durst, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

CONTACT INFORMATION :
Tel: 402-472-9339
Fax: 402-472-4929
E-mail: igudel@unl.edu

http://www.unl.edu/svcaa/Activities/HRFSdean.html

THE
OHIO
STATE
UNIVERSITY

DEAN

COLLEGE OF HUMANITIES

http://www.mps.ohio-state.edu/humdean/

The Ohio State University invites nominations and applications for the position of Dean of the College of Humanities. The Dean is the chief administrative and budgetary officer of the College and reports directly to the Provost, the chief academic officer of the University.

The College is at the core of the University's goals of promoting academic excellence and improving the quality of the student experience. Many of the College's programs are highly ranked in their disciplines. The College's undergraduate and graduate programs are central to the University's instructional mission. The Ohio State University is a major research institution and the leading university of the state's higher education system. It is located in the state capital, Columbus- a growing but highly affordable metropolitan area of about 1.5 million people. Columbus is a wonderful place to live and work. (http://ci.columbus.oh.us/)

Nominations should be received by September 15, 1999, and, in order to guarantee full consideration, applications should be received by October 8, 1999. Applicants should send a letter, a curriculum vitae, and the names and addresses of at least three references to:

Robert Gold, Chairperson
Search Committee for College of Humanities Dean
154 Denney Hall
164 West 17th Avenue
Columbus, OH 43210

The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Qualified women, minorities, Vietnam-era Veterans, disabled veterans and individuals with disabilities are encouraged to apply.

Miami-Dade
COMMUNITY COLLEGE

DISTRICT DIRECTOR OF GRANTS

ID#9-35610 - Wolfson Campus. The District Director of Grants provides an overview of grants development for the College by working with campuses to determine annual and long-term goals and objectives for writing and obtaining grants. The Director of Grants researches and identifies grant sources and changes in the grant and funding requirements; communicates grant opportunities; and develops an annual status report detailing grants written and obtained. The Director of Grants must communicate effectively with the Campus Directors and College Committees including the Executive Committee. The Director must be able to identify strategies that support grant development to help achieve the College mission and goals. The Director works with College personnel to identify needs; coordinates College-wide grant development activities; monitors the award and evaluation of grants with public and private funding sources; provides assistance in training campus personnel in guidelines for preparation of proposals and budgetary procedure; develops plans for identification of resources for implementation of grants; and assists project personnel in the resolution of special problems and grant refunding. The Director provides overall coordination of grant program administration and performs other duties as assigned. Req: Master's degree in Business or Public Administration, Finance or related field. 5 Years of professional experience in education, training or grant program administration. Ability to work in a multi-ethnic/multi-cultural environment. Must possess excellent verbal and written communication skills. The ability to work well under pressure is essential. Salary: $41,202 - $65,924 with Liberal Employee Benefit Program. Closing Date: Open until filled.

Formal application is required. Call: **(305) 237-2050** for application and instructions. For special accommodations, call the **FL Relay Service TDD 1-800-955-8771.** M-DCC hires individuals authorized for employment under the IRCA guidelines. EA/EO Employer.

BSC Buffalo State College
State University of New York

MATHEMATICS PROFESSOR

The State University of New York, Buffalo State College seeks three mathematics assistant professors to teach a typical course load of 9 hours; grow professionally through scholarly activities such as doing research, writing grants, and submitting publications; assist in the continuing development of our programs; participate in departmental/college committee work; and advise students. The individual may teach undergraduate mathematics, undergraduate and graduate mathematics education courses, and supervise student teachers.

Required: Ph.D. or Ed.D., specializing in mathematics education, with a strong background in mathematics; ability to teach undergraduate and graduate mathematics education courses; to supervise student teachers; evidence of effective teaching ability; potential for scholarship (including good oral and written communication skills); and knowledge of current issues of mathematics education.

Preferred: Certification and experience teaching school mathematics; experience with using computer/calculator in the classroom; and interest in middle school mathematics teaching.

Review of applications will begin September 30, 1999 and will continue until the positions are filled.

Send resume, vitae, and three references to:

Dr. Tom Giambrone, Chair
Mathematics Department
Buffalo State College
1300 Elmwood Ave.
Buffalo, NY 14222

BuffaloState

Buffalo State College is an affirmative action, equal opportunity employer. The College serves nearly 11,000 students and offers 155 undergraduate and graduate programs.

SARAH LAWRENCE COLLEGE

Sarah Lawrence College seeks applicants for a full-time, tenure track position in political Theory, with an additional teaching interest in contemporary European politics. The position starts in September 2000. The successful applicant will have conducted research and teaching in an area of Political Theory from the Renaissance to the present. Those applicants with special interests in the philosophy of history, democratic theory, and human rights are especially encouraged to apply, although all specializations are welcome. The successful candidate will also be able to teach an occasional course in any area of contemporary European politics, here emphasis on current trends in economic and political unification and integration, military alliances, human rights and ethnic nationalism might be helpful.

Applicants must have a Ph.D. in hand by September 2000. Teaching experience at the seminar level is essential as well, and evidence of teaching excellence should be part of the successful application.

Sarah Lawrence College enrolls 1000 undergraduates. Teaching is interdisciplinary, as there are no majors nor departments. Class enrollments are typically 15 students, and the course load is two per semester. There are bi-weekly tutorials for each student, wherein students conduct independent work related to the seminar topic. SLC is in southern Westchester County, 25 minutes by train to midtown Manhattan.

For information about the College's distinctive pedagogy, consult the college's website at **www.slc.edu.** *SLC is an EEOP employer.* Applicants should send a letter describing intellectual interests, two course descriptions, three letters of recommendation, and writing excerpts TO:

Janet Held, Secretary/Political Theory Search
Sarah Lawrence College/Bronxville, NY 10708.

Application deadline: October 15th, 1999

THE UNIVERSITY OF TULSA

DIRECTOR OF ADMISSIONS AND FINANCIAL AID COLLEGE OF LAW

The Director of Admissions and Financial Aid is primarily responsible for directing all aspects of the College of Law's Admissions and Financial Aid Office. The position involves admissions, recruiting, marketing and administering merit and need-based scholarships. The Director must work with faculty, students, alumni, the relevant testing organization, departments within the University, pre-law advisors, accreditation organizations and prospective students. The Director must also work with the University's Student Financial Services Office to assure students receive information and appropriate assistance to receive loans and other financial factors. Some travel is required.

Minimum qualifications are a college degree, administrative experience, excellent communication and interpersonal skills, computer literacy, and the ability to organize and prioritize multiple tasks. A law degree and experience in admissions, specially law school admissions, are preferred qualifications.

For more information about the College of Law, visit our website at **www.utulsa.edu/law.**

The University of Tulsa, an Equal Opportunity/Affirmative Action Employer, is committed to diversifying its faculty and staff. Members of underrepresented groups (including persons of color, people with disabilities, women and veterans) are strongly encouraged to apply. The position will be available October 15, 1999. Applications will be accepted until the position is filled. To apply, please forward a letter of application, resume, and the names, addresses and telephone numbers of three references to:

The University of Tulsa, Office of Personnel Services
600 South College Avenue
Tulsa, Oklahoma 74104-3123. FAX: (918) 631-2110

EDUCATION

DEAN
BUSINESS & TECHNOLOGY
TRITON COLLEGE

Duties include develop and manage budget, monitor advisory committee, develop and revise curriculum. **Requires** Master's Degree in education or appropriate discipline. 3 yrs. experience in community college administration or management, workforce preparation experience. Starting annual salary $75,000 to 80,000. Submit a letter of application, vita and names, addresses and telephone numbers of three references. Continuous recruitment until position is filled.

TRITON COLLEGE
Human Resources, A-60
2000 Fifth Avenue
River Grove, IL 60171
Website: www.triton.cc.il.us

DEAN

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,000 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a distinguished faculty of 450 teacher-scholars, Montclair State offers ten undergraduate degrees in more than 70 major areas of study and seven degrees at the Master's and Doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 160 distinguished teacher-scholars and more than 3400 students, the College of Humanities and Social Sciences provides a rich variety of programs leading to the Bachelor of Arts and Master of Arts degrees. The College is the largest of the six schools and colleges at Montclair, and is organized into 15 departments and programs. These are: Anthropology; Classics and General Humanities; Communication Sciences and Disorders; English; French, German and Russian; History; Legal Studies; Linguistics; Philosophy and Religion; Political Science; Psychology; Sociology; Spanish and Italian; and several interdisciplinary programs including African American Studies, Women's Studies and Latin American and Latino Studies. The College is home to a number of other programs including the Psychoeducational Center, the Institute for the Advancement of Philosophy for Children, the Center for Archeological Studies and the Humanities Institute. The College has successfully combined a traditional focus on liberal education with programs at both the undergraduate and graduate level that fulfill specific career objectives.

The Dean, who is appointed by the President and reports to the Provost/Vice President for Academic Affairs, serves as the chief academic and administrative officer of the College. The Dean will be regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development within the framework of shared academic governance. The Dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The Dean will be a key member of the University's core leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University and fostering collaborations across the campus.

QUALIFICATIONS: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, she/he should possess:

- a commitment to excellence in teaching/learning, scholarship and the application of knowledge
- a record of successful administration in higher education and a broad understanding of the trends in higher education
- a demonstrated record in the acquisition of external resources
- a thorough understanding of curricular needs in the humanities and social sciences
- experience with instruction utilizing information technology and electronic access to information
- the ability to foster a collegial, collaborative work environment
- a commitment to maintaining and extending student and faculty diversity
- familiarity with a collective bargaining environment
- strong interpersonal communication and listening skills

SALARY: Dependent upon qualifications

SEND LETTER:
AND RESUME TO: Dr. Kay Wilkins, Chair, Search Committee
(Include V number) MONTCLAIR STATE UNIVERSITY
Box C316-V036/HO
Upper Montclair, NJ 07043

APPLY BY: Review of applications for the Dean of Humanities and Social Sciences will begin October 15, 1999 and will continue until the position is filled. The anticipated starting date will be July 1, 2000.

An Equal Opportunity/Affirmative Action Institution

MONTCLAIR
STATE
UNIVERSITY

The
UNIVERSITY
of VERMONT

ASSISTANT DIRECTOR

University Communications

We are seeking an experienced professional to assist the Director of University Communications with media relations and constituency communications. The Assistant Director will help with the development of successful strategies aimed at enhancing the image of the institution, and re-enforcing its reputation as one of the top national public universities in the country. The position also is responsible for effectively communicating with the University's broad audiences about the many ways the institution is fulfilling its mission. The Assistant Director will mentor a team of communications officers in achieving a high level of sophistication in providing communications support to their assigned areas. The assistant director also will occasionally serve as university spokesperson.

Founded in 1791, the University of Vermont is a comprehensive research university with nearly 7,500 undergraduate students in eight colleges and schools, along with the College of Medicine, a Division of Continuing Education and a Graduate College. UVM reflects a unique blend of public land-grant mission and private college atmosphere. The University is located in Burlington, the state's largest city, and one of the nation's "most livable" and beautiful urban environments.

Candidates must have a minimum of five years comprehensive communications experience, preferably in a managerial or mentoring role; a well-established and active network of national media contacts; a demonstrated ability to identify, frame and place stories in national media; excellent inter-personal and communications skills; and a high level of creativity. A bachelor's degree is necessary; an advanced degree is desirable. Apply in confidence with cover letter, resume, list of references and minimum salary requirement to: **UVM Employment Office, 232 Waterman Building, 85 South Prospect St., Burlington, VT 05405. E-mail: employment@uvm.edu (RTF or HTML attachments).**

Affirmative Action/Equal Opportunity Employer

Department of Music
Southwest Texas State University
CHAIRPERSON

Southwest Texas State University invites applications and nominations for the position of Chair of the Department of Music. Appointment is to begin on or about July 1, 2000. Discussions are currently underway for changing the Department of Music to a School of Music; if this change occurs, the title of Chair would change to Director. The Department of Music offers the BM in Music Education, Performance, Sound Recording Technology, and pending approval, Jazz Studies. Degrees Master of Music are offered in Music Education, Conducting, Performance, Theory, Composition, and Music History and Literature. Thirty-three and 16 part-time faculty teach an enrollment of approximately 450 Music majors. Review of applications will begin October 15. Applications will, however, continue to be accepted until the position is filled. All applications must include a curriculum vitae, a letter of interest, a list of at least three references including addresses and phone numbers. Submit applications and nominations to:

Dr. Steven A. Beebe, Chair
Search Committee
Department of Music
Southwest Texas State University
601 University Drive
San Marcos, TX 78666

For a more detailed position description and information about the Department of Music and SWT, please visit our web site:

www.finearts.swt.edu/music/music.html

Southwest Texas State University is an affirmative action, equal opportunity educational institution and as such does not discriminate on grounds of race, religion, sex, national origin, age, physical or mental disabilities, or status as a disabled or Vietnam era veteran. SWT is committed to increasing the number of women and minorities in faculty and senior administrative positions. Southwest Texas State University is a member of the Texas State University System.

Youngstown State University
President

The Board of Trustees of Youngstown State University invites applications and nominations for the position of President. The appointment will be effective on or before July 1, 2000. After seven years of outstanding service, President Leslie H. Cochran is retiring.

Located on a spectacular 140-acre campus in Youngstown, Ohio, Youngstown State University offers its 12,500 students a broad curriculum in the School of Graduate Studies and six colleges: Arts and Sciences, Business Administration, Education, Engineering and Technology, Fine and Performing Arts, and Health and Human Services. Over 120 undergraduate majors are offered leading to a certificate, associate, or bachelor's degree. At the graduate level, the University offers 28 master's degree programs and a doctorate in educational leadership. The University also offers credit and non-credit classes at three suburban locations through the YSU Metropolitan College. The University seeks a balance between teaching, public service, and scholarly activity.

The Youngstown metropolitan area has a population of about 600,000, with a rich cultural heritage and broad racial and ethnic diversity. The area offers many entertainment, recreational, and cultural options and has the added advantage of being situated midway between Cleveland and Pittsburgh, which are about an hour's drive away.

Desired Presidential Characteristics
The person selected to be the next president of Youngstown State University will have had exemplary experience in providing leadership for complex organizations and will possess personal integrity, high moral and ethical standards, high energy and a commitment to academic values. Additionally, the Board of Trustees seeks a person with a collegial managerial style emphasizing open communications and the skills to select and motivate administrators to work effectively as a team.

Candidates must demonstrate that they have a keen appreciation of:

- The role of an "open door" public university in responding to the educational needs of its region in providing programs of academic excellence for all students—from honors to underprepared level.
- The public service role of a metropolitan university in serving the economic development, advisory and outreach needs of its region.
- The importance of a strong commitment to enhancing academic quality and opportunity in all areas of the University's educational agenda—two-year, four-year, graduate, and outreach programs.

Candidates should also demonstrate that they personally have:

- Experience in leading efforts to increase enrollments and improve retention for both traditional and non-traditional students.
- A strong interest in promoting and expanding two-year degree programs to meet area job requirement and educational needs.
- Experience in understanding and managing budgets and finances, with a clear commitment to fiscal responsibility.
- A strong interest and record in advancing the use of new technology within the organization and for distance learning.
- Advocacy skills to work effectively with prospective donors, local community leaders, and state government officials.
- Experience in leading a strategic planning process to provide for the institution's future direction and success in a way that builds consensus among its various constituencies.
- A record of accomplishment in the improvement of diversity among faculty, staff, and students.
- An understanding of working in a collective bargaining environment.

Candidates should provide a resume, a statement of interest, description of relevant experiences, and five references with telephone numbers. Candidates should be aware that while discussion of candidate credentials will be held by the Search Advisory Committee in private session, candidacy materials are subject to Ohio's public records law. Inquiries may be directed to Allan W. Ostar, Senior Consultant, Academic Search Consultation Service, who is assisting with the search. He may be contacted at: phone (202) 332-4049; fax (202) 234-7640; e-mail awo@academic-search.org.

Review of credentials will begin in late September and will continue until the position is filled. Nominations and applications should be sent to: Dr. Y. T. Chiu Jr., Chair, Presidential Search Advisory Committee, Office of the President, Youngstown State University, One University Plaza, Youngstown, OH 44555.

Visit YSU's website at: www.ysu.edu

Youngstown State University is an equal opportunity employer and is committed to diversity in its faculty, staff and student body. Individuals from underrepresented groups and diverse backgrounds are encouraged to apply.

BEST COPY AVAILABLE

Northeastern
UNIVERSITY

FACULTY POSITIONS

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research University that is student-centered and practice-oriented. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's, and Doctoral degrees to approximately 27,000 full-time and part-time students in eight colleges. Applications are invited for the following tenure-track faculty positions. Requirements include a strong commitment to teaching and research and tenure-track or tenurable at the assistant/associate professor level.

ARTS AND SCIENCES

Communication Studies – Chair, candidates should be tenurable at the Associate or Full Professor level.
Anthropology – Cultural
Sociology – Aging, Medical, Urban, Race & Ethnicity, Social Inequity, Violence/Social Conflict
Economics – Urban
English – Technical Writing
Political Science – Comparative Politics, Western Europe, Latin America
Education – Elementary/Early Childhood, Curriculum & Instruction, Science, Math Education
Biology – Microbiology

BUSINESS

Accounting – Corporate, Managerial
Finance – Corporate
Marketing – Retail, Consumer Behavior
Management – International, Strategy, Entrepreneurship
MIS – Telecom, Database

ENGINEERING

Civil – Environmental
Electrical and Computer – Computer
Chemical – Biotechnology, Materials
Technology – Computer Technology

BOUVE HEALTH SCIENCES

Nursing
The following are open at the assistant professor or clinical specialist (non-tenure-track) level:
Athletic Training • Pharmacy Practice
Physical Therapy
Speech-Language Pathology and Audiology

COMPUTERSCIENCE CRIMINAL JUSTICE LAW

Please send letter of application (indicating position of interest) and CV to: Provost Office, 112 Hayden Hall, Faculty Positions, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

Northeastern University is an Equal Opportunity/Affirmative Action, Title IX Employer

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Grays Harbor College

Assistant Dean for Human Resources

Provide leadership for developing and sustaining a comprehensive program of human resources to include employee recruitment and retention, employment, benefits, collective bargaining, legal mandates, affirmative action, employee assistance, programs for positive employee relations, training and development. Serve as key member of contract negotiating team. Develop and administer personnel policies and procedures. Prepare and maintain the human resources budget.

SALARY: $55,008

QUALIFICATIONS: Bachelor degree required in Human Resource or Organizational Development, Social Sciences or related field. Master's or legal degree preferred. Minimum five years of progressively responsible Human Resources administration and AA/EEO experience, preferably in higher education; labor relations experience.

For complete position description and qualifications, contact **Sandy Zelasko, Assistant to the President, Grays Harbor College, 1620 Edward P. Smith Dr., Aberdeen, WA 98520.**
Phone: (360) 538-4000 FAX: (360) 538-4299
E-mail: szelasko@ghc.ctc.edu
Deadline for applications **09/24/99**. *EOE*

DEPARTMENT OF HEALTH ADMINISTRATION AND POLICY
The University of Oklahoma Health Sciences Center
College of Public Health
Oklahoma City, OK
Position Announcement for

CHAIR OF HEALTH ADMINISTRATION POLICY

The University of Oklahoma Health Sciences Center is seeking to fill the position of chair of the Department of Health Administration and Policy. Minimum requirements for candidates wishing to be considered for the position are an earned doctorate in health administration and policy or a related field, a history of research funding and evidence of current scholarly activity/research, evidence of academic leadership, graduate teaching experience, strong leadership skills, and tenurability at the senior associate or full professor level.

Desirable traits for the position include previous experience with Accrediting Commission for Health Services Administration (ACHESA) program accreditation, experience advising graduate students and mentoring student research, evidence of strong management skills, and a history of community service. Additionally, the candidate should be recognized as an authority in a research field.

Applications will be reviewed as they are received. Candidates desiring additional guidance in preparing submissions may contact Dr. David Johnson at the address shown below, or visit the Department's web site at **http://w3.ouhsc.edu/hap/.**

Interested applicants should send a curriculum vitae and letter of application to:

David L. Johnson, Ph.D.
Health Administration and Policy Chair Search Committee
College of Public Health
The University of Oklahoma Health Sciences Center
P.O. Box 26901, CHB-413
Oklahoma City, OK 73190

The University of Oklahoma Health Sciences Center is an Equal Opportunity/Affirmative Action Employer

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FACULTY VACANCY IN HISTORY

Oberlin College History Department invites applications for full-time tenure track faculty position with initial appointment of four years, beginning Fall Semester 2000. Incumbent will teach courses in general area of 20th Century U.S. social history, with emphasis on interactions of ethnicity, race, class, and/or gender. Preferred specialization in Latino/Latina history. Experience with educational technology a plus. Candidates should be prepared to teach 5 courses annually, including introductory, intermediate, and advanced undergraduate courses. Requires: Ph.D. degree (in hand or expected by 9/00); interest and potential excellence in undergraduate teaching. Successful teaching experience at the college level is desirable. Send letters of application, including a C.V., graduate academic transcripts, syllabi if available, and at least three letters of reference to: **Chair, History Department, Oberlin College, Oberlin, OH 44074, by 9/30/99 (fax: 440-775-8124; email: michael.fisher@oberlin.edu)**. Late applications may be considered until position is filled. AA/EOE

OBERLIN

BEST COPY AVAILABLE

BATES | College

EDUCATION

The Department of Education at Bates College invites applications for a tenure-track position. A Ph.D. or Ed.D., completed before September 2000, is required, along with a strong commitment to undergraduate education, a passion for teaching, successful full-time teaching experience in grades 7-12, a record of scholarship with the promise of continuing research, and good interpersonal skills along with the desire to work collaboratively. A background in science, mathematics or environmental education is desirable but not required. The position involves responsibility as a member of a faculty team for teaching and supervising student teachers in a year long integrated program as well as responsibility for teaching courses in one's area(s) of interest. The position is at the assistant professor level and commences with the 2000-2001 academic year.

Bates College is a private, highly selective and nationally recognized liberal arts college located in central Maine. Review of applications will begin on Monday, October 18, 1999, and will remain open until filled.

Please send letters of application, including curriculum vitae, statements on teaching and research, undergraduate and graduate transcripts, a sample of writing, and three letters of reference to:

Education Search Committee Chair
Bates College
2 Andrews Road
7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

Job Announcement

ASSISTANT PROFESSOR
CENTER FOR ENTREPRENEURSHIP
WICHITA STATE UNIVERSITY

DUTIES AND RESPONSIBILITIES

Tenure eligible faculty position in the Center for Entrepreneurship, Department of Marketing and Entrepreneurship, Wichita State University. Beginning date of appointment August 2000. Duties and responsibilities include:

- Teaching entrepreneurship, small business, and marketing courses with a strong communications component
- Conducting scholarly research in areas related to entrepreneurship
- Serving on university teams and committees

QUALIFICATIONS

Earned Ph.D. by August 2000. Ph.D. related to communications field will also be considered. Demonstrated record of successful teaching preferred. Good communication skills, commitment to diversity, and successful experience with diverse populations required.

EXPECTED RANK OF APPOINTMENT: Assistant

DEADLINE FOR RECEIPT OF APPLICATIONS: 10/15/1999

APPLICATION MATERIALS CHECKLIST:

- A brief cover letter indicating your interest in and qualifications for the position
- Official transcript reflecting degree status
- A current curriculum vita
- Three letters of reference, including contact information
- At least one sample of academic writing of which you are the primary author
- Teaching evaluations for all classes taught within the last two years

SEND APPLICATION MATERIALS TO:

Terry W. Noel, Chair, Search Committee, Center for Entrepreneurship, Wichita State University, Wichita, KS 67260-0147. Voice: (316) 978-3000. Fax: (316)978-3687.
SCHOOL'S WORLD WIDE WEB SITE URL: http://www.wichita.edu
CENTER FOR ENTREPRENEURSHIP WEB SITE: http://www.twsu.edu/~e-ship

Wichita State University is an EEO/AA employer.

ITHACA COLLEGE

DIRECTOR OF MULTICULTURAL AFFAIRS
SEARCH EXTENDED

Ithaca College is committed to a multicultural and diverse campus environment and invites applications and nominations for the position of Director of Multicultural Affairs. The successful candidate will provide assertive leadership and direction in creating and maintaining a campus environment conducive to racial and cultural diversity. This position reports to the Assistant Provost fi Special Programs in the Academic Affairs Division.

The Office of Multicultural Affairs has a primary responsibility to students who identify as African-American, Latino, Asian-American or Native American (ALANA) and will work with all students to promote understanding and cooperation.

The director will work cooperatively with the campus community to establish and evaluate campus-wide multicultural efforts and to increase diversity awareness. As an advocate for ALANA students, the director will serve as a catalyst for activities which enhance student retention and will interact cooperatively with the Office of Opportunity Programs and with the Division of Student Affairs.

A bachelor's degree and significant experience is required. An advanced/terminal degree in student personnel administration, counseling, ethnic studies or other related field is preferred. Demonstrated success with multicultural initiatives and special programs is required. The successful candidate will have excellent administrative, interpersonal, counseling and organizational skills with significant experience in a college setting.

Ithaca College has an enrollment of approximately 5,800 and is located in the beautiful Finger Lakes region of New York State. Ithaca College is an undergraduate, comprehensive, residential college consisting of liberal arts and professional schools and is one of several higher education institutions in the Ithaca area.

Review of applications began on May 7th, 1999. The search will remain open until the position is filled.

Ithaca College is an Affirmative Action/Equal Opportunity Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

To apply, please send a letter of interest, a resume and three letters of reference to:

Dr. Tanya R. Saunders
Assistant Provost-Special Programs
Ithaca College
953 Danby Road
Ithaca, NY 14850

DE ANZA

De Anza College

Faculty Vacancies

English Instructor

Full-time, tenure track position beginning January 2000. This position will teach all developmental and Freshman English courses as well as general education and elective courses in the instructor's area of cultural or literary interests and expertise.

ESL Instructor

Full-time, tenure track position beginning January 2000. The principal responsibility of this position is to teach all levels of ESLfrom intermediate through advanced involving all skills.

Sociology Instructor

Full-time, tenure track position beginning September 2000. Teaching assignments will include courses such as Introduction to Sociology, Social Problems, Sociology of Women & Men, Self & Society, and Intimacy & Marriage.

For application materials, contact:
Foothill-De Anza Community College District
Employment Services
12345 El Monte Road, Los Altos Hills CA94022
(650) 949-6217
employment@fhda.edu

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

SCHOOL OF BUSINESS

ANTICIPATED VACANCIES FOR SPRING 2000

- **Assistant/Associate Professor**
- **Tenure Track Positions**

Business and Computer Systems Department

POSITION A

Teach computer technology courses in object-oriented programming, networking, operating systems and computer systems design. Requires expertise in C/C++ and Java programming with a demonstrable background in networking and various operating systems.

POSITION B

Teach computer technology courses in systems analysis and design, management information systems and data communications/networking. Must have expertise in network operating systems and general operating systems, preferably UNIX.

Master's degree required in Computer Science, CIS, MIS or closely related discipline plus programming experience. Doctorate preferred. Earned doctorate required to be considered for continuing appointment.

Salary and appointment to specific rank based on educational background and years of experience. Please send resume (indicating position you're applying for) and names, addresses and phone numbers of three references by **October 29, 1999** to:

Dr. Frank J. Del Bene, Dean, School of Business, Whitman Hall, Room 118, SUNY Farmingdale, Melville Road,
Farmingdale, NY 11735

An Equal Opportunity Affirmative Action Employer

Rancho Santiago

Community College District

Santa Ana, California

has an opening for:

Director of Extended Opportunity Programs and Services (EOPS)

Deadline: 9/30/99

Please contact 714-480-7499
for applications & job announcements.

RSCCD

EOE

CALIFORNIA STATE UNIVERSITY, HAYWARD

DIRECTOR

Career Development Center

Search Extended

California State University, Hayward (CSUH) invites applications for Director, Career Development Center (CDC). CSUH is a comprehensive urban public institution located in the San Francisco Bay Area. The University serves 13,000 highly diverse and culturally rich undergraduate and graduate students. The Director is a member of the CSU Management Personnel Plan (Admin. II Classification) and includes an attractive benefits package. Salary is competitive and depends on qualifications and experience. Interested individuals are invited to visit the CSUH web site at **http://www.csuhayward.edu** for details. Primary consideration given to all applications received by October 1, 1999. This position will remain open until filled.

THE UNIVERSITY OF MICHIGAN-DEARBORN

CHANCELLOR

Nominations and applications are invited for the position of chancellor of the University of Michigan-Dearborn, an interactive, student-centered institution committed to excellence in education, research, and service. The University of Michigan-Dearborn is one of three campuses of the University of Michigan, and is located on 196 acres of the former estate of automotive pioneer, Henry Ford. Grounded in the liberal arts and sciences, UM-Dearborn is a thriving educational community that offers high-quality, accessible undergraduate, graduate, professional, and continuing education programs to a diverse and talented student body primarily from southeastern Michigan. The campus comprises four academic units: the College of Arts, Sciences, and Letters; the College of Engineering and Computer Sciences; the School of Education; and the School of Management. One-third of the campus, more than 70 acres, is maintained as one of the largest natural areas in metropolitan Detroit, serving as a research and teaching facility. The campus serves more than 8,000 full-time and part-time commuting students: 7,000 undergraduate and 1,600 graduate.

The Chancellor of the University of Michigan-Dearborn, under the general direction of the President of the University of Michigan, serves as the chief administrator for this campus of 829 full-time and part-time faculty and staff. The Chancellor exercises broad delegated powers and is responsible for all aspects of campus administration.

We seek a chancellor who is committed to excellence in education and scholarship. Candidates should have outstanding leadership ability; substantial administrative experience in higher education; deep appreciation of academic values; the ability to effectively represent the UM-Dearborn to its constituencies and to the state legislature; experience in working with an urban, multi-cultural community; understanding of the appropriate public service roles of an urban, regional university; and demonstrated ability in fund-raising.

Nominations and applications, including a letter describing qualifications for and interest in the position and a current *curriculum vitae* should be sent to:

Professor Sidney Bolkosky, Chair
Search Advisory Committee for the Chancellor
University of Michigan-Dearborn
1070 Administration Building
4901 Evergreen Road
Dearborn, MI 48128-1491

Fax: 313-593-5204
Phone: 313-593-5500
E-Mail: umd_chancellor_search@umich.edu

Candidates are also encouraged to check for more information and for updates at the search website: **www.umich.edu/pres/chancellor_search.**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

The University of Michigan is an equal opportunity, affirmative action employer and actively seeks the applications and nominations of qualified women and minorities.

FULL-TIME ADMINISTRATIVE POSITIONS

Upward Bound Project Director (Grant Funded-Level II)

Reporting to the Director of Partnerships, the Upward Bound Project Director will have overall responsibility for the project, high school participants, and staff; coordinate all activities. Bachelor's degree (Master's preferred) plus a minimum of four years working with high school/college students required. Proposal writing and budgeting experience required. Schedule includes some evenings and weekends. **Vac.#G337 Salary: $32,062/A - $55,930/A**

Upward Bound Academic Advisor (Grant Funded-Level I)

Reporting to the Upward Bound Project Director, the Academic Advisor will provide workshops, individual and group advisement, career exploration activities, and information on postsecondary opportunities. Bachelor's degree (Master's preferred) and minimum of two years experience working with high school/college students required. Word processing and database program skills required. Schedule includes some evenings and weekends. **Vac. #G336 Salary: $25,796/A-$47,337/A**

Assistant Director (Grant Funded-Level I)
(Office of Adult and Continuing Education)

Responsibilities include overseeing all technological projects, engaging in business & community outreach, grant programs, course development. Bachelor's degree & minimum two (2) years experience working with Web, telecommunications and computer-assisted instruction in a teaching environment. Working knowledge of networking, Web-authoring, distance education and marketing a must. **Vac.#794 Salary: $45,000/A - $55,000/A**

Perkins III Career Initiative Coordinator (Grant Funded-Level II)

Reporting to the Director of Partnerships, the Coordinator will provide students with information about career opportunities; organize non-traditional career fairs; schedule site visits. Bachelor's degree (Master's preferred) and a minimum of four years working in career services with adults required. **Vac.#G338 Salary: $32,062/A - $38,416/A**

The application deadline for each position is: September 30, 1999.

For complete details on each position, see our Web page at: www.bmcc.cuny.edu

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

UNIVERSITY
OF SOUTHERN
CALIFORNIA

The Law School
of the University of Southern California
POSITION DESCRIPTION - DEAN OF THE SCHOOL

The University of Southern California is inviting applications and nominations for the position of Dean of the Law School. The University is located in Los Angeles and is one of the nation's premier private research universities. USC Law School was the first law school established in the southwestern United States, and is now a national law school serving a student body drawn from over 100 undergraduate institutions distributed throughout the nation. It is one of the preeminent law schools in California, and is typically rated among the top 15 or 20 in the country.

USC Law School is relatively small, with an average class size of approximately 200 students and a total enrollment of 600. It has approximately 35 full-time faculty, many of whom have advanced degrees or training in other disciplines in addition to law and are recognized nationally as experts in their respective fields. The Law School's endowment is among the ten largest for private American law schools. The Law School's primary mission is facilitating the production of quality scholarship by its faculty, and training students for the bar, bench and other pursuits to which knowledge about law and the legal system is relevant.

The Dean of the USC Law School is its academic leader and chief administrative officer, and reports directly to the Provost of the University. The responsibilities of the job include: leading the recruitment, development and retention of talented faculty; promoting excellence in the School's educational and scholarly functions; planning and managing fiscal matters; leading the School's fundraising efforts; and maintaining supportive relationships with alumni and with other members of the local bar and bench.

Nominations and applications should be sent to: Randolph Westerfield, Search Committee Chair, c/o Office of the Provost, University of Southern California, Bovard Administration Building, Room 202 - MC 4019, Los Angeles, CA90089-4019. Applications should include: a letter describing the candidate's qualifications for this position, a curriculum vitae; and names, addresses and telephone numbers of three references. Questions may be directed to **Bill Strippoli, Director of Information Resources, Office of the Provost (213-740-0917, 213-740-1782 (fax), strippol@usc.edu).** Review of applications and nominations will begin immediately and will continue until the position is filled.

USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community.

(AA/EOE)

EVERGREEN

PRESIDENT

The Evergreen State College seeks nominations and applications for the position of president to succeed Dr. Jane L. Jervis, who is retiring after eight years of distinguished leadership. The successful candidate could assume the presidency as early as June 2000.

College Profile – Evergreen is a progressive public college of liberal arts with a national reputation for leadership in developing innovative, interdisciplinary, collaborative, and team-taught academic programs. Evergreen places teaching and learning first and is committed to creating an environment in which theory and practice are linked through internships, community-based projects and other activities. It strives to be a community in which diverse students, faculty, and staff develop policy and make decisions collaboratively.

The 28-year-old college is state-funded with an annual operating budget of $58 million. The main campus is in Olympia, the state capital, between Seattle and Portland at the southern tip of Puget Sound. Enrollment is approximately 3,700 FTE, including more than 200 in three graduate programs. The college has a plan to grow to just under 5,000 FTE by 2110. Evergreen offers an expanding part-time studies program, upper-division programs at the Evergreen-Tacoma campus, and tribal commiunity-based programs throughout the Olympic Penninsula. It also houses six public service centers.

Committed to equal opportunity, Evergreen is working to build a diverse staff, faculty and student body.

Who Should Apply – We encourage applications from qualified people who have demonstrated the following: Ability to lead with consistency, honesty, and accountability; commitment to innovation in higher education; a distinguished record of scholarly, artistic, or professional achievement; commitment to equal opportunity and access in higher education; ability to work within and promote a multicultural and multi-ethnic community and curriculum; and a successful record in managing programs, budgets and finances. A doctorate is strongly preferred.

Application Procedure – Address requests for application packets and nominations to:

Presidential Search Committee
The Evergreen State College
Library 3103
Olympia, WA 98505
Telephone: (360) 866-6000, ext. 6113
E-mail: husseman@evergreen.edu

Review of applicant files will begin in mid-October; finalist interviews are tentatively scheduled for late January.

For more information about Evergreen, please refer to our web site at www.evergreen.edu

California State University, Long Beach
Tenure-Track Faculty Positions, 2000-2001

- **College of the Arts**
  - Arts Education: • Art, Dance, or Music
  - Art: • Ceramics • History • Graphic Design
  - Dance: • Modern Technique/Composition
  - Design: • Industrial
  - Music: • Music Edducation • Director, Choral Studies
- **College of Business Administration**
  - Accountancy
  - Finance, Real Estate, & Law
  - Information Systems
  - Management/Human Relations Mgmt.
  - Marketing
- **College of Education**
  - Educational Psychology, Administration, & Counseling: • Various
  - Liberal Arts (all joint): • Arts Ed. • English Ed. • Geography Ed.
  - Teacher Education: • Various
- **College of Engineering**
  - Computer Engineering & Computer Science
- **College of Health & Human Services**
  - Communicative Disorders: • Speech Pathology
  - Criminal Justice: • Theory, Core, Law
  - Family & Consumer Sciences: • Communication
  - Health Care Administration: • General
  - Health Science: • Epidemiology/Biostatistics
  - Kinesiology & P.E.: • Athletic Training • Sports Studies
  - Nursing, Medical Surgical: • Adv. Path. & Physio. • Informatics
  - Physical Therapy: • Musculoskeletal Orthopedic
  - Social Work: • General
- **College of Liberal Arts**
  - Anthropology: • Physical
  - Black Studies: • Africana
  - Chicano/Latino Studies: • Various
  - Communication Studies: • Instructional • Interpersonal etc.
  - Comparative Literature & Classics: • 18th & 19th Century Europe
  - English: • Medieval/Renaissance Literature • Education
  - Geography: • GIS/Remote Sensing • Educ. (with Liberal Studies)
  - History: • Early 19th Century U.S.
  - Journalism: • Print Journalism
  - Linguistics: • Teaching ESL
  - Philosophy: • Cognitive Sci., Epistemology, & Critical Thinking
  - Psychology: • Clinical • Industrial/Organizational
  - Romance, German, & Russian Languages: • Spanish – L. A. Lit.
  - Sociology: • Law & Criminology
- **College of Natural Sciences & Math**
  - Biological Sciences: • Various
  - Chemistry & Biochemistry: • Analytic • Organic
  - Geological Sciences: • Geochemistry
  - Mathematics: • Education • Statistics
  - Science Education: • Elementary • Senior Science Educ./Chair
- **University Library**
  - Science Librarian

All positions are open until filled. Contact the Department for information at CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD, or visit our Web site at www.csulb.edu/~acadaffs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA/EEO/Title IX Employer

FOOTHILL

Dean, Student Success & Matriculation

Foothill College

The position is responsible for Matriculation, MESA Program, Puente Program, Pass the Torch Program; outreach and recruitment; development, maintenance and evaluation of student success systems; college retention efforts and student outcomes. Master's degree required.

For application materials, contact

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

Extended Review: September 24, 1999

STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA

VICE PRESIDENT FOR STUDENT DEVELOPMENT

The College at Oneonta invites applications and nominations for the position of Vice President for Student Development. SUNY Oneonta, a four-year arts and sciences college with a pre-professional focus, offers liberal arts and professional programs at undergraduate and master's levels. Increasing emphasis is placed upon technology and community service across all disciplines and the campus has announced a Universal Computer Access program (UnCAS) for its students. The College, with 5,500 students and 225 full-time faculty, is located in the scenic Catskills, three and one half hours from New York City. See the Oneonta home page for additional information (**http://www.oneonta.edu**).

The Vice President reports to the President of the College and is a member of the President's Cabinet. The Vice President will provide executive leadership in the administration of a comprehensive range of student and college programs and services, including, but not limited to, academic advisement, admissions, career development, college union, counseling, health and wellness, financial aid, Greek life, university police, and residence life. The Vice President maintains extensive involvement with students and is committed to a holistic approach promoting a quality of student living and learning environment.

While a Master's degree is required, preference will be given to candidates who possess an earned doctorate degree, a proven record of increasingly broad responsibility in student development activities, preferably on a residential campus, demonstrated commitment to the collaboration between academics and co-curricular programs, excellent interpersonal skills and significant experience in student personnel administration. Evidence of vision and planning will be important qualities to lead the Division of Student Development into the next century.

Send application letter, resume, names, addresses and telephone numbers of three professional references and transcripts to **Employment Opportunities, Box H, Office of Human Resources, 208 Netzer Administration Building, SUNY Oneonta, Oneonta, NY 13820-4015.**

SUNY Oneonta is an EEO/AA employer. Women and minorities are encouraged to apply.

DIRECTOR OF GRANTS AND CONTRACTS

SUNY ESC, located in the nationally famous resort community of Saratoga Springs, NY is a national leader in nontraditional higher education and seeks a highly organized professional in pre-award grant and contract administration. Coordinate and facilitate the grants/contract process and assure regulatory and administrative compliance; serve as liaison between funding agencies and the College, perform searches and disseminate information about grant opportunities, advise faculty and staff about the process, provide grantsmanship review and editing of proposal applications, and coordinate the preparation of budgets with the Office of Administration.

Bachelor's degree and experience with state, federal, and private foundation grants/contracts is required. Experience with data base searches of grants opportunities and knowledge of the SUNY Research Foundation would be a strong plus; must have superior computer and writing skills. Salary and benefits are competitive.

The search committee will begin review of applications on September 17, 1999 and will accept applications until the position is filled. Letter and resume to: **Dr. Hugh B. Hammett, Vice President for External Affairs, SUNY Empire State College, One Union Avenue, Saratoga Springs, NY 12866. E-mail:hugh.hammett@sln.esc.edu.** AA/EOE

Empire State College

State University of New York

AMHERST COLLEGE

ASSISTANT DIRECTOR OF PHYSICAL PLANT FOR DESIGN AND CONSTRUCTION

Amherst College, an independent, undergraduate, residential, liberal arts institution has an opening for the position of Assistant Director of Physical Plant for Design and Construction. The Physical Plant includes 70 College buildings, 120 faculty residences and approximately 1,000 acres of land in the center of the Town of Amherst, MA. Reporting to the Director of Facilities Planning and Management, this position participates in the management, supervision, and execution of architectural and engineering design services in support of the College's construction and renovation programs. Additional duties include major construction project administration and oversight responsibility for design and technical consultants. Position will also provide technical support to other divisions within the Physical Plant.

Reporting to the Assistant Director will be the campus utilities engineer, a project manager and additional support staff as dictated by the scope and magnitude of on-going projects. The Assistant Director will work in close collaboration with the Assistant Director for Operations to ensure that the design and construction programs are consistent with the overall departmental objectives.

Candidate shall have a minimum of six (6) years experience in the field of architectural/engineering design, construction management, or physical plant management preferably in a college or university setting. An Engineering or Architectural Degree is required and professional certification in either discipline is preferred. Candidate should have a proven ability to administer multiple projects, an in-depth knowledge of federal and state regulations related to design and construction, and the ability to interpret contract documents. Strong interpersonal and analytical skills, ability to meet deadlines, and computer proficiency required.

Interested candidates should forward a letter of application, resume and the names of three references to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000.** Applications will be accepted until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and disabled persons to apply.

THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Mathematical Sciences
Psychology
Spanish

Tenure-Track Appointments beginning Fall, 2000

The positions are being posted jointly with the **Five Colleges of Ohio Consortium**

For complete job descriptions, please see **www.wooster.edu**, click on **Inside Wooster**, click on **Employment Opportunities** or call or e-mail Linda Farmer 330-263-2133--lfarmer@acs.wooster.edu

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FULL-TIME ADMINISTRATIVE POSITIONS

Director of Counseling (HEO)

Administer and supervise counseling faculty in an urban community college setting offering personal, academic and career counseling programs for a diverse student population; establish and maintain liaison relationship with all academic and service departments; development and implement counseling faculty development programs. Bachelor's degree required; earned doctoral degree preferred in the field of Counseling and Psychology, College Student Personnel Administration, or related field preferred. Eight (8) years of progressive administrative experience in counseling center administration and supervision required. Experience with peer counseling, mentoring and supervision of student interns will be a plus. **Vac. #799 Salary: $52,898/A - $81,924/A (as of 10/1/99)**

Director of Enrollment Management (HEO)

Specific enrollment management responsibilities include student recruitment, admissions, marketing and advertising for day evening sessions at on-campus and off-site locations. He/She will develop and monitor a uniform campus enrollment and retention plan to enhance student admissions retention. Bachelor's degree required (Master's preferred) with eight (8) years experience in admissions and retention concentrating at the urban community college level with demonstrated success in developing access opportunities and retention models. **Vac.#796 Salary: $52,898/A - $81,924/A (as of 10/1/99)**

Off-Site Coordinator (Higher Education Assistant)

Reporting to the Director of Partnerships, the Coordinator will serve as a liaison among the academic departments, college support services and off-site institutions. Bachelor's degree (Master's preferred) plus a minimum of four years relevant experience in a higher education environment. Schedule includes some evenings and weekends. **Vac.#795 Salary: $32,062/A - $55,930/A**

Assistant to Director of Testing/Testing Coordinator (Asst. to HEO)

Coordinates administration of the CUNY Skills Assessment Tests; maintains test results; processes and enters data. Bachelor's degree required Master's preferred. Two years full time related work and supervisory experience, good organizational, communication and interpersonal skills. **Vac.#798 Salary: $26,312/A - $48,284/A (as of 10/1/99)**

Assistant Registrar (Asst. to HEO)

Primary responsibilities include: overseeing the Registrar's counter, and scheduling staff coverage; providing liaison with administrative computer center; and hiring, training and scheduling of registration staff & registration. Some evening and weekend operations required. Bachelor's degree required (Master's preferred); at least two (2) years experience in higher education or a related area; must possess good communications skills and supervisory and computer skills. **Vac.#797 Salary: $26,312/A - $48,284/A (as of 10/1/99)**

The application deadline for each position is: September 30, 1999

For complete details on each position, see our Web page at: www.bmcc.cuny.edu

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED · NO PHONE CALLS, PLEASE

BEST COPY AVAILABLE

DIRECTOR

National Center for Atmospheric Research

The University Corporation for Atmospheric Research (UCAR) invites applications and nominations for the position of Director of the National Center for Atmospheric Research (NCAR). UCAR intends to fill the position promptly, and seeks to have the new Director in place by early 2000.

The Director of NCAR is the executive and scientific leader of NCAR, and is responsible for the scientific direction and productivity of NCAR research and facilities programs, including the formulation and execution of plans, budgets, and priorities, as well as directing all phases of the operations of the national center.

The successful candidate will have demonstrated the ability to lead on a broad intellectual front and will possess a significant record of scientific or technical achievement in the atmospheric or related sciences. He or she will have demonstrated successful planning, management, execution and administration of complex research or facility activities and will possess a breadth of interest, vision and judgement.

Salary will be based on qualifications, and is subject to the approval of the National Science Foundation. UCAR is an equal opportunity affirmative action employer, and offers a competitive employee benefit package.

The National Center for Atmospheric Research (NCAR) is a federally-funded laboratory operated by the 63-university nonprofit consortium, the University Corporation for Atmospheric Research (UCAR). Headquartered in Boulder, Colorado, NCAR has approximately 800 staff members and annual expenditures of about $100 million.

The search committee hopes to identify and interview top candidates in late 1999 or early 2000. The successful candidate will be named shortly thereafter. Applications should be accompanied by a complete curriculum vitae. Address all correspondence to:

NCAR Director Search Committee
University Corporation For Atmospheric Research
c/o Steve Dickson
P. O. Box 3000
Boulder, CO 80307
Additional information is available at www.ucar.edu/ucargen/director

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UNIVERSITY OF NEW HAMPSHIRE

Associate Director of Admissions

(Coordinator for Diversity and Inclusion)

Responsibilities: Provide leadership in the coordination and/or development of admissions programs and activities specific to the enrollment of traditional and non-traditional students of color. Represent the University to prospective students, guidance personnel and community service agents through recruitment travel, counsel applicants regarding pre-or post-admission decisions. Perform Undergraduate Admissions application review. Supervise office staff and/or hourly/volunteer workers. Contribute to general admissions office management and perform liaison duties with UNH faculty, staff, students and alumni, as appropriate. Perform other duties as assigned.

Minimum Qualifications: Bachelor's degree and at least five years related experience or Master's degree and three years experience with documented success in student services or an education related environment. Preference will be given to candidates with documented record of facilitating achievement among diverse populations. Must demonstrate excellent skills in the areas of spoken communication, project management and writing. A valid driver's license is required. Familiarity with personal computers and fluency in Spanish are helpful.

Salary: $34,770 to $53,460. Starting salary normally not to exceed $39,440.

Application deadline is September 27, 1999. Send resume and list of at least three references to:

James Washington, Jr.
Director of Admissions
Grant House
4 Garrison Avenue
University of New Hampshire
Durham, NH 03824

UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities and veterans.

WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning that is committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Boasting a highly distinguished and diverse faculty, nationally renowned academic programs, and state-of-the-art information and communications technology, the University maintains a low student-faculty ratio (12:1) and small class size (21:3) for its 29 undergraduate and 17 graduate degree programs. The University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

DIRECTOR OF INSTRUCTION AND RESEARCH TECHNOLOGY

(Search Extended)

The Director of Instruction and Research Technology provides vision, leadership and management in support of the use of information technology in teaching and research for more than 300 full-time faculty in the five Colleges of the University (Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health). Reporting to the Associate Vice President for Library Services and Information Technology, the Director works with the academic community to enhance curricular and research activities through the use of information technology. Responsibilities include management of public access computing facilities; training programs for faculty; oversight and administration of the unit budget; and preparation of related grant proposals and other documents. The four functionally defined departments in the unit are: Student Technology, Instructional Design, Media Services, and Video Communication (satellite up/downlinks, and broadcast, cable, and interactive facilities to support video and teleconferencing). The Director advises administrative leaders of developments and trends in the application of information technology teaching and learning.

Requirements include at least five years related professional experience in higher education and experience working directly with faculty in this context, evidence of a strong user-service orientation, evidence of scholarship and excellent written, oral, and interpersonal skills required. Experience with use of the Internet (Web, e-mail, and other delivery methods); experience as a teaching faculty member helpful; knowledge of the use of statistical software for research (SAS, SPPS); and a doctorate in an academic discipline with experience in the use of technology to support teaching and learning is required.

ASSISTANT DEAN GRADUATE STUDIES

(Search Extended)

Reporting to the Associate Vice President and Dean for Graduate Studies and Research, the Assistant Dean is responsible for graduate student marketing, recruitment, and admission; provides information and guidance for enrollment management at the graduate level; assists in improving the quality of graduate student services; works with Department Chairs and Graduate Program Directors to recommend and implement graduate education policies and procedures; ensures degree and audit requirements are met, and audits and monitors student academic progress toward degree completion; supervises the staff in the Office of Graduate Studies; and manages the graduate assistant selection and placement processes.

Minimum qualifications include an earned doctorate, experience in the administration of graduate education programs, demonstrated effective leadership in responsible administrative positions, and background and experience in college level teaching. Strong interpersonal skills and the ability to work effectively with faculty, students, and staff are required.

Salary is negotiable and commensurate with expertise and experience. A comprehensive benefits package is included. For each position, letters of application must be accompanied by a recent curriculum vitae and the names, addresses, and telephone numbers of three references, and should be submitted to: ***Dr. Robert Seal, Executive Assistant to the Provost and Executive Vice President, Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.*** *Additional information about the University can be found at http://www.wpunj.edu. The review of applications will begin immediately and continue until each position is filled.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College, a public, barrier-free institution offering Baccalaureate and selected Master's degrees, approximately 25 miles from New York City, is committed to global education. On-site child care is available.

FACULTY POSITION #722

ASST PROFESSOR OF INFORMATION SYSTEMS

Teach introductory and advanced courses in Information Systems. Courses may include Introduction to Information Processing (MS Office), Principles of Information Technology, Computer Graphics, Systems Analysis, Programming languages (Visual Basic, Java, C++), Managing Information Systems, Database Management Systems, Networks and Distributed Processing, Multimedia, and Internet-related applications. A Ph.D. in Information Systems or closely related field is preferred. Both an M.B.A. and M.S. in Computer Science/Information Systems and significant relevant experience is required. Prior teaching experience in information systems or related areas, interest in curriculum development, and evidence of scholarly potential is required.

Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Website: http://www.ramapo.edu. Position offers excellent state benefits. We will start to review resumes ASAP. **To request accommodations, call (201) 684-7379. Qualified persons should send letter, vita, and a list of three references postmarked no later than October 1, 1999 to: Professor Stephen Klein, Chair, Search Committee, School of Administration and Business.**

RAMAPO COLLEGE
OF NEW JERSEY
Attention: Dept 18
505 Ramapo Valley Road
Mahwah, New Jersey 07430

"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION

ASSISTANT PROFESSOR/INSTRUCTOR

The Department of Government invites applications for a full-time, tenure-track position in American Politics at the rank of Assistant Professor or Instructor, beginning in September 2000. Candidates should be capable of teaching courses in the following fields; state and local government and politics, public administration, and interest group politics. The successful candidate will also be expected to teach sections of an introductory course in American government and politics. The Department particularly welcomes applicants with a commitment to teach, conduct research, and organize internships and other student activities focused on state and local politics, administration, and policies. Completed Ph.D. or ABD status in Political Science is required.

Screening of applications will begin in December 1999 and continue until the position is filled. A letter of application, curriculum vitae, teaching evaluations (if available), and three letters of recommendation should be sent to: **Professor Aldo C. Vacs, Chair, Department of Government, Skidmore College, 815 North Broadway, Saratoga Springs, NY 12866.**

Skidmore encourages applications from women and men of diverse racial, ethnic and cultural backgrounds.

Visit our website at http://www.skidmore.edu

SKIDMORE

UNIVERSTTY OF MINNESOTA

DIRECTOR OF DEVELOPMENT

The College of Biological Sciences, University of Minnesota, announces a full-time, professional position for a Director of Development to design and lead the college's annual, long-range, and capital campaign development agenda in collaboration with the dean, department heads, and the University of Minnesota Foundation. Responsibilities will include identification, solicitation, and stewardship of prospects, emphasizing major gifts as well as management of the college's expanding prospect and donor portfolio. The director will recruit, manage, and train volunteers to support fund-raising activities and supervise other alumni and development staff. Candidates must have: a Bachelors degree with at least 5 years progressively responsible experience with key aspects of development; documented success in securing significant corporate and individual gifts; demonstrated success in staff recruitment and management; strong oral and written communication skills; a commitment to working in a team environment; and willingness to travel. Preference will be given to candidates with capital campaign experience in an academic context, familiarity with the Minnesota business community, experience in the area of biological sciences, and evidence of effective organizational and managerial skills. Please send a resume including details of development experience and the names and addresses of three references to **Dr. Judson Sheridan, Chair-Search Committee for Director of Development, College of Biological Sciences, University of Minnesota, 123 Snyder Hall, 1475 Gortner Ave., St. Paul, MN 55108.** For further information, visit the College of Biological Sciences web site at **http://biosci.cbs.umn.edu/cbs.html** or contact the chair via phone or email at: **612-625-8122** or **sheri012@tc.umn.edu**. Review of applications will begin October 1, 1999 and will continue until the position is filled.

The University of Minnesota is an equal opportunity educator and employer

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COMMUNITY
COLLEGES
OF SPOKANE

PRESIDENT

Spokane Falls Community College
Spokane, Washington

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The Board of Trustees of Washington State Community College District 17 invites applications and nominations for the position of **President of Spokane Falls Community College** (SFCC), one of three publicly funded education institutions comprising Community Colleges of Spokane.

At SFCC, the President is the chief executive officer and reports to the District Chancellor/chief executive officer. The Chancellor reports to a five-member board of trustees appointed by the governor for five-year terms.

The board, along with the Chancellor and SFCC administrators, seeks an authentic, visionary and resourceful leader who will guide the college in meeting the challenges of an era of changing expectations about community colleges and the nature of higher education.

SFCC serves approximately 5,100 students each quarter, the majority enrolled in the college's well-regarded A.A. liberal arts transfer programs. About 25 percent of SFCC students are enrolled in professional/technical programs.

Application Information

Applicants may request a presidential search brochure which includes details about Spokane Falls Community College, opportunities and challenges at the college, a presidential profile, and application instructions, by contacting: Ms. Mary Ann Sanger, chair, SFCC Presidential Search Committee, c/o Ms. Karen Brown, search liaison, Spokane Falls Community College, MS 3010, 3410 W. Fort George Wright Dr., Spokane, WA 99224-5288.

Telephone: (509)533-3535 Fax: (509)533-3225
E-mail: karenb@sfcc.spokane.cc.wa.us

The Internet address for Spokane Falls Community College is: www.sfcc.spokane.cc.wa.us
For additional information, contact: Del M. Anderson, search consultant, Association of Community College Trustees (ACCT), 4100-10 Redwood Rd., #251, Oakland, CA 94619

Telephone: (510)638-5288 Fax: (510)382-9637 E-mail: Delmanderson@webtv.net

All inquiries, nominations and applications will be held in strictest confidence. Community Colleges of Spokane provides equal opportunity in education and employment. Applications and nominations of individuals who would increase the richness of the district's diversity are welcome.

Nominations and applications will be accepted until the position is filled. However, the SFCC Presidential Search Committee will begin reviewing applications Sept. 20,1999. The SFCC President will be appointed by the Chancellor/CEO in consultation with the CCS Board of Trustees.

PRESIDENT
PACE UNIVERSITY

The Trustees of Pace University are conducting a nationwide search for a new President. The University, founded in 1906, is a large comprehensive University with campuses in New York City and Westchester, an endowment approaching $100 million and a reputation for excellent teaching. Its 80,000 alumni/ae include prominent leaders of the civic and business communities. The University consists of six colleges and schools that offer a wide range of academic and professional programs for a large diverse population of nearly 14,000 students in for-credit programs and affiliated offerings.

Candidates must believe in the importance of higher education; possess recognized academic or comparable professional credentials' and have a record of administrative accomplishments, ideally in a multi-campus setting; a talent for expressing institutional goals and values to all relevant constituencies; and a commitment to increase the University's financial support from various sources.

The Search Committee invites applications and nominations for the position, which should be sent prior to October 8, 1999.

Malcolm MacKay
Managing Director
Russell Reynolds Associates
200 Park Avenue
New York, New York 10166
Fax: (212) 351-2102
e-mail: mmackay@russellreynolds.com

Pace is an Equal Opportunity/Affirmative Action employer and is committed to maintaining a diverse learning and working environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

AMHERST COLLEGE

ASSOCIATE DIRECTOR OF ALUMNI AND PARENT PROGRAMS

Amherst College seeks an organized, creative and enthusiastic supporter of undergraduate liberal arts education to support its annual fundraising and alumni efforts among the classes and individual prospects. The Annual Fund raises $6.5 million from 65% of the alumni, the special gifts portion of the Campaign is responsible for individual solicitations of five figure gifts from identified prospects. Amherst College is in the final two years of a $200 million comprehensive campaign and the continued growth of the Annual Fund through the Campaign and beyond is crucial.

The Associate Director will manage a group of alumni classes in all fundraising and non-fundraising activities. Alumni class responsibilities include selection and motivation of class agents, management of Annual Fund and Reunion Special Gift activities, and support for class activities including Reunions and Class Notes. Prospect management and management of volunteers soliciting high level gifts is a major component of this position and entails significant planning, solicitation, personal visits, and stewardship.

QUALIFICATIONS: Bachelor's Degree, fundraising and alumni experience preferred. The successful candidate must possess communication and interpersonal skills and have a strong commitment to liberal arts education and to the importance of Amherst's relationship with its constituencies. Evening and weekend work as well as travel required.

Interested candidates should submit a resume, letter of interest, and three references to: **Office of Human Resources, Box 2204, Amherst College, Amherst, MA 01002-5000**. Applications will be accepted until September 30, 1999.

Amherst College is an Equal Opportunity/Affirmative Action Employer and encourages women minorities and disabled persons to apply.

UIC

ADMINISTRATION

ASSOCIATE DIRECTOR OF CAMPUS UNIONS

The University of Illinois at Chicago is seeking an Associate Director for one of its two Student Unions, the Chicago Circle Center.

The Chicago Circle Center is the home of a wide array of Dining Facilities, Lounges, Recreational Spaces, Meeting Facilities and Student Program Activities, as well as Retail Services and Student Computer Labs.

Reporting to the Director of Campus Unions, the Associate Director is responsible for administration and direct supervision of the day-to-day operation of the Chicago Circle Center. Characteristic duties include supervision of maintenance, housekeeping and building operations staff; development and interpretation of policies; coordination of building security; and management of remodeling/renovation projects. The Associate Director serves as liaison between student organizations, building tenants, University departments, and guests.

The candidate's past experience must have demonstrated a high level of customer service expertise, independent decision making, exemplary communication skills, and understanding support of the philosophy of Campus Unions.

This is a highly visible and challenging position, requiring a Master's Degree in a related field. A minimum of ten years experience in a college union as a department head for a unit which serves students, faculty and staff is required. Salary is competitive and commensurate with experience.

Send letter of application, résumé and the names of three references to:

Shaune Sissac
Auxiliaries Employment Director
Associate Direct, Campus Unions
Room 2560 Student Services Building
1200 West Harrison Street
Chicago, Illinois 60607

For fullest consideration, applications/resumes must be received by September 26, 1999. Start date: ASAP.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

ATTN ADVERTISERS:

The Hispanic Outlook in Higher Education Magazine

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place advertisements
or accepts ads from

TRANSWORLD
MEDIA GROUP

UNIVERSITY OF FLORIDA

FACULTY POSITION: RADIO-TV NEWS

Radio-TV news. Department of Telecommunication, College of Journalism and Communications, University of Florida, seeks applications for 9-month, tenure-track assistant professor position to begin August 2000. Details on requirements and duties available at **www.jou.ufl.edu/tele/**, or contact **Chair, News Search Committee, Department of Telecommunication, University of Florida, P.O. Box 118400, Gainesville, FL 32611-8400, 352 392-0463, Telecom@jou.ufl.edu. DEADLINE: November 1, 1999.** Search is conducted under Florida's open records laws; all documents are open for public inspection. Minorities and women are encouraged to apply. AA/EEO/ADA employer.

SCC

SEMINOLE COMMUNITY COLLEGE

Seminole Community College (SCC) is a comprehensive community college located in a high-growth area approximately 20 miles northeast of Orlando, FL. SCC enrolls approximately 30,000 students annually. The following full-time position is available:

Counselor

Minimum Required Qualifications: Master's degree in counseling or closely related field

Knowledge, Abilities & Skills: knowledge of community college philosophy and goals, counseling theory, research & programming. Demonstrated commitment to an accountability based, developmental model of counseling, verbal & written communication skills. Ability to use a CRT, to plan, organize, deliver and evaluate counseling services effectively, efficiently and within a reasonable time frame, to understand, appreciate and remain sensitive to individual and socio-cultural differences among students and staff.

Special Considerations: Regular Full-time. Flexible hours and days. Travel required. Position # F01271A00. Salary $38,500 / annually. Deadline open until filled.

To receive an application, send a resume or letter of intent to the **Human Resource Office, Seminole Community College, 100 Weldon Blvd., Sanford, FL 32773-6199** or at the following e-mail address:

bells@mail.seminole.cc.fl.us

For more detailed information on the above positions, call the job line at **407-328-2400.**

An Equal Access/Equal Opportunity Community College

RICE UNIVERSITY
Department of Art and Art History
Historian of Ancient Greek/ Roman Art

RICE

Tenure-track or tenured position at the rank of assistant or associate professor. Teaching to include courses in the candidate's special field, participation in a survey course, and opportunity for participation in an interdisciplinary program in Ancient Mediterranean Civilizations with a broad scope of cultural and chronological interests. Demonstrated strength or promise in scholarship, Ph.D. degree, and teaching experience required. Rank and salary commensurate with experience.

Send letter of application, curriculum vitae, examples of scholarship, and at least three letters of recommendation to **Professor William A. Camfield, Chair, Department of Art and Art History, MS-21, Rice University, P.O. Box 1892, Houston, Texas, 77251-1892.**

Application Deadline: November 18, 1999

Rice University is an equal opportunity employer
committed to diversity and equality in education and employment

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Green River
COMMUNITY COLLEGE

JOURNALISM INSTRUCTOR

Green River Comm. College (Auburn, WA) is recruiting for a tenure-track faculty position beginning Winter 2000. MA in Journalism (Print, Broadcast or related). $32,107-$47,618. Closes 11/1/99. Jobline (253) 288-3380. TDD (253) 288-3345, or website **www.greenriver.ctc.edu** EOE/AA

Plattsburgh

DIRECTOR OF SPONSORED RESEARCH AND PROGRAMS

Plattsburgh State University of New York seeks qualified candidates for this full-time, twelve-month Director position.

Responsibilities: coordinate and supervise day-to-day pre- and post-award grant and contract activity at the College. Pre-award:encourage and work with faculty and staff in the development of all grant and contract proposals (identifying sponsors, reviewing guidelines, editing applications, preparing budget, scheduling and sequencing application production and processing), and develop and write institutionally-based proposals where appropriate. Post-award: supervise the staff in the Office of Sponsored Research and Programs to ensure sound fiscal management of funded projects, review accounts for appropriate expenditure categories and payroll distribution as budgeted in funded applications, and supervise account review and modification of accounts.

Qualifications: a Master's degree minimum. Doctorate preferred, and 3-4 years experience in pre- and post-award grants administration; excellent interpersonal communication and writing skills; record of writing successful proposals; experience in implementing and managing grants and contracts; participation in and experience with institutional review boards related to research (IRB and IACUC).

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $60,000 to $70,000, dependent upon qualifications and experience; excellent benefits. Send or fax cover letter, resume & the names, addresses, and phone numbers of three references to: Chair, Search Committee **(PJ#2330-808)**, c/o Human Resources, Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901-2681, Fax # 518-564-5060. Review of applications begins immediately & continues until position is filled.

LOS ANGELES CITY COLLEGE

the flagship institution of the Los Angeles Community College District, celebrating its 70th anniversary, seeks nominations and applications for

DEAN OF ACADEMIC AFFAIRS (2 POSITIONS)

is responsible, under the supervision of the Vice President of Academic Affairs, for instructional leadership of half of the college's 30 departments. The Dean facilitates academic planning, program review, enrollment and fiscal management, curricular innovation, faculty hiring and evaluation, and collective bargaining contract compliance.

DEAN OF INSTITUTIONAL PLANNING & ANALYSIS

is responsible, under the supervision of the Vice President of Academic Affairs, for supervision of all activities relating to college planning and research. The Dean assists in improving the educational process and instructional infrastructure by creating and implementing systems to assess the effectiveness of academic programs, retention, and transfer outcomes and by using projections to advise the shared governance body on the feasibility of potential decisions.

Minimum Requirements: Applicants must have an earned master's degree or an advanced degree of at least equivalent standard from a recognized college or university plus two years of successful full-time experience as an administrator or faculty member in accredited institutions of higher education, and two years of successful full-time experience in administrative or management positions in business, industry, education, or government.

Compensation: The current salary range is $63,908 to $79,183 annually. New employees to the District will be allocated within the salary range according to previous salary. A generous benefits package is included.

Application Procedures: A detailed, descriptive flyer and application packet for each position is available by calling the President's secretary at (323) 953-4201 or the District Selection Unit at (213) 891-2211. Information on District employment can be found at http://www.laccd.edu. New applicants and those already in the Dean pool must send to the college President a detailed letter of interest which addresses the above-stated requirements, a current resume, and the names, titles, addresses and telephone numbers of three references who can assess the candidate's qualifications for the position. Application deadline is October 1, 1999. Cleared candidates will be contacted only if they are selected for interviews, planned for the week of November 15. Starting date is expected to be January 1, 2000. Send nominations, applications and supplementary material to Dr. Mary Spangler, President, Los Angeles City College, 855 N. Vermont Ave., Los Angeles, CA 90029.

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER. WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY

BEST COPY AVAILABLE

GRAYS HARBOR COLLEGE

BASIC SKILLS INSTRUCTOR
STAFFORD CREEK CORRECTIONS CENTER

Basic Skills Instructor to work within a correctional facility set to open 4/1/00. Contract position, full time. Bachelor's degree and successful teaching experience required. Master's degree and experience teaching ABE/GED and ESL preferred. Screening begins 9/17/99 with an anticipated start date of 11/1/99. For complete position description and application procedure, contact:

Paulette Dodgen, Grays Harbor College Human Resource Office, 1620 Edward P. Smith Drive,
Aberdeen, WA 98520
(360) 538-4218
e-mail: pdodgen@ghc.ctc.edu
EOE

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

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TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

WESTMONT COLLEGE
CHRISTUS PRIMATUM TENENS

DEAN OF ADMISSIONS AND FINANCIAL AID

Westmont College invites applications and nominations for the position of Dean of Admissions and Financial Aid. The Dean oversees the College's student recruitment effort and serves as the Chief Admissions Officer of the College. The Dean of Admissions and Financial Aid is a member of the President's Staff and reports to the Provost of the College.

Westmont College is a Carnegie I liberal arts college, selective in admissions and national in its recruitment efforts. Westmont locates itself within the rich traditions of the best American liberal arts colleges and the historical and evangelical Christian faith. Candidates must have a deep and abiding confidence in both traditions as well as experience and knowledge that would enable them to lead a strong admissions and financial aid staff to accomplish the recruitment objectives of the College.

Please submit your resume and a cover letter to the **Office of Human Resources, Westmont College, 955 La Paz Road, Santa Barbara, CA 93108 (805) 565-6101**. Westmont College does not discriminate in its employment practices on the basis of age, race, color, sex, national or ethnic origin, marital status, or physical disability and seeks diversity within its programs and personnel.

GRAYS HARBOR COLLEGE

BUILDING MAINTENANCE INSTRUCTOR
STAFFORD CREEK CORRECTIONS CENTER

Building Maintenance Instructor to work within a correctional facility set to open 4/1/00. Contract position, full time. Minimum qualifications: Completion of a recognized apprenticeship as a journey worker; OR full-journey status in a union; OR four years applicable work experience. Vocational training may be substituted for work experience on a year-for-year basis. Strong interpersonal skills and the ability to work cooperatively with others. Preferred: Experience working with the building trades, knowledge of computer based maintenance programs and experience training/teaching. Screening begins 9/17/99 with an anticipated start date of 11/1/99. For complete position description and application procedure, contact:

Paulette Dodgen, Grays Harbor College
Human Resource Office, 1620 Edward P.
Smith Drive, Aberdeen, WA 98520
(360) 538-4218
e-mail: pdodgen@ghc.ctc.edu
EOE

VALENCIA

A BETTER PLACE TO START.

FACULTY POSITIONS

10 month tenure track
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• Building Construction Technology •
• Electronics Engineering Technology •
Above positions require a Master's degree or higher with 18 graduate hours in the discipline (required).

• Computer Engineering Technology (Networking) •
Master's degree preferred with Microsoft networking certifications (required).

Specific qualifications for each position are detailed in the position announcement. For more information, visit our web site at **http://valencia.cc.fl.us**. To be eligible for consideration, an applicant must submit a completed Valencia Community College application, transcript copies, and a clearly identified written statement describing his/her concept of a learning-centered institution. **APPLICATION DEADLINE:** October 7, 1999. **FOR AN APPLICATION PACKET, CONTACT: Human Resources, Valencia Community College, P.O. Box 3028, Orlando, FL 32802; (407) 299-5000, ext. 1002, 1524 or 1741; fax (407) 295-7477, email: pers@valencia.cc.fl.us.** All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. EA/EO.

EDUCATION

California State University Monterey Bay is distinctive in serving the diverse people of California, especially the working class and historically under-educated and low-income populations. The identity of the University is framed by substantive commitment to a multilingual, multicultural, intellectual community which enables students, faculty and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

Director of Communications & Marketing
University Advancement

(Administrator II)
Job#MB99-ED553
Sal: commensurate w/exp+b'fits.

To review complete vacancy announcements for these and other currently open positions or To **APPLY ON-LINE**, visit **CSUMB** at
http://www.monterey.edu
or, to receive ***REQUIRED*** employment application,
call 831/582-3337; or visit (M-F, 8-5 pm):

CSU Monterey Bay
Human Resources Office
100 Campus Center
Seaside, CA 93955-8001
EOE

BROWARD COMMUNITY COLLEGE

Aviation Department Head
#033, South Campus

Master's degree, current FAA certificates and a wide background in aviation and supervision required. Must have the ability to work with flight contractors and to insure the growth of the aviation programs. **Responsibilities include** overseeing three Associate in Science degree programs that prepare students to become aircraft mechanics, pilots, air traffic controllers and aviation managers, managing the Institute's budget, hiring and supervision of faculty and staff, teaching in one of the programs offered by the Institute and liaison work with appropriate industry partners and other educational institutions. Salary: $43,602.00. Closing date: 10/15/99.

Official resumes/applications indicating the position title, position number and official transcripts must be received by 3:00 PM on or before October 15, 1999, at:

Broward Community College
Human Resources Dept.
225 E. Las Olas Blvd.
Ft. Lauderdale, FL 33301
or call 1(800)682-3646 for an official application

Equal Access/Equal Opportunity Institution

WAYNE STATE
UNIVERSITY

COLLEGE OF EDUCATION
TENURE -TRACK FACULTY POSITIONS
2000-2001 ACADEMIC YEAR
Assistant/Associate/Full Professor

Education Administration (Administrative & Organizational Studies)
(Assistant/Associate/Full Professor)

Qualifications: An earned doctorate in Educational Leadership. A strong record of scholarship (publications, research, and possibly outside funding). Experience advising graduate students (masters, specialists, doctoral). Experience in directing doctoral dissertation research. Preference will be given to candidates with public school (or related) administrative experience. Experience in teaching graduate level students, preferably with problem-based approaches.

Responsibilities: Continue a strong research agenda in Educational Leadership. Procure grants, teach graduate-level courses. Advise graduate students (masters, specialists, doctoral). Chair doctoral committees and direct doctoral dissertation research. Curriculum development in the Educational Leadership unit is also expected. Participate in program area division college and university academic and collaborative activities.

Health Education (Health, Physical Education & Recreation)
(Assistant/Associate Professor)

Qualifications: An earned doctorate in Health Promotion or Health Education required. Evidence of scholarly productivity and successful teaching experience required. Desire to teach and perform research in an urban setting. Proven ability to secure external funding preferred.

Responsibilities: Teach graduate and undergraduate classes in Health Education and Health Promotion. Advise graduate students in Health Promotion and Wellness. Lead research efforts in Health Promotion and Wellness with special attention to urban and minority issues. Secure external funding for research efforts in Health Promotion and Wellness. Participate in collaborative projects.

Multicultural/Bilingual Education (Teacher Education)
(Assistant /Associate Professor)

Qualifications: An earned doctorate with a major in Multicultural Education/Bilingual Education or related field. Ability to conduct research in Multicultural/Bilingual Education, publish and pursue grant funding opportunities. Urban Multicultural teaching experience, K-12. University teaching experience preferred.

Responsibilities: Pursue an active research program in the area of Multicultural/Bilingual Education. Procure grants. Teach undergraduate and graduate Multicultural/Bilingual Education courses including inservice initiatives for practicing teachers. Supervise and direct graduate essays, projects, theses and dissertations. Advise undergraduate and graduate students in Multicultural/Bilingual Education. Assume leadership for collaborative efforts with colleagues in the college, university and professional community. Participate in division, college and university academic and collaborative activities.

Research Enhancement (Health, Physical Education & Recreation)
(Assistant/Associate Professor)

Qualifications: Doctorate required. Rigorous research-oriented academic preparation required. Extensive research and publication record preferred. Post-doctoral university experience preferred. Successful grant writing experience, and an eagerness to secure external funds required.

Responsibilities: Coordinate and enhance research efforts in Health, Physical Education and Recreation. Conduct externally-funded research in one or more of the following areas: Biomechanics, Exercise and Sport Psychology, Health, Motor Behavior, Physical Education Pedagogy, or Sports Administration. Integrate HPR research efforts with other units in the university. Assist with graduate program development in HPR. Advise graduate students. Teach in the area of specialization as needed.

Science Education (Teacher Education)
(Assistant /Associate Professor)

Qualifications: An earned doctorate with a major in Science Education or related field. Major in science. Emphasis in physical science preferred. Graduate credits in science. Ability to conduct research in Science Education, publish and pursue grant funding opportunities. Urban science teaching experience, K-12. University teaching experience preferred.

Responsibilities: Pursue an active research program in the area of Science Education. Procure grants. Teach undergraduate and graduate Science Education courses including inservice initiatives for practicing teachers. Supervise and direct graduate essays, projects, theses and dissertations. Advise undergraduate and graduate students in Science Education. Assume leadership for collaborative efforts with colleagues in the college, university and professional community. Participate in division, college and university academic and collaborative activities.

Sports Management & Administration (Health, Physical Education & Recreation)
(Assistant/Associate Professor)

Qualifications: Earned doctorate in Sports Administration or closely related field required. Previous experience in several of the following: Athletic administration, facility design and event management, sports marketing, development and fund raising, or legal issues. Previous university teaching experience and/or professional administrative experience.

Responsibilities: Pursue an active research agenda in sports administration, procure grants. Teach graduate courses in Sports Administration. Advise graduate students. Supervise internships with appropriate schools, sports-related businesses, and governing organizations. Collaborate with other program areas in the division and College of Education to meet university goals.

Salary and Rank for above: Commensurate with qualifications and experience.

Application Procedures: Applicants are asked to send a letter of application, a current vita, and a one- or two-page summary of their research agenda, make arrangements for three original recent letters of recommendation and official transcripts to be sent, and provide a list of additional references including addresses and phone numbers.

Submit applications and nominations to Search Committee Chairs c/o

Office of the Dean
441 Education Bldg.
College of Education
Wayne State University
Detroit, MI 48202-3489
Phone: (313) 577-8283; Fax: (313) 577-3606

Application Deadline: Review of applications will begin immediately and continue until the position is filled. Starting date: August, 2000.

Institutional Background: Wayne State University is the major urban university in Michigan and is located in the heart of Detroit's cultural and medical centers, which enable it to utilize the city's vast social, cultural, educational, corporate and scientific resources to enrich the educational and instructional programs and to stimulate research. The university holds the prestigious rank of Carnegie Research University I, one of only 59 public universities to achieve this status. Wayne State University is a leader in the region and the nation, and is committed to research, teaching and service to urban issues. The college theme is The Urban Educator as a Reflective, Innovative Professional, which guides and develops its programs. The college is characterized by its diversity and commitment to an urban mission and reflects the dynamic characteristics of urban life. One of 14 schools and colleges at Wayne State, the College of Education currently enrolls about 1,000 undergraduate and more than 2,500 graduate (master's/education specialist/doctoral) students in approximately 34 different programs.

Wayne State University is an equal opportunity/affirmative action employer

Aims
Community College

Executive Vice President

Aims Community College
Greeley, Colorado

Aims Community College invites applications for the position of Executive Vice President. The individual will report directly to the President. General responsibilities include coordination of College-wide policies, procedures, systems, committees and activities that lead the institution through shared decision making, quality improvement and recognition of success.

The College

Aims is a comprehensive local district community college in Greeley, Colorado, 45 miles north of metropolitan Denver. The three-campus college serves 14,000 students annually (4,000 FTE) in a service area that includes a population base of 300,000-plus residents.

Specific Duties

Within established mission and vision statements, responding to directives of the President including implementation and development of special projects o Supervising the areas of human resources, information technology systems, institutional planning and research, two campus deans and grants program • Coordinating academic and student affairs programs and services • Coordinating and directing staff development programs • Directing and implementing the College's strategic planning process and linking it to the budget planning process • Coordinating and developing comprehensive internal evaluation plans • Responsible for compliance with all federal and state regulations • Coordinating all college committees/task forces • Maintaining and coordinating college-wide policies and procedures • Assisting the President in determination of appropriate compensation practices for the College's employees • Serve as the administrator in charge of the College in the absence of the President.

Criteria

Understanding of and commitment to the mission of the comprehensive community college in a local control district • Earned doctorate from an accredited institution preferred • Administrative leadership in a community college • Full-time community college teaching preferred • Leadership experience demonstrating a strong decision-making style that is based on collaborative relationships, team building, and experience with shared decision-making • Demonstrated management skills in entrepreneurial activities, human resources, financial management/allocation of resources, strategic planning, team building and conflict resolution • Evidence of effective working relationships with local, state and federal agencies, other colleges and faculty and staff • Successful record of innovative education and management practices and a willingness to assume considered risks • Demonstrated concern for student needs and for open communications with students • Evidence of an understanding of the use and implementation of technology in education and administrative settings • Successful record of participation in partnerships with various constituencies including business, public schools, universities and community groups • Sensitivity to diversity issues and a demonstrated ability to lead an institution in which differences are valued (bilingual/bicultural background a definite asset) • Superior written and oral communication skills • Evidence of successful support for community economic development • Demonstrated understanding of the role of the community college in international education.

Application Process

Candidates should submit a letter of application in response to the criteria point by point, a resume and at least three professional references as well as any other pertinent information to: **Ms. Diane Miller, Director of Human Resources, 5401 W. 20th St., Greeley, CO 80634.**

APPLICATION CLOSING DATE: Friday, October 1, 1999
EMPLOYMENT STARTING DATE: January, 2000, but no later than March 1, 2000

Information

Call Ms. Diane Miller at (970) 330-8008, Ext. 6434 • FAX (970) 339-6664 • E-mail: dmiller@aims.edu • Website: www.aims.edu

EEO/AA

SUMMER 2000

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-
SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

Three or four weeks of intensive Spanish language study from:

July 13th to August 3rd

Cost (with scholarship) $1,499

or

July 13th to Agust 10th

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Includes: round trip airfare New York/Madrid/New York, three meals a day, room accomodations and instruction at Colegio Mayor Antonio de Nebrija of Universidad Complutense.

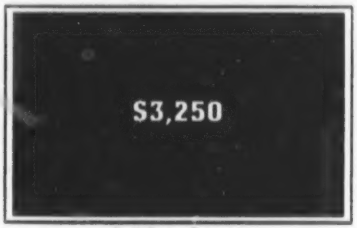
For information, **Write or Fax** your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 587-1260
FAX: (201) 368-0433

HISPANIC OUTLOOK 1999-2000 RATE CARD

SUGGESTED AD SIZES



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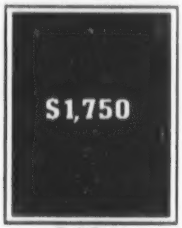

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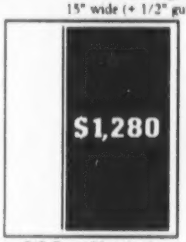

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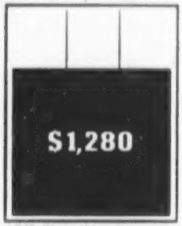

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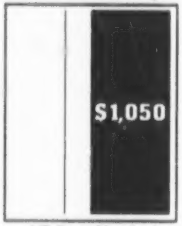

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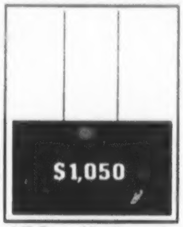

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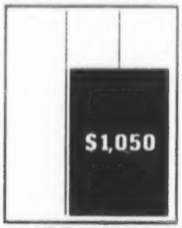

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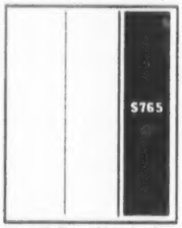

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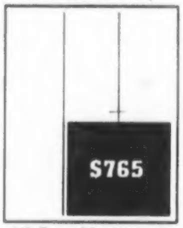

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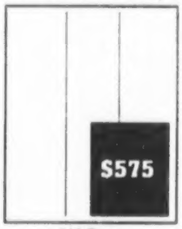

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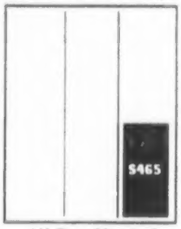

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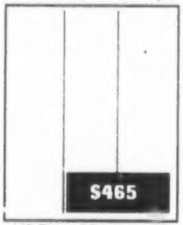

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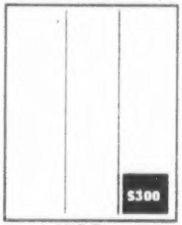

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A per column inch rate of **$110** is also available upon request for insertions in need of special requirements.

MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 24	Sept. 7	*** Back to School Issue**
October 8	Sept. 21	
October 22	Oct. 5	*** Hispanic Heritage Month**
November 5	Oct. 19	**Law School Issue**
November 19	Nov. 2	*** Publisher's Picks Issue**
December 3	Nov. 16	
December 17	Nov. 30	*** Sports Issue**
January 7	Dec. 14	
January 28	Jan. 11	*** Financing a College Education**
February 11	Jan. 25	
February 25	Feb. 8	*** Women in Higher Education**
March 10	Feb. 22	**Council of Independent Colleges**
March 24	March 7	*** Community College Issue**
April 7	March 21	
April 21	April 4	**Graduate School Issue**
May 5	April 18	*** Top 100 Colleges for Hispanics**
May 19	May 2	
June 2	May 16	*** Health Professions Issue**
June 16	May 30	
June 30	June 13	**Corporate Issue**
July 14	June 27	
July 28	July 11	
August 11	July 25	**The Arts Issue**
August 25	Aug. 8	
September 8	Aug. 22	
September 22	Sept. 5	**Volume 10 Editorial Index**

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to
Hispanic Outlook in Higher Education; Display Advertising;
210 Route 4 East; Paramus, NJ 07652

By E-Mail—**outlook@sprintmail.com**

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106)
Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

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ADVERTISING INDEX

POSITIONS

CALIFORNIA	
California State University, Hayward	51
California State University, Long Beach	53
California State University, Monterey Bay	59
De Anza College	50
Foothill College	53
Los Angeles City College	58
Loyola Law School	42
Rancho Santiago Community College District	51
University of San Francisco	41
University of Southern California	36, 52
Westmont College	59
COLORADO	
Aims Community College	61
National Center for Atmosphere Research	55
CONNECTICUT	
Manchester Community-Technical College	44
FLORIDA	
Broward Community College	59
Miami-Dade Community College	46
Seminole Community College	58
University of Florida	58
Valencia Community College	59
GEORGIA	
Georgia Perimeter College	41
ILLINOIS	
Triton College	47
University of Illinois at Chicago	25, 57
INDIANA	
Indiana University South Bend	43
KANSAS	
Wichita State University	43, 50
MAINE	
Bates College	50
MARYLAND	
National Institutes of Health	43
University of Maryland	41
MASSACHUSETTS	
Amherst College	54, 57
Bentley College	44
Northeastern University	49
University of Massachusetts Amherst	39
MICHIGAN	
The University of Michigan	51
Wayne State University	60
MINNESOTA	
University of Minnesota	56, 63
NEBRASKA	
University of Nebraska-Lincoln	45
NEW HAMPSHIRE	
University of New Hampshire	55
NEW JERSEY	
Montclair State University	47
New Jersey City University	42
Ramapo College	56
Raritan Valley Community College	40
William Paterson University	55
NEW YORK	
Borough of Manhattan Community College/CUNY	52, 54
Ithaca College	40, 50
Pace University	57
Sarah Lawrence College	46
Skidmore College	56
SUNY, Buffalo State College	46
SUNY, College at Oneonta	53
SUNY, Empire State College	54
SUNY, Farmingdale	51
SUNY, Plattsburgh	58
OHIO	
Oberlin College	49
The College of Wooster	54
The Ohio State University	46
Youngstown State University	48
OKLAHOMA	
The University of Tulsa	47
University of Oklahoma Health Sciences Center	49
PENNSYLVANIA	
Harrisburg Area Community College	42
TEXAS	
Rice University	58
Southwest Texas State University	25, 48
University of Houston	42
UTAH	
Utah State University	39
VERMONT	
University of Vermont	48
WASHINGTON	
Central Washington University	45
Community Colleges of Spokane	56
Grays Harbor College	49, 59
Green River Community College	58
The Evergreen State College	52

RECRUITMENT

Center for International Studies	NJ	61
Northeastern Junior College	CO	44
Texas A&M University, Kingsville	TX	40

FELLOWSHIPS/SCHOLARSHIPS/AWARDS

Howard Hughes Medical Institute	MD	38
Indiana University	IN	39
National Institutes of Health	MD	39

UNIVERSITY OF MINNESOTA

TWIN CITIES-DEPARTMENT OF BIOCHEMISTRY, MOLECULAR BIOLOGY & BIOPHYSICS

TENURE-TRACK ASSISTANT PROFESSOR POSITIONS

The University of Minnesota has begun a new $123 million initiative that will result in the construction of a new Molecular and Cell Biology Building and the hiring of new faculty in basic biological science departments over the next three years. As part of this new initiative, the Department of Biochemistry, Molecular Biology and Biophysics invites applicants for several full-time, tenure-track Assistant Professor positions to start on or after July 1st, 2000. The Microbial Biochemistry & Biotechnology Division seeks candidates who conduct research in either or both computational and experimental aspects of microbial genomics. The Molecular Biology Division seeks candidates who study basic mechanisms of transcription or genome replication and maintenance. The Regulatory Biochemistry Division seeks candidates using molecular biological and biophysical techniques to study glucose homeostasis in diabetes mellitus. The Structural Biology & Biophysics Division seeks candidates who investigate the structure and dynamics of proteins and/or nucleic acids, with primary emphasis on the techniques of high-field NMR, x-ray crystallography, and/or spectroscopy. For more details about these positions please consult: **http://cbs.umn.edu/BMBB/.**

Successful candidates will be expected to develop strong, externally funded research programs and will contribute to the undergraduate, graduate and professional teaching programs of the department. The ability to interact collaboratively among a variety of disciplines will be strongly encouraged. All candidates must have a Ph.D. and/or MD degree. Desired experience includes at least two years of postdoctoral equivalent experience, and a strong publication record. Successful candidates must be U.S. citizens or be able to secure permanent resident status. Successful candidates will receive a substantial start-up package to establish their laboratories and a salary commensurate with education and experience. Please send a curriculum vitae, statement of research interests, and three letters of recommendation that consider both research and teaching potential, by October 15, 1999, to: **BMBB Search Committee, c/o Mr. Jeff Schaub, University of Minnesota, Department of Biochemistry, Molecular Biology and Biophysics, 6-155 Jackson Hall, 321 Church Street, S.E., Minneapolis, MN 55455 or schaub@biosci.cbs.umn.edu.**

¡PUNTO FINAL!

TEACHING HISTORY: CUBA 101

Alejandro de la Fuente teaches in the Department of History at the University of South Florida. He wishes to thank Susan Fernandez and Rebecca Scott for their comments and suggestions.

It all started 15 months ago at the Hotel Jagua in Cienfuegos, a beautiful port city on Cuba's southern coast. I was indulging in yet another cup of Cuban coffee, chatting with colleagues and friends from the island and the U.S. who were attending a conference on the social history of the Cuban War of Independence–what we here usually misname as the Spanish-American War. The conference, organized by the University of Michigan Regional Archives Project, directed by Rebecca Scott, and the Cienfuegos branch of the Union of Writers and Artists of Cuba (UNEAC), directed by historian Orlando Garcia Martinez, had been a huge success.

It had brought together 12 scholars living in Cuba, the U.S., and Europe who shared their papers in advance to exchange ideas and promote collaboration. A packed audience took over the modest installations of the provincial archive every morning to listen to the presentations and to participate in the discussions.

For someone like me, who left the island only in 1992, the conference had additional meaning: It was the first time a Cuban organization invited me officially to participate in an academic event. Six long years had passed, but I was finally back.

The conference's success was based not only on the quality of the presentations, or even the careful work of its organizers. We were discussing topics that are as relevant for Cuba's past as they are for Cuba's future: the ambiguous meanings of race; the process of defining citizenship rights; the contested notions of what the nation should be. These topics are passionately debated on the island, where interpretations of the past are frequently used to assess the uncertainties of the future. In Cuba, history is not buried in libraries or confined by thick university walls; it is alive and public, exposed to the contributions and readings of everybody.

Thus it made sense that the idea of teaching a formal summer course about questions of race, citizenship, and nationhood in Cuba would come up. Yet doing it seemed nearly impossible. We had to obtain authorization from Cuban authorities, secure funds to cover all expenses, find a way to publicize the seminar with the island, devise a system which, despite the lack of reliable communications between Cuba and the U.S., allowed all project faculty the chance to select the students from a pool of applicants. And all in roughly one year.

It was agreed that Orlando Garcia would be our coordinator in Cuba and I in the United States. Rebecca Scott, from the Biblioteca Nacional José Marti in Havana, completed our working group. Two tasks were obvious priorities: Garcia had to obtain approval for the seminar in Cuba. We had to get funds in the U.S., a task for which I took responsibility. We succeeded on both fronts: UNEAC decided to sponsor our event, yet another example of that organization's commitment to serious academic and intellectual exchanges. And in the U.S., Dr. Andrea Panaritis, executive director of the Christopher Reynolds Foundation, encouraged us to submit a full proposal, later funded. The John D. and Catherine T. MacArthur Foundation gave us a grant. With the competent assistance of folks at the USF Research Foundation, we managed the whole operation from here.

Several months later, in June, six graduate students from universities in the U.S. (Michigan, NYU, Columbia, UCLA, and Pittsburgh) met in a room with eleven Cuban junior scholars selected from a pool of thirty applicants. We had invited historians Paul Kramer, from Johns Hopkins University, and Michael Zeuske, from Universitat zu Koln, in Germany, as guest faculty.

The seminar held three-hour daily sessions for two weeks. U.S. students were at some disadvantage; all sessions were conducted in Spanish. But the Cuban students had to read what was described as an "enormous" amount of material in English. We tried to be fair.

The seminar accomplished its main purposes. It gave younger Cuban historians easy access to a recent body of literature published abroad. Thanks to the foundations, we provided free books and course packages to all participants. Transporting bulky material to Cuba was a challenge, so we divided it among the U.S.-based students and faculty.

The seminar also sought to create "horizontal" links and networks among young historians in both countries, for these groups rarely encounter each other. Cuban junior historians know of U.S. professors and their work; U.S. graduate students know the writings of Cuba's most established scholars. We wanted to help break the isolation in which junior scholars work in each country. Members of several informal groups created since the seminar continue to exchange information and points of view.

More important, perhaps, this was a rare occasion on which U.S.-based and Cuban-based students and faculty joined in a common educational effort. We hope not the last. In a sense, we made history while studying history.

You never know what a determined group of scholars can accomplish when they share a dream over a good cup of steamy Cuban coffee.

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